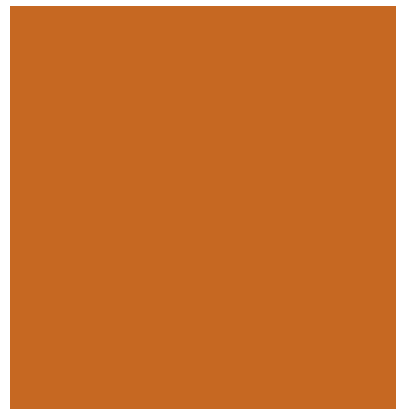
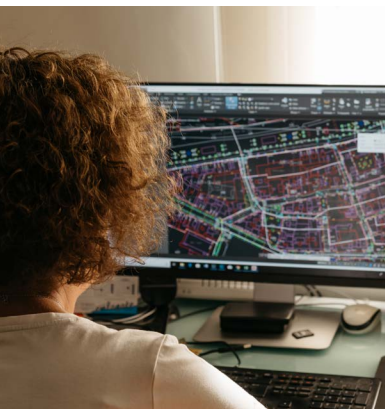
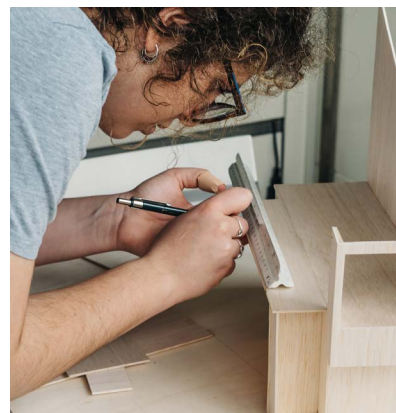
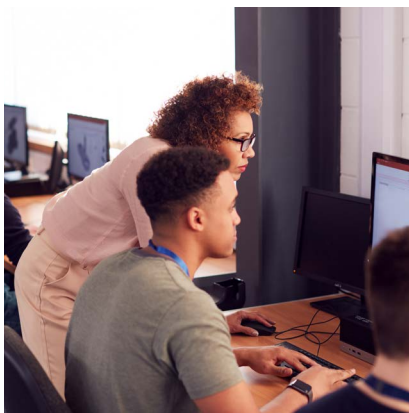




National Architectural Accrediting Board

# 2019 Annual Report on Architecture Education



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# FROM THE PRESIDENT AND THE EXECUTIVE DIRECTOR OF THE NAAB

On behalf of the NAAB Board of Directors and the organization's staff team, it is our pleasure to present the *2019 NAAB Annual Report on Architecture Education*. This document represents the progress of the National Architectural Accrediting Board during the 2019 operating year and contains three parts: Part I: Programs, Enrollment, and Degrees Awarded; Part II: Faculty and Team Pool Statistics; and Part III: Accreditation Decisions and Other Activities.

The annual report highlights the work of nearly 55 volunteers who contributed over 2,000 hours to the important task of professional accreditation in architecture. The level of commitment from these volunteers is remarkable. The NAAB expresses its gratitude to all our volunteers for sharing their time and talent in the critically important task of ensuring the quality of accredited professional degree programs along with candidacy programs in architecture. During calendar year 2019 the NAAB visited 14 institutions and reviewed 14 professional degree programs in architecture: three for continuing accreditation, five for initial accreditation, two for continuation of candidacy, three for initial candidacy, and one for eligibility. As of April 2020, **168** programs at **133** institutions in the United States and **three** programs at **three** international institutions hold NAAB accreditation. In addition to these, **16** schools in **nine** countries have achieved the NAAB International Certification (ICert) designation.

This report recognizes the commitment and progressive work of the Board of Directors and staff who led the organization through challenging times and pursued significant organizational change, with the goal of better serving our constituents. Section III of this report highlights the work underway by board committees, special task forces, and the staff to implement strategic and procedural changes across the programs and processes of accreditation, certification, and evaluation.

All of us at the NAAB are proud of many accomplishments as we continue the transformation of the NAAB. In particular, the NAAB hosted the boards of directors from our collateral organizations, along with invited guests from the Canadian Architectural Certification Board (CACB), Coalition of Community College Architecture Programs (CCCAP), National Organization of Minority Architects (NOMA), and *Architect* magazine at the Accreditation Review Forum 2019 in Chicago, July 24-26, 2019. During ARForum19, these leaders engaged in substantive conversations about the future of architecture education and how education can be the first step in moving the profession forward to address the needs of the future. This work led to the publication of the *2020 Conditions and Procedures* 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. The first visits conducted under the *2020 Conditions and Procedures* will occur in 2021.

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.

Please feel free to share your suggestions for improvement or change by contacting the NAAB at [forum@naab.org](mailto:forum@naab.org).

With best regards,



Barbara A. Sestak, FAIA  
2019-2020 NAAB President



Tanya Tamarkin  
Executive Director

# VISION, MISSION, AND CORE VALUES OF THE NAAB

## 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:

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

# ANNUAL STATISTICAL REPORT

The annual statistical report captures information on both the institution in which an architecture program resides 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).<sup>1</sup> 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 ASR corresponds to reports submitted by institutions to IPEDS each fall.

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

# PART I

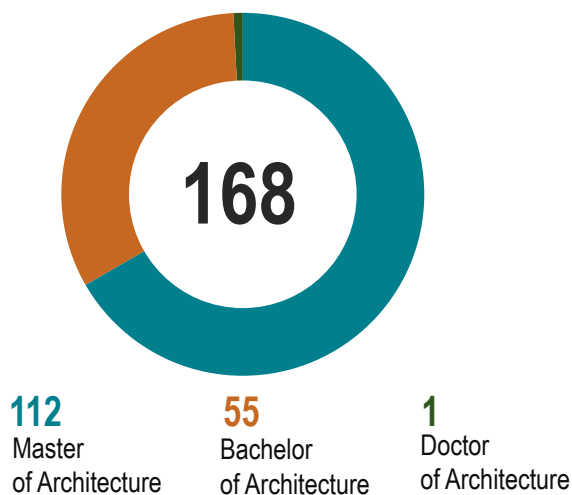
## **ACCREDITED PROGRAMS, ENROLLMENT, AND DEGREES AWARDED**

## Accredited Programs

### Number of Accredited Programs

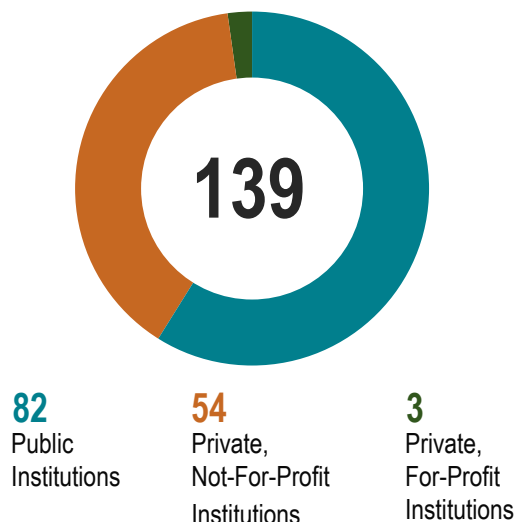
In AY 2018–19, 168 accredited programs were housed in 139 institutions with U.S. regional accreditation. Of the 168 programs, 112 (62%) are Master of Architecture programs, 55 (30%) are Bachelor of Architecture programs, and 1 (1%) is a Doctor of Architecture program.

Of the 139 institutions that offer accredited architecture programs, 96 (69%) offer one accredited program, and 36 (26%) 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.



### Number of Candidate Programs

Data included in this report are only for those programs that achieved initial candidacy by July 1, 2019. All programs visited for candidacy in 2019 submitted their first statistical reports in fall 2019. See Part III of this report for additional information on programs in or seeking candidacy. Of the 14 programs in candidacy in AY 2018–19, eight were M. Arch. programs and six were B. Arch. programs.



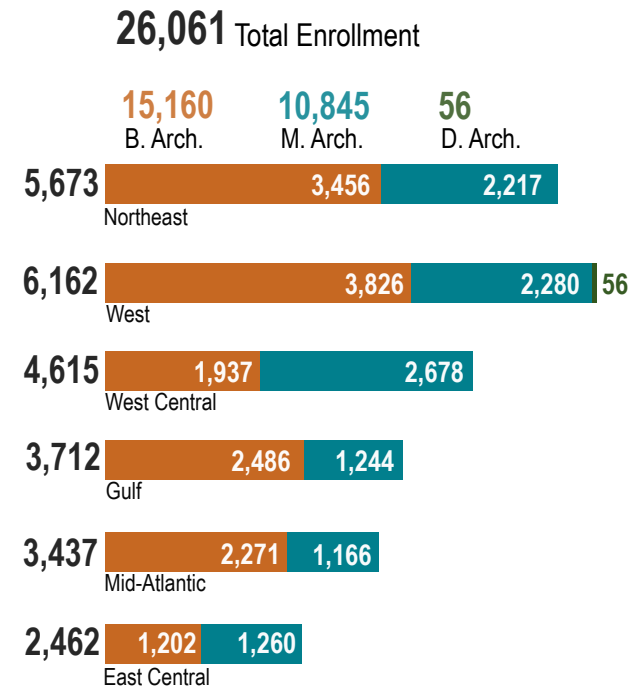
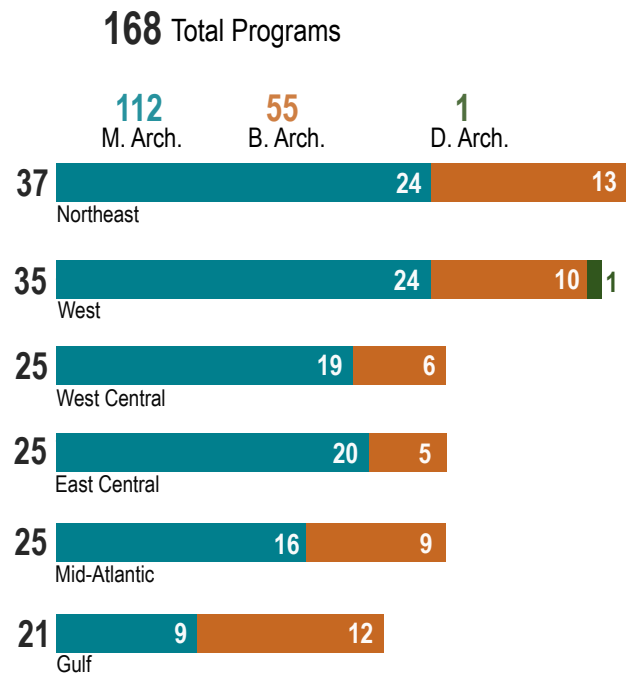
## Distribution of Accredited Programs and Enrolled Students by ACSA Regions

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.

