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# 2013 Annual Report from the National Architectural Accrediting Board, Inc.

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# NAB

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**2013 Annual Report from the National Architectural Accrediting Board**

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National Architectural Accrediting Board  
1101 Connecticut Avenue, NW, Suite 410  
Washington, DC 20036

[www.naab.org](http://www.naab.org)

Cover photo: 2013 Accreditation Review Conference, courtesy Ted Landmark

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## 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)

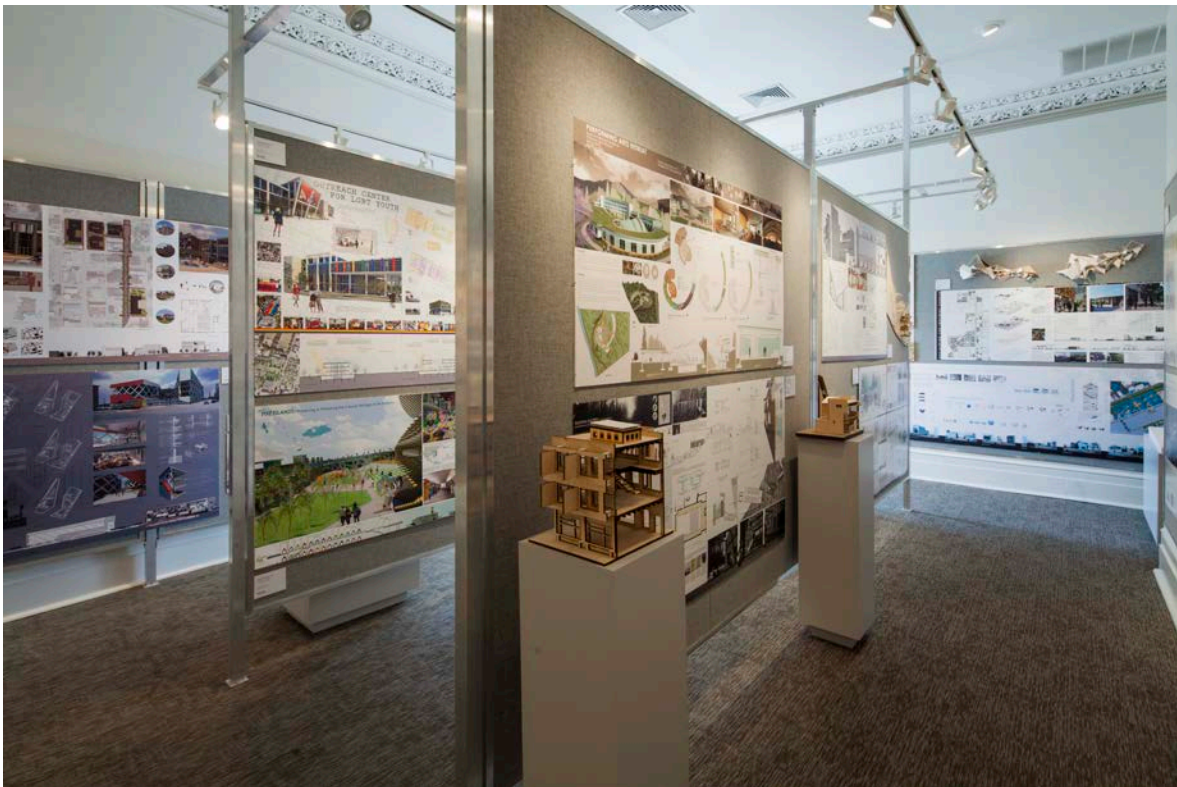
and challenges the other four collateral partners to acknowledge and respect the perspectives of the others.

### **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.



*Photograph courtesy of the Savannah College of Art & Design, Team Room Spring 2013*

## INTRODUCTION

On behalf of the directors and staff, it is my pleasure to share the *2013 Annual Report from the National Architectural Accrediting Board* (NAAB). The NAAB has developed this report with four purposes in mind:

- Summarize the accreditation actions taken in 2013
- Report aggregated statistics on NAAB-accredited programs for the academic year ending June 30, 2013
- Review other NAAB activities in 2014
- Share the NAAB's financial information from FY2012 (the most recent audited financial statements)

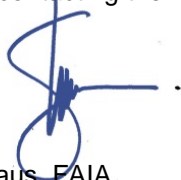
The report presents information on accreditation actions and accredited programs on an annual basis. The accreditation decisions reported here were all made on the basis of visits and *Visiting Team Reports* submitted for spring 2013; these decisions were all effective January 1, 2013. This report does not include the results of decisions made in February 2014; these were based on visits conducted between September 24 and November 30, 2013. The decisions on fall 2013 visits had not yet been made when this report was prepared.

By the time the 2013 visit cycle ended in mid-November, the NAAB fielded 27 teams to review 31 individual degree programs. Approximately 135 volunteers contributed 5,000 hours to the work of the NAAB. 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 and candidate professional degree 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. Significant changes in the data since 2012 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](mailto:forum@naab.org).

Sincerely,



Shannon Kraus, FAIA  
President-elect

## **2013 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.).

### **2013 Accreditation Cycle**

As of November 30, 2013, the NAAB visited 27 institutions to review 31 programs. In total there were:

- Sixteen visits for continuing accreditation of 20 programs
- Two visits for initial accreditation of two programs
- Two visits for continuation of candidacy for two programs
- Five visits for initial candidacy for five programs
- Two visits for eligibility for initial candidacy for two programs

Most of these visits took place in the spring; seven were scheduled for the fall. Decisions for programs visited in the spring were made at the regularly scheduled NAAB meeting in July 2013. The results of those decisions are:

#### **Eight-year term of continuing accreditation**

Academy of Art University (M. Arch.)  
American University of Sharjah (B. Arch.)  
Ball State University (M. Arch.)  
Columbia University (M. Arch.)  
Cornell University (M. Arch.)  
Iowa State University (B. Arch. & M. Arch.)  
Judson University (M. Arch.)  
Louisiana State University (B. Arch. & M. Arch.)  
Savannah College of Art and Design (M. Arch.)  
Southern Illinois University at Carbondale (M. Arch.)  
University of Florida (M. Arch.)  
University of Kentucky (M. Arch.)  
University of Oregon (B. Arch. & M. Arch.)  
Yale University (M. Arch.)

#### **Three-year term of continuing accreditation**

University of Utah (M. Arch.)

#### **Continuation of Candidacy**

Pontificia Católica Universidad de Puerto Rico (B. Arch.)

#### **Initial Candidacy**

Bowling Green State University (M. Arch.)  
University of Maine at Augusta (B. Arch.)



By the time the 2013 visit cycle ended in mid-November, the NAAB fielded 27 teams to review 31 individual degree programs. Approximately 135 volunteers contributed 5,000 hours to the work of the NAAB.

During 2013, the NAAB received three additional applications for candidacy.

### ***Analysis of Spring 2013 Visiting Team Reports for Continuing Accreditation***

During spring 2013, NAAB teams completed visits to 15 institutions and reviewed 18 degree programs for continuing accreditation.

Please note, visits for initial candidacy and continuation of candidacy are not included in this analysis. Because many of these programs are in the early stages of their development, teams have the option to designate Conditions or Student Performance Criteria (SPC) as “not-yet-met.” In order to ensure a comparable evaluation, emerging programs are not included in the analysis.

#### ***2009 NAAB Conditions for Accreditation, Part I, Sections 1–4, and Part II, Sections 2–4***

For the purposes of analyzing VTR results for Part I, Sections 1–4, and Part II, Sections 2–4, the analysis is confined to the institution offering the accredited degree program(s). Of the institutions offering professional degree programs that completed visits for continuing accreditation in spring 2013:

- One did not meet four of Conditions I.1-I.4 or II.2-II.4.
- Ten 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 most number of institutions for the second year in a row:

- I.1.4 Long Range Planning (4)

The following Conditions were *Met* by all programs:

- |  |   |
|--|---|
| • I.1.1 History and Mission                                      | • I.2.1. Human Resources and Human Resource Development |
| • I.1.2 Learning Culture and Social Equity                       | • I.2.2 Administrative Structure                        |
| • I.1.3 A Architecture Education and the Academic Community      | • I.2.5 Information Resources                           |
| • I.1.3.B Architectural Education and Students                   | • I.3.1 Statistical Reports                             |
| • I.1.3.C Architectural Education and the Regulatory Environment | • I.3.2 Annual Reports                                  |
| • I.1.3.D Architectural Education and the Profession             | • I.3.3 Faculty Credentials                             |
| • I.1.3.E Architectural Education and the Public Good            | • I.4 Policy Review                                     |
| • I.1.5 Self-Assessment Procedures                               | • II.2.1 Regional Accreditation                         |
|  | • II.4.2 Access to NAAB Conditions and Procedures       |
|  | • II.4.3 Access to Career Development Information       |

### *2009 Condition II.1 – Student Performance Criteria (SPC)*

For the purposes of analyzing VTR results for Condition II.1, all professional degree programs visited in Spring 2013 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.

The average number of *Not-Met* SPC for all programs visited was 2.2. This is a decrease over the spring 2012 visit cycle, when the average for continuing accreditation was 2.6.

The following SPC were *Not Met* by the most number of professional degree programs reviewed for continuing accreditation:

- A.9 Historical Traditions and Global Culture (6)
- B.5 Life Safety (5)
- B.6 Comprehensive Design (7)

Only B.6, Comprehensive Design, was also on the list for 2012. This criterion remains the most consistently not-met SPC since the *2009 Conditions* went into effect.

The following SPC were *Met* by all programs:

- |                                   |  |
|-----------------------------------|--|
| • A.1 Communications Skills       | • B.9 Structural Systems                 |
| • A.2 Design Thinking Skills      | • B.10 Building Envelope Systems         |
| • A.3 Visual Communication Skills | • B.11 Building Service Systems          |
| • A.5 Fundamental Design Skills   | • B.12 Building Materials and Assemblies |
| • A.6 Fundamental Design Skills   | • C.1 Collaboration                      |
| • A.7 Use of Precedents           | • C.2 Human Behavior                     |
| • A.8 Ordering Systems Skills     | • C.4 Project Management                 |
| • A.11 Applied Research           | • C.5 Practice Management                |
| • B.3 Sustainability              |  |

This list is much longer than it was in 2012. Five of the SPC on this list were on the list in 2012 (A.2, A.5, A.8, B.3, B.9).

