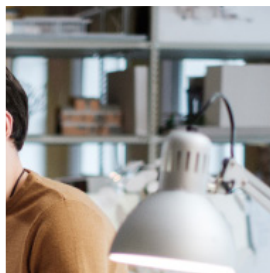
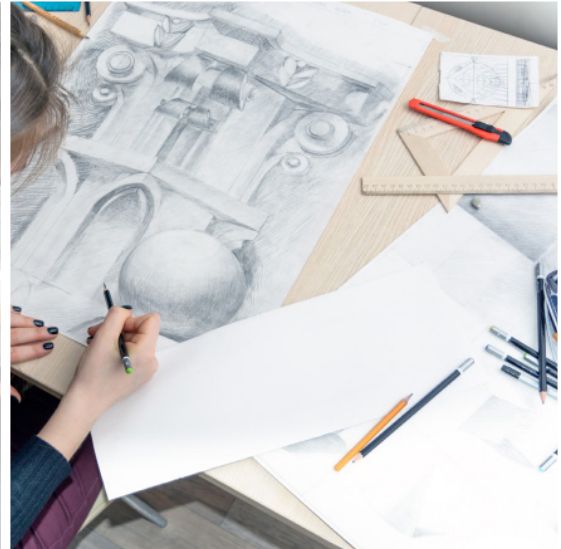




# NAAB

National Architectural  
Accrediting Board



# 2022 Report on Architecture at Minority-Serving Institutions

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# FROM THE PRESIDENT AND THE EXECUTIVE DIRECTOR OF THE NAAB

It is our pleasure and honor to transmit to you, on behalf of the directors and staff of the National Architectural Accrediting Board, Inc. (NAAB), the *2022 Report on Architecture Education at Minority-Serving Institutions*.

In the higher education system of the United States, minority-serving institutions (MSIs) make up a category of educational establishments (federally recognized Title IV colleges and universities) based on enrollment criteria (typically the percentage of enrolled minorities at a particular school). Such schools are eligible for federal funding under Title III of the Higher Education Act of 1965.

The seven categories of MSIs are as follows:

1. **Alaska Native- or Native Hawaiian Serving Institutions:** Postsecondary institutions that serve an undergraduate population that is both low income and in which Alaska Native students constitute at least 20 percent or Hawaiian Native students constitute 10 percent of the total undergraduate enrollment.
2. **Asian American and Native American Pacific Islander-Serving Institutions:** Postsecondary institutions that serve an undergraduate population that is both low income and in which Asian Americans or Native American Pacific Islander students constitute at least 10 percent of the total undergraduate enrollment.
3. **Historically Black Colleges and Universities (HBCUs):** According to the Higher Education Act of 1965, as amended, HBCUs are defined as any historically black college or university established before 1964 whose principal mission was, and is, the education of black Americans.
4. **Hispanic-Serving Institutions:** Postsecondary institutions that serve an undergraduate population that is both low income and in which Hispanic students constitute at least 25 percent of the total undergraduate enrollment.
5. **Native American-Serving Non-Tribal Institutions:** Postsecondary institutions that serve an undergraduate population that is both low income and in which Native American students constitute at least 10 percent of the total undergraduate enrollment.
6. **Predominantly Black Institutions:** Postsecondary institutions (non-HBCU) that serve an undergraduate population that is both low income and in which Black students constitute at least 40 percent of the total undergraduate enrollment.
7. **Tribal Colleges and Universities:** Postsecondary institutions that are formally controlled, chartered, or sanctioned by the governing body of a Native American tribe.

*Continued*

## From the President and the Executive Director of the NAAB *(Continued)*

The data used to prepare this report were provided by the institutions in NAAB's Annual Report Submission (ARS) system in fall 2022. In 2022, the following accredited programs reported MSI status:

