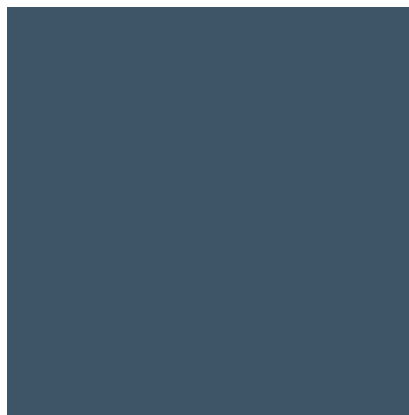




National Architectural Accrediting Board

# 2020 Annual Report on Architecture Education

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# FROM THE PRESIDENT AND THE EXECUTIVE DIRECTOR OF THE NAAB

On behalf of the NAAB Board of Directors and the organization's staff team, it is our pleasure to present the 2020 NAAB Annual Report on Architecture Education. This document represents the progress of the NAAB during the year 2020 and is comprised of three parts:

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

In response to the impact of the COVID-19 pandemic and to ensure the health and safety of our programs and teams, the Board of Directors acted to postpone all accreditation visits for one calendar year and to conduct accreditation visits virtually from the fall of 2020, through the end of 2023. To ensure a seamless transition to a virtual visit environment, the NAAB created and disseminated the *NAAB Virtual Site Visit Supplement (VSV Supplement)* to the 2015 and 2020 *Procedures for Accreditation*. The *VSV Supplement* is a guide for programs, teams, and staff designed to ensure successful virtual accreditation visits. The *Supplement* is updated periodically based on feedback from programs and teams.

The annual report highlights the work of nearly 25 NAAB volunteers who contributed over 900 hours to the important task of professional accreditation in architectural education. The level of commitment from these volunteers is remarkable. The NAAB expresses its gratitude to these dedicated individuals for sharing their time and talent in the critically important tasks of ensuring the quality of accredited professional degree programs in architecture, as well as those in candidacy or pursuing eligibility for accreditation. During calendar year 2020 the NAAB visited 7 institutions and reviewed 7 professional degree programs in architecture: two for continuing accreditation; one for initial accreditation; two for continuation of candidacy and two for eligibility.

As of May 2021, 169 programs at 133 institutions in the United States and three programs at three international institutions hold NAAB accreditation. This report recognizes the commitment and progressive work of the NAAB Board of Directors and staff. These individuals have led the organization through challenging times and pursued significant organizational change, with the goal of better serving the constituents and stakeholders of the NAAB. Part III of this report highlights the work currently underway by board committees, special task forces, and staff to implement strategic and procedural enhancements across the programs and processes of NAAB accreditation, certification, and evaluation.

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

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

With best regards,

Marilys R. Nepomechie, FAIA, DPACSA, NCARB



2020-2021 NAAB President

Tanya Tamarkin



Executive Director

# MISSION, VISION, AND CORE VALUES OF THE NAAB

## Mission

The NAAB develops and maintains an accreditation system in professional degree education that enhances the value, relevance, and effectiveness of the profession of architecture.

## Vision

The NAAB advances educational quality assurance standards and processes that anticipate the needs of academic programs, the profession, and society, to promote a better built environment.

## Core Values

The NAAB aspires to follow four core values in the way it approaches its work and mission:

- **Commitment to Excellence:** Foster a culture of continual improvement that seeks positive organizational transformation and responds to external change.
- **Diversity and Inclusion:** Celebrate unique institutional perspectives and ensure the inclusion of diverse populations to enrich the learning environment.
- **Effective Communication:** Articulate the value of an accredited architecture education to students, the profession, and the communities architects serve.
- **Spirit of Collaboration:** Promote transparency and collateral cooperation in the shared responsibility of preparing graduates for professional practice.

# ANNUAL STATISTICAL REPORT

The annual statistical report captures information on both the institution in which an architecture program resides and the program itself. The statistical report consists of seven sections:

1. institutional characteristics;
2. NAAB-accredited architecture programs;
3. tuition, fees, and financial support for students;
4. student characteristics;
5. degrees awarded;
6. resources for students and learning; and
7. human resources.

The definitions used in the statistical report are based on the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS).<sup>1</sup> IPEDS is the “core postsecondary data collection program” for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the United States in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid. Much of the institutional information requested in the ASR corresponds to reports submitted by institutions to IPEDS each fall.

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

# PART I

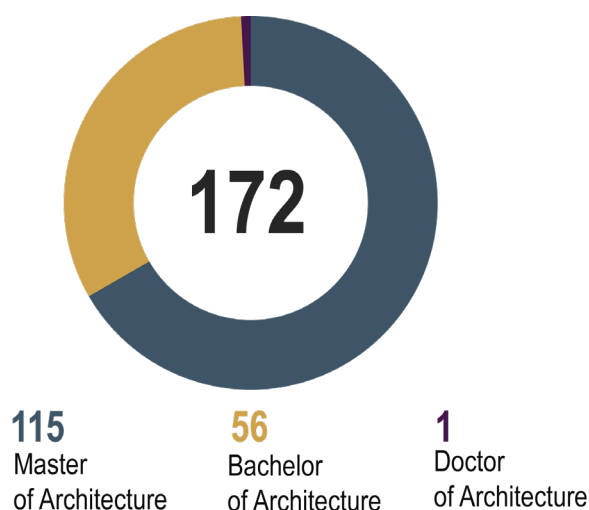
## **ACCREDITED PROGRAMS, ENROLLMENT, AND DEGREES AWARDED**

## Accredited Programs

### Number of Accredited Programs

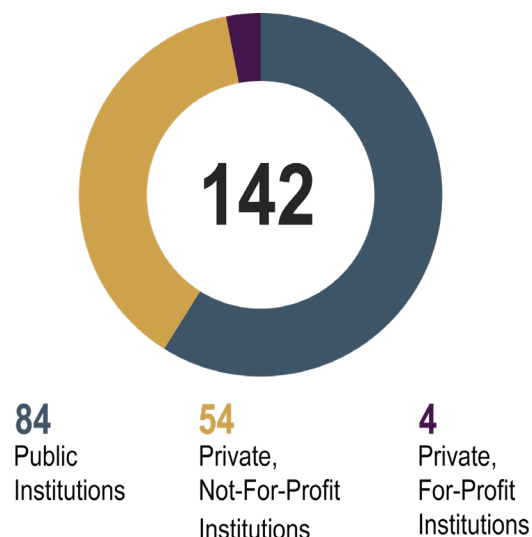
In AY 2019–20, 172 accredited programs were housed in 136 institutions with U.S. regional accreditation. Of the 172 programs, 115 (67%) are Master of Architecture programs, 56 (33%) are Bachelor of Architecture programs, and 1 (1%) is a Doctor of Architecture program.

Of the 136 institutions that offer accredited architecture programs, 98 (72%) offer one accredited program, and 37 (27%) offer two accredited programs.



### Institution Type

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



### Number of Candidate Programs

Data included in this report are only for those programs that achieved initial candidacy by July 1, 2020. All programs visited for candidacy in 2021 submitted their first statistical reports in fall 2020. See part 3 of this report for additional information on programs in or seeking candidacy. Of the 9 programs in candidacy in AY 2019–20, 5 were M. Arch. programs and 4 were B. Arch. programs.



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

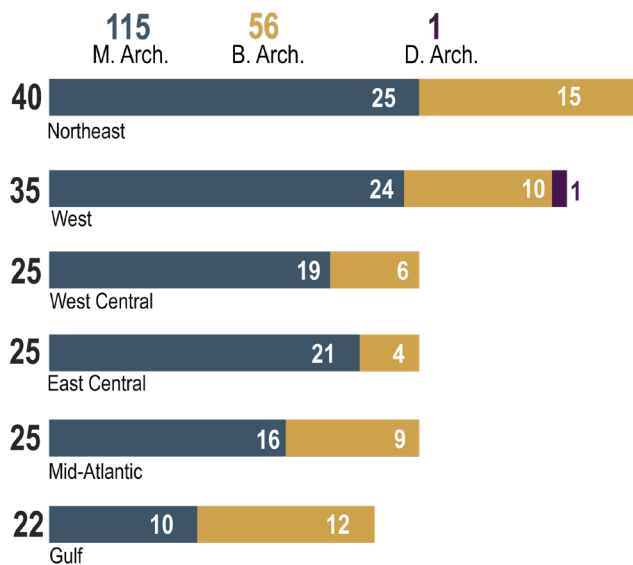
The table below shows the total number of students enrolled in accredited degree programs by ACSA region. The number of programs in each region is shown on the left. This table does not include candidate programs.