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

- A.3 Visual Communication
- B.7 Financial Considerations
- B.9 Structural Systems

**Comparison: Not-Met Conditions and SPC 2011–2013**  
**Most Frequently Missed Condition (I.1-I.4; II.2-II.4)**

2011	2012	2013
II.2.1 Statement on NAAB Accredited Degrees	I.1.4 Long Range Planning	I.1.4 Long Range Planning

**Met by All Programs (I.1-I.4; II.2-II.4)**

2011	2012	2013
I.1.1 History and Mission I.1.2 Learning Culture and Social Equity I.1.3.B Architectural Education and Students I.1.3.C Architectural Education and the Regulatory Environment I.1.3.D Architectural Education and the Profession I.1.3.E Architectural Education and the Public Good I.2.2 Administrative Structure	I.2.5 Information Resources I.3.3 Faculty Credentials II.2.1 Regional Accreditation II.2.3 Curriculum Review and Development II.3 Evaluation of Preparatory and Preprofessional Education II.4.2 Access to NAAB Conditions and Procedures II.4.3 Access to Career Development Information 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 I.1.3.E Architectural Education and the Public Good I.2.1. Human Resources and Human Resource Development	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 I.1.3.D Architectural Education and the Profession I.1.3.E Architectural Education and the Public Good I.1.5 Self-Assessment Procedures I.2.1. Human Resources and Human Resource Development I.2.2 Administrative Structure I.2.5 Information Resources I.3.1 Statistical Reports I.3.2 Annual Reports I.3.3 Faculty Credentials I.4 Policy Review II.2.1 Regional Accreditation II.4.2 Access to NAAB Conditions and Procedures II.4.3 Access to Career Development Information

***Most Frequently Missed SPC (II.1)***

2011	2012	2013
A.4 Technical Documentation B.2 Accessibility B.6 Comprehensive Design	B.2 Accessibility B.6 Comprehensive Design	A.9 Historical Traditions and Global Culture B.5 Life Safety B.6 Comprehensive Design

***SPC Met by All Programs (II.1)***

2011	2012	2013	
A.2 Design Thinking Skills A.3 Visual Communication Skills A.6 Fundamental Design Skills A.8 Ordering Systems Skills A.11 Applied Research B.1 Pre-Design B.9 Structural Systems C.3 Client Role in Architecture C.4 Project Management C.6 Leadership C.7 Legal Responsibilities C.9 Community and Social Responsibility	A.2 Design Thinking Skills A.5 Fundamental Design Skills A.8 Ordering Systems Skills B.3 Sustainability B.4 Site Design B.8 Environmental Systems B.9 Structural Systems C.6 Leadership	A.1 Communications Skills A.2 Design Thinking Skills A.3 Visual Communication Skills A.5 Fundamental Design Skills A.6 Fundamental Design Skills A.7 Use of Precedents A.8 Ordering Systems Skills A.11 Applied Research B.3 Sustainability	B.9 Structural Systems B.10 Building Envelope Systems B.11 Building Service Systems B.12 Building Materials and Assemblies C.1 Collaboration C.2 Human Behavior C.4 Project Management C.5 Practice Management

### **2013 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 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 deficiencies in 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).

Two FEs were scheduled for 2013. They are still in progress.



*Photo courtesy of the NAAB; ARC13*

## **ANNUAL REPORT SUBMISSION (ARS)**

### **Overview**

The NAAB launched its online Annual Report Submission site in 2008. The aggregate results of the web-based questionnaire are included in this report.

The annual statistical report captures information on both the institution in which an architecture program is located and the program itself. The statistical report consists of seven sections: (1) institutional characteristics; (2) NAAB-accredited architecture programs; (3) tuition, fees, and financial support for students; (4) student characteristics; (5) degrees awarded; (6) resources for students and learning; and (7) human resources.

The definitions used in the statistical report are based on the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS). 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.<sup>1</sup> Much of the institutional information requested in the ARS corresponds to reports submitted by institutions to IPEDS each fall.

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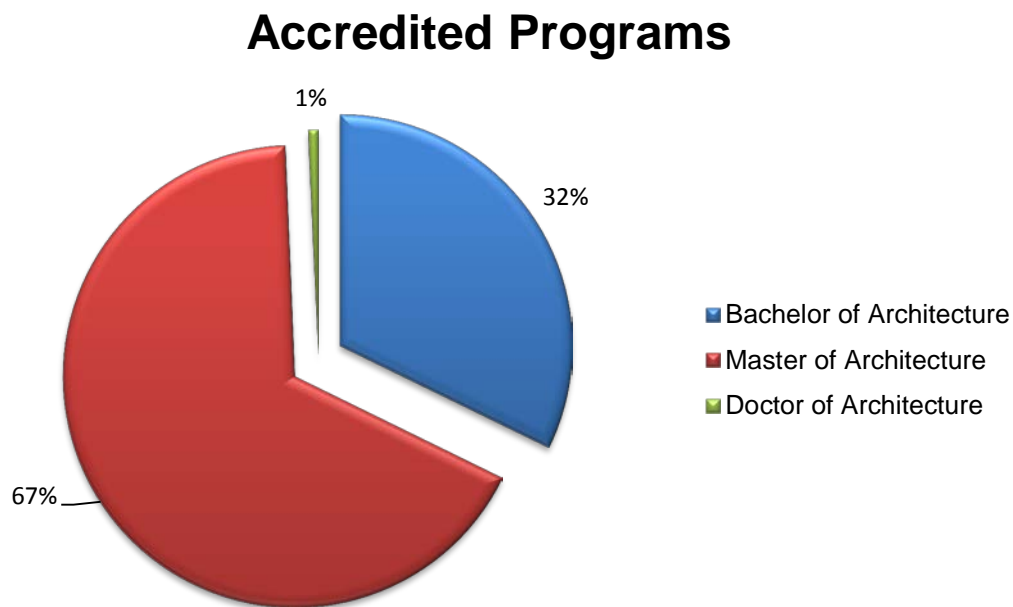
<sup>1</sup> Integrated Postsecondary Education Data System <http://nces.ed.gov/IPEDS/>

## ACCREDITED PROGRAMS (n=152)

As of the end of the 2012–2013 academic year, there were 152 accredited programs housed in 122 institutions with U.S. regional accreditation.

Of the 152 programs, 32% (49 programs) are Bachelor of Architecture programs, 67% (102 programs) are Master of Architecture programs, and 1% (1 program) is a Doctor of Architecture.

Three programs received initial accreditation between July 1, 2012, and June 30, 2013.



## Candidate Programs

Data included in this report are only for those programs that had achieved initial candidacy by July 1, 2013. All programs visited for candidacy in 2013 submitted their first statistical reports in fall 2013. Please see pages 20-23 and 37-28 of this report for additional information on programs in or seeking candidacy.

Of the 12 programs in candidacy in the 2012–2013 academic year, 8 were M.Arch. programs and 4 were B.Arch. programs.

## ACCREDITED PROGRAMS

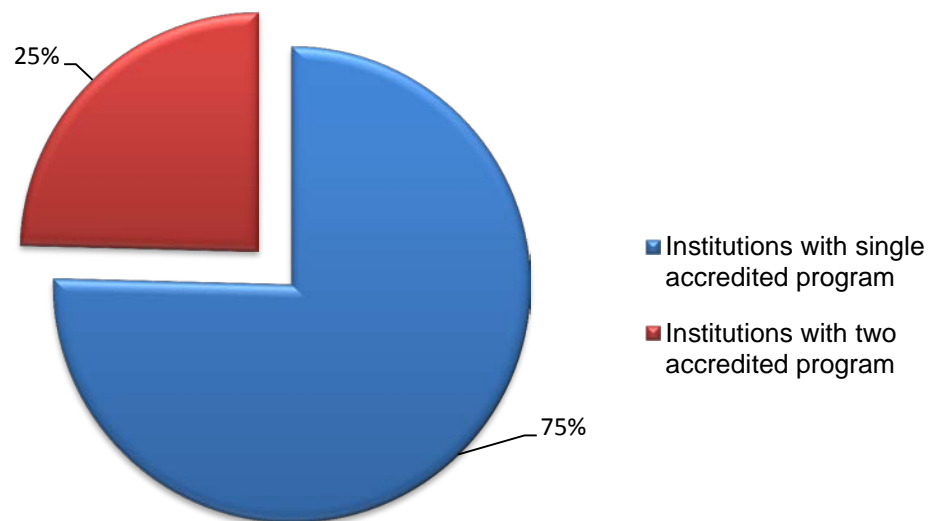
### Number of Accredited Programs at Institutions

There are 122 institutions that offer accredited architecture programs. Of those, 92 (75%) institutions offer one accredited program, and 30 (25%) offer two accredited programs.

### Institution Type

Of those 122 institutions, 74 (60%) are public institutions; 47 (38%) are private, not-for-profit institutions; and 2 (2%) are private, for-profit institutions.

## Institutions (# of accredited degrees)





## ACCREDITED PROGRAMS

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

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

The Northeast region remains home to the greatest number of accredited programs with 35 (23%).

	Programs				Enrollment			
ACSA Region	B. Arch.	M. Arch.	D. Arch.	Total	B. Arch.	M. Arch.	D. Arch.	Total
East Central (18)	3	17	0	20	570	1,196	0	1,766
Gulf (14)	8	9	0	17	1,294	1,642	0	2,936
Mid-Atlantic (16)	10	10	0	20	2,718	1,032	0	3,750
Northeast (27)	12	23	0	35	4,059	2,496	0	6,555
West (24)	9	21	1	31	3,513	2,309	128	5,950
West Central (23)	7	22	0	29	2,264	2,737	0	5,001
All Regions (122)	49	102	1	152	14,418	11,412	128	25,958

## ENROLLMENT

### Overall Enrollment by Degree (n=25,958)

There are 25,958 students enrolled in NAAB-accredited degree programs; of this total, 14,418 (56%) are enrolled in Bachelor of Architecture programs, 11,412 (44.6%) in Master of Architecture programs, and 128 (0.5%) in Doctor of Architecture programs.

Of the students enrolled, 23,621 (91%) are enrolled full-time, and 2,337 (9%) are enrolled part-time.

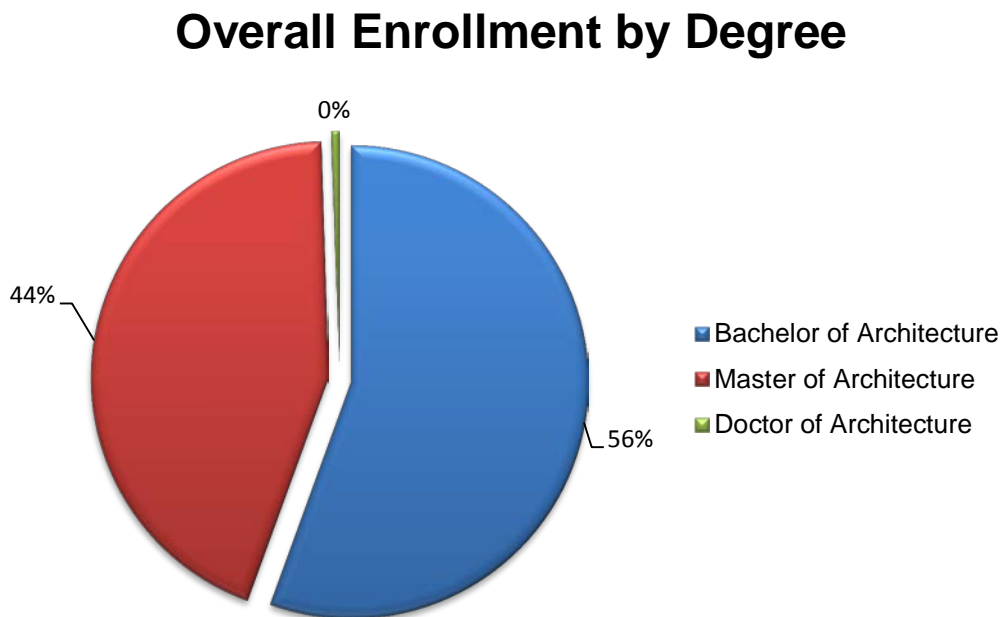
Overall, enrollment in accredited programs decreased by a net of 892, or 3.3%, from the previous academic year (2011–2012). In the previous academic year, 26,850 students were enrolled in accredited degree programs.

