



National Architectural Accrediting Board

# 2021 Annual Report on Architecture Education



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# FROM THE PRESIDENT AND THE EXECUTIVE DIRECTOR OF NAAB

On behalf of the NAAB Board of Directors and the organization's staff team, it is our pleasure to present the 2021 NAAB Annual Report on Architecture Education. This document represents NAAB's progress during the year 2021 and is comprised of three parts:

- Part I: Programs, Enrollment, and Degrees Awarded
- Part II: Faculty and Team Pool Statistics
- Part III: Accreditation Decisions and Other Activities

For the past two years, NAAB has been conducting accreditation visits virtually to ensure the health and safety of our teams in response to the COVID-19 pandemic. NAAB continues to engage programs and teams for feedback on the virtual visit process and the implementation of the *Virtual Site Visit Supplement (VSV Supplement) to the 2020 Procedures for Accreditation*. Virtual visits will continue through the end of 2023.

The spring 2021 visit cycle marked the first accreditation visit to be conducted under the 2020 Conditions and Procedures for Accreditation, with 7 more occurring during the fall 2021 visit cycle. NAAB delivered seven trainings during the year to prepare programs for the implementation of the 2020 Conditions and Procedures. All are freely and fully accessible on the [Workshops and Program Trainings](#) page of the NAAB website.

The annual report highlights the work of nearly 50 NAAB volunteers who contributed over 1,800 hours to the important task of professional accreditation in architectural education. NAAB expresses its gratitude to these dedicated individuals for sharing their time and talent in the critically important tasks of ensuring the quality of accredited professional degree programs in architecture, as well as those in candidacy or pursuing eligibility for accreditation. During calendar year 2021 NAAB reviewed 14 professional degree programs in architecture at 13 institutions: seven for continuing accreditation; one for initial accreditation; two for continuation of candidacy, two for initial candidacy, and two for eligibility.

As of May 2022, 173 programs at 137 institutions hold NAAB accreditation—170 programs at 134 institutions in the United States and three programs at three international institutions. This report recognizes the commitment and progressive work of the NAAB Board of Directors and staff. These dedicated individuals have led the organization through challenging times and pursued significant organizational change, with the goal of better serving NAAB's constituents and stakeholders equitably. Part III of this report highlights the work currently underway by board committees, special task forces, and staff to implement strategic and procedural enhancements across the programs and processes of NAAB accreditation, certification, and evaluation.

NAAB will continue to engage with academic programs, the profession, related organizations, our collateral partners, and our dedicated volunteers to fulfill NAAB's vision of advancing educational quality assurance standards, and to support processes that anticipate the needs of academic programs, of the profession of architecture, and of society to promote a better built environment.

Please contact us at [accreditation@naab.org](mailto:accreditation@naab.org) with any questions or comments.

With best regards,



Rebecca O'Neal  
2021-2022 NAAB President



Tanya Tamarkin  
Executive Director

# VISION, MISSION, AND CORE VALUES OF 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

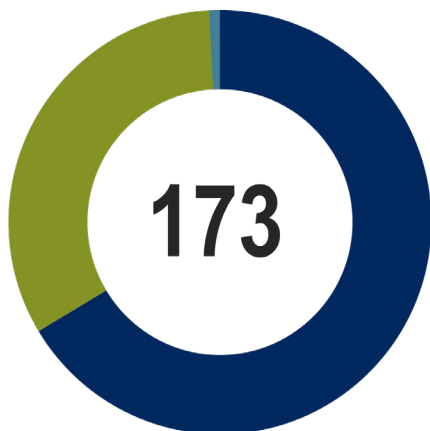
## **ACCREDITED PROGRAMS, ENROLLMENT, AND DEGREES AWARDED**

## Accredited Programs

### Number of Accredited Programs

In AY 2020–21, 173 accredited programs were housed in 136 institutions with U.S. regional accreditation. Of the 173 programs, 115 (66%) are Master of Architecture programs, 57 (33%) are Bachelor of Architecture programs, and 1 (1%) is a Doctor of Architecture program.

Of the 136 institutions that offer accredited architecture programs, 99 (73%) offer one accredited program, and 37 (27%) offer two accredited programs.



**115**  
Master  
of Architecture

**57**  
Bachelor  
of Architecture

**1**  
Doctor  
of Architecture

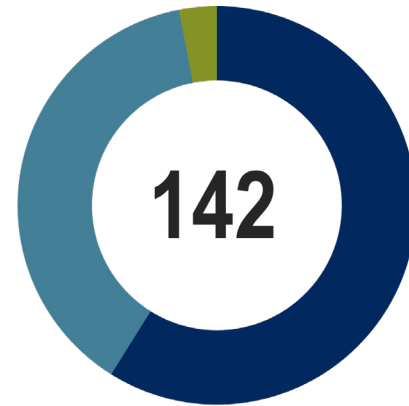
### Number of Candidate Programs

Data included in this report are only for those programs that achieved initial candidacy by July 1, 2021. All programs visited for candidacy in 2022 submitted their first statistical reports in fall 2021. See part 3 of this report for additional information on programs in or seeking candidacy. Of the 7 programs in candidacy in AY 2020-21, 5 were M. Arch. programs and 2 were B. Arch. programs.



### Institution Type

Eighty-four (59%) are public institutions; 54 (38%) are private, not-for-profit institutions; and 4 (3%) are private, for-profit institutions.



**84**  
Public  
Institutions

**54**  
Private,  
Not-For-Profit  
Institutions

**4**  
Private,  
For-Profit  
Institutions

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

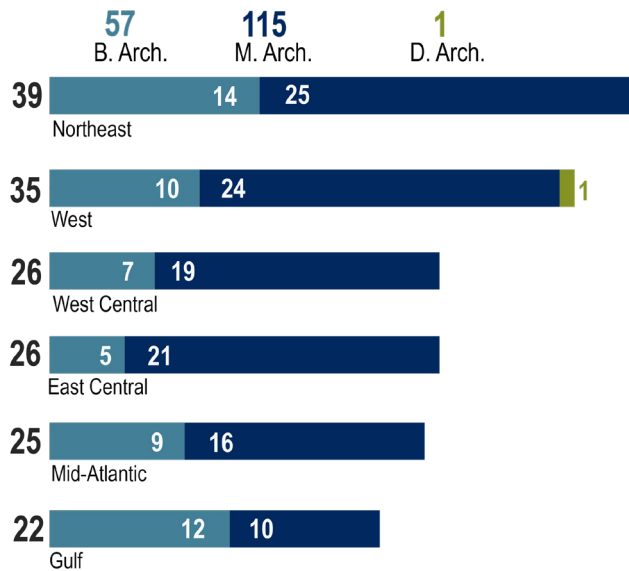
The table below shows the total number of students enrolled in accredited degree programs by ACSA region. The number of programs in each region is shown on the left. This table does not include candidate programs.

Total enrollment in all ACSA regions increased by 1% from 2020. The Mid-Atlantic region saw the greatest percentage decrease in enrollment, down 11% from 2020 numbers. The West Central region saw the greatest percentage increase, up by 15% from 2020. Increases/decreases in the remaining regions were:

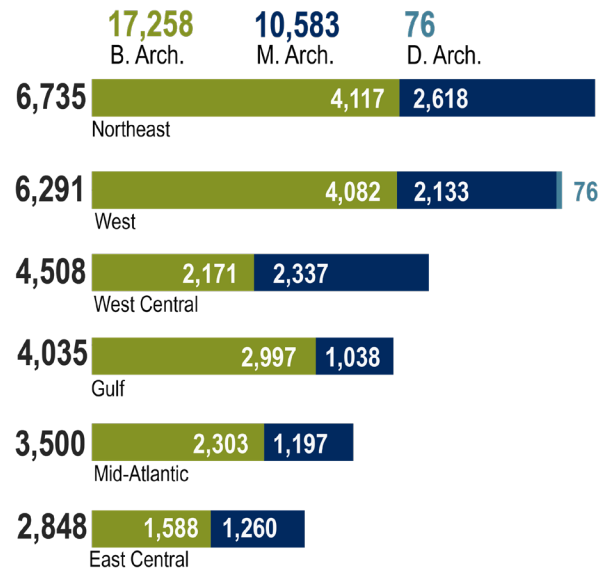
- West, +3%
- Northeast, +4%
- East Central, +1%
- Gulf, +2%