Total enrollment increased by 4% from 2019. Increases/decreases per ACSA region from 2019 were as follows:

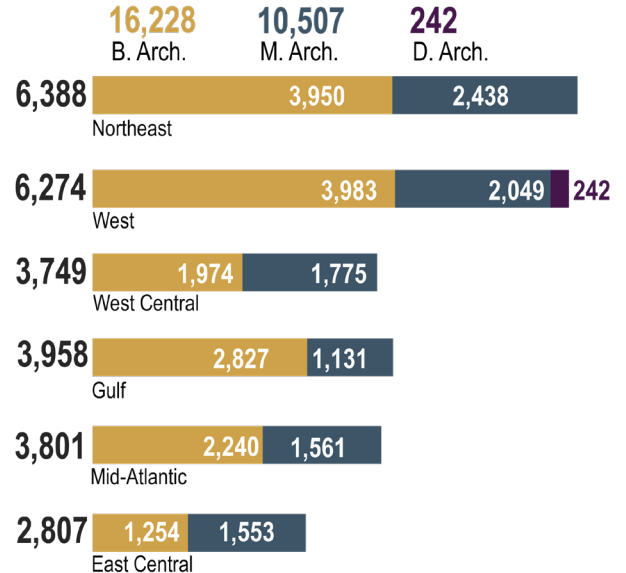
- East Central, +14%
- Northeast, +13%
- Mid-Atlantic, +10%
- Gulf, +7%
- West, -2%
- West Central, -19%

### Programs and Enrollment in ACSA Regions

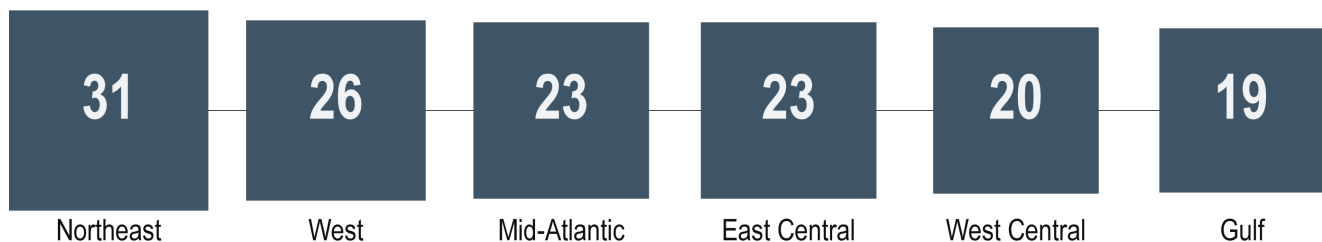
**172** Total Programs



**26,977** Total Enrollment



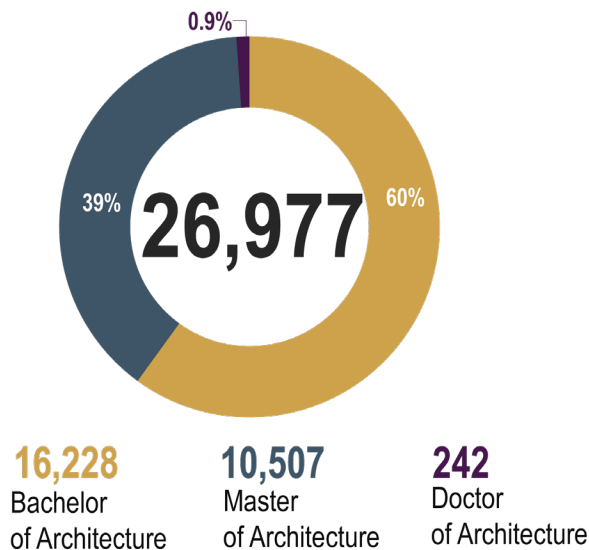
### Number of Institutions in ACSA Regions





## Enrollment

### Overall Enrollment in Accredited Programs by Degree



There are 26,977 students enrolled in NAAB-accredited degree programs: of this total, 16,228 (60%) are enrolled in Bachelor of Architecture programs, 10,507 (39%) in Master of Architecture programs, and 242 (0.9%) in Doctor of Architecture programs.

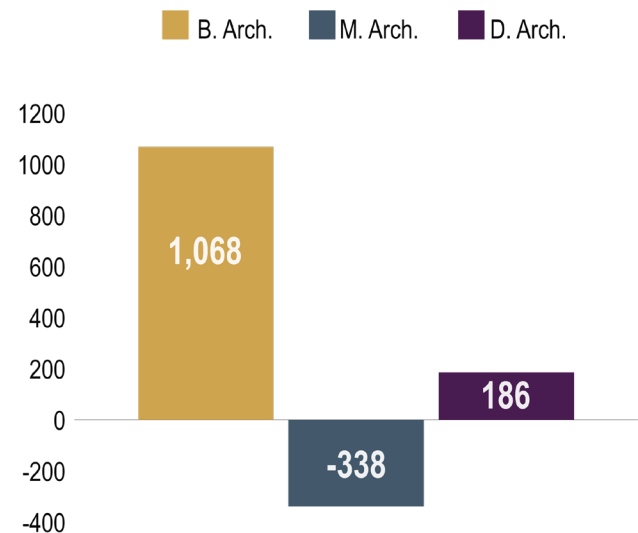
Of the students enrolled, 24,662 (91%) are enrolled full-time, and 2,315 (9%) are enrolled part-time.



Overall, enrollment in accredited programs increased by a net of 916 students, or 4%, from AY 2018–19, when 26,061 students were enrolled in accredited degree programs.



Total enrollment in B. Arch. programs increased by 1,068 over 2018–19 numbers; M. Arch. enrollment decreased by 338; and enrollment in D. Arch. programs increased by 186.



There are 14,413 (53%) architecture students enrolled in institutions with public support and 12,564 (47%) in institutions with private support. In 2019, the distribution of enrolled students between public and private institutions was 56% public and 44% private.

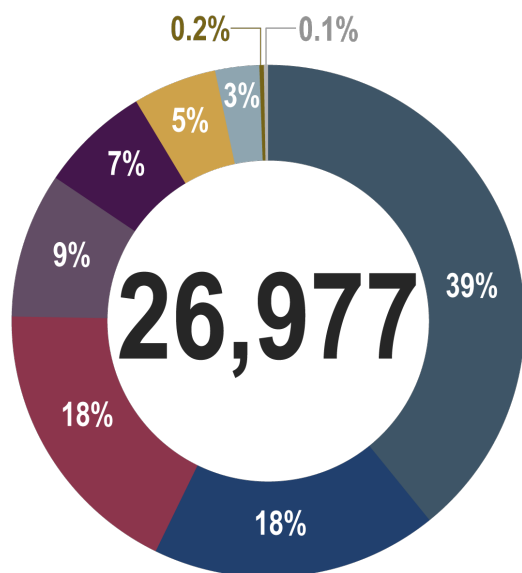


## Overall Enrollment in Accredited Programs by Gender



The gender breakdown of enrolled students is 13,576 (50%) males and 13,401 (50%) females. In 2018–19, the percentage breakdown was 51% male students and 49% female students. The percentages are statistically the same for the B. Arch. and M. Arch. degrees. The D. Arch. degree percentages were 55% for males and 45% for females.

## Overall Enrollment in Accredited Programs by Ethnicity



**10,457**  
White

**4,815**  
Hispanic/Latino

**4,791**  
Nonresident alien

**2,548**  
Asian

**1,949**  
Race/Ethnicity Unknown

**1,482**  
Black/African American

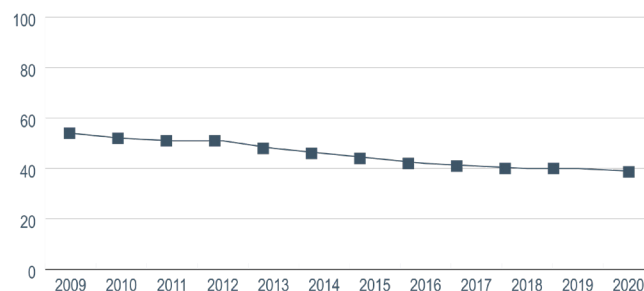
**828**  
Two or more races

**74**  
American Indian/Alaska Native

**33**  
Native Hawaiian/Pacific Islander

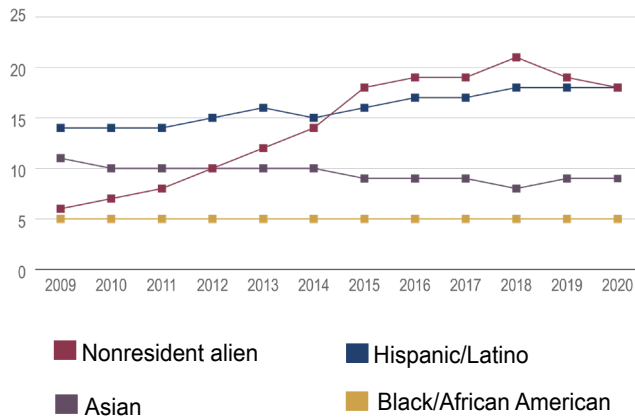
## Trends in Enrollment by Ethnicity

Enrollment by students who indicated white for ethnicity declined to 39% in 2020. The chart below shows white enrollment as a percentage of total enrollment, 2009–2020.



