
2009 Report on Accreditation in Architecture Education

The National Architectural
Accrediting Board, Inc.



February 2010

NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.

Mission

The mission of the NAAB is leadership in, and the establishment of, educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

The NAAB is the only agency recognized by registration boards in the United States to accredit professional degree programs in architecture. Because most registration boards require an applicant for licensure to hold an NAAB-accredited degree, obtaining such a degree is an essential part of gaining access to the licensed practice of architecture.

Historical Background

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

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

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

CONTENTS

Introduction.....	3
2009 Accreditation Decisions.....	4
2009 Focused Evaluations.....	6
Annual Report Submission (ARS).....	7
Accredited Programs.....	8
Enrollment.....	11
Matriculated Students.....	13
Degrees Awarded.....	14
Pre-professional/Post Professional Programs.....	16
Faculty.....	18
Highlights from 2009.....	22
Board of Directors/NAAB Staff.....	26

INTRODUCTION

On behalf of the directors and staff of the National Architectural Accrediting Board, Inc. (NAAB), it is my pleasure to transmit the **2009 Report on Accreditation in Architecture Education**. The NAAB has developed this report with three purposes in mind: to provide the accreditation actions taken in 2009, to report aggregated statistics on NAAB-accredited programs, and to highlight other accreditation-related activities in 2009.

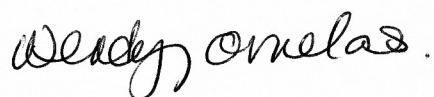
This is the second edition of this report; the first having been released in May 2008. The report presents information on accreditation actions and accredited programs on an annual basis. The decisions represented in this report were all made on the basis of visits and *Visiting Team Reports* submitted in 2009; these decisions were all effective January 1, 2009. There were 20 accreditation actions, two candidacy application reviews, and nine focused evaluations in 2009 involving 125 volunteers. The level of commitment from these volunteers is remarkable. The NAAB wishes to express its gratitude to each of them for sharing their time and talent in the critically important work of assuring the quality of accredited professional degree and candidate programs in architecture.

In 1975, the NAAB became responsible for establishing and maintaining “a data bank of comparable information on schools.” This is now fulfilled by the Annual Report Submission system (ARS). The charts included in this report are designed to provide aggregated information on programs, students, and faculty for the 2008-2009 academic year. The ARS represents a significant step forward in the ability of NAAB to collect and to present data that is consistent, rigorous, verifiable, and comparable. As additional years are reported, we will begin to compare current-year information with that from prior years. We owe a great deal of thanks to the staff for their efforts to bring this significant project to completion.

Finally, I would be remiss if I did not acknowledge the significant contribution of the 2009-2010 NAAB Directors and Presidents, Douglas L Steidl, FAIA (2008-2009) and Bruce Blackmer, FAIA (2007-2008). In 2009, the NAAB concluded the 18-month Accreditation Review Process with the final approval and publication of the *2009 NAAB Conditions for Accreditation*. This effort was, from the very beginning in 2007, a process of input, evaluation, and development. The *2009 Conditions* set the minimum standards and expectations all accredited programs must meet beginning with visits scheduled for 2011.

In conclusion, I hope you agree this report serves as a valuable communications tool and is useful to the schools of architecture, accredited programs and, the profession. Please feel free to share suggestions for improvements or changes by contacting the NAAB at forum@naab.org.

Thank you for your support,



Wendy Ornelas, FAIA
President

2009 ACCREDITATION DECISIONS

In 2009, the NAAB Board of Directors reviewed the *Visiting Team Reports* and recommendations for 18 programs. This includes two programs seeking continuation of candidacy. Additionally, one program was approved for a nomenclature change and two programs were accepted as eligible for candidacy.

Overall, 125 volunteers (including observers and NAAB Directors) participated on visiting or review teams in 2009.

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.).

Six-year term of accreditation:

The Catholic University of America (M. Arch) [2015]
Hampton University (M. Arch) [2015]
Massachusetts Institute of Technology (M. Arch) [2015]
Miami University (M. Arch) [2015]
Polytechnic Universidad de Puerto Rico (B. Arch) [2015]
Princeton University (M. Arch) [2015]
Southern University and A&M College (B. Arch) [2015]
University of Arizona (B. Arch.) [2015]
University of Cincinnati (M. Arch) [2015]
University of Colorado, Denver (M. Arch) [2015]
University of Illinois, Chicago (M. Arch) [2015]
University of Illinois at Urbana-Champaign (M. Arch) [2015]
University of Minnesota (M. Arch) [2015]
University of Nebraska (M. Arch) [2015]
University of Oklahoma (B. Arch & M. Arch) [2015]
University of Virginia (M. Arch) [2015]

Three-year terms of accreditation:

State University of New York at Buffalo (M. Arch) [2012]

Continuation of Candidacy:

Massachusetts College of Art (M.Arch) [Initial Accreditation expected in 2011]
School of the Art Institute of Chicago (M.Arch) [Initial Accreditation expected in 2011]

Nomenclature Change

Drury University (from B.Arch to M.Arch [non-baccalaureate])

Eligibility for Candidacy (new action)

Academy of Art University (B.Arch)
Woodbury University (M.Arch)

Analysis of Visiting Team Reports

During 2009, there were accreditation visits to 19 institutions. Of the institutions visited, four offer only the B. Arch. degree and 14 offer only the M. Arch. One of the institutions offers both.

Among the programs visited, two are in candidacy. Because of the unique nature of candidacy visits, these two are not included in the analysis that follows. Thus, a total of 18 individual degree programs offered by 17 institutions were analyzed.

