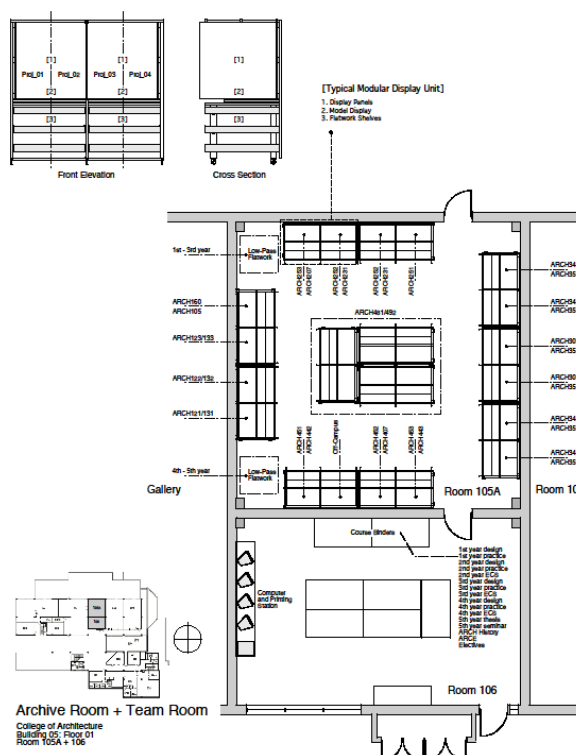# 2012 Report on Accreditation in Architecture Education

The National Architectural Accrediting Board, Inc.

NAAB

Portland State University team room; photo courtesy Clive Knights

Contents

VISION, MISSION, AND VALUES OF THE NATIONAL ARCHITECTURAL ACCREDITING BOARD

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 architecture 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 lifelong 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 architecture 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 nontraditional 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.

Portland State University team room; photo courtesy Clive Knights

INTRODUCTION

On behalf of the directors and staff of the National Architectural Accrediting Board, Inc. (NAAB), it is my pleasure to transmit the *2012 Report on Accreditation in Architecture Education*. The NAAB has developed this report with three purposes in mind:

• To summarize the accreditation actions taken in 2012
• To report aggregated statistics on NAAB-accredited programs for the academic year ending June 30, 2012
• To outline other accreditation-related activities in 2012

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 2012; these decisions were all effective January 1, 2012. This report does not include the results of six decisions made in March 2013; these were based on visits conducted between September 24 and November 30, 2012. The reconsideration period had not ended at the time this report was prepared.

There were a total of 32 accreditation visits in 2012 involving 125 volunteers, who contributed almost 5,000 hours to the NAAB. These numbers do not include visits for eligibility for candidacy. 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 programs and candidate programs in architecture.

In 1975, the NAAB became responsible for establishing and maintaining "a data bank of comparable information on schools." This responsibility is now fulfilled by the Annual Report Submission system (ARS). Since 2008, 100% of accredited and candidate programs have submitted statistical data. The charts included in this report are designed to provide aggregated information on programs, students, and faculty. Where there have been significant changes since 2011, they have been noted in the report.

I hope you agree this report serves as a valuable tool and is useful to the schools of architecture, the 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,

Ted C. Landsmark
President

2012 ACCREDITATION DECISIONS

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.).

The spring visits began on January 22 and concluded on April 13. There were 24 visits for continuing accreditation, and 29 individual degree programs were reviewed.

The following terms of accreditation were approved at the February and July 2012 meetings.

Six-year term of continuing accreditation (with or without a focused evaluation)
Andrews University (M. Arch.)
Arizona State University (M. Arch.)
Boston Architectural College (B. Arch. & M. Arch.)
Carnegie Mellon University (B. Arch.)
Clemson University (M. Arch.)
City College of the City University of New York (B. Arch. & M. Arch.)
Drexel University (B. Arch.)
Florida A&M University (B. Arch. & M. Arch.)
Harvard University (M. Arch.)
Howard University (B. Arch.)
Kent State University (M. Arch.)
North Carolina State University (B. Arch. & M. Arch.)
North Dakota State University (B. Arch.)
Northeastern University (M. Arch.)
Philadelphia University (B. Arch.)
Prairie View A&M University (M. Arch.)
Roger Williams University (M. Arch.)
Southern California Institute of Archtecture (B. Arch. & M. Arch.)
University of New Mexico (M. Arch.)
University of Texas at Austin (B. Arch. and M. Arch.)
Virginia Polytechnic and State University (B. Arch. & M. Arch.)
Washington University in St. Louis (M. Arch.)
Wentworth Institute of Technology (M. Arch.)

Three-year term of continuing accreditation
Frank Lloyd Wright (M. Arch.)
State University of New York, Buffalo (M. Arch.)
University of Southern California (M. Arch.)

Eligibility for candidacy
Bowling Green State University (M. Arch.)
Lebanon American University (B. Arch.)
Marywood University (B. Arch.)
University of Maine at Augusta (B. Arch.)

2012 ACCREDITATION DECISIONS

There were seven visits in the fall of 2012:
- One visit for continuing accreditation (University of Hawaii, Manoa)
- Three visits for initial accreditation (University of Memphis, Portland State University, Woodbury University)
- Three visits for initial candadcy (Academy of Art Univeristy [B. Arch.], Marywood University, South Dakota State)

The results of these decisions will be publicly available after April 1, 2013.

By the time the 2012 visit cycle ended in mid-November, the NAAB fielded 32 teams to review 34 individual degree programs. Approximately 125 volunteers contributed 5,000 hours to the work of the NAAB.

In late December 2012, the NAAB received three additional applications for candidacy. Eligibility visits were conducted late in 2012.
- Lebanon American University
- American University of Dubai
- Penn State (M. Arch.) — no visit required

Analysis of Spring 2012 Visiting Team Reports

During spring 2012, NAAB teams completed visits to 24 institutions and reviewed 29 degree programs for continuing accreditation. There were no initial accreditation or candidacy visits during the spring. There was one eligibility visit.

The 2009 NAAB Conditions for Accreditation, Part I, Sections 1-4 and Part II, Sections 2-4
For the purposes of analyzing VTR results for most of the 2009 Conditions, the analysis is confined to the institution offering the accredited degree programs. Of the institutions offering professional degree programs that completed visits for continuing accreditation:

- One did not meet five of Conditions I.1-I.4 or II.2-II.4.
- One did not meet three of Conditions I.1-I.4 or II.2-II.4
- Two did not meet two of Conditions I.1-I.4 or II.2-II.4.
- Six did not meet one of Conditions I.1-I.4 or II.2-II.4.

Seven of the institutions Met all of Conditions I.1-I.4 or II.2-II.4.

Of the Conditions for Accreditation I.1-I.4 and II.2-II.4, the following Condition was *Not Met* by the greatest number of institutions:
- I.1.4 Long range planning (6)

The following Conditions were *Met* by all programs:
- I.1.1 History and Mission
- I.1.2 Learning Culture and Social Equity
- I.1.3.A Architectural Education and the Academic Community
- I.1.3.B Architectural Education and Students
- I.1.3.C Architectural Education and the Regulatory Environment

2012 ACCREDITATION DECISIONS

- I.1.3.E Architectural Education and the Public Good
- I.2.1 Human Resources and Human Resource Development
- I.2.5 Information Resources
- I.3.2 Annual Reports
- I.3.3 Faculty Credentials
- I. 4 Policy Review
- II.2.1 Regional Accreditation
- II.2.3 Curriculum Review and Development
- II.4.2 Access to NAAB Conditions and Procedures
- II.4.3 Access to Career Development Information
- II.4.4 Public Access to APRs and VTRs
- II.4.5 ARE Pass Rates

2009 Condition II.1 – Student Performance Criteria (SPC)
For the purposes of analyzing VTR results for Condition II.1, all professional degree programs were evaluated. This is because the team has the option to designate an individual SPC as *Met* in one degree program and *Not Met* in another.

The average number of *Not-Met* SPC for all programs visited was 2.6. This in an increase over the spring 2011 visit cycle, when the average (less candidacy visits) was 1.3.

The following SPC were *Not Met* by the most number of professional degree programs, excluding those visited for initial candidacy:
- B.2 Accessibility (10)
- B.6 Comprehensive Design (13)

These two SPC were among the most *Not-Met* in 2011 as well. The staff has reviewed the VTRs for all programs where B.6 was not met in 2011 and 2012. The results of this analysis show that teams were correctly assessing these SPC on the basis of the lack of integration of one or more of the core elements.

The following SPC were *Met* by all programs:
- A.2 Design Thinking Skills
- A.5 Fundamental Design Skills
- A.8 Ordering Systems
- B.3 Sustainability
- B.4 Site Design
- B.8 Environmental Systems
- B.9 Structural Systems
- C.6 Leadership

This list is shorter than it was in 2011. Four of the SPC on this list are repeats from the previous year (A.2, A.8, B.9, and C.6).

The Board was guided by the recommendation of the visiting team in making 21 of 29 decisions.