- California Baptist University (M.Arch.)
- California Polytechnic State University (B.Arch.)
- California State Polytechnic University - Pomona (B.Arch. and M.Arch.)
- City College of New York (B.Arch. and M.Arch.)
- Florida A&M University (B.Arch. and M.Arch.)
- Florida Atlantic University (B.Arch.)
- Florida International University (M.Arch.)
- Hampton University (M.Arch.)
- Howard University (B.Arch.)
- Kean University (M.Arch.)
- Morgan State University (M.Arch.)
- New York City College of Technology (B.Arch.)
- New York Institute of Technology (B.Arch. and M.Arch.)
- Pontifical Catholic University of Puerto Rico (B.Arch.)
- Prairie View A&M University (M.Arch.)
- Texas Tech University (M.Arch.)
- Tuskegee University (B.Arch.)
- Universidad Ana G. Mendez (M.Arch.)
- Universidad De Puerto Rico (M.Arch.)
- University of Arizona (B.Arch. and M.Arch.)
- University of the District of Columbia (M.Arch.)
- University of Hawai'i at Mānoa (D.Arch.)
- University of Houston (B.Arch. and M.Arch.)
- University of Illinois-Chicago (M.Arch.)
- University of Nevada-Las Vegas (M.Arch.)
- University of New Mexico (M.Arch.)
- University of Texas at Arlington (M.Arch.)
- University of Texas at San Antonio (M.Arch.)
- Woodbury University (B.Arch. and M.Arch.)

This report covers three areas for NAAB-accredited programs only:

1. Enrollment
2. Degrees awarded
3. Faculty characteristics at MSIs

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

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

Please feel free to send suggestions for improvements or changes to [forum@naab.org](mailto:forum@naab.org).

Thank you for your support,



David Hoffman  
2022–23 NAAB President



Tanya Tamarkin  
Executive Director

# ANNUAL STATISTICAL REPORT

## Overview

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 (ASR) 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). 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.

The data presented in this special report were collected in fall 2021 and covers the 2021–22 academic year.

## General Information

Twenty-nine institutions classified as MSIs offer a total of 36 NAAB-accredited programs. Seven offers both the B.Arch. and the M.Arch. Fifteen offer an M. Arch only. Six offer a B. Arch only. One offers a D. Arch only.

Twenty-one of these institutions also offer a nonaccredited preprofessional degree in architecture.

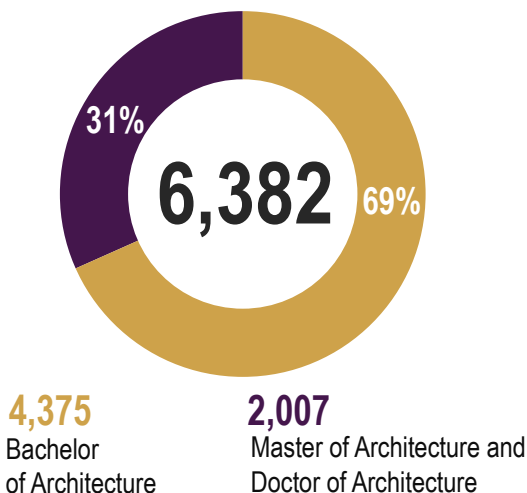
Twenty-one institutions are publicly supported and eight are privately supported.

# ENROLLMENT AT MSIs

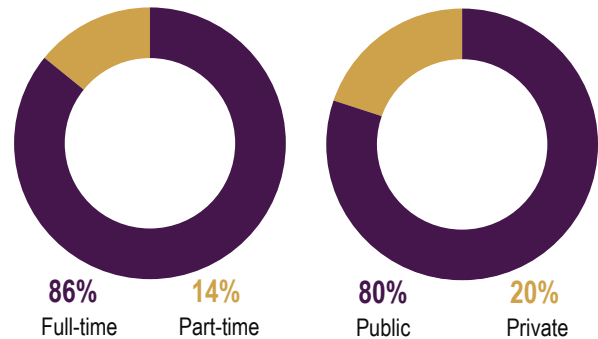
## Enrollment in Accredited Programs by Degree

There are 6,382 students enrolled in NAAB-accredited degree programs offered by MSIs in the United States. This represents 21% of the total enrollment in NAAB-accredited programs.

Of this total, 4,375 (69%) are enrolled in B.Arch. programs, and 2,007 (31%) in M.Arch. and D.Arch. programs.



Of the students enrolled in MSIs, 5,519 (86%) are enrolled full-time and 863 (14%) part-time. The breakdown of full-time and part-time enrollment in all NAAB-accredited programs is 92% full-time and 8% part-time.



There are 5,101 (80%) students enrolled in institutions with public support and 1,281 (20%) in institutions with private support. The overall distribution between institutions with public and private support for all students is 55% public and 45% private.

