

---

2012 Report  
on Architecture  
Education  
at Historically  
Black Colleges  
and Universities

The National Architectural Accrediting Board, Inc.

---

**NAAB**

---

©2013  
All rights reserved  
The National Architectural Accrediting Board, Inc.  
1101 Connecticut Avenue, NW, Suite 410  
Washington, DC 20036  
[www.naab.org](http://www.naab.org)

## CONTENTS

---

|  |    |
|--|----|
| Introduction .....   | 4  |
| Annual Report Submission (ARS) .....                                 | 5  |
| Enrollment   |    |
| Enrollment in Accredited Programs by Degree .....                    | 6  |
| Enrollment in Accredited Programs by Gender .....                    | 7  |
| Enrollment in Accredited Programs by Ethnicity .....                 | 8  |
| First-Time Enrollment in Accredited Programs .....                   | 10 |
| First-Time Enrollment in Accredited Programs by Gender .....         | 10 |
| First-Time Enrollment in Accredited Programs by Ethnicity .....      | 10 |
| Enrollment in Preprofessional Programs .....                         | 11 |
| Enrollment in Preprofessional Programs by Gender .....               | 11 |
| Enrollment in Preprofessional Programs by Ethnicity .....            | 11 |
| First-Time Enrollment in Preprofessional Programs .....              | 12 |
| First-Time Enrollment in Preprofessional Programs by Gender .....    | 12 |
| First-Time Enrollment in Preprofessional Programs by Ethnicity ..... | 12 |
| Degrees Awarded  |    |
| Degrees Awarded by Accredited Programs .....                         | 13 |
| Degrees Awarded by Accredited Programs by Gender .....               | 14 |
| Degrees Awarded by Accredited Programs by Ethnicity .....            | 15 |
| Degrees Awarded by Preprofessional Programs .....                    | 16 |
| Degrees Awarded by Preprofessional Programs by Gender .....          | 16 |
| Degrees Awarded by Preprofessional Programs by Ethnicity .....       | 16 |
| Faculty  |    |
| Faculty by Status .....  | 17 |
| Faculty by Gender .....  | 18 |
| Faculty by Rank .....  | 19 |
| Faculty by Ethnicity .....   | 20 |
| Vision, Mission, and Values of the NAAB .....                        | 22 |
| NAAB Directors and Staff .....                                       | 24 |

## INTRODUCTION

---

It is my great pleasure and honor to transmit to you, on behalf of the directors and staff of the National Architectural Accrediting Board, Inc. (NAAB), this *Report on Architecture Education at Historically Black Colleges and Universities*.

A Historically Black College or University (HBCU) is defined by the Higher Education Act of 1965, as amended, as: “any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans...” There are 105 HBCUs in the United States. Seven offer a total of eight NAAB-accredited degrees. They are:

- Florida A&M University (FL) (B. Arch. and M. Arch.)
- Hampton University (VA) (M. Arch.)
- Howard University (DC) (B. Arch.)
- Morgan State University (MD) (M. Arch.)
- Prairie View A&M University (TX) (M. Arch.)
- Southern University and A&M (LA) (B. Arch.)
- Tuskegee University (AL) (B. Arch.)

This report covers three areas:

- Enrollment
- Degrees awarded
- Faculty characteristics at HBCUs

The data used to prepare it were provided by the institutions in the NAAB’s Annual Report Submission (ARS) system in fall 2012. This is only the third time the NAAB has produced this report, and there has been no attempt to draw conclusions. The NAAB invites others to consider the questions, challenges, and opportunities to which this report may give rise.

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

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

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

Thank you for your support,



Ted Landsmark  
President

## ANNUAL REPORT SUBMISSION (ARS)

---

### Overview

The NAAB launched its online Annual Report Submission (ARS) site in fall 2008. The web-based questionnaire has two parts: Part I is the annual statistical report and part II is the narrative. Aggregate results of part I were used to prepare this report.

Part I (annual statistical report) captures statistical information on both the institution in which an architecture program is located and the program itself. Part I 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.

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 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 part I of the ARS corresponds to reports submitted by institutions to IPEDS each fall.

The data presented in this special report were collected in fall 2011 and cover the 2010–2011 academic year.

### General Information

Seven institutions classified as HBCUs offer a total of eight NAAB-accredited programs. One offers both the B. Arch. and the M. Arch. Three offer an M. Arch. only, and three offer a B. Arch. only.

Three of these institutions also offer a nonaccredited preprofessional degree in architecture.

These institutions are located in three Association of Collegiate Schools of Architecture regions:

- Southeast Region (3)
- Northeast Region (2)
- Southwest Region (2)

Four institutions are publicly supported; three are privately supported.

---

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

## ENROLLMENT

---

### Enrollment in Accredited Programs by Degree (N=587)

There are 587 students enrolled in NAAB-accredited degree programs offered by HBCUs in the United States. This represents 2.2% of the total enrollment in NAAB-accredited programs.

This is a decrease in overall enrollment in these eight programs of 11%.

