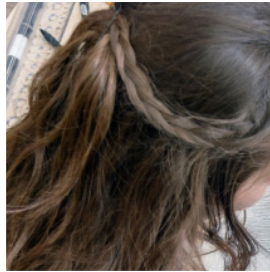




# NAB

National Architectural  
Accrediting Board



# 2022 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 2022 NAAB Annual Report on Architecture Education. This document represents NAAB's progress during the year 2022 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

For the past three years, NAAB has been conducting accreditation visits virtually to ensure the health and safety of our teams in response to the COVID-19 pandemic. NAAB continues to engage programs and teams for feedback on the virtual visit process and the implementation of the *Virtual Site Visit Supplement (VSV Supplement) to the 2020 Procedures for Accreditation*. Virtual visits will continue through the end of 2023.

The spring 2022 visit cycle marked the first cohort of programs with continuing accreditation site visits to be conducted under the 2020 Conditions and Procedures for Accreditation. Feedback from this cohort of program directors and team chairs allowed NAAB to engage in self-assessment and improvement to revise training content. In 2022, NAAB delivered more than 18 training hours for programs and teams, in addition to making new trainings on preparing APRs and hosting site visits under 2020 Conditions freely available on the [Workshops and Program Trainings](#) page of the NAAB website.


The Annual Report highlights the work of nearly 100 NAAB volunteers who contributed over 3,600 hours to the important task of professional accreditation in architectural education. 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 2022, NAAB reviewed 37 professional degree programs in architecture at 32 institutions: 23 for continuing accreditation; three for initial accreditation; one for continuing candidacy, three for initial candidacy, and seven for eligibility.

As of June 1, 2023, 175 programs at 139 institutions hold NAAB accreditation—172 programs at 136 institutions in the United States and three programs at three international institutions. This report recognizes the commitment and progressive work of the NAAB Board of Directors and staff. These dedicated individuals have led the organization through challenging times and pursued significant organizational change, with the goal of better serving NAAB's constituents and stakeholders equitably. Part III of this report highlights the efforts currently underway to implement strategic and procedural enhancements across the programs and processes of NAAB accreditation, certification, and evaluation.

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



David Hoffman  
2022–23 NAAB President



Tanya Tamarkin  
Executive Director

# VISION, MISSION, AND CORE VALUES OF THE NAAB

## 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.

## Mission

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

## Core Values

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

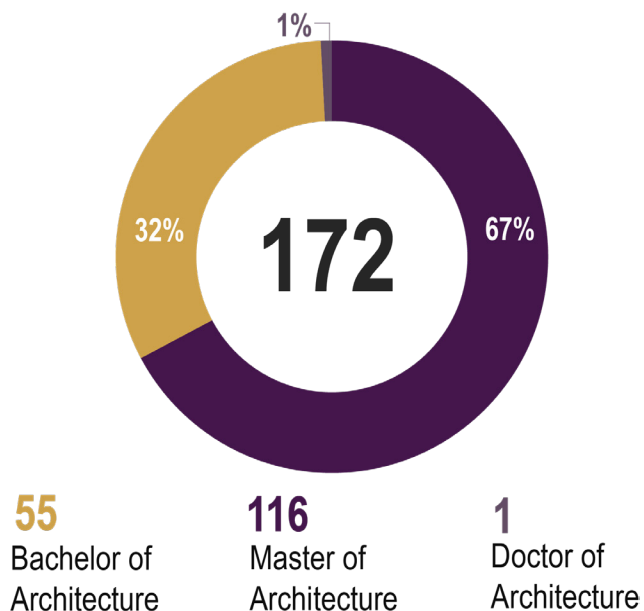
## **ACCREDITED PROGRAMS, ENROLLMENT, AND DEGREES AWARDED**