2012 ACCREDITATION DECISIONS

2012 Focused Evaluations
Programs may receive a term of accreditation with a focused evaluation (FE) after one, two, or three years. In granting a term of this type, the NAAB Board of Directors has determined through a review of the *VTR* and other documents that major deficiencies may exist that if not addressed could impair the ability of the program to continue to provide a professional education in architecture.

The scope of an FE is identified in the decision letter sent to the institution following an accreditation decision by the NAAB Directors. Generally, FEs are limited to matters related to Part I, Sections 1 and 2, and Part II, Sections 2-4 of the *2009 Conditions for Accreditation*. The scope of the FE may also include Causes for Concern in any area other than Student Performance Criteria (Part II, Section 1).

Ten FEs were scheduled for 2012.

All but one of the decisions were made at the October 2012 meeting. The final review will be completed in November.
> The Catholic University of America (DC) [2015]
> Drury University (MO) [2016]
> Hampton University (VA) [2009]
> Rensselaer Polytechnic Institute (NY) [2010]
> Texas Tech [2016]
> University of Idaho [2016]
> University of Massachusetts, Amherst [2016]
> University of Oklahoma [2015]
> University of Virginia [2015]

The final review and report was completed in November; the decision will be made in March 2013.

ANNUAL REPORT SUBMISSION (ARS)

Overview

The NAAB launched its online Annual Report Submission 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 are included in 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.

The definitions in part I 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[1].   Much of the institutional information requested in part I of the ARS corresponds to reports submitted by institutions to IPEDS each fall

Portland State University team room; photo courtesy Clive Knights

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[1]   Integrated Postsecondary Education Data System http://nces.edu.gov/IPEDS

ACCREDITED PROGRAMS

Accredited Programs by Degree Type (n=151)
As of the end of the 2011–2012 academic year, there are 151 accredited programs housed in 120 U.S. institutions.

Of the 151 programs, 33% (50 programs) are Bachelor of Architecture programs, 66% (99 programs) are Master of Architecture programs, and 1% (1 program) is a Doctor of Architecture.

One program received initial accreditation between July 1, 2011, and June 30, 2012.

Accredited Programs by Degree Type

1%
33%
66%

- Bachelor of Architecture
- Master of Architecture
- Doctor of Architecture
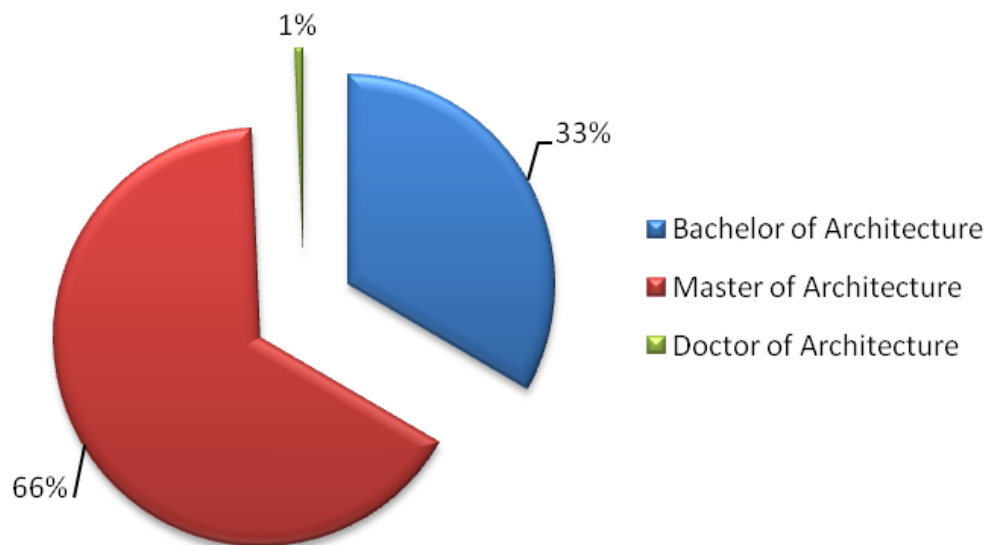
Candidate Programs
Data included in this report are only for those programs that had achieved initial candidacy by July 1, 2011. All programs visited for candidacy in 2012 will submit their first statistical reports in fall 2013. See pages 35 –36 of this report for additional information on programs seeking or in candidacy.

Of the nine programs in candidacy in the 2011–2012 academic year, eight were M. Arch. programs and one was a B. Arch. program.

ACCREDITED PROGRAMS

Number of Accredited Programs at Institutions
There are 120 institutions that offer accredited architecture programs. Of those, 90 institutions (75%) offer one accredited program, and 30 (25%) offer two accredited programs.

Institution Type
Of those 120 institutions, 71 (59%) are public institutions; 47 (39%) are private, not-for-profit institutions; and 2 (2%) are private, for-profit institutions.

Institutions (# of accredited degrees)

25%

Institutions with single accredited program

Institutions with two accredited programs

75%
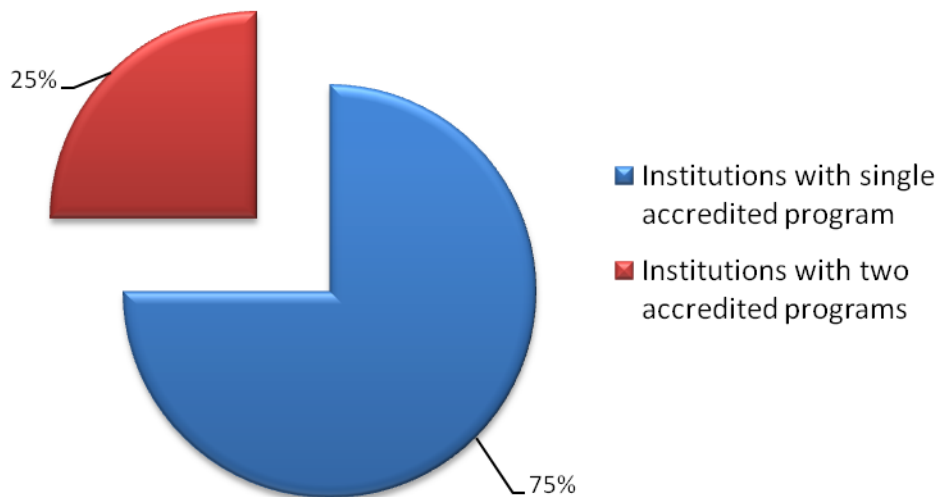
ACCREDITED PROGRAMS

Distribution of Accredited Programs and Enrolled Students by ACSA Region
The Northeast region is home to the greatest number of accredited programs with 41 (27%).

One program was granted initial accreditation in July 2011: The School of the Art Institute of Chicago is in the West Central region.

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

The ACSA reconfigured its regions in 2012; as a result, it is not possible to compare the 2012 distribution with the 2011 distribution.

	Programs				Enrollment			
Region	**B. Arch.**	**M. Arch.**	**D. Arch.**	**Total**	**B. Arch.**	**M. Arch.**	**D. Arch.**	**Total**
East Central	2	14	0	16	338	1,216	0	1,554
Northeast	16	25	0	41	5,132	2,589	0	7,721
Southeast	12	16	0	28	2,902	1,995	0	4,897
Southwest	6	11	0	17	1,525	891	0	2,416
West	9	18	1	28	3,921	2,311	386	6,618
West Central	5	16	0	21	1,369	2,275	0	3,644
Total All Regions	50	99	1	151	15,187	11,277	386	26,850

ENROLLMENT

Overall Enrollment in Accredited Programs by Degree (n=26,850)

There are 26,850 students enrolled in NAAB-accredited degree programs; of this total, 15,187 (57%) are enrolled in Bachelor of Architecture programs, 11,277 (42%) in Master of Architecture programs, and 386 (1%) in Doctor of Architecture programs.

Of the students enrolled, 24,593 (92%) are enrolled full-time, and 2,257 (8%) are enrolled part-time.
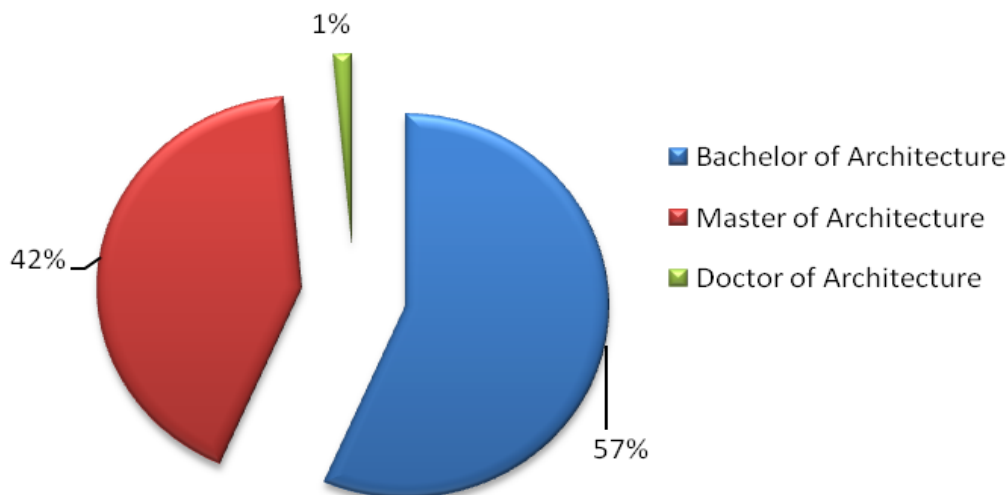
Overall, enrollment in accredited programs decreased by a net of 627, or 2.3%, from the previous academic year (2010–2011). In the previous academic year, there were 27,477 students enrolled in accredited degree programs.