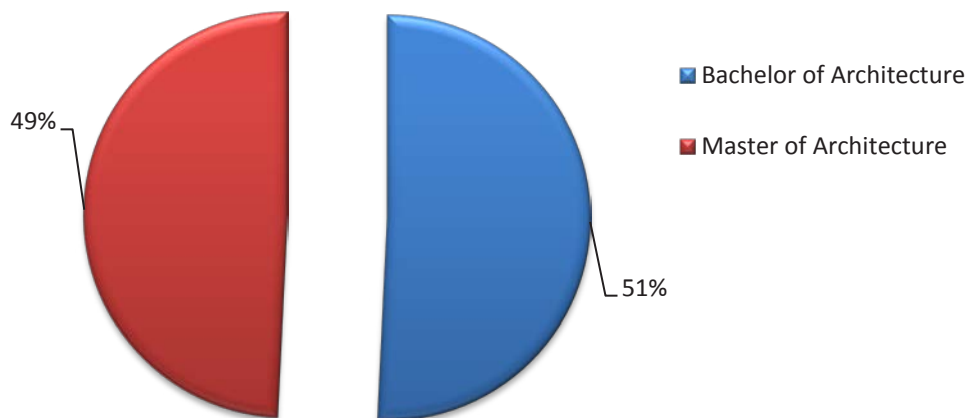
Of this total, 298 (51%) are enrolled in Bachelor of Architecture programs and 289 (49%) in Master of Architecture programs. For students overall, 57% are enrolled in Bachelor of Architecture programs, 42% in Master of Architecture programs, and 1% in Doctor of Architecture programs.

Of the 587 students enrolled, 547 (93%) are enrolled full-time, and 40 (7%) are enrolled part-time. This breakdown is nearly identical to the distribution for full-time and part-time enrollment in all NAAB-accredited programs (92% full-time and 8% part-time).

There are 198 (34%) students enrolled in institutions with public support and 389 (66%) in institutions with private support. In the 2010-2011 academic year, the breakdown was 38% public and 62% private.

The overall distribution between institutions with public and private support for all students is 53% public and 47% private.

### Enrollment by Degree



## ENROLLMENT

---

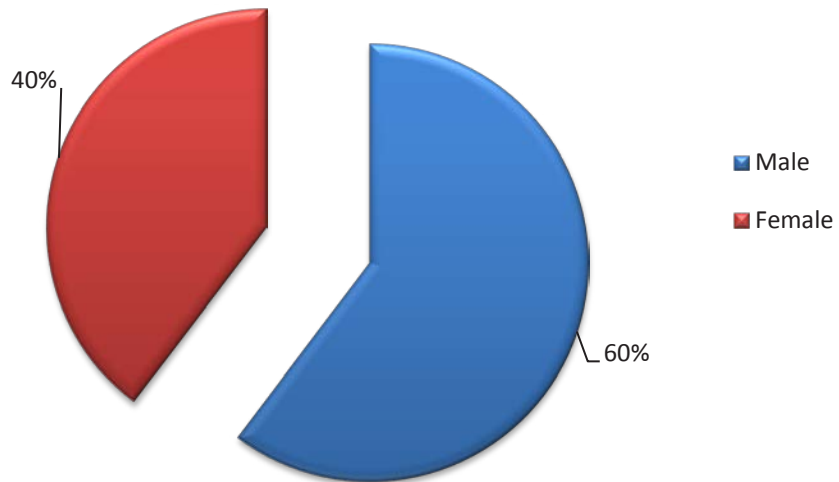
### Enrollment in Accredited Programs by Gender

The gender breakdown of students enrolled in NAAB-accredited programs at HBCUs is 60/40 with 354 (60%) male students and 233 (40%) female.

This represents a 20% decrease in the number of male students as a percentage of the enrollment over the 2010–2011 academic year when the distribution was 67/33.

The gender breakdown for enrollment overall is 57/43 and for both B. Arch. and M. Arch. programs.