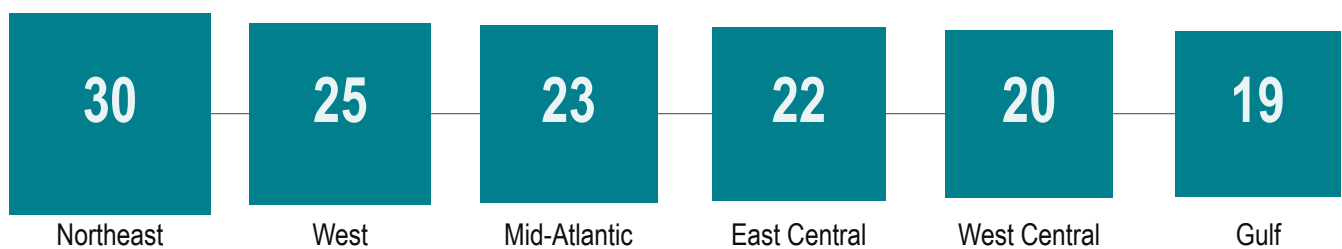
Total enrollment in all ACSA regions increased by 3% from 2018. The Northeast region saw the only percentage decrease in enrollment, down by 2% from 2018. The Mid-Atlantic region saw the greatest percentage increase, up by 14% from 2018. Increases/decreases in the remaining regions were:

- West, +2%
- Gulf, +6%
- East Central, +4%
- West Central, +0.07%

### Programs and Enrollment in ACSA Regions



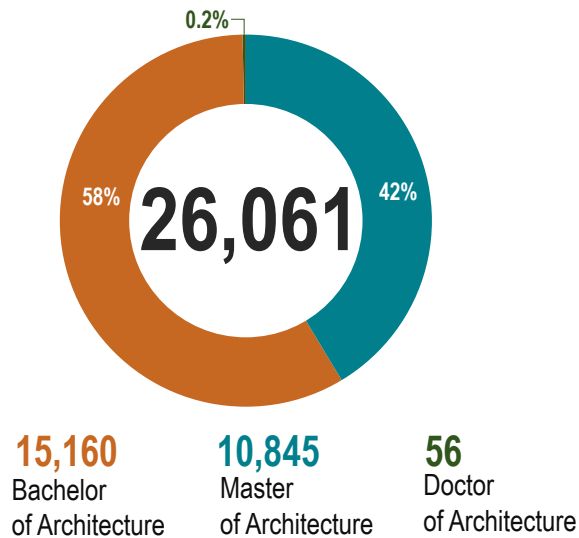
### Number of Institutions in ACSA Regions





## Enrollment

### Overall Enrollment in Accredited Programs by Degree



There are 26,061 students enrolled in NAAB-accredited degree programs: of this total, 15,160 (58%) are enrolled in Bachelor of Architecture programs, 10,845 (42%) in Master of Architecture programs, and 56 (0.2%) in Doctor of Architecture programs.

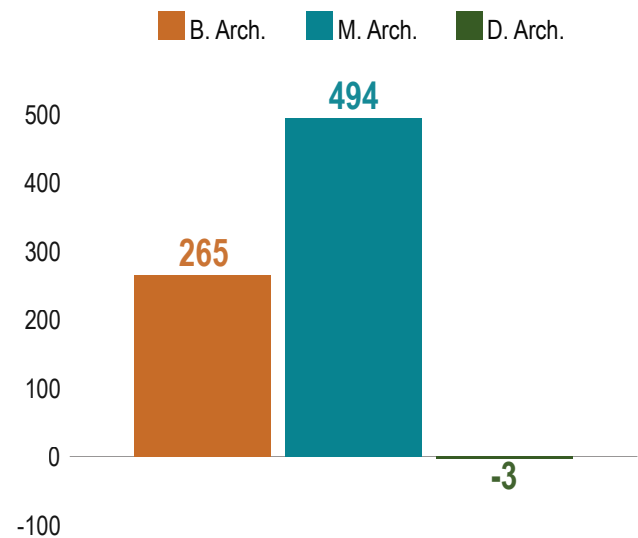
Of the students enrolled, 24,099 (92%) are enrolled full-time, and 1,962 (8%) are enrolled part-time.



Overall, enrollment in accredited programs increased by a net of 756 students, or 3%, from AY 2017–18, when 25,305 students were enrolled in accredited degree programs.



Total enrollment in B. Arch. programs increased by 265 over 2017–18 numbers; M. Arch. enrollment increased by 494; and enrollment in D. Arch. programs decreased by 3.



There are 14,500 (56%) architecture students enrolled in institutions with public support and 11,561 (44%) in institutions with private support. In 2018, the distribution of enrolled students between public and private institutions was essentially the same.

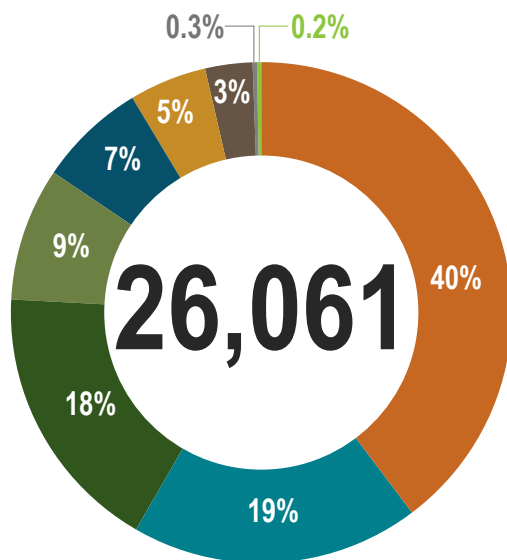


## Overall Enrollment in Accredited Programs by Gender



The gender breakdown of enrolled students is 13,285 (51%) males and 12,776 (49%) females. In 2017–18, the percentage breakdown was 54% male students and 46% female students. The percentages are statistically the same for the three degrees, B. Arch., M. Arch., and D. Arch.

## Overall Enrollment in Accredited Programs by Ethnicity



**10,368**

White

**4,861**

Nonresident alien

**4,591**

Hispanic/Latino

**2,256**

Asian

**1,748**

Race/Ethnicity Unknown

**1,339**

Black/African American

**774**

Two or more races

**75**

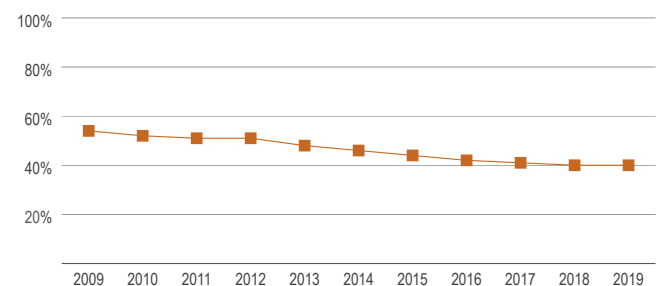
American Indian/Alaska Native

**49**

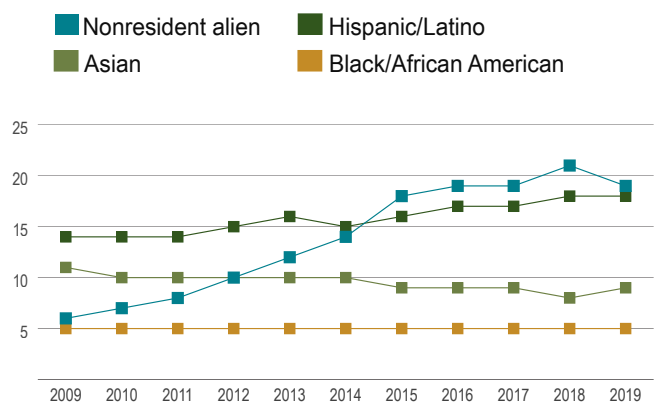
Native Hawaiian/Pacific Islander

## Trends in Enrollment by Ethnicity

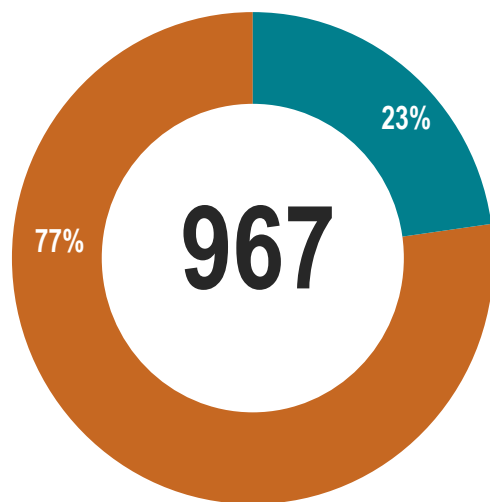
Although enrollment by students who indicated white for ethnicity has been steadily declining since 2009, in 2018–19 it remained steady at 40%. The chart below shows white enrollment as a percentage of total enrollment, 2009–19.



The fastest growing category of ethnicity is nonresident alien. In 2009, this category accounted for 6% of enrollment overall; in 2019, it was 19%. Enrollment of Black/African American students has remained flat over the past ten years, hovering at 5% of total enrollment each year.



