State Board for Architecture
Board Meeting
1411 Broadway (between 39th & 40th Streets) - Tenth Floor – Regents' Room – Manhattan

Wednesday, November 6, 2024
10:00 am (start time for meeting)

Members of the public may attend and observe the meeting outside of the Executive Session

AGENDA

1. Executive Session (10:00 start time)

    Public Session
2. Board Member Departure

3. Approval of Minutes

4. Board Chair Report

5. Board Office Report

6. Old Business
    - NCARB Competency Standard
    - Education/Experience Review
    - 2024 NCARB MBE/MBC Summit Summary
    - Project Construction Cost Estimates - NYC
    - Women in Architecture Series

7. New Business
    - NAAB Funding
    - ARE - ESL Accommodations Statistics
    - Baseline on Belonging - Mentorship
    - NCARB Items
        o MBE Workshop – February 27, 2025
        o Regional Summit – February 28-March 1, 2025
        o Annual Meeting – June 19-21, 2025
    - Architecture as a STEM Profession
    - Public Board Member Search

8. Other Board Member Topics for Future Meetings

9.   Adjournment

        Next Meeting – *February 13, 2025 – NYC*

Minutes of the Meeting
State Board for Architecture
1411 Broadway; Regents' Room
New York, NY 10018

Present: Anik Pearson, Chair
           Nicole Dosso, Vice Chair
           Greg Canaras
           Giuseppe Lauro
           Fred Mosher, Jr.
           Talisha Sainvil
           Marcy Stanley
           Jitendra Vaidya

Absent: Carol Bentel

Staff: Robert Lopez, Executive Secretary
           Gina Sacco, Assistant in Professional
           Education

Guests: None

August 7, 2024

OPEN SESSION

1. Motion: Stanley/Lauro: That the Board enter Executive Session.

2. The Board resumed the Open Session.

3. **Introductions:** Chair Pearson welcomed a new State Board staff member, Gina Sacco, to the meeting. Members of the Board introduced themselves to Ms. Sacco.

4. **Approval of Minutes:** Motion: Sainvil/Stanley: That the minutes of the May 15, 2024 meeting of the State Board for Architecture be approved. PASSED UNANIMOUSLY.

5. **Board Chair Report:** Chair Pearson brought up a recent example of illegal practice that she referred to the Executive Secretary. The Executive Secretary reviewed the typical process for an illegal practice complaint. Chair Pearson then described questions concerning permitting fees charged in New York City. The Executive Secretary suggested a future meeting may be warranted with stakeholders involved in construction in New York City to discuss areas of mutual interest. The Board agreed to take a group photo at the Board meeting.

6. **Board Office Report**: The Executive Secretary gave the Board Report. For the first time, New York has the highest number of total architects in the US. Thania Fernandez is OP's new Executive Coordinator for Professional Practice. The Board discussed A10543/S9849 and maintained its recommendation that design build can occur safely provided conditions in its white paper are maintained. Additionally, the Board discussed A10016/S8850 and understands that this legislation, if passed, may result in an unlevel competition between for-profit companies and not-for-profits and, may impact architects and those they protect in the future.

7. **Old Business:**
    Experience/Education Review**:** The Ad Hoc Committee on Education/Experience consists of Vice Chair Dosso and Members Bentel and Canaras. The committee has met three times and discussed the current education and experience requirements in New York. Vice Chair Dosso updated the full Board on the questions raised by the Committee, and she shared a relevant

article included in the Board package from the Summer '24 *Oculus.* Key takeaways and questions that were brought forward for discussion by the Board are as follows:

- Do the criteria for each pathway to licensure reflect the practice of architecture today?
  - The criteria possibly result in two classes of architects – the overwhelming majority of candidates who pursue the traditional education, experience and exam route and those few candidates who just meet experience and exam requirements.
  - Could there be an education and exam path only to demonstrate competency, with no experience component? This approach would require curricular updates and coordination with other stakeholders, such as the NAAB, and may lead to multiple NAAB curriculum pathways.
  - Certain career pathways (government agency, academia, sustainability, elevator consulting, work under a PE/LA/Planner/Interior Designer, accessibility consulting) may be limited in how much experience may be used towards licensure.
  - There are more varied employment opportunities today with multiple career pathways geared toward design, technical, or various fields related to architecture. New York should add flexibility to the experience requirement to reflect these specializations taking place.
- How do NCARB's new Draft Competency Standards factor into the Board's review of education and experience?
  - How do we regulate a shift in mindset from a duration/time-based experience requirement to a competency-based one? NCARB's Research and Development (R&D) Task Force is currently examining this issue with the potential of national changes in 2027/28.
  - Licensure requirements should not include redundancy in measuring competency across education, experience and exams. A competency need only be demonstrated via one of the three E's.
- Does experience have to occur under an architect?
  - This requirement can cause a candidate to have to leave a position to gain acceptable experience under an architect in an architecture firm.
  - The Board discussed that valuable experiences that help candidates demonstrate competency will best prepare candidates for practice.
  - The Board discussed options ranging from no required experience under an architect in a diversified architectural practice to reducing the amount for those in an NAAB-accredited program to 1 year.
  - The Board discussed the possibility of discounting certain related experiences, i.e. 50% or 25% for work in a related area.

The Board agreed that a change in NAAB requirements would require the coordination of multiple stakeholders and may prove to be a difficult task. The Board was in favor of pursuing competency as a model; the answer to the "How" to prove competency will have to be coordinated with NCARB's efforts to not be too far removed from the national model. Potentially, a reduction in the amount of Category I experience was viewed favorably, however, the Board discussed challenges with the complete removal of experience under an architect in a diversified architectural practice. The Executive Secretary suggested that the Ad Hoc Committee continue its efforts but, ultimately, may need to coordinate its efforts with those of NCARB's R&D Task Force.

Women in Architecture Series: Chair Pearson gave an update on two upcoming events. On August 15th, there will be a session with staff from Alloy Development, and on September 25th, there will be an in-person event scheduled at Handel Architects.

2024 NCARB Annual Business Meeting (ABM): The Executive Secretary and Member Stanley gave a summary of the ABM's outcomes, including break-out sessions, Resolution votes, and Elections of NCARB's leadership. All were included in the Board package. Members were encouraged to attend NCARB's Draft Competency Standard webinar later in the afternoon if they had comments to share with NCARB.

8. **New Business:**

   Future Endorsement Pathway: The Executive Secretary reviewed a proposed endorsement model for UK based upon the endorsement model for Canadian architects who do not pass the ARE. If New York were to consider such a model, it may permit New York to participate in the Mutual Recognition Agreement between the UK and NCARB. Board Members were unanimous in support of this proposal. Agreement on the proposed amendment and a schedule for the regulatory process will be determined after discussions with Department leadership.

   2025 Meeting Dates: Dates for 2025 Board meetings were agreed to as follows: February 13, May 21, August 6, and November 6.

   Disciplinary Spreadsheet: Executive Secretary provided an updated disciplinary summary spreadsheet of Regents actions taken against architects and informed the Board that this may be used as a resource for members when they are involved in a disciplinary matter. It is important to note, however, that all disciplinary cases are unique and a Board member's recommendation as to penalty should take into account all circumstances within the case itself.

   ICOR Update: ICOR Members continue to work towards a practice overlap guidance document that will be voted upon in 2025 by the design Boards involved with ICOR (architecture, engineering, interior design, landscape architecture and land surveying.

   Miscellaneous NCARB Items

   - ARE Misconduct Case: The Executive Secretary shared NCARB's summary of a recent ARE misconduct case.
   - Fees: a list of increased NCARB fees were shared with the Board
   - MBE/MBC Summit: Member Canaras and the Executive Secretary have been approved to attend this meeting in October 2024.
   - Regional Summit: Chair Pearson confirmed that she can attend this meeting in February/March 2025, pending travel approval.

9. **Other Board Member Topics for Future Meetings:** Conduct the feasibility of a stakeholder meeting of those involved in construction in New York City.

10. Motion: Sainvil/Lauro: Moved to adjourn. PASSED UNANIMOUSLY.

The next meeting of the Board will be Wednesday, November 6, 2024, in NYC.

Respectfully submitted,

Robert Lopez, RA
Executive Secretary

Minutes of the Meeting
State Board for Architecture
1411 Broadway; Regents' Room
New York, NY 10018

Present: Anik Pearson, Chair
           Nicole Dosso, Vice Chair
           Greg Canaras
           Giuseppe Lauro
           Fred Mosher, Jr.
           Talisha Sainvil
           Marcy Stanley
           Jitendra Vaidya

Absent: Carol Bentel

Staff: Robert Lopez, Executive Secretary
           Gina Sacco, Assistant Professional
           Education

August 7, 2024

EXECUTIVE SESSION

1. The Board conducted a practical exam. After scoring the candidate's performance, the Board determined that the candidate had not passed the exam and will not be recommended for licensure.

2. **Approval of Minutes:** Motion: Sainvil/Stanley: That the minutes of the May 15, 2024 meeting of the State Board for Architecture be approved. PASSED UNANIMOUSLY.

3. The Executive Secretary discussed restoration cases for architects who have surrendered their license or have had it revoked by the Board of Regents due to misconduct. He showed Board members the location of the OP Disciplinary Process on the Board Members' Only website, and provided important context for members when they are participants in a Peer Committee meeting. Restoration candidates must show compelling evidence that the misconduct will not recur and that the root causes of the misconduct have been addressed and satisfactorily dealt with. The Peer Committee must assess the applicant's fitness to practice, using criteria such as the applicant's demonstration of sufficient rehabilitation, re-education and remorse, in light of the gravity of the original misconduct.

4. The Executive Secretary reviewed the typical process for an architect who has a lapse in practice and who wants to re-register in New York, including a review of the continuing education requirements, the need for an automatic audit of continuing education, and possible disciplinary actions should an architect not complete the continuing education requirement.

5. Motion: Mosher /Vaidya: That the Board resume the Open Session. PASSED UNANIMOUSLY.

Respectfully submitted,

Robert Lopez, RA
Executive Secretary

NEW YORK STATE BOARD FOR ARCHITECTURE
BOARD OFFICE REPORT

Registered Architects (RA's)

Current Resident Registered Architects	11,777
Current Non-Resident Registered Architects	9,249
Foreign Registered Architects	413
Total Number of RA's as of 7/1/24	21,439

Licenses Issued
2024 – 642 *(thru 9/30/24);* 2023 – 905; 2022 – 940; 2021 – 804; 2020 – 681; 2019 – 814

ARE Candidates	(July 18, 2024 – October 21, 2024)	-
Early Admit ARE Candidates	(July 18, 2024 – October 21, 2024)	259
NCARB Certification	(July 18, 2024 – October 21, 2024)	69
Endorsement	(July 18, 2024 – October 21, 2024)	5
Endorsement PE no QT	(July 18, 2024 – October 21, 2024)	-
Via Educ, Exp & Exams	(July 18, 2024 – October 21, 2024)	11

Candidate Admissions to ARE
2024 – *771 (thru 9/30/24);* 2023 – 1,030; 2022 – 770; 2021 – 875; 2020 – 889; 2019 – 1,075

OP/Staff Activities
Along with Member Canaras, the Executive Secretary attended the biennial Member Board Chairs/Member Board Executives Leadership Summit, held in Fargo, ND, from October 18-19, 2024. A more detailed summary will be given by Member Canaras during the Board meeting.

Legislative / Regulatory Activity
The NYS Legislature is in a two-year session that will run from January 2023 through December 2024. Legislation of interest follows:

A7716-A / S6112-A – Relates to the provision of applications for registration to licensees by the state education department
Allows for the education department to provide registration applications to licensees for each profession by means other than mail; requires the state education department to mail applications prior to the end date of such registration period.
Bill is passed in the Assembly; passed in the Senate; and was signed Ch. 346 of the Laws of 2024
(New bill and law – language included in the Board package.)

A10543 / S9849 – Relates to authorizing the use of certain alternative project delivery methods
Authorizes the use of certain alternative project delivery methods for the New York city public works investment act.

Bill is passed in the Assembly and is passed in the Senate.