### Enrollment by Gender



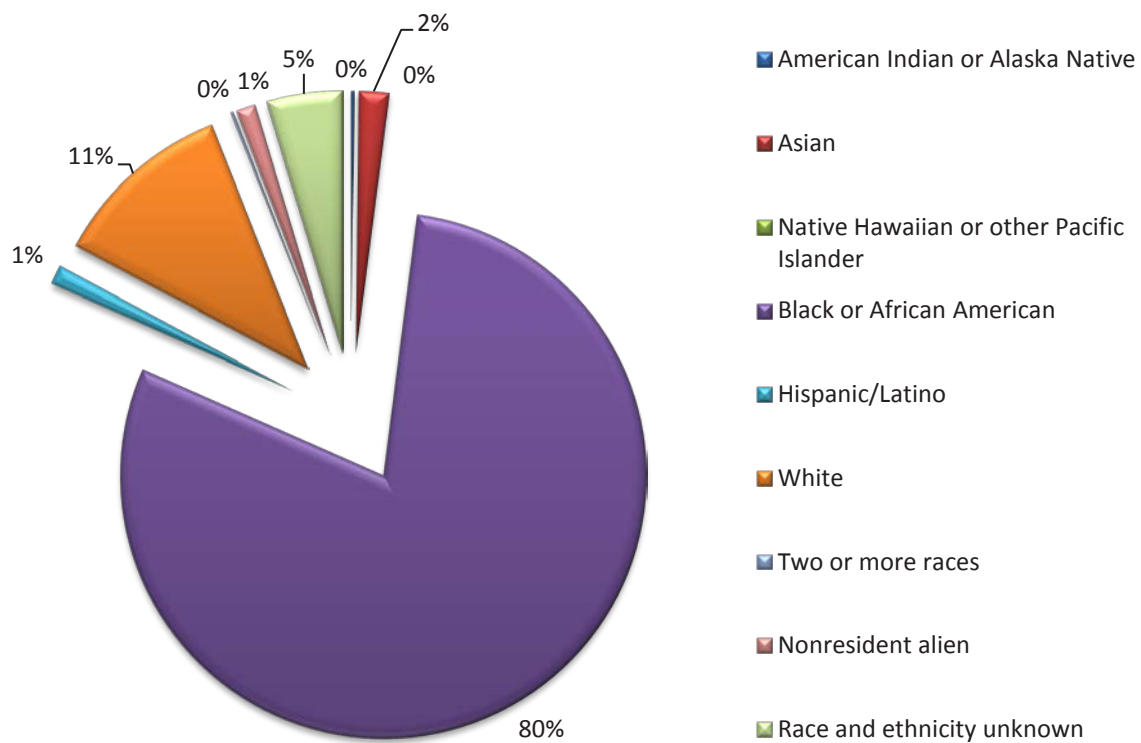
## ENROLLMENT

---

### Enrollment in Accredited Programs by Ethnicity

There are 467 (80%) architecture students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 1 (0%) American Indian or Alaskan Native; 11 (2%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 66 (11%) White; 7 (1%) Hispanic/Latino; 1 (0%) two or more races; 7 (1%) nonresident alien; and 27 (5%) race and ethnicity unknown.

### Enrollment by Ethnicity





## ENROLLMENT

---

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

Students enrolled in HBCUs who indicated Black or African-American with respect to ethnicity represent 34% of the total enrollment by students who indicated this category for race/ethnicity in all NAAB-accredited programs.

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

| Total Program Enrollment by Ethnicity     |        |            |                     |
|---|--------|------------|---------------------|
|   | Total  | HBCUs Only | Percentage of Total |
| American Indian or Alaskan Native         | 111    | 1          | 0.9%                |
| Asian                                     | 2742   | 11         | 0.4%                |
| Native Hawaiian or other Pacific Islander | 63     | 0          | 0%                  |
| Black or African American                 | 1,371  | 467        | 34%                 |
| Hispanic/Latino                           | 3,924  | 2          | 0.2%                |
| White                                     | 13,602 | 66         | 0.5%                |
| Two or more races                         | 554    | 1          | 0.2%                |
| Nonresident alien                         | 2,732  | 7          | 0.3%                |
| Race and ethnicity unknown                | 1,751  | 27         | 1.6%                |

## ENROLLMENT

---

### **First-Time Enrollment in Accredited Programs at HBCUs (N=156)**

There were 156 newly matriculated students enrolled in NAAB-accredited degree programs offered by HBCUs for the academic year 2011–2012. This is an 11% decrease from first-time enrollment in 2010–2011.

The number of new students is approximately 27% of all students in accredited programs at HBCUs. The percentage of new students enrolled in programs at HBCUs is slightly lower than that of new students enrolled in NAAB-accredited programs overall.

Of this total, 65 (42%) are enrolled in Bachelor of Architecture programs and 91 (58%) in Master of Architecture programs.

For programs overall, the distribution among degree programs is 46% in Bachelor of Architecture programs, 53% in Master of Architecture programs, and 1% in Doctor of Architecture degree programs.

Of the 156 newly enrolled students, 100% are enrolled full-time. The breakdown in 2010–2011 was 94% full-time and 6% part-time.

There are 86 (55%) architecture students enrolled in institutions with public support and 70 (45%) enrolled in institutions with private support. The distribution percentages for first-time students overall are exactly the same.

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

The gender breakdown of first-time students enrolled in NAAB-accredited programs offered by HBCUs is 90 (58%) male students and 66 (42%) female students. The breakdown in 2010–2011 was 60/40.

The gender breakdown for the B. Arch. is 41 (63%) males and 24 (37%) females; the breakdown for the M. Arch. is 49 males (54%) and 42 (46%) females. The change in the B. Arch. from the previous year is striking; in 2010–2011 the breakdown was 57/43.

For first-time enrollment overall, the gender distribution is also 57/43.

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

There are 132 (84.6%) first-time architecture students at HBCUs who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 0 (0%) American Indian or Alaskan Native; 0 (0%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 16 (10.3%) White; 2 (1.3%) Hispanic/Latino; 1 (0.6%) two or more races; 0 (0%) nonresident alien; and 5 (3.2%) race and ethnicity unknown.

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

Students enrolled in HBCUs who indicated Black or African-American with respect to ethnicity represent 29% of the total first-time enrollment in all NAAB-accredited programs for this category.

The table on the next page indicates the percentage of students enrolled for the first time in HBCUs compared to first-time enrollment in all NAAB-accredited programs by ethnicity.

## ENROLLMENT

---

| First-Time Enrollment by Ethnicity (NAAB-Accredited) |       |            |                     |
|--|-------|------------|---------------------|
|  | Total | HBCUs Only | Percentage of Total |
| American Indian or Alaskan Native                    | 35    | 0          | 0%                  |
| Asian  | 770   | 0          | 0%                  |
| Native Hawaiian or other Pacific Islander            | 22    | 0          | 0%                  |
| Black or African American                            | 455   | 132        | 29%                 |
| Hispanic/Latino                                      | 1,051 | 2          | 0.2%                |
| White  | 4,051 | 16         | 0.4%                |
| Two or more races                                    | 173   | 1          | 0.6%                |
| Nonresident alien                                    | 924   | 0          | 0%                  |
| Race and ethnicity unknown                           | 639   | 5          | 0.8%                |

### Enrollment in Preprofessional Programs

Of the seven HBCUs that offer accredited architecture programs, three 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.

There are 676 students enrolled in preprofessional degree programs offered by HBCUs; of the total, 580 (86%) are enrolled full-time and 96 (14%) part-time. All are enrolled in institutions with public support. Since only two of the three schools with preprofessional programs reported data last year, comparisons between the two academic years are not available.

