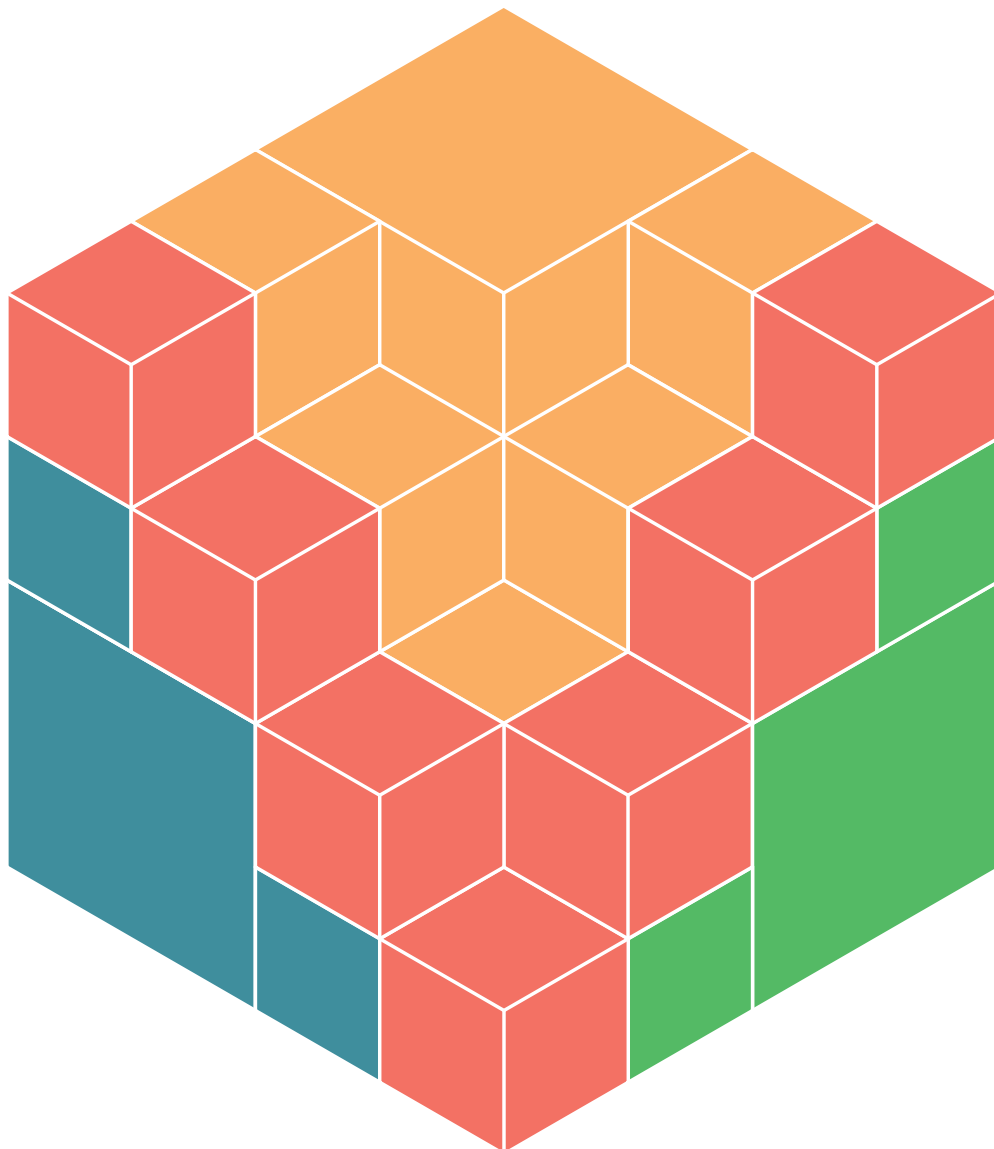





The National Architectural Accrediting Board®

2018 ANNUAL REPORT ON ARCHITECTURE EDUCATION



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From the President and Executive Director of the NAAB

On behalf of the Board of Directors and the staff team, it is our pleasure to present the *2018 NAAB Annual Report on Architecture Education*.



The report is composed of three parts:

Part 1: Programs, Enrollment, and Degrees Awarded

Part 2: Faculty and the NAAB Visiting Team Pool

Part 3: 2018 Accreditation Decisions and Other NAAB Activities

The annual report highlights the work of 165 volunteers who contributed more than 6,000 hours to the important task of specialized accreditation in architecture. The level of commitment from these volunteers is remarkable. The NAAB expresses its gratitude to each of them for sharing their time and talent in upholding the principles of quality assurance in architecture education.

During calendar year 2018 the NAAB visited 36 institutions and reviewed 43 professional degree programs in architecture, which included 24 visits to institutions to review 30 programs for continuing accreditation. Among these visits, six were for concurrent review of two accredited programs; six for initial accreditation, one for continuation of candidacy, four for initial candidacy, and two for eligibility.

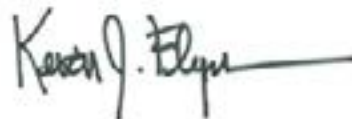
As of April 2019, 162 programs at 139 institutions in the United States and two programs at two institutions outside the U.S. hold NAAB accreditation. In addition, 13 schools in eight countries have achieved the NAAB's Substantial Equivalency (SE) designation. Building on the aspirational work of the board's International Committee, this is an area for major potential growth in the future.

We remain steadfast in our commitment to significant organizational change, with the goal of better serving our constituents. In Section 3 of this report, we invite you to learn more about the work underway by board committees, special task forces, and the staff to implement both cultural and procedural changes across the programs and processes of accreditation, certification, and validation.

All of us at the NAAB are proud of the many accomplishments of this transformative year. We will continue to engage with schools, the profession, our collateral partners (ACSA, AIA, AIAS, and NCARB), and our dedicated volunteers to deliver on the NAAB's vision to advance educational quality assurance standards and processes that anticipate the needs of academic programs, the profession, and society.

Finally, the NAAB is excited to host the boards of directors of the collateral organizations, along with invited guests, at the Accreditation Review Forum 2019 in Chicago, July 24–26, 2019. During ARForum19, these leaders will engage in substantive conversations about the future of architecture education and collateral delivery of an educational platform that endures for a lifetime. Their work will lead to the publication of the *2020 Procedures for Accreditation* and the *2020 Conditions for Accreditation*. All of this is to ensure that the next generation of professionals has the relevant knowledge to serve the needs of an ever-evolving, diverse, and interconnected world.

With best regards,



Kevin J. Flynn, FAIA
2018–19 NAAB President



Helene Combs Dreiling, FAIA
Interim Executive Director



Vision, Mission, and Values of the NAAB

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."

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 advances educational quality assurance standards and processes that anticipate the needs of academic programs, the profession, and society, to promote a better built environment.



MISSION

The NAAB develops and maintains an accreditation system in professional degree education that enhances the value, relevance, and effectiveness of the profession of architecture.

Core Values: The NAAB aspires to follow four core values in the way it approaches its work and mission:

1. **Commitment to Excellence:** Foster a culture of continual improvement that seeks positive organizational transformation and responds to external change.
2. **Diversity and Inclusion:** Celebrate unique institutional perspectives and ensure the inclusion of diverse populations to enrich the learning environment.
3. **Effective Communication:** Articulate the value of an accredited architecture education to students, the profession, and the communities architects serve.
4. **Spirit of Collaboration:** Promote transparency and collateral cooperation in the shared responsibility of preparing graduates for professional practice



Annual Report Submission (ARS)

Overview

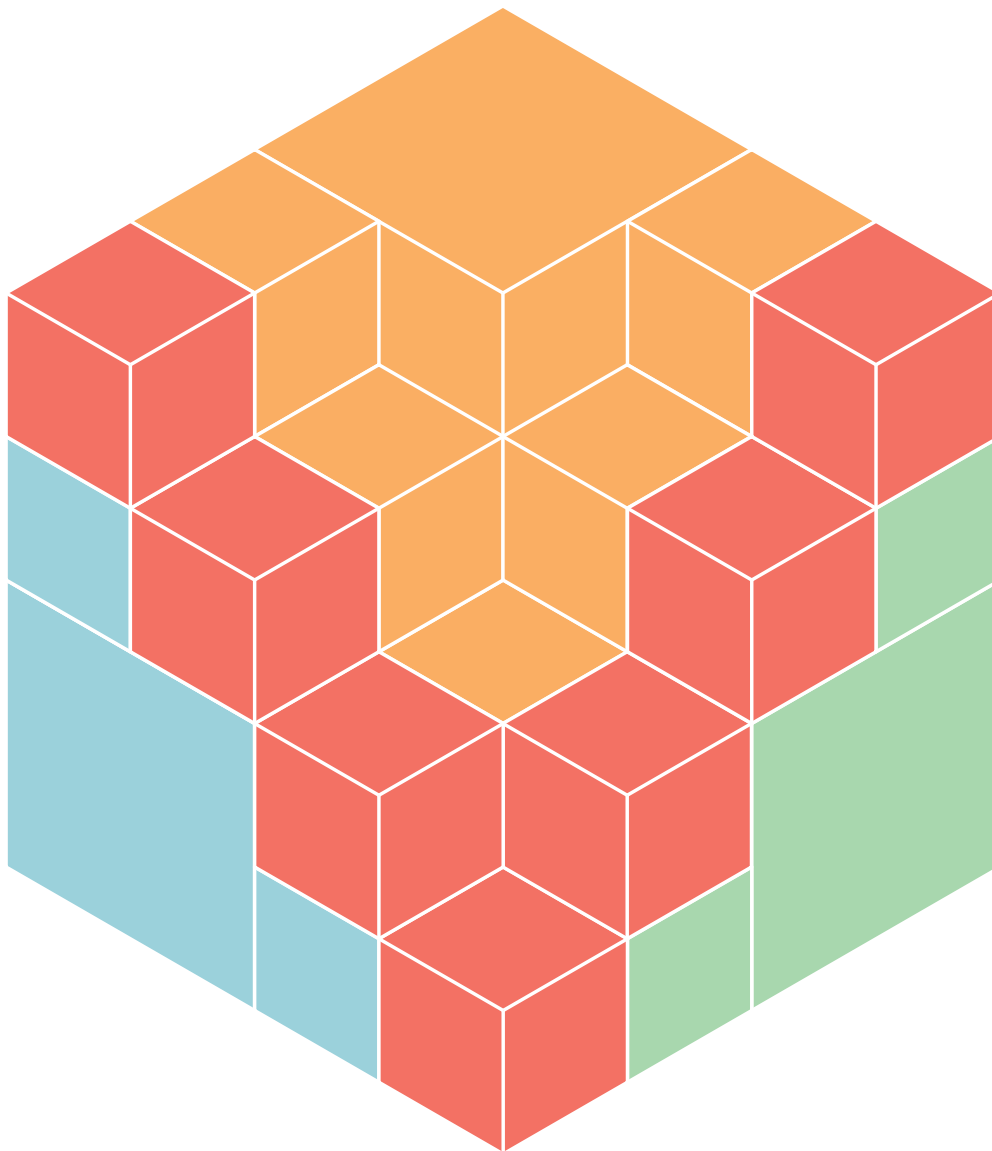
The annual statistical report captures information on both the institution in which an architecture program is located and the program itself. The statistical report consists of seven sections: (1) institutional characteristics; (2) NAAB-accredited architecture programs; (3) tuition, fees, and financial 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 aid¹. Much of the institutional information requested in the ARS corresponds to reports submitted by institutions to IPEDS each fall.