Total enrollment in B. Arch. programs declined by 769, while enrollment in M. Arch. programs increased by 135, and enrollment in D. Arch. programs decreased by 258. The increase in M. Arch. enrollment can be attributed to recently accredited programs that previously reported as candidate programs.

The decline in the number of students enrolled in the D. Arch. can be attributed to a program change at the institution.

The percentage of students enrolled in B. Arch. programs has declined slightly since 2010 and 2011 levels, when 59% of students were enrolled in B. Arch. program. Likewise, the percentage of students enrolled in M. Arch. programs has increased slightly, from 40% in 2010 and 2011 to 44% in 2013.

There are 13,907 (53.6%) architecture students enrolled in institutions with public support and 12,051 (46.4%) in institutions with private support. In 2012 the distribution of enrolled students between public and private institutions was essentially the same.

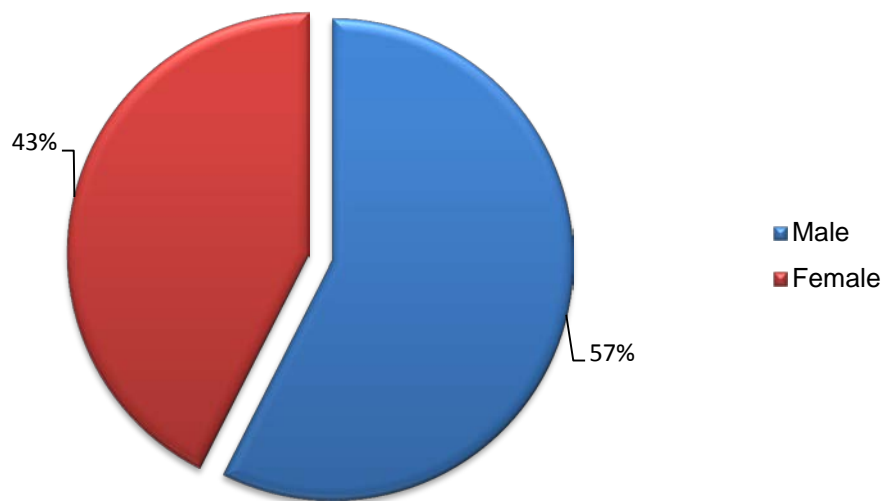


## ENROLLMENT

### Overall Enrollment in Accredited Programs by Gender

The gender breakdown of students enrolled is 14,918 (57%) male students and 11,040 (43%) female. These percentages are the same as those for 2011–2012. The percentages are statistically the same for the three degrees, Bachelor of Architecture, Master of Architecture, and Doctor of Architecture.

### Overall Enrollment by Gender



## ENROLLMENT

### Overall Enrollment in Accredited Programs by Ethnicity

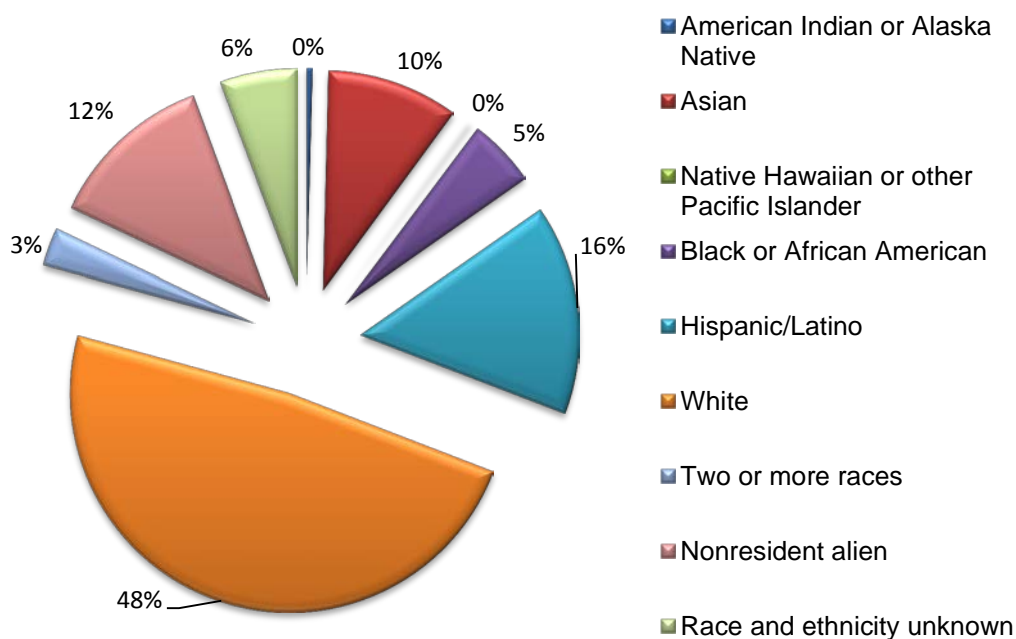
There are 12,569 (48%) architecture students who indicated White with respect to ethnicity. The remaining categories were as follows: 101 (.04%) American Indian or Alaskan Native; 2,517 (10%) Asian; 56 (0.2%) Native Hawaiian or other Pacific Islander; 1,307 (5%) Black or African American; 4,018 (16%) Hispanic/Latino; 728 (3%) two or more races; 3,200 (12%) nonresident alien; and 1,462 (6%) 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 31% overall.
- For the Master of Architecture, 23% of students were minorities compared to 31% for the overall enrollment. The percentage of minorities enrolled in M. Arch. programs has remained unchanged from that of 2011–2012.
- For the Doctor of Architecture, minorities represent 47% 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 alien.

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

### Overall Enrollment by Ethnicity



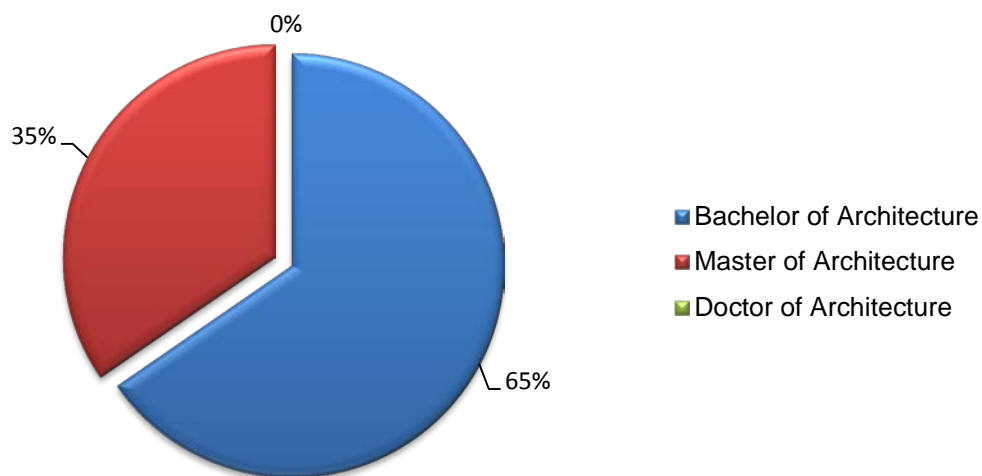
## ENROLLMENT

### Overall Enrollment in Candidate Programs by Degree (n=526)

Of the students enrolled in candidate programs in 2012–2013, 344 (65%) were enrolled in B. Arch. programs and 182 (35%) in M. Arch. programs. There are no D. Arch. candidate programs. Total enrollment in candidate programs decreased by 4% from 2012–2013 enrollment, which totaled 547.

The percentage of students enrolled in B. Arch. versus M. Arch. programs has returned to 2010–2011 levels, when the breakdown was 63% B. Arch. and 37% M. Arch. Last year (2011–2012) saw a dramatic shift in candidate enrollment, with 23% in B. Arch. programs and 77% in M. Arch. programs.

### Total Candidate Enrollment by Degree

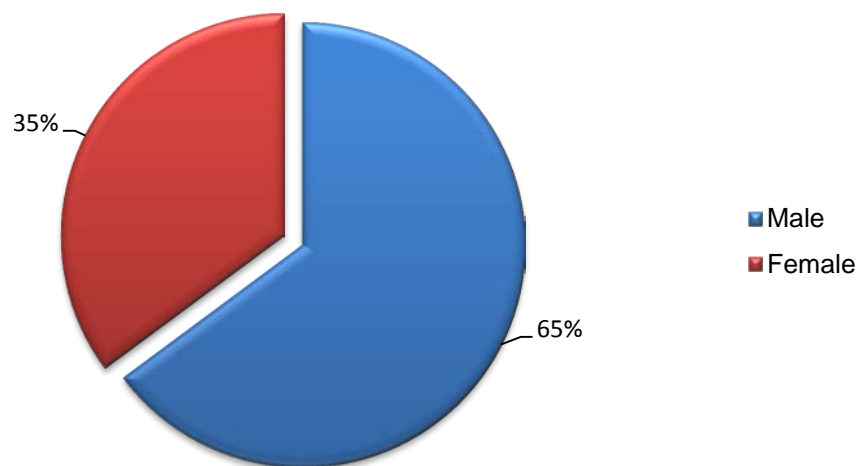


## ENROLLMENT

### Overall Enrollment in Candidate Programs by Gender

The gender breakdown of students enrolled in those programs that achieved initial candidacy before July 1, 2013, is 65/35, with 341 (65%) male students and 185 (35%) female students. In 2011–2012, the gender breakdown for candidate programs was 60% male and 40% female. Female enrollment has decreased by nearly 15% from 2011–2012.