Total enrollment in B. Arch. programs declined by 890, while enrollment in M. Arch. programs increased by 246, and enrollment in D. Arch. programs increased by 16. The increase in M. Arch. enrollment can be attributed to recently accredited programs that previously reported as Candidate programs.

The distribution of enrolled students across degree programs has not changed since 2009.

There are 14,227 (53%) architecture students enrolled in institutions with public support, and 12,623 (47%) are enrolled in institutions with private support. In 2011 the distribution of enrolled students between public and private institutions was similar (54–46).
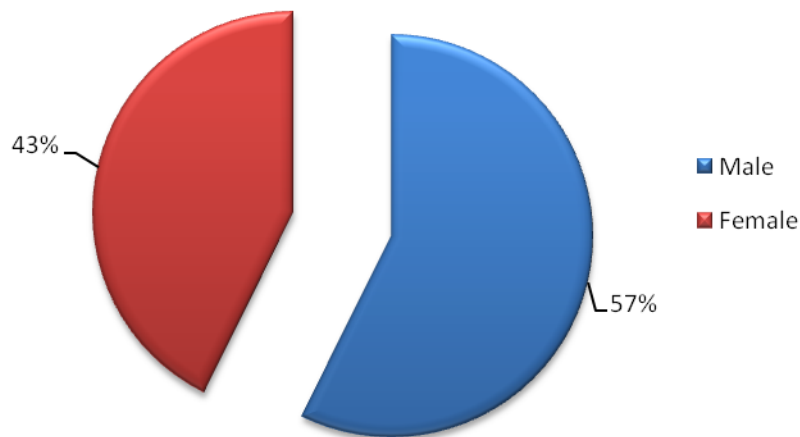
Overall Enrollment by Degree

1%
42%
57%

- Bachelor of Architecture
- Master of Architecture
- Doctor of Architecture

ENROLLMENT

Overall Enrollment in Accredited Programs by Gender
The gender breakdown of students enrolled is 15,394 (57%) male students and 11,456 (43%) female. These percentages indicate a modest shift in enrollment by gender; in every year since 2008 (when the NAAB began collecting statistical data for this report), the breakdown has been 59/41. The percentages are statistically the same for the three degrees, Bachelor of Architecture, Master of Architecture, and Doctor of Architecture.

Overall Enrollment by Gender

43%

57%

■ Male

■ Female

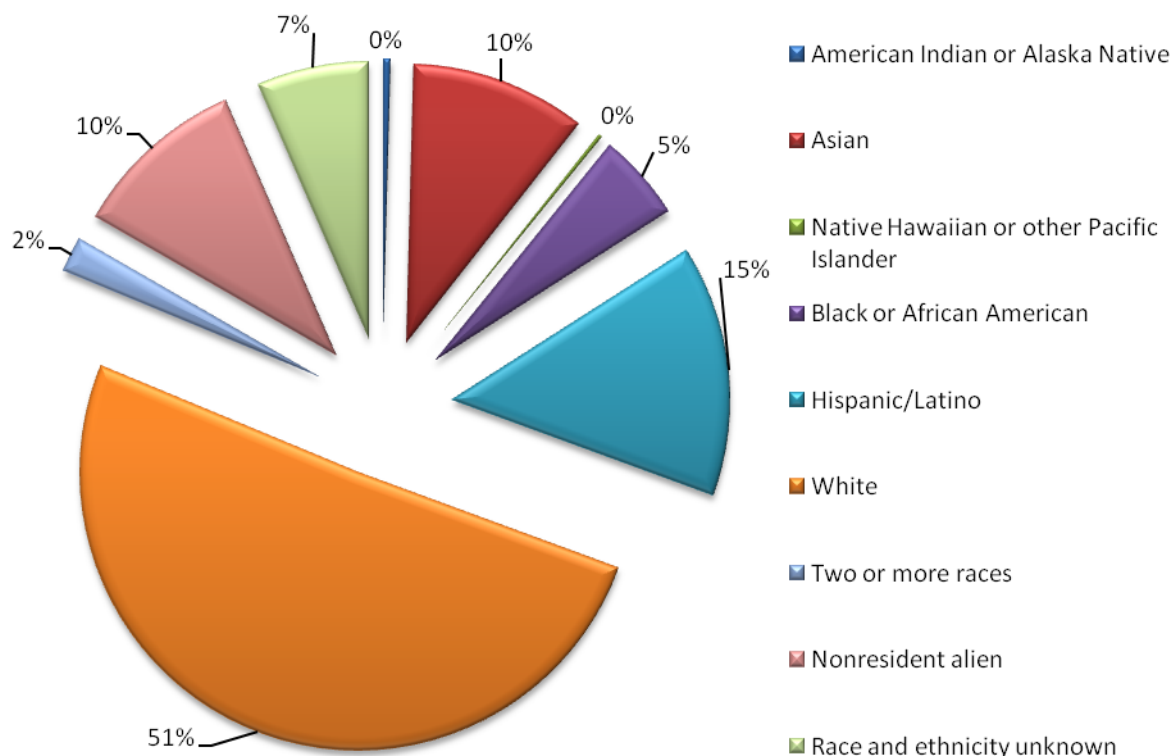**Overall Enrollment in Accredited Programs by Ethnicity**

There are 13,602 (51%) architecture students who indicated White with respect to ethnicity. The remaining categories were as follows: 111 (0.4%) American Indian or Alaskan Native; 2,742 (10%) Asian; 63 (0.2%) Native Hawaiian or other Pacific Islander; 1,371 (5%) Black or African American; 3,924 (15%) Hispanic/Latino; 554 (2%) two or more races; 2,732 (10%) nonresident alien; and 1,751 (7%) race and ethnicity unknown.

The enrollment by ethnicity for individual degree programs differs:

• 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 32% overall.
• For the Master of Architecture, 23% of students were minorities compared to 32% for the overall enrollment.
• For the Doctor of Architecture, minorities represent of 56% of enrollment.
• The Bachelor of Architecture has the highest percentage of students whose race/ethnicity is unknown.
• The Master of Architecture has the highest percentage of students who indicated nonresident aliens.

Generally speaking, the distribution of students by ethnicity has not changed significantly since 2009.

## Overall Enrollment by Ethnicity

Legend:
- American Indian or Alaska Native
- Asian
- Native Hawaiian or other Pacific Islander
- Black or African American
- Hispanic/Latino
- White
- Two or more races
- Nonresident alien
- Race and ethnicity unknown

ENROLLMENT

Overall Enrollment in Candidate Programs by Degree (n=547)
Of the 547 students enrolled in candidate programs in 2011–2012, 127 (23%) were enrolled in B. Arch. programs and 420 (77%) in M. Arch. programs. There are no D. Arch. candidate programs. Total enrollment in candidate programs increased by 50% over the 2010–2011 enrollment, which totaled 365. This increase can be partially attributed to increased numbers of programs in candidacy.

In addition, a dramatic shift has occurred in the enrollment in B. Arch. versus M. Arch. candidate programs. In 2010–2011, 63% of students enrolled in candidate programs were in B. Arch. programs and 37% were enrolled in M. Arch. programs.

## Overall Enrollment by Degree Type — Candidate

23%

77%

■ Bachelor of Architecture

■ Master of Architecture

■ Doctor of Architecture
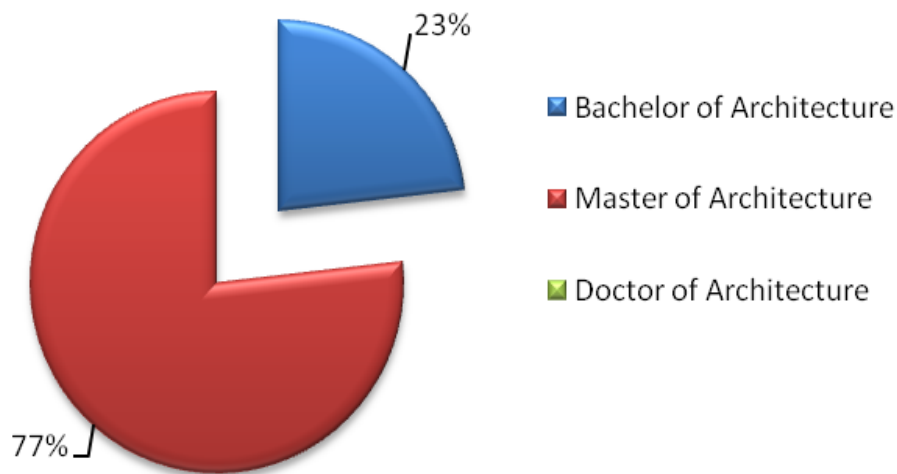
ENROLLMENT

Overall Enrollment in Candidate Programs by Gender
 The gender breakdown of students enrolled in those programs that achieved initial candidacy before July 1, 2011, is 60/40, with 330 (60%) male students and 217 (40%) female students. In 2010–2011, the gender breakdown was approximately 70/30. The percentages for male/female enrollment remain statistically the same for the two degree types.