¹Integrated Postsecondary Education Data System
<http://nces.ed.gov/IPEDS/>

PART 1:

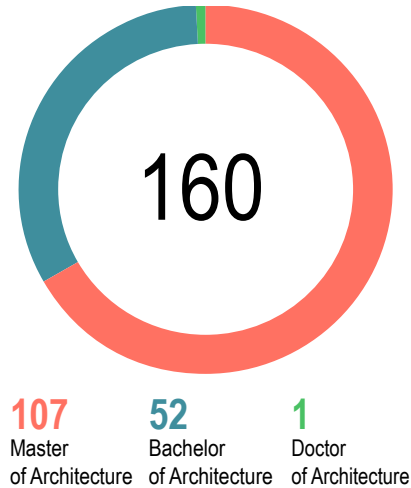
ACCREDITED PROGRAMS, ENROLLMENT, AND DEGREES AWARDED



Accredited Programs

Number of Accredited Programs

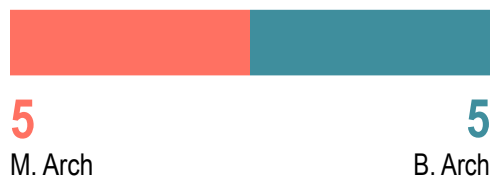
In AY 2017–18, 160 accredited programs were housed in 139 institutions with U.S. regional accreditation.



Of the 160 programs, 107 (67%) are Master of Architecture programs, 52 (33%) are Bachelor of Architecture programs, and 1 (1%) is a Doctor of Architecture program.

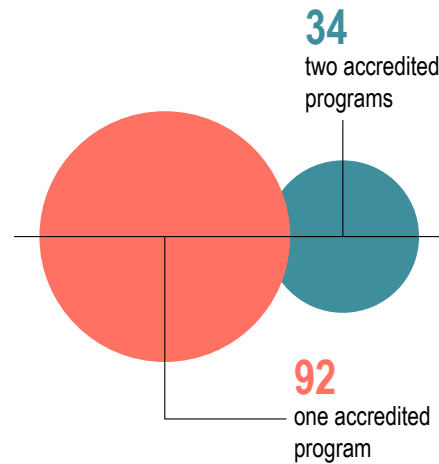
Number of Candidate Programs

Data included in this report are only for those programs that achieved initial candidacy by July 1, 2018. All programs visited for candidacy in 2018 submitted their first statistical reports in fall 2018. Please see part 3 of this report for additional information on programs in or seeking candidacy.



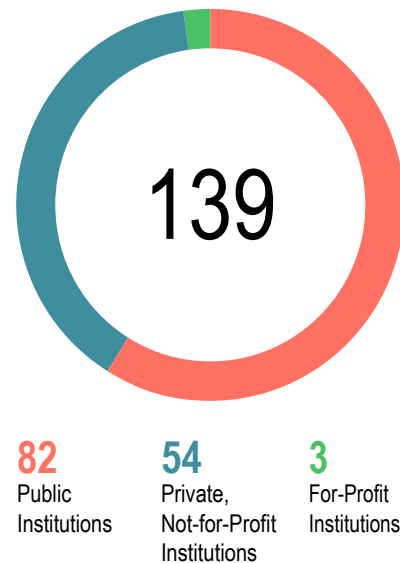
Of the 10 programs in candidacy in AY 2017–18, 5 were M. Arch. programs and 5 were B. Arch. programs. Four other programs are in, or are seeking, eligibility.

Number of Institutions with Accredited Architecture Programs



Of the 139 institutions that offer accredited architecture programs, 92 (66%) institutions offer one accredited program, and 34 (24%) offer two accredited programs.

Institution Type



Eighty-two (59%) are public institutions; 54 (39%) are private, not-for-profit institutions; and 3 (2%) are private, for-profit institutions.

Distribution of Accredited Programs and Enrolled Students by ACSA Region

The table below shows the total number of students enrolled in accredited degree programs by ACSA region. The number of programs in each region is shown on the left. This table does not include candidate programs.

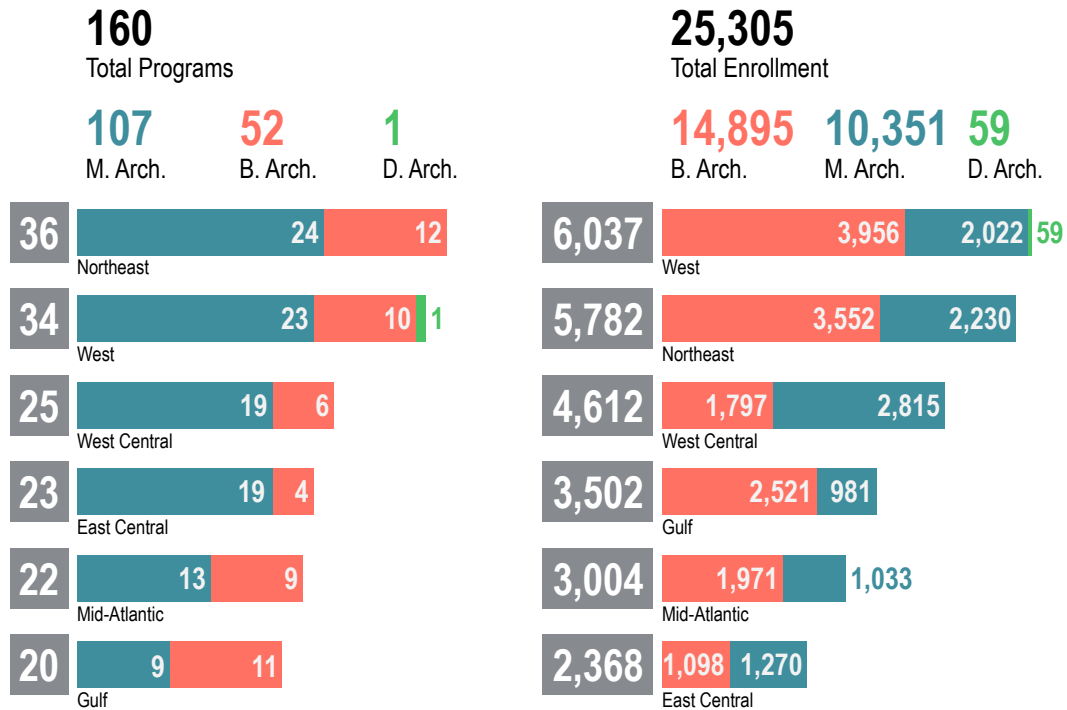
Total enrollment in all ACSA regions increased by 5% from 2017. The East Central region saw the greatest percentage decrease in enrollment, down 5% over 2017 numbers. The West Central region saw the greatest percentage increase, up by 19% from 2017. Increases/decreases in the remaining regions were

- Mid-Atlantic, -2%
- Northeast, +1%
- West, +7%
- Gulf, +6%

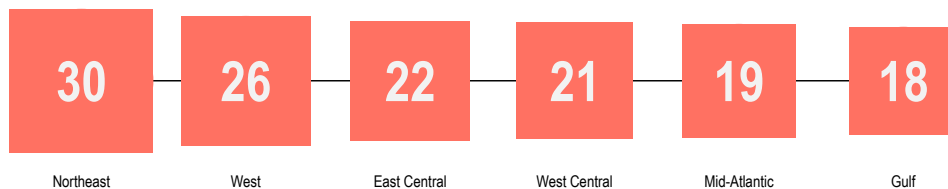


Programs and Enrollment in ACSA Regions

B. Arch. M. Arch. D. Arch.

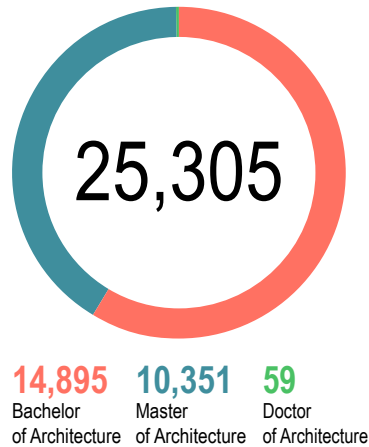


Number of Institutions in ACSA Regions



Enrollment

Overall Enrollment in Accredited Programs by Degree



There are 25,305 students enrolled in NAAB-accredited degree programs: of this total, 14,895 (59%) are enrolled in Bachelor of Architecture programs, 10,351 (41%) in Master of Architecture programs, and 59 (0.2%) in Doctor of Architecture programs.

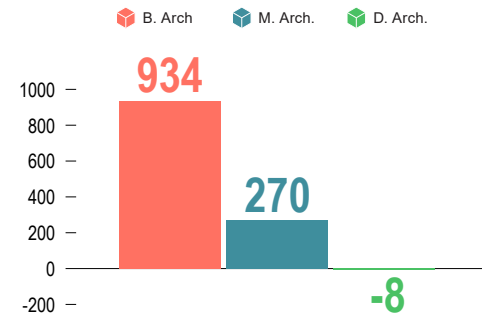
Of the students enrolled, 22,904 (91%) are enrolled full-time, and 2,401 (9%) are enrolled part-time.



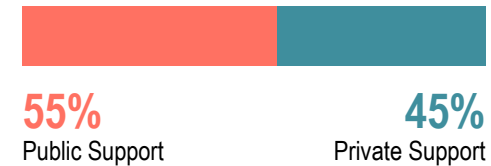
Overall, enrollment in accredited programs increased by a net of 1,196 students, or 5%, from AY 2017–18, when 24,109 students were enrolled in accredited degree programs.



Total enrollment in B. Arch. programs increased by 934 over 2016-17 numbers; M. Arch. enrollment increased by 270; and enrollment in D. Arch. programs decreased by 8.



There are 13,889 (55%) architecture students enrolled in institutions with public support and 11,416 (45%) in institutions with private support. In 2017, the distribution of enrolled students between public and private institutions was essentially the same.



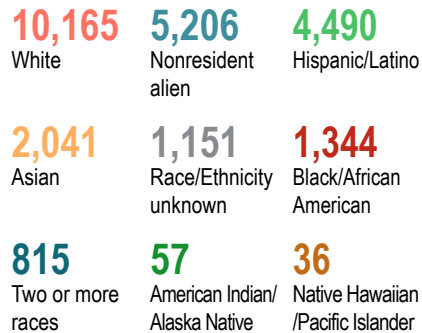
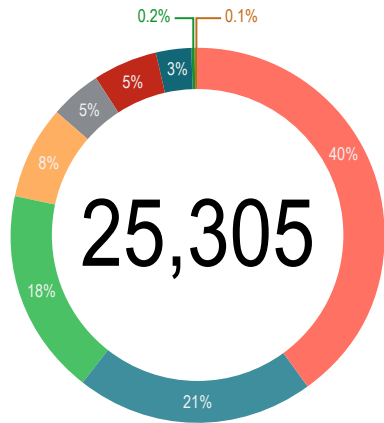
Overall Enrollment in Accredited Programs by Gender

Gender breakdown shows little change from last year.