### Total Candidate Enrollment by Gender

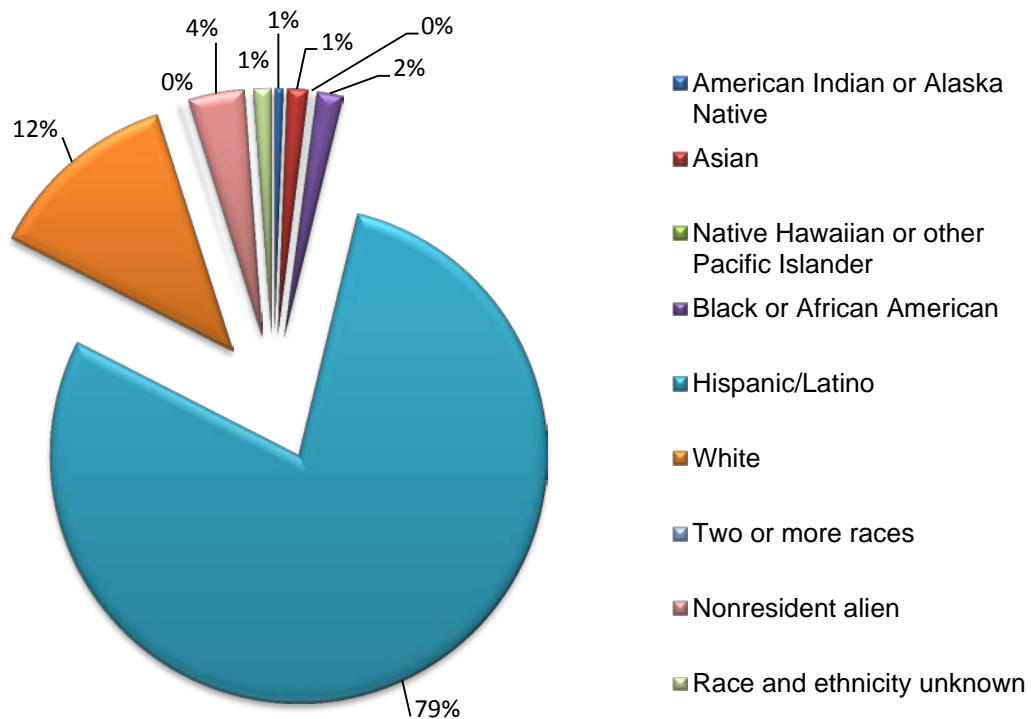


## ENROLLMENT

### Overall Enrollment in Candidate Programs by Ethnicity

In those programs that achieved candidacy before July 1, 2013, 66 (12%) architecture students indicated white with respect to ethnicity. The remaining categories were as follows: 3 (1%) American Indian or Alaskan Native; 7 (1%) Asian; 1 (0%) Native Hawaiian or other Pacific Islander; 9 (2%) Black or African American; 414 (79%) Hispanic/Latino; 1 (0%) two or more races; 19 (4%) nonresident alien; and 6 (1%) race and ethnicity unknown.

### Total Candidate Enrollment by Ethnicity



## **ENROLLMENT**

### **First-Time Enrollment in Accredited Programs (n=7,169)**

There are 7,169 newly matriculated students enrolled in NAAB-accredited degree programs for the academic year 2012–2013. The number of new students is approximately 28% of all students in accredited programs. Of this total, 3,209 (45%) are enrolled in Bachelor of Architecture programs, 3,951 (55%) in Master of Architecture programs, and 9 (0.13%) in Doctor of Architecture degree programs.

Of the 7,169 newly enrolled students, 6,859 (95.7%) are enrolled full-time and 310 (4.3%) are enrolled part-time. There are 3,935 (55%) architecture students enrolled in institutions with public support and 3,234 (45%) enrolled in institutions with private support.

First-time enrollment in 2012-2013 decreased by 951 students, or 12%, from 2011-2013 totals.

### **First-Time Enrollment by Gender**

The gender breakdown of first-time enrollment is 3,969 (55.4%) male students and 3,200 (44.6%) female. The percentage breakdown by gender in 2011–2012 was 57% male and 43% female. 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 3,428 (47.8%) architecture students who indicated White with respect to ethnicity. The remaining categories were as follows: 25 (0.3%) American Indian or Alaskan Native; 596 (8.3%) Asian; 13 (0.2%) Native Hawaiian or other Pacific Islander; 342 (4.8%) Black or African American; 953 (13.3%) Hispanic/Latino; 229 (3.2%) two or more races; 1,114 (15.5%) nonresident alien; and 469 (6.5%) race and ethnicity unknown.



## ENROLLMENT

### Overall Enrollment in Preprofessional Programs (n=15,830)

Of the institutions that offer accredited and candidate architecture programs, 85 offer preprofessional programs. The term *preprofessional* refers to architecturally focused four-year degrees that are not accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies. The amount of architectural content in the program may vary among institutions.

There were 15,830 students enrolled in preprofessional degree programs in academic year 2012–2013. This is a decrease of 1,464 students, or 8.5%, from the 2011–2012 academic year.

Of the total, 14,283 (90%) are enrolled full-time and 1,547 (10%) part-time. There are 11,383 (72%) architecture students enrolled in institutions with public support and 4,447 (28%) in institutions with private support.

### Preprofessional Enrollment by Gender

The gender breakdown of preprofessional enrollment was 9,500 (60%) males and 6,330 (40%) females. The percentage breakdown of 60/40 remains unchanged from 2011–2012.

### Preprofessional Enrollment by Ethnicity

There are 8,639 (55%) preprofessional architecture students who indicated White with respect to ethnicity. The remaining categories are as follows: 68 (0.4%) American Indian or Alaskan Native; 967 (6.1%) Asian; 41 (0.3%) Native Hawaiian or other Pacific Islander; 1,166 (7.4%) Black or African American; 2,421 (15.3%) Hispanic/Latino; 438 (2.7%) two or more races; 1,183 (7.5%) nonresident alien; and 907 (5.7%) race and ethnicity unknown.

### First-Time Enrollment in Preprofessional Programs

There were 4,342 newly matriculated students enrolled in preprofessional programs at institutions with accredited architecture programs for the academic year 2012–2013; 4,086 (94.1%) are enrolled full-time and 256 (5.9%) are enrolled part-time. There are 2,996 (69%) architecture students enrolled in institutions with public support and 1,346 (31%) in institutions with private support.

First-time enrollment in preprofessional programs in 2012–2013 decreased by 20% from the previous academic year.

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

The gender breakdown of students enrolled is 2,538 (58.5%) males and 1,804 (41.5%) females.

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

There are 2,394 (55.1%) architecture students who indicated White with respect to ethnicity. The remaining categories are as follows: 19 (0.4%) American Indian or Alaskan Native; 275 (6.3%) Asian; 13 (0.3%) Native Hawaiian or other Pacific Islander; 311 (7.2%) Black, Non-Hispanic; 557 (12.8%) Hispanic/Latino; 149 (3.4%) two or more races; 334 (7.7%) nonresident alien; and 290 (6.7%) race and ethnicity unknown.

## DEGREES AWARDED

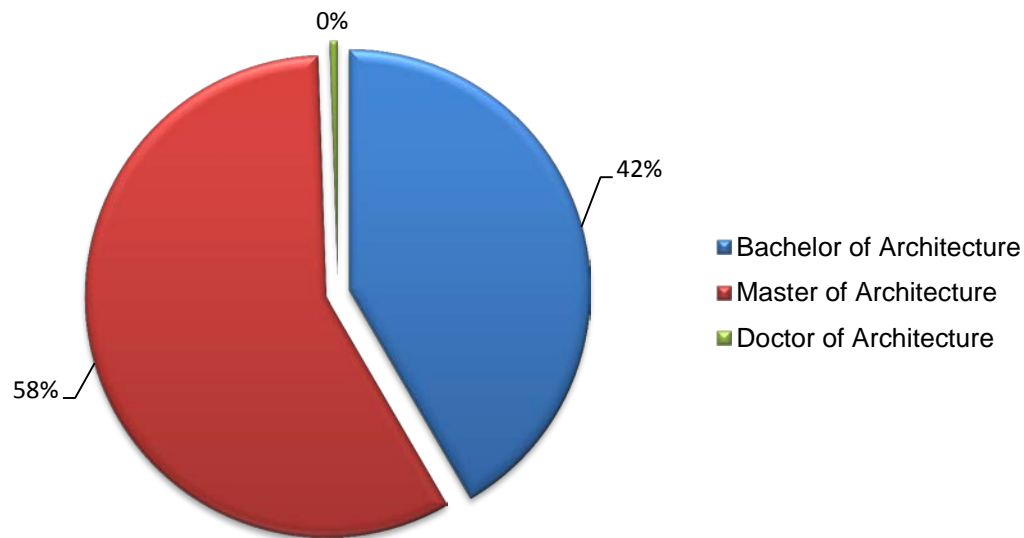
### Degrees Awarded by Accredited Programs (n=6,347)

A total of 6,347 accredited degrees were awarded during the 2012–2013 academic year: 2,641 (42%) were Bachelor of Architecture degrees; 3,672 (58%) were Master of Architecture degrees; and 34 (0%) were Doctor of Architecture degrees.

This represents a decrease of 7 from the total number of degrees awarded during the 2011–2012 academic year.

The 2012–2013 distribution is statistically similar to that for the 2011–2012 academic year.

### Degrees Awarded by Degree Type



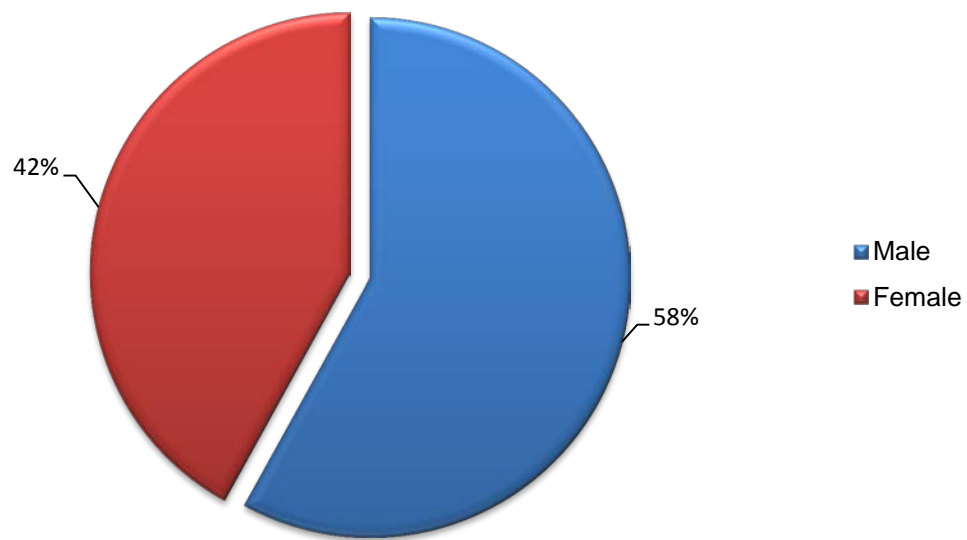
## DEGREES AWARDED

### Degrees Awarded by Gender

The gender breakdown for degrees awarded is similar to that of the gender breakdown for overall enrollment: 3,683 (58%) males and 2,664 (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 gender distribution for the Doctor of Architecture is 50% male and 50% female. The D. Arch. breakdown in 2011–2012 was 64% female and 36% male.