### Overall Enrollment in Candidate Programs by Degree



**746**  
Bachelor  
of Architecture

**221**  
Master  
of Architecture

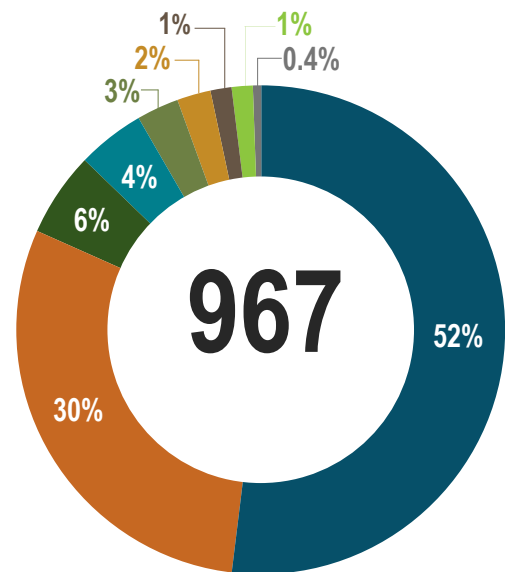
Of the 967 students enrolled in candidate programs in 2018–19, 746 (77%) were enrolled in B. Arch. programs and 221 (23%) in M. Arch. programs. There are no D. Arch. candidate programs.

### Overall Enrollment in Candidate Programs by Gender

The gender breakdown of students enrolled in programs that achieved initial candidacy before July 1, 2019, is 472 (49%) male students and 495 (51%) female. In 2017–18, the gender breakdown for candidate programs was 48% male and 52% female.



### Overall Enrollment in Candidate Programs by Ethnicity



**503**  
Race/Ethnicity  
Unknown

**287**  
White

**56**  
Hispanic/Latino

**43**  
Nonresident  
alien

**25**  
Asian

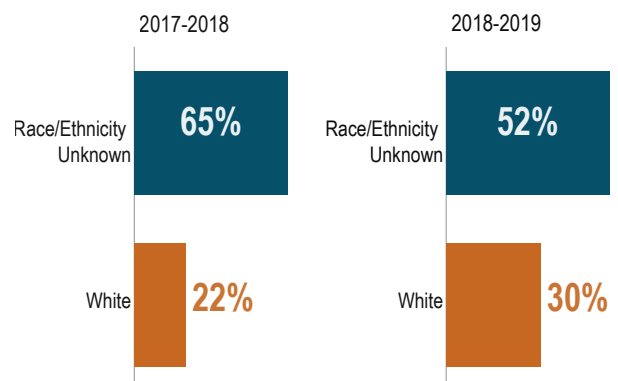
**21**  
Black/African  
American

**14**  
Two or more  
races

**14**  
Native Hawaiian/  
Pacific Islander

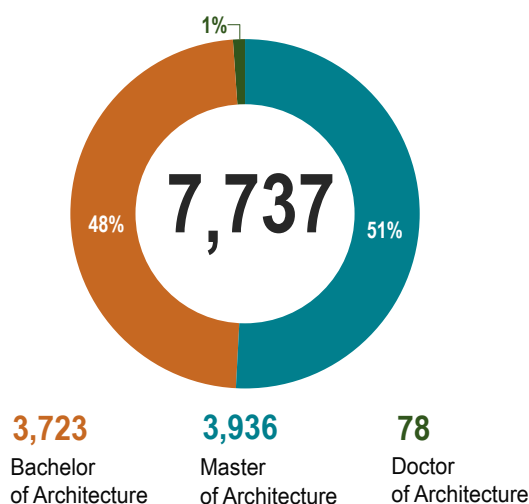
**4**  
American Indian/  
Alaska Native

A comparison of AYs 2017–18 and 2018–19 reveals significant changes in candidate enrollment in the following ethnic categories:



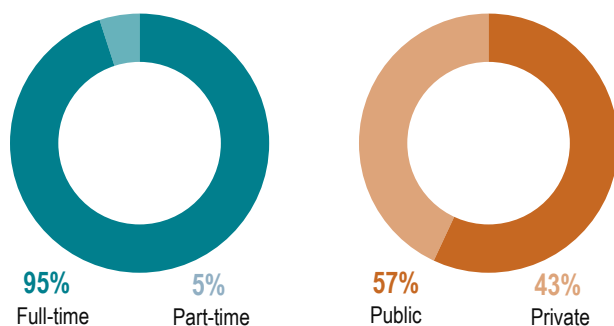
## First-Time Enrollment in Accredited Programs

There are 7,737 newly matriculated students enrolled in NAAB-accredited degree programs for the academic year 2018–19; this number represents a 2% increase over first-time enrollment in 2017–18. The number of new students is approximately 30% of all students enrolled in accredited programs. Of this total, 3,723 (48%) are enrolled in B. Arch. programs, 3,936 (51%) in M. Arch. programs, and 78 (1%) in D. Arch. degree programs.



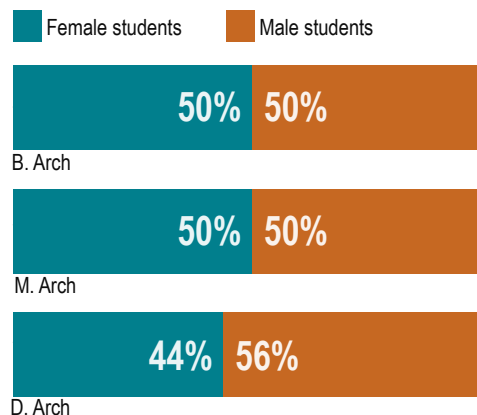
First-time enrollment in B. Arch. programs saw a 3% decrease from 2017–18 levels; M. Arch. programs saw a 7% increase over the same time period. The 2% increase in first-time enrollment continued the positive trend first noted in 2015–16, when, after several years of decline, 2015–16 numbers increased by 4% over 2014–15. See page 17 for trends in enrollment between 2009–19.

Of the 7,737 newly enrolled students, 7,349 (95%) are enrolled full-time and 388 (5%) are enrolled part-time. There are 4,448 (57%) architecture students enrolled in institutions with public support and 3,289 (43%) enrolled in institutions with private support.

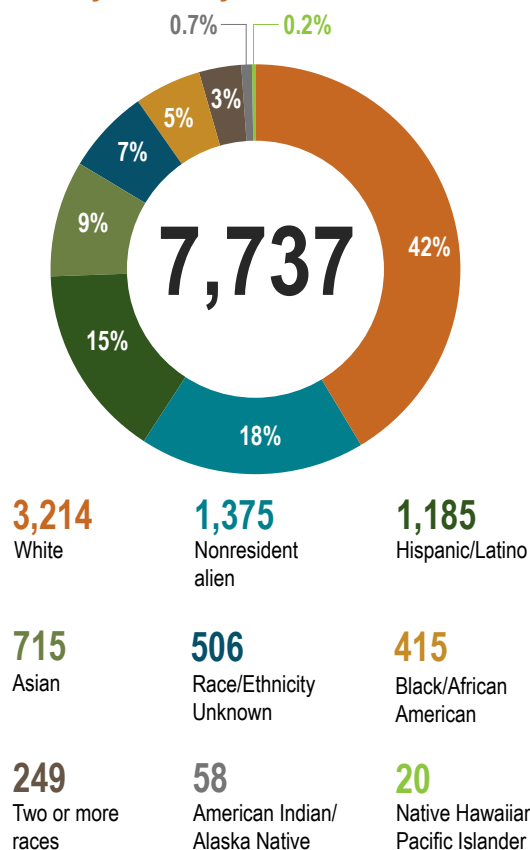


## First-Time Enrollment in Accredited Programs by Gender

The gender breakdown of first-time enrollment is 3,844 (50%) male students and 3,893 (50%) female. These percentages are identical to the 2017–18 breakdown. The percentages for male/female by degree are as follows:



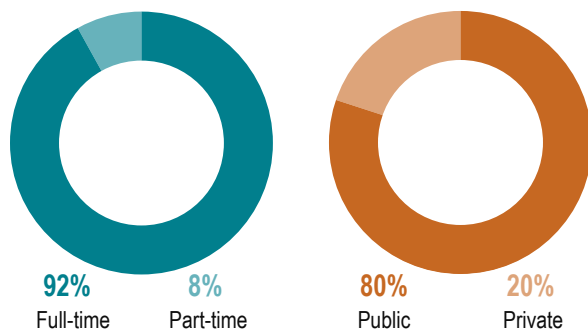
## First-Time Enrollment in Accredited Programs by Ethnicity



## Overall Enrollment in Preprofessional Programs

Of the institutions that offer accredited and candidate architecture programs, 101 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 16,075 students enrolled in preprofessional degree programs in AY 2018–19 which represents a 2% increase from AY 2017–18. See page 17 for trends in overall enrollment in preprofessional programs.



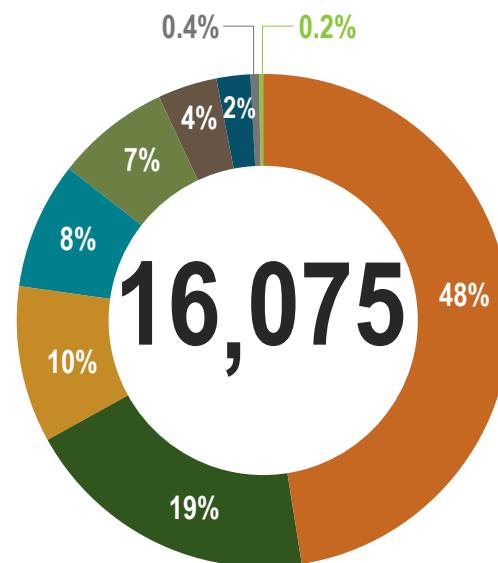
Of the total, 14,742 (92%) are enrolled full-time and 1,333 (8%) part-time. There are 12,789 (80%) architecture students enrolled in institutions with public support and 3,286 (20%) in institutions with private support.

## Enrollment in Preprofessional Programs by Gender



The gender breakdown of preprofessional enrollment was 9,025 (56%) males and 7,050 (44%) females. The percentage breakdown in 2017–18 was 57% males and 43% females.