## Overall Enrollment by Gender — Candidate

40%

60%

- Male
- Female
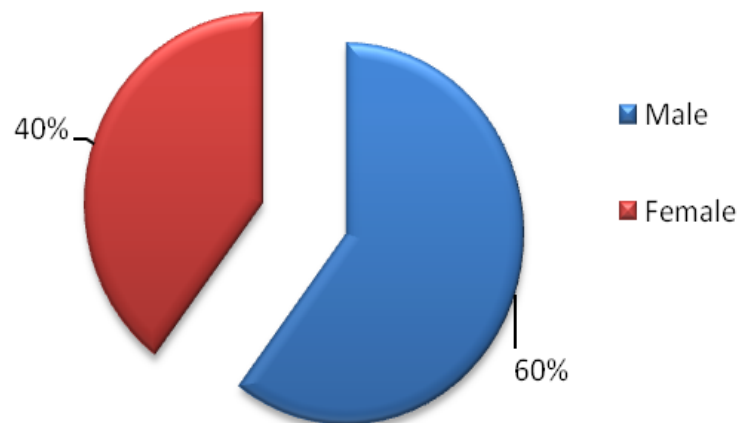
Overall Enrollment in Candidate Programs by Ethnicity

In those programs that achieved candidacy before July 1, 2011, 196 (36%) architecture students indicated White with respect to ethnicity. The remaining categories were as follows: 3 (1%) American Indian or Alaskan Native; 35 (6%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 15 (3%) Black or African American; 238 (43%) Hispanic/Latino; 12 (2%) two or more races; 47 (9%) nonresident alien; and 1 (0%) race and ethnicity unknown.

Overall Enrollment by Ethnicity — Candidate

- American Indian or Alaska Native
- Asian
- Native Hawaiian or other Pacific Islander
- Black or African American
- Hispanic/Latino
- White
- Two or more races
- Nonresident alien
- Race and ethnicity unknown
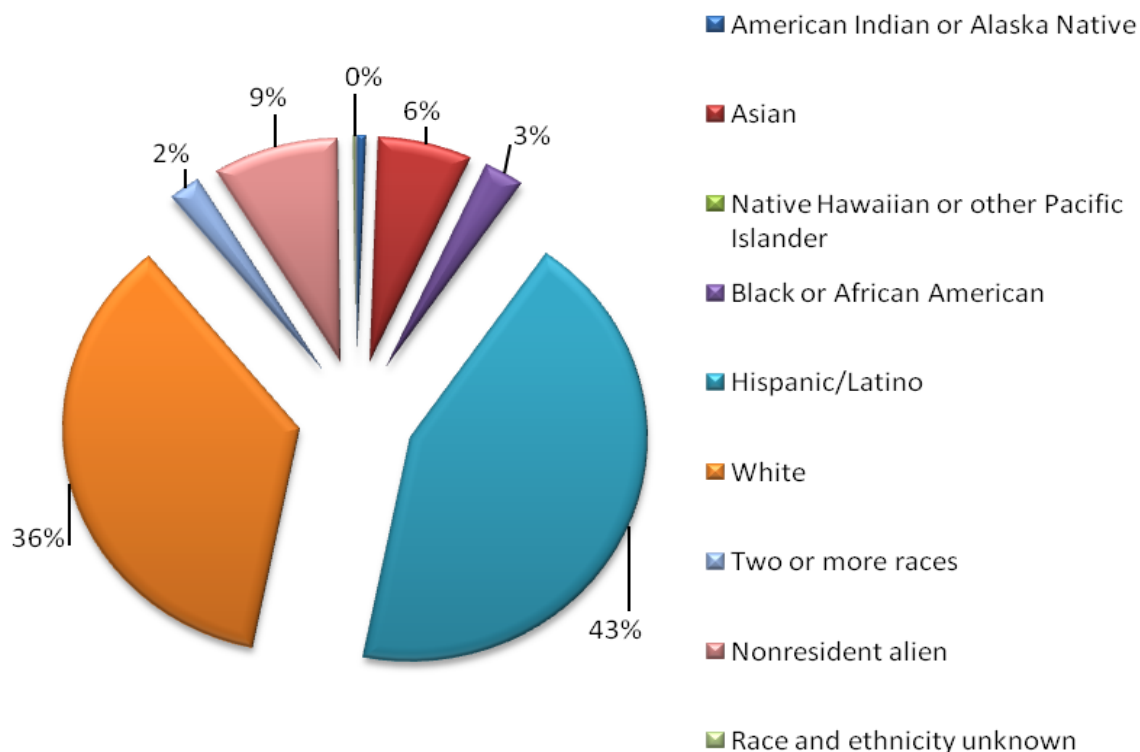
ENROLLMENT

First-Time Enrollment in Accredited Programs (n=8,120)
There are 8,120 newly matriculated students enrolled in NAAB-accredited degree programs for the academic year 2011–2012. The number of new students is approximately 30% of all students in accredited programs. Of this total, 3,704 (46%) are enrolled in Bachelor of Architecture programs, 4,331 (53%) in Master of Architecture programs, and 85 (1%) in Doctor of Architecture degree programs.

Of the 8,120 newly enrolled students, 7,816 (96%) are enrolled full-time and 304 (4%) are enrolled part-time. There are 4,431 (55%) architecture students enrolled in institutions with public support and 3,689 (45%) enrolled in institutions with private support.

First-time enrollment in 2011–2012 decreased by 187 students, or 2.3%, from 2010–2011 totals.

First-Time Enrollment by Gender
The gender breakdown of students enrolled is 4,599 (57%) male students and 3,521 (43%) female. The percentage increase in female enrollment since 2011 is 5%, and the percentage decrease for male enrollment is -7%. In addition, the percentages for male/female are relatively the same for the three degrees, Bachelor of Architecture, Master of Architecture, and Doctor of Architecture

First-Time Enrollment by Ethnicity
There are 4,051 (50%) architecture students who indicated White with respect to ethnicity. The remaining categories were as follows: 35 (0.4%) American Indian or Alaskan Native; 770 (10%) Asian; 22 (0.3%) Native Hawaiian or other Pacific Islander; 455 (6%) Black or African American; 1,051 (13%) Hispanic/Latino; 173 (2.1%) two or more races; 924 (11%) nonresident alien; and 639 (8%) race and ethnicity unknown.

Overall Enrollment in Preprofessional Programs
Of the institutions that offer accredited and candidate architecture programs, 79 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 from institution to institution.

There were 17,294 students enrolled in preprofessional degree programs in academic year 2011–2012. This is a decrease of 540 students, or 3%, from the 2010–2011 academic year.

Of the total, 15,766 (91%) are enrolled full-time, and 1,528 (9%) part-time. There are 12,760 (74%) architecture students enrolled in institutions with public support and 4,534 (26%) in institutions with private support.

Preprofessional Enrollment by Gender
The gender breakdown of students enrolled is 60/40 with 10,395 (60%) male students and 6,899 (40%) female students.

ENROLLMENT

Preprofessional Enrollment by Ethnicity
There are 9,588 (55%) preprofessional architecture students who indicated White with respect to ethnicity. The remaining categories are as follows: 87 (0.5%) American Indian or Alaskan Native; 1,190 (7%) Asian; 37 (0.2%) Native Hawaiian or other Pacific Islander; 1,255 (7.3%) Black or African American; 2,720 (16%) Hispanic/Latino; 322 (2%) two or more races; 1,035 (6%) nonresident alien; and 1,060 (6.1%) race and ethnicity unknown.

First-Time Enrollment in Preprofessional Programs
There were 5,404 newly matriculated students enrolled in preprofessional programs at institutions with accredited architecture programs for the academic year 2011–2012; 5,239 (97%) are enrolled full-time and 165 (3%) are enrolled part-time. There are 4,021 (74%) architecture students enrolled in institutions with public support and 1,383 (26%) in institutions with private support.

First-time enrollment in preprofessional programs in 2011–2012 increased by 9% over the previous academic year.

First-Time Enrollment in Preprofessional Programs by Gender
The gender breakdown of students enrolled is approximately 60/40, with 3,205 (59%) male students and 2,199 (41%) female.