A10016/ S8850 – Permits certain not-for-profit corporations engaged in engineering for certain conservation efforts to do business or provide professional engineering, land surveying or professional geology services in the state
Relates to permitting certain not-for-profit corporations engaged in engineering for certain conservation efforts to do business or provide professional engineering, land surveying, or professional geology services in the state.
Bill is referred to Higher Education in the Assembly and is passed in the Senate.

A9500 / S9064 – Relates to the requirements for certification for certified interior designers
Relates to the educational and examination requirements for certification as a certified interior designer; provides an exemption from the education requirements for architects licensed under Article 147 of the NYS Education Law.
Bill is referred to Higher Education in the Assembly and is referred to Higher Education in the Senate.

A9936 / S9455 – Relates to licensure requirements for professional geologists
Provides that the education requirements to be licensed as a professional geologist may be partially substituted by practical experience; relates to the issuance of an identification card as a geologist in training.
Bill is referred to Higher Education in the Assembly and is referred to Higher Education in the Senate.

S5664 / A4720 – Relates to public employees' supervision, examination, review, and determination of acceptability of public works projects performed by contractors
Requires certain public employees to be on the site for the duration of public works projects completed by contractors; requires such certain public employees to review a contractor's work on public works projects and determine whether the work performed is acceptable.
Bill passed in the Senate and passed in the Assembly but was vetoed by the Executive.

A1891-D / S5261-B – Expanded ownership in design professional corporations by employee stock ownership plans and non-licensed employees
Provides for expanded ownership in design professional corporations by employee stock ownership plans and non-licensed employees
Bill was signed as Chapter 439 of the Laws of 2022; ***effective date 7/21/24.***

S1049 / A5051 – Relates to an engineering technology degree
Provides that an applicant with a bachelor's degree or higher in engineering technology and an applicant with a bachelor's degree or higher in engineering shall have the same number of education and experience credit requirements, shall have the same eligibility for an identification card as "an engineer in training", as well as examination and examination eligibility requirements.
Bill is referred to Higher Education in the Senate and is referred to Higher Education in the Assembly

S5614 A / A4202 A – Relates to building permits

Authorizes a city, town or village to establish a program whereby a building permit may be issued based upon certification by a registered architect or professional engineer.
Bill is referred to Local Governments in the Senate and is referred to Local Governments in the Assembly

S3295 / A3389 – Relates to the establishment of the water-based fire protection licensure act
Establishes water-based fire protection licensure act, setting forth licensure requirements for contractors engaged in the business of the layout, installing, repairing, inspecting, testing, or maintaining of water-based fire protection systems and components.
Bill is referred to Consumer Protection in the Senate and is referred to Economic Development in the Assembly

S5049 / **No Same As**– **NYC DoB False Documents**
Relates to false statements in documents submitted to the department of buildings of the city of New York
Bill is referred to Cities in the Senate

A4327 / No Same As – **Increases to $50,000 for cost of construction threshold**
Increases to $50,000 the cost of the construction of a building, structure or public work, above which a professional engineer, land surveyor or architect must be utilized to plan and supervise the construction thereof.
Bill is referred to Higher Education in the Assembly

S3312 / A8066 – New York Emergency Responder Act
Enacts the New York emergency responder act limiting the liability of certain emergency responders.
Bill is referred to Veterans, Homeland Security and Military Affairs in the Senate and is referred to Governmental Operations in the Assembly

S8122 / A9575 - Requires public authorities to negotiate with most qualified architectural, engineering, geological, landscape architectural and/or surveying professional firms before negotiating with other firms
Requires public authorities and public benefit corporations to negotiate with professional firms providing architectural, engineering, geological, landscape architectural or surveying services in order from the most qualified to the least qualified with regard to the provision of services to the authority or corporation
Bill is printed in the Senate and is printed in the Assembly

Bills Not yet Introduced

S / A– Establishes a program where a municipal department of buildings may accept certain construction documents for code compliance
Establishes a program where a municipal department of buildings may accept construction documents required to be filed in relation to code compliance prior to issuance of a certificate of occupancy with less than a full examination by such municipal department of buildings based on a professional certification of an applicant who is an architect or professional engineer; makes related provisions.

Bill is not yet introduced

S / A – Requires certain engineering plans that could pose a material risk to public safety to bear a stamp of approval of a professional engineer
Requires certain engineering plans or specifications for engineering work or services that could pose a material risk to public safety to bear a stamp of approval of a professional engineer and authorizes the public service commission to promulgate rules and regulations relating to such requirement.
Bill is not yet introduced

A / No Same As – Interior Design/State Contracting
Adds interior design services as a type of contract that can be entered into and negotiated by the state
Bill is not yet introduced

A / No Same As - Licensing consequences for serious abuse of self-certification privileges
Relates to licensing consequences for architects or engineers who seriously abuse their self-certification privileges
Bill is not yet introduced

<u>Office of Professional Discipline</u>
N/A

A7716-A Hyndman Same as S 6112-A STAVISKY
Education Law
TITLE....Relates to the provision of applications for registration to licensees by the state education department

Date	Action
06/06/23	referred to education
01/03/24	referred to education
02/27/24	reference changed to higher education
02/28/24	amend and recommit to higher education
02/28/24	print number 7716a
03/05/24	reported
03/07/24	advanced to third reading cal.352
03/11/24	passed assembly
03/11/24	delivered to senate
03/11/24	REFERRED TO HIGHER EDUCATION
03/25/24	SUBSTITUTED FOR S6112A
03/25/24	3RD READING CAL.233
03/25/24	PASSED SENATE
03/25/24	RETURNED TO ASSEMBLY
09/20/24	delivered to governor
09/27/24	signed chap.346

HYNDMAN, MCDONALD, SHIMSKY, JEAN-PIERRE, TAYLOR, DAVILA, DESTEFANO, SAYEGH, BICHOTTE HERMELYN
Amd §6502, Ed L
Allows for the education department to provide registration applications to licensees for each profession by means other than mail; requires the state education department to mail applications prior to the end date of such registration period.
EFF. DATE 09/27/2024

13

STATE OF NEW YORK

_____

7716--A

2023-2024 Regular Sessions

IN ASSEMBLY

June 6, 2023
_____

Introduced by M. of A. HYNDMAN -- read once and referred to the Commit-
  tee on Education -- recommitted to the Committee on Education in
  accordance with Assembly Rule 3, sec. 2 -- reference changed to the
  Committee on Higher Education -- committee discharged, bill amended,
  ordered reprinted as amended and recommitted to said committee

AN ACT to amend the education   law, in relation to the provision of
  applications for registration to licensees by the state education
  department

   **The People of the State of New York, represented in Senate and Assem-
bly, do enact as follows:**

 1   Section 1. Subdivision 2 of section 6502 of the education law, as
 2 amended by chapter 81 of the laws of 1995, is amended to read as
 3 follows:
 4   2. The department shall establish the beginning dates of the registra-
 5 tion periods for each profession and [mail] **provide** an application for
 6 registration conforming to the requirements of section 3-503 of the
 7 general obligations law to every licensee currently registered at least
 8 four months prior to the beginning of the registration period for the
 9 respective profession**; provided however, the department shall mail an
10 application forty-five days prior to the end date of such registration
11 period to any licensee who has not registered**.
12   § 2. This act shall take effect immediately.

      EXPLANATION--Matter in **italics** (underscored) is new; matter in brackets
                    [--] is old law to be omitted.
                                            LBD10571-02-4

14

NEW YORK STATE ASSEMBLY
MEMORANDUM IN SUPPORT OF LEGISLATION
submitted in accordance with Assembly Rule III, Sec 1(f)

BILL NUMBER: A7716A

SPONSOR: Hyndman

TITLE OF BILL:

An act to amend the education law, in relation to the provision of applications for registration to licensees by the state education department

SUMMARY OF SPECIFIC PROVISIONS:

Section 1. Subdivision 2 of Section 6502 of the Education law is amended to authorize the State Education Department to provide licensees with applications for registration 4 months prior to the beginning of their registration period, provided that such applications shall be mailed 45 days prior to the end of such registration period to licensees who have not registered.

Section 2. This act shall take effeCt immediately.

JUSTIFICATION:

Section 6502 of the Education Law requires the Office of the Professions (OP) to mail a paper registration application at least 4 months before the licensee's current registration ends. This amounts to 25,000 to 28,000 mailings to licensees each month or a total of 300,000 to 336,000 mailings per year. The annual cost for printing and pbstage for such mailing is approximately $250,000 and roughly, 24,000 applications are returned for having an incorrect address which was provided by the applicant.

Currently, OP is using the email address provided by the licensees to email the registration notice about 4 months before the end of the registration period. The notice provides the same information as the mailed application and directs the licensee to the online registration system. However, in order to comply with the law, a paper application is also mailed to the licensee 4 months prior to the end of the registra- tion period, with an email reminder being sent 6 weeks before the end of the period.

Approximately 95% of licensees across 55 professions complete the regis- tration process online and pay by credit card, rather than sending ,a check and paper application. OP will continue to provide paper applica- tions to those without a valid email address, upon request, or if the licensee does not register when only 6 weeks are left in the current registration period as we do now, so mailing the registration forms to licenses will still be an option we use.

PRIOR LEGISLATIVE. HISTORY:

This is new legislation.

15

<u>FISCAL IMPLICATIONS</u>:

Reduction in mailing could reduce costs by up to $237,500.

<u>EFFECTIVE DATE</u>:
Immediately.

16

From:	NCARB Council Relations
Subject:	New NCARB Competency Standard for Architects
Date:	Tuesday, October 1, 2024 5:09:00 PM
Attachments:	Fast-Facts_Special-Edition_Competency-Standard_202410.pdf
	Competency-Standard_202409.pdf
	Competency-Candidate Email.pdf
	Competency-Architect Email.pdf

Hello Member Board Executives,

We are excited to share the new *NCARB Competency Standard for Architects*, which was finalized by the Board of Directors at their September meeting. The following email contains an overview of how the *Competency Standard* will impact licensure candidates and architects. For more detailed information about the development and implementation of the *Competency Standard*, please read the Special Edition Fast Facts.

Please note: You are receiving a preview of the *Competency Standard* prior to its public release, and communications that will be sent to ARE candidates and NCARB Certificate holders later this week**. Please do not share the *Competency Standard* externally prior to October 3**. You will have the opportunity to learn more about the *Competency Standard* and its impact to NCARB programs in detail at the upcoming Member Board Chairs & Executives Leadership Summit in Fargo, North Dakota.

About the Competency Standard

Developed with input from thousands of practicing architects, the *NCARB Competency Standard for Architects* establishes 16 knowledge areas, skills, abilities, and behaviors—called competencies— that describe the capabilities necessary at the point of initial licensure for an individual to protect the public's health, safety, and welfare. The draft *Competency Standard* was developed by NCARB's Competency Task Force in collaboration with NCARB's volunteer community, with feedback gathered from members at the previous two Annual Business Meetings, the 2023 Committee Summit, and the 2024 Regional Summit.

How the Competency Standard Will Be Used

Over the next two years, NCARB will make updates to its existing programs—the Architectural Experience Program® (AXP®) and Architect Registration Examination® (ARE®)—to align with the new *Competency Standard*.

These updates will focus on aligning the AXP and ARE with the competencies defined in the *Competency Standard*. NCARB's volunteer committees are working to finalize the updates to the AXP and ARE. The changes are focused on clarifying the descriptions of the AXP's six experience areas and updating some of the ARE's test objectives. However, the updates will **not** include changes to the AXP's experience area structure or hours requirement, and they will not include changes to the ARE's divisional structure or length.

Timeline

There will be no changes to NCARB programs for the next 12 months. More details on the expected launch timeline will be provided in early 2025. **NCARB anticipates making updates to the AXP in**

early 2026, and updates to the ARE in summer 2026. NCARB does not anticipate that Member Boards will need to take any immediate action based on these program updates.

FAQs

We are here to support you every step of the way. NCARB has developed responses to potential questions you may receive from customers, legislators, or other key stakeholders. You can access the FAQs in the Fast Facts.