## Enrollment in Preprofessional Programs by Ethnicity



**7,652**

White

**3,132**

Hispanic/Latino

**1,670**

Black/African American

**1,318**

Nonresident alien

**1,198**

Asian

**634**

Two or more races

**367**

Race/Ethnicity Unknown

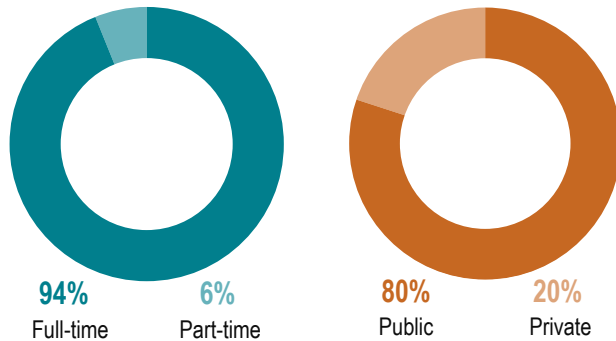
**70**

American Indian/Alaska Native

**34**

Native Hawaiian/Pacific Islander

### First-Time Enrollment in Preprofessional Programs



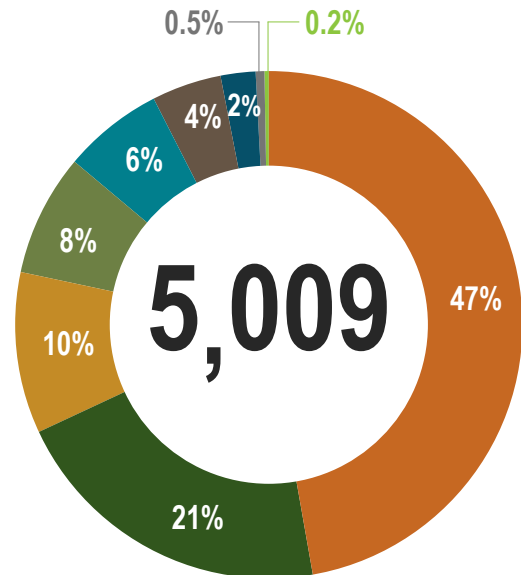
There were 5,009 newly matriculated students enrolled in preprofessional programs at institutions with accredited architecture programs for AY 2018–19; 4,723 (94%) are enrolled full-time and 286 (6%) are part-time. There are 3,994 (80%) architecture students enrolled in institutions with public support and 1,015 (20%) in institutions with private support.

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



The gender breakdown of students enrolled is 2,760 (55%) males and 2,249 (45%) females. The 2017–18 breakdown was 56% males and 44% females.

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



**2,370**  
White

**1,052**  
Hispanic/Latino

**512**  
Black/African American

**389**  
Asian

**315**  
Nonresident alien

**223**  
Two or more races

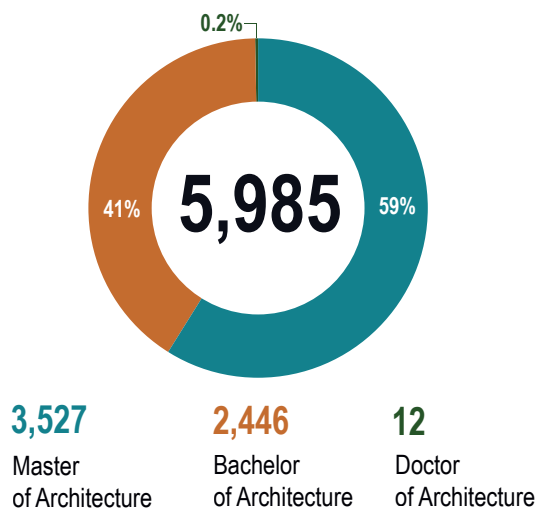
**114**  
Race/Ethnicity Unknown

**23**  
American Indian/Alaska Native

**11**  
Native Hawaiian/Pacific Islander

## Degrees Awarded

### Degrees Awarded by Accredited Programs



A total of 5,985 accredited degrees were awarded in AY 2018–19: 3,527 (59%) were M. Arch. degrees; 2,446 (41%) were B. Arch. degrees; and 12 (0.2%) were D. Arch. degrees.

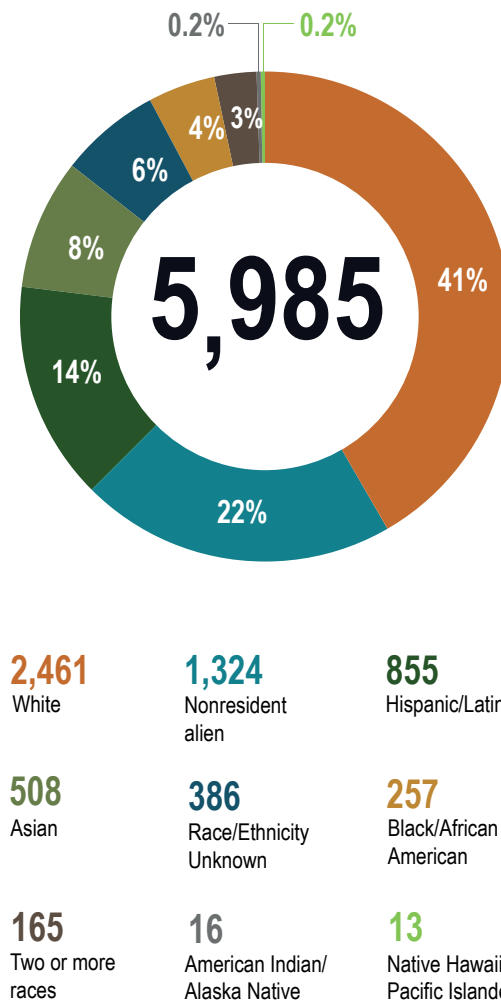
The number of degrees awarded in 2018–19 represents a .02% decrease from AY 2017–18.

### Degrees Awarded by Accredited Programs by Gender



The gender breakdown for degrees awarded is 3,158 (53%) males and 2,827 (47%) females. These percentages illustrate a 1% increase in male students and a 1% decrease in female students from AY 2017–18. 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



## Degrees Awarded in Preprofessional Programs

A total of 3,060 preprofessional degrees were awarded in AY 2018–19. This total is a 4% increase from 2017–18, when 2,956 preprofessional degrees were awarded.

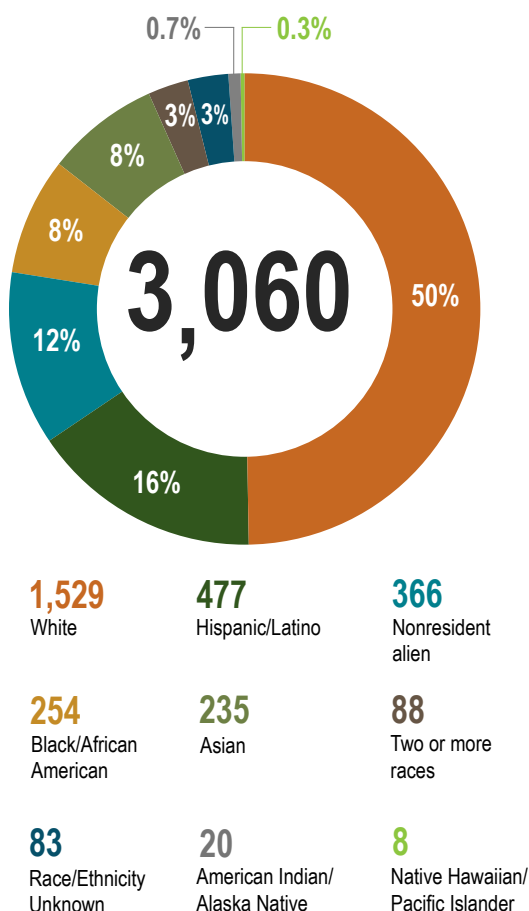
### Degrees Awarded in Preprofessional



## Programs by Gender

The gender breakdown is 1,680 (55%) degrees awarded to male students and 1,380 (45%) to female students. The gender breakdown in 2017–18 was the same.

### Degrees Awarded in Preprofessional



## Programs by Ethnicity

### Post-professional Programs

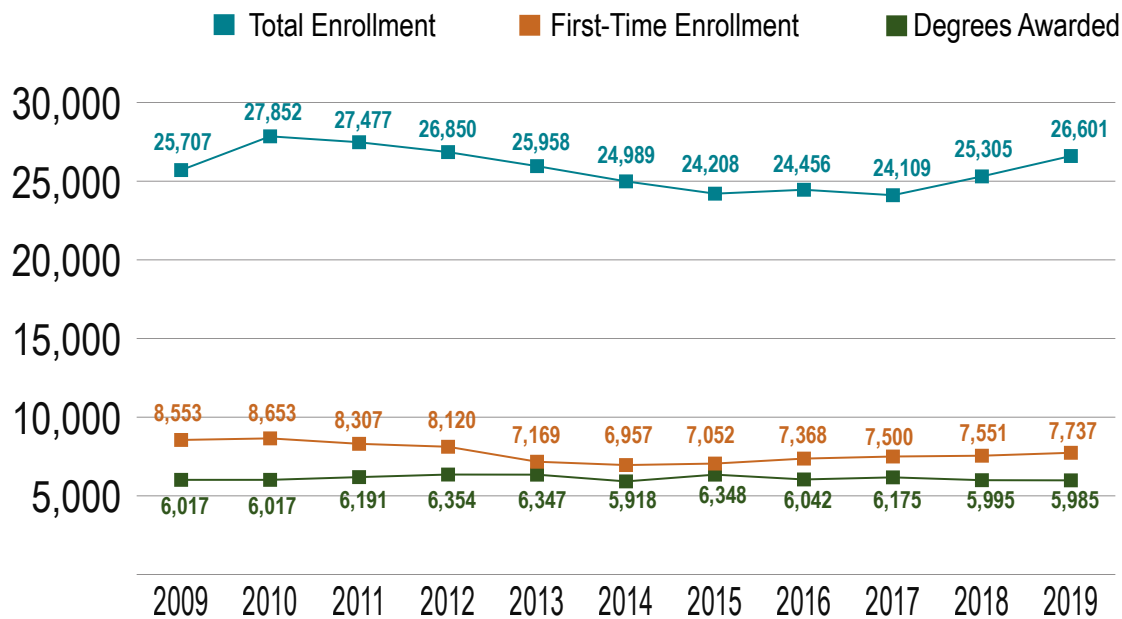
Of the institutions that offer accredited architecture programs, 78 offer a total of 166 post-professional programs; the term post-professional refers to graduate degrees offered to students who already have a professional degree in architecture. These degree programs are not accredited by NAAB. They may be in highly specialized areas of study such as design theory, health-care facilities, preservation, interior design, or solar design. Post-professional degrees are offered at the master's or, in a few cases, doctoral level.