These 676 students represent 4% of the total enrollment in preprofessional programs offered by institutions with NAAB-accredited degrees.

### Enrollment in Preprofessional Programs by Gender

The gender breakdown of students enrolled in the preprofessional programs at HBCUs is 447 (66%) male students and 229 (34%) female students. The distribution of enrollment by gender in all preprofessional degree programs is 60/40.

### Enrollment in Preprofessional Programs by Ethnicity

Within these programs, there are 518 (76.6%) preprofessional architecture students at HBCUs who indicated Black or African-American with respect to ethnicity. The remaining categories are as follows: 4 (0.59%) American Indian or Alaskan Native; 11 (1.6%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 66 (9.7%) White; 37 (5.5%) Hispanic/Latino; 14 (2%) two or more races; 9 (1.3%) nonresident alien; and 9 (1.3%) race and ethnicity unknown.

## ENROLLMENT

---

The students who indicated Black or African-American represent 41% of the total number of Black or African-American students enrolled in preprofessional degree programs offered by institutions with NAAB-accredited degrees.

### **First-Time Enrollment In Preprofessional Programs**

There were 121 newly matriculated students enrolled in preprofessional programs at HBCUs for the 2011–2012 academic year. This number accounts for 18% of the total first-time enrollment in preprofessional degree programs.

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

The gender breakdown of first-time students enrolled in these programs is approximately 70/30 with 83 (69%) male students and 38 (31%) female. The distribution by gender for first-time enrollment in all preprofessional degree programs is 60/40.

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

Among the first-time enrollees in these programs, there were 96 (79.3%) architecture students who indicated Black or African-American with respect to ethnicity. The remaining categories are as follows: 3 (2.5%) American Indian or Alaskan Native; 4 (3.3%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 5 (4.1%) White; 10 (8.3%) Hispanic/Latino; 3 (2.5%) two or more races; 0 (0%) nonresident alien; and 0 (0%) race and ethnicity unknown.

The 96 students who indicated Black or African-American represent 21% of the Black or African-American students who enrolled in a preprofessional degree for the first time in 2011–2012.

## DEGREES AWARDED

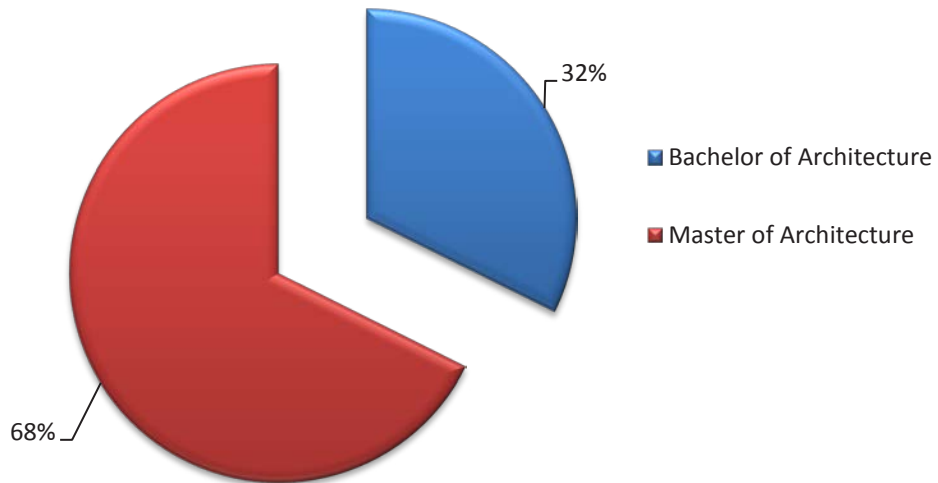
---

### Degrees Awarded by Accredited Programs (N=136)

HBCUs awarded 136 NAAB-accredited degrees during the 2011–2012 academic year: 44 (32%) were Bachelor of Architecture degrees; 93 (68%) were Master of Architecture degrees.

This represents 2% of the total number of NAAB-accredited degrees awarded for the same period.

### Degrees Awarded by Degree



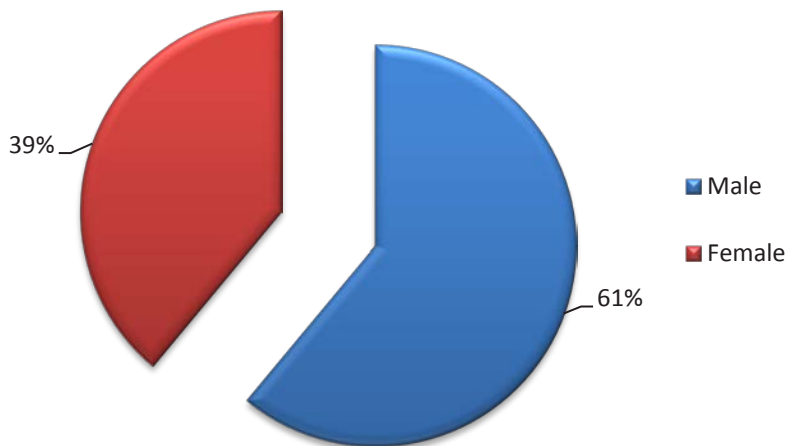
## DEGREES AWARDED

---

### Degrees Awarded by Accredited Programs by Gender

The gender breakdown for degrees awarded by HBCUs is slightly different from the gender breakdown for overall enrollment: 83 (61%) degrees were awarded to males and 53 (39%) to females. However, the percentages of degrees awarded for male/female are the same for the two degrees.

