



**NAAB<sup>®</sup>**

2017 REPORT ON ARCHITECTURE EDUCATION  
AT MINORITY-SERVING INSTITUTIONS

**The National Architectural  
Accrediting Board<sup>®</sup>**



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## From the NAAB President

It is my pleasure and honor to transmit to you, on behalf of the directors and staff of the National Architectural Accrediting Board, Inc. (NAAB), the 2017 edition of the Report on Architecture Education at Minority-Serving Institutions.



In the higher education system of the United States, minority-serving institutions (MSIs) make up a category of educational establishments (federally recognized Title IV colleges and universities) based on enrollment criteria (typically the percentage of enrolled minorities at a particular school). Such schools are eligible for federal funding under Title III of the Higher Education Act of 1965.

The seven categories of MSIs are as follows:

1. **Historically Black Colleges and Universities (HBCUs)**— According to the Higher Education Act of 1965, as amended, HBCUs are defined as any historically black college or university established before 1964 whose principal mission was, and is, the education of black Americans.
2. **Black-serving non-HBCUs**—Institutions in which African American students make up at least 25% of the total undergraduate enrollment, while other minority groups each constitute less than 25% of total undergraduate enrollment.
3. **Hispanic-serving institutions**—Institutions in which Hispanic students make up at least 25% of the total undergraduate enrollment, while other minority groups each constitute less than 25% of total undergraduate enrollment.
4. **Asian-serving institutions**—Institutions in which Asian Americans and Pacific Islanders (API) students constitute at least 25% of the total undergraduate enrollment, while other minority groups each constitute less than 25% of total undergraduate enrollment.
5. **American Indian-serving institutions**— Tribal colleges and universities (TCUs) or institutions that are not HBCUs/TCUs but in which American Indian/Alaska Native students constitute at least 25% of the total undergraduate enrollment, while students in each of the other minority groups constitute less than 25% of the total undergraduate enrollment.
6. **Other minority-serving**—Institutions in which minority students constitute at least 50% of the total undergraduate enrollment, but do not fit any of the above categories.
7. **Non-minority-serving**—Institutions that do not meet any of the criteria described above.



The data used to prepare this edition were provided by the institutions in the NAAB's Annual Report Submission (ARS) system in fall 2017. MSI status is reported by the program when submitting data to the ARS each year. In 2017, they included:

- Florida A&M University (B. Arch. and M. Arch.)
- Hampton University (M. Arch.)
- Howard University (B. Arch.)
- Morgan State University (M. Arch.)
- Prairie View A&M University (M. Arch.)
- Tuskegee University (B. Arch.)
- University of Illinois-Chicago (M. Arch.)
- University of New Mexico (M. Arch.)
- Pontifical Catholic University of Puerto Rico (B. Arch.)
- University of Nevada-Las Vegas (M. Arch.)
- Woodbury University (B. Arch. and M. Arch.)
- University of the District of Columbia (M. Arch.)
- California State Polytechnic University-Pomona (B. Arch. and M. Arch.)
- University of Houston (B. Arch. and M. Arch.)

In addition, one candidate program is an MSIs:

- Universidad del Turabo (B. Arch.)

This report covers three areas for NAAB-accredited programs only; the one candidate program is not included in this report:

- Enrollment
- Degrees awarded
- Faculty characteristics at MSIs

The NAAB acknowledges the considerable efforts of the NAAB-accredited programs in assembling and submitting data annually to the ARS.

I hope this report will continue to prove useful to all those seeking to develop a profession with demographics that are truly representative of the clients and communities they serve.

Please send suggestions for improvements or changes to the NAAB at [forum@naab.org](mailto:forum@naab.org).

Thank you for your support,

Judith Kinnard, FAIA  
President

# Annual Statistical Report

## Overview

The NAAB launched its online Annual Statistical Report site in 2008. The aggregate results of the web-based questionnaire are included in this report.