## Programs and Enrollment in ACSA Regions

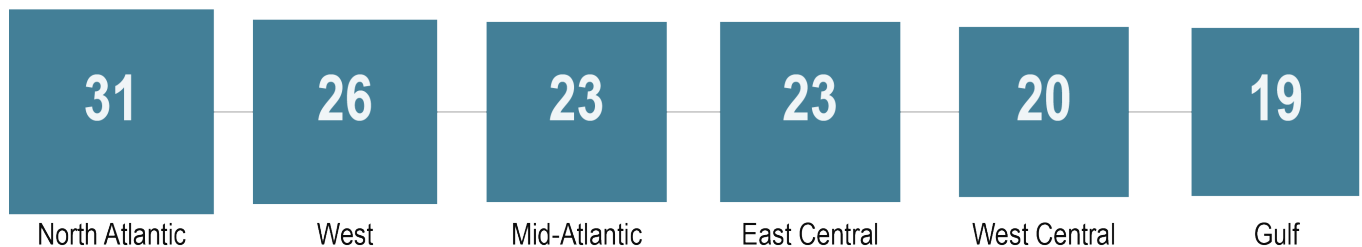
**173** Total Programs



**27,917** Total Enrollment



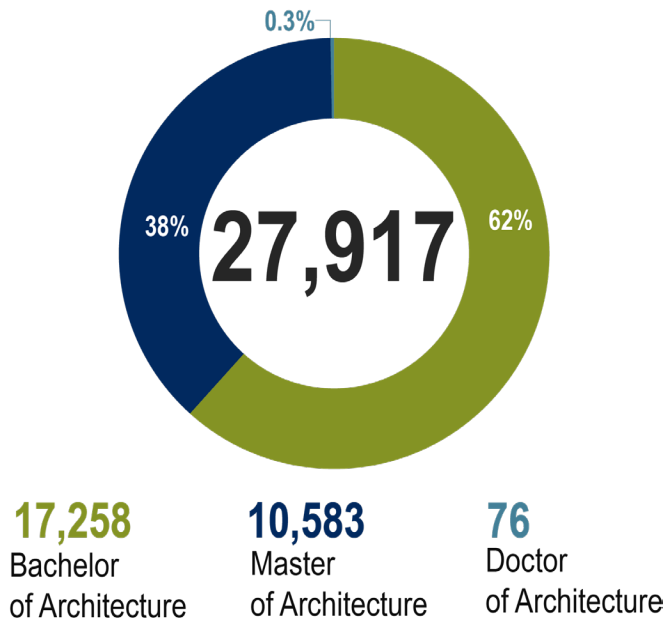
## Number of Institutions in ACSA Regions





## Enrollment

### Overall Enrollment in Accredited Programs by Degree



There are 27,917 students enrolled in NAAB-accredited degree programs: of this total, 17,258 (62%) are enrolled in Bachelor of Architecture programs, 10,583 (38%) in Master of Architecture programs, and 76 (.3%) in Doctor of Architecture programs.

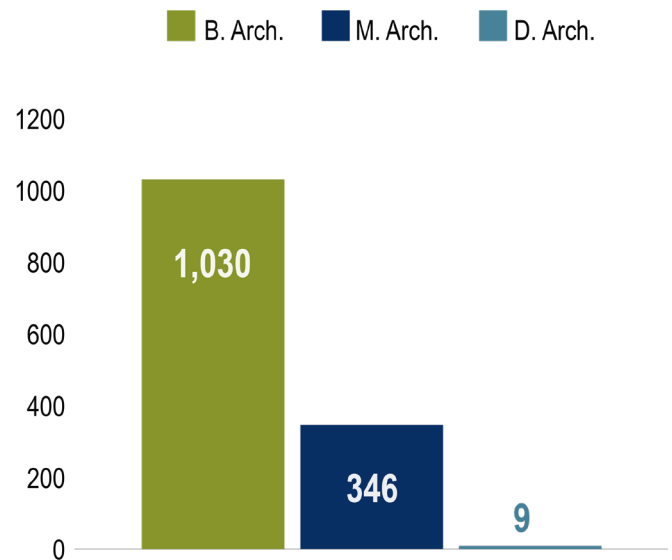
Of the students enrolled, 25,740 (92%) are enrolled full-time, and 2,177 (8%) are enrolled part-time.



Overall, enrollment in accredited programs increased by a net of 1,385 students, or 5%, from AY 2019–20, when 26,532 students were enrolled in accredited degree programs.



Total enrollment in B. Arch. programs increased by 1,030 over 2019–20 numbers; M. Arch. enrollment increased by 346; and enrollment in D. Arch. programs increased by 9.



There are 15,253 (55%) architecture students enrolled in institutions with public support and 12,664 (45%) in institutions with private support. In 2020, the distribution of enrolled students between public and private institutions was 54% public and 46% private.

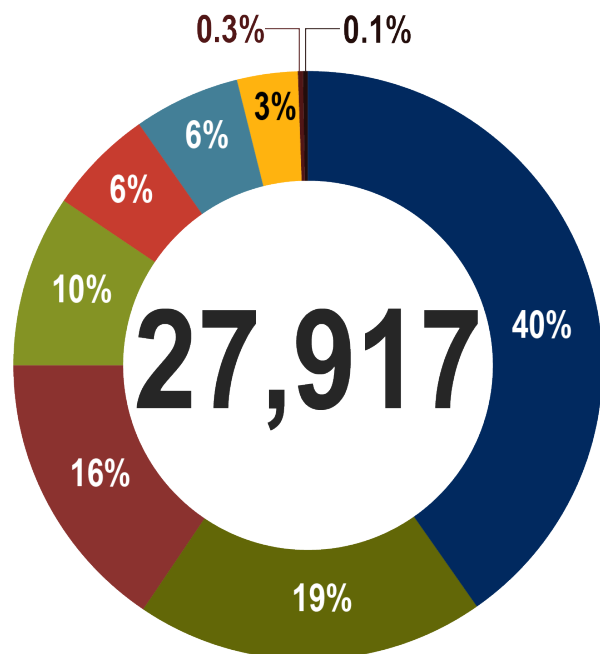


## Overall Enrollment in Accredited Programs by Gender



The gender breakdown of enrolled students is 13,542 (49%) males and 14,375 (51%) females. In 2019–20, the percentage breakdown was 50% male students and 50% female students. The percentages are statistically the same for the B. Arch. and M. Arch. degrees. The D. Arch. degree percentages were 47% for males and 53% for females.

## Overall Enrollment in Accredited Programs by Ethnicity



**11,273**

White

**2,658**

Asian

**908**

Two or more  
races

**5,334**

Hispanic/Latino

**1,665**

Race/Ethnicity  
Unknown

**76**

American Indian/  
Alaska Native

**4,341**

Nonresident alien

**1,624**

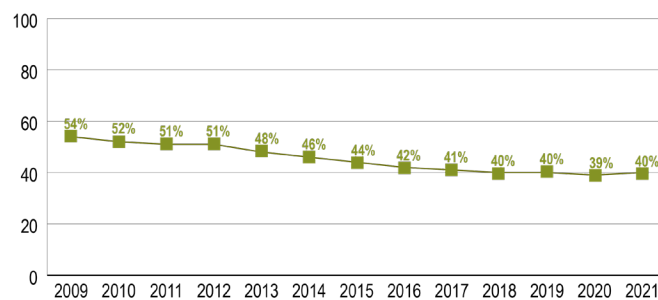
Black/African  
American

**38**

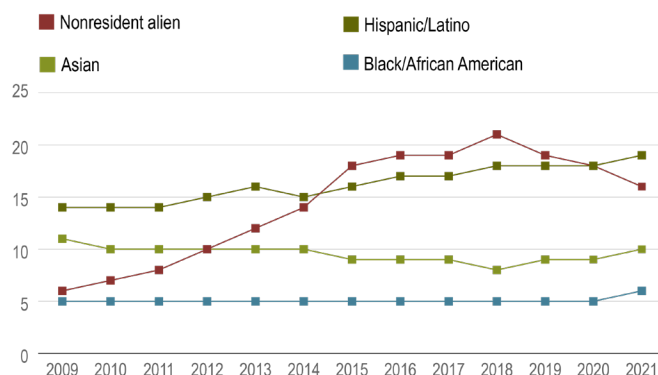
Native Hawaiian/  
Pacific Islander

## Trends in Enrollment by Ethnicity

Enrollment by students who indicated white for ethnicity increased to 40% in 2021. The chart below shows white enrollment as a percentage of total enrollment, 2009–2021.

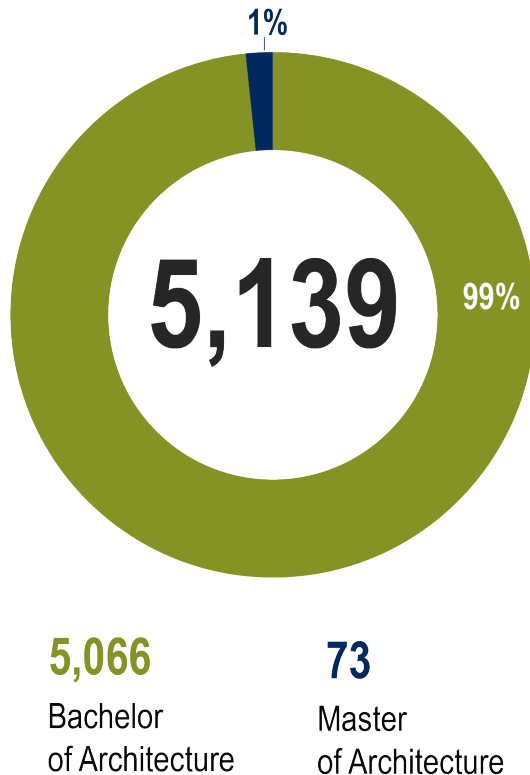


The fastest growing category of ethnicity is nonresident alien. In 2009, this category accounted for 6% of enrollment overall; in 2020, it was 18%. Enrollment of Black/African American students has remained flat over the past eleven years, with a change of 6% of total enrollment in the past two years.