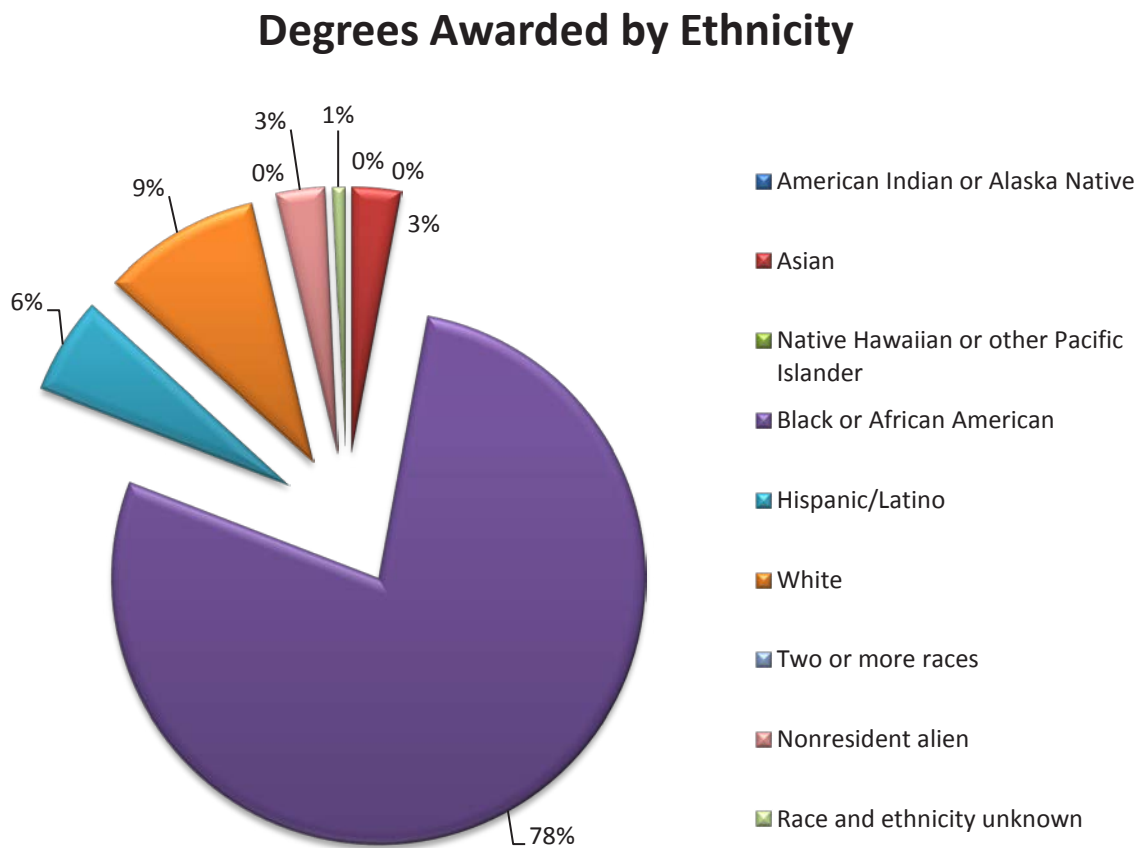
### Degrees Awarded by Gender



## DEGREES AWARDED

### Degrees Awarded by Accredited Programs by Ethnicity

Of the degrees awarded, 106 (78%) were awarded to Black or African-American candidates with respect to ethnicity. The remaining categories were as follows: 0 (0%) American Indian or Alaskan Native; 4 (3%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 13 (9.5%) White, Non-Hispanic; 8 (6%) Hispanic/Latino; 0 (0%) two or more races; 4 (3%) nonresident alien; and 1 (1%) race and ethnicity unknown.



## DEGREES AWARDED

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

The 106 Black or African-American students who received NAAB-accredited degrees from HBCUs in 2011–2012 represent 38% of the total number of degrees awarded to Black or African-American students overall.

The table below indicates the percentage of degrees awarded by HBCUs by ethnicity compared to degrees awarded by NAAB-accredited programs overall.

| NAAB-Accredited Degrees Awarded by Ethnicity |       |            |                     |
|--|-------|------------|---------------------|
|  | Total | HBCUs Only | Percentage of Total |
| American Indian or Alaskan Native            | 21    | 0          | 0%                  |
| Asian  | 564   | 4          | 0.7%                |
| Native Hawaiian or other Pacific Islander    | 12    | 0          | 0%                  |
| Black or African American                    | 278   | 106        | 38%                 |
| Hispanic/Latino                              | 646   | 8          | 1.2%                |
| White  | 3,627 | 13         | 0.4%                |
| Two or more races                            | 58    | 0          | 0%                  |
| Nonresident alien                            | 586   | 4          | 0.7%                |
| Race and ethnicity unknown                   | 562   | 1          | 0.2%                |

### **Degrees Awarded by Preprofessional Programs**

These programs awarded 46 preprofessional degrees during the 2011–2012 academic year. This number represents 1.2% of the preprofessional degrees awarded overall.

### **Preprofessional Degrees Awarded by Gender**

The gender breakdown of degrees awarded is 70/30 with 32 (70%) degrees awarded to male students and 14 (30%) to female students.

The gender distribution for all preprofessional degrees awarded is 60/40.