## Trends in Enrollment and Degrees Awarded

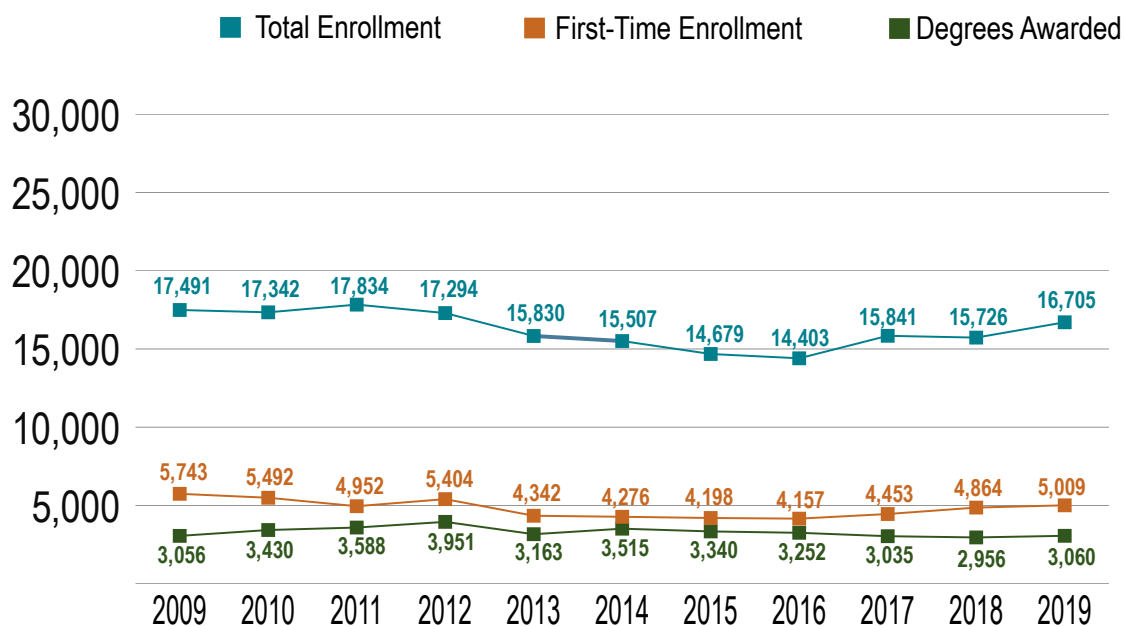
### Accredited Programs

First-time enrollment increased by 3% over 2018 numbers, and overall enrollment increased by 3% for the same period. The number of degrees awarded in 2019 decreased by 0.2% from 2018.



### Preprofessional Programs

Enrollment in preprofessional programs increased by 2% from 2018. After a steady decline in 2014–18, the number of degrees awarded increased by 2% in 2019. The number of degrees awarded in 2019 increased 4% from 2018.



## PART II

# **FACULTY AND THE NAAB VISITING TEAM POOL**

## Faculty

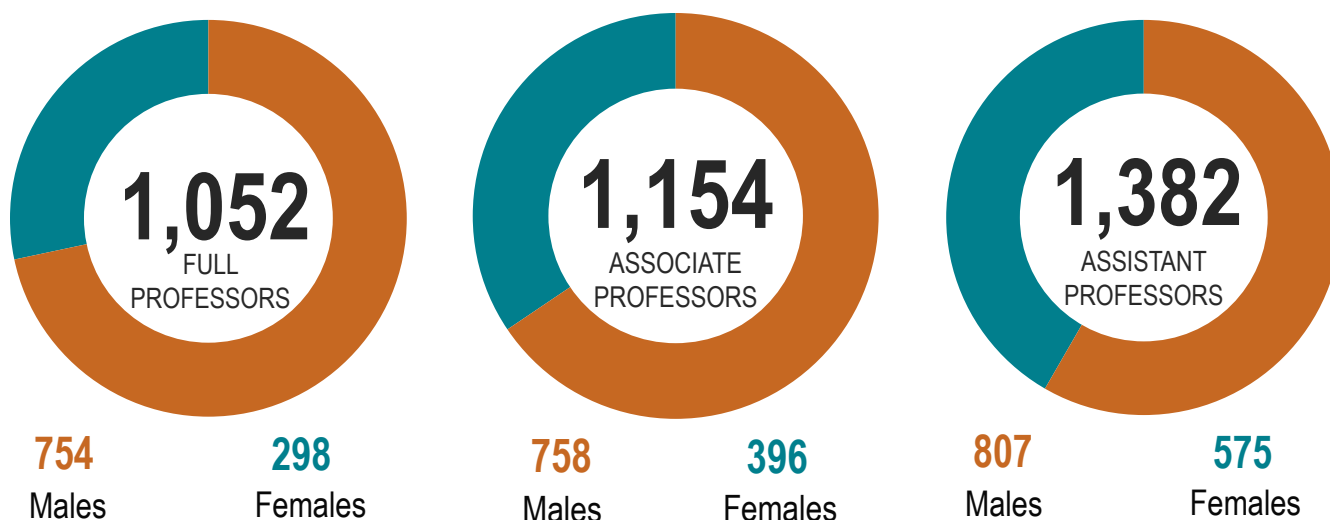
### Appointment Type

There are 6,698 faculty teaching in NAAB-accredited degree programs: 3,038 (45%) are full-time appointments, 550 (8%) are part-time, and 3,110 (46%) are adjuncts.



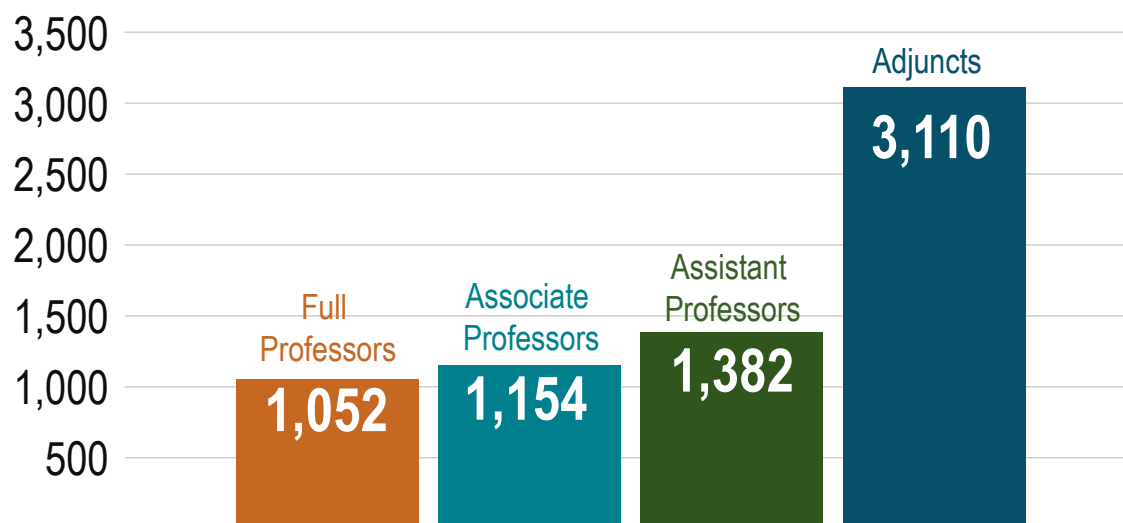
The total number of faculty in 2017–18 was 5,887. The number of full-time faculty (3,038) has increased 26% from last year's number (2,402). The number of part-time faculty increased by 20% over 2017–18, and the number of adjuncts increased by 3% over the same period.

### Gender



The gender breakdown of full- and part-time faculty (excluding adjuncts) is 2,319 (65%) males and 1,269 (35%) females. The percentage distribution shows a 17% increase for males and a 44% increase for females from 2017–18.

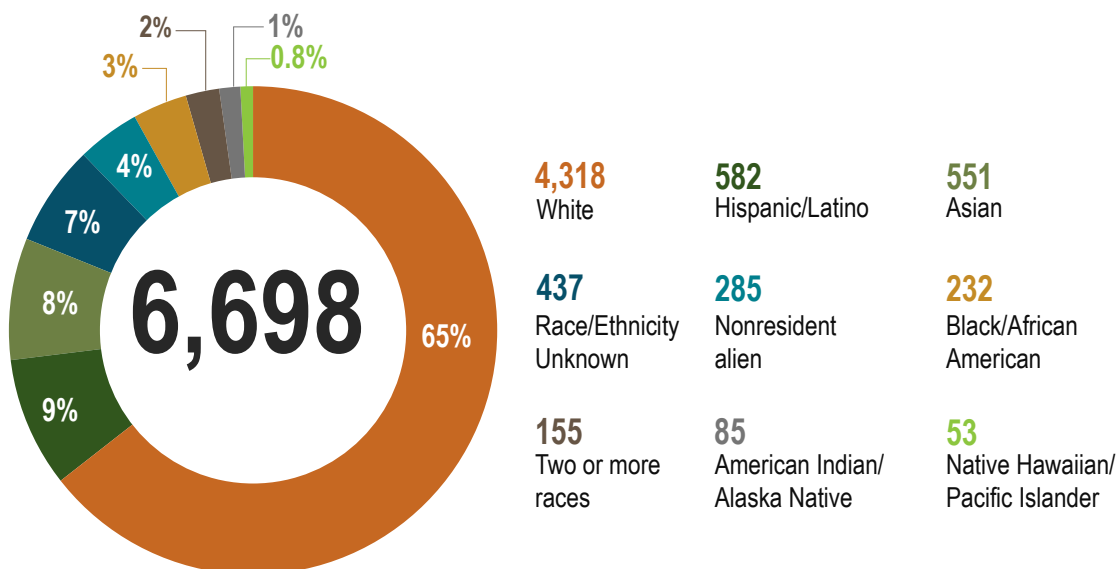
## Academic Rank



Of the 6,698 total faculty, 1,052 (16%) are full professors, 1,154 (17%) are associate professors, 1,382 (21%) are assistant professors, and 3,110 (46%) are adjuncts. The percentage distribution for full and associate professors is similar to that of 2017–18. The percentage distribution for assistant professors increased by 6 points, while the percentage distribution for adjuncts decreased by 5 points.