First-Time Enrollment in Preprofessional Programs by Ethnicity
There are 2,813 (52%) architecture students who indicated White with respect to ethnicity. The remaining categories are as follows: 37 (0.7%) American Indian or Alaskan Native; 333 (6%) Asian; 20 (0.4%) Native Hawaiian or other Pacific Islander; 455 (8.4%) Black, Non-Hispanic; 990 (18%) Hispanic/Latino; 147 (3%) two or more races; 380 (7%) nonresident alien; and 229 (4%) race and ethnicity unknown.
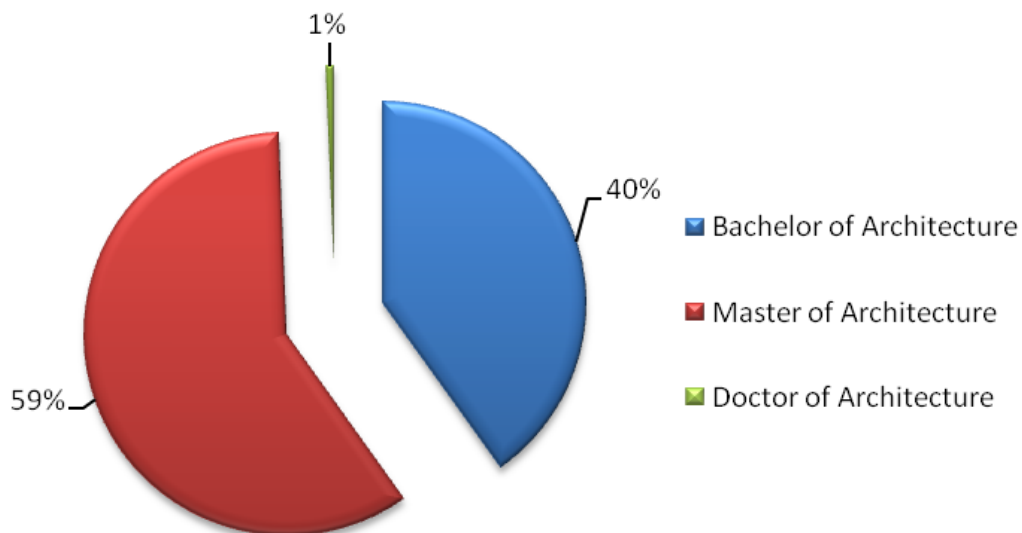
DEGREES AWARDED

Degrees Awarded by Accredited Programs (n=6,354)
A total of 6,354 accredited degrees were awarded during the 2011–2012 academic year: 2,552 (40%) were Bachelor of Architecture degrees; 3,763 (59%) were Master of Architecture degrees; and 39 (1%) were Doctor of Architecture degrees.

This represents an increase of 2.6%, or 163, over the total number of degrees awarded during the 2010–2011 academic year.

The 2011–2012 distribution is statistically similar to that for the 2010–2011 academic year.
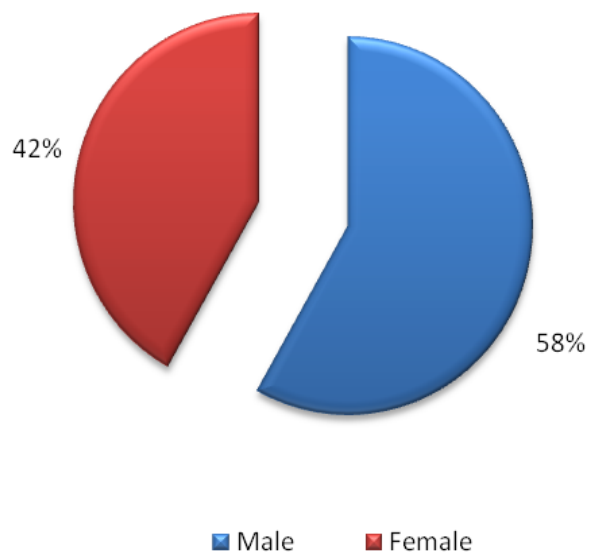
Degrees Awarded by Degree Type

- 1%
- 40% — Bachelor of Architecture
- 59% — Master of Architecture
- Doctor of Architecture

DEGREES AWARDED

Degrees Awarded by Gender
The gender breakdown for degrees awarded was comparable to that of the gender breakdown for overall enrollment: 3,697 (58%) males and 2,657 (42%) females.

The distribution by gender for degrees awarded is statistically the same for the degrees of Bachelor of Architecture and Master of Architecture. The distribution by gender for the Doctor of Architecture is the reverse: 64% female and 36% male.

Degrees Awarded by Gender

42%

58%

■ Male   ■ Female

DEGREES AWARDED

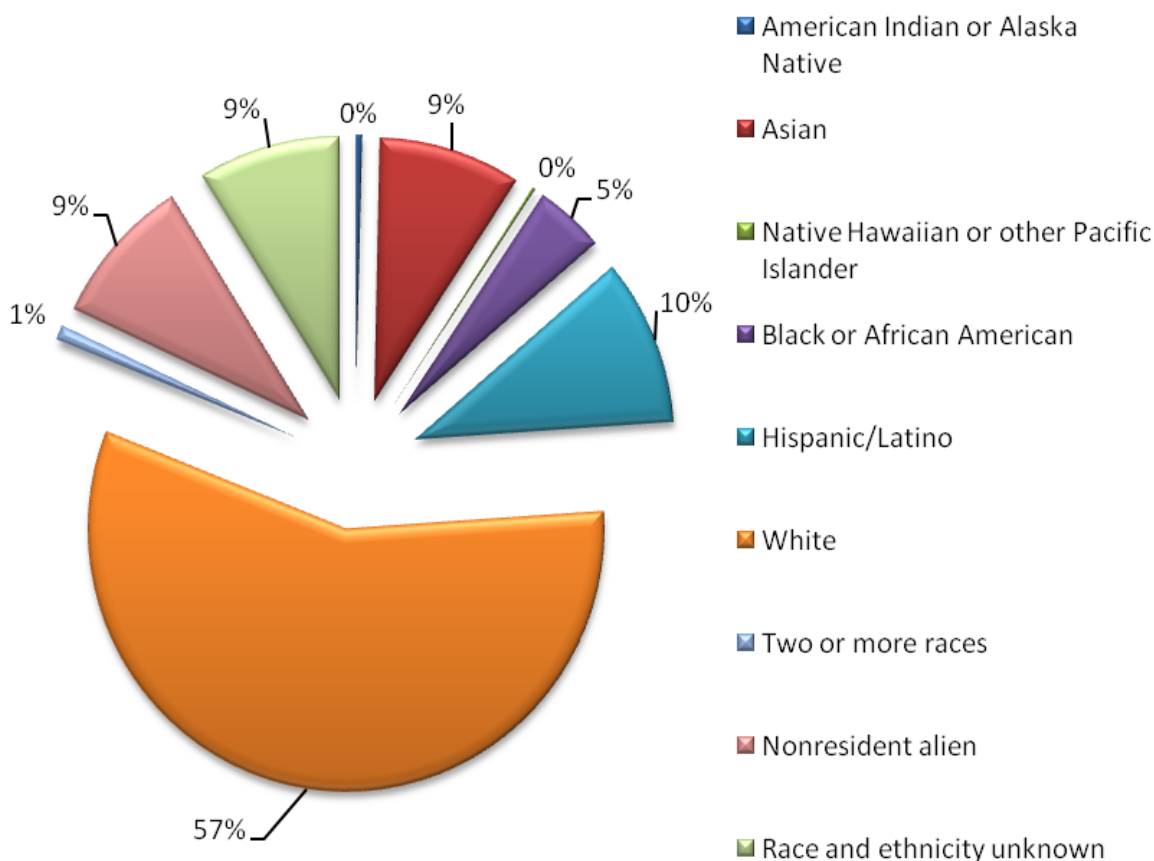**Degrees Awarded by Ethnicity**
Of the degrees awarded, 3,627 (57%) were awarded to White, Non-Hispanic candidates with respect to ethnicity. The remaining categories are as follows: 21 (0.3%) American Indian or Alaskan Native; 564 (9%) Asian; 12 (0.2%) Native Hawaiian or other Pacific Islander; 278 (4.4%) Black or African American; 646 (10%) Hispanic/Latino; 58 (0.9%) two or more races; 586 (9%) nonresident alien; and 562 (9%) race and ethnicity unknown.

The distribution of degrees awarded by ethnicity was less than the overall enrollment with the exception of White, Non-Hispanic.

The distribution of degrees awarded by ethnicity is statistically the same for the degrees Bachelor of Architecture and Master of Architecture.

The distribution of degrees awarded by ethnicity for the Doctor of Architecture is 49% Asian, 28% White, 10% two or more races, 5% Hawaiian or other Pacific Islander, 5% nonresident alien, and 3% Hispanic/Latino. In 2010–2011, the distribution was 90% Asian and 10% Native Hawaiian or Pacific Islander.