### **Preprofessional Degrees Awarded by Ethnicity**

There were 24 (52%) degrees awarded to students who indicated Black or African-American with respect to ethnicity. The remaining categories were as follows: 0 (0%) American Indian or Alaskan Native; 2 (4%) Asian; 2 (4%) Native Hawaiian or other Pacific Islander; 10 (22%) White, Non-Hispanic; 2 (4%) Hispanic/Latino; 0 (0%) two or more races; 6 (13%) nonresident alien; and 0 (0%) race and ethnicity unknown.

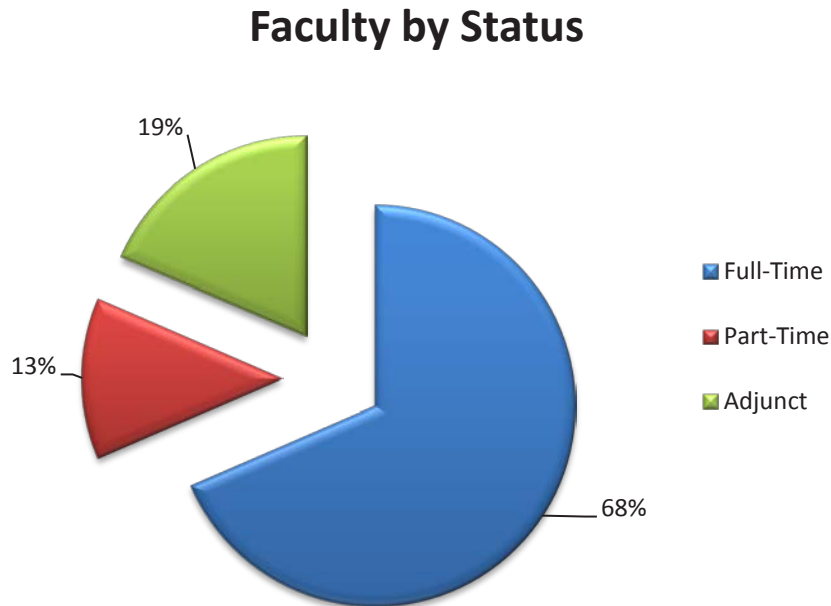
These 46 degrees represent 32% of the total number of preprofessional degrees awarded to students who indicated Black or African-American with respect to ethnicity.



## FACULTY

### Faculty by Status

There are 108 faculty teaching in NAAB-accredited degree programs offered by HBCUs; this figure represents a 17% decrease in faculty from 2010-2011. Of this total, 74 (68%) are full-time, 14 (13%) are part-time, and 20 (19%) are adjunct.



These 108 individuals represent 2% of the total number of faculty teaching in NAAB-accredited programs overall.

The percentage of full-time faculty in these programs is significantly higher than for NAAB-accredited programs overall:

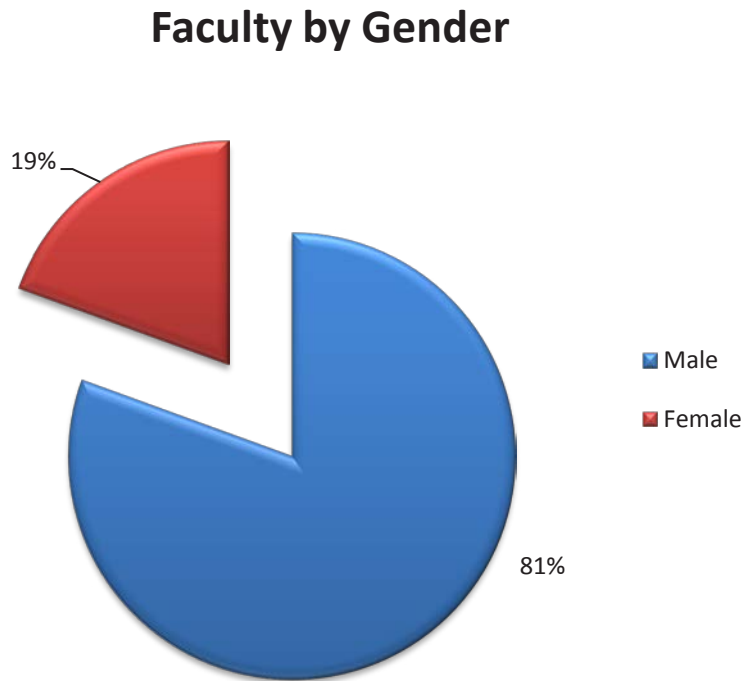
| Distribution of Faculty by Appointment Type (%) |              |       |
|---|--------------|-------|
|   | All Programs | HBCUs |
| Full-time                                       | 40           | 68    |
| Part-time                                       | 15           | 13    |
| Adjunct   | 45           | 19    |

## FACULTY

---

### Faculty by Gender

The gender breakdown remains close to 80/20 with 87 (81%) male faculty and 21 (19%) female.



The gender breakdown for faculty in NAAB-accredited programs overall is 68% male and 32% female.