### Degrees Awarded by Gender



## DEGREES AWARDED

### Degrees Awarded by Ethnicity

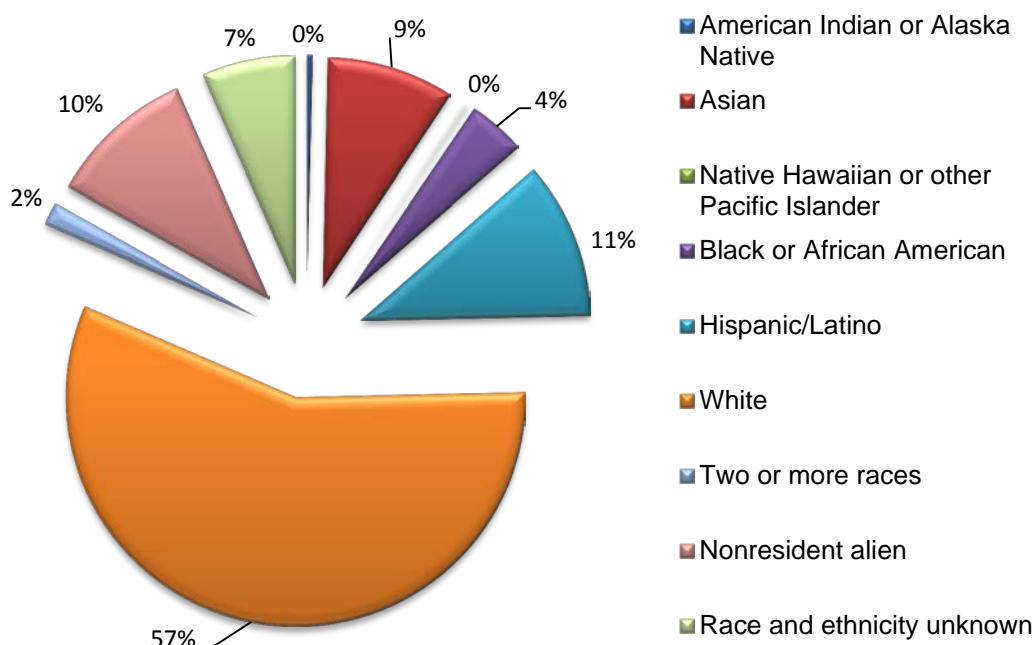
Of the degrees awarded, 3,608 (57%) were awarded to White, Non-Hispanic candidates with respect to ethnicity. The remaining categories are as follows: 21 (0%) American Indian or Alaskan Native; 565 (9%) Asian; 16 (0%) Native Hawaiian or other Pacific Islander; 259 (4%) Black or African American; 704 (11%) Hispanic/Latino; 102 (2%) two or more races; 655 (10%) nonresident alien; and 417 (7%) 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 38% Asian, 20% White, 18% two or more races, 15% nonresident alien, 6% Hispanic/Latino, and 3% Hawaiian or other Pacific Islander. In 2011–2012, the distribution was 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 other Pacific Islander.

### Degrees Awarded by Ethnicity



## **DEGREES AWARDED**

### **Degrees Awarded in Preprofessional Programs**

A total of 3,163 preprofessional degrees were awarded during the 2012–2013 academic year. This total is an decrease of 735, or 19%, from 2011–2012.

### **Degrees Awarded in Preprofessional Programs by Gender**

The gender breakdown of degrees awarded is 1,926 (61%) degrees awarded to male students and 1,237 (39%) to female students. The breakdown in 2011–2012 was 60/40.

### **Degrees Awarded in Preprofessional Programs by Ethnicity**

There were 1,885 (60%) degrees awarded to students who indicated White with respect to ethnicity. The remaining categories were as follows: 15 (0%) American Indian or Alaskan Native; 191 (6%) Asian; 6 (0%) Native Hawaiian or other Pacific Islander; 175 (6%) Black or African American; 420 (13%) Hispanic/Latino; 54 (2%) two or more races; 200 (6%) nonresident alien; and 217 (7%) race and ethnicity unknown.

### **Postprofessional Programs**

Of the institutions that offer accredited architecture programs, 74 offer postprofessional programs; the term *postprofessional* refers to graduate degrees offered to students who already have a professional degree in architecture. These degree programs are *not* accredited by NAAB. They may be in highly specialized areas of study such as design theory, health care facilities, preservation, interior design, or solar design. Postprofessional degrees are offered at the master's or, in a few cases, doctoral level.

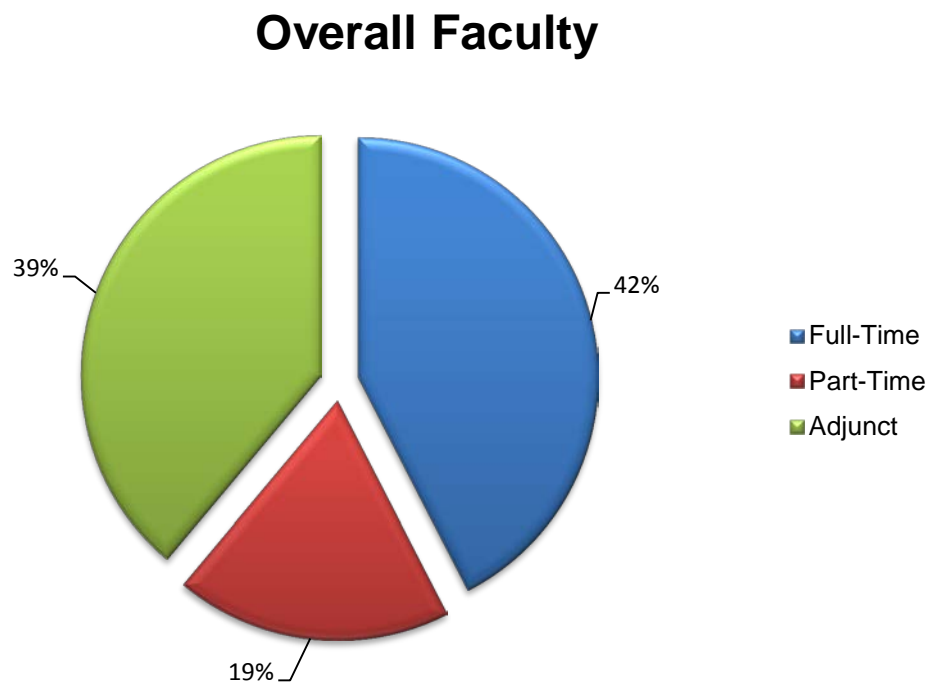
## FACULTY

### Total Faculty—Appointment Type

There are 6,231 faculty teaching in NAAB-accredited degree programs. This number includes adjuncts. This total represents a 3% increase from 2011–2012, when the total number of faculty was 6,064.

Of this total, 2,645 (42%) are full-time, 1,162 (19%) are part-time, and 2,424 (39%) are adjunct.

In 2011–2012, the percentages were 40% full-time, 15% part-time, and 45% adjunct. Part-time faculty has increased by 30%, and adjunct faculty has decreased by 12%.



## FACULTY

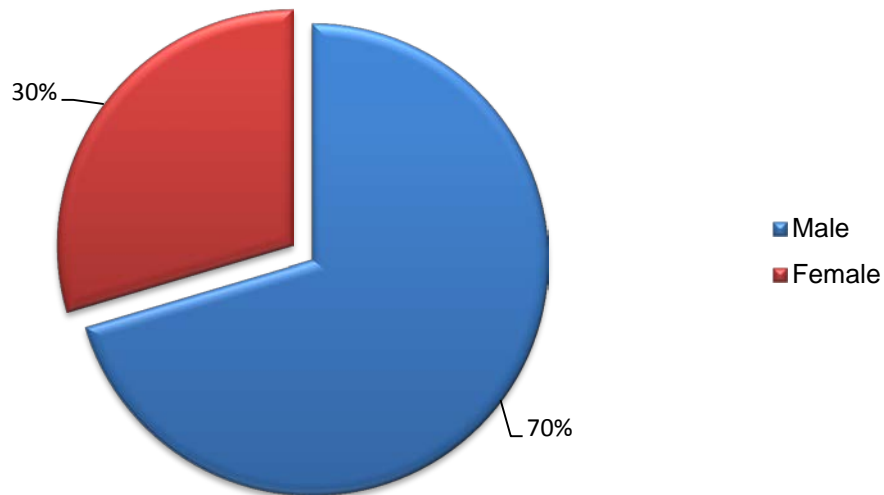
### Faculty—Gender

The gender breakdown of faculty is 70/30, with 4,387 (70%) male faculty and 1,844 (30%) female. The gender balance in 2011–2012 was 68% male and 32% female. The percentage increase of male faculty is 6%, and the percentage decrease in female faculty is 4%.

The percentages by rank for the 2012–2013 academic year are as follows:

- For full professors, the distribution by gender is 79/21 (unchanged from 2011–2012)
- For associate professors, the distribution by gender is 72/28 (71/29 in 2011–2012)
- For assistant professors, the distribution is 66/34 (64/36 in 2011–2012)
- For instructors, the distribution is 69/31 (65/35 in 2011–2012)

### Overall Faculty by Gender



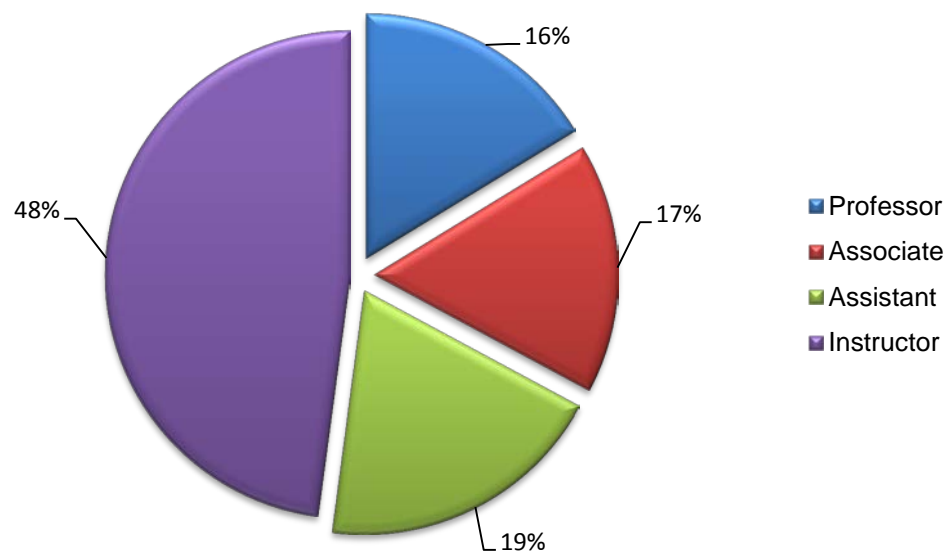
## FACULTY

### Faculty—Rank

Of the 6,231 total faculty, 1,014 (16%) are full professors, 1,034 (17%) are associate professors, 1,199 (19%) are assistant professors, and 2,984 (48%) are instructors. The percentage distribution is nearly identical to that of 2011–2012.

Of the total number of instructors, 2,424 (81%) are adjuncts. In 2011–2012, adjunct faculty composed 70% of the total number of instructors.