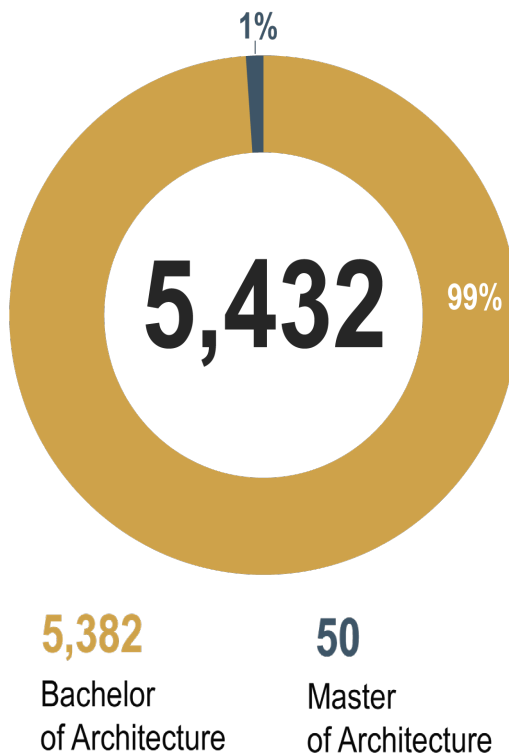
The fastest growing category of ethnicity is nonresident alien. In 2009, this category accounted for 6% of enrollment overall; in 2020, it was 18%. Enrollment of Black/African American students has remained flat over the past eleven years, hovering at 5% of total enrollment each year.

## Overall Enrollment in Candidate Programs by Degree



## Overall Enrollment in Candidate Programs by Gender

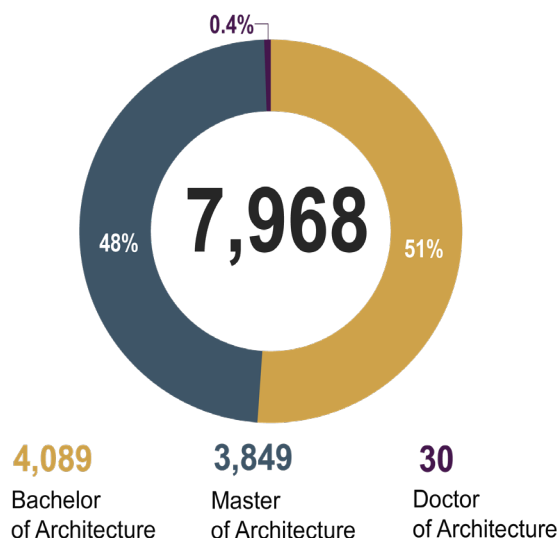
The gender breakdown of students enrolled in programs that achieved initial candidacy before July 1, 2019, is 2,098 (39%) male students and 3,334 (61%) female. In 2018–19, the gender breakdown for candidate programs was 49% male and 51% female.



Of the 5,432 students enrolled in candidate programs in 2019–20, 5,382 (99%) were enrolled in B. Arch. programs and 50 (0.9%) in M. Arch. programs. There are no D. Arch. candidate programs.

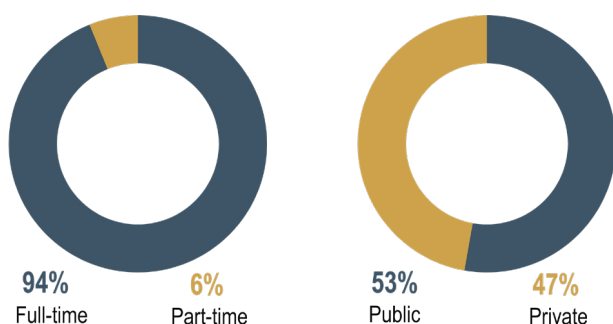
## First-Time Enrollment in Accredited Programs

There are 7,968 newly matriculated students enrolled in NAAB-accredited degree programs for the academic year 2019–20; this number represents a 3% increase over first-time enrollment in 2018–19. The number of new students is approximately 29% of all students enrolled in accredited programs. Of this total, 4,089 (51%) are enrolled in B. Arch. programs, 3,849 (48%) in M. Arch. programs, and 30 (0.4%) in D. Arch. degree programs.



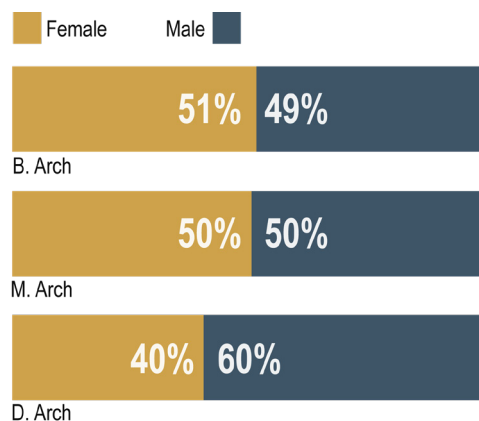
First-time enrollment in B. Arch. programs saw a 10% increase from 2018–19 levels; M. Arch. programs saw a 2% decrease over the same time period. The 3% increase in first-time enrollment continued the positive trend first noted in 2015–16, when, after several years of decline, 2015–16 numbers increased by 4% over 2014–15. See page 17 for trends in enrollment between 2009–20.

Of the 7,968 newly enrolled students, 7,491 (94%) are enrolled full-time and 477 (6%) are enrolled part-time. There are 4,200 (53%) architecture students enrolled in institutions with public support and 3,768 (47%) enrolled in institutions with private support.

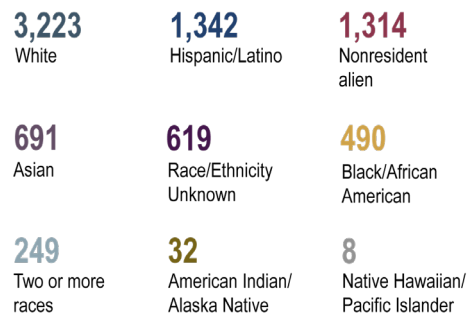
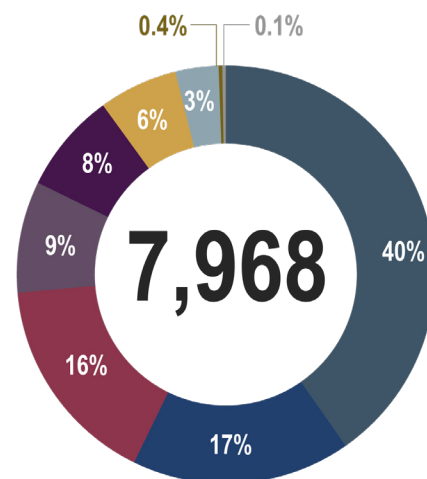


## First-Time Enrollment in Accredited Programs by Gender

The gender breakdown of first-time enrollment is 3,942 (49%) male students and 4,026 (51%) female. These percentages vary slightly from 2018–19 breakdown. The percentages for male/female by degree are as follows:



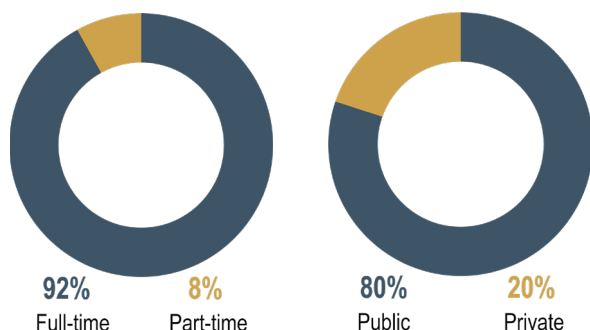
## First-Time Enrollment in Accredited Programs by Ethnicity



## Overall Enrollment in Preprofessional Programs

Of the institutions that offer accredited and candidate architecture programs, 102 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 15,760 students enrolled in preprofessional degree programs in AY 2019–20 which represents a 2% decrease from AY 2018–19. See page 17 for trends in overall enrollment in preprofessional programs.



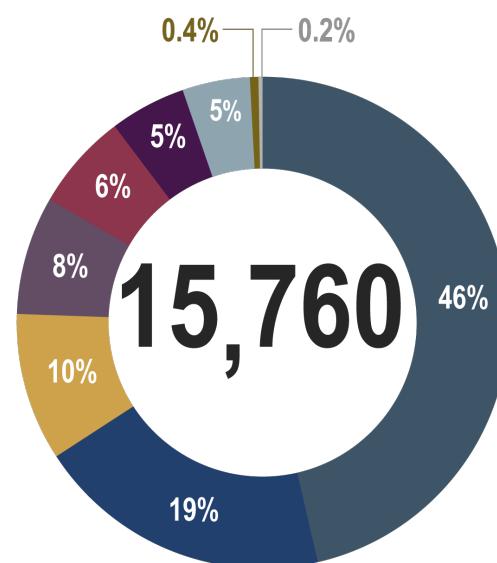
Of the total, 14,422 (92%) are enrolled full-time and 1,338 (8%) part-time. There are 12,647 (80%) architecture students enrolled in institutions with public support and 3,113 (20%) in institutions with private support.

## Enrollment in Preprofessional Programs by Gender

The gender breakdown of preprofessional enrollment was 8,688 (55%) males and 7,072 (45%) females. The percentage breakdown in 2018–19 was 56% males and 44% females.