## Overall Enrollment in Candidate Programs by Degree

Of the 5,139 students enrolled in candidate programs in 2020–21, 5,066 (99%) were enrolled in B. Arch. programs and 73 (1%) in M. Arch. programs. There are no D. Arch. candidate programs.



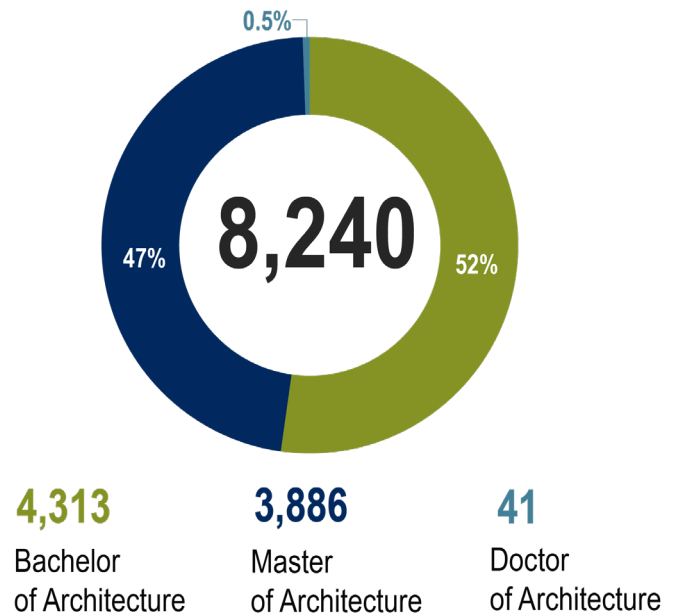
## Overall Enrollment in Candidate Programs by Gender

The gender breakdown of students enrolled in programs that achieved initial candidacy before July 1, 2020, is 1,932 (38%) male students and 3,207 (62%) female. In 2019–20, the gender breakdown for candidate programs was 39% male and 61% female.



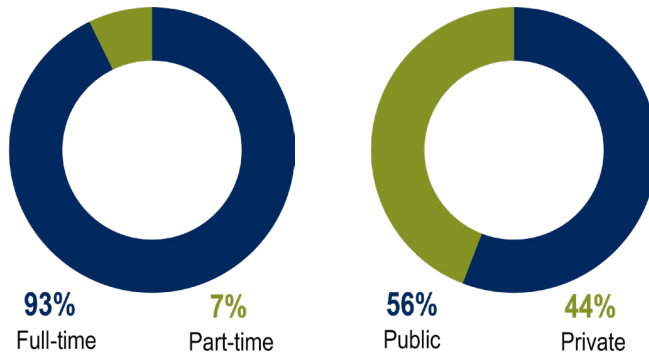
## First-Time Enrollment in Accredited Programs

There are 8,240 newly matriculated students enrolled in NAAB-accredited degree programs for the academic year 2020–21; this number represents a 3% increase over first-time enrollment in 2019–20. The number of new students is approximately 30% of all students enrolled in accredited programs. Of this total, 4,313 (52%) are enrolled in B. Arch. programs, 3,886 (47%) in M. Arch. programs, and 41 (0.5%) in D. Arch. degree programs.



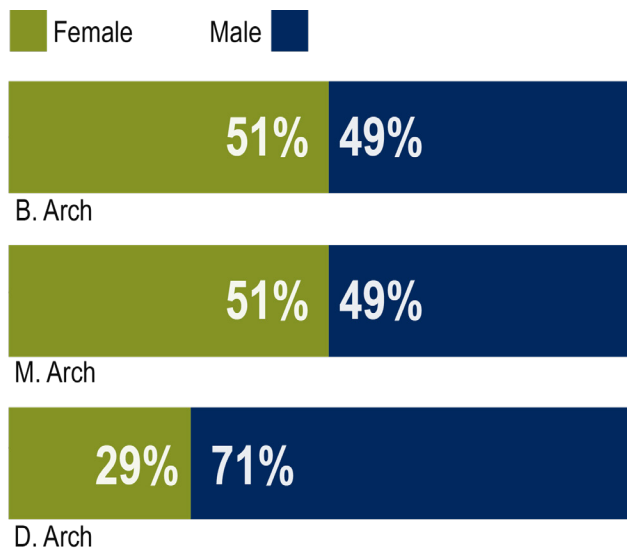
First-time enrollment in B. Arch. programs saw a 5% increase from 2019–20 levels; M. Arch. programs saw a 1% increase over the same time period. The 3% increase in first-time enrollment continued the positive trend first noted in 2015–16, when, after several years of decline, 2015–16 numbers increased by 4% over 2014–15. See page 18 for trends in enrollment between 2009–20.

Of the 8,240 newly enrolled students, 7,680 (93%) are enrolled full-time and 560 (7%) are enrolled part-time. There are 4,579 (56%) architecture students enrolled in institutions with public support and 3,661 (44%) enrolled in institutions with private support.

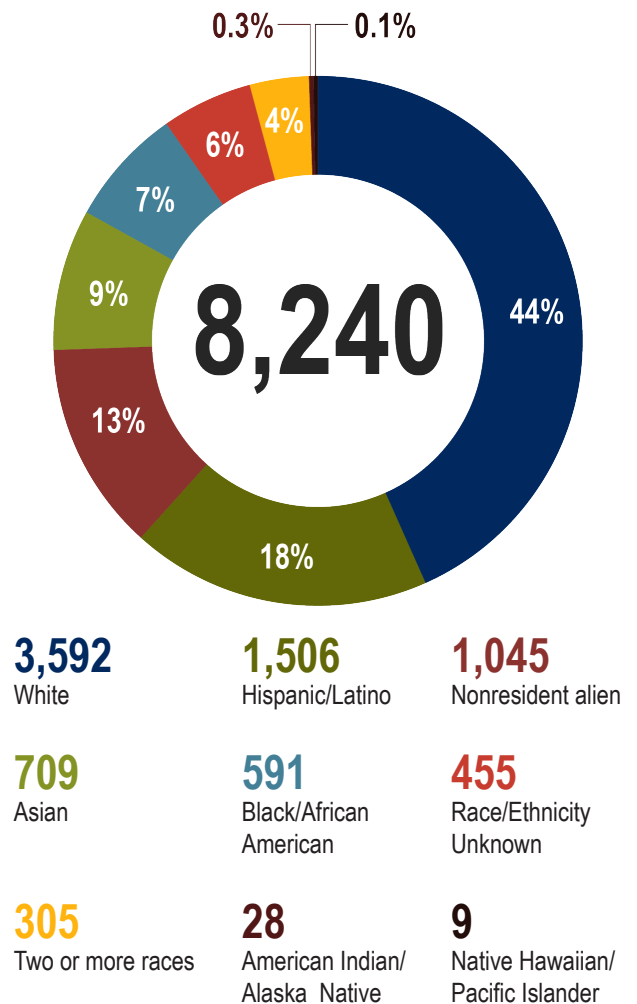


### First-Time Enrollment in Accredited Programs by Gender

The gender breakdown of first-time enrollment is 4,025 (49%) male students and 4,215 (51%) female. These percentages vary slightly from 2019–20 breakdown. The percentages for male/female by degree are as follows:



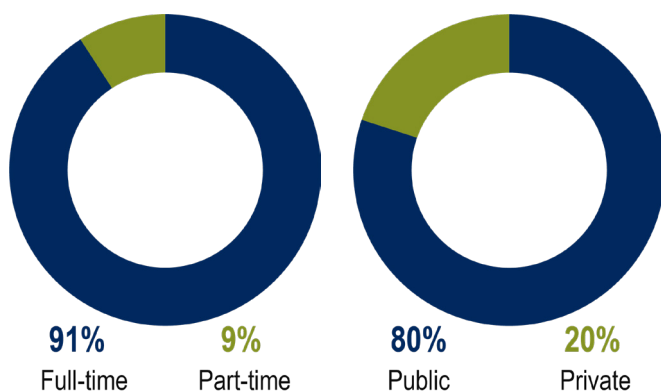
### First-Time Enrollment in Accredited Programs by Ethnicity



## Overall Enrollment in Preprofessional Programs

Of the institutions that offer accredited and candidate architecture programs, 97 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 17,569 students enrolled in preprofessional degree programs in AY 2020–21 which represents a 10% increase from AY 2019–20. See page 18 for trends in overall enrollment in preprofessional programs.