### Overall Faculty by Rank





## FACULTY

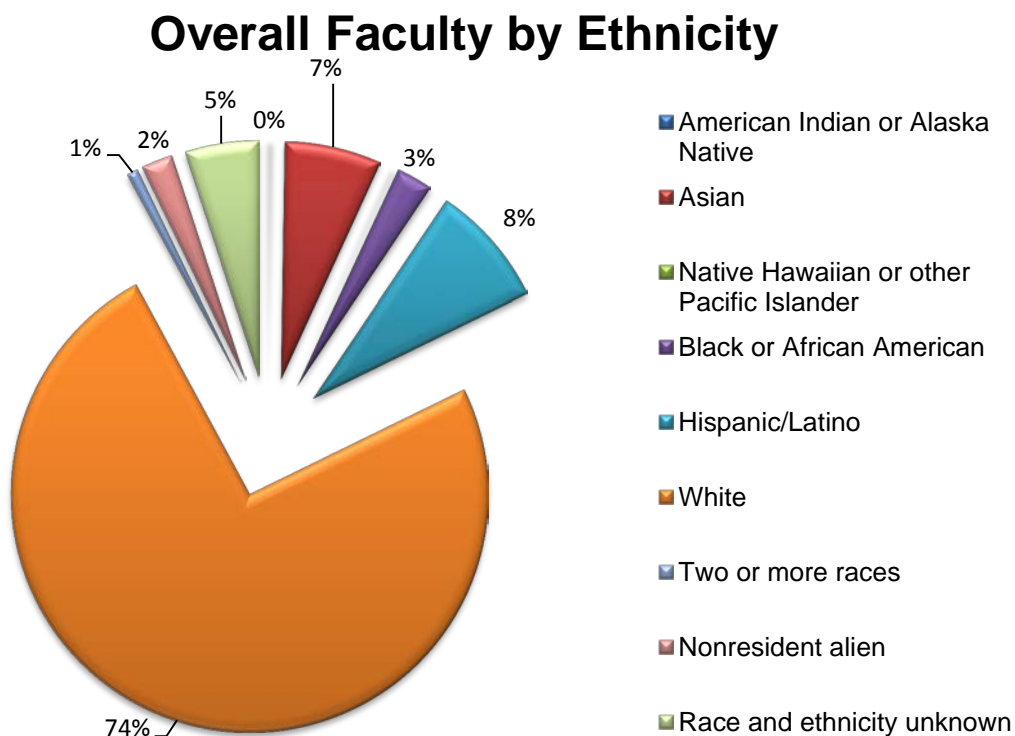
### Faculty—Ethnicity

There were 4,632 (74%) faculty members who indicated White with respect to ethnicity. The remaining indicated the following: 16 (0%) American Indian or Alaskan Native; 407 (7%) Asian; 11 (0%) Native Hawaiian or other Pacific Islander; 154 (3%) Black or African American; 519 (8%) Hispanic/Latino; 48 (1%) two or more races; 132 (2%) nonresident alien; and 312 (5%) race and ethnicity unknown.

This distribution is nearly identical to that of 2011–2012, when the distribution between White and the other categories was 75/25.

Following is the distribution by rank for 2012–2013:

- For full professors, the distribution by ethnicity is 82% White/18% all other categories (83/17 in 2011–2012)
- For associate professors, the distribution is 79/21 (unchanged from 2011–2012)
- For assistant professors, the distribution is 72/28 (70/30 in 2011–2012)
- For instructors, the distribution is 71/29 (73/27 in 2011–2012)



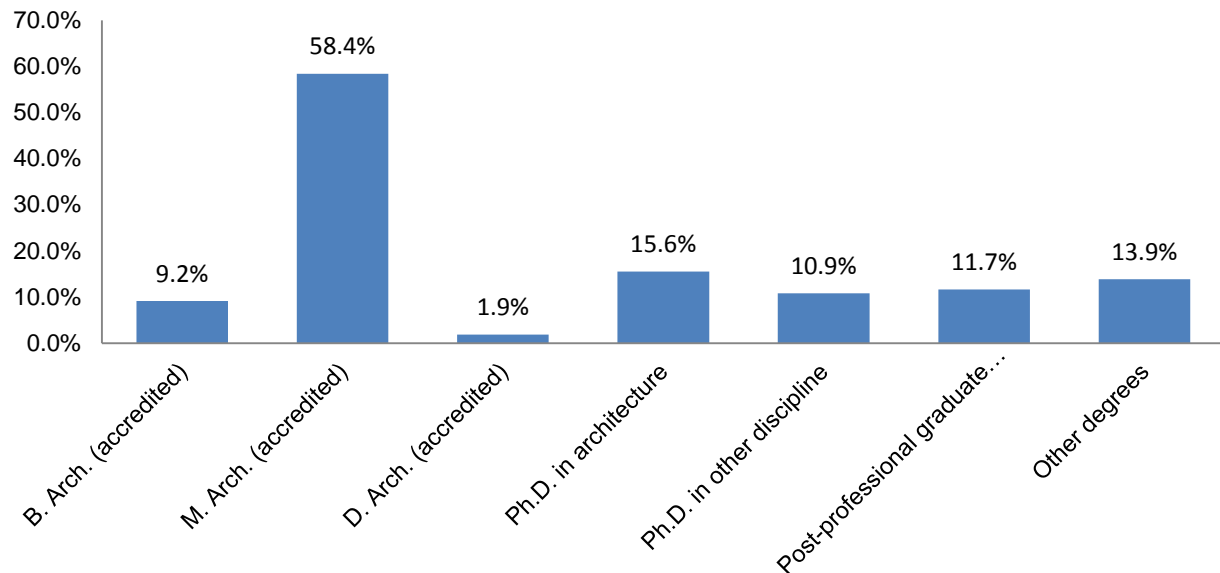
## FACULTY

### Credentials for Full, Associate, and Assistant Professors

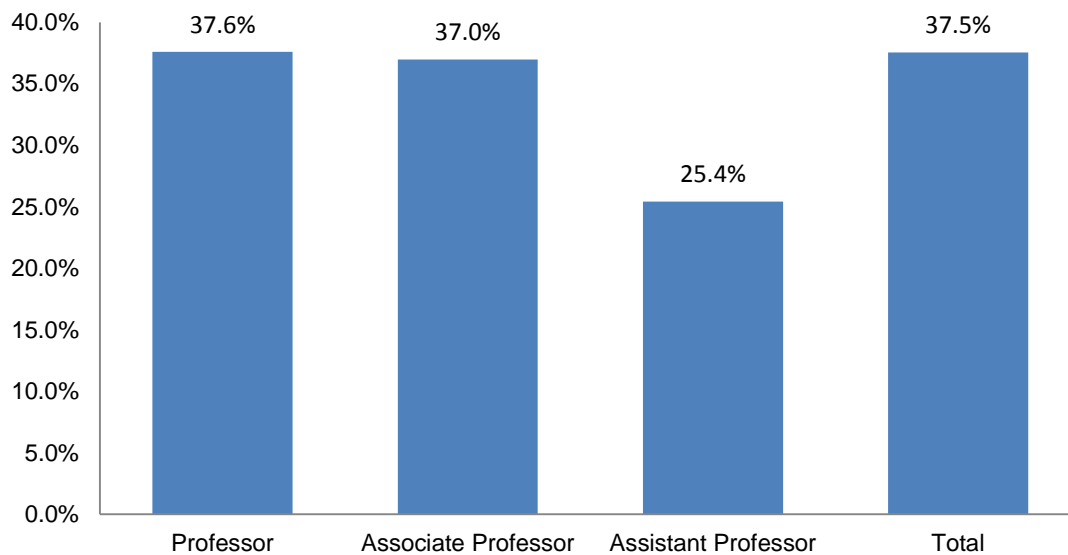
Based on data supplied by accredited architecture programs for the 2012–2013 academic year, 2,645 individuals are employed as full-time instructional faculty at the full, associate, or assistant professor level.

Of that number, 1,279 (58.4%) have an accredited M. Arch. degree, and 822 (37.5%) are registered to practice in a U.S. jurisdiction.

### Faculty Credentials



### Faculty Registration



## FACULTY

### Faculty Salaries—National Averages

As 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 \$75,551 to \$111,392, with an average of \$90,192. Average salaries for associate professors ranged from \$60,672 to \$78,630 with an average of \$68,214. For assistant professors, average salaries ranged from \$52,620 to \$63,706, with an average of \$57,757.

National averages for all four faculty types were slightly higher in 2013 than in 2012.

Total All ACSA Regions Faculty Type	2013			2012		
	Minimum	Maximum	Average	Minimum	Maximum	Average
Professor	\$75,551	\$111,392	\$90,192	\$72,933	\$108,778	\$88,018
Assoc. Prof.	\$60,672	\$78,630	\$68,214	\$58,973	\$77,768	\$66,884
Assist. Prof.	\$52,620	\$63,706	\$57,757	\$49,718	\$61,132	\$55,133
Instructor	\$19,776	\$30,228	\$23,552	\$18,382	\$27,134	\$22,214

### 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	\$80,849	\$117,200	\$95,688	\$91,805
Assoc. Prof.	\$62,820	\$81,502	\$70,508	\$68,116
Assist. Prof.	\$56,308	\$66,852	\$60,998	\$59,684
Instructor	\$22,865	\$31,674	\$26,148	\$24,248

#### TOTAL All ACSA Regions—Private

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$67,853	\$102,955	\$82,208	\$82,403
Assoc. Prof.	\$57,552	\$74,458	\$64,881	\$59,894
Assist. Prof.	\$47,261	\$59,134	\$53,048	\$53,033
Instructor	\$15,289	\$28,128	\$19,780	\$31,727

Averages at public institutions continue to exceed those at private institutions.

**Faculty—Northeast**

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$77,364	\$108,693	\$92,221	\$85,142
Assoc. Prof.	\$66,281	\$82,552	\$73,576	\$66,014
Assist. Prof.	\$54,813	\$62,715	\$58,850	\$55,655
Instructor	\$15,435	\$24,155	\$18,193	\$14,816

**All Faculty—West**

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$71,082	\$108,001	\$89,448	\$73,691
Assoc. Prof.	\$50,824	\$66,243	\$57,839	\$51,618
Assist. Prof.	\$48,439	\$56,930	\$52,760	\$47,621
Instructor	\$20,560	\$37,687	\$26,514	\$26,415

**All Faculty—West Central**

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$78,307	\$121,377	\$93,102	\$105,048
Assoc. Prof.	\$64,554	\$83,454	\$73,067	\$73,927
Assist. Prof.	\$57,529	\$68,375	\$61,989	\$66,717
Instructor	\$24,165	\$37,340	\$29,717	\$24,131

**All Faculty—East Central**

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$80,621	\$127,025	\$96,980	\$84,274
Assoc. Prof.	\$62,115	\$80,607	\$70,682	\$68,393
Assist. Prof.	\$52,811	\$66,156	\$58,736	\$60,033
Instructor	\$24,816	\$35,047	\$28,899	\$52,047

**All Faculty—Mid-Atlantic**

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$74,376	\$113,547	\$87,904	\$97,886
Assoc. Prof.	\$61,040	\$84,667	\$69,454	\$67,491
Assist. Prof.	\$49,714	\$67,473	\$57,331	\$58,033
Instructor	\$14,360	\$16,763	\$15,655	\$26,221

**All Faculty—Gulf**

Faculty Type	Minimum	Maximum	Average	Univ. Avg.
Professor	\$69,671	\$84,551	\$76,424	\$84,410
Assoc. Prof.	\$57,063	\$74,510	\$62,211	\$61,923
Assist. Prof.	\$50,059	\$62,452	\$56,269	\$54,686
Instructor	\$19,813	\$27,229	\$21,474	\$29,427

**Averages by ACSA Region**

The highest regional average for full professor is in the East Central region at \$96,890. The highest average for associate professor is in the Northeast region at \$73,576. The highest average for assistant professor is in the West Central region at \$61,989. The highest regional average for instructor is in the West Central region at \$29,717.