## Enrollment in Accredited Programs by Gender

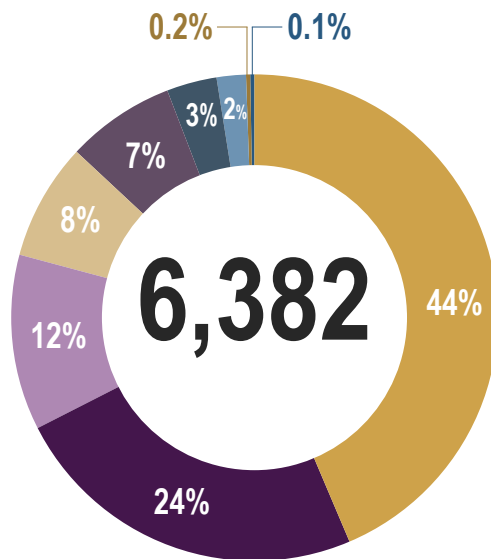


The gender breakdown of students enrolled in NAAB-accredited programs at MSIs is 3,005 (47%) male students and 3,377 (53%) female students.

The gender breakdown for enrollment in NAAB-accredited programs overall was 47% male and 53% female. The gender breakdown for enrollment for B.Arch. and M.Arch. programs is 47% male/53% female and 59% male and 41% female for D.Arch. programs.

## Enrollment in Accredited Programs by Ethnicity

Enrollment at MSIs by ethnicity: 2,790 (44%) Hispanic/Latino; 1,528 (24%) White; 470 (7%) Black/African American; 746 (12%) Asian; 487 (8%) Nonresident alien; 116 (2%) Race and ethnicity unknown; 219 (3%) two or more races; 8 (0.1%) Native Hawaiian or other Pacific Islander; 18 (0.2%) American Indian or Alaska Native.



**2790**

Hispanic/Latino

**1528**

White

**746**

Asian

**487**

Nonresident  
alien

**470**

Black/African  
American

**219**

Two or more  
races

**116**

Race/Ethnicity  
unknown

**18**

American Indian  
or Alaska Native

**8**

Native Hawaiian/  
Pacific Islander

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

Students enrolled in MSIs who indicated Hispanic/Latino with respect to ethnicity represent 45.9% of the total enrollment by students who indicated this category for race/ethnicity in all NAAB-accredited programs.

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

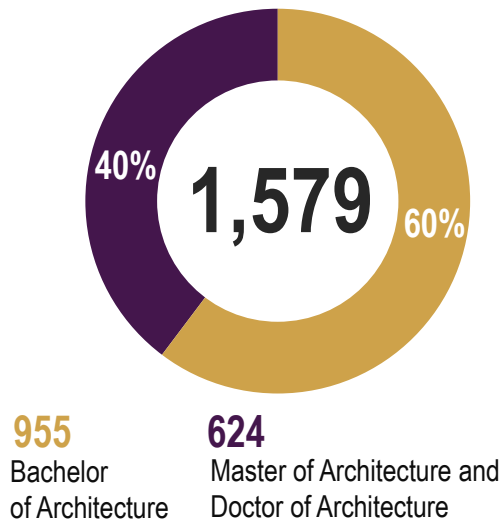
### Total Program Enrollment by Ethnicity

	Total	MSIs Only	Percentage of Total at MSIs
American Indian or Alaska Native	92	18	19.6%
Asian	2,811	746	26.5%
Native Hawaiian or other Pacific Islander	29	8	27.6%
Black or African American	1,799	470	26.1%
Hispanic/Latino	6,067	2,790	46%
White	11,832	1,528	12.9%
Two or more races	987	219	22.2%
Nonresident alien	4,793	487	10.2%
Race and ethnicity unknown	1,578	116	7.4%



## First-Time Enrollment in Accredited Programs

There were 1,579 newly matriculated students enrolled in NAAB-accredited degree programs offered by MSIs for the academic year 2021–22.

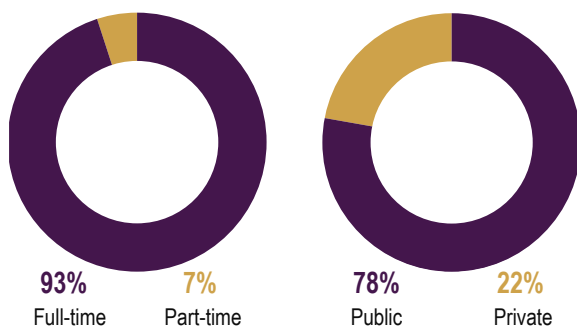


The number of new students is approximately 25% of all students enrolled in accredited programs at MSIs. The percentage of new students at MSIs is slightly lower than that of new students enrolled in NAAB-accredited programs overall (31%).

Of this total, 955 (60%) students are enrolled in B.Arch. programs, and 624 (40%) in M.Arch. and D.Arch. programs.