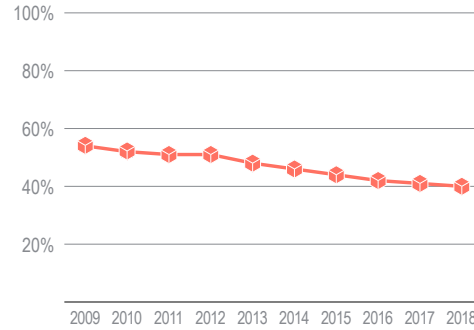
The gender breakdown of enrolled students is 13,548 (54%) males and 11,757 (46%) females. In 2016–17, the percentage breakdown was 53% male students and 47% female students. The percentages are statistically the same for the three degrees, Bachelor of Architecture, Master of Architecture, and Doctor of Architecture.

Overall Enrollment in Accredited Programs by Ethnicity

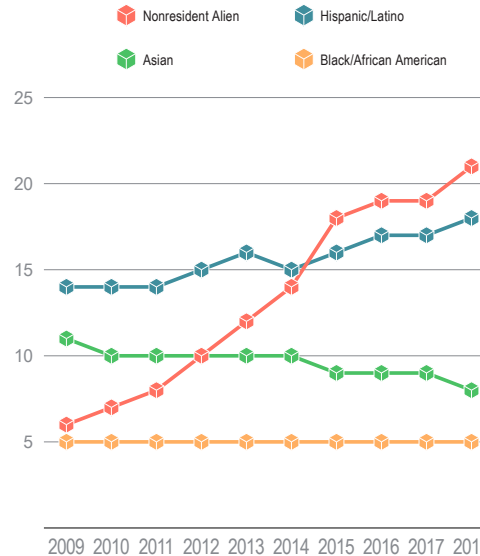


Trends in Enrollment by Ethnicity

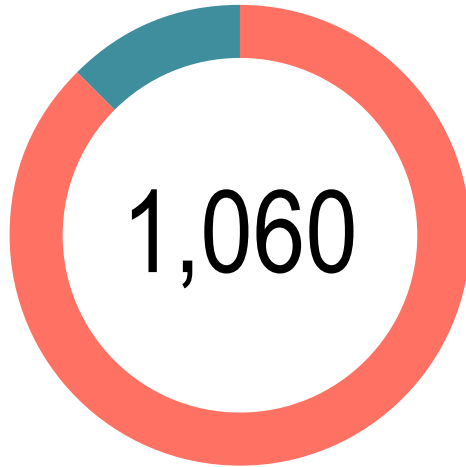
Enrollment by students who indicated white for ethnicity continues to decline. The chart below shows white enrollment as a percentage of total enrollment, 2009–18.



The fastest growing category of ethnicity is nonresident alien. In 2009, this category accounted for 6% of enrollment overall; in 2018, it was 21%. Enrollment of Black/African American students has remained flat over the past seven years, hovering at 5% of total enrollment each year.



Overall Enrollment in Candidate Programs by Degree



928

enrolled in B. Arch.

132

enrolled in M. Arch.

Of the 1,060 students enrolled in candidate programs in 2017–18, 928 (88%) were enrolled in B. Arch. programs and 132 (12%) in M. Arch. programs. There are no D. Arch. candidate programs.

Overall Enrollment in Candidate Programs by Gender



48%

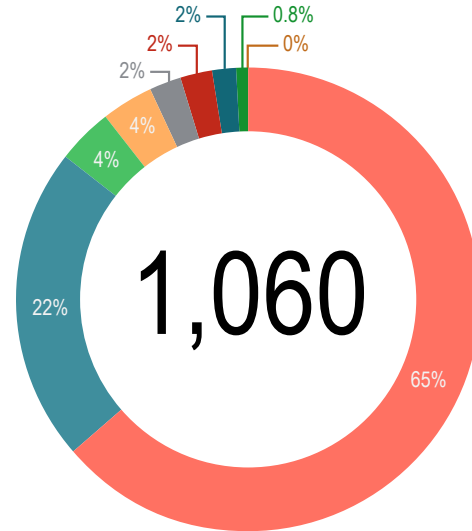
Male Students

52%

Female Students

The gender breakdown of students enrolled in programs that achieved initial candidacy before July 1, 2018, is 509 (48%) male students and 551 (52%) female. In 2016–17, the gender breakdown for candidate programs was 49% male and 51% female.

Overall Enrollment in Candidate Programs by Ethnicity



690

Race/Ethnicity unknown

236

White

43

Hispanic/Latino

38

Nonresident alien

24

Asian

24

American Indian/Alaska Native

18

Black/African American

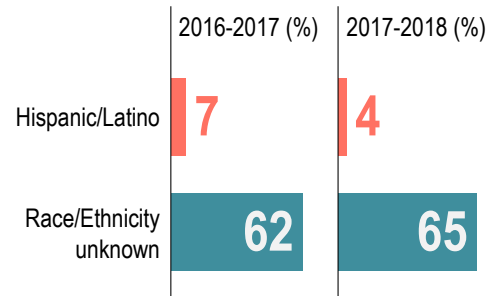
9

Two or more races

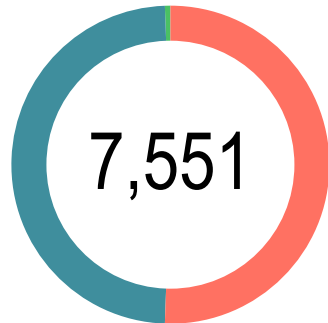
0

Native Hawaiian/Pacific Islander

A comparison of AYs 2016–17 and 2017–18 reveals significant changes in candidate enrollment in the following ethnic categories:

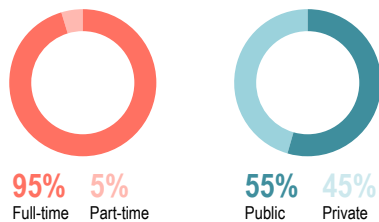


First-Time Enrollment in Accredited Programs



3,835 Bachelor of Architecture
3,689 Master of Architecture
27 Doctor of Architecture

There are 7,551 newly matriculated students enrolled in NAAB-accredited degree programs for AY 2017–18; this number represents a 0.9% increase over first-time enrollment in 2016–17. The number of new students is approximately 30% of all students in accredited programs. Of this total, 3,835 (51%) are enrolled in Bachelor of Architecture programs, 3,689 (49%) in Master of Architecture programs, and 27 (0.3%) in Doctor of Architecture degree programs.



First-time enrollment in B. Arch. programs saw a 4% increase from 2016–17 levels; M. Arch. programs saw a 7% decrease over the same time period.

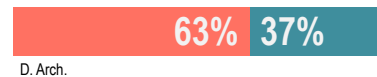
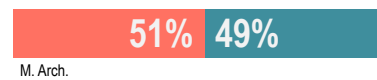
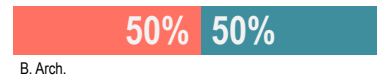
The 0.9% increase in first-time enrollment continued the positive trend first noted in 2015–16, when, after several years of decline, 2015–16 numbers increased by 4% over 2014–15. See page 19 for trends in enrollment between 2009–18.

Of the 7,551 newly enrolled students, 7,206 (95%) are enrolled full-time and 345 (5%) are enrolled part-time. There are 4,129 (55%) architecture students enrolled in institutions with public support and 3,422 (45%) enrolled in institutions with private support.

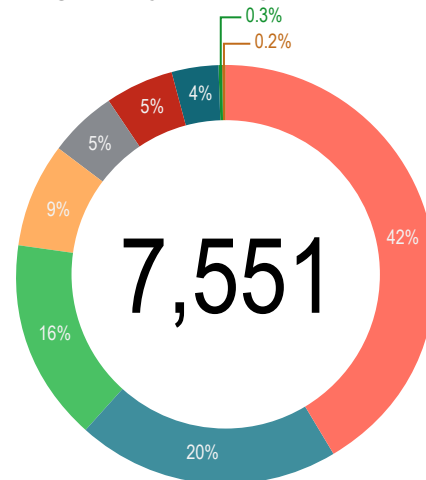
First-Time Enrollment in Accredited Programs by Gender

The gender breakdown of first-time enrollment is 3,811 (50%) male students and 3,740 (50%) female. The percentage breakdown by gender in 2016–17 was 52% male and 48% female. In addition, the percentages for by degree are as follows:

Female students Male students



First-Time Enrollment in Accredited Programs by Ethnicity

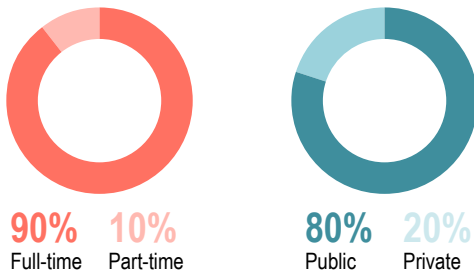


3,144 White
1,514 Nonresident alien
1,192 Hispanic/Latino
593 Asian
402 Black/African American
393 Race/Ethnicity unknown
275 Two or more races
22 American Indian/Alaska Native
16 Native Hawaiian/Pacific Islander

Overall Enrollment in Preprofessional Programs

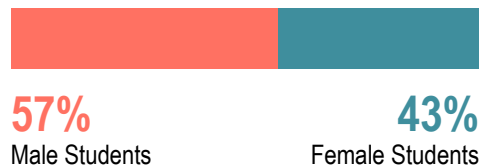
Of the institutions that offer accredited architecture programs, 96 offer preprofessional programs. The term *preprofessional* refers to architecturally focused four-year degrees that are not accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies. The amount of architectural content in the program may vary among institutions.

There were 15,726 students enrolled in preprofessional degree programs in AY 2017–18. After a 10% increase in enrollment in these programs during AY 2016–17, there was a small decline of 115 students, or 0.7%, in AY 2017–18. See page 19 for trends in overall enrollment in preprofessional programs.



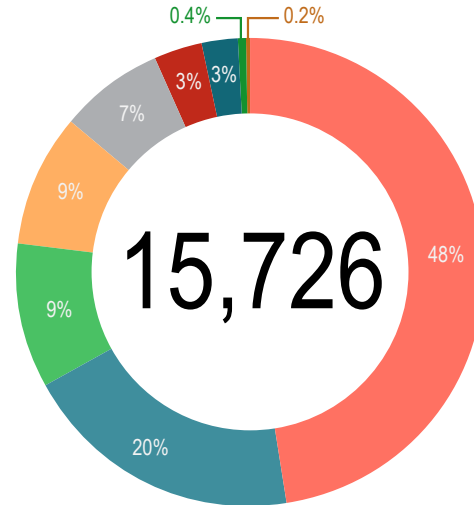
Of the total, 14,078 (90%) are enrolled full-time and 1,648 (10%) part-time. There are 12,604 (80%) architecture students enrolled in institutions with public support and 3,122 (20%) in institutions with private support.