As always, please reach out to us if you have any questions or need any additional information.

With thanks,

Council Relations

National Council of Architectural Registration Boards
1401 H Street NW Suite 500
Washington, DC 20005
Customer Service: 202-879-0520

Connect with us: www.ncarb.org
Twitter | Facebook | LinkedIn

-NCARB Disclaimer-
The information contained in this email may be confidential and/or legally privileged. If the reader of this message is not an intended recipient, you are hereby notified that any unauthorized review, use, disclosure, dissemination, distribution, or copying of this communication, or any of its contents, is strictly prohibited. If you have received this communication in error, please reply to the sender and destroy all copies of the message.

In This Issue

Developed with input from thousands of practicing architects, the *NCARB Competency Standard for Architects* establishes 16 knowledge areas, skills, abilities, and behaviors—called competencies—that describe the capabilities necessary at the point of initial licensure for an individual to protect the public's health, safety, and welfare.

Download the Competency Standard

About the *NCARB Competency Standard for Architects*

This standard establishes the level of proficiency needed in each competency to qualify an individual for initial licensure, as assessed by NCARB's programs. The competencies are organized into three domains:

- Design & Documentation
- Construction Administration
- Practice & Project Management

Over the next two years, NCARB will make updates to its existing programs—the Architectural Experience Program® (AXP®) and Architect Registration Examination® (ARE®)—to align with the new *Competency Standard*.

Once implemented, candidates for licensure will demonstrate their capabilities in each independent competency to earn a license to practice architecture. After becoming licensed, architects must ensure they maintain the capabilities described to remain competent. Architects should strive to continually grow their competency in these and other areas to provide quality service and public protection.

Eventually, the *NCARB Competency Standard for Architects* will become the foundation for the next iteration of NCARB's programs. NCARB's Licensure Process Research & Development Task Force will use the competencies defined in the *Competency Standard* to envision new pathways to become an architect. These pathways will be discussed and reviewed with membership in the years ahead, with many opportunities for members to provide feedback.

How the *NCARB Competency Standard for Architects* Was Developed

NCARB's Competency Task Force developed the *NCARB Competency Standard for Architects*. Using findings from NCARB's *2022 Analysis of Practice*—which had nearly 20,000 architect participants—as a foundation, the task force researched which competencies were necessary at the point of licensure to protect the public's health, safety, and welfare. This aligns with the implementation of the previous *2012 Practice Analysis*, which was used to develop the six practice-based phases that form the AXP's experience areas and ARE's divisions. The task force also explored the competency level required for licensure in similar professions.

Throughout the process of creating a first draft, the task force engaged with other NCARB committees and volunteer groups for feedback and insights. In October 2023, the task force released a draft list of competencies for public feedback, gathering responses from nearly 5,000 practicing architects. Watch members of the Competency Task Force explain the development process.

Following the public validation survey, the task force further refined the draft *Competency Standard* throughout 2023 and 2024, seeking member feedback at the 2023 Committee Summit and 2024 Regional Summit. The *Competency Standard* was shared with NCARB's members for final comments prior to the 2024 Annual Business Meeting, where members had the opportunity to provide additional feedback in a workshop session. After the Annual Business Meeting, members were able to continue providing comments via an online form and Member Board webinars.

The *Competency Standard* was further refined based on membership feedback, and the final draft was shared with NCARB's Board of Directors. At the September Board meeting, the Board of Directors approved the final *Competency Standard* for public release.

Why Create the *Competency Standard*

As NCARB works to envision the future of licensure—including the possibility of multiple pathways to licensure—it is essential that our programs share a core expectation of what competency looks like at the point of initial licensure. The *NCARB Competency Standard for Architects* provides that foundation and lays the groundwork for a flexible, accessible path to licensure.

What Happens Next

Over the next two years, NCARB will use the *NCARB Competency Standard for Architects* to develop and implement updates to the AXP and ARE. These updates will focus on aligning the AXP and ARE with the competencies defined in the *Competency Standard*. The changes will likely include clarifying the descriptions of the AXP's six experience areas and updating some of the ARE's test objectives. However, the updates will not include changes to the AXP's experience area structure or hours requirement, and they will not include changes to the ARE's divisional structure or length.

NCARB's volunteer committees are working to finalize the updates to the AXP and ARE. The updates won't affect the structure of the current AXP experience areas or ARE divisions, and **candidates will retain full credit for all their existing AXP hours and passed ARE divisions.** If candidates have ARE 5.0 credits from passed ARE 4.0 divisions, those credits will not be impacted by the 2026 updates. Due to the relatively small scale of the changes, NCARB does not plan to offer dual delivery of the ARE during this transition. Members will have the opportunity to weigh in on the changes to the AXP via a 120-day comment period; however, changes to the exam do not require a comment period.

NCARB plans to share updates to the ARE and AXP with candidates at least six months prior to the launch of each updated program, ensuring that candidates have plenty of time to process the changes and prepare.

Timeline

There will be no changes to NCARB programs for the next 12 months. NCARB anticipates making updates to the AXP in early 2026, and updates to the ARE in summer 2026. More details on the expected launch timeline will be provided in early 2025.

Eventually, the *Competency Standard* will become the foundation for the next iteration of NCARB's programs. NCARB doesn't expect to launch new programs until 2028 at the earliest.

FAQs

Why does the current licensure process need to change?

Competency expectations need to reflect the realities of current practice and establish an appropriate level of rigor necessary for a newly licensed individual to protect the health, safety, and welfare of the public. NCARB aims to provide pathways that maintain that rigor with the goals of reducing the social and financial impediments attached to a single path and improving access to the profession for traditionally underrepresented groups.

How did NCARB develop the new *Competency Standard*?

The *NCARB Competency Standard for Architects* was developed through multiple rounds of research, including input from thousands of practicing architects.

Why create the *Competency Standard*?

As NCARB works to envision the future of licensure—including the possibility of multiple pathways to licensure—it is essential that our programs share a core expectation of what competency looks like at the point of initial licensure. The *NCARB Competency Standard for Architects* provides that foundation and lays the groundwork for a flexible, accessible path to licensure.

NCARB

When will changes to the AXP and ARE launch?

NCARB anticipates launching the changes to the AXP in early 2026, and the changes to the ARE in summer 2026. We'll provide more details around the expected launch timeline in early 2025, so be sure to *subscribe to our newsletters* to receive the latest information.

When will we know what exactly is changing for the AXP and ARE?

NCARB will release detailed information about the changes to the AXP and ARE at least six months prior to each program update's launch.

Will candidates lose ARE 5.0 credits that transferred from ARE 4.0 as part of this update?

No, ARE 4.0 credits that transitioned to ARE 5.0 will not be impacted by the 2026 updates to the ARE. Candidates will retain all their current exam credits after this update.

Will candidates' AXP hours change as part of this update?

No, the AXP's reporting requirements, including the experience areas and required hours, will not change as part of the 2026 updates to the AXP. Candidates will retain all their current AXP credit after this update.

Is NCARB planning to change programs beyond the upcoming AXP and ARE updates?

Yes. NCARB's Licensure Process Research & Development Task Force will use the competencies defined in the *Competency Standard* to envision new pathways to become an architect, including expanded options for individuals who don't hold a degree from a program accredited by the National Architectural Accrediting Board (NAAB). These changes would not be announced until 2028 at the earliest.

Will NCARB remove NAAB-accredited degrees from the future licensure paths?

NCARB continues to view accredited education as a viable way to learn about the profession and the health, safety, and welfare responsibilities of licensed architects. It is a requirement in a majority of U.S. jurisdictions and is the most frequently used pathway to gaining a license today—and will likely remain so far into the future. Currently, 85% of new architects who achieve licensure have a degree from a NAAB-accredited program.

However, NCARB asserts that for the profession to be accessible for individuals of all backgrounds, licensure options should be flexible, diversified, and obtainable. NCARB's work to envision new pathways to licensure is about envisioning and developing a more flexible and accessible licensure process.

How does creating additional pathways to licensure protect the health, safety, and welfare of the public?

NCARB's goal is to maintain "rigor for a reason," holding candidates to the same level of competency while providing multiple methods to demonstrate that competency. Currently, 17 licensing jurisdictions provide additional pathways to initial licensure that don't require a degree from a NAAB-accredited program. These additional licensure options have been available for decades, demonstrating that it is possible to provide additional pathways without risking the health, safety, and welfare of the public.

Fast Facts is a monthly Member benefit distributed via email that includes updates and information from the Council Board of Directors and the eight office departments. If you have any questions and/or suggestions regarding Fast Facts, please contact Council Relations at council-relations@ncarb.org

22

4

Competency

STANDARD FOR ARCHITECTS

NCARB

CONTENTS

INTRODUCTION

The NCARB *Competency Standard for Architects* defines the knowledge, skills, abilities, and behaviors required for entry into the practice of architecture across NCARB's member jurisdictions. Together, the 16 competencies in this standard describe the capabilities necessary for an individual to effectively protect the public's health, safety, and welfare while practicing as an architect in collaboration with other design and construction-related professionals. This standard establishes the level of proficiency needed in each of the 16 competencies to qualify an individual for initial licensure, as assessed by NCARB's programs.

THE COMPETENCIES

The competencies are organized into three domains. Candidates for licensure must demonstrate their capabilities in each independent competency to earn a license in the jurisdiction(s) in which they practice. After becoming licensed, architects must ensure they maintain the capabilities described to remain competent. In addition, architects should strive to continually grow their competency in these and other areas to provide quality service and public protection.

Design & Documentation Domain

1. Assess regulatory design requirements.

2. Evaluate existing project conditions.

3. Develop a program that establishes project criteria.

4. Create design solutions that support public and environmental well-being.

5. Integrate socio-demographic considerations and universal design principles.

6. Create design solutions that address project requirements.

7. Create deliverables that convey a design solution.

8. Coordinate the integration of building systems into a project design.

Construction Administration Domain

9. Prepare and administer documentation of the construction phase.

10. Evaluate the progress of construction for conformance with contract documents and design intent.

Practice & Project Management Domain

11. Execute contracts for professional services.

12. Implement a work plan according to a project's scope, schedule, and budget.

13. Organize and coordinate an interdisciplinary project team.

14. Understand statutes and regulations that govern architectural practice within U.S. jurisdictions to provide services legally.

15. Understand ethical and professional standards that govern architectural practice.

16. Understand foundational business principles to operate a practice.

On the following pages, you can find more detailed descriptions of the 16 competencies. The descriptions serve to illustrate some of the core knowledge, skills, abilities, and behaviors that an individual must be able to demonstrate to prove their qualification to practice as an architect. These descriptions are not exhaustive in their establishing of the criteria necessary to obtain a license to practice architecture in an NCARB member jurisdiction.

COMPETENCIES EXPLAINED

Design & Documentation Domain

This domain encompasses the intelligent, creative, iterative, and culturally and environmentally responsive design processes. The design process involves research, analysis, and exploration of approaches, ideas, and alternative solutions that lead to a final design proposal. The final design must be cohesive, integrated, adequately described, and coordinated to achieve value objectives, cost objectives, and compliance with planning controls and construction codes.

1. Competency: Assess regulatory design requirements.

At the point of initial licensure, architects with this competency can …

- Identify local, state, and federal authorities having jurisdiction over a project.
- Understand the regulatory and jurisdictional approval process applicable to a project in order to obtain the necessary approvals.
- Determine the specific regulations, codes, and rules (e.g., zoning rules, building and environmental codes, historic preservation requirements, design covenants, etc.) that apply to a project.

2. Competency: Evaluate existing project conditions.

At the point of initial licensure, architects with this competency can …

- Assess existing site and building conditions.
- Evaluate project feasibility based on budget, schedule, constraints, and risks.
- Assess how a proposed project aligns with planning and zoning policies in place and impacts the broader context (e.g., neighborhood, community, environmental, etc.).

3. Competency: Develop a program that establishes project criteria.

At the point of initial licensure, architects with this competency can …

- Translate client vision and goals into requirements (e.g., spatial, planning, material, technical, etc.) that outline the specific objectives and design criteria for a project, and that meet the project feasibility requirements.
- Review precedents relevant to the history, function, organization, and technical requirements of related projects and integrate findings into a building program.
- Evaluate and integrate collected feedback and input from users, the community, and any other stakeholders.