For first-time enrollment in programs overall, the distribution among degree programs is 47% in B.Arch. programs, and 53% in M.Arch. and D.Arch. programs.

Of the 1,579 newly enrolled students at MSIs, 1,500 (95%) are enrolled full-time and 79 (5%) part-time.

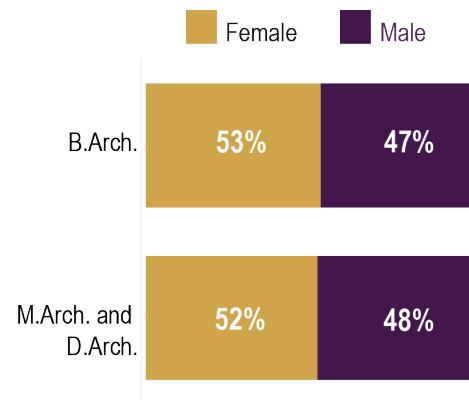


There are 1,237 (78%) architecture students enrolled in institutions with public support and 342 (22%) enrolled in institutions with private support. The distribution percentages for first-time students overall are 56% public/44% private.

## First-Time Enrollment in Accredited Programs by Gender

The gender breakdown of first-time students enrolled in NAAB-accredited programs offered by MSIs is 746 (47%) male students and 833 (53%) female students.

Of the 955 students enrolled in B.Arch. programs, 445 (47%) are male and 510 (53%) are female. The gender breakdown for M.Arch. and D.Arch. programs is 301 (48%) males and 323 (52%) females.

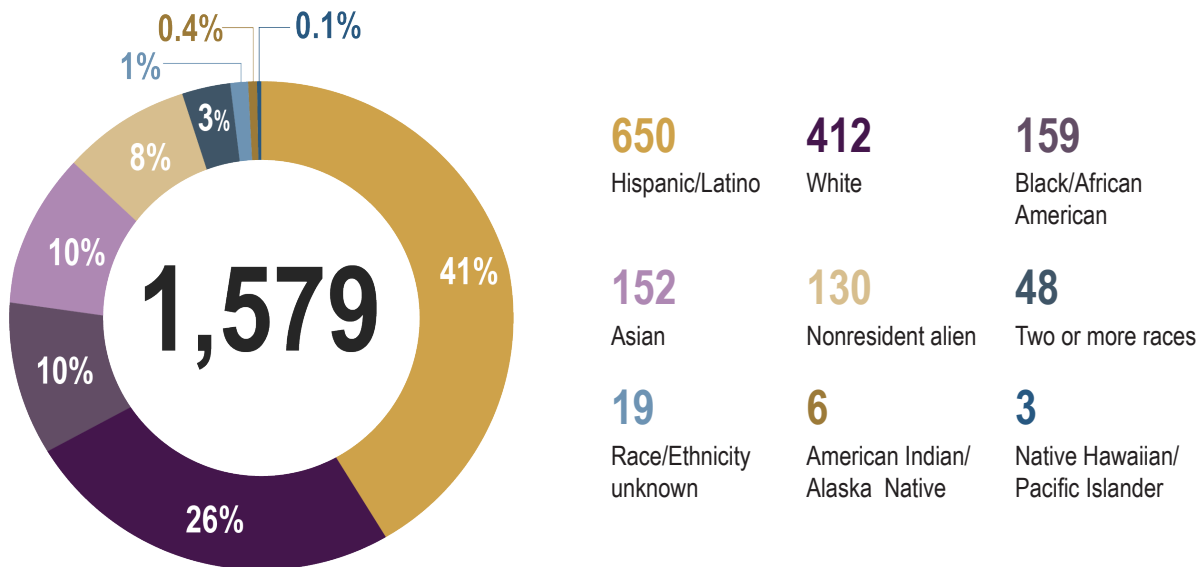


For first-time enrollment in all accredited programs, the distribution by gender is 47% male/53% female.



## First-Time Enrollment in Accredited Programs by Ethnicity

There are 650 (41%) first-time architecture students who indicated Hispanic/Latino with respect to ethnicity. The remaining categories were as follows: 412 (26%) White; 152 (10%) Asian; 159 (10%) Black or African American; 130 (8%) Nonresident alien; 48 (3%) Two or more races; 6 (0.4%) American Indian or Alaska Native; 19 (1%) Race and ethnicity unknown; and 3 (0.1%) Native Hawaiian or other Pacific Islander.