Enrollment in Preprofessional Programs by Gender



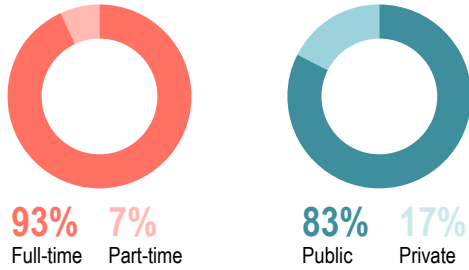
The gender breakdown of preprofessional enrollment was 8,960 (57%) males and 6,766 (43%) females. The percentage breakdown in 2016–17 was 56% males and 44% females.

Enrollment in Preprofessional Programs by Ethnicity



7,485 White	3,071 Hispanic/Latino	1,559 Black/African American
1,435 Nonresident alien	1,168 Asian	502 Two or more races
404 Race/Ethnicity unknown	69 American Indian/Alaska Native	33 Native Hawaiian/Pacific Islander

First-Time Enrollment in Preprofessional Programs



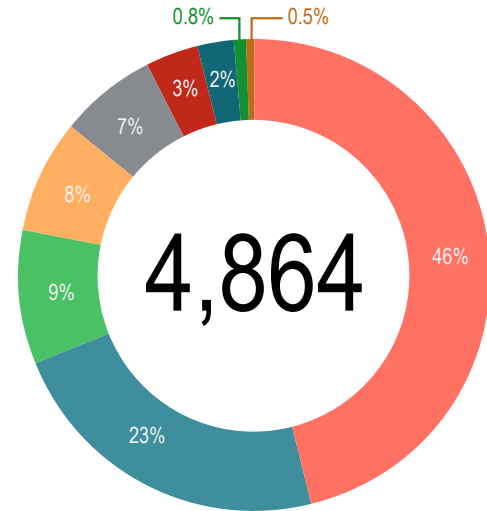
There were 4,864 newly matriculated students enrolled in preprofessional programs at institutions with accredited architecture programs for AY 2017–18; 4,531 (93%) are enrolled full-time and 333 (7%) part-time. There are 4,020 (83%) architecture students enrolled in institutions with public support and 844 (17%) in institutions with private support.

First-Time Enrollment in Preprofessional Programs by Gender



The gender breakdown of students enrolled is 2,741 (56%) males and 2,123 (44%) females. The 2016–17 breakdown was 55% males and 45% females.

First-Time Enrollment in Preprofessional Programs by Ethnicity



2,249

White

1,105

Hispanic/Latino

452

Black/African American

382

Asian

320

Nonresident alien

169

Two or more races

120

Race/Ethnicity unknown

42

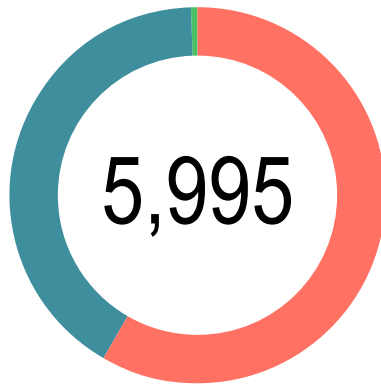
Native Hawaiian/Pacific Islander

25

American Indian/Alaska Native

Degrees Awarded

Degrees Awarded by Accredited Programs



3,506 Master of Architecture
2,464 Bachelor of Architecture
25 Doctor of Architecture

A total of 5,995 accredited degrees were awarded in AY 2017–18: 3,506 (58%) were Master of Architecture degrees; 2,464 (41%) were Bachelor of Architecture degrees; and 25 (0.4%) were Doctor of Architecture degrees.

The number of degrees awarded this year represents a 3% decrease from AY 2016–17.

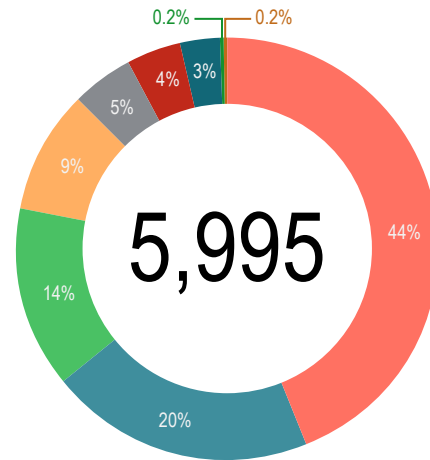
Degrees Awarded by Accredited Programs by Gender



The gender breakdown for degrees awarded is 3,135 (52%) males and 2,860 (48%) females. These percentages illustrate a 3% decrease in male students and a 3% increase in female students from AY 2016–17.

The distribution by gender for degrees awarded is statistically the same for all accredited degrees. The gender breakdown for overall enrollment is 54% males and 46% females.

Degrees Awarded by Accredited Programs by Ethnicity



2,639 White
1,218 Nonresident alien
838 Hispanic/Latino
564 Asian
280 Race/Ethnicity unknown
255 Black/African American
172 Two or more races
15 American Indian/Alaska Native
14 Native Hawaiian/Pacific Islander

Degrees Awarded in Preprofessional Programs

A total of 2,956 preprofessional degrees were awarded in AY 2017–18. This total is a 3% decrease from 2016–17, when 3,035 preprofessional degrees were awarded.

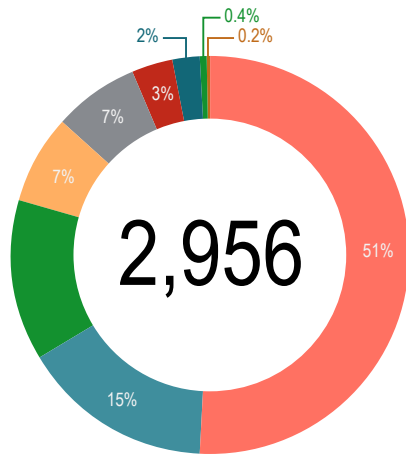
Degrees Awarded in Preprofessional Programs by Gender



55% Male Students **45%** Female Students

The gender breakdown of degrees awarded is 1,626 (55%) degrees awarded to male students and 1,330 (45%) to female students. The gender breakdown in 2016–17 was the same.

Degrees Awarded in Preprofessional Programs by Ethnicity



1,507 White	456 Hispanic/Latino	387 Nonresident alien
218 Black/African American	207 Asian	95 Two or more races
66 Race/Ethnicity unknown	12 American Indian/Alaska Native	8 Native Hawaiian/Pacific Islander

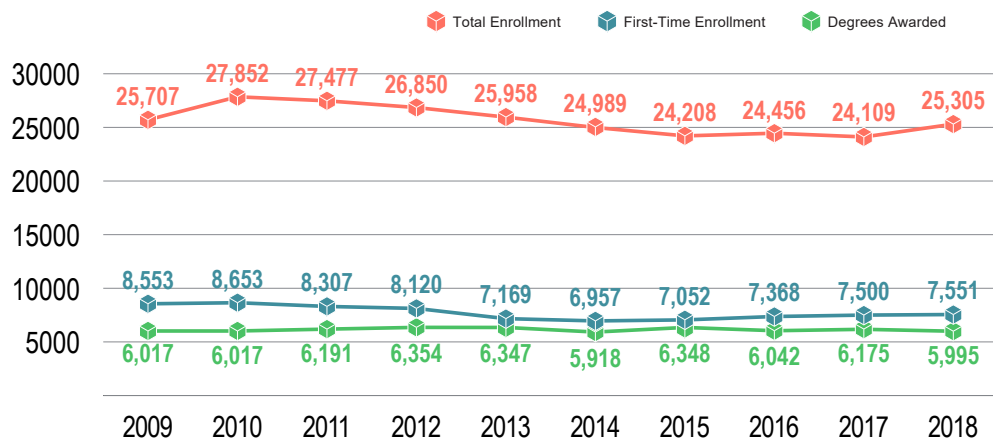
Postprofessional Programs

Of the institutions that offer accredited architecture programs, 74 offer a total of 158 postprofessional programs; the term *postprofessional* refers to graduate degrees offered to students who already have a professional degree in architecture. These degree programs are not accredited by NAAB. They may be in highly specialized areas of study such as design theory, health-care facilities, preservation, interior design, or solar design. Postprofessional degrees are offered at the master's or, in a few cases, doctoral level.

Trends in Enrollment and Degrees Awarded

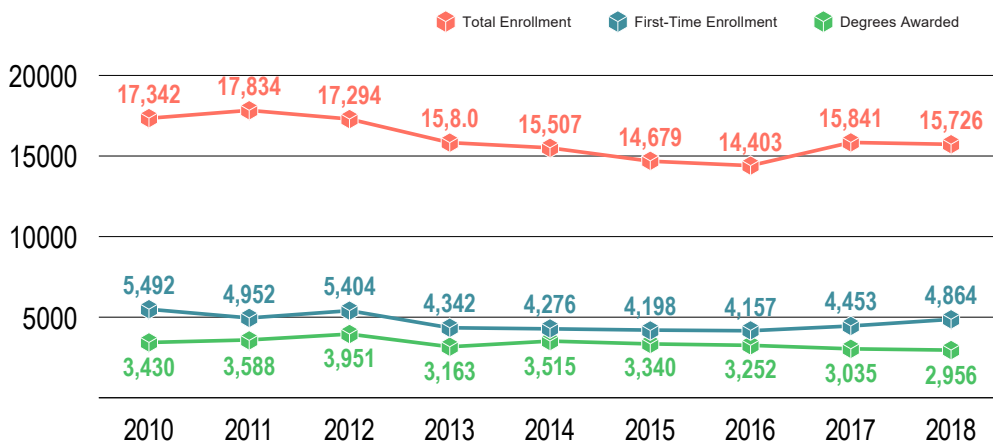
Accredited Programs

First-time enrollment increased by 0.7% over 2017 numbers, and overall enrollment increased by 5% for the same period. The number of degrees awarded in 2018 decreased by 3% from 2017.