2009 ACCREDITATION DECISIONS

2004 Conditions for Accreditation 1-12

For the purposes of analyzing VTR results for Conditions 1-12, the analysis is confined to the institution offering the accredited degree programs. Of the 17 institutions offering professional degree programs visited for continuing accreditation:

- One did not meet five of Conditions 1-12.
- Two more did not meet four of Conditions 1-12.
- Two more institutions did not meet three of Conditions 1-12.
- Two institutions did not meet two of Conditions 1-12.

Eight of the 17 institutions *Met* all of Conditions 1-12.

Of the Conditions for Accreditation (1-12), the following were *Not Met* by the most number of institutions:

- 2. Self-Assessment (5)
- 8. Physical Resources (5)
- 6. Human Resources (5)

The following Conditions were *Met* by all programs:

- 1. Response to the NAAB Perspectives
- 4. Social Equity
- 11. Administrative Structure

2004 Condition 13 – Student Performance Criteria (SPCs)

For the purposes of analyzing VTR results for Condition 13, all professional degree programs reviewed for continuing 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.

Of the 18 professional degree programs reviewed for continuing accreditation, the average number of SPCs designated as *Not Met* was 2.35. Thirteen of the degree programs had three or fewer *Not Met* SPCs, including three programs that had zero *Not Met*s. Of the remaining six,

- one had six SPCs *Not Met*;
- one had five SPCs *Not Met*;
- four had four SPCs *Not Met*;

The following SPCs were *Not Met* by the most number of professional degree programs:

- 13.9. Non-Western Traditions (6)
- 13.14. Accessibility (6)
- 13.25. Construction Cost Control (5)
- 13.26. Technical Documentation (5)
- 13.28. Life Safety (5)

The remaining SPCs were at most *Not Met* by three or fewer professional degree programs.

Sixteen of the SPCs were *Met* by all degree programs visited.

The Board accepted the recommendation of the visiting team in 14 of 20 decisions (including those for programs in candidacy).

2009 FOCUSED EVALUATIONS

Eight of nine focused evaluations were completed in 2009. All resulted in no change to the term of accreditation:

- Drexel University (B. Arch) [2012]
- Illinois Institute of Technology (B. Arch & M. Arch) [2013]
- Iowa State University (B. Arch & M. Arch) [2013]
- Philadelphia University (B. Arch) [2012]
- Prairie View A&M University (M. Arch) [2012]
- University of Florida (M. Arch) [2013]
- University of Hawai'i at Manoa (D. Arch) [2012]
- Wentworth Institute of Technology (M. Arch) [2012]

One more focused evaluation is not yet completed.

ANNUAL REPORT SUBMISSION (ARS)

Overview

The NAAB-ARS web-based questionnaire has two parts – Part I Annual Statistical Report and Part II Narrative. Aggregate results of Part I are included in this section.

Part I (Annual Statistical Report) captures statistical information on both the institution in which an architecture program is located and the program itself; there are seven sections within Part I: a) Institutional Characteristics, b) NAAB-Accredited Architecture Programs, c) Tuitions, Fees, and Financial Support for Students, d) Student Characteristics, e) Degrees Awarded, f) Resources, and g) Human Resource Summary (Architecture Program).

For Part I, the definitions are taken from 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 [U.S.] in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid.” Much of the institutional information requested in Part I corresponds to reports submitted by institutions to IPEDS each fall.

ACCREDITED PROGRAMS

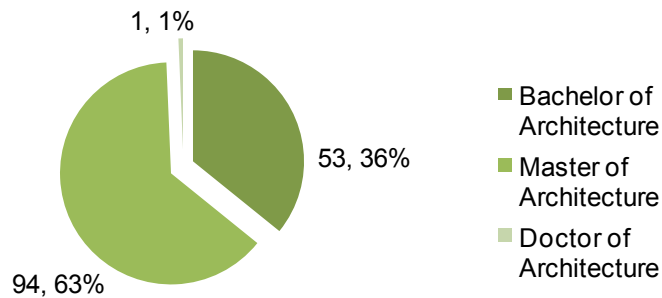
Accredited Programs (n = 148)

As of the end of 2009, there were 148 accredited programs at U.S. institutions. Of the 148 programs, 53 (36%) were Bachelor of Architecture, 94 (64%) were Master of Architecture and one (.7%) was Doctor of Architecture.

In addition, there were seven candidate programs; six were Master of Architecture candidates while the last was a Bachelor of Architecture candidate. All but one of the candidate programs was within an institution that does not already have an accredited architecture program.

NOTE: The number of programs dropped from 151 (2008) to 148 (2009) because three institutions- Kansas State University, Kent State University and UL-Lafayette- phased out their BArch.

Accredited Programs (n=148)

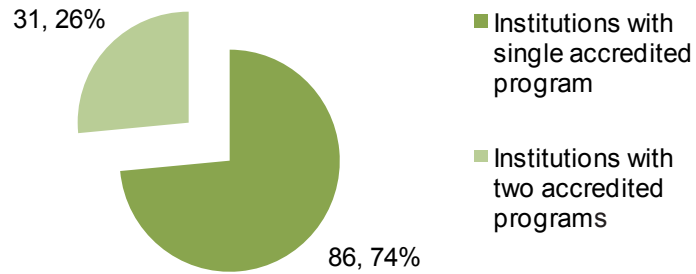


ACCREDITED PROGRAMS

Institutions (# of accredited programs)

There were 117 institutions that offered accredited architecture programs. Of those 117, 86 (74%) offered a single accredited program while 31 (26%) offered two accredited programs.