The annual statistical report captures information on both the institution in which an architecture program is located and the program itself. The statistical report consists of seven sections: (1) institutional characteristics; (2) NAAB-accredited architecture programs; (3) tuition, fees, and financial support for students; (4) student characteristics; (5) degrees awarded; (6) resources for students and learning; and (7) human resources.

The definitions used in the statistical report are based on the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS). IPEDS is the core postsecondary data collection program for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the United States in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid. Much of the institutional information requested in the ARS corresponds to reports submitted by institutions to IPEDS each fall. The data presented in this special report were collected in fall 2017 and cover the 2016–17 academic year.

## General Information

Fourteen institutions classified as MSIs offer a total of 18 NAAB-accredited programs. Four offer both the B. Arch. and the M. Arch. Seven offer an M. Arch. only, and three offer a B. Arch. only.

Eight of these institutions also offer a nonaccredited pre-professional degree in architecture.

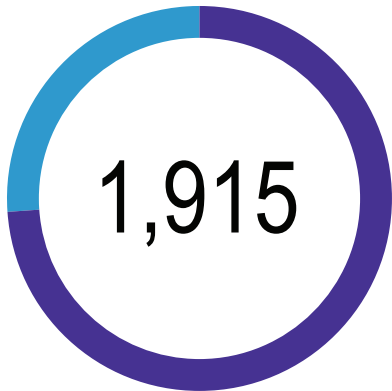
Nine institutions are publicly supported and five are privately supported.

# 02

## Enrollment at MSIs

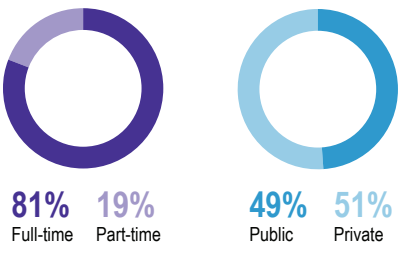
### Enrollment in Accredited Programs by Degree

There are 1,915 students enrolled in NAAB-accredited degree programs offered by MSIs in the United States. This represents 7.9% of the total enrollment in NAAB-accredited programs.



**1,415** enrolled in B. Arch. **500** enrolled in M. Arch.

Of this total, 1,415 (74%) are enrolled in B. Arch. programs and 500 (26%) in M. Arch. programs. For students overall, 58% are enrolled in B. Arch. programs and 42% in M. Arch. programs.



Of the students enrolled in MSIs, 1,550 (81%) are enrolled full time and 365 (19%) part time. The breakdown of full-time and part-time enrollment in all NAAB-accredited programs is 92% full time and 8% part time.

There are 940 (49%) students enrolled in institutions with public support and 975 (51%) in institutions with private support. The overall distribution between institutions with public and private support for all students is 53% public and 47% private.

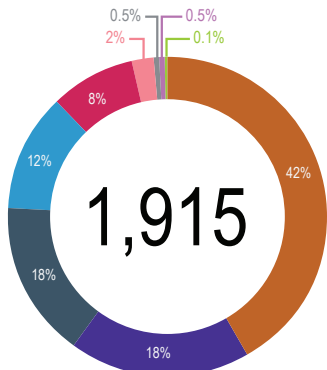
### Enrollment in Accredited Programs by Gender



The gender breakdown of students enrolled in NAAB-accredited programs at MSIs is 1,074 (56%) male students and 841 (44%) female.

The gender breakdown for enrollment in NAAB-accredited programs overall is 53% male/47% female and for both B. Arch. and M. Arch. programs.

### Enrollment in Accredited Programs by Ethnicity



<b>803</b> Hispanic/Latino	<b>349</b> White	<b>303</b> Black/African American
<b>231</b> Nonresident alien	<b>163</b> Asian	<b>43</b> Race/Ethnicity unknown
<b>10</b> Two or more races	<b>10</b> Native Hawaiian /Pacific Islander	<b>3</b> American Indian /Alaska Native

There are 303 (18%) architecture students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 3 (0.1%) American Indian or Alaska Native; 163 (8.5%) Asian; 10 (0.5%) Native Hawaiian or other Pacific Islander; 349 (18.2%) White; 803 (41.9%) Hispanic/ Latino; 10 (0.5%) two or more races; 231 (12.0%) nonresident alien; and 43 (2.2%) race and ethnicity unknown.