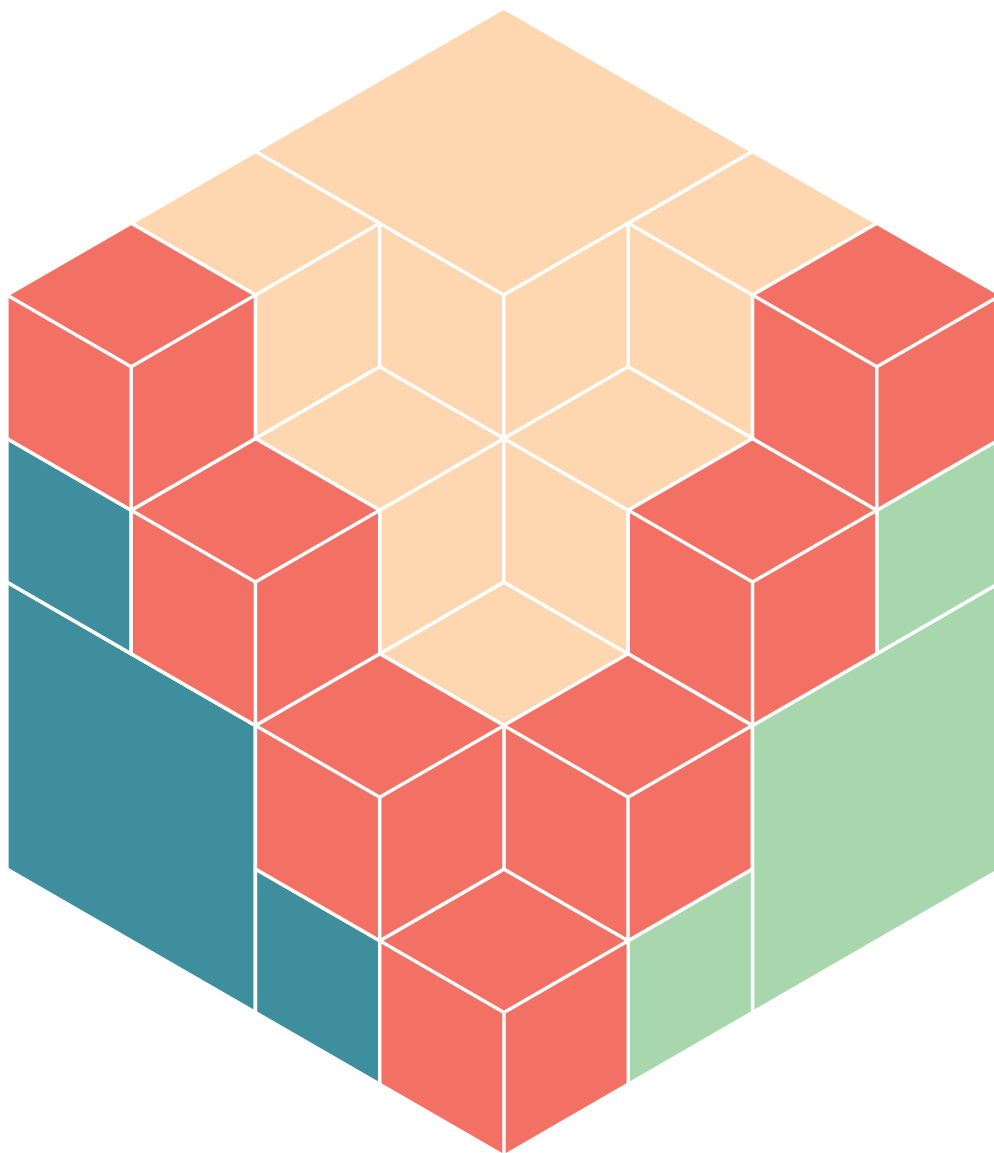


Preprofessional Programs

Enrollment in preprofessional programs decreased by 0.7% from 2017. Since 2014, the number of degrees awarded has been on a steady decline. The number of degrees awarded in 2018 decreased 3% from 2017.

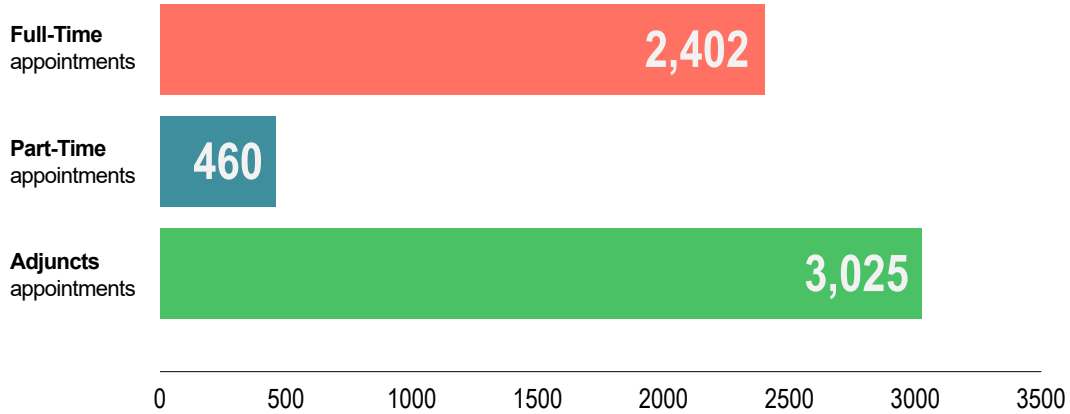


PART 2:
FACULTY AND THE
NAAB VISITING TEAM POOL



Faculty

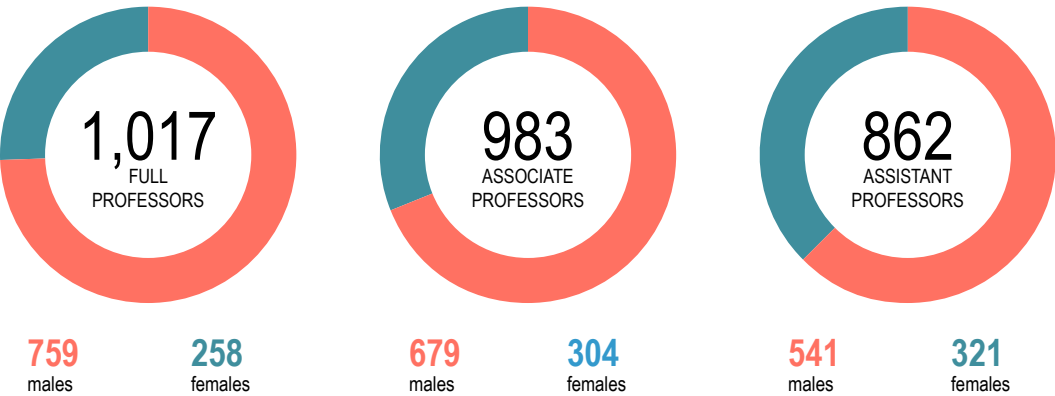
Appointment Type



There are 5,887 faculty teaching in NAAB-accredited degree programs: 2,402 (42%) are full-time appointments, 460 (8%) are part-time, and 3,025 (53%) are adjuncts.

The total number of faculty in 2016–17 was 5,807. The number of full-time faculty (2,402) has increased slightly from last year's number (2,341). The number of part-time faculty decreased by 6% over 2016–17, and the number of adjuncts increased by 2% over the same period.

Gender

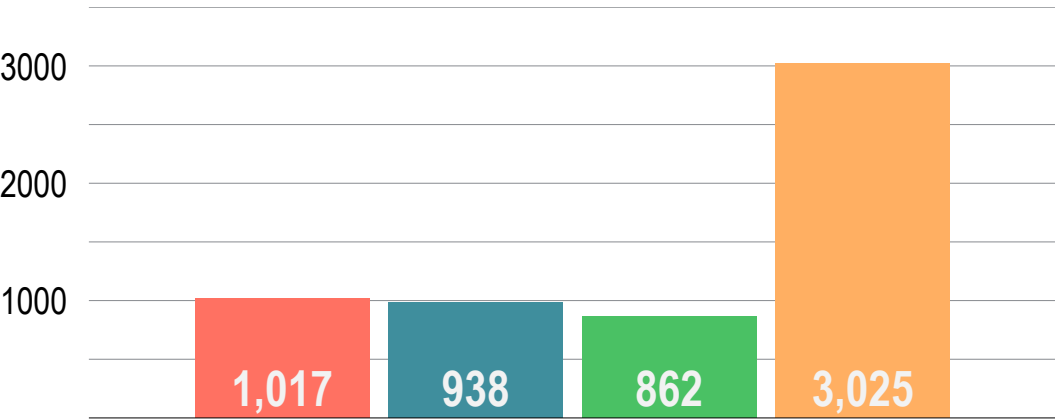


The gender breakdown of full- and part-time faculty (excluding adjuncts) is 1,979 (69%) males and 883 (31%) females. The percentage distribution is the same as that in 2016–17.



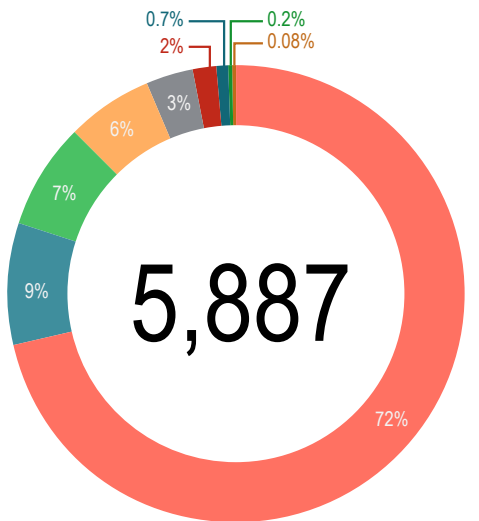
Rank

Adjuncts make up the largest bloc of faculty.



Of the 5,887 total faculty, 1017 (17%) are full professors, 983 (17%) are associate professors, 862 (15%) are assistant professors, and 3,025 (51%) are adjuncts. The percentage distribution is similar to that of 2016–17.

Ethnicity



4,220
White

505
Hispanic/Latino

436
Asian

363
Race/Ethnicity
unknown

195
Black/African
American

104
Nonresident
alien

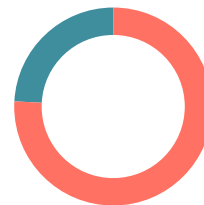
44
Two or more
races

12
American Indian/
Alaska Native

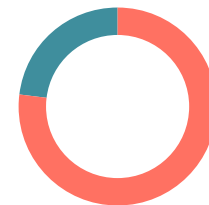
5
Native Hawaiian
/Pacific Islander

Of the 5,887 total faculty (including adjuncts), 4,220 (72%) indicated white for ethnicity. The remaining categories are as follows: 15 (0.2%) American Indian or Alaska Native; 436 (7%) Asian; 5 (0.08%) Native Hawaiian/Pacific Islander; 195 (3%) Black or African American; 505 (9%) Hispanic; 44 (0.7%) Two or more races; 104 (2%) Nonresident alien; 363 (6%) Race and ethnicity unknown.