4. Competency: Create design solutions that support public and environmental well-being.

At the point of initial licensure, architects with this competency can …

- Implement design strategies that minimize environmental impact, safeguard environmental sustainability, ensure longevity and durability of projects, and adapt to evolving environmental and societal conditions.
- Implement design strategies that support the health, safety, and welfare of building occupants and the neighboring community.
- Advise clients and consultants regarding the sustainability and resiliency of design options in accordance with relevant codes, regulations, ratings, industry standards, and technical information.

5. Competency: Integrate socio-demographic considerations and universal design principles.

At the point of initial licensure, architects with this competency can …

- Implement design strategies that address diverse cultural, social, and functional considerations, ensuring built environments are inclusive, accessible, and adaptive.
- Understand how diversity, equity, inclusivity, and justice principles impact architectural projects and practice.
- Utilize meaningful engagement processes that incorporate diverse perspectives into design solutions.

6. Competency: Create design solutions that address project requirements.

At the point of initial licensure, architects with this competency can …

- Apply design principles, applicable codes and regulations, and knowledge of materials, systems, and constructability to achieve programmatic requirements and goals for the site and building.
- Evaluate design for conformance with a project's program, including the client's objectives and regulatory requirements.
- Analyze cost estimates for conformance with proposed design solution and project budget in order to advise clients about alternatives for managing initial and long-term project costs.

7. Competency: Create deliverables that convey a design solution.

At the point of initial licensure, architects with this competency can …

- Communicate the proposed design to clients and other stakeholders using appropriate and responsive methods (e.g., written, verbal, graphic, modeling techniques, etc.).
- Develop comprehensive and coordinated Instruments of Service (e.g., plans, sections, elevations and/or details, models, etc.) that convey design intent and project requirements, can be used to obtain approvals and permits, and guide the construction of a project.
- Develop specifications that describe the materials, qualitative requirements, and execution.

8. Competency: Coordinate the integration of building systems into a project design.

At the point of initial licensure, architects with this competency can …

- Understand and integrate appropriate building and engineering systems utilizing project consultants and specialists (e.g., acoustic, structural, civil, mechanical, electrical, plumbing, etc.).
- Coordinate selected systems into the building design and identify and resolve conflicts.

Construction Administration Domain

This domain encompasses the services that support the process of project procurement and management of design delivery, review, and observation through construction. This may occur through a variety of building procurement methods and construction contracts.

9. Competency: Prepare and administer documentation of the construction phase.

At the point of initial licensure, architects with this competency can ...

- Advise clients on the impact (e.g., process, cost, time, quality control, etc.) of a selected procurement method on the delivery of the project.
- Assist in bidding and negotiation for selected procurement method.
- Apply appropriate systems for record-keeping, document control, and revision status.
- Provide appropriate responses for questions from the client, authority-having jurisdiction, contractors, and suppliers (e.g., requests for information, substitution requests, change order requests, etc.).
- Review and act on a contractor's application for payment.
- Perform closeout activities and deliver final documents to client and other parties as required.

10. Competency: Evaluate the progress of construction for conformance with contract documents and design intent.

At the point of initial licensure, architects with this competency can ...

- Complete site visits and participate in meetings at appropriate intervals to observe construction progress and assist in interpreting the construction documents.
- Evaluate the work performed in relation to the construction schedule; if they are not in alignment, coordinate with the client and contractor in the development of a solution.
- Review, evaluate, and take appropriate action on shop drawings, submittals, testing and inspection reports, and samples.
- Advise and assist the client with project closeout procedures (e.g., substantial and final completion, review and preparation of close-out materials, etc.).
- Evaluate the performance of a project after completion compared to the design intent.

Practice & Project Management Domain

This domain encompasses an understanding of the profession and business of architecture, with the objective of providing value to clients, consultants, employees, and the public through timely and effective professional services in accordance with ethical and legal responsibilities.

11. Competency: Execute contracts for professional services.

At the point of initial licensure, architects with this competency can ...

- Explain basic types of contracts between various project parties (e.g., Owner-Architect, Architect-Consultant, Owner-Contractor, etc.) and how to establish scope, schedule, and fees for services.
- Understand the appropriateness of different agreements in relation to scale and type of project, including alternatives for partial services.
- Understand basic risk implications of common contract terms and conditions for the various contract parties.

12. Competency: Implement a work plan according to a project's scope, schedule, and budget.

At the point of initial licensure, architects with this competency can ...

- Collaborate with the client and consultants to align expectations for design scope, schedule, and budget.
- Monitor work plan throughout a project and report on progress.
- Organize tasks and resources to deliver a project according to contractual requirements.
- Facilitate the appropriate approval processes throughout design and documentation efforts.

13. Competency: Organize and coordinate an interdisciplinary project team.

At the point of initial licensure, architects with this competency can ...

- Identify qualified consultants and team members for a project based on project requirements.
- Facilitate communication and collaboration of consultants, clients, and relevant stakeholders throughout a project.
- Implement processes to assess the quality of work throughout a project.

14. Competency: Understand statutes and regulations that govern architectural practice within U.S. jurisdictions to provide services legally.

At the point of initial licensure, architects with this competency can ...

- Comply with the laws and rules of architectural practice in the jurisdiction(s) in which they practice.
- Solicit services in compliance with professional and legal practice requirements.
- Understand the regulatory requirements for continuing professional development.

15. Competency: Understand ethical and professional standards that govern architectural practice.

At the point of initial licensure, architects with this competency can ...

- Understand the role of the architect in society and the duties and responsibilities to clients, building occupants, co-professionals, and the public.
- Understand regulatory and professional ethical standards and how to adhere to applicable ethical standards.
- Provide services that they, in collaboration with consultants, can effectively deliver.
- Identify and manage risks arising from conflicts of interest.

16. Competency: Understand foundational business principles to operate a practice.

At the point of initial licensure, architects with this competency can ...

- Monitor the financial health of the business to ensure a proper level of service can be provided throughout a project.
- Assess and mitigate business risks (e.g., professional liability insurance).
- Allocate firm resources and staff to ensure adequate delivery of services to clients.

NCARB COMPETENCY STANDARD - EMAIL TO CANDIDATES

Hi there,

NCARB is excited to share a new Competency Standard for Architects that will serve as the foundation of our programs in the years to come. Developed with input from thousands of practicing architects, the new Competency Standard defines the level of knowledge, skill, and ability necessary to demonstrate competency at the point of initial licensure as an architect.

What does the *Competency Standard* mean for you?

Over the next two years, NCARB will use the *NCARB Competency Standard for Architects* to develop and implement updates to the Architectural Experience Program® (AXP®) and Architect Registration Examination® (ARE®). These updates will focus on aligning the AXP and ARE with the competencies defined in the *Competency Standard*. The changes will likely include clarifying the descriptions of the AXP's six experience areas and updating some of the ARE's test objectives. However, the updates will **not** include changes to the AXP's experience area structure or hours requirement, and they will not include changes to the ARE's divisional structure or length.

In the years ahead, the *Competency Standard* will become the foundation for the next iteration of NCARB's programs.

Learn More

When will these updates happen?

There will be no changes to NCARB programs for the next 12 months. **NCARB anticipates making updates to the AXP in early 2026, and updates to the ARE in summer 2026.** More details on the expected launch timeline will be provided in early 2025, so be sure to subscribe to our newsletters to receive the latest

32

The next iteration of the path to licensure is still in development—we don't expect to launch new programs until 2028 at the earliest.

Currently working on the AXP and/or ARE? Don't worry.

The updates to the AXP and ARE won't affect the current AXP experience areas or ARE divisions, and **you'll retain full credit for all your existing AXP hours and passed ARE divisions**. If you have ARE 5.0 credits from passed ARE 4.0 divisions, those credits will **not** be impacted by the 2026 updates.

Why create the Competency Standard?

As NCARB works to envision the future of licensure, it is essential that our programs share a core expectation of what competency looks like at the point of initial licensure. The *NCARB Competency Standard for Architects* provides that foundation and lays the groundwork for a flexible, accessible path to licensure. The *Competency Standard* is based on the findings of the 2022 Analysis of Practice, as well as additional research and input from practicing architects. [Learn how the Competency Standard was developed](#).

What's in the New Competency Standard?

The *NCARB Competency Standard for Architects* establishes 16 knowledge areas, skills, abilities, and behaviors—called competencies—that describe the capabilities necessary at the point of initial licensure for an individual to protect the public's health, safety, and welfare as a practicing architect.

Where can you find more information?

For more information about the *NCARB Competency Standard for Architects*, including how these changes fit within our ongoing Pathways to Practice initiative, visit www.ncarb.org/pathways.

Questions about the *Competency Standard*? Join our staff experts for a live webinar at 3:30 p.m. (ET) on October 29. During the webinar, we'll review the new *Competency Standard* and answer your questions about the upcoming program updates. [Register now](#).
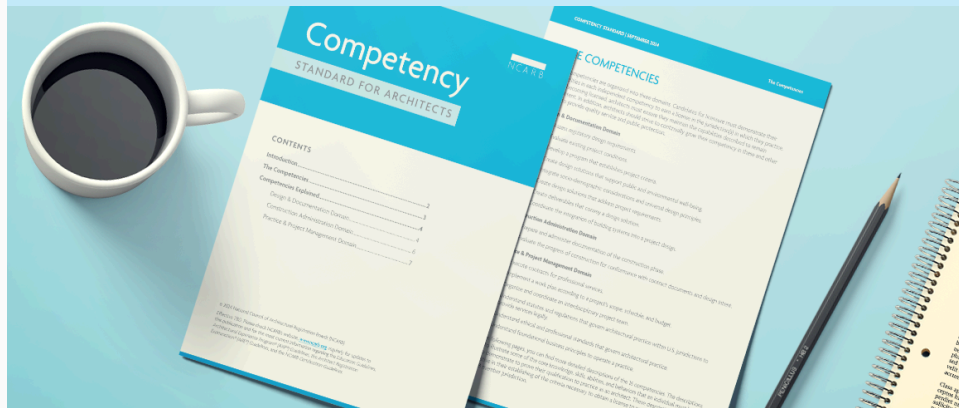
33

View this email in your browser

NATIONAL ARCHITECT

A newsletter for NCARB-certified architects

OCTOBER 2024

NCARB Releases New Competency Standard for Architects »

Following several years of research, NCARB has released a new *Competency Standard for Architects*, which defines the level of knowledge, skill, and ability necessary to demonstrate competency at the point of initial licensure as an architect. Developed with input from thousands of practicing architects, the *Competency Standard* will be used to shape the path to licensure for years to come.

Download the Competency Standard

What's in the Competency Standard?
Start our new four-part series with an overview of design tasks related to subgrade conditions, coordination of design professionals, and gathering all the right information.

How was the Competency Standard developed?
The *NCARB Competency Standard for Architects* was developed by NCARB's Competency Task Force. The task force used findings from NCARB's 2022 Analysis of Practice—which had nearly 20,000 architect participants—as a foundation for their efforts. The task force also shared a draft list of competencies for public feedback in October 2023, receiving feedback from nearly 5,000 architects. Learn how the *Competency Standard* was developed.

Why create the Competency Standard?

34

As NCARB works to envision the future of licensure—including the possibility of multiple pathways to licensure—it is essential that our programs share a core expectation of what competency looks like at the point of initial licensure. The *NCARB Competency Standard for Architects* provides that foundation and lays the groundwork for a flexible, accessible path to licensure.

What does the Competency Standard mean for licensure candidates?

Over the next two years, NCARB will use the *NCARB Competency Standard for Architects* to develop and implement updates to the Architectural Experience Program® (AXP®) and the Architect Registration Examination® (ARE®). The changes will likely include clarifying the descriptions of the AXP's six experience areas and updating some of the ARE's test objectives. However, the updates will **not** include changes to the AXP's experience area structure or hours requirement, and they will not include changes to the ARE's divisional structure or length. Candidates will retain full credit for their existing AXP hours and passed ARE divisions, including exam credits transitioned from ARE 4.0.