## Enrollment in Preprofessional Programs by Ethnicity



7,327  
White

3,054  
Hispanic/Latino

1,537  
Black/African American

1,228  
Asian

1,018  
Nonresident alien

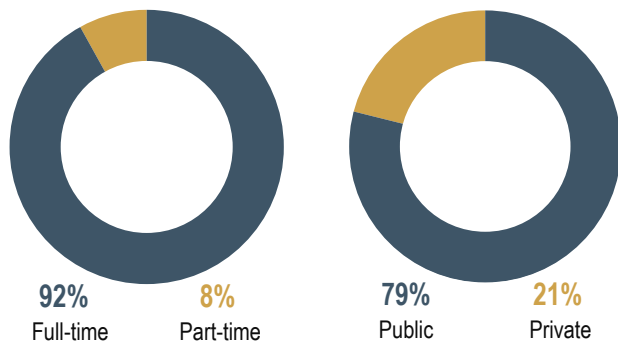
783  
Race/Ethnicity Unknown

714  
Two or more races

65  
American Indian/Alaska Native

34  
Native Hawaiian/Pacific Islander

## First-Time Enrollment in Preprofessional Programs



There were 4,676 newly matriculated students enrolled in preprofessional programs at institutions with accredited architecture programs for AY 2019–20; 4,313 (92%) are enrolled full-time and 363 (8%) are part-time. There are 3,717 (79%) architecture students enrolled in institutions with public support and 959 (21%) in institutions with private support.

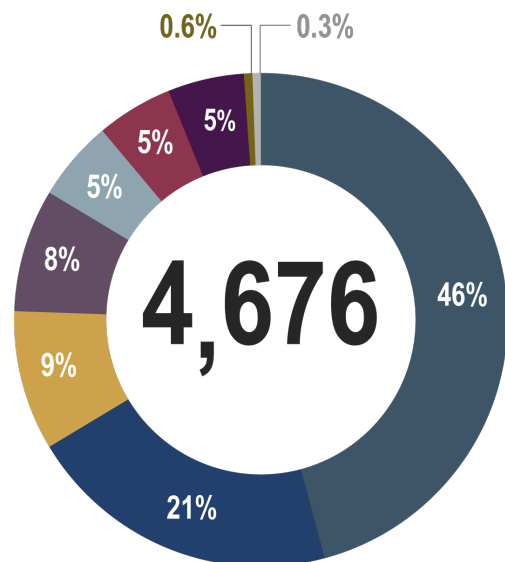
## First-Time Enrollment in Preprofessional Programs by Gender



## Programs by Gender

The gender breakdown of students enrolled is 2,548 (54%) males and 2,128 (46%) females. The 2018–19 breakdown was 55% males and 45% females.

## First-Time Enrollment in Preprofessional Programs by Ethnicity



**2,147**  
White

**962**  
Hispanic/Latino

**435**  
Black/African American

**374**  
Asian

**248**  
Two or more races

**233**  
Nonresident alien

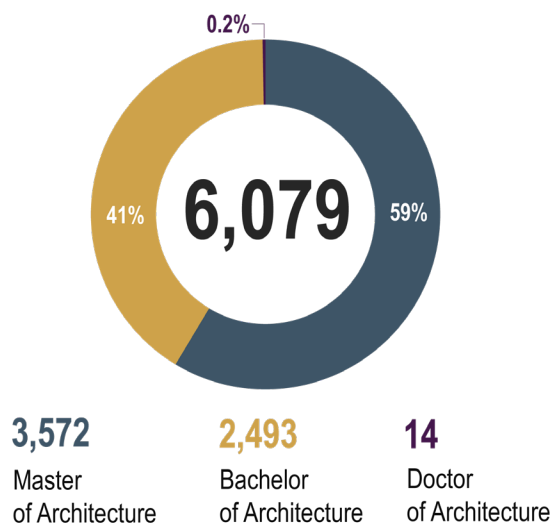
**233**  
Race/Ethnicity Unknown

**30**  
American Indian/Alaska Native

**14**  
Native Hawaiian/Pacific Islander

## Degrees Awarded

### Degrees Awarded by Accredited Programs



A total of 6,079 accredited degrees were awarded in AY 2019–20: 3,572 (59%) were M. Arch. degrees; 2,493 (41%) were B. Arch. degrees; and 14 (0.2%) were D. Arch. degrees.

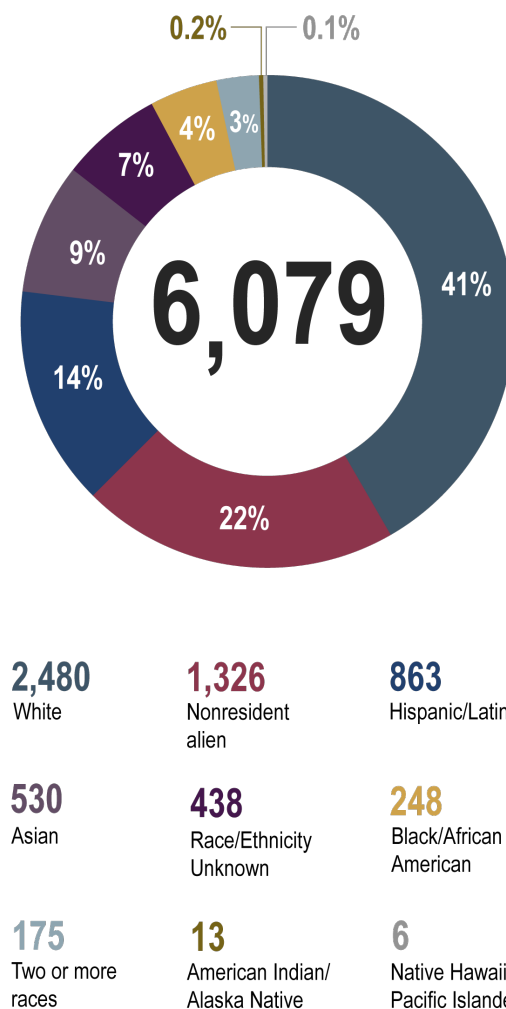
The number of degrees awarded in 2019–20 represents a 2% increase from AY 2018–19.

### Degrees Awarded by Accredited Programs by Gender



The gender breakdown for degrees awarded is 3,065 (50%) males and 3,014 (50%) females. These percentages illustrate a 3% decrease in male students and a 3% increase in female students from AY 2018–19. The distribution by gender for degrees awarded is statistically the same for all accredited degrees. The gender breakdown for overall enrollment is 50% males and 50% females.

### Degrees Awarded by Accredited Programs by Ethnicity



## Degrees Awarded in Preprofessional Programs

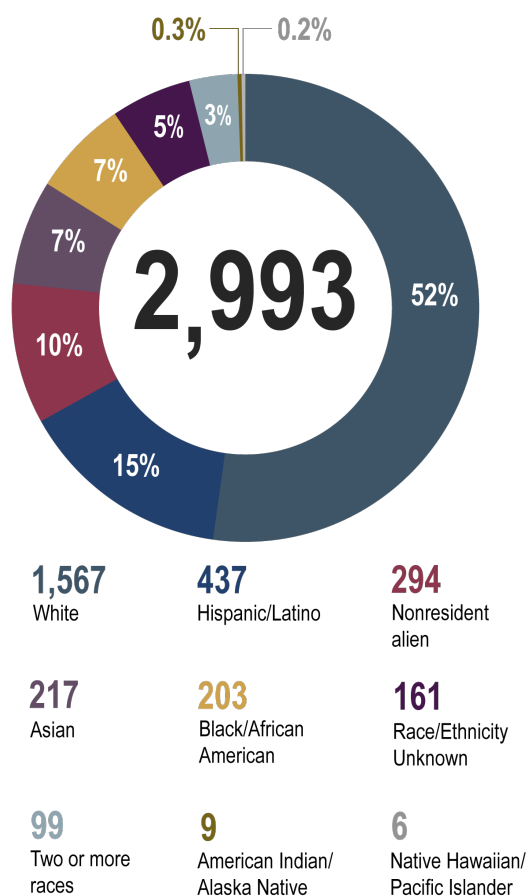
A total of 2,993 preprofessional degrees were awarded in AY 2019–20. This total is a 2% decrease from 2018–19, when 3,060 preprofessional degrees were awarded.

### Degrees Awarded in Preprofessional Programs by Gender

The gender breakdown is 1,636 (55%) degrees awarded to male students and 1,357 (45%) to female students. The gender breakdown in 2018–19 was the same.