## OTHER NAAB ACTIVITIES IN 2013

### Applications for Candidacy

The NAAB is managing 16 programs seeking or in some stage of candidacy; all of those currently in the process submitted applications after January 1, 2010.

The status of these programs as of December 30, 2013, is as follows:

Programs Seeking Eligibility			
Institution	Degree Program	Most Recent Activity	Next Step
Dunwoody College of Technology (MN)	B. Arch.	Application received	Eligibility visit pending
Kendall College of Art/Ferris State University (MI)	M. Arch.	Application received	Eligibility visit complete
Fairmont State University (WV)	M. Arch.	Application received	Eligibility visit pending
Programs w/ Eligibility Preparing for Initial Candidacy			
Institution	Degree Program	Most Recent Activity	Next Step
Alfred State (SUNY)	B. Arch.	Eligibility (March 2013)	Initial Candidacy Visit, 2014
American University of Dubai	B. Arch.	Eligibility (March 2013)	Initial Candidacy Visit, 2014
California Baptist University	M. Arch.	Eligibility (April 2013)	Initial Candidacy Visit, 2014
Lebanon American University	B. Arch.	Eligibility (July 2012)	Initial Candidacy Visit, Fall 2013
Pennsylvania State University	M. Arch.	Eligibility (Oct. 2012)	Initial Candidacy Visit, Fall 2013
University of the District of Columbia	M. Arch.	Eligibility (Feb. 2011)	Initial Candidacy Visit, Fall 2013
Programs in Candidacy, Preparing for Continuation of Candidacy			
Institution	Degree Program	Most Recent Activity	Next Step
Academy of Art University (CA)	B. Arch.	Eligibility (2010) Initial Candidacy (2012)	Continuation of Candidacy (2014)

Marywood University (PA)	B. Arch.	Eligibility (Feb. 2012) Initial Candidacy Granted (2012)	Continuation of Candidacy (2014)
South Dakota State University	M. Arch.	Eligibility (July 2011) Initial Candidacy (2012)	Continuation of Candidacy (2014)
PCU-PR	B. Arch.	Eligibility (July 2010) Initial Candidacy (2011)	Continuation of Candidacy (2013)
Rochester Institute of Technology (NY)	M. Arch.	Eligibility (Oct. 2010) Initial Candidacy (2011)	Continuation of Candidacy, Fall 2013
Bowling Green State University (OH)	M. Arch.	Eligibility (Feb. 2012) Initial Candidacy (2013)	Continuation of Candidacy, Spring 2015
University of Maine, Augusta	B. Arch.	Eligibility (Feb. 2012) Initial Candidacy (2013)	Continuation of Candidacy, Spring 2015

These emerging programs represent a potential 11% increase in the number of 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, AMENDED. As institutions 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 were 12 candidacy and initial accreditation-related visits in 2013, increasing the number of total visits in 2013 from 16 to 28.

## 2013 Accreditation Review Conference

In July 2013, the National Architectural Accrediting Board (NAAB) convened the 2013 Accreditation Review Conference (ARC13).

ARC13, which included two full days of discussion, deliberation, and creative problem-solving, produced over 50 flip-chart-sized pages of notes and 300 images. These artifacts represent the distillation of over two years of study, analysis, and review by the NAAB and other organizations in architecture.

The *2014 NAAB Conditions for Accreditation* will define the standards that professional degree programs in architecture are expected to meet in order to ensure that students are prepared to move toward internship and licensure, as well as related professions. This document was last revised in 2009; it will be revised again in 2019.

The *NAAB Procedures for Accreditation* outline the procedures that programs and visiting teams must follow in order to ensure a uniform accrediting process. This document was last revised in 2012; it will be revised again in 2015 and subsequently at two-year intervals.

The *2014 Conditions for Accreditation* will apply to all programs seeking continued accreditation, candidacy, continuation of candidacy, or initial accreditation beginning April 1, 2015.

## What's Past Is Prologue—The 2008 ARC

In 2008, the NAAB acknowledged that architecture education and practice had become more complex and therefore it was appropriate “to revise its accrediting process in response to the advice of its various constituencies.”<sup>2</sup>

In their 2008 white papers and issue briefs, the NAAB’s constituent partners were relatively consistent in much of the advice they offered. For example, nearly all the papers submitted by the collateral organizations, as well as those prepared by the NAAB’s own task groups, included the following recommendations:

- Include a specific and comprehensive commitment to environmental sustainability in the Student Performance Criteria (SPC).
- Prepare graduates for global practice through cross-cultural and cross-curricular experiences in other disciplines.
- Prepare graduates who are able to practice ethically and professionally with an understanding of the centrality of the client to their work.
- Include a specific and measurable commitment to increasing the diversity of student and faculty populations in accredited programs relative to gender, race/ethnicity, age, religion, sexual orientation, and physical ability.
- Strengthen the connection between planning and self-assessment by programs and demonstrate a commitment to continuous improvement.

As the NAAB directors reviewed these outcomes, as well as the Board’s own practices and procedures, several things became clear.

- The Board agreed that the *2004 Conditions for Accreditation* (13 conditions, including SPC), generally speaking, contained all the critical requirements and expectations for a professional degree in architecture. However, within several of conditions 1-12, expectations for student learning or achievement were embedded with expectations for institutional commitment or assessment.

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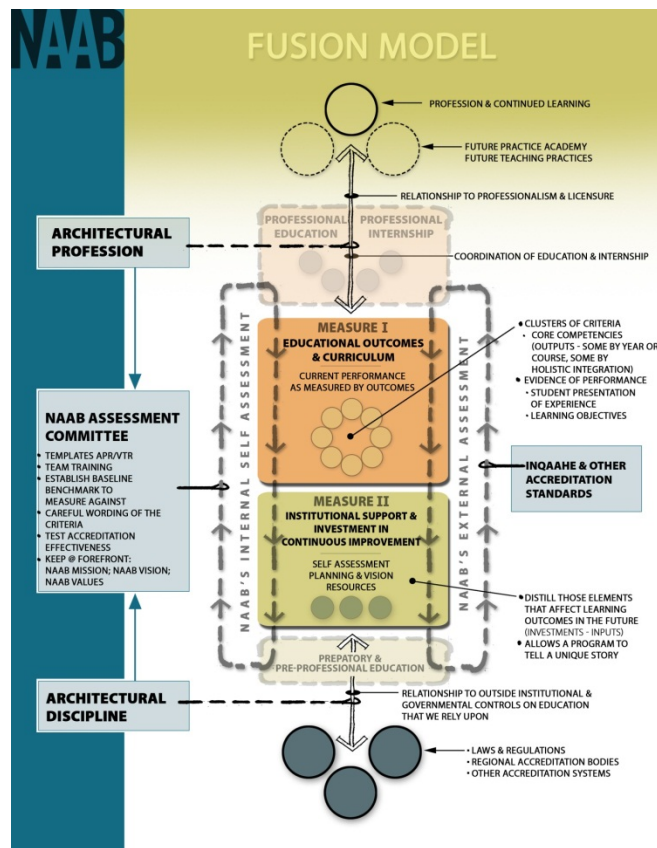
<sup>2</sup> 1998 *Conditions and Procedures for Professional Degree Programs in Architecture*. National Architectural Accrediting Board. p. 3.



- Next, as a matter of practice, the *Architecture Program Reports* (APRs) and the visits tended to treat all conditions as equal, and deserving of a “Met/Not-Met” designation, when, in reality, certain parts of the *2004 Conditions* could not be assessed in this way. Likewise all SPC were treated as equal when in practice some were “more equal than others.” Thus, the NAAB agreed it was not only appropriate to revise the content of SPC to be relevant in light of current practice and professional concerns, but also to group both conditions and SPC in a way that reflected their relationships to one another and their relative importance overall.
- Finally, the Board agreed that it was time to implement processes for internal and external assessment and review of the NAAB itself both in terms of the effectiveness of its procedures and its compliance with best practices as defined by independent organizations. Today, this effort is led by the NAAB’s Assessment and Evaluation Committee.

In developing the model that drove development of the *2009 Conditions*, the Board was able to address all of these matters:

The result of the process in 2008 was described as the Fusion Model:



The *2009 Conditions for Accreditation*, while based initially on the 2008 Fusion Model, were ultimately a combination of input from collateral organizations, individual comments, and the findings of the 2008 ARC.

In many regards, the basic purposes of the *1998* and *2004 Conditions for Accreditation* were sustained in the *2009 Conditions for Accreditation*. Likewise, the central attributes of voluntary accreditation remained and the core elements of the NAAB’s process persisted.

In addition to the *2009 Conditions for Accreditation*, the 2008 process also gave the NAAB the opportunity for the following:

- Procedural review and overhaul (continuous since 2008).
- Redesign of team training requirements, format, and content (continuous since 2009).
- Investment in technology for visit management (initiated in 2010).
- Establishing the Assessment and Evaluation Committee. Their focus includes:
  - Internal evaluation (visit practices, board self-evaluation).
  - ARC13 preparation
    - *NAAB Study of Accredited Architectural Education*
    - NAAB-commissioned studies
    - NAAB director reviews
  - External evaluation of NAAB processes (Canberra Accord).

### **2010–2013: A Process for Preparing**

Beginning in 2010, the NAAB's Assessment and Evaluation (A&E) Committee focused on preparation for ARC13. In addition to setting the timeline for preparation, the committee also oversaw the completion of the *NAAB Study of Accredited Architectural Education*. This study represented one of the first NAAB-directed efforts to prepare a baseline of information and analysis for ARC13. The purpose of the study was to set a foundation against which the NAAB could evaluate the proposals and recommendations of other organizations and individuals.

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 study began in August 2010 with interviews of the NAAB 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 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 survey was developed based on the findings collected during the prior stages; it combined quantitative questions with open-ended, essay-style queries to provide a comprehensive look at architecture education.

The final report was released on May 1, 2012, and can be downloaded from [www.naab.org](http://www.naab.org).