Degrees Awarded by Ethnicity

- American Indian or Alaska Native
- Asian
- Native Hawaiian or other Pacific Islander
- Black or African American
- Hispanic/Latino
- White
- Two or more races
- Nonresident alien
- Race and ethnicity unknown

DEGREES AWARDED

Degrees Awarded in Preprofessional Programs

A total of 3,898 preprofessional degrees were awarded during the 2011–2012 academic year. This total is an increase of 363, or 10%, from the previous year.

Degrees Awarded in Preprofessional Programs by Gender

The gender breakdown of degrees awarded is 60/40, with 2,392 (60%) degrees awarded to male students and 1,559 (40%) to female students.

Degrees Awarded in Preprofessional Programs by Ethnicity

There were 2,383 (60.3%) degrees awarded to students who indicated White with respect to ethnicity. The remaining were as follows: 11 (0.3%) American Indian or Alaskan Native; 324 (8.2%) Asian; 7 (0.2%) Native Hawaiian or other Pacific Islander; 146 (3.7%) Black or African American; 639 (16%) Hispanic/Latino; 58 (1.5%) two or more races; 212 (5.4%) nonresident alien; and 171 (4.3%) race and ethnicity unknown.

Postprofessional Programs

The term *postprofessional* refers to graduate degrees offered to students who already have a professional degree in architecture. Of the 120 colleges and universities that offer accredited programs, 71 offer postprofessional programs. At least 31 of these use the title M. Arch. for the postprofessional degree. 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. In 2010–2011, there were 74 postprofessional programs.
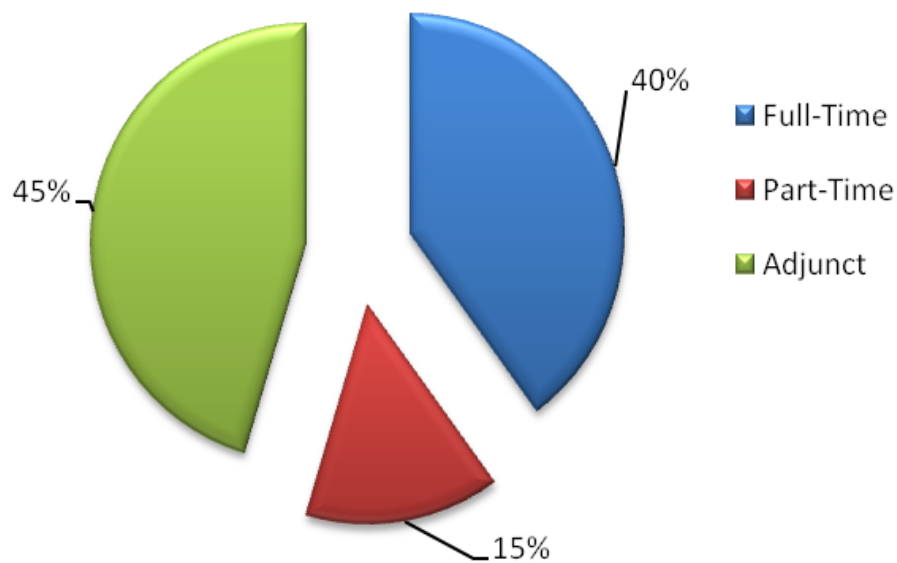
FACULTY

Total Faculty—Appointment Type
There are 6,064 faculty teaching in NAAB-accredited degree programs. This number includes adjuncts. In 2010–2011, the total number of faculty was 5,998.

Of this total, 2,422 (40%) are full-time, 891 (15%) are part-time, and 2,751 (45.4%) are adjunct.

The percentage of full-time faculty remains unchanged from 2010–2011. The percentage decrease of part-time faculty is 14.5%, and the percentage increase of adjunct faculty is 8%.
.

Overall Faculty

FACULTY

Faculty—Gender

The gender breakdown of faculty is 68/32, with 4,144 (68%) male faculty and 1,920 (32%) female. The gender balance within the faculty has shifted since the 2010–2011 academic year, when it was 72/28. The percentage of male faculty has decreased by 4%, and female faculty has increased by 13%.

The percentages by rank for the 2011–2012 academic year are as follows:
- For full professors, the distribution by gender is 79/21 (unchanged from 2010–2011)
- For associate professors, the distribution by gender is 71/29 (73/27 in 2010–2011)
- For assistant professors, the distribution is 64/36 (68/32 in 2010–2011)
- For instructors, the distribution is 65/35 (70/30 in 2010–2011)

Overall Faculty by Gender
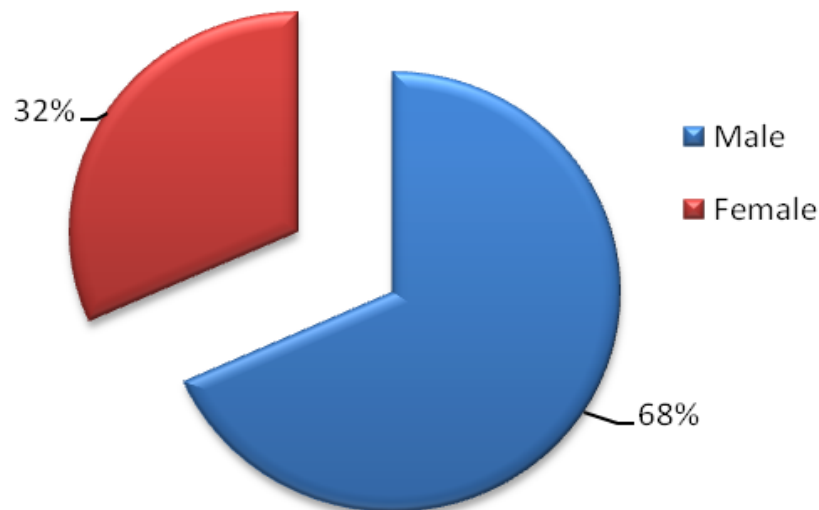
Faculty—Rank

Of the 6,064 total faculty, 1,014 (17%) are full professors, 1,026 (17%) are associate professors, 1,150 (19%) are assistant professors, and 2,874 (47%) are instructors.

Of the total number of instructors, 2,008 (70%) are adjuncts. In 2010–2011, adjunct faculty composed 66% of the total number of instructors.

The percentages for full and associate professors remain unchanged from 2010–2011. The percentage of assistant professors has decreased slightly, from 20% of the total in 2010–2011 to 19% this year, and the percentage of instructors has increased slightly, from 46% last year to 47% this year.

Overall Faculty by Rank

17%

17%

19%

47%

- Professor
- Associate
- Assistant
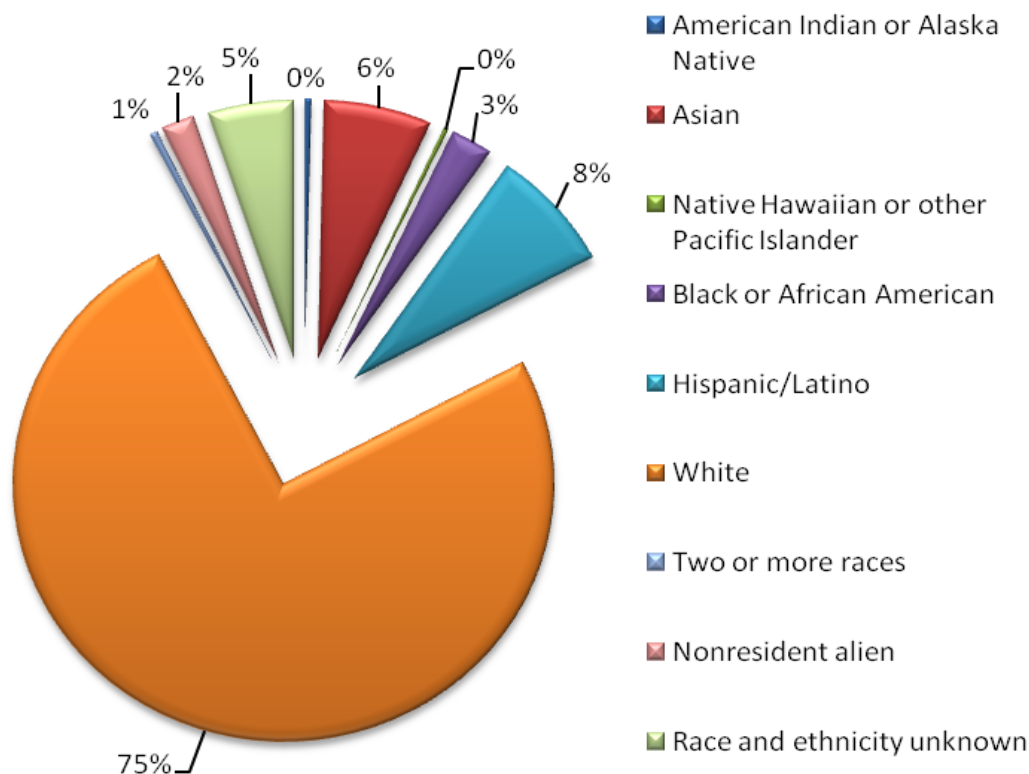- Instructor
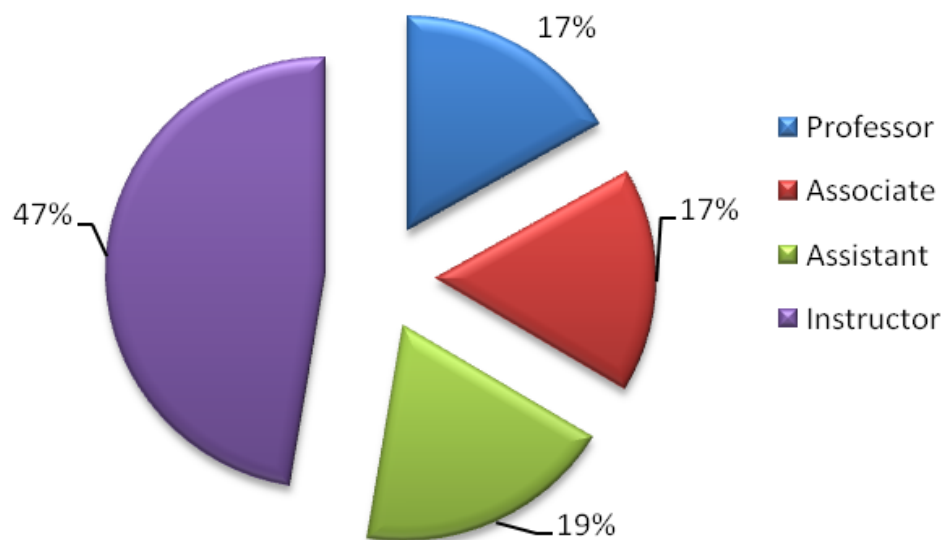
FACULTY