What does the Competency Standard mean for architects?

While NCARB's immediate plans involve updates to programs for initial licensure, the *Competency Standard* may ultimately be used to update our programs for reciprocal licensure—including pathways to NCARB certification. In addition, it may lead to updated licensure renewal requirements (such as continuing education) in the future.

Where can you find more information?

For more information about the *NCARB Competency Standard for Architects*, including how these changes fit within our ongoing Pathways to Practice initiative, visit www.ncarb.org/pathways.

Questions about the *Competency Standard*? Join our staff experts for a live webinar at 3:30 p.m. (ET) on October 29. During the webinar, we'll review the new *Competency Standard* and answer your questions about the upcoming program updates. Register now.

THE STATE EDUCATION DEPARTMENT

To: Architecture Board Members   **Date:** October 18, 2024

From: Robert Lopez

Subject: NCARB MBC/MBE Leadership Summit

In reply to:

Member Canaras and the Executive Secretary attended the biennial October 18/19, 2024 NCARB Member Board Chairs (MBC)/Member Board Executive (MBE) Leadership Summit. Approximately 80 people were in attendance. Most Member Boards were in attendance, having either their Executive Director or their Board Chair, or both, at the Summit.

Below is a summary of the meeting:

Opening Plenary – Ken Van Tine

- Purpose of meeting
  - Meeting held every two years – just MBC and MBE
  - Focus on strategic discussion at high level on future of programs/NCARB
  - Future of Licensure is the focus
    - Competency Standard
  - Recent Activities
    - International Reciprocity – MRAs with
      - Canada/Mexico
      - Australia/New Zealand
  - Historically Black Colleges and Universities (HBCU) Visits for NCARB
    - NCARB engagement with NOMA and progress towards visiting the seven HBCU's. So far, have been to:
      - Florida A&M
      - Prairie View A&M
      - Tuskegee
    - With other HBCU visits scheduled
- Agenda of meeting – focus on what, when, why, how of licensure
- Ideas discussed this weekend are conceptual in nature – very early stages
- No votes on changes to Model Law until June 2026

Competency Standard Overview – Tim Colley, Shannon Himes

- Adopted at the September 2024 NCARB Board of Directors (BoD) meeting
- Structured representation of a set of interrelated and purposeful competencies aligned to the qualified practice of architecture
- Focused and aligned programs leading to architectural licensure and the continuing competency of all practitioners
- Near and long-term impact
  - Updates to AXP and ARE
  - Future licensure process
  - Greater educational alignment

- o Future Continuing Competency
- ■ What is a competency?
  - o The ability to perform a particular job function. A competency is NOT simply a job-related task
  - o It is an observable ability
- ■ Why a Competency Standard?
  - o Competency modeling is better for professional roles that require mostly cognitive functions
  - o Puts greater emphasis on what someone must be able to do to protect the public's health, safety and welfare (HSW) with the knowledge and skills they possess
- ■ Development process for the Competencies
  - o 2021 – Analysis of Practice – over 19k participants
  - o 2022/23 – Competency Task Force organized
    - ▪ What competency makes for a qualified architect?
    - ▪ Draft competencies developed
  - o Fall 2023 – Validation Survey and Results Analysis
  - o 2024 – Final refinement, committee, member and board engagements
  - o September 2024 – adopted by NCARB BoD
- ■ The Competencies
  - o Design and Documentation Domain
    - ▪ 8 competencies in this domain – *see list of competencies from NCARB document*
  - o Construction Administration Domain
    - ▪ 2 competencies – *see list of competencies from NCARB document*
  - o Practice and Project Management Domain
    - ▪ 6 competencies - *see competencies from NCARB document*
- ■ Purpose and Influence Going Forward
  - o Guide updates to AXP and ARE – over next 15-20 months
  - o Direct the selection of future assessment tools/processes as part of Licensure Process R&D Task Force
  - o Inform conversations related to education and accreditation standards
  - o Inform conversations related to continuing education (CE) and continuing competency standards

Exploring New Assessment Models – Mike Kolejka, Julie Hildebrand

- ■ The Task Force and our Goals
  - o Made up of various groups of stakeholders
  - o Goals
    - ▪ Increased inclusivity of the licensure process
    - ▪ Increased flexibility to demonstrate competency
    - ▪ Uniform acceptance by Member Boards
- ■ Research and Collaborations
  - o Conducted research efforts and looked at other countries and international architect licensing
  - o Examined other professions requiring licensure
- ■ Concept Development
  - o A modular approach to assessing the individual competencies – check all 16 competencies, you're qualified – look at competencies individually
  - o Integrate validated educational outcomes from various degrees and credentials where appropriate

- o Breakdown large program structures to focus measurement on single competencies – experience-based assessments vs. focused tests
- ■ What could this mean for the future?
  - o The NAAB accredited degree remains a pathway to demonstrate competency. And other educational degrees and credentials will count when validated.
  - o Work experience remains an authentic way to demonstrate competency. And, future assessment methods allow experience to be more robust in pursuit of competency.
  - o Standardized assessments still exist. And, assessments will be more focused and smaller in scale.
  - o Candidates will be given choice in how to demonstrate their competency.
  - o We will focus on the individual's competency more than how or where they gained it.
  - o Not every licensed architect will have the same pathway, AND you can be confident in their competency.
- ■ Assessment Methods that Could Make this Work
  - o NCARB Validated Educational Outcomes
    - ▪ Formal Education
    - ▪ Alternative Credentials
  - o Candidate Portfolio
    - ▪ With an interactive assessment of competencies included
  - o Computer Adaptive Tests
    - ▪ Traditional/standardized
    - ▪ Situational judgment
    - ▪ Case-based assessments
  - o Self-study curriculum with integrated quizzes – asynchronous learning – may be created by NCARB, by a university, or by a 3rd party
  - o Simulations/Virtual Assessment Centers
- ■ Determining which tools will work
  - o Factors already considered
    - ▪ Predictive validity and reliability
    - ▪ Legally defensible
    - ▪ Ability to limit fraud
    - ▪ Level of specificity
      - • Ability to target the competency
  - o Future factors being considered
    - ▪ Ease of access and fairness
      - • Barriers to participation
    - ▪ Ease of execution
      - • Complexity for stakeholders
      - • Complexity for candidates
    - ▪ Level of objectivity and authenticity
      - • Potential for bias and/or subjectivity
    - ▪ Costs to Develop and Deliver
      - • Subject matter expert involvement
      - • Cost to the candidate

- ■ **The Future is Here: Why Now?** – Panel - Mike Armstrong, Nathan Svihovec *(Commissioner of ND Department of Labor and Human Rights),* Dr. Dennis Cooley *(NDSU Dept Head, School of Humanities)*, Dr. Mark Hardy *(Exec Director, North Dakota Board of Pharmacy)*

  - o Societal issues at play

- Governmental issues at play
- Regulatory issues at play
- Aware of potential for holding up competition from outside candidates wanting to become licensed, as Boards are comprised of professionals
- Trying to get candidates licensed in 3 days
- If practicing for 15 years, should a professional have to do continuing education?
- Regulators asked to examine the below questions:
  - What outcomes do you want to see?
  - Why do things have to be this way? Why are we doing it this way? (because of Humanities)
  - NDSU is examining a bachelor's degree where they will not require 120 credits for the degree to be completed – students don't have to take introductory classes if they have real-world experience; blending of education and experience
  - How do we allow students to get their degrees asynchronously, on their own time and their own pace?
  - Solutions have to be led by the person implementing the change.
  - Oregon – court case to allow becoming an attorney without taking a bar exam.
- Licensure is not a one size fills all end game
  - Ethics is about acting as a decent person in a good way
- If you have the competency, who cares how you got there.

- **But I love NCARB Programs – Harry Falconer; Jared Zurn**

  - Feedback for Evolution of Current NCARB programs
    - Improve It
    - Keep It
    - In the Chipper
  - Education
    - 37 jurisdictions currently require a degree from an NAAB-accredited program; 18 jurisdictions do not
    - Education Alternative – 4-year degree with 2x/AXP
    - Below that – Education Portfolio
  - Experience
    - AXP – 3,740 hours within 6 experience areas – 96 tasks
    - One-half of your experience must be under a US architect
    - Reporting requirements to ensure contemporaneous documentation
    - Can gain experience under international firms
  - Examination
    - 2016 – ARE 5.0 launched; now 8 years old
    - Six different divisions
    - 13-15,000 individuals taking at least 1 division of the ARE

Saturday, October 19, 2024

- **NCARB in the Future – Julie H, Olivia Davis, Ken Van Tine, Ed Marley, John Rademacher**

  o Consider the Possibilities Report out
    - The importance of understanding the why
    - Equity and inclusion impact
    - Buy-in and Implementation
  o The Importance of the Why
    - Why do we need additional pathways?
    - Why does NCARB want to change the process?
    - What is driving this process?
  o Equity and Inclusion Impact
    - Will this increase access?
    - Do barriers currently exist?
    - What does a diverse background include?
    - Why do we focus on the straight out of school pipeline?
    - Why are diverse candidates more likely not to complete the path to licensure?
    - Why can working at certain firms make the path more difficult?
  o Buy-in and Implementation
    - How to get jurisdictions to buy in?
    - How expect law changes?
    - What are unintended consequences?
    - How ensuring rigor?
    - What happens if other boards don't adopt this?
  o Future Process – DRAFT Timeline
    - January 2025 NCARB BoD Meeting – review of proposed updates to AXP and ARE
    - April 2025 NCARB BoD Meeting – review of proposed future licensure process
    - January 2026 – AXP Update Launch – estimated launch
    - July 2026 – ARE Update Launch
    - June 2028 - Assessment Tool Development

- Navigating Conversations on Pathways to Practice – Julie H, Mike K
  o What does success look like for you?
    - An up to date, validated assessment of what is required to be an architect
    - Defensibility of the licensure process
    - Increased flexibility
    - Increased access/inclusivity of the licensure process
    - Member board engagement
  o What does it look like?
    - May look more like New York and California with multiple pathways
    - Equitable pathways for all
    - Knowledge and tools to pursue various pathways to profession
    - Will have to conduct outreach to communities – these are the pathways to the profession
    - Potential for greater flexibility for change in regulation

- **NAAB Status – Ken Van Tine and Mike Armstrong**
  o NAAB was created in the 1940s by AIA, NCARB, and ACSA
  o AIA, NCARB, and ACSA have typically been 92% of the revenue sources for the NAAB

- o 1970s – NAAB added AIAS as a small contributor of revenue
- o AIA, NCARB, and ACSA are represented on the NAAB BoD
- o Funding of the NAAB is under a Memorandum of Understanding
- o MOU gets renewed every 3 years
- o December 2022 – MOU expired; no MOU governing NAAB
- o $425k/year contribution each from the AIA, NCARB and ACSA
- o NAAB parked funds during COVID, given that no accreditation visits were taking place
- o 50% increase – was the "Ask" from the NAAB
- o The 3 collaterals commissioned a review of how the NAAB is operating and managing its resources
- o Report is governed by a non-disclosure agreement
- o NAAB has ignored report
- o NCARB, AIA, and ACSA have tried to approach them about workshopping the issue, to come up with an agreement
- o NAAB will start sending schools a bill in next few months
- o $10-12k annually – could be that amount per college/university
- o NCARB, AIA, ACSA – have given a counterproposal with some increased funding to the NAAB, but with conditions that they change certain portions of their operations
- o NAAB BoD is meeting this week to see if they will pull back on invoicing schools
- o NAAB may be the only accrediting organization that does not charge the programs themselves that NCARB is aware of
- o Schools currently pay the ACSA a certain amount of money each year; the ACSA then passes a portion of that on to the NAAB

- ■ **Communicating the Plan – Katie Wilson, Emily Cronbaugh; Andy McIntyre**

  - o Recent Changes in Wyoming
    - ▪ Started with the Why?
    - ▪ Wyoming was requiring a degree from an accredited program when they don't even have an accredited architecture program
    - ▪ Wyoming moved towards varied pathways to licensure
    - ▪ NCARB and CLARB are mentioned in their newly revised law
    - ▪ Extensive collaboration with all key stakeholders in the State, including the Legislature, AIA, and the State Board

AGENDA

Friday, October 18

9:00 – 9:30 a.m.   **Welcome Plenary**

9:30 – 10:15 a.m.   **Competency Standard Overview**
Hear from members of the Competency Task Force how the new Competency Standard will impact the evolution of NCARB programs.