## Ethnicity

Of the 6,698 total faculty (including adjuncts), 4,318 (65%) indicated white for ethnicity. The remaining categories are as follows: 582 (9%) Hispanic; 551 (8%) Asian; 437 (7%) Race and ethnicity unknown; 285 (4%) Nonresident alien; 232 (3%) Black or African American; 155 (2%) Two or more races; 85 (1%) American Indian or Alaska Native; 53 (0.8%) Native Hawaiian/Pacific Islander.

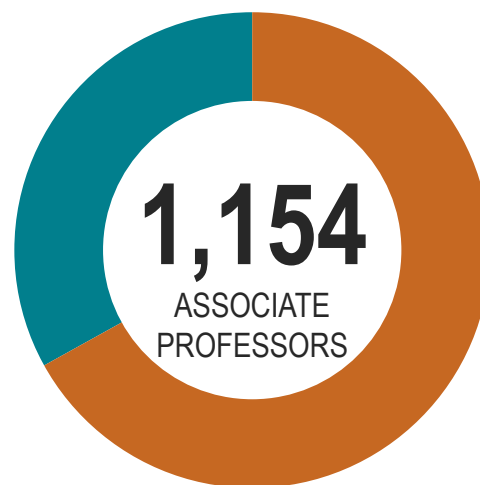


Following is the ethnicity distribution by rank:



**73%**  
White

**27%**  
Other



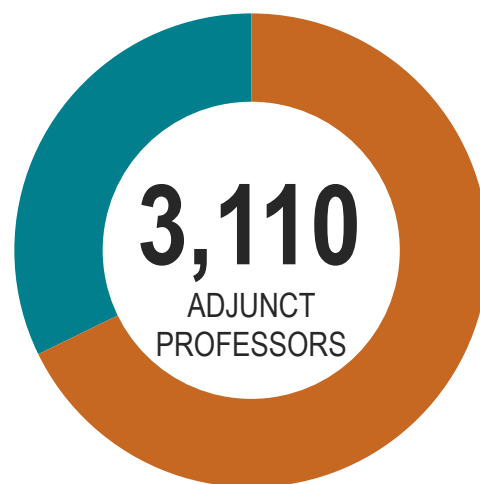
**67%**  
White

**33%**  
Other



**45%**  
White

**55%**  
Other



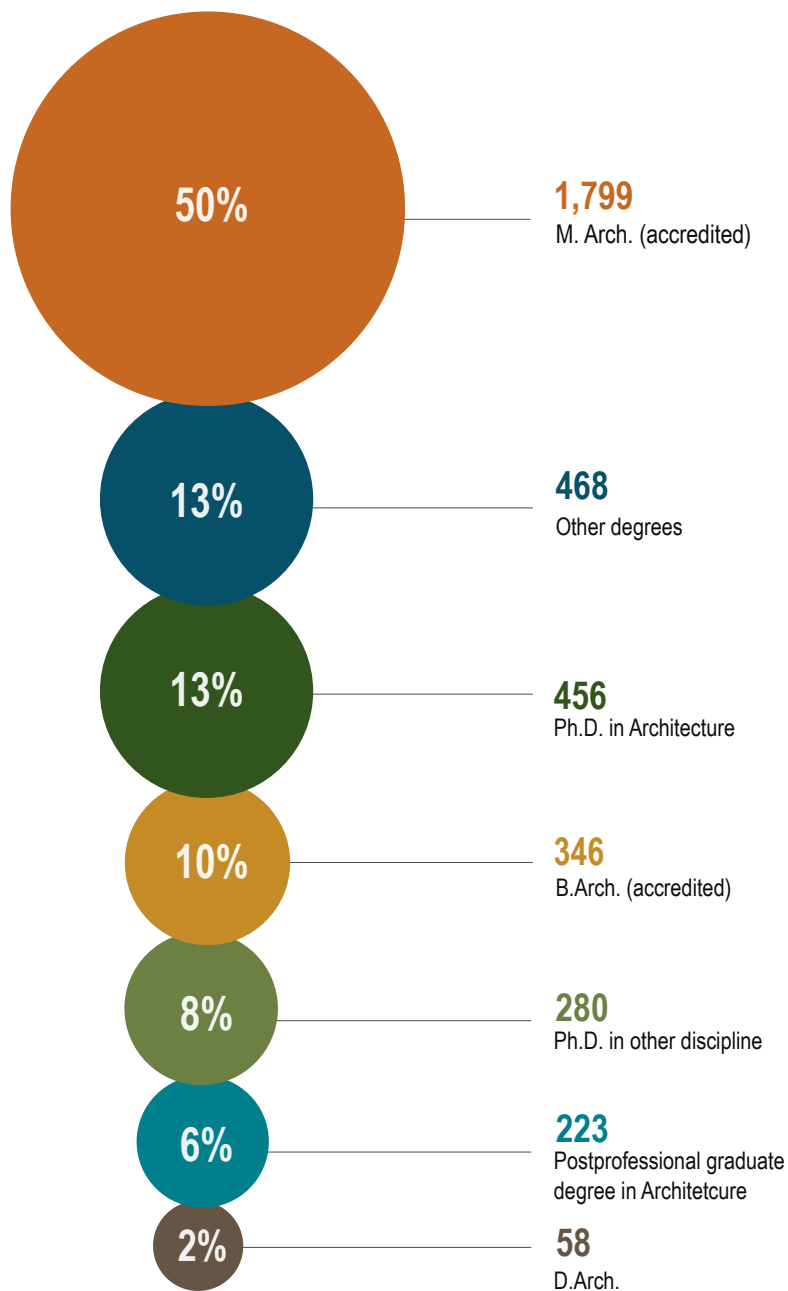
**68%**  
White

**32%**  
Other

## Credentials of Full-Time Faculty

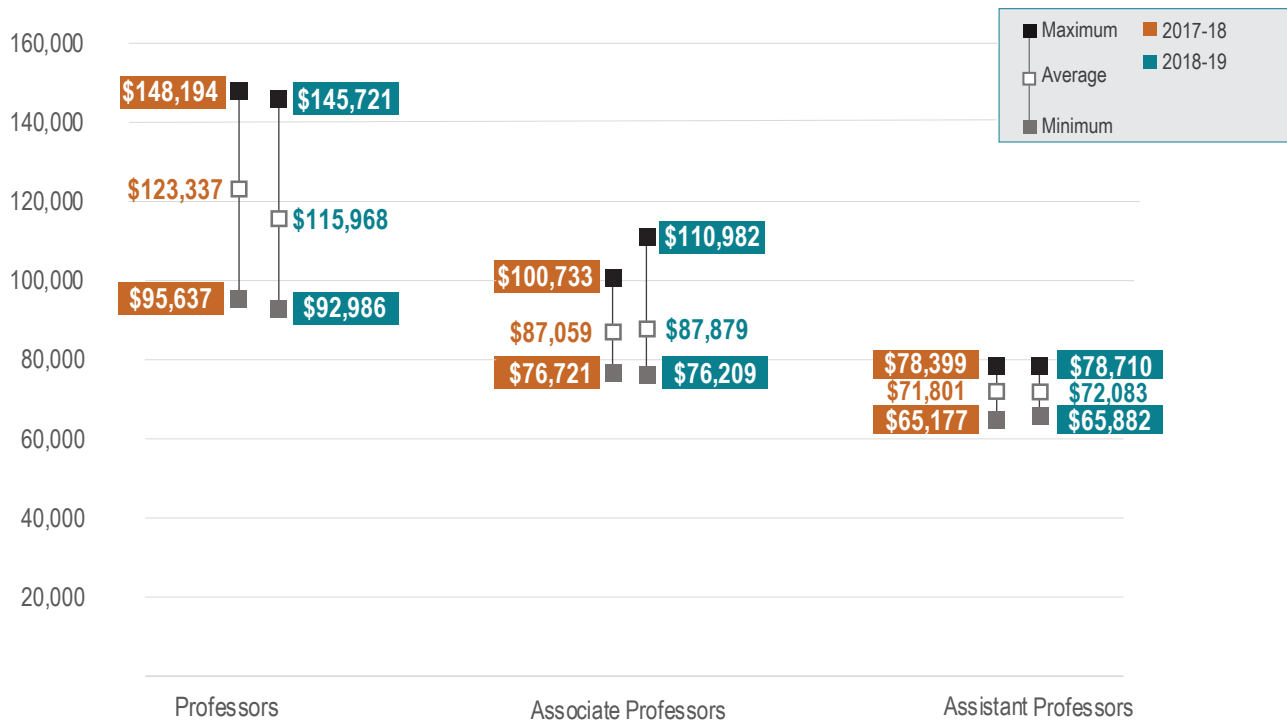
Based on data supplied by accredited architecture programs for AY 2018–19, the 3,038 individuals employed as full-time instructional faculty at the full, associate, or assistant professor level hold a total of 3,610 degrees. Of those 3,038 individuals, 632 (21%) are registered in a U.S. jurisdiction.

The graphic below does not include adjuncts.