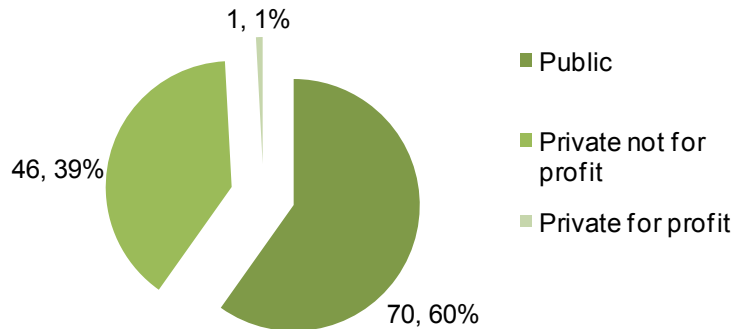
Institutions (# of accredited degrees)



Institution Type:

Of those 117, 70 (60%) were located within a public institution while 46 (39%) were located within a private institution. A single program is located within a private for-profit institution.

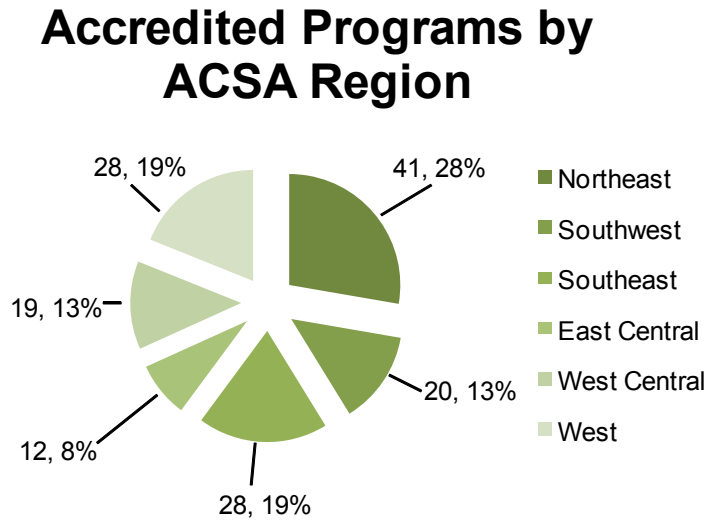
Institution Type



ACCREDITED PROGRAMS

Accredited Programs by ACSA Region

As shown by the chart below, the highest number of accredited programs (41, or 28%) were located in the Northeast, followed by West (28, or 19%) and Southeast (28, or 19%).



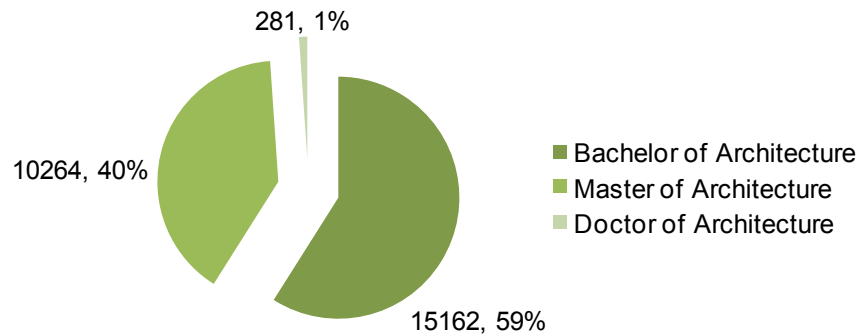
ACCREDITED PROGRAMS - ENROLLMENT

Overall Enrollment – Degree Type N=25,707

There were 25,707 students enrolled in NAAB-accredited degrees during the 2008-2009 academic year. Of this total, 15,162 (59%) were enrolled in Bachelor of Architecture, 10,264 (40%) were enrolled in Master of Architecture and 281 (1%) were enrolled in Doctor of Architecture degree programs. Of the 25,707 students enrolled, 23,264 (90%) were enrolled full-time while 2,433 (10%) were enrolled part-time.

There were 12,991 (50%) architecture students enrolled in institutions with public support while 12,716 (50%) were enrolled in institutions with private support.

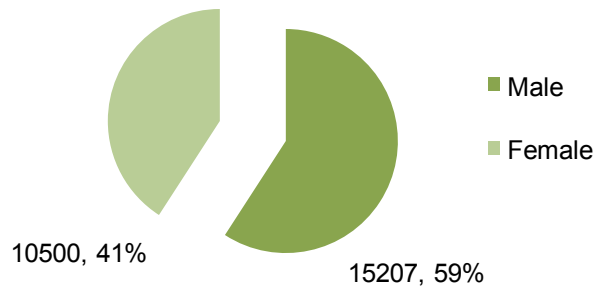
Enrollment by Degree



Overall Enrollment – Gender

The gender breakdown of students enrolled is approximately 60/40 with 15,207 (59%) male students and 10,500 (41%) female. The percentages for male/female were statistically the same for the three degrees, Bachelor of Architecture, Master of Architecture, and Doctor of Architecture.

Enrollment by Gender



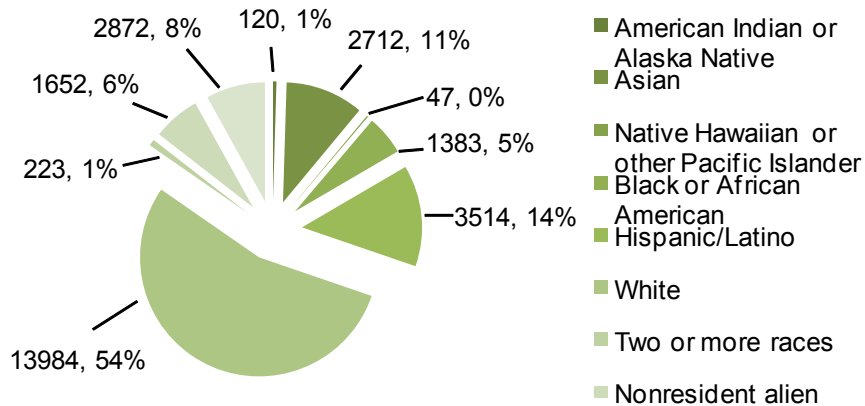
ACCREDITED PROGRAMS - ENROLLMENT

Overall Enrollment – Ethnicity

There were 13,984 (54%) architecture students that indicated White with respect to ethnicity. The remaining were as follows: 120 (0.5%) American Indian or Alaskan Native; 2,712 (11%) Asian; 47 (0.2%) Native Hawaiian or other Pacific Islander; 1,383 (5%) Black, Non-Hispanic; 3,514 (14%) Hispanic/Latino; 223 (1%) Two or more races; 1,652 (6%) Nonresident alien and 2,072 (8%) Race and ethnicity unknown.