### Degrees Awarded in Preprofessional Programs by Ethnicity



## Post-professional Programs

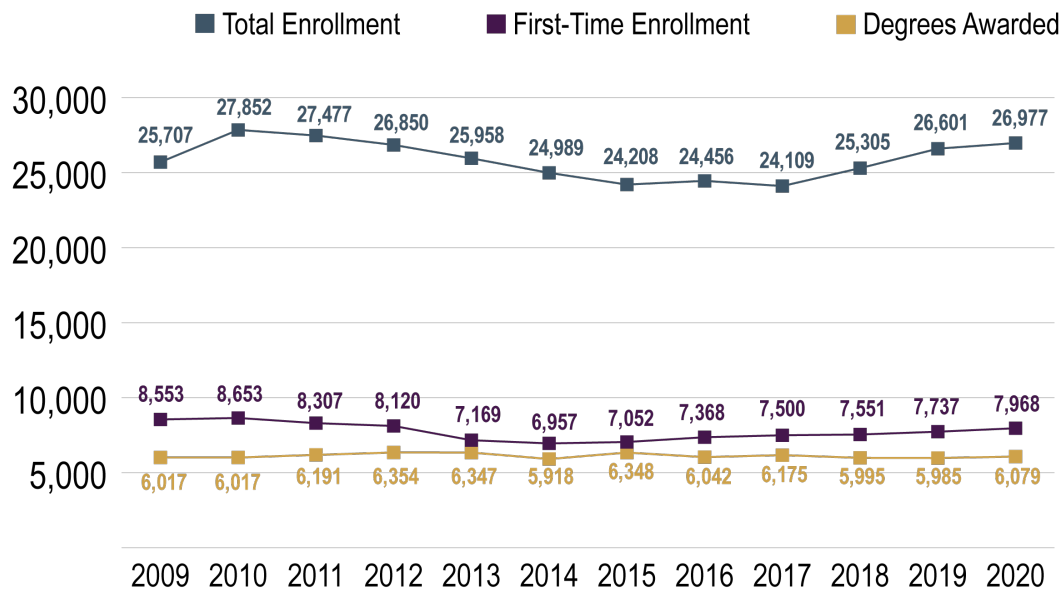
Of the institutions that offer accredited architecture programs, 78 offer a total of 166 post-professional programs; the term *post-professional* refers to graduate degrees offered to students who already have a professional degree in architecture. These degree programs are not accredited by NAAB. They may be in highly specialized areas of study such as design theory, health-care facilities, preservation, interior design, or solar design. Post-professional degrees are offered at the master's or, in a few cases, doctoral level.



## Trends in Enrollment and Degrees Awarded

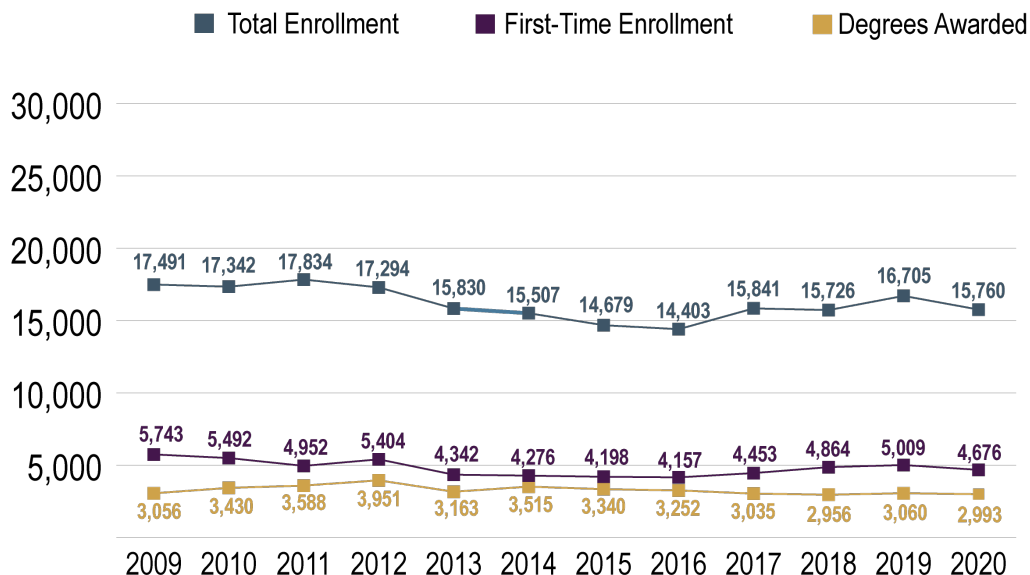
### Accredited Programs

First-time enrollment increased by 3% over 2019 numbers, and overall enrollment increased by 4% for the same period. The number of degrees awarded in 2020 increased by 2% from 2019.



### Preprofessional Programs

Enrollment in preprofessional programs decreased by 2% from 2019, and first-time enrollment decreased by 7% for the same period. The number of degrees awarded in 2020 decreased 2% from 2019.



## PART II

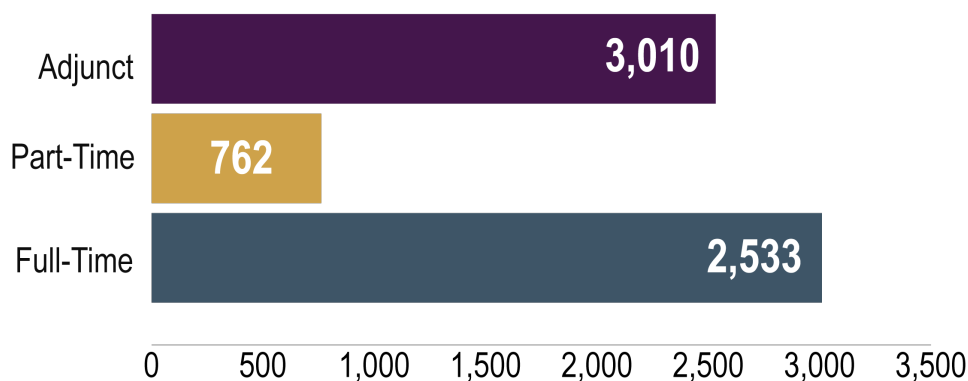
# FACULTY AND THE NAAB VISITING TEAM POOL

## Faculty

### Appointment Type

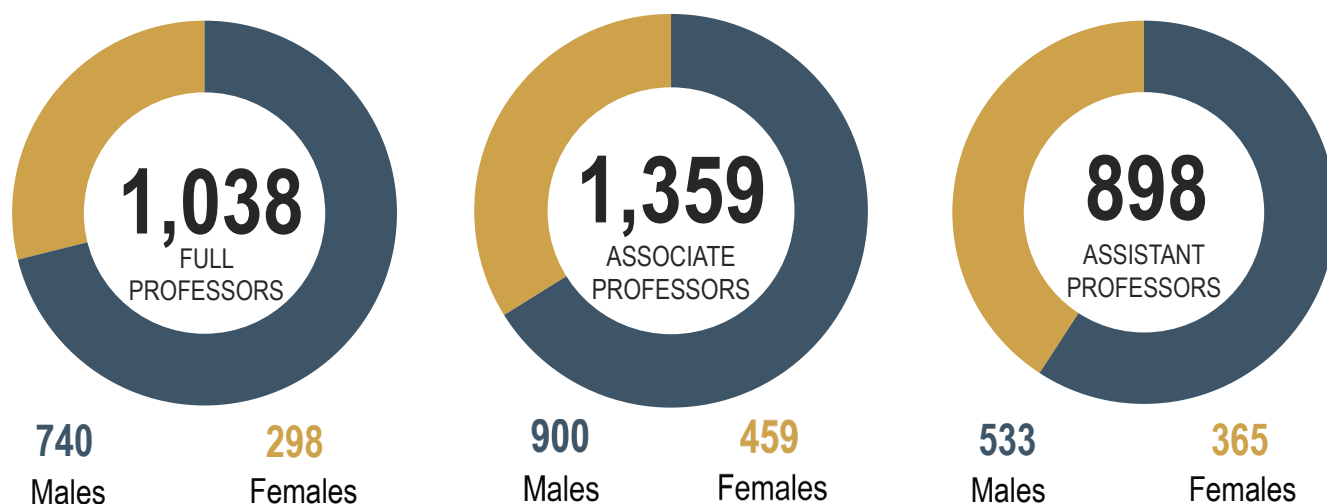
There are 6,305 faculty teaching in NAAB-accredited degree programs: 2,533 (40%) are full-time appointments, 762 (12%) are part-time, and 3,010 (48%) are adjuncts.

The total number of faculty in 2018–19 was 6,698. The number of full-time faculty (2,533) has decreased 17% from last year's number (3,038). The number of part-time faculty increased by 39% over 2018–19, and the number of adjuncts decreased by 3% over the same period.



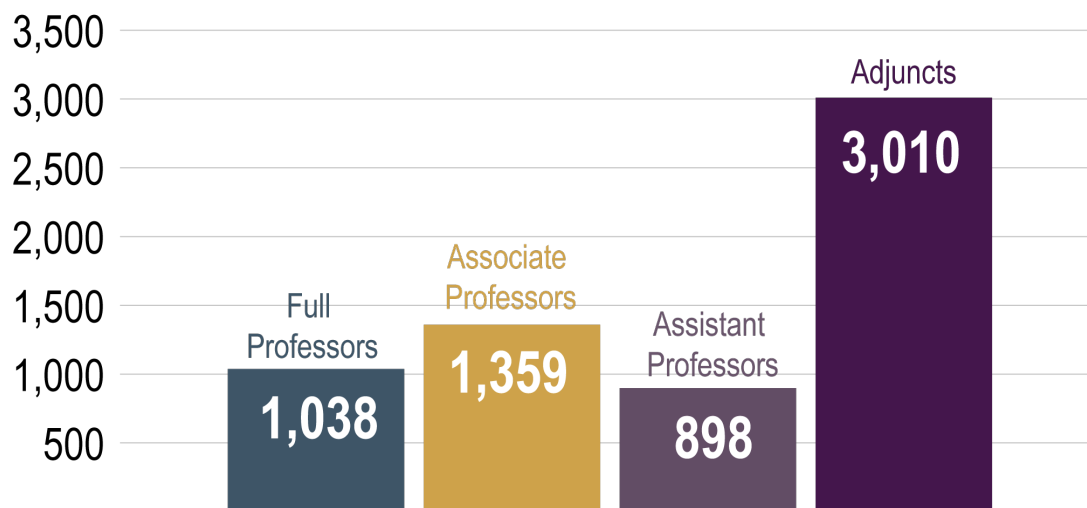
### Gender

The gender breakdown of full- and part-time faculty (excluding adjuncts) is 2,173 (66%) males and 1,122 (34%) females. The percentage distribution shows a 6% decrease for males and a 12% decrease for females from 2018–19.