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

Students enrolled in MSIs who indicated Hispanic/Latino with respect to ethnicity represent 7% of the total first-time enrollment in all NAAB-accredited programs for this category.

The table below indicates the percentage of students enrolled for the first time in MSIs compared with first-time enrollment in all NAAB-accredited programs by ethnicity.

## First-Time Enrollment by Ethnicity (NAAB-Accredited)

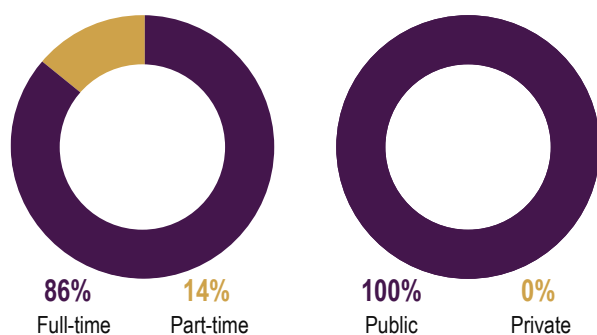
	Total	MSIs Only	Percentage of Total at MSIs
American Indian or Alaska Native	30	6	20%
Asian	706	152	21.50%
Native Hawaiian or other Pacific Islander	12	3	25%
Black or African American	680	159	23.40%
Hispanic/Latino	1,669	650	38.90%
White	3,793	412	10.90%
Two or more races	299	48	16.10%
Nonresident alien	1,714	130	7.60%
Race and ethnicity unknown	371	19	5.10%

## Preprofessional Enrollment at MSIs

### Enrollment in Preprofessional Programs at MSIs

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.

Of the 29 MSIs that offer accredited architecture programs, 21 offer preprofessional programs.



There are 5,092 students enrolled in preprofessional degree programs offered by MSIs. Of the total, 4,394 (86%) are enrolled full-time and 698 (14%) part-time. All are enrolled in institutions with public support (none of the private MSIs offer a preprofessional program).

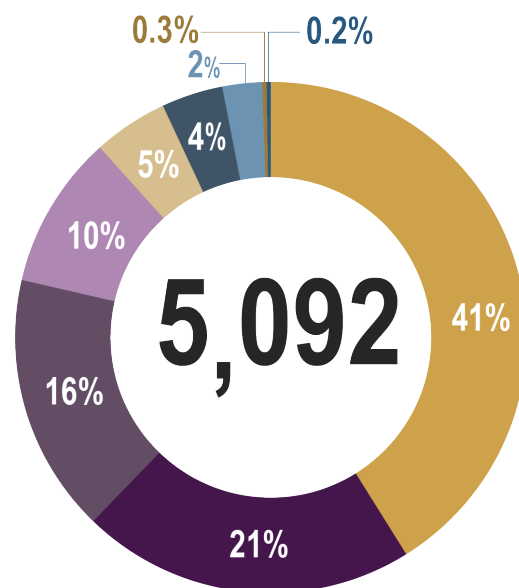
These 5,092 students represent 28% of the total enrollment in all preprofessional programs offered by institutions with NAAB-accredited degrees.

### Enrollment in Preprofessional Programs by Gender



The gender breakdown of students enrolled in preprofessional programs at MSIs is 2,824 (55%) male students and 2,268 (45%) female students. The distribution of enrollment by gender in all preprofessional degree programs is 51% male/49% female.

### Enrollment in Preprofessional Programs by Ethnicity



**2,094**

Hispanic/Latino

**1,087**

White

**830**

Black/African American

**487**

Asian

**242**

Nonresident alien

**197**

Two or more races

**127**

Race/ethnicity unknown

**16**

American Indian or Alaska Native

**12**

Native Hawaiian/Pacific Islander

Within these programs, 2,094 (41%) architecture students indicated Hispanic/Latino with respect to ethnicity. The remaining categories were as follows: 830 (16%) Black or African American; 1,087 (21%) White; 487 (10%) Asian; 242 (5%) Nonresident alien; 197 (4%) Two or more races; 127 (2%) Race and ethnicity unknown; 12 (0.2%) Native Hawaiian or other Pacific Islander; and 16 (0.3%) American Indian or Alaska Native.

The students who indicated Hispanic/Latino represent 55% of the total number of Hispanic/Latino students enrolled in preprofessional degree programs offered by all institutions with NAAB-accredited degrees.