The percentages of overall enrollment for ethnicity by degree are different. For the Bachelor of Architecture, 36% of students were minorities (American Indian or Alaskan Native; Asian; Native Hawaiian or other Pacific Islander; Black, Non-Hispanic; Hispanic/Latino) compared to 30% for the overall enrollment. For the Master of Architecture, 20% of students were minorities compared to 30% for the overall enrollment.

Enrollment by Ethnicity



Distribution of Enrolled Students by ACSA Region

The following table shows the number of students enrolled in accredited degree programs by ACSA region.

Programs	Enrollment				Enrollment			
	BArch	MArch	DArch	Total	BArch	MArch	DArch	Total
Northeast	18	23		41	5206	2606		7812
Southwest	7	13		20	1622	1182		2804
Southeast	12	16		28	2914	1587		4501
East Central	1	11		12	231	977		1208
West Central	6	13		19	1546	1703		3249
West	9	18	1	28	3643	2209	281	6133
Total	53	94	1	148	15162	10264	281	25707

ACCREDITED PROGRAMS – FIRST TIME ENROLLMENT

First Time Enrollment – N=8,553 / 25,707

There were 8,553 students who enrolled for the first time during the 2008-2009 academic year in NAAB-accredited degree. This represents approximately one-third of all students enrolled in accredited programs. Of this total, 4,109 (48%) were enrolled in Bachelor of Architecture, 4,376 (51%) were enrolled in Master of Architecture and 68 (0.8%) were enrolled in Doctor of Architecture degree programs.

Of the total, 7,960 (93%) were enrolled full-time while 593 (10%) were enrolled part-time. There were 7,960 (93%) students enrolled in institutions with public support while 12,716 (50%) were enrolled in institutions with private support.

First Time Enrollment – Gender

The gender breakdown of newly enrolled students was approximately 60/40 with 5,084 (59%) male students and 3,469 (41%) female. The percentages for male/female were statistically the same for the three degrees, Bachelor of Architecture, Master of Architecture, and Doctor of Architecture.

First Time Enrollment – Ethnicity

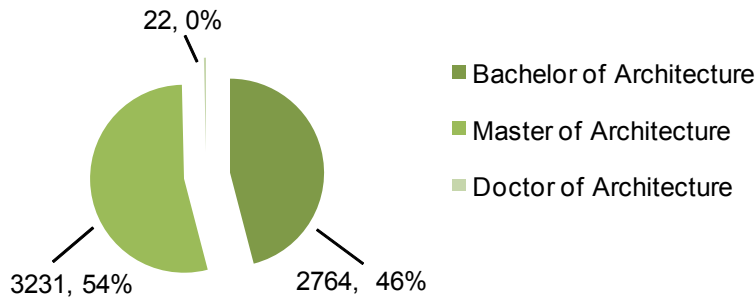
There were 4,450 (52%) newly enrolled architecture students that indicated White with respect to ethnicity. The remaining were as follows: 42 (0.5%) American Indian or Alaskan Native; 745 (9%) Asian; 53 (0.6%) Native Hawaiian or other Pacific Islander; 632 (7%) Black, Non-Hispanic; 829 (10%) Hispanic/Latino; 230 (3%) Two or more races; 615 (7%) Nonresident alien and 957 (11%) Race and ethnicity unknown.

ACCREDITED PROGRAMS – DEGREES AWARDED

Degrees Awarded – Degree Type

A total of 6,017 accredited degrees were awarded during the 2008-2009 academic year. The number of Bachelor of Architecture degrees awarded was 2,764 (46%) while the number of Master of Architecture degrees awarded was 3,231 (54%) and the number of Doctor of Architecture degrees awarded was 22 (0.4%).

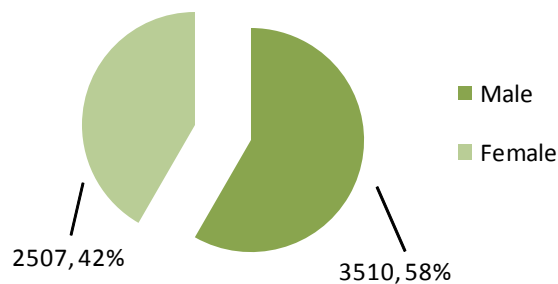
Degrees Awarded by Degree Type



Degrees Awarded – Gender

The gender breakdown for degrees awarded was identical to that of the gender breakdown for the overall enrollment – 3,510 (58%) male and 2,507 (42%) female. With the exception of the Doctor of Architecture, the percentages of degrees awarded for male/female were statistically the same for the degrees of Bachelor of Architecture and Master of Architecture.