## Faculty Salaries

### National Averages



## Faculty Salaries by ACSA Region

<b>Northeast</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$109,188	\$167,279	\$137,822	\$136,957
Associate Professor	\$87,667	\$115,113	\$101,412	\$101,655
Assistant Professor	\$73,461	\$86,923	\$80,973	\$86,294
<b>West</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$85,279	\$151,385	\$113,950	\$130,123
Associate Professor	\$80,205	\$143,348	\$89,873	\$101,101
Assistant Professor	\$67,978	\$84,337	75,328	\$86,107
<b>West Central</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$97,077	\$141,626	\$113,214	\$127,919
Associate Professor	\$75,315	\$100,306	\$85,441	\$90,894
Assistant Professor	\$66,612	\$74,710	\$70,933	\$83,214
<b>East Central</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$86,136	\$141,599	\$109,794	\$114,353
Associate Professor	\$72,281	\$98,264	\$84,402	\$90,209
Assistant Professor	\$62,313	\$75,277	\$68,421	\$75,343
<b>Mid-Atlantic</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$97,642	\$145,466	\$117,557	\$129,626
Associate Professor	\$74,295	\$112,516	\$88,561	\$94,821
Assistant Professor	\$66,582	\$82,838	\$74,013	\$82,377
<b>Gulf</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$82,593	\$103,472	\$126,972	\$109,542
Associate Professor	\$67,491	\$96,322	\$77,583	\$83,313
Assistant Professor	\$58,345	\$68,176	\$62,830	\$72,617



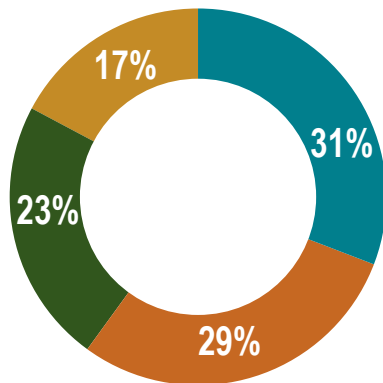
## NAAB Visiting Team Pool

The NAAB visiting team pool comprises roughly 253 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

**74**

American Institute  
of Architects

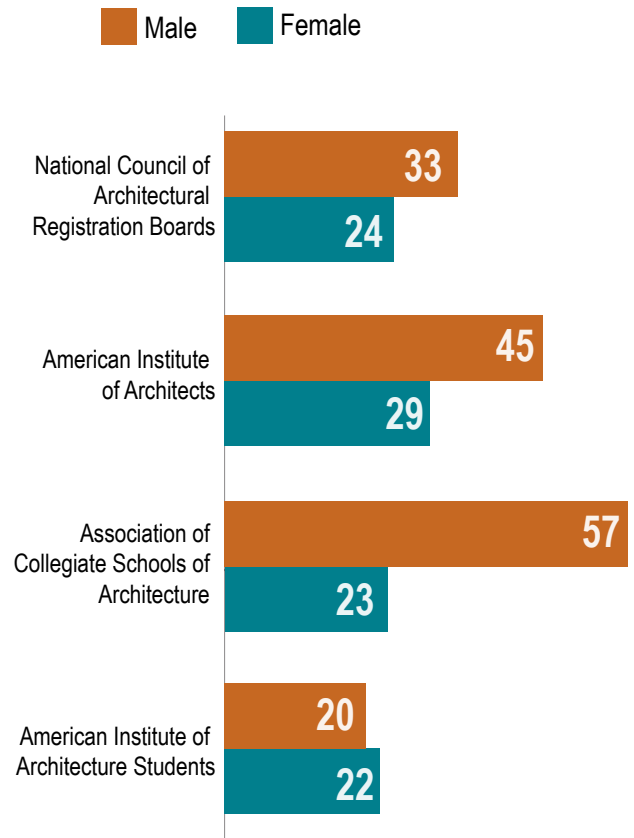
**57**

Association of  
Collegiate Schools  
of Architecture

**42**

American Institute  
of Architecture  
Students

## Gender Distribution by Collateral



## PART III

# **2019 ACCREDITATION DECISIONS AND OTHER NAAB ACTIVITIES**

## Committee and Task Force Updates

The NAAB's standing committees for 2019 included Assessment + Evaluation, Executive, Finance and Audit, Governance, and International. In 2019 there were five active task forces:

- The Accreditation Review Forum 2019 (ARForum19) Steering Committee; see Section 02.
- The Accreditation Review Forum 2019 Task Force; see section 02.
- The Certification Task Force convened in May 2019 and was active throughout the year.
- The Information Interface Work Group, convened in September 2018, was active throughout the year.
- The Team Training Task Force was a subset of the A+E Committee and was active throughout the year.

### Assessment + Evaluation Committee

The 2019 Assessment + Evaluation (A+E) Committee spent much of 2019 preparing for ARForum19 and supporting the decisions that came out of it. This work included:

- Serving on and providing feedback to the ARForum19 Steering Committee and Task Force
- Investigation of Self-Assessment methods
- Reviewing the 2020 *Conditions and Procedures*

#### *Team Training Task Force*

The NAAB A+E Committee assembled the Team Training Task Force in April 2018. The work of the task force included:

- Reviewing 2017 team training surveys and investigating ideas to improve training
- Reviewing team chair and team member documents
- Reviewing online team training materials
- Outlining ideal training process tools and technology

- Online – state-of-the-art training
- Better presentation of learning materials

The group continued its work for the 2018–19 board cycle and presented its recommendations to the board in October 2019.

### Finance and Audit Committee

The Finance and Audit Committee was able to carry out a “routine” year of monitoring of the NAAB's finances, overseeing the annual audit, and preparing the FY 2020 budget for the board's approval.

### Governance Committee

The Governance Committee focused much of 2019 on revising the organization's Bylaws and Rules of the Board. The Bylaws were last revised in 2014, and to make revisions, require consensus from ACSA, AIA, and NCARB. After working with the three organizations for over a year, the revised Bylaws went into effect October 3, 2019.

### International Committee

This committee is charged with overseeing NAAB International Certification, Education Evaluation Services for Architects (EESA), and the Canberra Accord.

The committee's major accomplishments in 2019 included changing the name of Substantial Equivalency to NAAB International Certification and presenting the 2019 *Procedures for NAAB International Certification* to the board for approval at the July meeting. This document compliments the 2019 *Conditions for NAAB International Certification*, approved in July 2018.

In August 2019 Secretary David Hinson, FAIA, and Director of International Services Janet Rumbarger, Hon. AIA, attended the 7th General Meeting of the Canberra Accord, hosted in Bloemfontein, South Africa.

In September the committee sent a letter to the NCARB Education Committee recommending that the English Composition requirement outlined in the NCARB Education Standard be waived for EESA applicants that receive a passing score, as determined by the NAAB, on either the Test of English as a Foreign Language (TOEFL iBT) or International English Language Testing System (IELTS). NCARB accepted the recommendation, and the change will go into effect in 2020.

### **Certification Task Force**

The Certification Task Force was tasked with examining the issues facing community college design and architecture programs relative to the transfer of students to NAAB-accredited professional architecture programs, exploring how the NAAB may serve the programs with an emphasis on increasing access to architecture education, and explore the viability of certifying four-year non-accredited architecture programs. The task force concluded its work in December and submitted its six recommendations to the board, which will consider them in 2020.

### **Information Interface Work Group**

Formed late in 2018, the Information Interface Work Group is charged with taking an exhaustive look at the NAAB's digital infrastructure and brainstorming ways to increase efficacy and efficiency in how its constituents interface with the NAAB. The group was borne out of a desire to centralize the NAAB's various systems to improve organizational efficiency and user accessibility.

The group made two recommendations: (1) ACSA and NAAB exchange information in order to reduce redundancy in the data programs submit to both organizations, and (2) the Annual Statistical Report, APR, and VTR be reimaged in order to streamline the accreditation process. Both recommendations were well received and are on hold, pending technology enhancements the NAAB is pursuing in 2020. Having largely accomplished its goals, the work group was put on hiatus in early 2020 and will be consulted/reconvened as needed.

## Accreditation Review Forum 2019

At its first virtual board meeting in January of 2018, the NAAB Board of Directors approved the proposal for a new approach to the Accreditation Review Conference, reimagined as the Accreditation Review Forum 2019. The ARForum19 reshaped the timeline leading up to the two-day in-person meeting, held in Chicago July 24–26, 2019. More than 100 individuals representing ACSA, AIA, AIAS, NCARB, and NOMA participated in conversations about the future of accreditation and the significant proposed changes to the NAAB *Conditions* and *Procedures*. The culmination of the ARForum19 was the release of the *2020 Conditions for Accreditation* and the *2020 Procedures for Accreditation*, published together for the first time in NAAB's history on February 10, 2020.

### Accreditation Review Forum 2019 Steering Committee

The ARForum19 Steering Committee was composed of representatives from each of the five collateral architecture organizations: ACSA, AIA, AIAS, NCARB, and NAAB. Chaired by 2018–2019 NAAB President Kevin Flynn, FAIA, NCARB, the committee was responsible for identifying themes, conducting research, designing the Forum agenda in consultation with the facilitation team, and reviewing I.1.4 Defining Perspectives and II.1.1 Student Performance Criteria in the *2014 Conditions for Accreditation*.

### Accreditation Review Forum 2019 Task Force

The task force was composed of NAAB board members and other individuals appointed by the NAAB. Chaired by 2018–2019 President-elect Barbara Sestak, FAIA, the task force was charged with reviewing the *2015 Procedures for Accreditation* and the portions of the *2014 Conditions* not under the purview of the steering committee.

Following ARForum19, a subset of the steering committee and task force worked for five months to prepare the final *2020 Conditions and Procedures for Accreditation*. Initial “draft 1” documents were released for public comment on September 9, 2019. Two public webinars were held, and the feedback received from them and the public comments informed the final draft documents submitted to the Board of Directors for approval in January 2020.

## Organizational Transformation

The NAAB's organizational transformation continued in 2019 with updates to all major governing and guiding documents (Bylaws, Rules of the Board, 2020 Conditions and Procedures for Accreditation, 2019 Conditions and Procedures for NAAB International Certification, and Strategic Plan). In November interim Executive Director Helene Combs Dreiling, FAIA, concluded her tenure and the NAAB welcomed its new Executive Director, Tanya Tamarkin.