## First-Time Enrollment in Preprofessional Programs

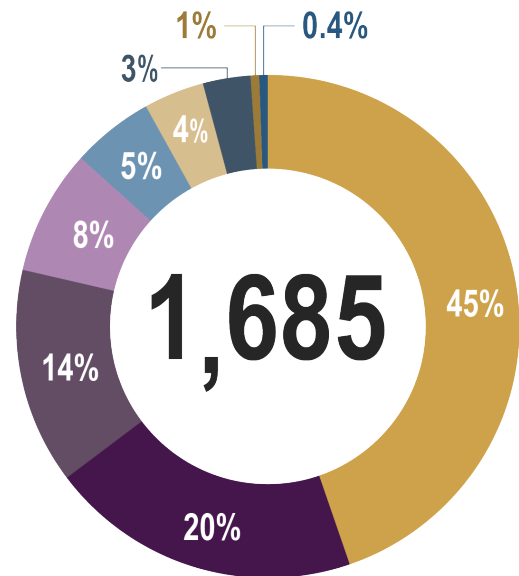
There were 1,685 newly matriculated students enrolled in preprofessional programs at MSIs for the 2021–22 academic year. This number accounts for 32% of the total first-time enrollment in preprofessional degree programs.

## First-Time Enrollment in Preprofessional Programs by Gender



The gender breakdown of first-time enrollment is 904 (54%) male students and 781 (46%) female. The gender distribution for first-time enrollment in all preprofessional degree programs is 49% male/51% female.

## First-Time Enrollment in Preprofessional Programs by Ethnicity



**756**  
Hispanic/Latino

**335**  
White

**236**  
Black/African American

**137**  
Asian

**86**  
Race/ethnicity unknown

**65**  
Nonresident alien

**53**  
Two or more races

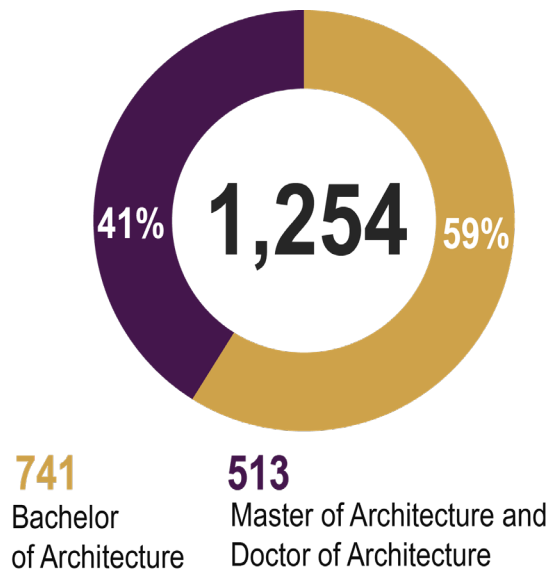
**10**  
American Indian or Alaska Native

**7**  
Native Hawaiian/Pacific Islander

Among the first-time enrollees in preprofessional programs, 756 (45%) students indicated Hispanic/Latino with respect to ethnicity. The remaining categories are as follows: 335 (20%) White; 236 (14%) Black or African American; 137 (8%) Asian; 65 (4%) Nonresident alien; 53 (3%) Two or more races; 86 (5%) Race and ethnicity unknown; 10 (1%) American Indian or Alaska Native; and 7 (0.4%) Native Hawaiian or other Pacific Islander.

# DEGREES AWARDED BY MSIs

## Degrees Awarded by Accredited Programs



The MSIs that reported degrees awarded conferred 1,254 NAAB-accredited degrees during the 2021–22 academic year: 741 (59%) were B.Arch. degrees; 513 (41%) were for M.Arch. and D.Arch degrees.