Degrees Awarded by Gender

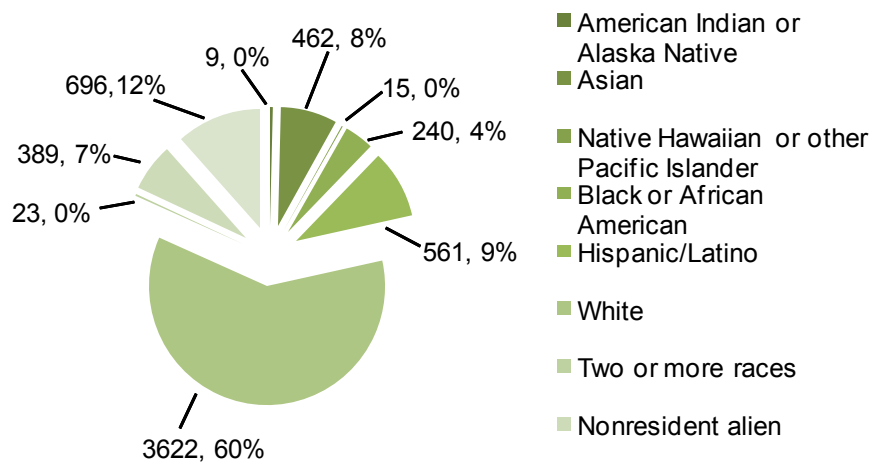


ACCREDITED PROGRAMS – DEGREES AWARDED

Degrees Awarded – Ethnicity

Of the degrees awarded, 3,622 (60%) were awarded to White, Non-Hispanic candidates with respect to ethnicity. The remaining were as follows: 23 (0.4%) American Indian or Alaskan Native; 462 (8%) Asian; 9 (0.1%) Native Hawaiian or other Pacific Islander; 240 (4%) Black, Non-Hispanic; 561 (9%) Hispanic/Latino; 15 (0.2%) Two or more races; 389 (7%) Nonresident alien and 696 (12%) Race and ethnicity unknown.

Degrees Awarded by Ethnicity



In the case of ethnicity, the percentage of degrees awarded was less than the overall enrollment with the exception of White, Non-Hispanic.

With the exception of the Doctor of Architecture, the percentages of degrees awarded by ethnicity were statistically the same for the degrees of Bachelor of Architecture and Master of Architecture.

PRE-PROFESSIONAL/ POST-PROFESSIONAL PROGRAMS

Pre-Professional Programs

Of the 117 institutions that offer accredited architecture programs, 74 offered pre-professional programs. The term pre-professional refers to architecturally-focused four-year degrees that are not accredited by the NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies. The amount of work in architecture in the program may vary from institution to institution.

OVERALL ENROLLMENT

There were 17,491 students enrolled in pre-professional degree programs in 2008-2009. Of the total, 16,437 (94%) were enrolled full-time while 1,054 (6%) were enrolled part-time. There were 12,519 (72%) architecture students enrolled in institutions with public support while 4,972 (28%) were enrolled in institutions with private support.

Enrollment – Gender

The gender breakdown of all students enrolled in pre-professional programs was approximately 65/35 with 11,420 (65%) male students and 6,071 (35%) female.

Enrollment – Ethnicity

There were 9,950 (57%) architecture students that indicated White with respect to ethnicity. The remaining were as follows: 91 (0.5%) American Indian or Alaskan Native; 809 (5%) Asian; 22 (0.1%) Native Hawaiian or other Pacific Islander; 1,228 (7%) Black, Non-Hispanic; 2,316 (13%) Hispanic/Latino; 71 (.04%) Two or more races; 515 (3%) Nonresident alien and 2,489 (14%) Race and ethnicity unknown.

FIRST TIME ENROLLMENT

There were 5,743 students newly enrolled in pre-professional programs at institutions with accredited architecture programs for the academic year 2008-2009. 5,586 (97%) were enrolled full-time while 157 (3%) were enrolled part-time. There were 3,943 (69%) architecture students enrolled in institutions with public support while 1,800 (31%) were enrolled in institutions with private support.

First Time Enrollment – Gender

The gender breakdown of students newly enrolled was approximately 65/35 with 3,614 (63%) male students and 2,129 (37%) female.

First Time Enrollment – Ethnicity

There were 3,119 (52%) newly enrolled students that indicated White with respect to ethnicity. The remaining were as follows: 25 (0.5%) American Indian or Alaskan Native; 295 (9%) Asian; 10 (0.6%) Native Hawaiian or other Pacific Islander; 527 (7%) Black, Non-Hispanic; 612 (10%) Hispanic/Latino; 35 (3%) Two or more races; 167 (7%) Nonresident alien and 953 (11%) Race and ethnicity unknown.

PRE-PROFESSIONAL/POST-PROFESSIONAL PROGRAMS

DEGREES AWARDED

A total of 3,056 pre-professional degrees were awarded during the 2008-2009 academic year.

Degrees Awarded – Gender

The gender breakdown of degrees awarded was approximately 60/40 with 1,889 (62%) male students and 1,167 (38%) female.

Degrees Awarded – Ethnicity

There were 2,014 (66%) degrees awarded to students that indicated White with respect to ethnicity. The remaining were as follows: 18 (0.6%) American Indian or Alaskan Native; 205 (7%) Asian; 5 (0.2%) Native Hawaiian or other Pacific Islander; 154 (5%) Black, Non-Hispanic; 303 (10%) Hispanic/Latino; 46 (2%) Two or more races; 113 (4%) Nonresident alien and 198 (7%) Race and ethnicity unknown.

Post-Professional Programs

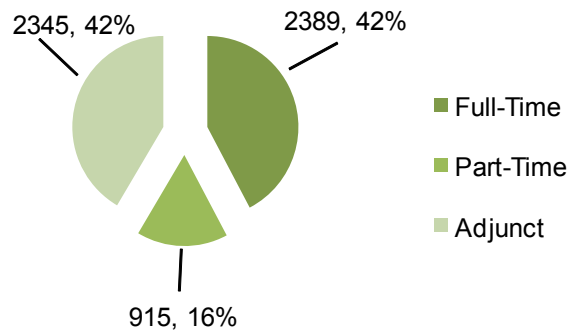
Additionally, 68 of the institutions offered post-professional programs. The term post-professional refers to graduate degrees offered to students who already have a professional degree in architecture. These degree programs are not accredited by NAAB. These degrees may be in highly specialized areas of study such as design theory, health care facilities, preservation, interior design or solar design. This type of degree can be either a Master's degree, or, in a few cases, a Ph. D. or doctorate.