Faculty—Ethnicity

There were 4,559 (75%) faculty members who indicated White with respect to ethnicity. The remaining indicated the following: 21 (0.3%) American Indian or Alaskan Native; 389 (6%) Asian; 17(0.3%) Native Hawaiian or other Pacific Islander; 154 (3%) Black of African American; 463 (8%) Hispanic/Latino; 30 (1%) two or more races; 122 (2%) nonresident alien; and 309 (5%) race and ethnicity unknown.

This distribution represents a modest shift from 2010–2011, when the distribution between White and the other categories was 77/23.

Following is the distribution by rank for 2011–2012:
* For full professors, the distribution by ethnicity is 83/17 (85/15 in 2010–2011)
* For associate professors, the distribution is 79/21 (unchanged from 2010–2011)
* For assistant professors, the distribution is 70/30 (72/28 in 2010–2011)
* For instructors, the distribution is 73/27 (75/25 in 2010–2011)

Overall Faculty by Ethnicity

Credentials for Full, Associate, and Assistant Professors

Based on data supplied by accredited architecture programs for the 2011–2012 academic year, 2,163 individuals are employed as full-time instructional faculty at the full, associate, or assistant professor level.

Of that number, 1,212 (56%) have an accredited M. Arch. degree, and 36% are registered to practice in a U.S. jurisdiction.

Full-Time Instructional Faculty Credentials
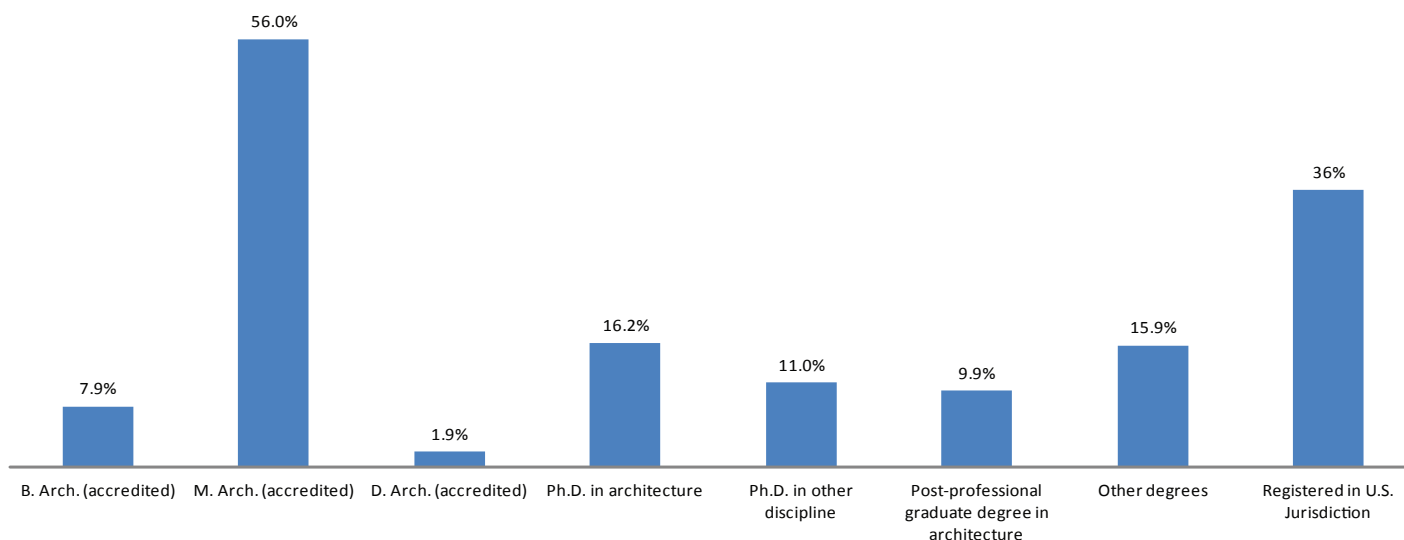
Full-time Instructional Faculty Registered in a U.S. Jurisdiction
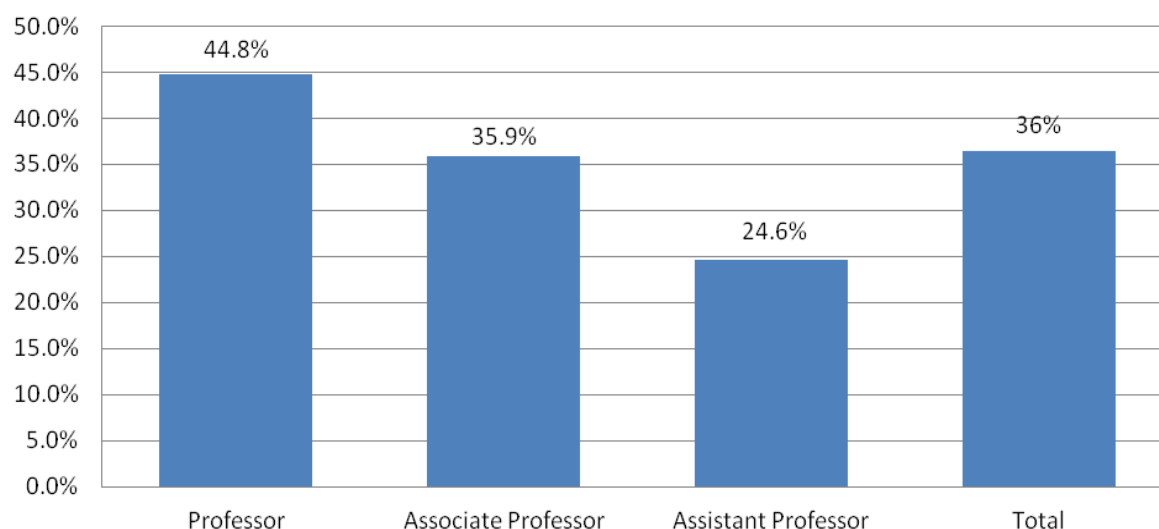
FACULTY

Faculty Salaries—National Averages

As to be expected, the salary range for full professor exceeded that of associate professor, which, in turn, exceeded that of assistant professor.

For full professors, average salaries nationwide ranged from $72,933 to $108,778, with an average of $88,018. Average salaries for associate professors ranged from $58,973 to $77,768 with an average of $66,884. For assistant professors, average salaries ranged from $49,718 to $61,132, with an average of $55,133.

For professors, associate professors, and instructors, national averages were slightly lower in 2012 than in 2011; assistant professors were the only group that saw an increase in the national average.

TOTAL All ACSA Regions

Faculty Type	2012			2011		
	Minimum	Maximum	Avg.	Minimum	Maximum	Avg.
Professor	$72,933	$108,778	$88,018	$74,737	$107,392	$88,076
Assoc. Prof.	$58,973	$77,768	$67,884	$59,823	$77,709	$67,303
Assist. Prof.	$49,718	$61,132	$55,133	$48,520	$60,856	$54,772
Instructor	$18,382	$27,134	$22,214	$16,584	$28,579	$23,532

Comparing Public and Private Institutions

Generally, national averages for salaries at public institutions are higher than at private institutions. This is true not only in architecture but for university averages as well.