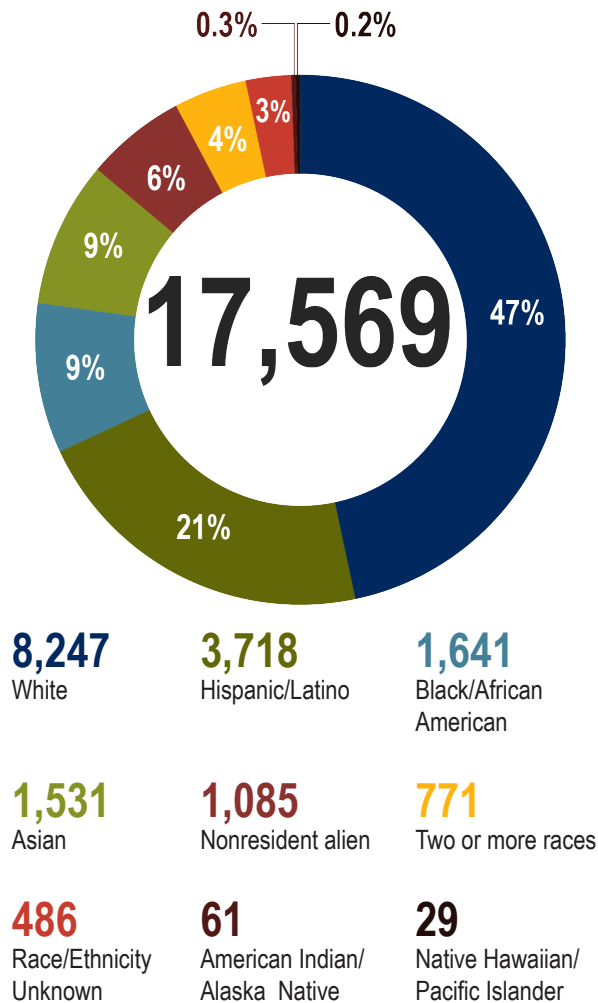
Of the total, 15,991 (91%) are enrolled full-time and 1,578 (9%) part-time. There are 14,137 (80%) architecture students enrolled in institutions with public support and 3,432 (20%) in institutions with private support.

## Enrollment in Preprofessional Programs by Gender

The gender breakdown of preprofessional enrollment was 9,215 (52%) males and 8,354 (48%) females. The percentage breakdown in 2019–20 was 55% males and 45% females.

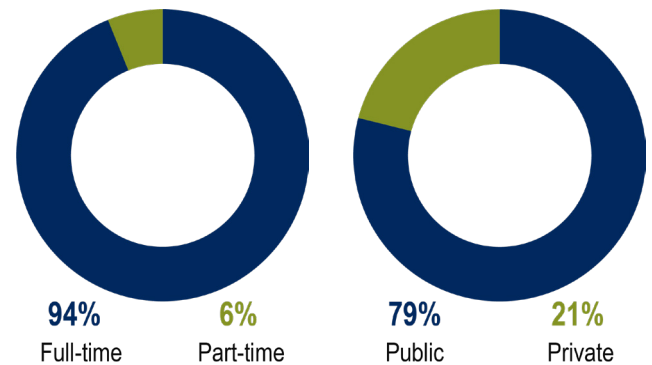


## Enrollment in Preprofessional Programs by Ethnicity



## First-Time Enrollment in Preprofessional Programs

There were 5,200 newly matriculated students enrolled in preprofessional programs at institutions with accredited architecture programs for AY 2020–21; 4,881 (94%) are enrolled full-time and 319 (6%) are part-time. There are 4,122 (79%) architecture students enrolled in institutions with public support and 1,078 (21%) in institutions with private support.

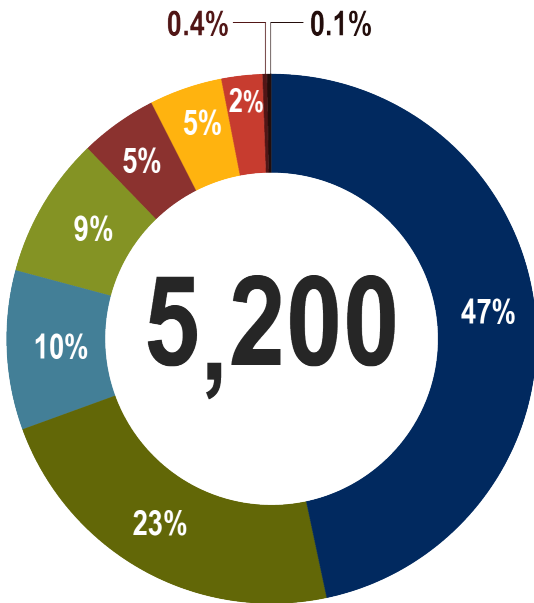


## First-Time Enrollment in Preprofessional Programs by Gender

The gender breakdown of students enrolled is 2,648 (51%) males and 2,552 (49%) females. The 2019–20 breakdown was 54% males and 46% females.



## First-Time Enrollment in Preprofessional Programs by Ethnicity



**2,439**  
White

**1,178**  
Hispanic/Latino

**507**  
Black/African  
American

**448**  
Asian

**239**  
Nonresident alien

**239**  
Two or more races

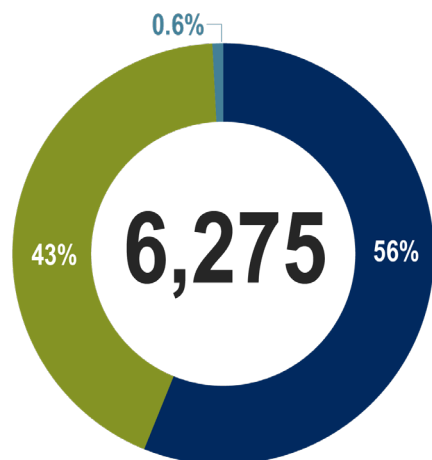
**124**  
Race/Ethnicity  
Unknown

**19**  
American Indian/  
Alaska Native

**7**  
Native Hawaiian/  
Pacific Islander

## Degrees Awarded

### Degrees Awarded by Accredited Programs



**3,522**

Master  
of Architecture

**2,718**

Bachelor  
of Architecture

**35**

Doctor  
of Architecture

A total of 6,275 accredited degrees were awarded in AY 2020–21: 3,522 (56%) were M. Arch. degrees; 2,718 (43%) were B. Arch. degrees; and 35 (0.6%) were D. Arch. degrees.

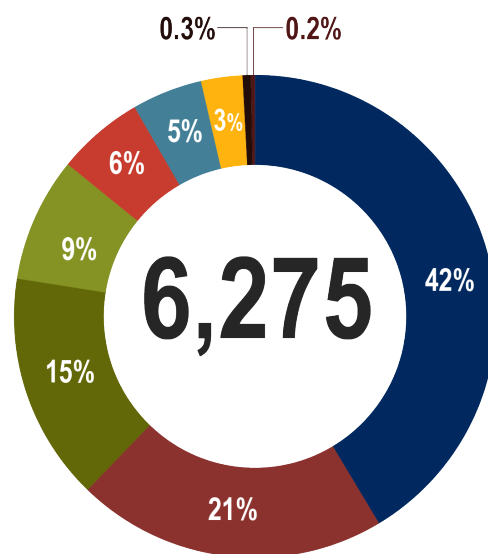
The number of degrees awarded in 2020–21 represents a 3% increase from AY 2019–20.

### Degrees Awarded by Accredited Programs by Gender



The gender breakdown for degrees awarded is 3,094 (49%) males and 3,181 (51%) females. These percentages illustrate a 1% increase in male students and a 6% increase in female students from AY 2018–19. The distribution by gender for degrees awarded is statistically the same for all accredited degrees. The gender breakdown for overall enrollment is 50% males and 50% females.

### Degrees Awarded by Accredited Programs by Ethnicity



**2,612**

White

**1,305**

Nonresident alien

**948**

Hispanic/Latino

**534**

Asian

**362**

Race/Ethnicity  
Unknown

**299**

Black/African  
American

**180**

Two or more races

**18**

Native Hawaiian/  
Pacific Islander

**17**

American Indian/  
Alaska Native



## Degrees Awarded in Preprofessional Programs

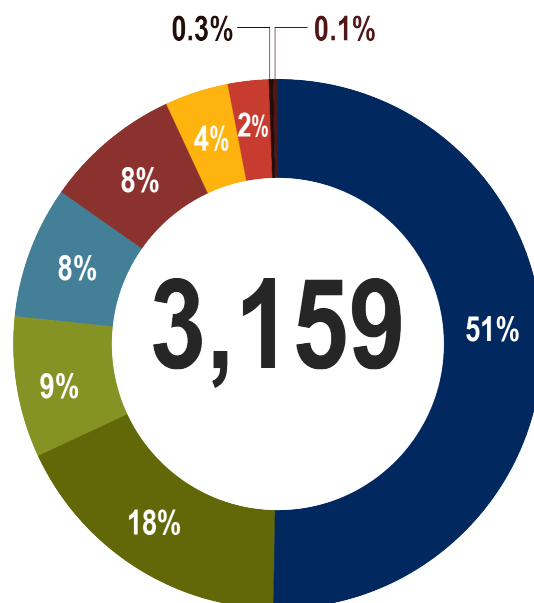
A total of 3,159 preprofessional degrees were awarded in AY 2020–21. This total is a 6% increase from 2019–20, when 2,993 preprofessional degrees were awarded.