FACULTY

Faculty - Status

There were 5,649 faculty teaching within the NAAB-accredited degrees during the 2008-2009 academic year. Of this total, 2,389 (42%) were at full-time, 915 (16%) were part-time, and 2,345 (42%) were adjunct.

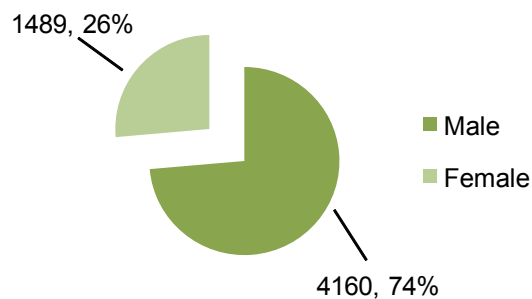
Overall Faculty



Faculty – Gender

The gender breakdown of faculty was approximately 75/25 with 4,160 (74%) male faculty and 1,489 (26%) female. The percentages for male/female were statistically the same for the three – full-time, part-time, and adjunct. When viewing the percentages by rank, they were nearly the same except for professor (81% male/19% female) and assistant professor (71% male/29% female).

Overall Faculty by Gender

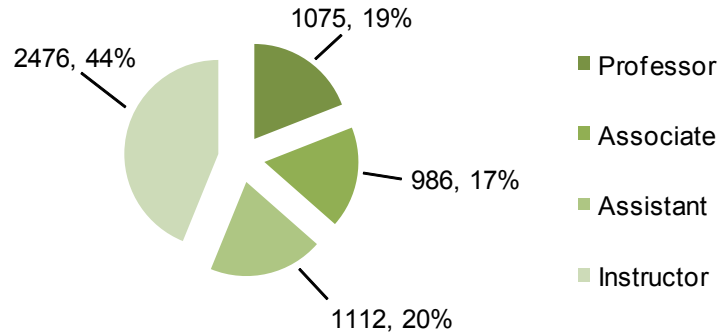


FACULTY

Faculty – Rank

Of the total faculty, 1,075 (19%) were professors, 986 (18%) were associate professors, 1,112 (20%) were assistant professors, and 2,476 (44%) were instructors or adjuncts.

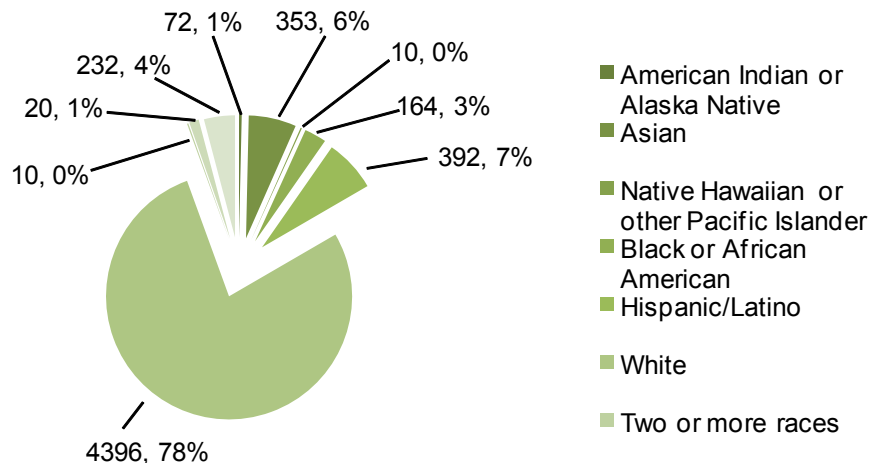
Overall Faculty by Rank



Faculty – Ethnicity

There were 4,396 (78%) faculty that indicated White with respect to ethnicity. The remaining were as follows: 20 (0.4%) American Indian or Alaskan Native; 353 (6%) Asian; 10 (0.2%) Native Hawaiian or other Pacific Islander; 164 (3%) Black, Non-Hispanic; 392 (7%) Hispanic/Latino; 10 (0.2%) Two or more races; 72 (1%) Nonresident alien and 232 (4%) Race and ethnicity unknown.

Overall Faculty by Ethnicity



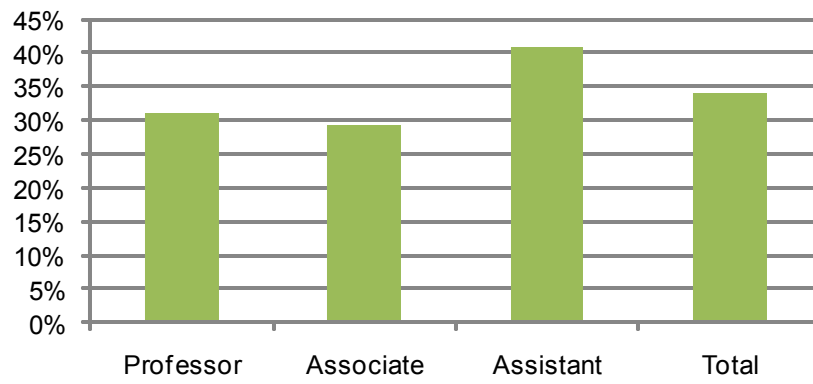
When considering the status of the faculty (full-time, part-time, and adjunct), the percentages are the much the same for the overall faculty. While not statistically significant, there are more minority faculty at the associate professor rank than professor.