TOTAL All ACSA Regions—Public

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	$75,259	$114,205	$92,634	$94,806
Assoc. Prof.	$63,148	$83,334	$71,459	$71,760
Assist. Prof.	$54,488	$66,306	$59,714	$61,916
Instructor	$20,540	$27,456	$23,571	$24,260

TOTAL All ACSA Regions—Private

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	$69,491	$100,746	$81,187	$82,769
Assoc. Prof.	$52,794	$69,529	$60,112	$61,739
Assist. Prof.	$42,658	$53,476	$48,352	$52,246
Instructor	$15,187	$26,658	$20,206	$27,985

University averages exceeded program averages in all cases, at both public and private institutions.

FACULTY

Averages by ACSA Region

The highest regional average for full professor is in the East Central region at $101,849. The highest average for associate professor is in the West Central region at $73,809. The highest average for assistant professor is also in the West Central region at $61,941. The highest regional average for instructor is in the West region at $30,555.

The ACSA reconfigured its regions in 2012; as a result, it is not possible to compare the 2012 regional salary tables with those from 2011.

All Faculty—Northeast

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	$76,577	$103,841	$87,914	$86,891
Assoc. Prof.	$57,927	$74,372	$65,388	$68,959
Assist. Prof.	$44,690	$55,698	$50,554	$55,910
Instructor	$10,480	$12,424	$11,119	$17,471

All Faculty—Southeast

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	$62,452	$90,152	$76,726	$86,801
Assoc. Prof.	$55,174	$75,791	$63,097	$64,020
Assist. Prof.	$47,073	$57,676	$52,006	$55,388
Instructor	$20,766	$25,430	$23,586	$31,271

All Faculty—Southwest

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	$70,749	$111,437	$88,403	$98,283
Assoc. Prof.	$55,865	$73,306	$65,361	$70,264
Assist. Prof.	$50,892	$60,305	$55,664	$60,097
Instructor	$24,171	$40,930	$30,555	$27,892

All Faculty—West

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	$68,479	$105,854	$85,774	$90,795
Assoc. Prof.	$58,315	$73,306	$65,361	$70,264
Assist. Prof.	$50,892	$60,305	$55,664	$60,097
Instructor	$24,171	$40,930	$30,555	$27,892

FACULTY SALARIES

All Faculty—West Central

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	$81,062	$128,176	$100,399	$97,984
Assoc. Prof.	$66,352	$83,505	$73,809	$68,216
Assist. Prof.	$56,747	$68,354	$61,941	$60,397
Instructor	$21,876	$28,909	$24,5729	$23,479

All Faculty—East Central

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	$82,036	$132,552	$101,849	$85,394
Assoc. Prof.	$63,744	$86,563	$73,529	$65,286
Assist. Prof.	$54,819	$68,047	$60,575	$58,238
Instructor	$16,895	$32,501	$24,812	$30,057

OTHER NAAB ACTIVITIES IN 2012

Application For Candidacy
The NAAB is managing 17+ programs seeking or in some stage of candidacy; 14 of these programs initiated the process after January 1, 2010. The status of these programs as of December 30, 2012, is as follows:

Programs Seeking Eligibility

American University of Dubai	B. Arch.	Eligibility visit complete
California Baptist University	M. Arch.	Application under review
SUNY Alfred	B. Arch.	Application under review

Programs with Eligibility Preparing for Initial Candidacy

Academy of Art University (CA)	B. Arch.	Eligibility (October 2011) Initial Candidacy Visit, Fall 2012
Marywood University (PA)	B. Arch.	Eligibility (February 2012) Initial Candidacy Visit, Fall 2012
South Dakota State University	M. Arch.	Eligibility (July 2011) Initial Candidacy Visit, Fall 2012
University of the District of Columbia	M. Arch.	Eligibility (February 2011) Initial Candidacy Visit, Fall 2013
Bowling Green State University (OH)	M. Arch.	Eligibility (February 2012) Initial Candidacy Visit, Spring 2013
University of Maine, Augusta	B. Arch.	Eligibility (February 2012) Initial Candidacy Visit, Spring 2013
Lebanon American University	B. Arch.	Eligibility (July 2012) Initial Candidacy Visit, Spring 2013
Pennsylvania State University	M. Arch.	Eligibility (October 2012) Initial Candidacy Visit, Fall 2013

Programs in Candidacy, Preparing for Continuation of Candidacy

PCU-PR	B. Arch.	Eligibility (2010) Initial Candidacy Granted (2011) Continuation of Candidacy, Spring 2013

Programs in Candidacy, Preparing for Initial Accreditation

Portland State University	M. Arch.	Initial Candidacy (2008) Continuation of Candidacy (2010) Initial Accreditation Visit, Fall 2012

OTHER NAAB ACTIVITIES IN 2012

University of Memphis	M. Arch.	Initial Candidacy (2008) Continuation of Candidacy (2010) Initial Accreditation Visit, Fall 2012
Woodbury University (CA)	M. Arch.	Initial Candidacy (2010) Initial Accreditation Visit, Fall 2012
Massachusetts College of the Arts	M. Arch.	Initial Candidacy (2007) Continuation of Candidacy (2009) Continuation of Candidacy (2011) Initial Accreditation Visit, Fall 2013
University of Arizona	M. Arch.	Initial Candidacy (2011) Initial Accreditation Visit, Fall 2013

These emerging programs represent an 11% increase in the number of accredited programs and a 12.5% increase in the number of institutions.

Seeking candidacy and initial accreditation is a well-defined and documented process found in Sections 3–4 of *The NAAB Procedures for Accreditation*, 2012 edition. As institutions consider whether and how to bring these programs forward, they seek advice and technical assistance from the NAAB. This includes but is not limited to:
- Consulting in person and by telephone over the three-to-seven years the process can take, depending on the degree to be offered and institutional readiness.
- Review of draft *Plans for Achieving Initial Accreditation*
- Review and critique of timelines for achieving initial accreditation
- Networking for program administrators
- Identifying and fielding visiting teams for each stage in the process

These additional visits also place a significant burden on the current pool of available visitors. Visiting teams for initial candidacy must be composed of experienced team members and former NAAB directors. For example, there will be at least 12 candidacy- and initial accreditation-related visits in 2013, increasing the total number of visits in 2013 from 16 to 28.

Preparation for the 2013 Accreditation Review Conference
Since 2010, the NAAB has been preparing for the July 2013 Accreditation Review Conference (ARC13). One of the central pieces of this preparation was *The NAAB Study of Accredited Architectural Education*. The NAAB retained McKinley Advisors to conduct the study and to complete the final report. McKinley is a DC-based consulting firm specializing in research, consulting, and outsourced services for associations and other nonprofits.

The project had three stages beginning with interviews of the NAAB's directors. The second stage of research consisted of eight focus groups conducted at various meetings of the collateral organizations during late 2010 and early 2011. The composition of each group was carefully selected to represent the distinct stakeholder groups that make up the architecture field.

OTHER NAAB ACTIVITIES IN 2012

The final stage consisted of an electronic survey designed to capture feedback on the changing field of architecture, the future of accredited architecture education, and the impact of past changes to the NAAB Conditions for Accreditation on architecture education. The final report was released on May 1, 2012, and can be downloaded from www.naab.org.

The NAAB, through its Assessment and Evaluation Committee, identified additional areas of study:
- Analyzing data collected in the ARS to identify trends in enrollment, graduation rates, finances, and faculty
- Analysis of the following trends in higher education: funding models, collaboration with community colleges, and shifts in faculty worklife
- Implications for the use of co-curricular activity to meet certain student performance criteria
- Objectives for the SPC on comprehensive design
- The effect of changes in access to higher education on demographic diversity in architecture programs
- How other specialized accrediting agencies or organizations in higher education define and assess collaboration

A press release outlining the key dates for preparation for ARC 2013 was released on January 25.

On September 30, 2012, the NAAB named its 2013 Accreditation Review Conference Task Force. These nine individuals (eight directors and the executive director) are responsible for managing the process of analyzing and synthesizing material sent to the NAAB by the other organizations in architecture and related professions, as well as leading the conference.

As of January 31, 2013, all five organizations in architecture as well as two other organizations and four individuals had contributed papers, reports, and other materials to the NAAB for consideration by the task force. These documents, along with the materials prepared by the NAAB, will be reviewed and synthesized by the task force in preparation for the conference in July 2013.

The conference will be attended by nearly 50 people representing all five organizations, our counterparts from the Canadian Architectural Certificate Board-*Conseil canadien de certification en architecture*, and five individuals selected at-large, by the five collateral organizations.

Following the conference, the writing team (two NAAB directors and the executive director) will assemble the first draft of *The NAAB 2014 Conditions for Accreditation*. This draft will be available for public comment in August 2013. A second draft will be available in February 2014 with approval by the Board in July 2014. This document will go into effect for all visits scheduled for calendar 2016.

2013 BOARD OF DIRECTORS