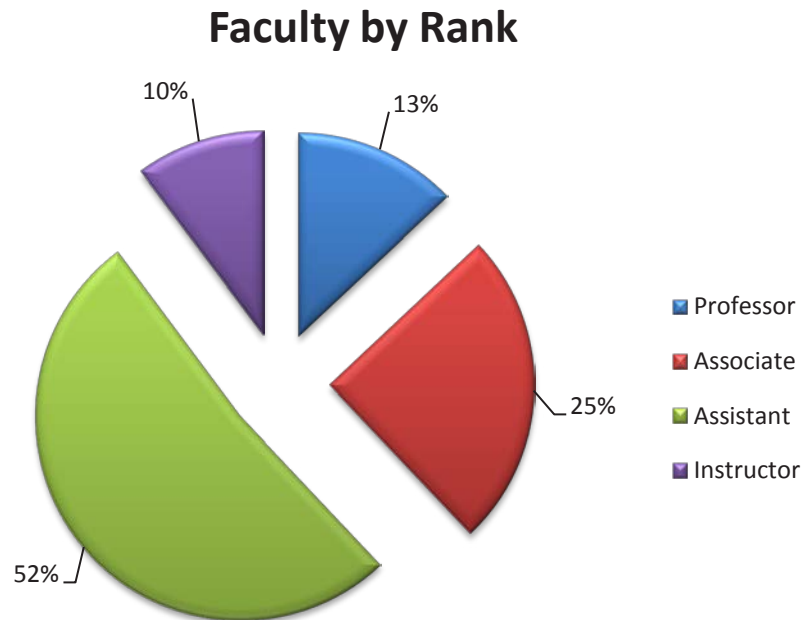
The table below compares faculty by gender and rank at NAAB-accredited programs overall and at HBCUs.

| Distribution of Faculty by Gender and Rank (%) |         |       |         |       |
|--|---------|-------|---------|-------|
|  | Male    |       | Female  |       |
|  | Overall | HBCUs | Overall | HBCUs |
| Professor                                      | 13      | 10    | 4       | 3     |
| Associate Professor                            | 12      | 19    | 5       | 7     |
| Assistant Professor                            | 12      | 44    | 7       | 7     |
| Instructor                                     | 31      | 7     | 17      | 3     |

## FACULTY

### Faculty by Rank

Of the 108 total faculty at HBCUs, 14 (13%) are full professors, 27 (25%) are associate professors, 56 (52%) are assistant professors, and 11 (10%) are instructors or adjuncts.



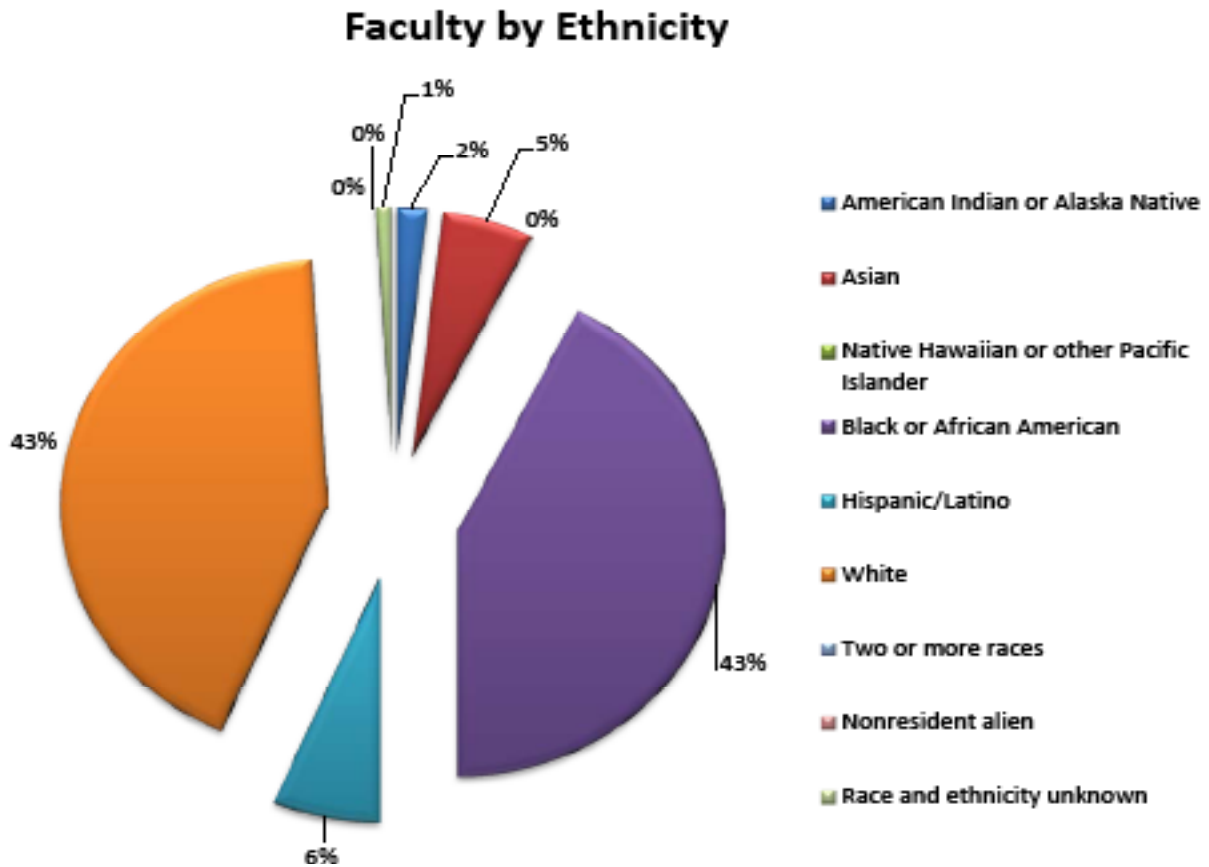
The distribution by rank at HBCUs is significantly different from the distribution at NAAB-accredited programs overall:

| Distribution of Faculty by Rank (%) |              |       |
|-------------------------------------|--------------|-------|
|                                     | All Programs | HBCUs |
| Professor                           | 17           | 13    |
| Associate Professor                 | 17           | 25    |
| Assistant Professor                 | 19           | 52    |
| Instructor                          | 47           | 10    |

## FACULTY

### Faculty by Ethnicity

Forty-six (43%) faculty members indicated Black or African-American with respect to ethnicity. The remaining indicated the following: 2 (2%) American Indian or Alaskan Native; 6 (5%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 46 (43%) White, Non-Hispanic; 7 (6%) Hispanic/Latino; 0 (0%) two or more races; 0 (0%) nonresident alien; and 1 (1%) race and ethnicity unknown.