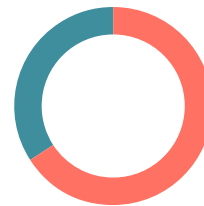
Following is the ethnicity distribution by rank:



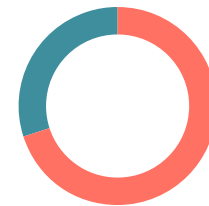
FULL
PROFESSORS
76% White
24% Other



ASSOCIATE
PROFESSORS
77% White
23% Other



ASSISTANT
PROFESSORS
66% White
34% Other



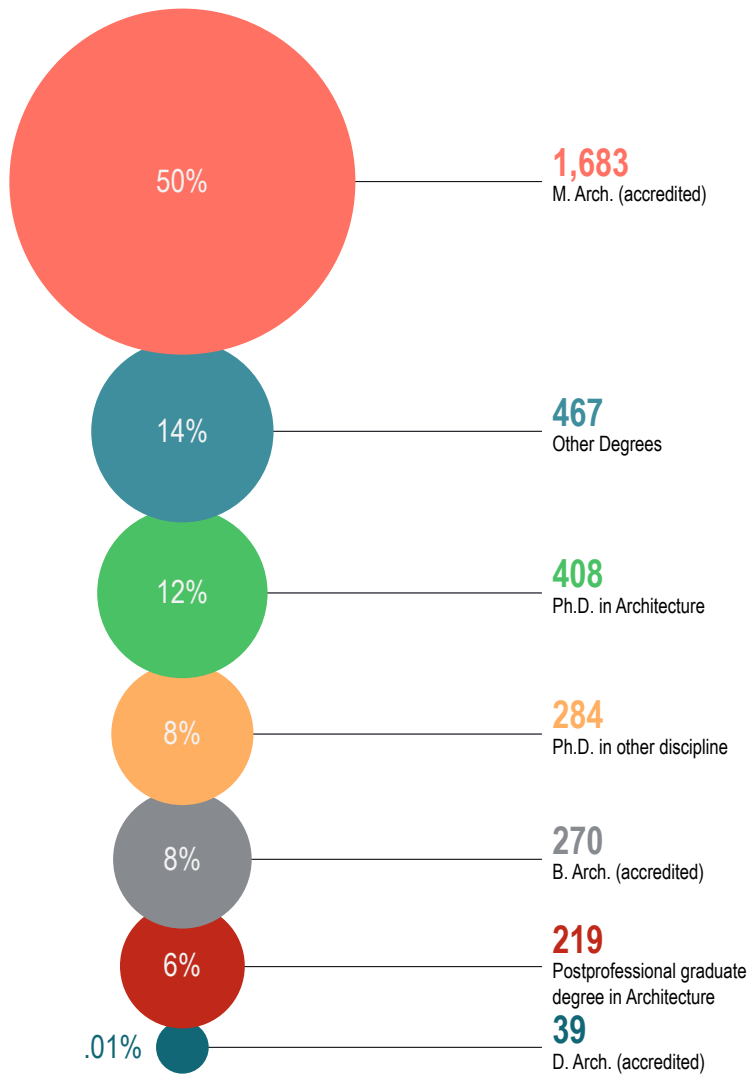
ADJUNCT
PROFESSORS
70% White
30% Other

Credentials of Full-Time Faculty



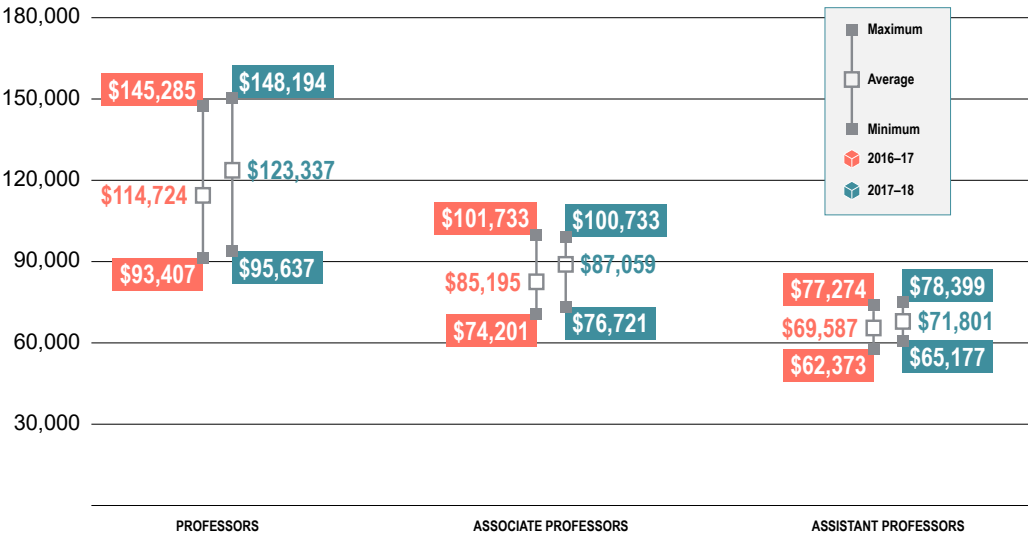
Based on data supplied by accredited architecture programs for the 2017–18 academic year, the 2,402 individuals employed as full-time instructional faculty at the full, associate, or assistant professor level hold a total of 3,370 degrees. Of those 2,402 individuals, 636 (26%) are registered in a U.S. jurisdiction.

Credentials of Full-Time Faculty (does not include adjuncts)



Faculty Salaries

National Averages



Faculty Salaries by ACSA Region

Northeast	Minimum	Maximum	Average	Uni. Avg.
Professor	\$115,292	\$166,576	\$136,747	\$133,052
Associate Professor	\$87,353	\$112,182	\$99,361	\$99,364
Assistant Professor	\$72,052	\$85,375	\$79,219	\$84,629
Mid-Atlantic	Minimum	Maximum	Average	Uni. Avg.
Professor	\$99,989	\$150,643	\$119,620	\$129,160
Associate Professor	\$78,823	\$104,659	\$88,883	\$95,980
Assistant Professor	\$66,026	\$82,142	\$75,479	\$82,986
East Central	Minimum	Maximum	Average	Uni. Avg.
Professor	\$84,918	\$136,238	\$104,744	\$111,803
Associate Professor	\$68,495	\$98,975	\$82,104	\$89,610
Assistant Professor	\$60,060	\$72,405	\$65,227	\$76,383
Gulf	Minimum	Maximum	Average	Uni. Avg.
Professor	\$85,246	\$127,399	\$103,610	\$107,207
Associate Professor	\$65,451	\$90,166	\$75,431	\$84,569
Assistant Professor	\$57,396	\$66,748	\$61,987	\$71,409
West Central	Minimum	Maximum	Average	Uni. Avg.
Professor	\$93,273	\$141,112	\$110,184	\$127,709
Associate Professor	\$74,778	\$95,031	\$82,492	\$88,792
Assistant Professor	\$61,853	\$77,307	\$70,513	\$80,410
West	Minimum	Maximum	Average	Uni. Avg.
Professor	\$89,114	\$156,398	\$116,123	\$125,598
Associate Professor	\$80,103	\$98,187	\$88,463	\$95,974
Assistant Professor	\$70,632	\$82,556	\$74,748	\$82,661

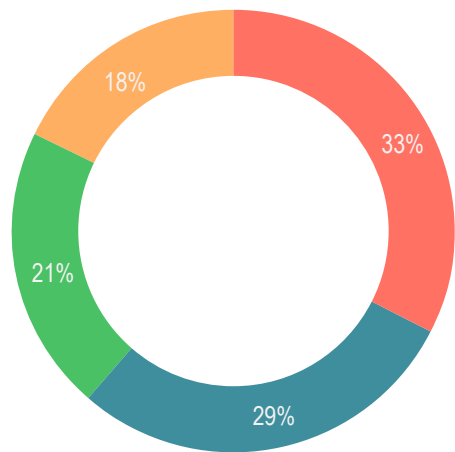
NAAB Visiting Team Pool

The NAAB visiting team pool comprises roughly 245 volunteers from the four collateral organizations. The characteristics of the pool—by gender and collateral representation—are described below.

Team Pool Composition by Gender



Team Pool Composition by Collateral Organization



80

National Council of
Architectural
Registration Boards

71

American Institute
of Architects

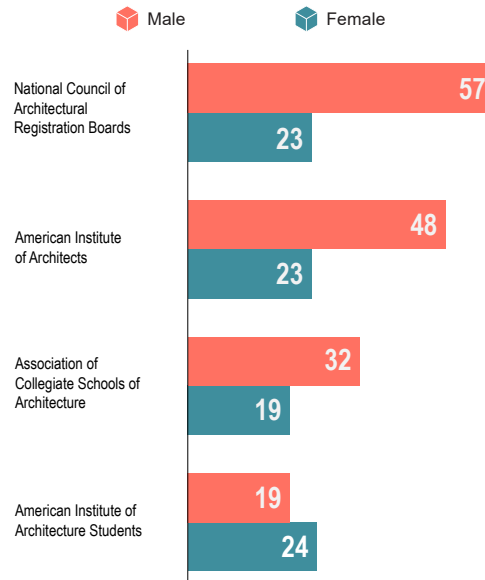
51

Association of
Collegiate Schools
of Architecture

43

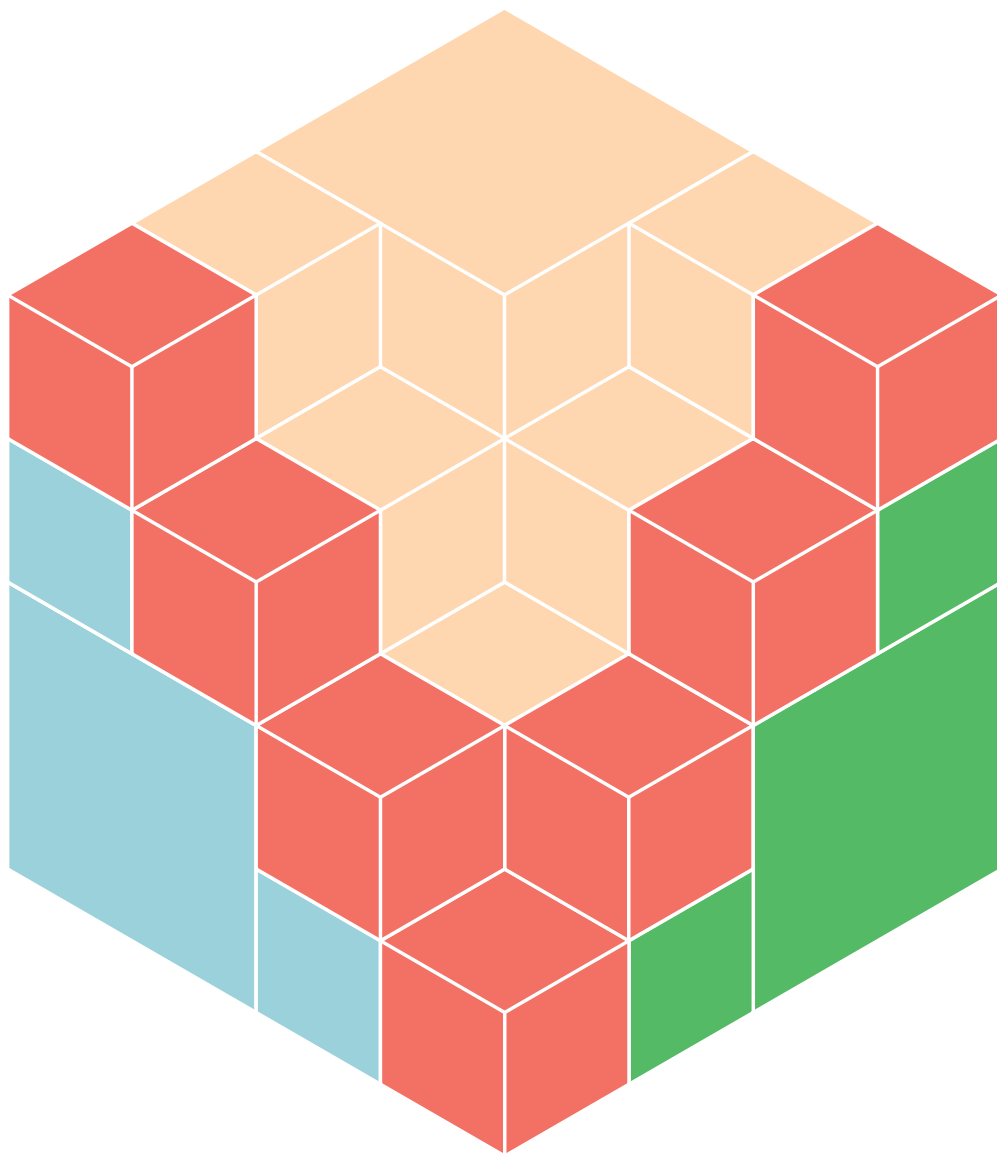
American Institute
of Architecture
Students