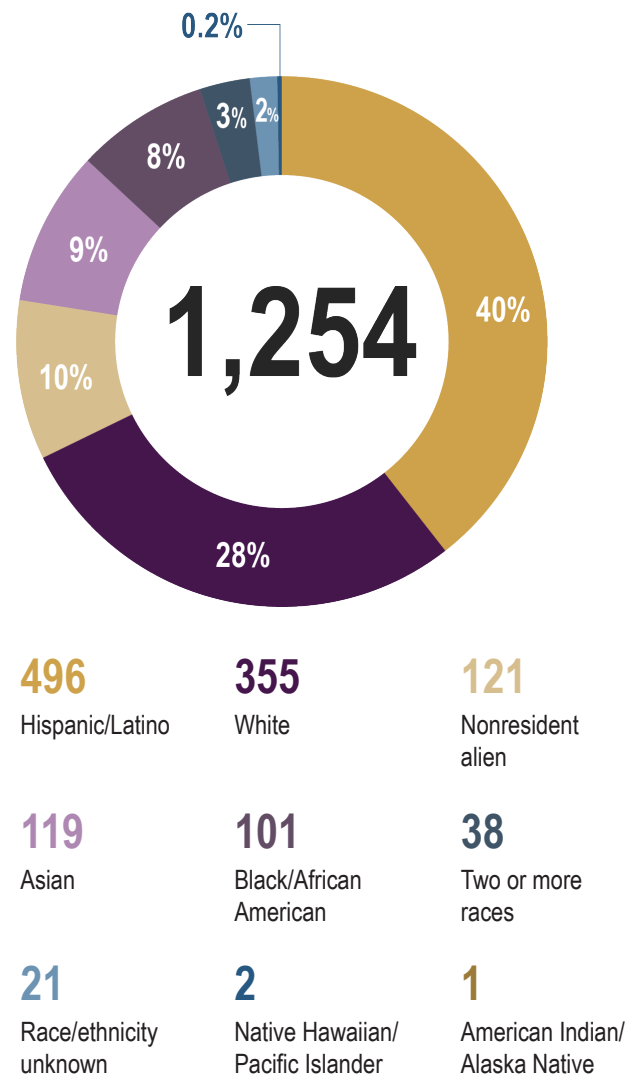
The 1,254 total represents 19% of the total number of NAAB-accredited degrees awarded for the same period.

## Degrees Awarded by Gender



MSIs awarded 612 (49%) degrees to males and 642 (51%) to females. The gender breakdown for degrees awarded overall is 49% male/51% female.

## Degrees Awarded by Ethnicity



Of the 1,254 degrees awarded, 496 (40%) were awarded to students who indicated Hispanic/Latino with respect to ethnicity. The remaining categories were as follows: 355 (28%) White; 121 (10%) Nonresident alien; 101 (8%) Black or African American; 119 (9%) Asian; 21 (2%) Race and ethnicity unknown; 38 (3%) Two or more races; 1 (.07%) American Indian or Alaska Native; and 2 (0.2%) Native Hawaiian or other Pacific Islander.

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

The 496 Hispanic/Latino students who received NAAB-accredited degrees from MSIs in 2021–22 represent 51% of the total number of degrees awarded to Hispanic/Latino students overall.

The table below shows the percentage of degrees awarded by MSIs by ethnicity compared with degrees awarded by NAAB-accredited programs overall.

### NAAB-Accredited Degrees Awarded by Ethnicity

	Total	MSIs Only	Percentage of Total at MSIs
American Indian or Alaska Native	15	1	6.6%
Asian	501	119	23.7%
Native Hawaiian or other Pacific Islander	20	2	10%
Black or African American	316	101	31.9%
Hispanic/Latino	976	496	50.8%
White	2,820	355	12.5%
Two or more races	191	38	19.8%
Nonresident alien	1,219	121	9.9%
Race and ethnicity unknown	401	21	5.2%

## Preprofessional Degrees Awarded

Preprofessional programs at MSIs were awarded 772 degrees during the 2021–22 academic year. This number represents 18% of the preprofessional degrees awarded overall.

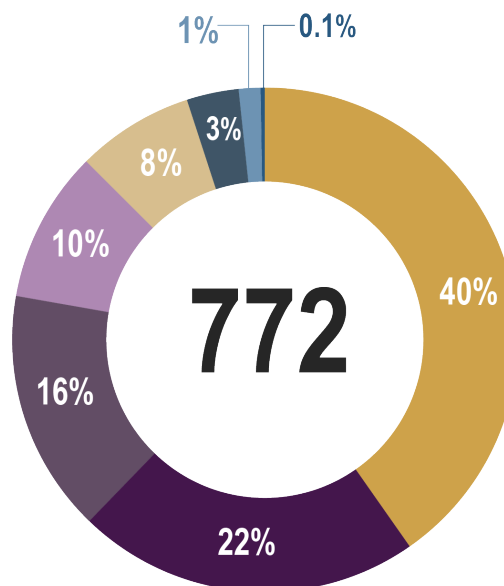
### Preprofessional Degrees Awarded by Gender



The gender breakdown is 446 (58%) degrees awarded to male students and 326 (42%) to female students.

The gender distribution for all preprofessional degrees awarded is 52% male/48% female.