### MSI Enrollment Compared to Total Enrollment in All NAAB-Accredited Programs

Students enrolled in MSIs who indicated Black or African American with respect to ethnicity represent 24.3% of the total enrollment by students who indicated this category for race/ethnicity in all NAAB-accredited programs.

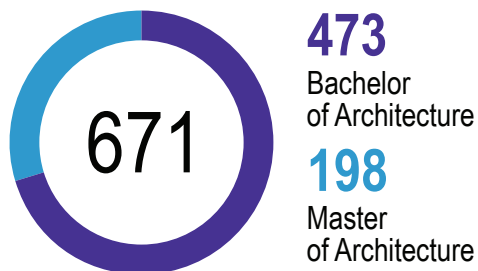
The table below shows the percentage of students enrolled in MSIs compared to enrollment in all NAAB-accredited programs by ethnicity.

#### Total Program Enrollment by Ethnicity

	TOTAL	MSIs ONLY	PERCENTAGE OF TOTAL AT MSIs
American Indian or Alaska Native	62	3	4.8%
Asian	2,066	163	7.8%
Native Hawaiian or other Pacific Islander	40	10	25%
Black or African American	1,246	303	24.3%
Hispanic/Latino	4,005	803	20%
White	9,887	349	3.5%
Two or more races	775	10	1.2%
Nonresident alien	4,774	231	4.8%
Race and ethnicity unknown	1,254	43	3.4%

#### First-Time Enrollment in Accredited Programs

There were 671 newly matriculated students enrolled in NAAB-accredited degree programs offered by MSIs for the academic year 2016–17.

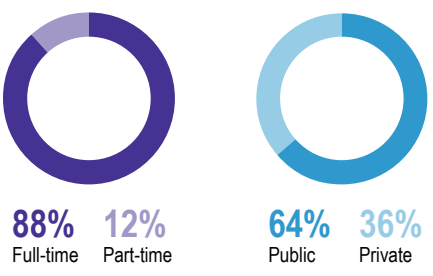


The number of new students is approximately 34% of all students enrolled in accredited programs at MSIs. The percentage of new students at MSIs is higher than that of new students enrolled in NAAB-accredited programs overall (31%).

Of this total, 473 (70%) students are enrolled in B. Arch. programs and 198 (30%) in M. Arch. programs.

For first-time enrollment in programs overall, the distribution among degree programs is 47% in B. Arch. programs, 51% in M. Arch. programs, and 0.7% in D. Arch. programs.

# 02

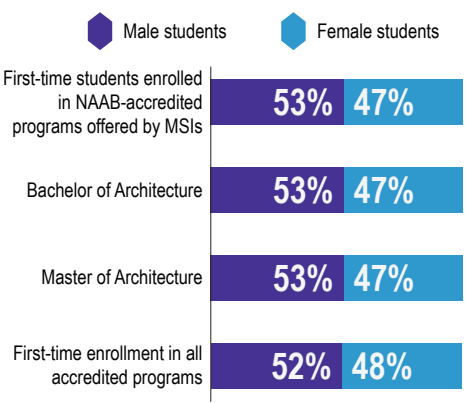


Of the 671 newly enrolled students at MSIs, 593 (88%) are enrolled full-time and 78 (12%) are enrolled part-time.

There are 428 (64%) architecture students enrolled in institutions with public support and 243 (36%) enrolled in institutions with private support. The distribution percentages for first-time students overall are 57% public/43% private.