10:15 – 10:30 a.m.   **Break**

10:30 – 11:45 a.m.   **Exploring New Assessment Models**
Speakers: Julie Hildebrand, Mike Kolejka
Learn more about the assessment methods currently under consideration from the Licensure R&D Task Force

12:00– 1:00 p.m.   **Lunch**

1:15 – 2:30 p.m.   **The Future is Here: Why Now?**
Hear perspectives from outside industry professionals on the future of regulation and the impact to NCARB.

2:30 – 2:45 p.m.   **Break**

2:45 – 3:30 pm   **But I Love NCARB Programs!**
Speakers: Harry Falconer, Senior Architect and Vice President of Policy and International Relations & Jared Zurn, Senior Vice President of Programs
Attendees will learn more about how the three E's have evolved, and where they could go in the future.

3:45 – 5:00 p.m.   **Consider the Possibilities**
Chair Facilitator: Olivia Davis
MBE Facilitator: Julie Hildebrand
Member Board Chairs and Executives will meet separately to explore the art of the possible.

5:30 – 7:00 pm   **Networking Reception**

Saturday, October 19

9:15 – 10:15 a.m.   **NCARB in the Future**
Speakers: Julie Hildebrand, Olivia Davis, Ken Van Tine, Ed Marley, John Rademacher
Building on Friday's "Consider the Possibilities" breakout conversations, hear from the facilitators and NCARB leadership on timeline.

10:15 – 10:45 a.m.   **Break**

10:45 – 12:00 p.m.   **Navigating Conversations on Pathways to Practice**
Speakers: Julie Hildebrand, Mike Kolejka
Discuss as a group how to best position boards to anticipate changes and provide feedback.

12:00 – 1:00 p.m.   **Lunch**

1:15 – 2:15 p.m.   **Communicating the Plan**
Speakers: Katie Wilson, Emily Cronbaugh
Develop your own communication plan for how to discuss the Pathways to Practice with key stakeholders.

2:15 – 2:30 p.m.   **Break**

2:30 – 3:15 p.m.   **Closing Plenary**

COMPETENCIES

"NAAB"

E.D.   EXP   EXAM

COMPETENCIES
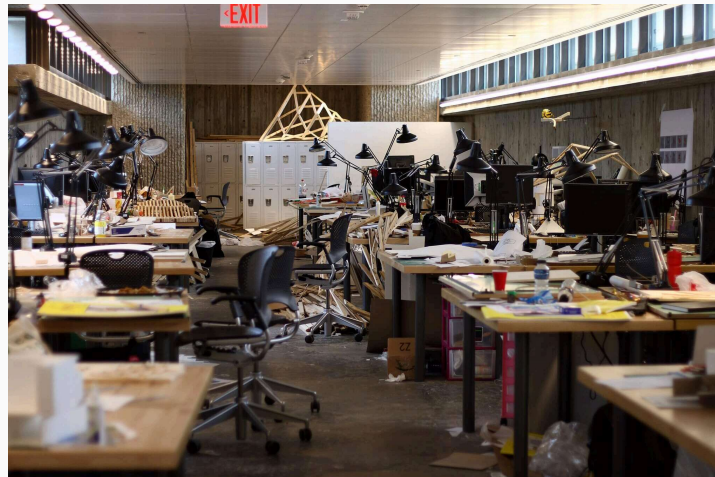
"NON-
NAAB"

E.D.   EXP.   EXAM

44

SUBJECTS ⌄   REGIONS ⌄   DIGITAL ISSUES   AN INTERIOR   CE STRONG   EVENTS ⌄   SUBSCRIBE   SHOP

Money Problems

A budgetary and governance restructuring proposal by NAAB elicits pushback from AIA, AIAS, ACSA, and NCARB
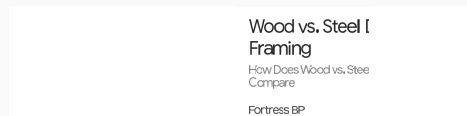
By Daniel Jonas Roche   •   September 4, 2024   •   Education, National, News

Under NAAB's proposal, the 176 NAAB-accredited programs offered by 140 higher learning institutions in the U.S. and abroad would have to cover about one-third of NAAB's annual operating budget for accreditation. (Ragesoss/Wikimedia Commons/CC BY-SA 3.0)

SHARE

A new budgetary proposal by the National Architectural Accrediting Board (NAAB) has drawn criticism from its collateral organizations: the American Institute of Architects (AIA), the American Institute of Architecture Students (AIAS), Association of Collegiate Schools of Architecture (ACSA), and the National Council of Architectural Registration Boards (NCARB).

The dispute is over a funding increase NAAB first requested in 2022, when it asked its collateral organizations to increase funding by 47 percent. All organizations have rejected the funding, feeling that NAAB's current operating budget (about $1.5 million) was sufficient. NAAB subsequently proposed charging schools directly in order to raise funds; it also proposed ending its longstanding funding relationship with ACSA, but not AIA or NCARB.

Under NAAB's proposal, the 176 NAAB-accredited programs offered by 140 higher learning institutions in the U.S. and abroad would have to cover about one-third of NAAB's annual operating budget for accreditation. This means that $538,048 would come from NCARB; $538,048 from AIA; and $0 from ACSA in the 2025 fiscal year. That third batch of capital (totaling $538,048) would directly come from architecture schools. It also means that ACSA and AIAS would no longer be included in a written funding agreement of all five organizations that specifies the amount of funding NAAB receives, and how and when it can be used. Furthermore, NAAB would no longer have to disclose financial information to the funding organizations. NAAB currently hopes to implement its new funding model in January 2025. The proposal in governance and financing has since fueled embittered negotiations.

On August 21, in a Zoom meeting with its members, ACSA noted that accreditation costs would rise by at least 25 percent in 2025 compared with 2023 if NAAB gets its way. And by 2028, costs could be 45 percent higher than in 2023. "Charging schools directly is a change to 20 years of history, so we have major concerns about that," Cathi Ho Schar, ACSA president, told *AN*. "Up to this point, ACSA represented schools as their voice in agreeing to an annual MOU [memorandum of understanding] with NAAB. If individual schools are charged directly, they won't have any real collective agency in determining whether those fees or the process is right."

45

"A Big Gap"

NAAB has more than 20 paid employees and is headquartered in Alexandria, Virginia. In the 2022 fiscal year, according to *ProPublica*, NAAB had just over $1.4 million in expenses. It saw $741,000 in gross income, giving it $2.7 million in revenue. Members of NAAB's board of directors are appointed by its collateral organizations, and unpaid volunteers perform the service of visiting architecture schools in all 55 U.S. jurisdictions. NAAB is funded through a memorandum of understanding signed by AIA, the AIAS, NCARB, and ACSA. These collateral organizations each pay NAAB a proportionate amount split three ways.

NAAB president Steve Schreiber said increased funding is warranted because the cost for implementing assessments has risen, and there are now more architecture programs his organization evaluates compared with a few years ago. (From 2019 to 2023, the number of programs grew by 4.4 percent.) Schreiber also defended the funding increase because NAAB is currently operating on a deficit, he said, and because NAAB will soon reduce its accreditation costs for schools by 15 percent, so it needs to make up for that gap somehow. Schreiber outlined NAAB's agenda in a letter dated July 1 that was sent to educators across the country, sounding alarm bells for many.

ACSA responded to Schreiber's letter with its own letter, dated July 9, saying that ACSA "strongly opposes" the proposal. AIA, the AIAS, NCARB, and ACSA have since requested that NAAB withdraw its proposal, return to the negotiating table, and discuss a different path forward.

The increased funding proposal has since raised questions about what exactly NAAB needs the extra money for and how it was spending its existing allocations. ACSA executive director Michael Monti said, "We don't think the number of programs has grown, or at least not by the 47 percent increase NAAB is asking for, so there's a big gap. Over the years, we've made sure to increase NAAB's funding by the rate of inflation."

MOU Binding

In March 2023, mediators were hired to facilitate negotiations between the five organizations. That January, before the facilitation process was complete, NAAB released its plans to begin charging schools directly, and end its longstanding funding relationship with ACSA. Later that month, ACSA issued a vote of no confidence against NAAB.

By February, NAAB had issued a call for comment proposal, stirring pushback from educators and its collateral organizations. In March 2024, AIA, the AIAS, and ACSA commissioned an external analysis of NAAB's operations and finances.

The report's findings were released in May. It concluded that NAAB "has sufficient assets on hand" to continue its operations through the 2025 calendar year. The report also identified "inconsistent and erroneous financial management and accounting practices that need to be corrected." The report also stated that NAAB has "unspent collateral investments and therefore NAAB should not collect additional funding from schools at this juncture." Those findings however are confidential.

"NAAB has refused to have those kinds of discussions with us," Monti told *AN*. "NAAB has just consistently said, 'This is the amount of money we need, and this is the format in which we need it.'"

On July 1, in Schreiber's letter, NAAB criticized the third-party report: "The funding organizations issued a public statement that speaks to financial, not operational matters, mischaracterizes the findings in the report, and does not acknowledge errors that the NAAB Board of Directors reported directly to the presidents and executives of these organizations."

ACSA president Cathi Ho Schar organized a special business meeting to discuss the issue on August 21. Representatives from more than 100 schools were in attendance. Monti told *AN* the session had the "highest turnout ever for an ACSA online meeting." That day, Ho Schar presented a resolution for how ACSA would like to resolve the conflict.

Under ACSA's current resolution, NAAB would first withdraw its plan to begin implementing its new funding model in January 2025. Second, NAAB would continue its existing multiparty funding relationship via the binding MOU. Third, NAAB would discuss new funding options to rectify the 4.4 percent growth in programs and inflation. And fourth, NAAB would identify ways to contain costs.

Architecture Certi

AIAU

ACSA AIA Architectural Education NAAB NCARB

46

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

To: Architecture Board Members   **Date:** October 23, 2024

From: Robert Lopez

Subject: ARE ESL Accommodations Statistics

In reply to:

The New York State Board of Regents adopted amended regulations in May 2023 permitting English as a second language (ESL) testing accommodations on the ARE for New York's exam candidates.

Prior to May 2023, and during NCARB's research into factors that impact a candidate's performance, an evaluation was performed to determine the need to address testing inequity for those candidates who are ESL readers. Independent psychometricians determined that a significant difference in performance existed when comparing performance data of non-ESL to ESL candidates. The results showed that ESL candidates ran out of time and left questions unanswered, which significantly impacted their ability to demonstrate their full knowledge on the ARE.

This psychometric analysis and research into best practices informed NCARB's decision to permit two new accommodations on the exam:

- providing ESL candidates with 20% additional testing time; and
- allowing use of a bilingual dictionary while testing

NCARB has provided updated statistics on the ESL accommodations and the impact to New York's candidate as of November 2024.

Page 1 of these updated statistics indicates the total ESL requests to date for New York candidates and breaks out the type of accommodation requested (dictionary and time extension).

Page 2 of the updated statistics shows the overall pass rates for New York candidates with approved ESL accommodations. As indicated on page 2, pass rates have increased from 4% to 44%, depending upon which ARE division is being examined.

This information is being provided for the Board's information and to gather any commentary on the updated statistics.