## 2019 Accreditation Cycle and Decisions

In calendar year 2019, the NAAB visited 14 institutions and reviewed 14 professional degree programs in architecture.

- 3 visits to review 3 programs for continuing accreditation
- 5 visits for initial accreditation
- 2 visits for continuation of candidacy
- 3 visits for initial candidacy
- 1 visit for eligibility

### Results of 2019 Accreditation Decisions

#### Eight-year Term of Continuing Accreditation

Marywood University (B. Arch.)  
 South Dakota State University (M. Arch.)  
 Pennsylvania State University (M. Arch.)

#### Initial Accreditation

Bowling Green State University (M. Arch.)  
 Carnegie Mellon University (M. Arch.)  
 Dunwoody College of Technology (B. Arch.)  
 Lebanese American University (B. Arch.)  
 Universidad Ana G. Méndez (formerly Universidad del Turabo) (M. Arch.)

#### Continuation of Candidacy

Kean University (M. Arch.)  
 New York Institute of Technology (M. Arch.)

#### Initial Candidacy

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

#### Eligibility for Candidacy

Wenzhou-Kean University (M. Arch.)

## Analysis of Visiting Team Reports for Continuing and Initial Accreditation

NAAB teams reviewed eight programs at eight institutions, three for continuing accreditation and five 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.

NAAB 2014 Conditions for Accreditation, Part I, Sections 1–2, 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 2019:

- One program did not address or did not meet I.1.2 Learning Culture, I.2.4 Information Resources, and II.3 Evaluation of Preparatory Education.
- Two programs did not address or did not meet I.1.3 Social Equity, I.1.5 Long-Range Planning, I.1.6.A Program Self-Assessment, and II.4.6 Admissions and Advising.
- Three programs did not address or did not meet II.2.2 Professional Degrees and Curriculum.

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

- I.1.1 History and Mission
- I.1.4 Defining Perspectives (all)
- I.1.6.B Curricular Assessment and Development

- I.2.1 Human Resources and Human Resource Development
- I.2.2 Physical Resources
- I.2.3 Financial Resources
- I.2.5 Administrative Structure and Governance
- II.2.1 Institutional Accreditation
- II.4.1 Statement on NAAB Accredited Degrees
- II.4.2 Access to NAAB Conditions and Procedures
- II.4.3 Access to Career Development Information
- II.4.4 Public Access to APRs and VTRs
- II.4.5 ARE Pass Rates
- II.4.7 Student Financial Information

NAAB 2014 Conditions for Accreditation, Part II, Section 1: Student Performance Criteria (SPC)

For the purposes of analyzing VTR results for Condition II.1, all professional degree programs visited in 2019 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.2 Site Design (2)
- B.9 Building Service Systems (3)
- C.2 Integrated Evaluations and Decision-Making Design Process (2)
- C.3 Integrated Design (3)
- D.1 Stakeholder Roles in Architecture (2)

The following SPC were Met by all programs:

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- A.8 Cultural Diversity and Social Equity
- B.3 Codes and Regulations
- B.4 Technical Documentation
- B.5 Structural Systems
- B.6 Environmental Systems
- B.7 Building Envelope Systems and Assemblies
- B.8 Building Materials and Assemblies
- C.1 Research
- D.2 Project Management
- D.3 Business Practices
- D.4 Legal Responsibilities

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

- A.2 Design Thinking Skills
- C.1 Research
- C.3 Integrative Design
- D.2 Project Management
- D.3 Business Practices



## Candidate Programs

As of May 1, 2020, the NAAB is managing 11 programs seeking or in candidacy; the status of these programs is described below.

### Programs Seeking Eligibility

Institution	Degree Program	Recent Activity	Next Step
Belmont University (TN)	B. Arch.		Eligibility Visit
Notre Dame University-Louaize (Lebanon)	B. Arch.		Eligibility Visit
School of Visual Arts (New York City)	M. Arch.		Eligibility Visit
Utah Valley University	B. Arch.		Eligibility Visit

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

Institution	Degree Program	Recent Activity	Next Step
New York Institute of Technology	M. Arch.	Eligibility (2016) Initial Candidacy (2017) Continuation of Candidacy (2019)	Continuation of Candidacy or Initial Accreditation (2021)
Kean University (NJ)	M. Arch.	Eligibility (2017) Initial Candidacy (2017) Continuation of Candidacy (2019)	Continuation of Candidacy or Initial Accreditation (2021)
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)
Indiana University (Bloomington)	M. Arch.	Eligibility (2018) Initial candidacy (2019)	Continuation of Candidacy (2021)
Universidad Peruana de Ciencias Aplicadas (Peru)	B. Arch.	Eligibility (2018) Initial candidacy (2019)	Continuation of Candidacy (2021)

## NAAB International Certification

NAAB International Certification (ICert) 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. NAAB International Certification is not accreditation.

In general, the most significant differences between accreditation and ICert are that accredited programs are preparing graduates to practice in the U.S. Programs with the ICert 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 if they are substantially equivalent. The status of the programs with the ICert designation or pursuing it is listed below.

### Programs with NAAB International Certification

Institution (Country)	Most Recent Activity	Next Steps/Visits
Istanbul Technical University	ICert renewed in 2015	Visit to renew ICert in 2021
Kuwait University	ICert renewed in 2016	Visit to renew ICert in 2022
King Saud University (Saudi Arabia)	ICert renewed in 2019	Visit to renew ICert in 2025
Universidad Politécnica de Madrid	Received ICert in 2015	Visit to renew ICert in 2021
Universidad Europea de Madrid	Received ICert in 2015	Visit to renew ICert in 2021
University of Bahrain	Received ICert in 2015	Visit to renew ICert in 2021
Universidad San Pablo CEU (Madrid)	Received ICert in 2015	Visit to renew ICert in 2021
Eastern Mediterranean University (North Cyprus)	Received ICert in 2016	Visit to renew ICert in 2022
Pontificia Universidad Católica de Chile	Received ICert in 2016	Visit to renew ICert in 2022
Imam Abdulrahman Bin Faisal (formerly University of Dammam) (Saudi Arabia)	Received ICert in 2016	Visit to renew ICert in 2022
University College Dublin	Received ICert in 2018	Visit to renew ICert in 2024
Qatar University	Received ICert in 2018	Visit to renew ICert in 2024
Dar Al Uloom (Saudi Arabia)	Received ICert in 2018	Visit to renew ICert in 2024
Effat University (Saudi Arabia)	Received ICert in 2019	Visit to renew ICert in 2025
Yildiz Technical University (Turkey)	Received ICert in 2019	Visit to renew ICert in 2025
Holy Spirit University of Kaslik (Lebanon)	Received ICert in 2019	Visit to renew ICert in 2025

### Visit 1 Complete, Preparing for Visit 2

Jordan University of Science and Technology	Visit 1 complete, 2019	Visit 2 pending
Hashemite University (Jordan)	Visit 1 complete, 2019	Visit 2 pending

## FY 2018 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, 2018. The Statement of Activities from the FY 2018 report is below.

### National Architectural Accrediting Board, Inc.

#### Statement of Activities and Changes in Net Assets

<i>For the Year Ended December 31,</i>	<b>2018</b>
<b>Support and revenue</b>	
Contributions	\$ 1,262,982
EESA evaluation	441,188
Other program income	232,241
Investment loss	(68,618)
<b>Total support and revenue</b>	<b>1,867,793</b>
<b>Expenses</b>	
Program services	
Accreditation	597,725
EESA	377,276
Substantial equivalency	45,657
Canberra Accord	98,454
<b>Total program services</b>	<b>1,119,112</b>
Supporting services	
Management and general	1,047,953
<b>Total expenses</b>	<b>2,167,065</b>
<b>Change in net assets from operations</b>	<b>(299,272)</b>
<b>Loss on sublease</b>	<b>(140,674)</b>
<b>Change in net assets</b>	<b>(439,946)</b>
Net assets, beginning of year, as previously reported	2,004,907
Restatement to correct error (Note 10) <sup>1</sup>	(203,588)
<b>Net assets, beginning of year, as restated</b>	<b>1,801,319</b>
<b>Net assets, end of year</b>	<b>\$ 1,361,373</b>

<sup>1</sup> Restatement reflects a change in EESA revenue, to better align record keeping practices with Generally Accepted Accounting Principles (GAAP)

## 2019 NAAB Directors

<i>President</i>		
<b>Kevin J. Flynn, FAIA, NCARB, IES</b>	AIA	
St. Louis, MO	2016–2019	
<i>President-elect</i>		
<b>Barbara A. Sestak, FAIA</b>	NCARB	
Portland, OR	2017–2020	
<i>Treasurer</i>		
<b>Dale McKinney, FAIA, NCARB</b>	NCARB	
Sioux City, IA	2016–2019	
<i>Secretary</i>		
<b>David W. Hinson, FAIA</b>	ACSA	
Auburn, AL	2016–2019	
<b>Ryan Cusack, Assoc. AIA</b>	AIAS	
New York, NY	2017–2019	
<b>John M. Cays, AIA, NCARB</b>	ACSA	
Newark, NJ	2017–2020	
<b>Rocco J. Ceo, AIA, NCARB</b>	AIA	
Miami, FL	2017–2020	
<b>Judith Welch Wegner, JD, Professor Emerita</b>	Public Member	
Nantucket, MA	2017–2020	
<b>Haley DeNardo, Assoc. AIA</b>	AIAS	
Alexandria, VA	2018–2020	
<b>Marilys Nepomechie, FAIA, DPACSA, NCARB</b>	ACSA	
Miami, FL	2018–2021	
<b>Ben Lee, FAIA</b>	AIA	
Honolulu, HI	2018–2021	
<b>Jeanne Jackson, FAIA, NCARB</b>	NCARB	
Salt Lake City, UT	2018–2021	
<b>Rhea Steele, CAE</b>	Public Member	
Washington, DC	2018–2021	



## 2019 ANNUAL REPORT ON ARCHITECTURE EDUCATION

National Architectural Accrediting Board

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