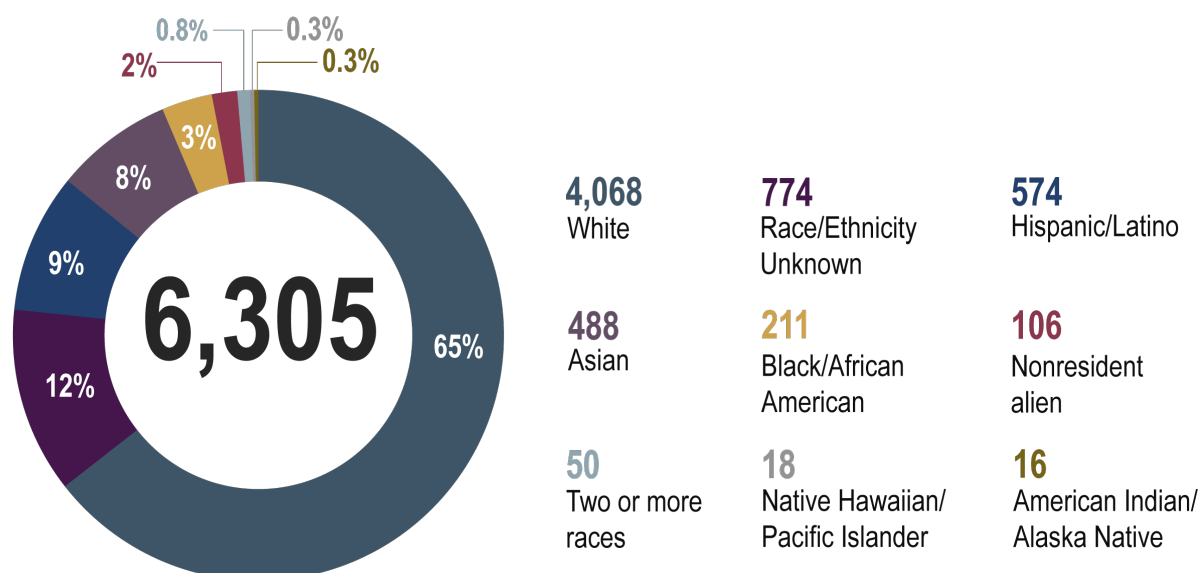
## Academic Rank

Of the 6,305 total faculty, 1,038 (16%) are full professors, 1,359 (22%) are associate professors, 898 (14%) are assistant professors, and 3,010 (48%) are adjuncts. The percentage distribution for full professors, assistant professors, and adjuncts is similar to that of 2018–19. The percentage distribution for associate professors increased by 5 points.

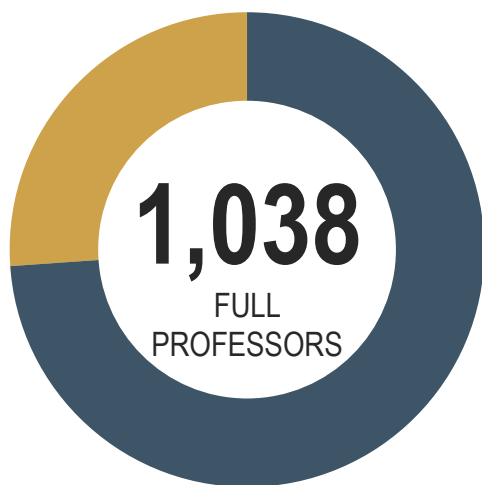


## Ethnicity

Of the 6,305 total faculty (including adjuncts), 4,068 (65%) indicated white for ethnicity. The remaining categories are as follows: 574 (9%) Hispanic; 488 (8%) Asian; 774 (12%) Race and ethnicity unknown; 106 (2%) Nonresident alien; 211 (3%) Black or African American; 50 (0.8%) Two or more races; 16 (0.3%) American Indian or Alaska Native; 18 (0.3%) Native Hawaiian/Pacific Islander.



Following is the ethnicity distribution by rank:



**74%**  
White

**26%**  
Other



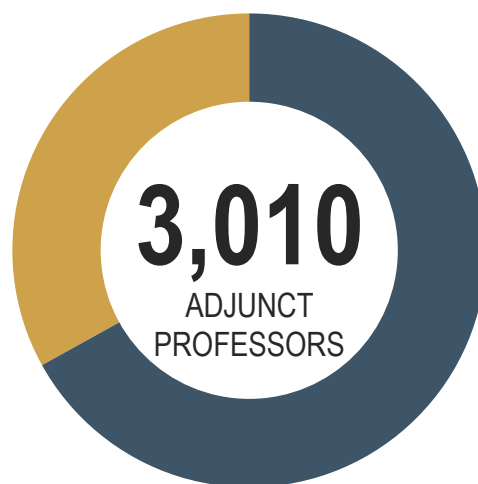
**57%**  
White

**43%**  
Other



**58%**  
White

**42%**  
Other



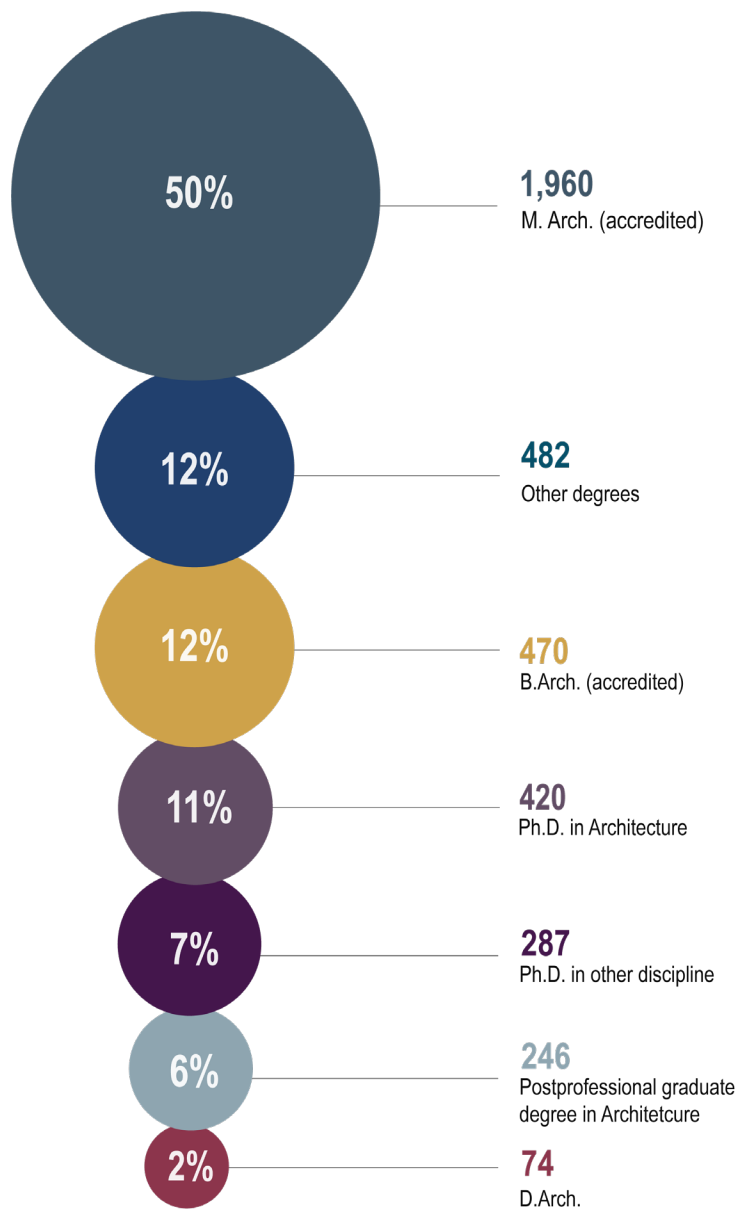
**67%**  
White

**33%**  
Other

## Credentials of Full-Time Faculty

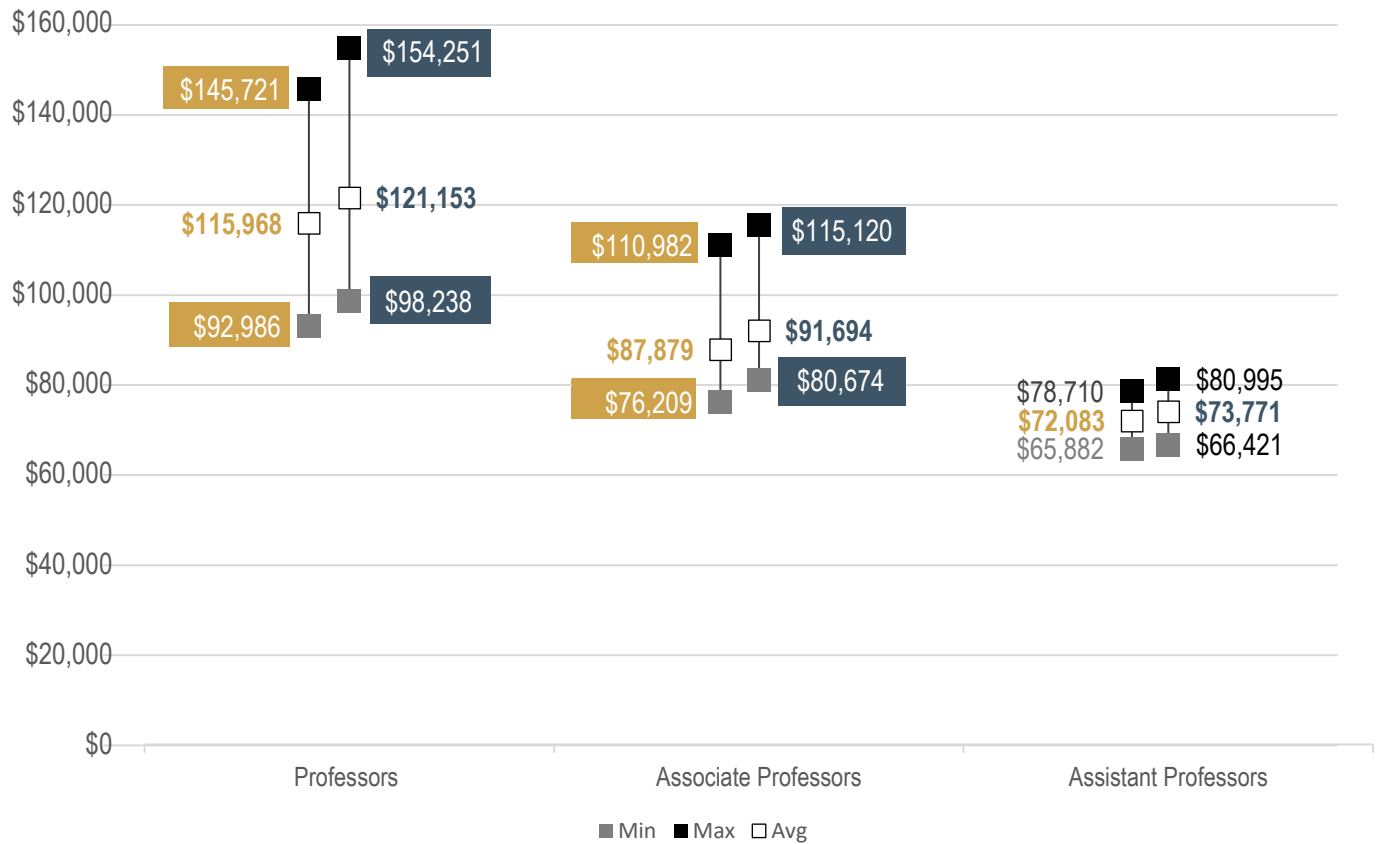
Based on data supplied by accredited architecture programs for AY 2019–20, the 2,533 individuals employed as full-time instructional faculty at the full, associate, or assistant professor level hold a total of 3,939 degrees. Of those 2,533 individuals, 601 (24%) are registered in a U.S. jurisdiction.

The graphic below does not include adjuncts.



## Faculty Salaries

### National Averages



## Faculty Salaries by ACSA Region

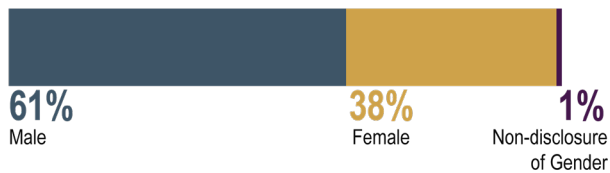
<b>Northeast</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$116,468	\$169,409	\$138,685	\$139,112
Associate Professor	\$94,080	\$120,226	\$106,279	\$104,837
Assistant Professor	\$75,092	\$86,968	\$80,865	\$87,863
<b>West</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$91,759	\$154,507	\$118,594	\$129,293
Associate Professor	\$82,484	\$102,189	\$92,274	\$100,780
Assistant Professor	\$69,202	\$91,691	\$77,396	\$87,867
<b>West Central</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$97,796	\$154,755	\$118,228	\$133,072
Associate Professor	\$80,780	\$106,834	\$89,940	\$95,279
Assistant Professor	\$67,343	\$75,087	\$71,526	\$85,509
<b>East Central</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$87,529	\$144,746	\$110,756	\$125,488
Associate Professor	\$71,652	\$99,288	\$83,786	\$93,693
Assistant Professor	\$60,547	\$71,886	\$66,648	\$82,111
<b>Mid-Atlantic</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$103,730	\$148,151	\$123,579	\$137,796
Associate Professor	\$77,091	\$152,645	\$89,905	\$96,832
Assistant Professor	\$61,293	\$83,623	\$75,739	\$83,909
<b>Gulf</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Average</b>	<b>Univ. Avg.</b>
Professor	\$86,724	\$148,524	\$110,771	\$116,597
Associate Professor	\$74,689	\$105,114	\$84,380	\$93,082
Assistant Professor	\$61,397	\$72,025	\$66,058	\$79,250



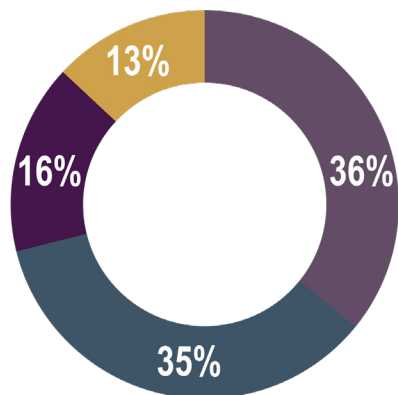
## NAAB Visiting Team Pool

The NAAB visiting team pool comprises roughly 223 volunteers from the four collateral organizations. The characteristics of the pool—by gender and collateral representation—are described below.

### Team Pool Composition by Gender



### Team Pool Composition by Collateral Organization



**80**

National Council of  
Architectural  
Registration Boards

**79**

American Institute  
of Architects

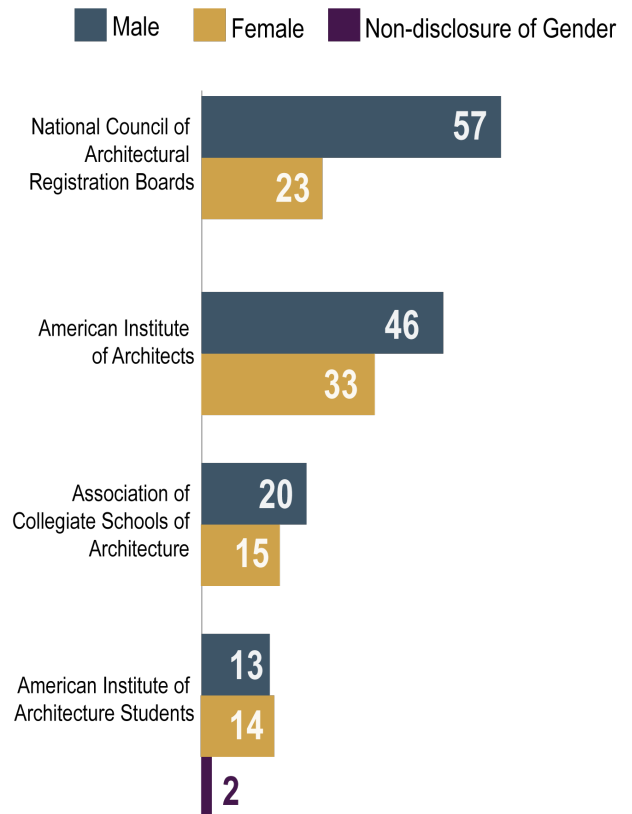
**35**

Association of  
Collegiate Schools  
of Architecture

**29**

American Institute  
of Architecture  
Students

## Gender Distribution by Collateral



# PART III

## **2020 ACCREDITATION DECISIONS AND OTHER NAAB ACTIVITIES**

## Programmatic Updates

In the service of NAAB's mission, during 2020 the Board:

- Developed, approved, and published the 2020 Conditions and Procedures for Accreditation. These new standards focus on program improvements and outcomes-based assessment practices.
- Developed and published the "Virtual Site Visit Supplement to the 2015 Procedures for Accreditation" to provide programs with supplemental instructions on how to conduct virtual visits. The move to virtual visits through 2023 provides programs with stability and consistency of expectations.
- Changed the interim reporting requirements for programs that receive an eight-year term of accreditation. The 2-Year Interim Progress Report (IPR) was replaced with a 3-Year IPR, to better align with the 2020 Conditions and Procedures. The 3-Year IPR template will be modeled after the Plan to Correct to help programs transition to the new standards. Additionally, programs who satisfy all deficiencies identified during their visit with the submission of the 3-Year IPR will no longer be required to submit a 5-Year IPR.