Faculty at HBCUs who indicated Black or African-American with respect to ethnicity represent 30% of the total number of faculty who indicated this category for race/ethnicity in all NAAB-accredited programs.

## FACULTY

---

The table below indicates the percentage of faculty by ethnicity at HBCUs compared to the faculty distribution by ethnicity overall.

| Faculty by Ethnicity                      |       |            |                     |
|---|-------|------------|---------------------|
|   | Total | HBCUs Only | Percentage of Total |
| American Indian or Alaskan Native         | 21    | 2          | 9.3%                |
| Asian                                     | 389   | 6          | 1.5%                |
| Native Hawaiian or other Pacific Islander | 17    | 0          | 0%                  |
| Black or African American                 | 154   | 46         | 30%                 |
| Hispanic/Latino                           | 463   | 7          | 1.5%                |
| White                                     | 4,559 | 46         | 1%                  |
| Two or more races                         | 30    | 0          | 0%                  |
| Nonresident alien                         | 122   | 0          | 0%                  |
| Race and ethnicity unknown                | 309   | 1          | 0%                  |

## Vision, Mission, and Values of the NAAB

---

### Preamble:

#### From the 1940 Founding Agreement

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

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

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

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

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

1. *Shared Responsibility.* The education of an architect is a responsibility shared by the academy and the profession in trust for the broader society and the public good.
2. *Best Practices.* The NAAB’s accreditation processes are based on best practices in professional and specialized accreditation.
3. *Program Accountability.* Architecture degree programs are accountable for the learning of their students. Thus, accreditation by the NAAB is based both on educational outcomes and institutional commitment to continuous improvement.
4. *Preparing Graduates for Practice.* A NAAB-accredited degree prepares students to live and work in a diverse world: to think critically; to make informed decisions; to communicate effectively; to engage in life-long learning; and to exercise the unique knowledge and skills required to work and develop as professionals. Graduates are prepared for architectural internship, set on the pathway to examination and licensure, and to engage in related fields.
5. *Constant Conditions for Diverse Contexts.* The NAAB Conditions for Accreditation are broadly defined and achievement-oriented so that programs may meet these standards within the framework of their mission and vision, allowing for initiative and innovation. This imposes conditions on both the NAAB and on architectural programs. The NAAB assumes the responsibility for undertaking a fair, thorough, and holistic evaluation process, relying essentially on the program’s ability to demonstrate how within their institutional context they meet all evaluative criteria.

The process relies on evaluation and judgment that, being rendered on the basis of qualitative factors, may defy precise substantiation.

6. *Continuous Improvement through Regular Review.* The NAAB Conditions for Accreditation are developed through an iterative process that acknowledges and values the contributions of educators, professionals in traditional and non-traditional practice, and students. The NAAB regularly convenes conversations on critical issues (e.g., studio culture) and challenges the other four collateral partners to acknowledge and respect the perspectives of the others.

### **Historical Background**

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

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

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

## NAAB DIRECTORS AND STAFF

---

### 2013 NAAB DIRECTORS

|                            |  |                            |   |
|----------------------------|--|----------------------------|---|
| ACSA<br>2010-2013          | President<br><b>Theodore C. Landsmark, M.Env.D., JD, PhD</b><br>Boston, MA | AIA<br>2010-2013           | <b>Miguel A. Rodriguez, FAIA</b><br>Coral Gables, FL          |
| AIA<br>2011-2014           | President-elect<br><b>Linda Kiisk, AIA, NCARB, LEED® AP</b><br>Rocklin, CA | Public Member<br>2011-2014 | <b>William Lynn McKinney, PhD</b><br>Narragansett, RI         |
| NCARB<br>2010-2013         | Treasurer<br><b>Gordon E. Mills, FAIA</b><br>Dubuque, IA                   | AIA<br>2012-2013           | <b>Shannon Kraus, FAIA</b><br>Glen Echo, MD                   |
| NCARB<br>2011-2014         | Secretary<br><b>Stephen Parker, AIA, LEED® AP</b><br>Calverton, MD         | ACSA<br>2012-2015          | <b>Patricia Kucker, AIA</b><br>Cincinnati, OH                 |
| ACSA<br>2011-2014          | <b>Nathaniel Quincy Belcher, AIA</b><br>University Park, PA                | NCARB<br>2012-2015         | <b>Kenneth A. Naylor, FAIA</b><br>Park City, UT               |
| Public Member<br>2012-2015 | <b>Ken Conrad</b><br>Kansas City, MO                                       | AIAS<br>2010-2013          | <b>Michelle Moorehead Stotz, Assoc. AIA</b><br>Washington, DC |
|                            |  | AIAS<br>2010-2013          | <b>Amy Perenchio, Assoc. AIA, LEED® AP</b><br>Portland, OR    |

### NAAB STAFF

Andrea S. Rutledge, CAE  
Executive Director

Cassandra Pair  
Manager, Accreditation

Janet Rumbarger  
Manager, Research and Assessment

Ziti Sherman  
Manager, Finance and Administration

Dorothy Preston  
EESA Associate

Kesha Abdul-Mateen  
Communications Associate