### First-Time Enrollment in Accredited Programs by Gender

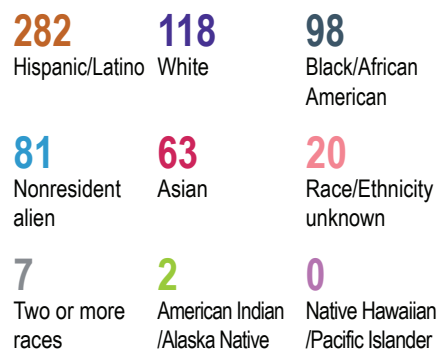
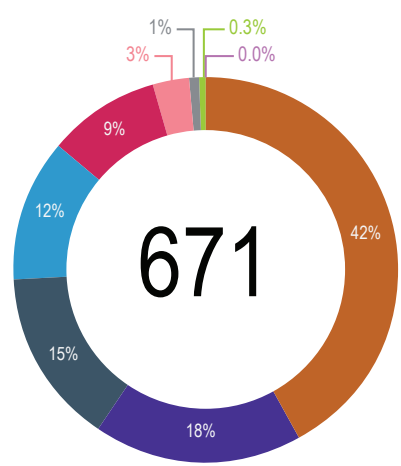
The gender breakdown of first-time students enrolled in NAAB-accredited programs offered by MSIs is 357 (53%) male students and 314 (47%) female students.



Of the 473 students enrolled in B. Arch. programs, 253 (53%) are male and 220 (47%) are female. The gender breakdown for M. Arch. programs is 104 (53%) males and 94 (47%) females.

For first-time enrollment in all accredited programs, the distribution by gender is 52% male/48% female.

### First-Time Enrollment in Accredited Programs by Ethnicity



There are 98 (15%) first-time architecture students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 2 (0.3%) American Indian or Alaska Native; 63 (9%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 118 (18%) White; 282 (42%) Hispanic/Latino; 7 (1%) two or more races; 81 (12%) nonresident alien; and 20 (3%) race and ethnicity unknown.



*Compared to First-Time Enrollment in All NAAB Accredited Programs*

Students enrolled in MSIs who indicated Black or African-American with respect to ethnicity represent 24% of the total first-time enrollment in all NAAB accredited programs for this category.

The table below indicates the percentage of students enrolled for the first time in MSIs compared with first time enrollment in all NAAB-accredited programs by ethnicity.

**First-Time Enrollment by Ethnicity (NAAB-Accredited)**

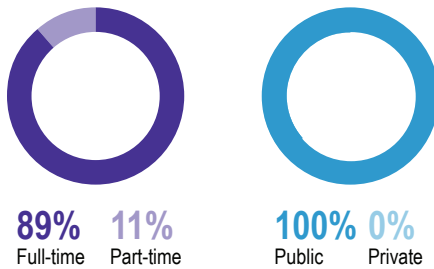
	TOTAL	MSIs ONLY	PERCENTAGE OF TOTAL AT MSIs
American Indian or Alaska Native	28	2	7%
Asian	652	63	7.8%
Native Hawaiian or other Pacific Islander	14	0	0%
Black or African American	412	98	24%
Hispanic/Latino	1,142	282	25%
White	3,136	118	25%
Two or more races	252	7	3%
Nonresident alien	1,410	81	6%
Race and ethnicity unknown	454	20	4%

## Preprofessional Enrollment at MSIs

### Enrollment in Preprofessional Programs at MSIs

The term *preprofessional* refers to architecturally focused four-year degrees that are not accredited by the NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, and Bachelor of Architectural Studies.

Of the 14 MSIs that offer accredited architecture programs, eight offer preprofessional programs.



There are 1,429 students enrolled in preprofessional degree programs offered by MSIs. Of the total, 1,268 (89%) are enrolled full-time and 161 (11%) part-time. All are enrolled in institutions with public support (none of the private MSIs offers a preprofessional program).

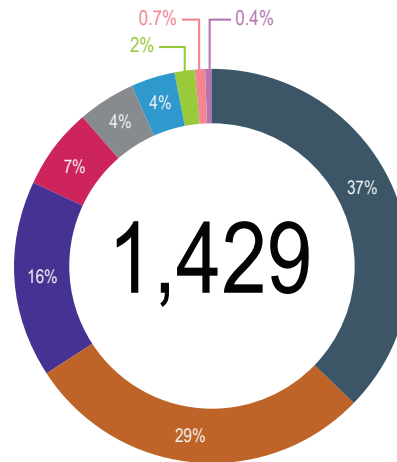
These 1429 students represent 9% of the total enrollment in all preprofessional programs offered by institutions with NAAB-accredited degrees.