ESL Accommodations in New York

By Division and Type

Total ESL Requests in New York
705
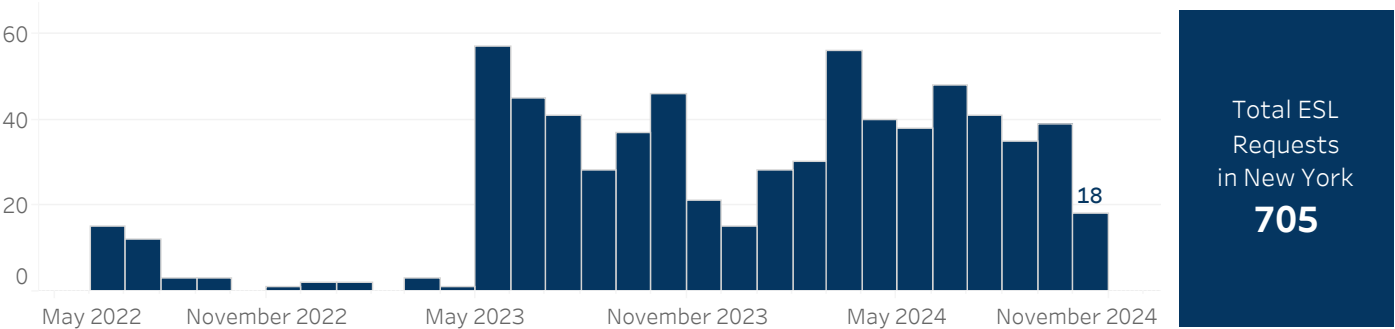
	Dictionary	Time Extension
Construction & Evaluation	69	157
Practice Management	111	239
Programming & Analysis	63	141
Project Development & Documentation	37	94
Project Management	93	200
Project Planning & Design	47	113

Overall Pass Rates for **New York**

People with Approved ESL Accommodations
June 2016 - Current
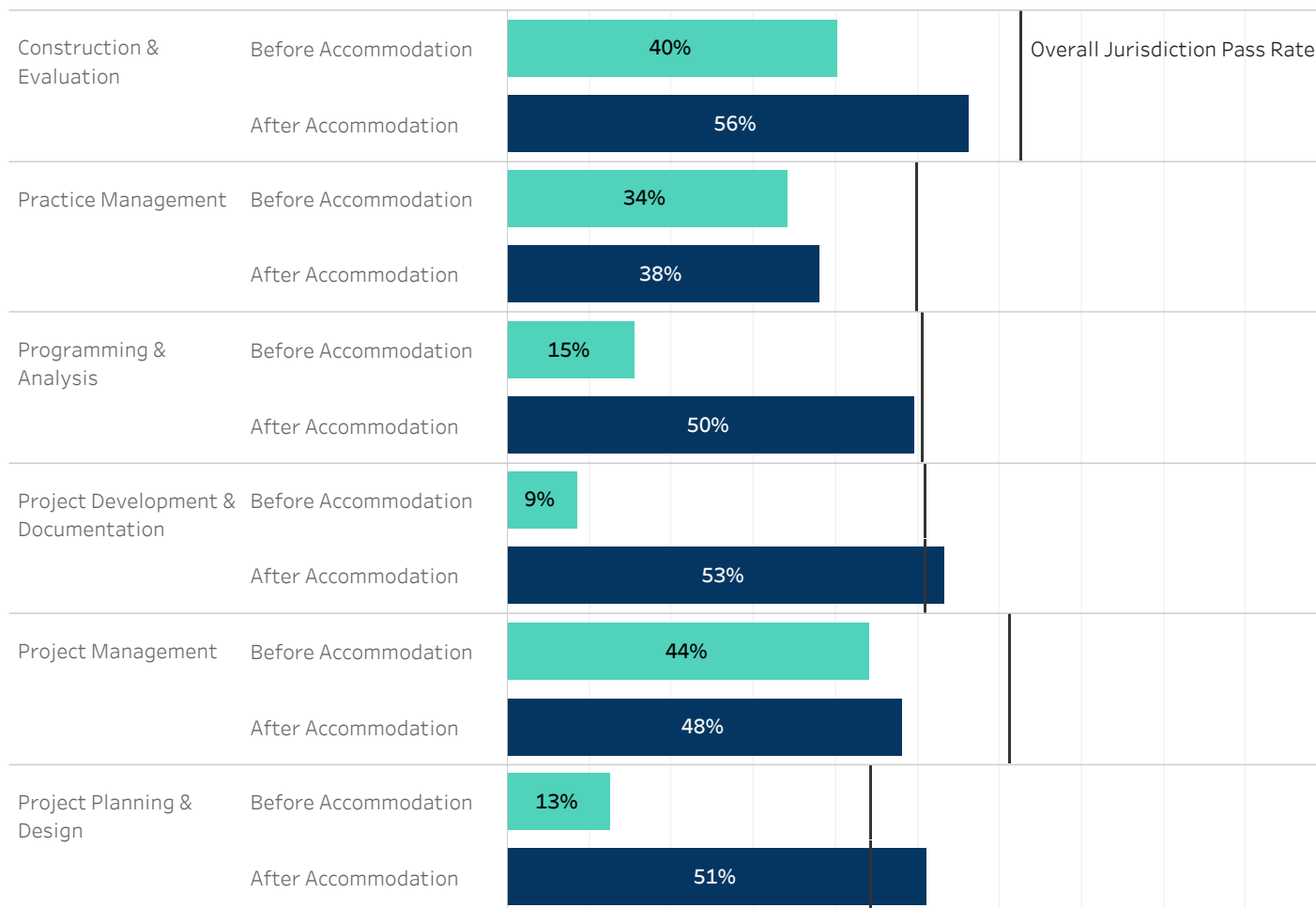
			Overall Jurisdiction Pass Rate
Construction & Evaluation	Before Accommodation	40%	
	After Accommodation	56%	
Practice Management	Before Accommodation	34%	
	After Accommodation	38%	
Programming & Analysis	Before Accommodation	15%	
	After Accommodation	50%	
Project Development & Documentation	Before Accommodation	9%	
	After Accommodation	53%	
Project Management	Before Accommodation	44%	
	After Accommodation	48%	
Project Planning & Design	Before Accommodation	13%	
	After Accommodation	51%	

To:	Architecture Board Members	**Date:**	October 23, 2024

From: Robert Lopez

Subject: Baseline on Belonging: Impact of Licensing Advisors and Mentors

In reply to:

Immediately following this memo are two items:

- Email from NCARB summarizing a follow-up survey to the *Baseline on Belonging* study that focuses on licensure support from mentors, including architect licensing advisors who provide personalized, local support to emerging professionals; and
- The *Building on Belonging: Impact of Licensing Advisors and Mentors* document

This information is being provided for the Board's information and to gather any commentary on this latest NOMA and NCARB study.

From:	NCARB
To:	Robert Lopez
Subject:	Nearly 50% of Candidates Have a Mentor—But Are They Helpful?
Date:	Thursday, September 12, 2024 10:05:41 AM

View this email in your browser

Mentor and student having a discussion.

Hi Robert,

Our latest follow-up survey to the *Baseline on Belonging* study is now available. This survey digs deeper into some disparities found in the initial study results to better inform our future work.

The latest survey focuses on licensure support from mentors, including architect

51

licensing advisors—volunteer students, licensure candidates, architects, and educators who provide personalized, local support to emerging professionals. Download the full report detailing the survey results, or read on for key highlights.

<div style="background-color:#6d2a8c; color:white; padding:20px; display:inline-block;">Download Mentorship Report</div>

The survey findings based on responses from over 900 candidates demonstrate three related issues faced with candidates' experience with licensing advisors and mentors:

1. Only one in every five candidates connected with a licensing advisor or someone they considered a licensing advisor while working toward earning a license. Of those candidates, many indicated their licensing advisor did not provide significant support.
2. Candidates were more likely to receive support from mentors, but more than half of respondents indicated their mentor didn't help them become licensed.
3. Women and candidates of color may face greater difficulties when it comes to connecting with a licensing advisor and/or mentor.

To dig deeper into the survey results, check out the full report

Note: Based on open-text responses, many survey participants were not specifically referring to an architect licensing advisor when responding to survey questions about "licensing advisors."

Building on Belonging:

Impact of Licensing Advisors and Mentors

Overview

In February 2020, NCARB and NOMA launched the initial *Baseline on Belonging* survey to gather information about experiences and impediments along the path to licensure, with the goal of better understanding pain points and barriers for underrepresented groups in the architecture profession.

Now, NCARB and NOMA have released an action plan to address some disparities found in the initial survey results, and we're conducting follow-up research in specific areas to better inform our work.

During their careers, many candidates choose to connect with peers or more experienced professionals to guide them through professional development or licensure goals. These can include architect licensing advisors—volunteer students, licensure candidates, architects, and educators who help provide personalized, local support to emerging professionals—as well as professional mentors. NCARB recently conducted a brief survey exploring the experiences candidates and architects have had with their licensing advisors* and mentors.

The survey findings demonstrate three related issues faced with candidates' experience with licensing advisors and mentors:

1. Only one in every five candidates connected with a licensing advisor or someone they considered a licensing advisor while working toward earning a license. Of those candidates, many indicated their licensing advisor did not provide significant support—with common issues related to a lack of advisors' knowledge of resources or responsibilities and scheduling conflicts.
2. Candidates were more likely to receive support from their mentors and were more likely to find their mentors to be knowledgeable about the licensure process. Despite this, more than half of respondents said their advisor or mentor did not help them become licensed.
3. Women and candidates of color may face greater difficulties when it comes to connecting with a licensing advisor and/or mentor, especially one who is knowledgeable and supportive.

NCARB is in the middle of a multi-year effort to re-envision the process of becoming an architect. Over the next several years, our expert volunteers will explore how best to measure and assess competency on the path to licensure—including opportunities to improve how candidates earn experience and make the current core licensure requirements more flexible. The findings from this survey will help inform their work, guide NCARB's efforts to strengthen the licensing advisors community, and assist in the development of new resources to support licensing advisors and mentors in understanding their responsibilities to guide candidates successfully as they become licensed architects.

*Note: Based on open-text responses, many survey participants were not specifically referring to an architect licensing advisor when responding to survey questions about "licensing advisors."

Survey Findings: Accessibility of Licensing Advisors and Mentors

The survey explored candidates' experiences with the accessibility, knowledge, and support offered by licensing advisors and mentors. Explore the findings based on responses from over 900 candidates.

ACCESS TO LICENSING ADVISORS

When asked if they had worked with a licensing advisor during their licensure process, 64% of respondents indicated they had not and 14% were unsure. Only 21% of respondents worked with a licensing advisor during their licensure process. Of those, 62% of respondents said their advisor was at their firm, 21% at the architecture school (including faculty or a fellow student), 8% at their jurisdiction's American Institute of Architects (AIA) chapter, and 24% said other.

Men and women were nearly equally likely to have worked with a licensing advisor; however, there were slight disparities when viewed by race and ethnicity. At 23%, Black or African American respondents were among the most likely to say they had an advisor as a licensure candidate.

When asked if they felt licensing advisors and mentors were easily accessible along their licensure journey, disparities between demographic groups grew. Although more Black or African American respondents were most likely to work with a licensing advisor, white respondents were most likely to find it somewhat or very easy to connect with one. Of those who had worked with a licensing advisor, 75% of respondents thought it was somewhat or very easy to find a licensing advisor. White respondents were much more likely to indicate it was somewhat

How easy was it to get connected with a licensing advisor?