FACULTY

Percent of faculty registered in a U.S. Jurisdiction

Based on data supplied by the architecture programs, 34% of the faculty were registered as architects in a U.S. jurisdiction. The percentages varied slightly depending on their rank: professor (31%), associate professor (29%), and assistant professor (41%).

Faculty Registered in Jurisdiction



FACULTY

Faculty Salaries

As to be expected, the salary range for professor exceeded that of associate professor which, in turn, exceeded that of assistant professor. The overall average salary range for professor was \$74,035 to \$104,814 with an average salary of \$87,365. The overall average salary range for associate professor was \$57,720 to \$76,047 with an average salary of \$65,587. The overall average salary range for assistant professor was \$49,049 to \$59,895 with an average salary of \$53,865.

All Faculty - Northeast

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$82,027	\$109,626	\$94,119	\$88,736
Assoc. Prof.	\$61,340	\$78,208	\$69,246	\$63,178
Assist. Prof.	\$50,109	\$57,879	\$53,709	\$51,833
Instructor	\$10,135	\$13,643	\$11,601	\$17,881

All Faculty - Southeast

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$68,034	\$98,906	\$80,663	\$87,562
Assoc. Prof.	\$54,299	\$75,875	\$63,122	\$64,555
Assist. Prof.	\$44,859	\$56,169	\$50,245	\$55,712
Instructor	\$21,583	\$36,728	\$25,571	\$32,611

All Faculty - Southwest

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$66,942	\$101,097	\$82,551	\$87,796
Assoc. Prof.	\$59,438	\$78,275	\$66,705	\$63,190
Assist. Prof.	\$48,789	\$63,794	\$55,193	\$56,067
Instructor	\$22,577	\$33,323	\$26,090	\$27,933

All Faculty - West

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$68,691	\$99,807	\$82,172	\$78,088
Assoc. Prof.	\$49,299	\$64,805	\$56,307	\$55,191
Assist. Prof.	\$47,005	\$57,010	\$51,489	\$47,737
Instructor	\$19,251	\$34,798	\$25,132	\$23,069

All Faculty - West Central

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$77,742	\$104,519	\$90,474	\$88,644
Assoc. Prof.	\$62,309	\$81,048	\$69,930	\$64,453
Assist. Prof.	\$53,898	\$67,102	\$58,832	\$55,637
Instructor	\$20,172	\$27,378	\$24,683	\$22,884

All Faculty - East Central

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$77,718	\$118,729	\$93,738	\$68,958
Assoc. Prof.	\$62,188	\$82,668	\$70,931	\$52,088
Assist. Prof.	\$51,761	\$63,309	\$57,385	\$44,224
Instructor	\$18,772	\$29,980	\$22,516	\$24,839

TOTAL All ACSA Regions

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$74,035	\$104,814	\$87,365	\$84,596
Assoc. Prof.	\$57,720	\$76,047	\$65,587	\$61,111
Assist. Prof.	\$49,049	\$59,895	\$53,865	\$52,157
Instructor	\$17,719	\$27,790	\$21,374	\$24,197

HIGHLIGHTS FROM 2009

The 2009 NAAB Conditions for Accreditation

The *2009 Conditions for Accreditation*, approved in July 2009, are ultimately a combination of all previous input from collateral organizations, individual comments and the findings of the 2008 Architectural Review Conference (ARC). Participants at the ARC were asked to consider all the options including maintaining the existing SPC, making revisions to the SPC, as well as a variety of recommendations for new criteria. Dialogue from the ARC, subsequent responses and refinement from the NAAB were used to write the new *Conditions*.

The expectation is that when reading the *2009 Conditions for Accreditation*, the architectural community will find a great deal that is familiar with respect to resources and program characteristics. Nevertheless, much has been reorganized and refined compared to previous editions. For example:

- Expectations for long-range planning, self-assessment, and institutional culture have been grouped together in order to strengthen the expectation that professional architectural education occupies a unique and relevant position within the institution.
- Next, the expectations for statistical reporting along with comparative data have been expanded.
- With respect to SPC, while many of the 2004 SPC have been retained in their entirety (e.g., Writing and Communications Skills), several have been revised or combined to address student achievement more broadly (e.g., Human Behavior) and in certain cases, the level of achievement has been raised from understanding to ability. Some others are new and are based on the recommendations from the ARC (e.g., Pre-Design). As a result there are now 31 individual SPC, compared to 34.
- The most obvious change has been to group the SPC into three realms. Each realm defines a set of relationships between individual areas of study and also identifies learning aspirations for the realm overall. Programs are still expected to demonstrate that all graduates are learning at the level of achievement defined for each of the SPC and compliance will be evaluated through the review of student work.

In many regards, the basic purposes of the *1998* and *2004 Conditions for Accreditation* have been sustained in the *2009 Conditions for Accreditation*. Likewise, the five central attributes of voluntary accreditation remain. Finally, the core elements of the NAAB's process also persist:

- Programs are required to document their compliance with the conditions through a comprehensive, self-analytical report.
- A team will visit the program to confirm the results of the report and to document additional compliance through the review of student work, institutional policies, interviews, and other records.
- The final decision will be made by the NAAB Directors.

The first reading of the *2009 Conditions* was approved by the Board of Directors in February 2009 and was released for public comment on March 1. Formal, written comments were sent by:

- The American Institute of Architects
- The American Institute of Architecture Students
- AASL/ARLIS/NA (architecture librarians)
- The Association of Collegiate Schools of Architecture (2 sets)
- California Architects Board
- The Construction Specifications Institute
- The National Council of Architectural Registration Boards (2 sets)
- The National Organization of Minority Architects
- Elaine Ostroff, founding executive director, Institute for Human Centered Design [Adaptive Environments]

HIGHLIGHTS FROM 2009

In addition, 93 individual messages were received by forum@naab.org.