### Enrollment in Preprofessional Programs by Gender



The gender breakdown of students enrolled in preprofessional programs at MSIs is 824 (58%) male students and 605 (42%) female students. The distribution of enrollment by gender in all preprofessional degree programs is 56% male/44% female.

### Enrollment in Preprofessional Programs by Ethnicity



**532** Black/African American  
**409** Hispanic/Latino  
**231** White

**98** Asian  
**64** Two or more races  
**54** Nonresident alien

**24** American Indian /Alaska Native  
**10** Race/Ethnicity unknown  
**7** Native Hawaiian /Pacific Islander

Within these programs, 532 (37%) architecture students indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 24 (2%) American Indian or Alaska Native; 98 (7%) Asian; 7 (0.4%) Native Hawaiian or other Pacific Islander; 231 (16%) White; 409 (29%) Hispanic/Latino; 64 (4%) two or more races; 54 (4%) nonresident alien; and 10 (0.7%) race and ethnicity unknown.

The students who indicated Black or African American represent 38% of the total number of Black or African American students enrolled in preprofessional degree programs offered by all institutions with NAAB-accredited degrees.

# 03

## First-Time Enrollment in Preprofessional Programs

There were 357 newly matriculated students enrolled in preprofessional programs at MSIs for the 2016–17 academic year. This number accounts for 7% of the total first-time enrollment in preprofessional degree programs.

## First-Time Enrollment in Preprofessional Programs by Gender

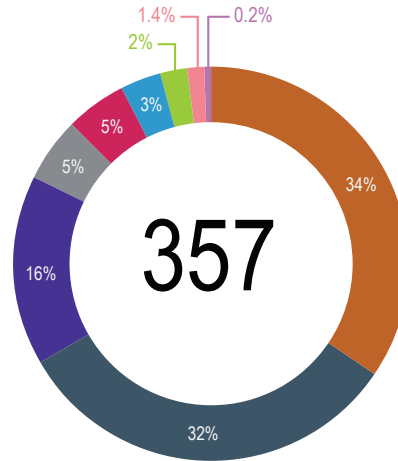


**53%**  
Male Students

**47%**  
Female Students

The gender breakdown of first-time students enrolled in these eight programs is 189 (53%) male students and 168 (47%) female. The gender distribution for first-time enrollment in all preprofessional degree programs is 55% male/45% female.

## First-Time Enrollment in Preprofessional Programs by Ethnicity



**123**  
Hispanic/Latino

**115**  
Black/African American

**56**  
White

**19**  
Two or more races

**18**  
Asian

**12**  
Nonresident alien

**8**  
American Indian /Alaska Native

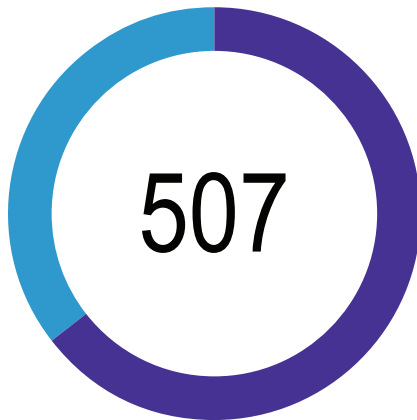
**5**  
Race/Ethnicity unknown

**1**  
Native Hawaiian /Pacific Islander

Among the first-time enrollees in preprofessional programs, 115 (32%) architecture students indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 8 (2%) American Indian or Alaska Native; 18 (5%) Asian; 1 (0.2%) Native Hawaiian or other Pacific Islander; 56 (16%) White; 123 (34%) Hispanic/Latino; 19 (5%) two or more races; 12 (3%) nonresident alien; and 5 (1.4%) race and ethnicity unknown.