Team Pool Composition by Gender and Collateral



PART 3:

2018 ACCREDITATION DECISIONS AND OTHER NAAB ACTIVITIES



Committee and Task Force Updates

The NAAB's standing committees in 2018 included Assessment & Evaluation (A&E), Executive, Finance and Audit, Governance, and International. The following task forces were active in 2018:

- Team Training Task Force (subgroup of the A&E Committee)
- Information Interface Work Group (convened in September 2018)
- Accreditation Review Forum 2019 Task Force and Steering Committee (see below)



ASSESSMENT & EVALUATION COMMITTEE

- Conducted post-visit interviews of team chairs and program administrators.
- Developed the 5-year Interim Progress Report template; the first 5-yr IPRs were due in November 2018.
- Determined the 2018–2028 visit cycle.

Team Training Task Force (assembled in April 2018)

- Reviewed 2017 team training surveys and implemented ideas that would improve training.
- Reviewed online team training materials.
- Outlined ideal training process tools and technology
 - Online – state-of-the-art training
 - Better presentation learning materials

The group is continuing its work for the 2018–19 board cycle.

FINANCE AND AUDIT COMMITTEE

In addition to its ongoing monitoring of the NAAB's finances, the committee

- Implemented the transition of the NAAB's investment portfolio to a new management firm.
- Reviewed and submitted revisions of the Accounting Policies and Procedures to the Governance Committee.
- Recommended a number of accounting refinements as part of the larger organizational transformation.

GOVERNANCE COMMITTEE

New in 2018, the committee completed its year by presenting the board self-assessment survey results to the board at the October meeting; reviewing revisions to the employee handbook; and proposing new and revised language for sections 2.7 and 2.8 of the *Rules of the Board of Directors*, which the board approved at the October meeting. In 2019 the committee will submit proposed changes to the NAAB bylaws for review by ACSA, AIA, and NCARB, which have 180 days to affirmatively reject the NAAB's proposal.

INTERNATIONAL COMMITTEE

New in 2018, the International Committee continued the work started by the International Accreditation Task Force. In addition to overseeing Substantial Equivalency, EESA, and the Canberra Accord, this committee is charged with conducting a comprehensive review of the NAAB's international assessment activities to determine whether these activities benefit or complement its mission.

The committee finished its first year by presenting the *2019 Conditions for Substantial Equivalency* to the board for approval. The *2019 Conditions* bring the SE Conditions into alignment with the *2014 Conditions for Accreditation*. The committee is now focused on updating the *2019 Procedures for Substantial Equivalency* and will present a draft to the board in July 2019. Other 2018 activities include reviewing all SE visiting team reports and recommending appropriate actions to the board; adding an international member from an SE program to the committee; and beginning work on an agreement with the AIA International Region to encourage its members to serve on SE visiting teams. In 2019 the committee will focus on studying the nomenclature of "substantial equivalency" and on reviewing the EESA program.

INFORMATION INTERFACE WORK GROUP

Formed late in 2018, the Information Interface Work Group is charged with examining the NAAB's digital infrastructure and brainstorming ways to centralize the NAAB's various systems to improve organizational efficiency and user accessibility. The group will make recommendations on engaging a digital resources consultant to further aid the NAAB in improving its digital infrastructure.

Organizational Transformation

In mid-2017, the NAAB board and staff committed to effecting a significant organizational transformation. These changes, still ongoing, are both cultural and operational across the programs and processes of accreditation, certification, and validation. On February 11, 2019, the NAAB released the "NAAB Transformation Report, July 2017–December 2018," a [report](https://www.naab.org/wp-content/uploads/NAABTransformationReport_190125.pdf)¹ on the most notable accomplishments of this transformation.

¹ https://www.naab.org/wp-content/uploads/NAABTransformationReport_190125.pdf

Accreditation Review Forum 2019

At its first virtual board meeting in January 2018, the NAAB Board of Directors approved a proposal for a new approach to the Accreditation Review Conference, reimagined as the Accreditation Review Forum 2019. The ARForum19 reshapes the timeline leading up to the two-day in-person meeting, to be held in Chicago. The culmination of the ARForum19 will be the *2020 Conditions for Accreditation* and the *2020 Procedures for Accreditation*, published together for the first time in NAAB history.

ACCREDITATION REVIEW FORUM 2019 TASK FORCE

Also approved at the virtual board meeting in January, the ARForum19 Task Force's initial charges were to design the process leading up to, and after, the forum by:

- Nominating the members of the ARForum19 Steering Committee to the board for approval.
- Generating a list of facilitation firms for the forum
- Preparing a task and timeline for the events leading up to the publication of the 2020 documents.

The Steering Committee was approved at the March board meeting, and the task force has been working in partnership with it since. The task force is composed of NAAB board members and other individuals appointed by the NAAB. Chaired by President-elect Barbara Sestak, FAIA, the task force is charged with reviewing the *Procedures* and the portions of the *Conditions* not under the purview of the steering committee. Following the forum, the task force will prepare the final versions of the *2020 Procedures for Accreditation* and the *2020 Conditions for Accreditation*. The two documents will then be submitted to the board for final approval.

ACCREDITATION REVIEW FORUM 2019 STEERING COMMITTEE

The Steering Committee is composed of representatives from each of the five collateral architecture organizations: ACSA, AIA, AIAS, NCARB, and NAAB. Chaired by NAAB President Kevin Flynn, FAIA, the committee is responsible for identifying themes, conducting research, designing the Forum agenda in consultation with the facilitation team, and reviewing sections I.1.4 Defining Perspectives and II.1.1 Student Performance Criteria in the *2014 Conditions for Accreditation*.

COLLATERAL	STEERING COMMITTEE MEMBER
Association of Collegiate Schools of Architecture (ACSA)	Bruce Lindsey, AIA Rebecca O'Neal Dagg Michaele Pride, AIA
American Institute of Architects (AIA)	Elizabeth Chu Richter, FAIA Tania Salgado, FAIA Sarah Wahlgren, Assoc. AIA
American Institute of Architecture Students (AIA)	Stephanie Aranda Rafael Armendariz Amy Rojas
National Council of Architectural Registration Boards (NCARB)	David Cronrath, FAIA Kristine A. Harding, FAIA Alastair Stokes, AIA
National Architectural Accrediting Board (NAAB)	Robert Easter, AIA Kate Schwennsen, FAIA Ken Wiseman, AIA

2018 Accreditation Cycle and Decisions

In calendar year 2018, the NAAB visited 36 institutions and reviewed 43 professional degree programs in architecture.

- 24 visits to review 30 programs for continuing accreditation; six of these visits are for concurrent review of two accredited programs.
- 6 visits for initial accreditation
- 1 visit for continuation of candidacy
- 4 visits for initial candidacy; one visit occurred concurrently with a visit for continuation of accreditation.
- 2 visits for eligibility



Results of 2018 Accreditation Decisions

Eight-year Term of Continuing Accreditation

Academy of Art University (B. Arch.)
 Andrews University (M. Arch.)
 Boston Architectural College (B. Arch. and M. Arch.)
 Carnegie Mellon University (B. Arch.)
 Drexel University (B. Arch.)
 Florida A&M University (B. Arch. and M. Arch.)
 Harvard University (M. Arch.)
 Howard University (B. Arch.)
 Kent State University (M. Arch.)
 North Carolina State University (B. Arch. and M. Arch.)
 North Dakota State University (M. Arch.)
 Northeastern University (M. Arch.)
 Pontificia Catolica Universidad de Puerto Rico (B. Arch.)
 Prairie View A&M University (M. Arch.)
 Roger Williams University (M. Arch.)
 Southern California Institute of Architecture (B. Arch. and M. Arch.)
 Thomas Jefferson University (B. Arch.)
 University of Hawai'i at Manoa (D. Arch.)
 University of New Mexico (M. Arch.)
 University of Texas at Austin (B. Arch. and M. Arch.)
 Virginia Tech (B. Arch. and M. Arch.)

Washington University in St. Louis (M. Arch.)
 Wentworth Institute of Technology (M. Arch.)

Four-year Term of Continuing Accreditation

Arizona State University (M. Arch.)

Initial Accreditation

Alfred State SUNY College of Technology (B. Arch.)
 American University in Dubai (B. Arch.)
 California Baptist University (M. Arch.)
 Kendall College of Art and Design at Ferris State University (M. Arch.)
 Thomas Jefferson University (M. Arch.)
 University of Maine at Augusta (B. Arch.)
Continuation of Candidacy
 EIDA: Universidad del Turabo (M. Arch.)

Initial Candidacy

Ball State University (B. Arch.)
 Carnegie Mellon University (M. Arch.)
 Fairmont State University (M. Arch.)
 New York City College of Technology (B. Arch.)

Eligibility for Candidacy

Indiana University (M. Arch.)
 Universidad Peruana de Ciencias Aplicadas (B. Arch.)

Analysis of 2018 Visiting Team Reports for Continuing and Initial Accreditation

The third visits conducted using the *2014 Conditions for Accreditation* were held in 2018. NAAB teams reviewed 30 degree programs at 24 institutions for continuing accreditation and six programs for initial accreditation.



Visits for initial candidacy and continuation of candidacy are not included in this analysis. Because many of these programs are in the early stages of development, teams have the option to designate conditions or SPC as “in progress,” “not-yet-met,” or “not applicable.” Therefore, in order to ensure a comparable evaluation, emerging programs are not included.