### Preprofessional Degrees Awarded by Ethnicity



**312**  
Hispanic/Latino

**169**  
White

**120**  
Black/African  
American

**76**  
Asian

**58**  
Nonresident  
alien

**25**  
Two or more  
races

**11**  
Race/ethnicity  
unknown

**1**  
Native  
Hawaiian/  
Pacific Islander

**0**  
American  
Indian/Alaska  
Native

Preprofessional degrees awarded by MSIs by ethnicity: 312 (40%) Hispanic/Latino; 169 (22%) White; 120 (16%) Black/African American; 58 (8%) Nonresident alien; 76 (10%) Asian; 0 (0%) American Indian or Alaska Native; 11 (1%) Race and ethnicity unknown; 25 (3%) Two or more races; 1 (0.1%) Native Hawaiian or other Pacific Islander.

MSIs awarded 33% of the total number of preprofessional degrees to students who indicated Hispanic/Latino American with respect to ethnicity and 38% to students who indicated Black or African American.

# FACULTY AT MSIs

## Faculty by Appointment Type

There are 585 full-time instructional faculty teaching in NAAB-accredited degree programs offered by MSIs and 622 adjuncts.

These 1,207 individuals represent 19% of the total number of faculty (including adjuncts) teaching in NAAB-accredited programs overall.

## Faculty by Gender

The gender breakdown for full-time instructional faculty (excludes adjuncts) is 381 (65%) male and 204 (35%) female. The gender breakdown for faculty in NAAB-accredited programs overall is 66% male/34% female.

## Distribution of Faculty by Gender and Rank

	Male		Female	
	Overall	MSIs	Overall	MSIs
Professor	813 (71%)	135 (72%)	332 (29%)	52 (28%)
Associate Professor	770 (67%)	130 (66%)	417 (35%)	67 (34%)
Assistant Professor	795 (69%)	116 (58%)	468 (37%)	85 (42%)

## Faculty by Academic Rank

Of the 1,207 instructional faculty at MSIs, 187 (15%) are full professors, 197 (16%) are associate professors, 201 (17%) are assistant professors, and 622 (52%) are adjuncts.

## Distribution of Faculty by Rank

	Overall	MSIs
Professor	1,145 (17%)	187 (15%)
Associate Professor	1,187 (17%)	197 (16%)
Assistant Professor	1,263 (18%)	201 (17%)



## Faculty by Ethnicity

Faculty ethnicity, excluding adjuncts: 333 (57%) White; 5 (1%) Nonresident alien; 14 (2%) Race and ethnicity unknown; 119 (20%) Hispanic/Latino; 6 (1%) Two or more races; 61 (10%) Asian; 44 (8%) Black or African American; 3 (1%) American Indian or Alaska Native; 0 (0%) Native Hawaiian or other Pacific Islander.

There were no faculty at MSIs who indicated Native Hawaiian or other Pacific Islander with respect to ethnicity.

The table below indicates the percentage of faculty by ethnicity at MSIs compared with the faculty distribution by ethnicity overall. This comparison does not include adjuncts.

### Faculty by Ethnicity

	Total	MSIs Only	Percentage of Total at MSIs
American Indian or Alaska Native	10	3	30%
Asian	340	61	17.9%
Native Hawaiian or other Pacific Islander	0	0	0%
Black or African American	203	44	21.6%
Hispanic/Latino	321	119	37%
White	2338	333	14.2%
Two or more races	34	6	17.6%
Nonresident alien	106	5	4.7%
Race and ethnicity unknown	243	14	5.7%

# MISSION, VISION, AND VALUES OF THE NAAB

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

## MISSION

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

## VISION

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

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

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

# 2021-2022 NAAB DIRECTORS

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Auburn, Alabama

ACSA  
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Public Member  
2021/22–2023/24

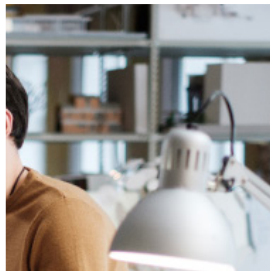
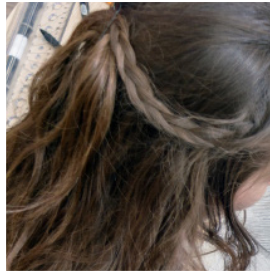
**Tanya Tamarkin**  
Alexandria, VA

Executive Director  
*Ex-Officio*



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## 2022 REPORT ON ARCHITECTURE AT MINORITY-SERVING INSTITUTIONS

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107 S. West Street, Suite 707  
Alexandria, VA 22314  
[WWW.NAAB.ORG](http://WWW.NAAB.ORG)