## Degrees Awarded by MSIs

### Degrees Awarded by Accredited Programs



**327**  
Bachelor of Architecture

**180**  
Master of Architecture

The MSIs that reported degrees awarded conferred 507 NAAB-accredited degrees during the 2016–17 academic year: 327 (64%) Bachelor of Architecture degrees, 180 (36%) Master of Architecture degrees.

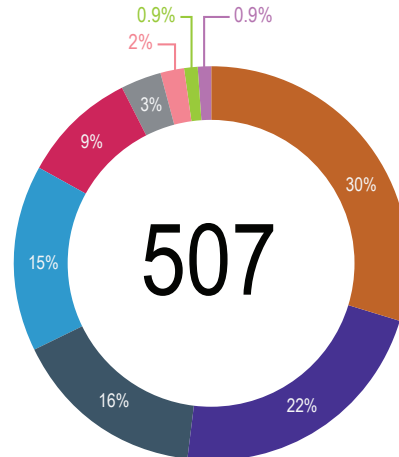
The 507 total represents 8.2% of the total number of NAAB-accredited degrees awarded for the same period.

### Degrees Awarded by Gender



The gender breakdown for degrees awarded by MSIs is similar to that of the gender breakdown for degrees awarded overall: 288 (57%) degrees were awarded to males and 219 (43%) to females. The gender breakdown for degrees awarded overall is 55% male/45% female.

### Degrees Awarded by Ethnicity



**151** Hispanic/Latino

**113** White

**81** Black/African American

**77** Nonresident alien

**48** Asian

**16** Two or more races

**11** Race/Ethnicity unknown

**5** American Indian /Alaska Native

**5** Native Hawaiian /Pacific Islander

Of the 507 degrees awarded, 81 (16%) were awarded to students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 5 (0.9%) American Indian or Alaska Native; 48 (9.4%) Asian; 5 (0.9%) Native Hawaiian or other Pacific Islander; 113 (22%) White; 151 (30%) Hispanic/Latino; 16 (3%) two or more races; 77 (15%) nonresident alien; and 11 (2%) race and ethnicity unknown.

*Compared to Degrees Awarded by All NAAB-Accredited Programs*

The 81 Black or African American students who received NAAB-accredited degrees from MSIs in 2016–17 represent 32% of the total number of degrees awarded to Black or African American students overall.

The table below shows the percentage of degrees awarded by MSIs by ethnicity compared with degrees awarded by NAAB-accredited programs overall.

**NAAB-Accredited Degrees Awarded by Ethnicity**

	TOTAL	MSIs ONLY	PERCENTAGE OF TOTAL AT MSIs
American Indian or Alaska Native	19	5	26%
Asian	551	48	9%
Native Hawaiian or other Pacific Islander	15	5	33%
Black or African American	252	81	32%
Hispanic/Latino	865	151	17%
White	2,811	113	4%
Two or more races	252	16	10%
Nonresident alien	1,190	77	6%
Race and ethnicity unknown	309	11	4%

# 04

## Preprofessional Degrees Awarded

Preprofessional programs at MSIs awarded 169 degrees during the 2016–17 academic year. This number represents 5.5% of the preprofessional degrees awarded overall.

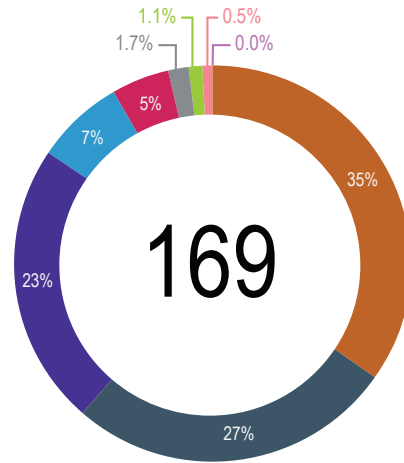
## Preprofessional Degrees Awarded by Gender



The gender breakdown is 109 (64%) degrees awarded to male students and 60 (36%) to female students.