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

- Assessment + Evaluation Committee
- Finance & Audit Committee
- Governance Committee
- International Committee

## 2020 Accreditation Cycle and Decisions

In calendar year 2020, the NAAB held virtual accreditation visits at seven institutions and reviewed seven professional degree programs in architecture.

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

### Results of 2020 Accreditation Decisions

*Eight-year Term of Continuing Accreditation*  
University of the District of Columbia (M.Arch.)

*Four-year Term of Continuing Accreditation*  
Southern Illinois University in Carbondale (M.Arch.)

*Initial Accreditation*  
Ball State University (B.Arch.)

*Continuation of Candidacy*  
Fairmont State University (M.Arch.)  
New York City College of Technology (B.Arch.)

*Eligibility*  
Belmont University (B.Arch.)  
Utah Valley University (B.Arch.)

## Analysis of Visiting Team Reports for Continuing and Initial Accreditation

As NAAB sunsets the *2014 Conditions for Accreditation*, an analysis of visiting team reports for the 109 programs visited for initial accreditation and continuation of accreditation between 2016 and 2020 shows:

- The Conditions met in all 109 programs
  - I.1.1 History and Mission
  - I.1.4 Defining Perspectives
  - I.2.5 Administrative Structure and Governance
  - A.3 Investigative Skills
  - A.4 Architectural Design Skills
  - C.1 Research
  - II.2.1 Institutional Accreditation
  - II.4.3 Access to Career Development Information
  - II.4.7 Student Financial Information
- The Conditions commonly missed include
  - B.2 Site Design (16%)
  - B.3 Codes and Regulations (17%)
  - B.9 Building Service Systems (17%)
  - B.10 Financial Considerations (24%)
  - C.3 Integrative Design (18%)
- The Conditions commonly met-with distinction include
  - I.1.2 Learning Culture (13%)
  - A.1 Professional Communication Skills (12%)
  - A.6 Use of Precedents (15%)
  - B.6 Environmental Systems (14%)
  - B.7 Building Envelope Systems and Assemblies (17%)
  - C.1 Research (21%)
  - C.2 Integrated Evaluations and Decision-Making Design Process (17%)
  - C.3 Integrative Design (24%)

## Candidate Programs

As of June 1, 2021, the NAAB is managing 10 programs seeking or in candidacy for accreditation; the status of these programs is described below.

### Programs with Eligibility Preparing for Initial Candidacy

Institution	Degree Program	Recent Activity	Next Step
Belmont University (TN)	B.Arch.	Eligibility (2020)	Initial Candidacy (2021)
Utah Valley University	B.Arch.	Eligibility (2020)	Initial Candidacy (2021)

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

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

## NAAB International Certification

NAAB International Certification (ICert) identifies a degree program in architecture as comparable in educational outcomes in all significant aspects to a U.S.-based program. ICert indicates programs that provide an educational experience meeting acceptable standards, even though such programs may differ in format or method of delivery. NAAB International Certification is not accreditation.

In general, the most significant differences between accreditation and ICert are that accredited programs are preparing graduates to practice in the United States. Programs with the ICert designation are focused on preparing graduates to practice in their home countries.

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

### Programs with NAAB International Certification

Institution (Country)	Most Recent Activity	Next Steps/Visits
University of Bahrain (Bahrain)	Received ICert in 2015	Visit to renew ICert in 2021
Pontificia Universidad Católica de Chile (Chile)	Received ICert in 2016	Visit to renew ICert in 2022
University College Dublin (Ireland)	Received ICert in 2017	Visit to renew ICert in 2023
Dar Al Uloom (Kingdom of Saudi Arabia)	Received ICert in 2018	Visit to renew ICert in 2024
Effat University (Kingdom of Saudi Arabia)	Received ICert in 2019	Visit to renew ICert in 2025
Imam Abdulrahman Bin Faisal (formerly University of Dammam) (Kingdom of Saudi Arabia)	Received ICert in 2016	Visit to renew ICert in 2022
King Saud University (Kingdom of Saudi Arabia)	ICert renewed in 2019	Visit to renew ICert in 2025
Kuwait University (Kuwait)	ICert renewed in 2016	Visit to renew ICert in 2022

Institution (Country)	Most Recent Activity	Next Steps/Visits
Holy Spirit University of Kaslik (Lebanon)	Received ICert in 2019	Visit to renew ICert in 2025
Universidad Europea de Madrid (Spain)	Received ICert in 2015	Visit to renew ICert in 2021
Universidad Politécnica de Madrid (Spain)	Received ICert in 2015	Visit to renew ICert in 2021
Universidad San Pablo CEU (Spain)	Received ICert in 2015	Visit to renew ICert in 2021
Eastern Mediterranean University (North Cyprus, Turkey)	Received ICert in 2016	Visit to renew ICert in 2022
Istanbul Technical University (Turkey)	ICert renewed in 2015	Visit to renew ICert in 2021
Yildiz Technical University (Turkey)	Received ICert in 2019	Visit to renew ICert in 2025
Qatar University (Qatar)	Received ICert in 2018	Visit to renew ICert in 2024
<b>Programs pursuing NAAB International Certification</b>		
Jordan University of Science and Technology (Jordan)	Visit 2 complete, 2021 Visit 1 complete, 2019	Visit 3 pending
Hashemite University (Jordan)	Visit 2 complete, 2020 Visit 1 complete, 2019	Visit 3, fall 2021
Al-Yamamah University (King-dom of Saudi Arabia)	Visit 1 complete, 2021	Visit 2, fall 2022
IE University (Spain)	Visit 1 complete, 2020	Visit 2 pending

## FY 2019 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, 2019. The Statement of Activities from the FY 2019 report is below.

### National Architectural Accrediting Board, Inc.

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

<i>For the Years Ended December 31,</i>	2019	2018
<b>Support and revenue</b>		
Collateral partner membership	\$ 1,210,000	\$ 1,262,982
EESA evaluation	383,914	441,188
School evaluation fee	114,000	81,875
Rental income	146,895	3,000
Other program income	30,376	147,366
Investment income (loss)	197,588	(68,618)
<b>Total support and revenue</b>	<b>2,082,773</b>	<b>1,867,793</b>
<b>Expenses</b>		
Program services		
Accreditation	734,637	597,725
EESA	305,461	377,276
Substantial equivalency	84,939	45,657
Canberra Accord	76,219	98,454
<b>Total program services</b>	<b>1,201,256</b>	<b>1,119,112</b>
Supporting services		
Management and general	1,006,517	1,047,953
<b>Total expenses</b>	<b>2,207,773</b>	<b>2,167,065</b>
<b>Change in net assets from operations</b>	<b>(125,000)</b>	<b>(299,272)</b>
<b>Loss on sublease</b>	<b>-</b>	<b>(140,674)</b>
<b>Change in net assets</b>	<b>(125,000)</b>	<b>(439,946)</b>
<b>Net assets, beginning of year</b>	<b>1,361,373</b>	<b>1,801,319</b>
<b>Net assets, end of year</b>	<b>\$ 1,236,373</b>	<b>\$ 1,361,373</b>



## 2020 NAAB Directors

<i>President</i> <b>Barbara A. Sestak, FAIA</b> Portland, OR	NCARB 2017-2021
<i>President-elect</i> <b>Marilys R. Nepomechie, FAIA, DPACSA, NCARB</b> Miami, FL	ACSA 2018-2022
<i>Treasurer</i> <b>Benjamin Lee, FAIA</b> Honolulu, HI	AIA 2018-2021
<i>Secretary</i> <b>Jeanne Jackson, FAIA, NCARB</b> Salt Lake City, UT	NCARB 2018-2021
<i>Past President (non-voting, ex-officio)</i> <b>Kevin J. Flynn, FAIA, NCARB, IES</b> St. Louis, MO	AIA 2016-2020
<b>John M. Cays, AIA, NCARB</b> Newark, NJ	ACSA 2017-2021
<b>Rocco J. Ceo, AIA, NCARB</b> Miami, FL	AIA 2017-2021
<b>Haley DeNardo, Assoc. AIA</b> Alexandria, VA	AIAS 2018-2020
<b>Damon Leverett, MFA, AIA, NCARB</b> Tucson, AZ	AIA 2019-2022
<b>Rebecca O'Neal</b> Auburn, AL	ACSA 2019-2022
<b>Robyn Payne, Assoc. AIA</b> Somerville, MA	AIAS 2019-2021
<b>Raúl Rivera-Ortiz, AIA, NCARB</b> San Juan, PR	NCARB 2019-2022
<b>Rhea Steele, CAE</b> Washington, DC	Public Director 2018-2021
<b>Judith Welch Wegner, JD, Professor Emerita</b> Nantucket, MA	Public Member 2017-2021



## 2020 ANNUAL REPORT ON ARCHITECTURE EDUCATION

National Architectural Accrediting Board

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