The A&E Committee also identified additional areas of study:

- Analyzing data collected in the NAAB's ARS to identify trends in enrollment, graduation rates, finances, and faculty.
- Analyzing the following trends in higher education: funding models, collaboration with community colleges, online education, student learning assessment, and changes in faculty work life.
- Considering the implications for the use of co-curricular activity to meet certain SPC.
- Reviewing the objectives for the SPC for comprehensive design.
- Considering the effect of changes in access to higher education on demographic diversity in architecture programs.

- Studying how other specialized accrediting agencies or organizations in higher education define and assess collaboration.

Concurrent with the NAAB's effort, the American Institute of Architects (AIA), the National Council of Architectural Registration Boards (NCARB), the Association of Collegiate Schools of Architecture (ACSA), and the American Institute of Architecture Students (AIAS) began their own efforts to analyze the issues and to prepare white papers in advance of the conference. All materials: white papers, letters, proposals, and recommendations from all sources were due to the NAAB on January 31, 2013.

On that date, the NAAB had amassed the largest collection of material ever assembled for an ARC.

This material, along with the synthesis paper developed by the NAAB's ARC13 Task Force and the conference agenda are available on the [NAAB](#) website.

### **Analysis and Synthesis**

First and foremost, both the quantity and the quality of the submissions from collateral organizations, related professional organizations, and interested individuals far exceeded that of the materials submitted in 2008. The NAAB had a vastly broader and better researched library of proposals, commentary, and recommendations from which to work in preparation for ARC13 and subsequent development of the *2014 Conditions*.

Overall, with limited exceptions, the papers contributed for the 2013 conference affirmed that the 2008 model should stand as is. Nevertheless, the NAAB committed itself to approaching ARC13 and the development of the *2014 Conditions* with the following in mind:

- The NAAB would make its choices in the best interests of accreditation while keeping its vision, mission, and values in the forefront. The scope of the NAAB's decision-making could not be constrained by real or imagined concerns over what constituted "too much or too little change."
- As a global leader in accreditation in architecture education, it was incumbent upon the NAAB to be open to the understanding that others in the field both at home and abroad have alternative ideas about architecture education; the NAAB must embrace and engage new ideas rather than avoid them.
- The NAAB was willing to consider a review of the balance between institutional commitment to continuous improvement (Part I) and educational outcomes and curriculum (Part II) with a view toward shifting the time and attention of visiting teams toward Part II.

### **New/Emerging Issues That Must be Addressed in The 2014 Conditions**

Working from the materials submitted in January 2013, the task force identified a number of significant issues that were, in many instances, related to trends affecting postsecondary education in the U.S. While only tangentially relevant to the particulars of the NAAB's system, understanding them and being responsive remained critical to the NAAB's continued relevance within institutions and specialized accreditation.

- Calls to increase the rigor of the accreditation process without increasing expense (time, people, space, and money).
- Understanding the implications of shifting demographics in education. There is a large population of first-generation college students (e.g., non-English speakers), many of whom are differently-prepared for postsecondary education than their legacy classmates. With their gradual movement into postsecondary and higher education come related expectations within professional programs for teaching or developing basic skills.

- Looking at the role of community colleges in preparing students for preprofessional and professional education, particularly those individuals less-well-prepared for traditional college and university settings.
- Acknowledging the increasing use of online and distance learning delivery models, which in turn call for online and distance learning achievement/assessment models.
- Increasing calls for colleges and universities to demonstrate the civic engagement of students in professional degree programs.
- The SPC must balance conventional and emerging visualization skills, while still using drawing as method of learning and communication.
- Calls to increase the quality of building sciences education (broadly-defined).
- Defining student learning outcomes that go beyond general education and apply directly to professional competencies (e.g., communication skills, collaborative ability and, investigative skills).
- Calls from programs and team members to be explicit about the expectations for student achievement in comprehensive design.
- Colleges and universities are being asked to provide more public information on student debt.

### **The 2013 Accreditation Review Conference (ARC13)**

The conference took place July 18-19, 2013, at the Snowbird Resort in Utah. It was by-invitation-only and was attended by delegations from the AIA, AIAS, ACSA, NCARB, the Canadian Architectural Certification Board-*Conseil canadien de certification en architecture* (CACB-CCCA), and the National Organization for Minority Architects, as well as the NAAB directors and directors-elect. In total, 44 people participated.

The agenda provided participants with multiple opportunities to interact with one another, to discuss and evaluate the SPC, to consider new forms of evidence of student achievement, and to consider procedural issues.

ARC13 generated nearly 50 flip-chart-sized pages of notes and graphics and over 300 images. These materials were used by the writing team to support their early conclusions and proposed language.

As the NAAB directors considered the outcomes of ARC13 during their meeting, which immediately followed the conference, they reached the following conclusions:

- The five perspectives (I.1.3.A-E) must be revised in order to
  - Remove the language that binds the perspectives to one of the five organizations in architecture.
  - Address values and core principles held in common throughout the profession and the academy relative to practice and discipline of architecture.
  - Delete both implicit and explicit student learning outcomes; those that should be preserved are moved to II.1, SPC.
- Simplify the conditions and eliminate redundancies.
- Establish a stand-alone realm for learning on comprehensive or integrative design.
- Use clear, common, unambiguous language.
- Reframe the conditions on resources (I.2), especially financial resources (I.2.4) in order to link them to student achievement or student development.

- Make bold recommendations in the first draft.
- Develop a companion document that includes advice and commentary from the NAAB, instructions to programs for preparing Architecture Program Reports, and a glossary.

As a result of the last three years' efforts and in keeping with the outcomes of ARC13, the *Conditions* have been revised. These revisions are significant in some areas, but not in others. Further, the NAAB has identified a number of procedural changes that may streamline the process of accreditation, while still maintaining a commitment to both the NAAB's "prime directive" to avoid creating conditions that lead to uniformity of architecture education, and the core tenets of accreditation. These changes will be made in the next edition of the *Procedures for Accreditation*, scheduled for completion in early 2015.

The first draft of the *2014 Conditions for Accreditation* was made available for a 90-day public comment period through late November 2013.

A second draft will be available in mid-February 2014, with final approval scheduled for July 2014.

The first visits to be conducted using the *2014 Conditions* will take place in 2016.

**FISCAL YEAR 2012 INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS**

The most recent independent auditor's report on the NAAB's financial statements is for the fiscal year ending December 31, 2012. A summary of this report is below. In addition, the NAAB makes its annual [IRS Form 990](#) tax filing available for review at [www.naab.org](http://www.naab.org).

**Statement of Activities**

**Year ended December 31, 2012**

	<b>Unrestricted</b>	<b>Temporarily Restricted</b>	<b>Total</b>
<b>Revenue &amp; Support</b>			
Contributions	\$1,246,170	\$49,145	\$1,295,315
EESA evaluation income	\$196,980	-	\$196,980
Investment income	\$85,555	-	\$85,555
Other income	\$500	-	\$500
Net assets released from restriction:			
Satisfaction of purpose restrictions	\$11,132	(\$11,132)	-
<b>Total revenue and support</b>	<b>\$1,540,337</b>	<b>\$38,013</b>	<b>\$1,578,350</b>
<b>Expenses</b>			
Program Services:			
Accreditation	\$352,240	-	\$352,240
EESA	\$250,356	-	\$250,356
International relations	\$94,226	-	\$94,226
Accreditation Review Conference	\$15,737	-	\$15,737
Communications	\$5,705	-	\$5,705
		-	
<b>Total program services</b>	<b>\$718,264</b>	<b>-</b>	<b>\$718,264</b>
Supporting services			
Management and general	\$369,815	-	\$369,815
Board activities	\$415,490	-	\$415,490
<b>Total supporting services</b>	<b>\$785,305</b>	<b>-</b>	<b>\$785,305</b>
<b>Total expenses</b>	<b>\$1,503,569</b>	<b>-</b>	<b>\$1,503,569</b>
<b>Changes in Net Assets</b>	<b>\$36,768</b>	<b>\$38,013</b>	<b>\$74,781</b>
<b>Net Assets</b> , beginning of year	<b>\$1,295,442</b>	<b>\$33,094</b>	<b>\$1,328,536</b>
<b>Net Assets</b> , end of year	<b>\$1,332,210</b>	<b>\$71,107</b>	<b>\$1,403,317</b>

**Statement of Financial Position**  
December 31, 2011 and 2012

	2012	2011
<b>Assets</b>		
Cash and cash equivalents	\$ 430,711	\$ 202,150
Accounts receivable	60,667	35,083
Contributions receivable	35,091	33,094
Investments	710,433	728,400
Prepaid expenses and other assets	90,955	29,116
Property and equipment, net	<u>470,077</u>	<u>386,365</u>
Total assets	<u>\$ 1,797,934</u>	<u>\$ 1,414,208</u>
<b>Liabilities and Net Assets</b>		
<b>Liabilities</b>		
Accounts payable	\$ 143,977	\$ 52,450
Accrued leave	36,231	33,222
Deferred rent	<u>214,409</u>	<u>-</u>
Total liabilities	<u>394,617</u>	<u>85,672</u>
<b>Net Assets</b>		
Unrestricted	1,332,210	1,295,442
Temporarily restricted	<u>71,107</u>	<u>33,094</u>
Total net assets	<u>1,403,317</u>	<u>1,328,536</u>
Total liabilities and net assets	<u>\$ 1,797,934</u>	<u>\$ 1,414,208</u>

## 2014 NAAB DIRECTORS

AIA 2011–2014	President-elect <b>Shannon Kraus, FAIA</b> Glen Echo, MD
ACSA 2012–2015	Treasurer <b>Patricia Kucker, AIA</b> Cincinnati, OH
NCARB 2011–2014	Secretary <b>Stephen Parker, AIA, LEED® AP</b> Calverton, MD
AIAS 2013–2015	<b>Tyler Ashworth, Assoc. AIA</b> Washington, DC
ACSA 2011–2014	<b>Nathaniel Quincy Belcher, AIA</b> University Park, PA
Public Member 2012–2015	<b>Ken Conrad, PE</b> Kansas City, MO
ACSA 2013–2016	<b>Brian P. Kelly, AIA</b> College Park, MD
Public Member 2011–2014	<b>William Lynn McKinney, PhD</b> Narragansett, RI
NCARB 2012–2015	<b>Kenneth A. Naylor, FAIA</b> Park City, UT
AIA 2013–2016	<b>Tamara Redburn, AIA</b> Memphis, TN
AIA 2013–2014	<b>John C. Senhauser, FAIA</b> Cincinnati, OH
AIAS 2012–2014	<b>Michelle Stotz, Assoc. AIA</b> Washington, DC
NCARB 2013–2016	<b>Scott Veazey, AIA</b> Evansville, IN

In addition, Ted C. Landsmark, 2013 president, participates in 2014 meetings, without a vote, as a guest of the Board.

## NAAB STAFF

**Andrea S. Rutledge, CAE**  
Executive Director

**Cassandra Pair**  
Director, Accreditation

**Janet Rumbarger**  
Director, Research & Assessment

**Ziti Sherman**  
Director, Finance & Administration

**Dorothy Preston**  
EESA Associate

**Kesha Abdul-Mateen**  
Communications Associate