The gender distribution for all preprofessional degrees awarded is 55% male/45% female.

## Preprofessional Degrees Awarded by Ethnicity



<b>59</b> Hispanic/Latino	<b>45</b> Black/African American	<b>39</b> White
<b>12</b> Nonresident alien	<b>8</b> Asian	<b>3</b> Two or more races
<b>2</b> American Indian /Alaska Native	<b>1</b> Native Hawaiian /Pacific Islander	<b>0</b> Race/Ethnicity unknown

There were 45 (27%) degrees awarded to students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 2 (1.1%) American Indian or Alaska Native; 8 (5%) Asian; 1 (0.5%) Native Hawaiian or other Pacific Islander; 39 (23%) White, Non-Hispanic; 59 (35%) Hispanic/Latino; 3 (1.7%) two or more races; 12 (7.1%) nonresident alien; and 0 (0%) race and ethnicity unknown.

MSIs awarded 27% of the total number of preprofessional degrees awarded to students who indicated Black or African-American with respect to ethnicity and 12% of the total number of degrees awarded to students who indicated Hispanic-Latino.

## Faculty at MSIs

### Faculty by Appointment Type

There are 178 full-time instructional faculty teaching in NAAB-accredited degree programs offered by MSIs and 195 adjuncts.

These 373 individuals represent 6.4% of the total number of faculty (including adjuncts) teaching in NAAB-accredited programs overall.

### Faculty by Gender

The gender breakdown for full-time instructional faculty (excludes adjuncts) is 124 (70%) male and 54 (30%) female. The gender breakdown for faculty in NAAB-accredited programs overall is 69% male/31% female.

The table below compares faculty by gender and rank at NAAB-accredited programs overall and at MSIs.

### Distribution of Faculty by Gender and Rank

	MALE		FEMALE	
	OVERALL	MSIs	OVERALL	MSIs
Professor	742	61	240	26
Associate Professor	647	38	314	19
Assistant Professor	564	51	324	22

### Faculty by Academic Rank

Of the 412 instructional faculty at MSIs, 87 (21%) are full professors, 57 (14%) are associate professors, 73 (18%) are assistant professors, and 195 (47%) are adjuncts.

The distribution by rank at MSIs is significantly different from the distribution at NAAB-accredited programs overall:

### Distribution of Faculty by Rank

	OVERALL	MSIs
Professor	982	87
Associate Professor	961	57
Assistant Professor	888	73

### Faculty by Ethnicity

Forty-two (19%) faculty members indicated Black or African American with respect to ethnicity. The remaining indicated the following: 2 (0.9%) American Indian or Alaska Native; 14 (6%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 120 (55%) White; 36 (17%) Hispanic/Latino; 1 (0.4%) two or more races; 2 (0.9%) nonresident alien; and 0 (0%) race and ethnicity unknown. These numbers do not include adjuncts.

Faculty at MSIs who indicated Black or African American with respect to ethnicity represent 23% of the total number of faculty who indicated this category for race/ethnicity in all NAAB-accredited programs.

The table below indicates the percentage of faculty by ethnicity at MSIs compared with the faculty distribution by ethnicity overall. This comparison does not include adjuncts.

### Faculty by Ethnicity

	TOTAL	MSIs ONLY	PERCENTAGE OF TOTAL AT MSIs
American Indian or Alaska Native	17	2	18%
Asian	408	14	3%
Native Hawaiian or other Pacific Islander	2	0	0%
Black or African American	181	42	23%
Hispanic/Latino	492	36	7%
White	4,245	120	3%
Two or more races	43	1	2%
Nonresident alien	90	2	2%
Race and ethnicity unknown	329	0	0%





# Vision, Mission, and Values of the National Architectural Accrediting Board

## From the 1940 Founding Agreement:

“The ... societies creating this accrediting board, here record their intent not to create conditions, nor to have conditions created, that will tend toward standardization of educational philosophies or practices, but rather to create and maintain conditions that will encourage the development of practices suited to the conditions which are special to the individual school. The accrediting board must be guided by this intent.”