2014 NAAB Conditions for Accreditation, Part I, Sections 1–6, and Part II, Sections 2–4

For the purposes of analyzing the results of Visiting Team Reports for Part I, Sections 1–6, and Part II, Sections 2–4, the analysis is confined to the institution offering the accredited degree program(s). Further, a number of these items are no longer evaluated by teams but instead are reviewed and summarized in the VTR.

Of the institutions offering professional degree programs that completed visits for continuing or initial accreditation in 2018:

- Four programs did not address or did not meet I.1.2 Learning Culture.
- Three programs did not address or did not meet I.1.5 Long-Range Planning, I.2.3 Financial Resources, and II.2.2 Professional Degrees and Curriculum.
- Two programs did not address or did not meet I.2.1 Human Resources & Human Resource Development, II.4.2 Access to NAAB Conditions and Procedures, and II.4.4 Public Access to APRs and VTRs.

No pattern emerged among the deficiencies noted by the visiting teams.

The following items from these sections were addressed or *met* by all programs

- I.1.1 History and Mission
- I.1.3 Social Equity
- I.1.4 Defining Perspectives (all)
- I.1.6.A Program Self-Assessment
- I.1.6.B Curricular Assessment & Development
- I.2.3 Physical Resources
- I.2.4 Information Resources
- I.2.5 Administrative Structure and Governance
- II.2.1 Institutional Accreditation
- II.3 Evaluation of Preparatory/ Preprofessional Education
- II.4.3 Access to Career Development Information
- II.4.5 ARE Pass Rates
- II.4.6 Admissions and Advising
- II.4.7 Student Financial Information

2014 Condition II.1—Student Performance Criteria (SPC)

For the purposes of analyzing VTR results for Condition II.1, all professional degree programs visited in 2018 for continuing and initial accreditation were evaluated. This is because the team has the option to designate an individual SPC as *met* in one degree program and *not met* in another.

The following SPC were *not met* by the greatest number of professional degree programs reviewed for continuing or initial accreditation:

- B.10 Financial Considerations (12)
- C.3 Integrated Design (7)
- B.3 Codes and Standards (6)
- B.1 Pre-Design (5)
- B.2 Site Design (5)
- B.9 Building Service Systems (5)

The following SPC were *met* by all programs:

- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.5 Ordering Systems
- B.7 Building Envelope Systems and Assemblies
- C.1 Research
- D.4 Legal Responsibilities

Finally, these SPC were cited as Met with Distinction most frequently by visiting teams:

- B.6 Environmental Systems
- B.7 Building Envelope Systems & Assemblies
- C.1 Research
- C.2 Integrated Evaluations and Decision-Making Process
- C.3 Integrative Design

Candidate Programs

As of April 8, 2019, the NAAB is managing 14 programs seeking or in candidacy; the status of these programs is described below.

Programs Seeking Eligibility

INSTITUTION	DEGREE PROGRAM	MOST RECENT ACTIVITY	NEXT STEP
Notre Dame University-Louaize (Lebanon)	B. Arch.		Eligibility Visit
School of Visual Arts (New York City)	M. Arch.		Eligibility Visit

Programs with Eligibility Preparing for Initial Candidacy

INSTITUTION	DEGREE PROGRAM	MOST RECENT ACTIVITY	NEXT STEP
Indiana University (Bloomington)	M. Arch.	Eligibility (2018)	Initial candidacy visit (2019)
Universidad Peruana de Ciencias Aplicadas (Peru)	B. Arch.	Eligibility (2018)	Initial candidacy visit (2019)

Programs in Candidacy, Preparing for Continuation of Candidacy or Initial Accreditation

INSTITUTION	DEGREE PROGRAM	MOST RECENT ACTIVITY	NEXT STEP
Bowling Green State University (OH)	M. Arch.	Eligibility (2012) Initial Candidacy (2013) Continuation of Candidacy (2015) Continuation of Candidacy (2017)	Initial Accreditation (2019)
Lebanese American University	B. Arch.	Eligibility (2012) Initial Candidacy (2013) Continuation of Candidacy (2015) Continuation of Candidacy (2017)	Initial Accreditation (2019)

Programs in Candidacy, Preparing for Continuation of Candidacy or Initial Accreditation (Continued)

INSTITUTION	DEGREE PROGRAM	MOST RECENT ACTIVITY	NEXT STEP
Dunwoody College of Technology (MN)	B. Arch.	Eligibility (2013) Initial Candidacy (2015) Continuation of Candidacy (2017)	Continuation of Candidacy or Initial Accreditation (2019)
EIDA: Universidad del Turabo	B. Arch.	Eligibility (2015) Initial Candidacy (2016) Continuation of Candidacy (2018)	University has requested initial accreditation visit in 2019
New York Institute of Technology	M. Arch.	Eligibility (2016)	Continuation of Candidacy or Initial Accreditation (2019)
Carnegie Mellon University	M. Arch.	Eligibility (2016) Initial Candidacy (2018)	Continuation of Candidacy or Initial Accreditation (2019)
Kean University (NJ)	M. Arch.	Eligibility (2017) Initial Candidacy (2017)	Continuation of Candidacy or Initial Accreditation (2019)
Fairmont State University (WV)	M. Arch.	Eligibility (2013) Candidacy denied (2015) Initial Candidacy (2018)	Continuation of Candidacy or Initial Accreditation (2020)
Ball State University (IN)	B. Arch.	Eligibility (2017) Initial candidacy (2018)	Continuation of Candidacy or Initial Accreditation (2020)
New York City College of Technology	B. Arch.	Eligibility (2017) Initial candidacy (2018)	Continuation of Candidacy or Initial Accreditation (2020)

Substantial Equivalency

Substantial Equivalency (SE) identifies a degree program in architecture as comparable in educational outcomes in all significant aspects to a U.S.-based program and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. Substantial Equivalency is not accreditation.

In general, the most significant differences between accreditation and SE are that accredited

programs are preparing graduates to practice in the U.S. Programs with the SE designation are focused on preparing graduates to practice in their home country.

The NAAB continues to receive requests to evaluate programs outside the U.S. to determine whether they are substantially equivalent. The status of the programs pursuing the designation is listed below.

Programs with the SE Designation

INSTITUTION (COUNTRY)	MOST RECENT ACTIVITY	NEXT STEPS/VISITS
Istanbul Technical University	SE renewed in 2015	Visit to renew SE in 2021
Kuwait University	SE renewed in 2016	Visit to renew SE in 2022
King Saud University (Saudi Arabia)	Received SE in 2013	Visit to renew SE in fall 2019
Universidad Politécnica de Madrid	Received SE in 2015	Visit to renew SE in 2021
Universidad Europea de Madrid	Received SE in 2015	Visit to renew SE in 2021
University of Bahrain	Received SE in 2015	Visit to renew SE in 2021
Universidad San Pablo CEU (Madrid)	Received SE in 2015	Visit to renew SE in 2021
Eastern Mediterranean University (North Cyprus)	Received SE in 2016	Visit to renew SE in 2022
Pontificia Universidad Católica de Chile	Received SE in 2016	Visit to renew SE in 2022
University of Dammam (Saudi Arabia)	Received SE in 2016	Visit to renew SE in 2022
University College Dublin	Received SE in 2018	Visit to renew SE in 2024
Qatar University	Received SE in 2018	Visit to renew SE in 2024
Dar Al Uloom (Saudi Arabia)	Received SE in 2018	Visit to renew SE in 2024

Visit 2 Complete, Visit 3 Pending or Recently Completed

INSTITUTION (COUNTRY)	MOST RECENT ACTIVITY	NEXT STEPS/VISITS
Yildiz Technical University (Turkey)	Visit 2 complete, 2015	Visit 3 complete in April 2019; board decision pending in July 2019
Effat University (Saudi Arabia)	Visit 2 complete, 2018	Visit 3 pending, scheduled for November 2019
Holy Spirit University of Kaslik (Lebanon)	Visit 2 complete, 2018	Visit 3 complete in April 2019; board decision pending in July 2019

Visit 3 Complete, SE Denied or Visit 1 Completed, Preparing for Visit 2

INSTITUTION (COUNTRY)	MOST RECENT ACTIVITY	NEXT STEPS/VISITS
None		

FY 2017 Independent Auditor's Report on Financial Statements

The most recent independent auditor's report on the NAAB's financial statements is for the fiscal year ending December 31, 2017. The Statement of Activities from the FY 2017 report is below. The NAAB makes its annual IRS Form 990 tax filing available for review at www.naab.org.

NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.
STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEARS ENDED DECEMBER 31, 2017 AND 2016

	2017	2016
REVENUE AND SUPPORT		
Contributions	\$ 1,403,314	\$ 1,403,314
EESA Evaluation Income	465,909	494,052
Other Program Income	207,409	91,974
Investment (Loss) Income	141,214	64,510
Total Revenue and Support	2,217,846	2,053,850
EXPENSES		
Program Services:		
Accreditation	579,669	535,917
EESA	423,137	391,816
International Relations	134,684	90,214
Communications	25,607	47,349
Total Program Services	1,163,097	1,065,296
Supporting Services:		
Management and General	526,731	328,846
Board Activities	588,915	490,303
Total Supporting Services	1,115,646	819,149
Total Expenses	2,278,743	1,884,445
Changes in Net Assets	(60,897)	169,405
Net Assets at Beginning of Year	2,065,804	1,896,399
Net Assets at End of Year	\$ 2,004,907	\$ 2,065,804

2018 NAAB Directors

President

Judith A. Kinnard, FAIA¹
New Orleans

ACSA
2014–2017

President-elect

Kevin Flynn, FAIA
St. Louis

AIA
2016–2019

Treasurer

Jori Erdman, AIA, NOMA, LEED AP
Baton Rouge

ACSA
2015–2018

Secretary

Thomas R. Wood
Aurora, CO

NCARB
2015–2018

Thomas Fisher, Assoc. AIA²
Minneapolis

AIA
2017–2018

Daniel Taylor
Boston

Public Member
2015–2018

Sarah Killingsworth, Assoc. AIA
Houston

AIAS
2015–2018

David Hinson, FAIA
Auburn, AL

ACSA
2016–2019

Dale McKinney, FAIA
Sioux City, IA

NCARB
2016–2019

Ryan Cusack, Assoc. AIA
New York, NY

AIAS
2017–2019

John Cays, AIA
Newark, NJ

ACSA
2017–2020

Rocco Ceo, AIA
Miami

AIA
2017–2020

Barbara Sestak, FAIA
Portland, OR

NCARB
2017–2020

Judith Wegner
Martha's Vineyard

Public Member
2017–2020

¹President Kinnard served an additional year as president in 2017–18, as a non-voting member of the board.

²Director Fisher served a one-year term to fill the vacancy left by Helene Combs Dreiling, FAIA, who stepped down to assume the role of NAAB interim executive director.



**2018 ANNUAL REPORT ON
ARCHITECTURE EDUCATION**

National Architectural Accrediting Board®

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Washington, DC 20006

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