## Degrees Awarded in Preprofessional Programs by Gender



The gender breakdown is 1,716 (54%) degrees awarded to male students and 1,443 (46%) to female students. The gender breakdown in 2019–20 was the same.

## Degrees Awarded in Preprofessional Programs by Ethnicity



**1,596**

White

**556**

Hispanic/Latino

**272**

Asian

**261**

Black/African American

**259**

Nonresident Alien

**127**

Two or more races

**75**

Race/Ethnicity Unknown

**9**

Native Hawaiian/Pacific Islander

**4**

American Indian/Alaskan Native

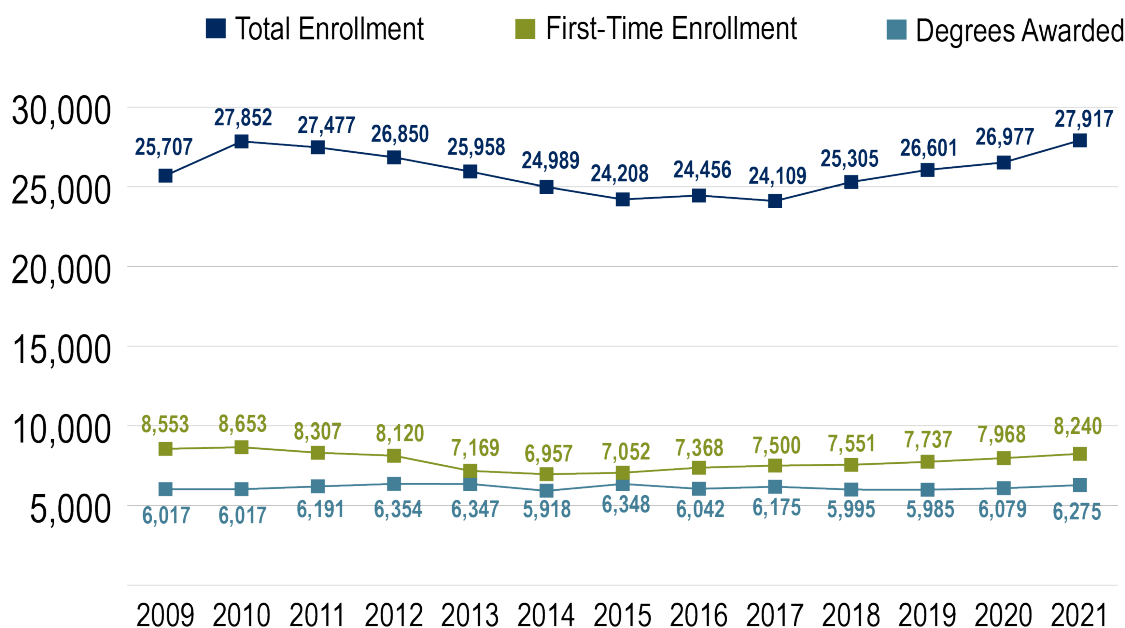
## Post-professional Programs

Of the institutions that offer accredited architecture programs, 74 offer a total of 164 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

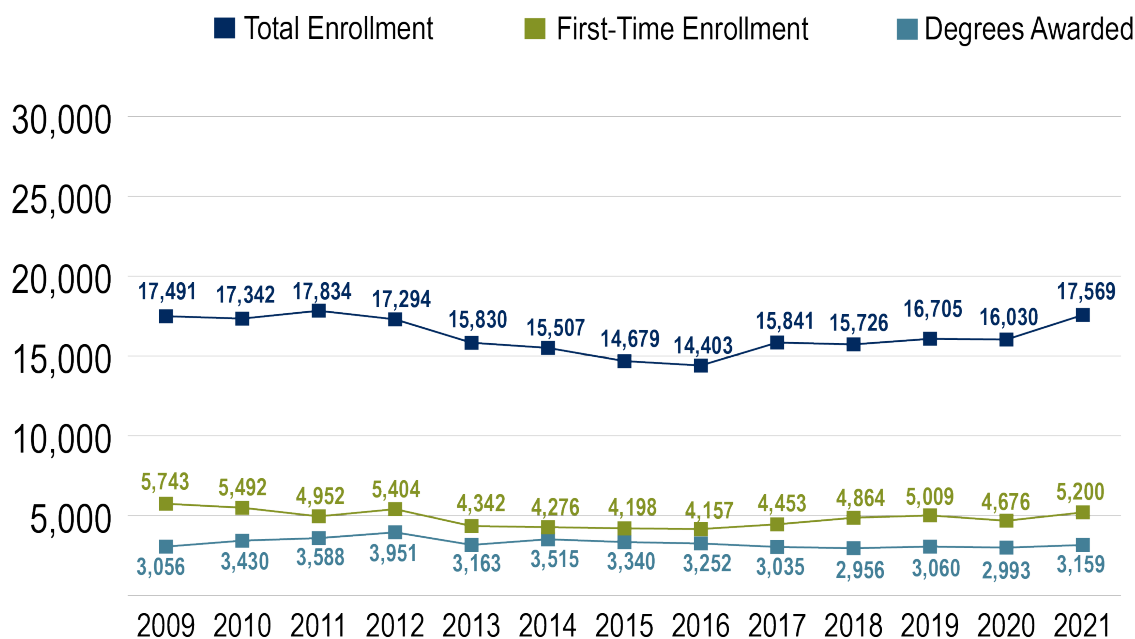
### Accredited Programs

First-time enrollment increased by 3% over 2020 numbers, and overall enrollment increased by 5% for the same period. The number of degrees awarded in 2020 increased by 3% from 2019.



### Preprofessional Programs

Enrollment in preprofessional programs increased by 10% from 2019, and first-time enrollment increased by 11% for the same period. The number of degrees awarded in 2020 increased 6% from 2019.



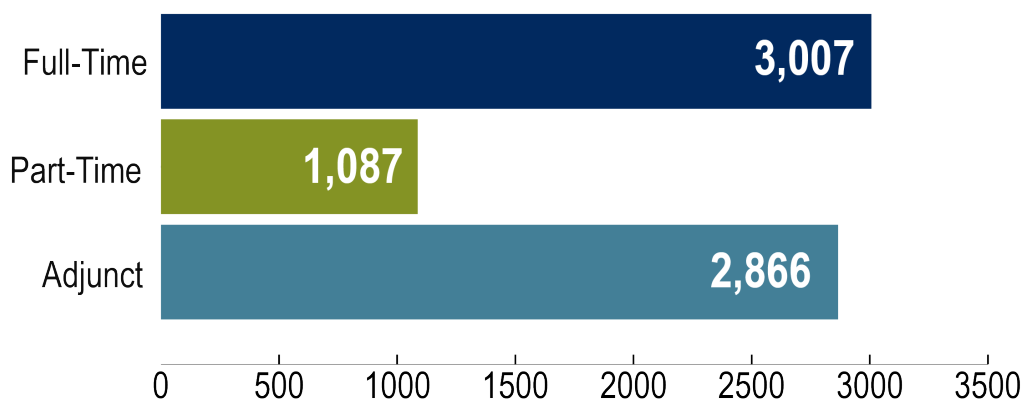
## PART II

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

## Faculty

### Appointment Type

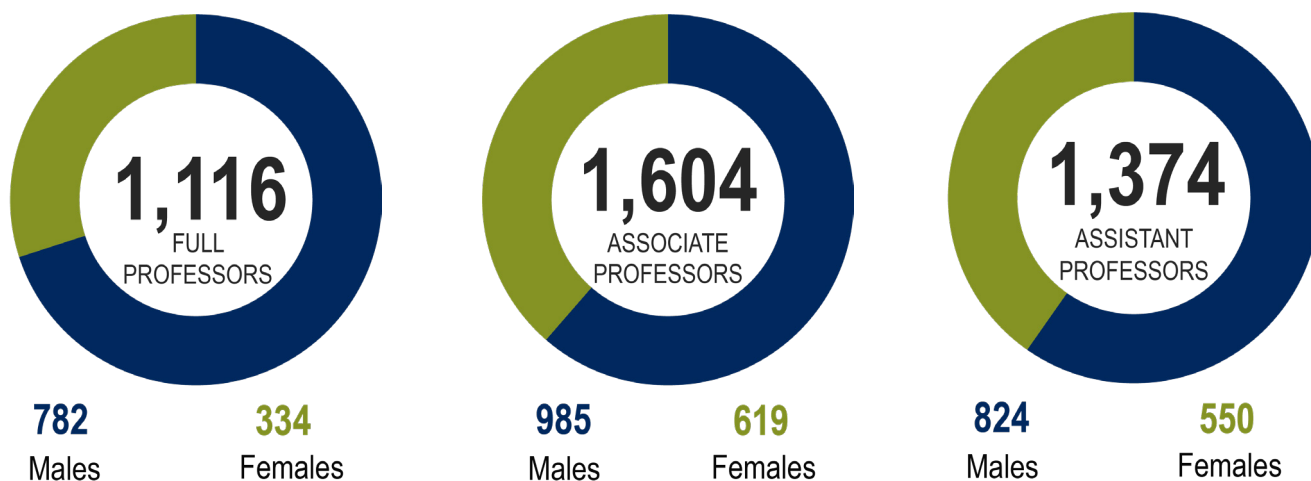
There are 6,960 faculty teaching in NAAB-accredited degree programs: 3,007 (43%) are full-time appointments, 1,087 (16%) are part-time, and 2,866 (41%) are adjuncts.