*From the 1940 Founding Agreement*

Since 1975, the NAAB Conditions for Accreditation have emphasized self-assessment and student performance as central elements of the NAAB model. The Directors have maintained their commitment to both of these as core tenets of the NAAB’s criteria and procedures.



## VISION

The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architecture profession.



## MISSION

The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

**Values:** The following principles serve as a guide and inspiration to the NAAB.

1. **Shared Responsibility.** The education of an architect is a responsibility shared by the academy and the profession in trust for the broader society and the public good.
2. **Best Practices.** The NAAB’s accreditation processes are based on best practices in professional and specialized accreditation.
3. **Program Accountability.** Architecture degree programs are accountable for the learning of their students. Thus, accreditation by the NAAB is based both on educational outcomes and institutional commitment to continuous improvement.
4. **Preparing Graduates for Practice.** A NAAB accredited degree prepares students to live and work in a diverse world; to think critically; to make informed decisions; to communicate effectively; to engage in lifelong learning; and to exercise the unique knowledge and skills required to work and develop as professionals. Graduates are prepared for architectural internship, set on the pathway to examination and licensure, and to engage in related fields.

5. **Constant Conditions for Diverse Contexts.** The NAAB Conditions for Accreditation are broadly defined and achievement-oriented so that programs may meet these standards within the framework of their mission and vision, allowing for initiative and innovation. This imposes conditions on both the NAAB and on architecture programs. The NAAB assumes the responsibility for undertaking a fair, thorough, and holistic evaluation process, relying essentially on the program's ability to demonstrate how within their institutional context they meet all evaluative criteria. The process relies on evaluation and judgment that, being rendered on the basis of qualitative factors, may defy precise substantiation.
6. **Continuous Improvement through Regular Review.** The NAAB Conditions for Accreditation are developed through an iterative process that acknowledges and values the contributions of educators, professionals in traditional and nontraditional practice, and students. The NAAB regularly convenes conversations on critical issues (e.g., studio culture) and challenges the other four collateral partners to acknowledge and respect the perspectives of the others.

## Historical Background

The National Architectural Accrediting Board (NAAB) was founded in 1940, to “produce and maintain current a list of accredited schools of architecture in the United States and its possessions, with the general objective that a well-integrated and coordinated program of architectural education be developed that is national in scope and afford opportunity for architectural schools with varying resources and operating conditions to find places appropriate to their objectives and do high class work therein.”

Since 1975, the NAAB has accredited professional degree programs rather than schools or universities and only accredits the first professional degree program offered by any school or university.

Among the NAAB's primary responsibilities are (a) to maintain a list of accredited degree programs in architecture and (b) to maintain statistical information on accredited programs.

## 2017 NAAB Directors

<i>President</i> <b>Judith A. Kinnard, FAIA</b> New Orleans	ACSA 2014–2017
<i>President-elect</i> <b>Helene Combs Dreiling, FAIA*</b> Roanoke, VA	AIA 2015–2018
<i>Treasurer</i> <b>Celeste Allen Novak, FAIA, LEED AP BD+C</b> Ann Arbor, MI	AIA 2014–2017
<i>Secretary</i> <b>Thomas R. Wood</b> Aurora, CO	NCARB 2015–2018
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<b>William Lynn McKinney</b> Narragansett, RI	Public Member 2014–2017
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<b>Sarah Killingsworth, Assoc. AIA</b> Houston	AIAS 2016–2018
<b>David Hinson, FAIA</b> Auburn, AL	ACSA 2016–2019
<b>Kevin Flynn, FAIA</b> St. Louis	AIA 2016–2019
<b>Dale McKinney, FAIA</b> Sioux City, IA	NCARB 2016–2019

\*Dreiling stepped down from the board in July as requested to assume the role of interim executive director.



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AT MINORITY-SERVING INSTITUTIONS**

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