The writing team reviewed the comments and suggestions submitted and completed a second draft, which was reviewed by the ARC Task Force. The second reading edition was sent to the NAAB Directors on June 23 and was approved on July 11, 2009.

The *2009 NAAB Conditions for Accreditation* go into effect in 2010 with the first accreditation actions to be affected scheduled for 2011.

2010 Procedures for Accreditation

On October 23, 2009, the NAAB Board of Directors approved the first reading of *The NAAB Procedures for Accreditation*, 2010 Edition. This revision reflects the best efforts of NAAB to create a document that is readable, user-friendly, and addresses a number of concerns relative to visiting teams, report templates, and candidacy for new, accredited degree programs.

Following a 90-day public comment period, the NAAB approved the final edition on February 19, 2010.

The significant differences between the 2010 edition and the 2009 edition are as follows:

Section 2. Three-Year Term

A set of guidelines has been established for recommending a three-year term of accreditation.

Section 2. Term of initial accreditation

New language moves all visits for initial accreditation to the fall immediately following the graduation of the first cohort to complete the program. The three-year term will be effective January 1 of the year in which the visit takes place.

Sections 3-5. Observers

A new term has been approved: “non-voting team member.”

Section 3-5. Visits

The requirement to meet with the president of the institution has been eliminated in favor of a requirement to meet with the chief academic officer.

Guidelines have been added for concurrent review of more than one-accredited program at the same institution.

Section 7. Nomenclature Changes

The nomenclature change procedure may only be applied to a limited range of changes. Institutions seeking to “split” a single-degree sequence into a multiple-degree sequence that culminates in the accredited degree must first consult the NAAB before submitting a nomenclature change request.

Section 8. Remote Locations

A new set of definitions has been approved to aid programs, teams, and the NAAB offices in determining a “remote location.”

HIGHLIGHTS FROM 2009

Section 8. Extension of Term Requests

The procedure for requesting an extension of term has been eliminated.

Appendix 1. 2011 Visiting Team Report Template

A new template has been designed based on the *2009 Conditions for Accreditation* and the results of two surveys on VTRs.

TRAINING AND ORIENTATION

The NAAB retained McKinley Marketing, Inc. to assist with the development of a new training program for team members and team chairs. The ultimate goal is to maximize the training process, which in turn will create a more effective, meaningful accreditation experience for volunteers and architectural programs alike.

Over the last several months, McKinley conducted research related to the NAAB's volunteer training program, including interviews with staff members, six interviews with members of the Assessment and Evaluation Committee and 29 interviews with site visit volunteers representing the four other collateral organizations. In addition, McKinley conducted four benchmarking interviews with other accrediting organizations to study their approaches to training and to identify best practices. The four participating organizations were:

- Accreditation Council for Pharmacy Education (ACPE)
- American Psychological Association (APA)
- American Society of Landscape Architects (ASLA)/Landscape Architecture Accreditation Board (LAAB)
- National Association of Schools of Art and Design (NASAD)

From that research, a series of key issues emerged for discussion, including the location of training, the style of delivery, the content covered in training and separate content for Team Chairs. Through discussions with the NAAB staff and members of the Assessment and Evaluation Committee, a training program has been developed that addresses these key points. The design of the new program is based on findings collected from the research. They also take into account certain operational and financial realities currently facing the NAAB.

Beginning in 2010, the training program will shift from its current format: 90-minute workshops conducted at the annual meetings of the other four collateral organizations to a series of required online modules and face-to-face training sessions for everyone nominated to serve in the team member pool and a separate, face-to-face workshop for team chairs.

There will be five online modules addressing basic information. They are tentatively titled as follows:

1. Introduction to the NAAB
2. The 2009 NAAB Conditions for Accreditation, Part I
3. The 2009 NAAB Conditions for Accreditation, Part II
4. The NAAB Procedures for Accreditation, 2010 Edition
5. Visit Protocols

HIGHLIGHTS FROM 2009

The face-to-face training for all potential team members will be designed as a full-day workshop and will include:

- Interpersonal dynamics (intra-team, between the team and school, etc.) – Conducted through role play simulation
- Case study discussions of past (blinded) site visits – Conducted through small group discussions
- Evaluation of well-written and marginal *Visiting Team Reports* – Conducted through small group breakout discussions
- A “walk through” of a model or virtual Team Room (if possible)

Face-to-face training for team members will be scheduled to occur immediately prior to each of the collaterals’ annual meetings or other significant regional conferences.

The face-to-face training for team chairs will take place in the fall after all chairs for the subsequent spring visit cycle have been approved by the programs. Only those chairs scheduled to lead a visit in the following cycle will be required to attend, as will a small group of alternates and team chair mentors. The team chair program will include:

- Case study discussions of past (blinded) site visits
- Leadership skills and how to effectively run a site visit
- Interpersonal dynamics, particularly from a Team Chair’s perspective
- How to handle challenging situations with the school under review
- Writing the *Visiting Team Report*
- A discussion of the Team Room and its contents (including “walk-through” or virtual model, if possible)
- Effective communication with your team
- Preparing yourself – and your team – for the site visit

Effective with the 2011 visit cycle, training is mandatory for all volunteers prior to their first site visit. There also will be annual review requirements in subsequent years for team members and team chairs, as described below.

As modifications are made to the *Procedures* or other materials, additional, supplemental modules will be developed. These must also be completed before an individual can be assigned to a visit. Team chair training will take place annually.

The NAAB is currently developing a web-based system for delivering the online modules and for tracking completion of online learning by all potential team members.

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