The total number of faculty in 2019–20 was 6,305. The number of full-time faculty (3,007) has increased 19% from last year's number (2,533). The number of part-time faculty increased by 43% over 2019–20, and the number of adjuncts decreased by 5% over the same period.

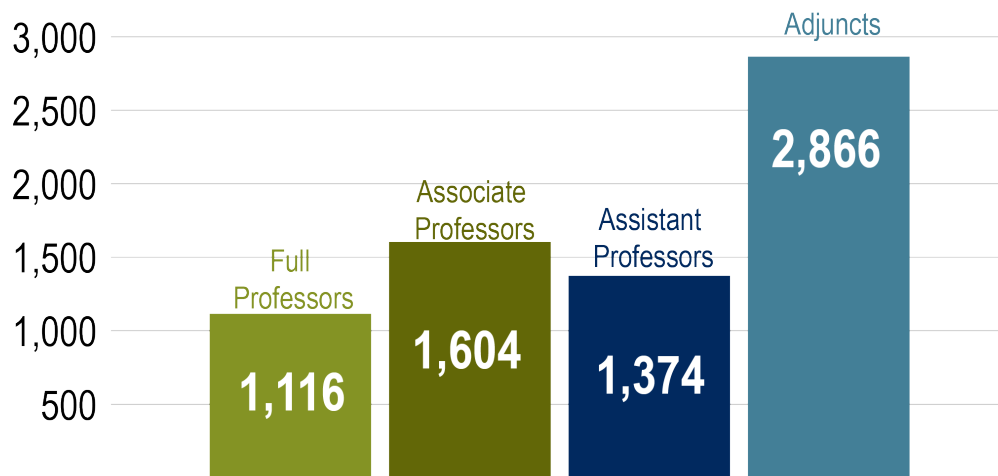
### Gender

The gender breakdown of full- and part-time faculty (excluding adjuncts) is 2,591 (63%) males and 1,503 (37%) females. The percentage distribution shows a 19% increase for males and a 34% increase for females from 2019–20.



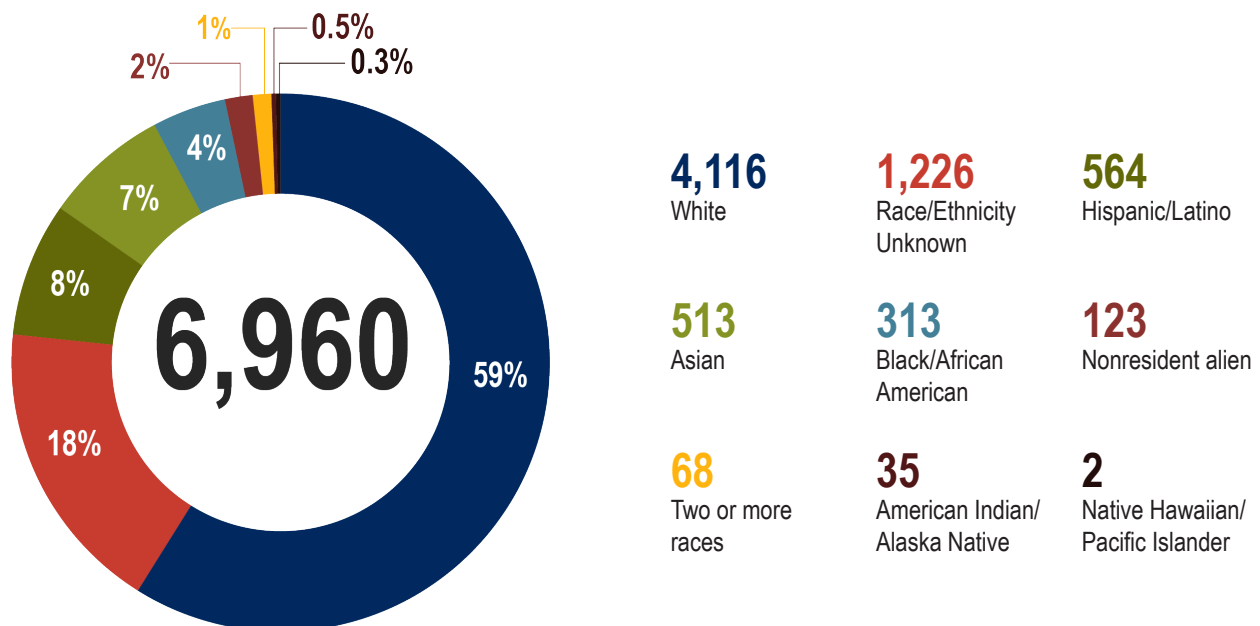
## Academic Rank

Of the 6,960 total faculty, 1,116 (16%) are full professors, 1,604 (23%) are associate professors, 1,374 (20%) are assistant professors, and 2,866 (41%) are adjuncts. The percentage distribution for full professors, assistant professors, and adjuncts is similar to that of 2019–20. The percentage distribution for adjunct professors decreased by 7 points.

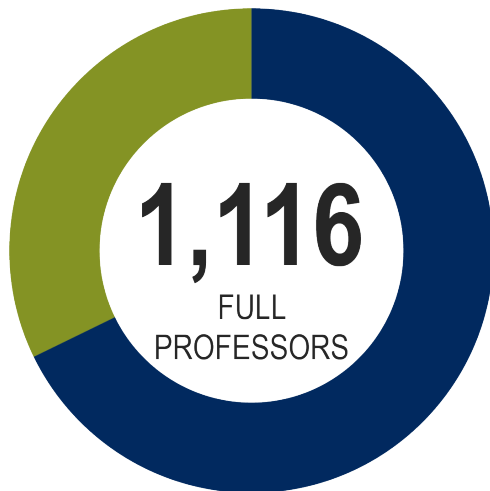


## Ethnicity

Of the 6,960 total faculty (including adjuncts), 4,116 (59%) indicated white for ethnicity. The remaining categories are as follows: 564 (8%) Hispanic; 513 (7%) Asian; 1,226 (18%) Race and ethnicity unknown; 123 (2%) Nonresident alien; 313 (4%) Black or African American; 68 (1%) Two or more races; 35 (.5%) American Indian or Alaska Native; 2 (0.3%) Native Hawaiian/Pacific Islander.



Following is the ethnicity distribution by rank:



**68%**  
White

**32%**  
Other



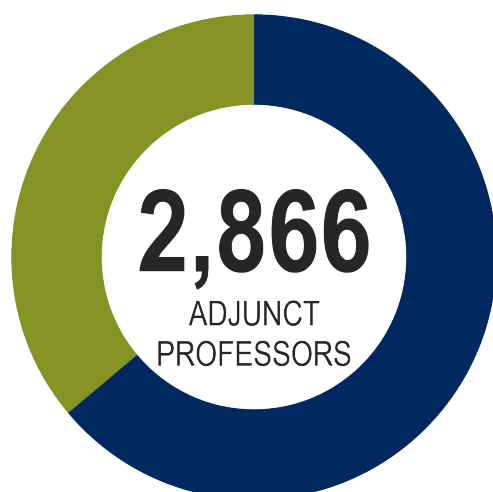
**58%**  
White

**42%**  
Other



**51%**  
White

**49%**  
Other



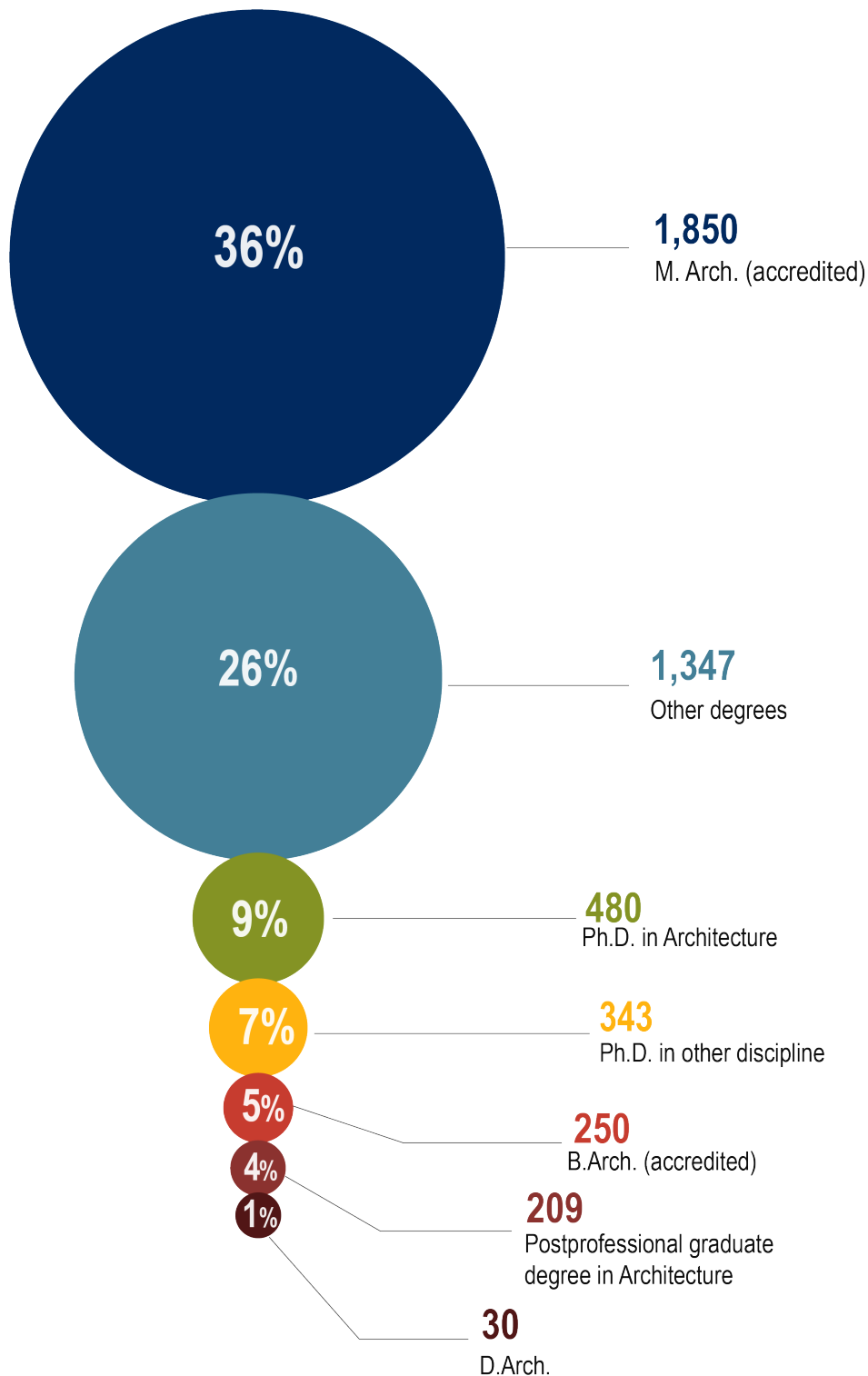
**64%**  
White

**36%**  
Other

## Credentials of Full-Time Faculty

Based on data supplied by accredited architecture programs for AY 2020–21, the 3,007 individuals employed as full-time instructional faculty at the full, associate, or assistant professor level hold a total of 5,103 degrees. Of those 3,007 individuals, 594 (20%) are registered in a U.S. jurisdiction.

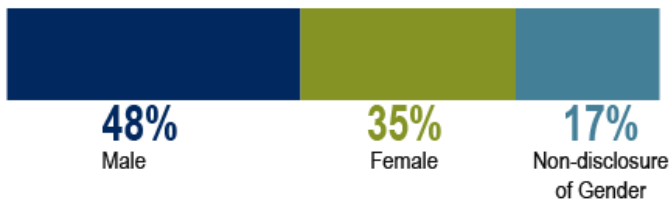
The graphic below does not include adjuncts.



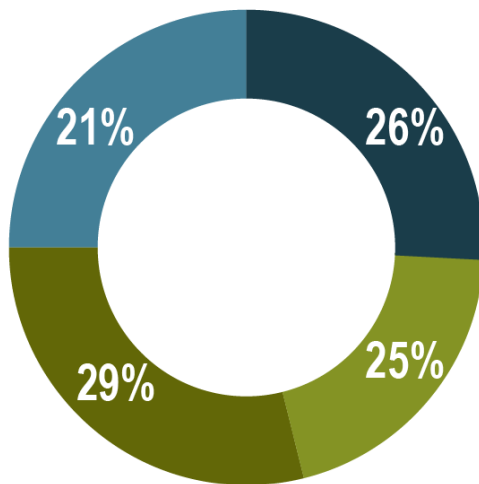
## NAAB Visiting Team Pool

The NAAB visiting team pool comprises roughly 275 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



71

National Council of  
Architectural  
Registration Boards

57

American Institute  
of Architects

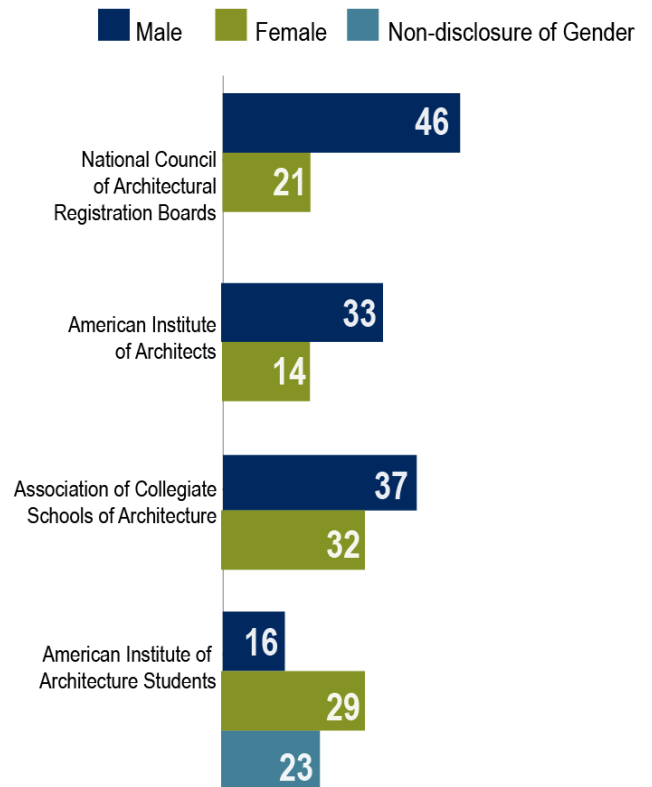
79

Association of  
Collegiate Schools  
of Architecture

68

American Institute  
of Architecture  
Students

### Gender Distribution by Collateral





# PART III

## **2021 ACCREDITATION DECISIONS AND OTHER NAAB ACTIVITIES**

## Programmatic Updates

In the service of NAAB's mission, during 2021 the Board:

- Developed content for, recorded, and delivered eight trainings that include six trainings for programs and two for teams. This equates to 16 hours of live sessions and four hours of recorded content on outcomes-based assessment, examples of evidence, and interpretation of Conditions and Procedures.
- Held focus groups with program directors and team chairs to collect feedback on the first cohort of virtual site visits and incorporated it into the publication of the "Virtual Site Visit Supplement to the 2020 Procedures for Accreditation" to provide programs with supplemental instructions on how to conduct virtual visits. The move to virtual visits through 2023 provides programs with stability and consistency of expectations.
- Invited leadership from ACSA, AIA, AIAS, NCARB, and NOMA to attend NAAB Board meetings to learn about each organization's current initiatives surrounding social justice, diversity, equity, and inclusion.
- Established a public call for public directors and created the Public Director Nominating Committee to review public director nominees received.

NAAB appreciates the effort of the Board members and volunteers serving on the following committees and task force:

- Assessment + Evaluation Committee
- Finance & Audit Committee
- Governance Committee
- International Committee
- Certification Task Force

## 2021 Accreditation Cycle and Decisions

In calendar year 2021, NAAB held virtual accreditation visits at 12 institutions and reviewed 13 professional degree programs in architecture.

- 6 visits to review 7 programs for continuing accreditation
- 1 visit for initial accreditation
- 2 visits for continuation of candidacy
- 1 visit for eligibility
- 2 visits for initial candidacy

### Results of 2021 Accreditation Decisions

As part of the transition from the 2014 Conditions for Accreditation to the 2020 Conditions for Accreditation, NAAB allowed programs whose visits occurred in 2021 to select which standards they would be reviewed under.