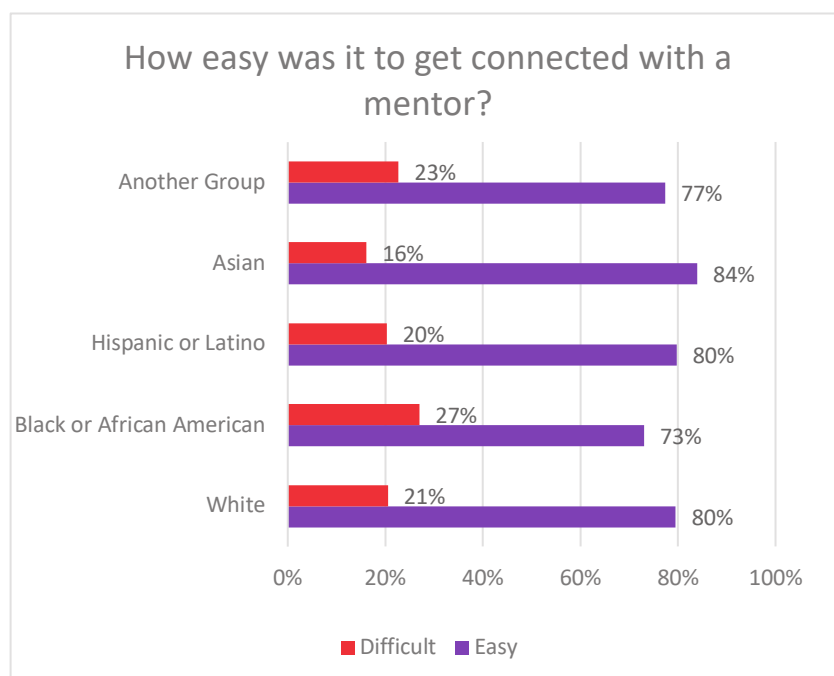| Group	Difficult	Easy
Another Group	46%	54%
Asian	50%	50%
Hispanic or Latino	35%	65%
Black or African American	39%	61%
White	19%	81%

or very easy to find a licensing advisor at 81%—30 percentage points more likely than Asian respondents (50%) and 20 percentage points more likely than Black or African American respondents (61%). Of all racial and ethnic groups, Hispanic or Latino respondents were much more likely to report it was very difficult to find a licensing advisor (27%).

—
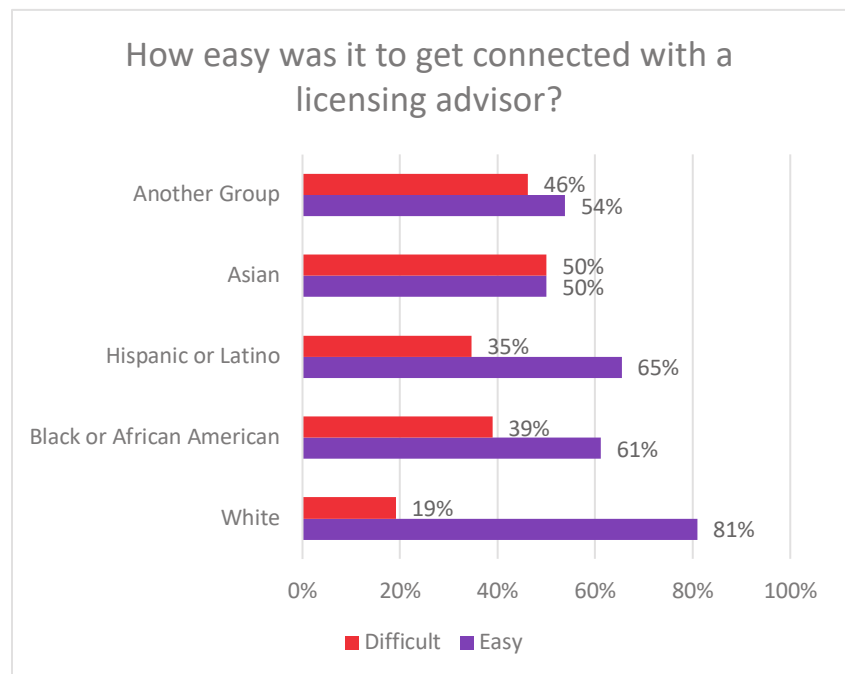
Of respondents who worked with a licensing advisor, most found their licensing advisor through their firm (62%). Men were more likely to find their licensing advisor through official channels such as school programs, AIA chapters, and firm support programs, while women were more likely to find their advisor through personal connections. However, women were much more likely than men to indicate that it was easy to access an advisor.

ACCESS TO MENTORS

While just 21% of respondents worked with a licensing advisor during their licensure process, nearly half (48%) of respondents said they worked with a mentor. Black or African American respondents were the most likely to say they worked with a mentor (52%), while Asian respondents were the least likely (34%). Men and women were nearly equally likely to have worked with a mentor during their licensure journey.

How easy was it to get connected with a mentor?

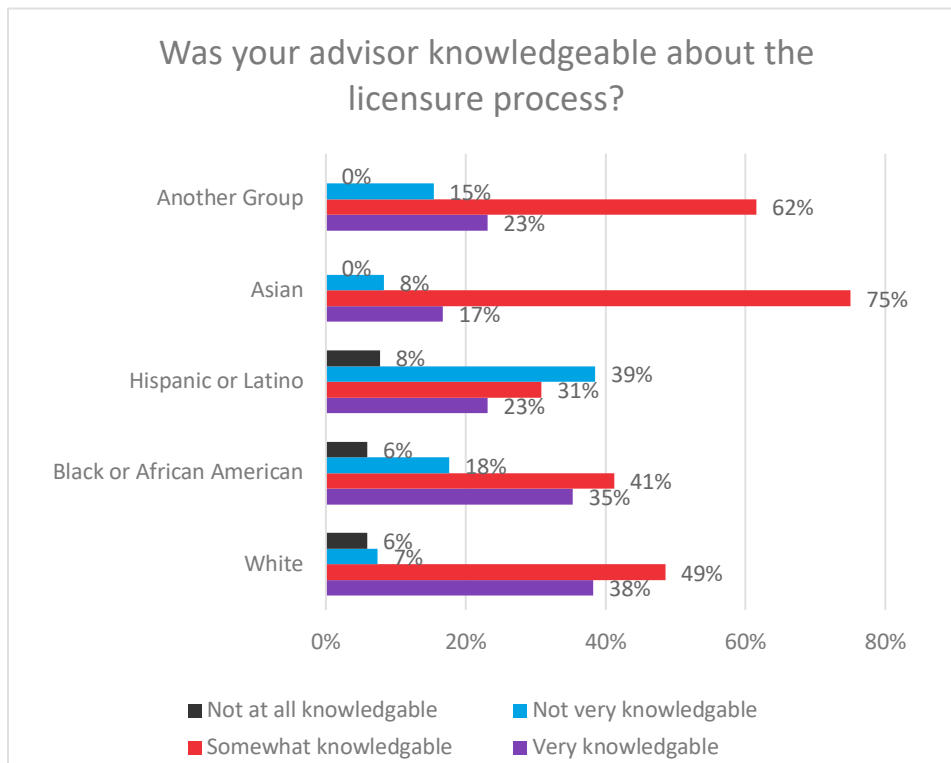| Group	Difficult	Easy
Another Group	23%	77%
Asian	16%	84%
Hispanic or Latino	20%	80%
Black or African American	27%	73%
White	21%	80%

Nearly half of respondents (48%) found their mentor through a professional connection, and 39% found their mentor through a firm program. Black or African American respondents and women were 5% and 6% more likely, respectively, to report that they found their mentor through a personal connection.

Overall, 80% of respondents found it somewhat or very easy to connect with a mentor, with less disparities seen among demographic groups compared to ease of connecting with an advisor. Those who found connecting with a mentor difficult most notably identified challenges such as lack of support, lack of options, and their mentor's ability to commit time to them.

KNOWLEDGE AND SUPPORT

When asked if they felt their advisor was knowledgeable, more than a third (36%) of respondents said their advisor was very knowledgeable about the licensure process, while nearly half (48%) said their advisor was somewhat knowledgeable. Nineteen percent of respondents indicated that their advisor was not knowledgeable about current programs and licensure requirements. Of all racial groups, Hispanic or Latino respondents were most likely to say that their advisor was not very knowledgeable.

Was your advisor knowledgeable about the licensure process?

	Not at all knowledgable	Not very knowledgable	Somewhat knowledgable	Very knowledgable
Another Group	0%	15%	62%	23%
Asian	0%	8%	75%	17%
Hispanic or Latino	8%	39%	31%	23%
Black or African American	6%	18%	41%	35%
White	6%	7%	49%	38%

Of the support received from licensing advisors, respondents were mostly likely to receive AXP support (49%) and licensure information (44%) from their licensing advisors. Although there was little variation across genders, white respondents were much more likely to indicate they received networking support than any other racial group.

When asked if they felt their mentor was knowledgeable, less than a third (30%) indicated their mentor was very knowledgeable about the licensure process, and more than half (51%) said that their mentor was somewhat knowledgeable. Asian respondents were most likely to indicate they felt their mentor was very or somewhat knowledgeable, while women were more likely than men to indicate that their mentor was not knowledgeable.

Was your mentor knowledgeable about the licensure process?

	Not at all knowledgable	Not very knowledgable	Somewhat knowledgable	Very knowledgable
Another Group	9%	14%	50%	27%
Asian	0%	6%	64%	30%
Hispanic or Latino	6%	16%	42%	36%
Black or African American	0%	17%	39%	44%
White	4%	15%	52%	29%

57
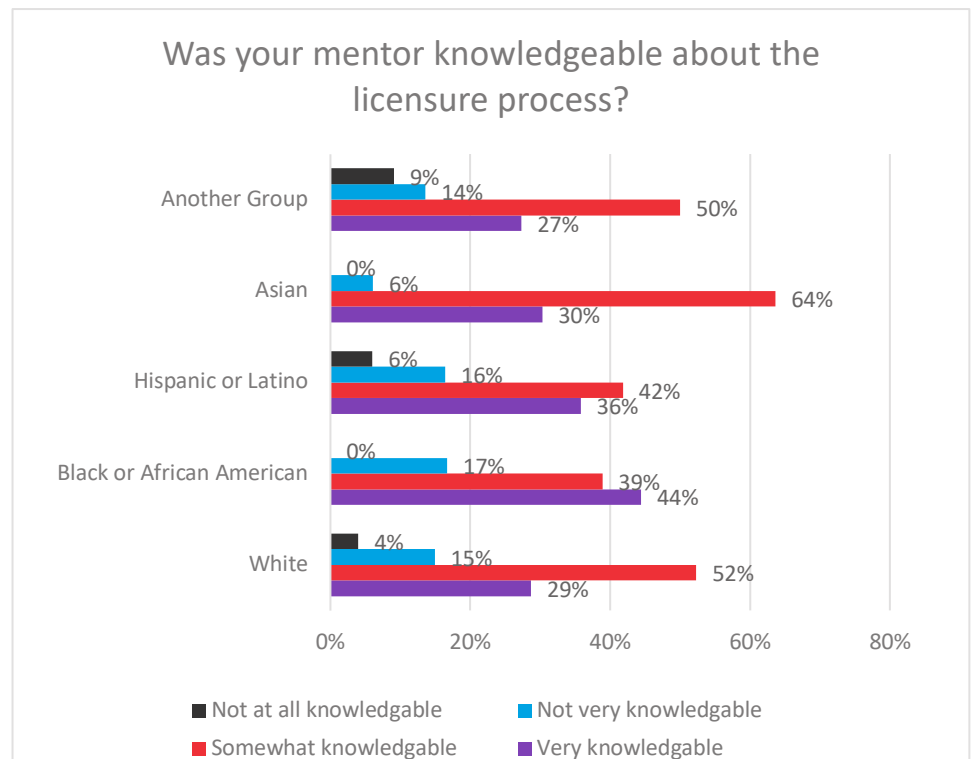
Of the support received from mentors, respondents were most likely to receive general guidance (78%), licensure information (27%), and access to study materials (22%). However, Black or African American respondents were 14 percentage points less likely to receive access to study materials compared to white respondents. Additionally, men were more likely to receive networking connections than women.

Finally, respondents were also asked if their advisor or mentor helped them become licensed. More than half (54%) of respondents indicated that their advisor or mentor had no impact on their licensure journey. Black or African American respondents were most likely to indicate their advisor helped them get licensed (54%). Hispanic and Latino respondents and those from some other racial or ethnic group were most likely to indicate that their advisor or mentor did not help them become licensed, making up 69% and 63% of respondents, respectively. Women were also more likely to say their mentor or advisor did not help them become licensed compared to their male peers.

Did your licensing advisor and/or mentor help you become licensed?

Group	No	Yes
Another Group	69%	31%
Asian	51%	49%
Hispanic or Latino	63%	37%
Black or African American	46%	54%
White	52%	49%

■ No   ■ Yes