### 2014 Conditions for Accreditation and 2015 Procedures for Accreditation

#### *Eight-year Term of Continuing Accreditation*

American University in Dubai (B.Arch.)  
 California Baptist University (M.Arch.)  
 Columbia University (M.Arch.)  
 Cornell University (M.Arch.)  
 Rochester Institute of Technology (M.Arch.)

### 2020 Conditions and Procedures for Accreditation

*Eight-year Term of Continuing Accreditation with a Plan to Correct*  
 Illinois Institute of Technology (B.Arch. and M.Arch.)

*Three-year Term of Initial Accreditation*  
 Kean University (M.Arch.)

*Continuation of Candidacy*  
 Indiana University (M.Arch.)

*Initial Candidacy*  
 Belmont University (B.Arch.)  
 Utah Valley University (B.Arch.)

*Eligibility*  
 American University of Ras Al Khaimah (B.Arch.)  
 Samford University (M.Arch.)  
 The American University in Cairo (B.Arch.)

Given the limited number of programs in 2021 who were reviewed under the 2020 Conditions and Procedures for Accreditation, NAAB will publish the first analysis of visits under the 2020 Conditions and Procedures in the 2022 Report, after sufficient visits have taken place.

## Candidate Programs

As of July 1, 2022, NAAB is managing 10 programs seeking or in candidacy for accreditation; the status of these programs is described below.

### Programs with Eligibility Preparing for Initial Candidacy

Institution	Degree Program	Recent Activity	Next Step
American University of Ras Al Khaimah (UAE)	B.Arch.	Eligibility (2021)	Initial Candidacy (2022)
Samford University (AL)	M.Arch.	Eligibility (2021)	Eligibility Visit (2022)
The American University in Cairo (Egypt)	B. Arch.	Eligibility (2022)	Initial Candidacy (2022)

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

Institution	Degree Program	Recent Activity	Next Step
Fairmont State University (WV)	M. Arch.	Eligibility (2013) Candidacy denied (2015) Initial Candidacy (2018) Continuation of Candidacy (2020)	Continuation of Candidacy or Initial Accreditation (2022)
New York City College of Technology	B.Arch.	Eligibility (2017) Initial candidacy (2018) Continuation of Candidacy (2020)	Continuation of Candidacy or Initial Accreditation (2022)
New York Institute of Technology	M.Arch.	Eligibility (2016) Initial Candidacy (2017) Continuation of Candidacy (2019)	Continuation of Candidacy or Initial Accreditation (2022)
Universidad Peruana de Ciencias Aplicadas (Peru)	B. Arch.	Eligibility (2018) Initial candidacy (2019)	Continuation of Candidacy (2022)
Belmont University (TN)	B. Arch.	Eligibility (2020) Initial Candidacy (2021)	Continuing Candidacy (2023)
Indiana University Eskenazi School of Art, Architecture and Design (IN)	M.Arch.	Eligibility (2018) Initial Candidacy (2019) Continuation of Candidacy (2021)	Continuation of Candidacy (2023)
Utah Valley University (UT)	B. Arch.	Eligibility (2020) Initial Candidacy (2021)	Continuation of Candidacy (2023)

## 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. ICert indicates programs that provide an educational experience meeting acceptable standards, even though such programs 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 United States. Programs with the ICert designation are focused on preparing graduates to practice in their home countries.

NAAB continues to receive requests to evaluate programs outside the U.S. to determine whether they are substantially equivalent to U.S. programs in educational outcomes. The status of the 21 programs currently holding or pursuing the ICert designation is listed below.

### Programs with NAAB International Certification

Institution (Country)	Most Recent Activity	Next Steps/Visits
University of Bahrain (Bahrain)	Received ICert in 2015	Visit to renew ICert in 2021
Pontificia Universidad Católica de Chile (Chile)	Received ICert in 2016	Visit to renew ICert in 2022
University College Dublin (Ireland)	Received ICert in 2017	Visit to renew ICert in 2023
Hashemite University (Jordan)	Received ICert in 2021	Visit to renew ICert in 2022
Dar Al Uloom (Kingdom of Saudi Arabia)	Received ICert in 2018	Visit to renew ICert in 2024
Effat University (Kingdom of Saudi Arabia)	Received ICert in 2019	Visit to renew ICert in 2025
Imam Abdulrahman Bin Faisal (formerly University of Dammam) (Kingdom of Saudi Arabia)	Received ICert in 2016	Visit to renew ICert in 2022
King Saud University (Kingdom of Saudi Arabia)	ICert renewed in 2019	Visit to renew ICert in 2025
Kuwait University (Kuwait)	ICert renewed in 2016	Visit to renew ICert in 2022
Holy Spirit University of Kaslik (Lebanon)	Received ICert in 2019	Visit to renew ICert in 2025
Universidad Europea de Madrid (Spain)	Received ICert in 2015	Visit to renew ICert in 2021
Universidad Politécnica de Madrid (Spain)	Received ICert in 2015	Visit to renew ICert in 2021
Universidad San Pablo CEU (Spain)	Received ICert in 2015	Visit to renew ICert in 2021
Eastern Mediterranean University (North Cyprus, Turkey)	Received ICert in 2016	Visit to renew ICert in 2022
Istanbul Technical University (Turkey)	ICert renewed in 2015	Visit to renew ICert in 2021
Yildiz Technical University (Turkey)	Received ICert in 2019	Visit to renew ICert in 2025
Qatar University (Qatar)	Received ICert in 2018	Visit to renew ICert in 2024

### Programs pursuing NAAB International Certification

Jordan University of Science and Technology (Jordan)	Visit 2 complete, 2021 Visit 1 complete, 2019	Visit 3 pending
Al-Yamamah University (Kingdom of Saudi Arabia)	Visit 1 complete, 2021	Visit 2, spring 2023
IE University (Spain)	Visit 1 complete, 2020	Visit 2 pending

## FY 2020 Independent Auditor's Report on Financial Statements

The most recent independent auditor's report on NAAB's financial statements is for the fiscal year ending December 31, 2018. The Statement of Activities from the FY 2020 report is below.

### National Architectural Accrediting Board, Inc.

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

<i>For the Years Ended December 31,</i>	<b>2020</b>	<b>2019</b>
<b>Support and revenue</b>		
Contributions		
Contributions - PPP loan forgiveness	\$ 157,400	\$ -
Exchange transactions		
Collateral partner membership	1,234,000	1,210,000
EESA evaluation	348,190	383,914
Rental income	142,022	146,895
School evaluation fee	102,700	114,000
Other program income	28,528	30,376
Investment income	127,875	197,588
<b>Total support and revenue</b>	<b>2,140,715</b>	<b>2,082,773</b>
<b>Expenses</b>		
Program services		
Accreditation	383,962	734,637
EESA	322,666	305,461
Substantial equivalency	141,511	84,939
Canberra Accord	52,002	76,219
<b>Total program services</b>	<b>900,141</b>	<b>1,201,256</b>
Supporting services		
Management and general	552,094	1,006,517
<b>Total expenses</b>	<b>1,452,235</b>	<b>2,207,773</b>
<b>Change in net assets</b>	<b>688,480</b>	<b>(125,000)</b>
<b>Net assets, beginning of year</b>	<b>1,236,373</b>	<b>1,361,373</b>
<b>Net assets, end of year</b>	<b>\$ 1,924,853</b>	<b>\$ 1,236,373</b>

The accompanying Notes to Financial Statements are an integral part of these financial statements.

## 2021 NAAB DIRECTORS

### *President*

**Marilyn R. Nepomechie, FAIA, DPACSA, NCARB** ACSA  
Miami, FL 2018-2021

### *President-elect*

**Rebecca O'Neal** ACSA  
Auburn, AL 2019-2022

### *Treasurer*

**Ben Lee, FAIA** AIA  
Honolulu, HI 2018-2021

### *Secretary*

**Jeanne Jackson, FAIA, NCARB** NCARB  
Salt Lake City, UT 2018-2021

### *Past President*

**Barbara A. Sestak, FAIA** NCARB  
Portland, OR 2017-2020

**Kelly Hayes McAlonie, FAIA** AIA  
Buffalo, NY 2020-2023

**David Hoffman, FAIA, NCARB** NCARB  
Wichita, KS 2020-2023

**Damon Leverett, MFA, AIA, NCARB** AIA  
Tucson, AZ 2019-2022

**Robyn Payne, Assoc. AIA** AIAS  
Somerville, MA 2019-2021

**Michaele Pride, Assoc. AIA, NOMA** ACSA  
Albuquerque, NM 2020-2023

**Annie Ringhofer** AIAS  
Kansas City, MO 2020-2022

**Raúl Rivera-Ortiz, AIA, NCARB** NCARB  
San Juan, PR 2019-2022

**Rhea Steele, CAE** Public Member  
Washington, DC 2018-2021

**Gretchen Frickx, EdD** Public Member  
San Juan, PR 2020-2023



## 2021 ANNUAL REPORT ON ARCHITECTURE EDUCATION

National Architectural Accrediting Board

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