## Accredited Programs

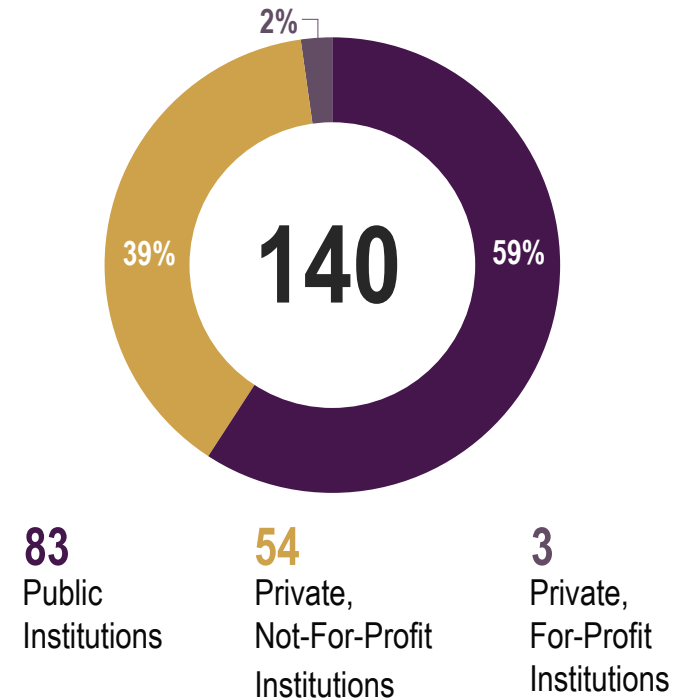
### Number of Accredited Programs

In AY 2021–22, 172 accredited programs were housed in 137 institutions with U.S. regional accreditation. Of the 172 programs, 116 (67%) are Master of Architecture programs, 55 (32%) are Bachelor of Architecture programs, and 1 (1%) is a Doctor of Architecture program.

Of the 137 institutions that offer accredited architecture programs, 102 (74%) offer one accredited program, and 35 (26%) offer two accredited programs.



### Institution Type



Eighty-three (59%) are public institutions; 54 (39%) are private, not-for-profit institutions; and 3 (2%) are private, for-profit institutions.

### 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.

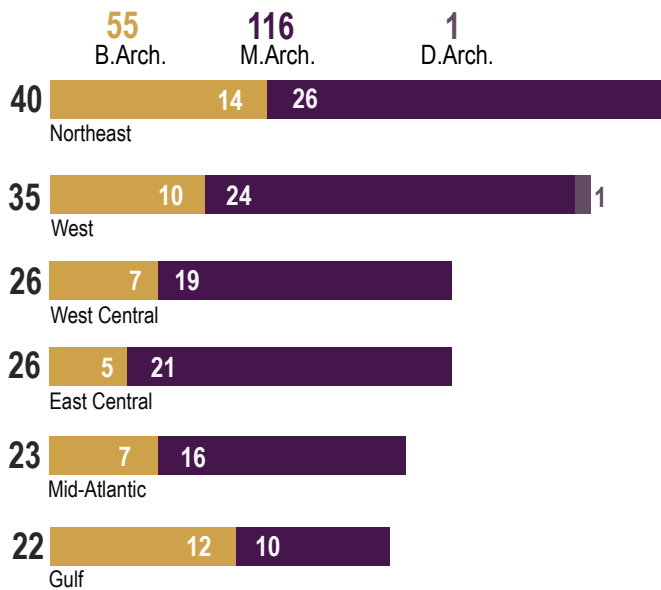
Total enrollment in all ACSA regions increased by 7% from 2021. The Mid-Atlantic region saw the greatest percentage increase in enrollment, up 12% from 2021 numbers.

Increases/decreases in the remaining regions were:

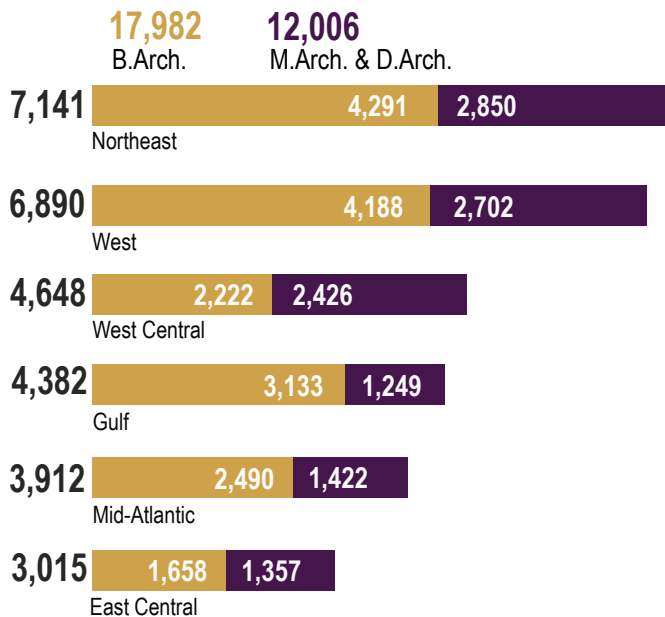
- West, +10%
- West Central, +3%
- Northeast, +6%
- East Central, +6%
- Gulf, +9%

## Programs and Enrollment in ACSA Regions

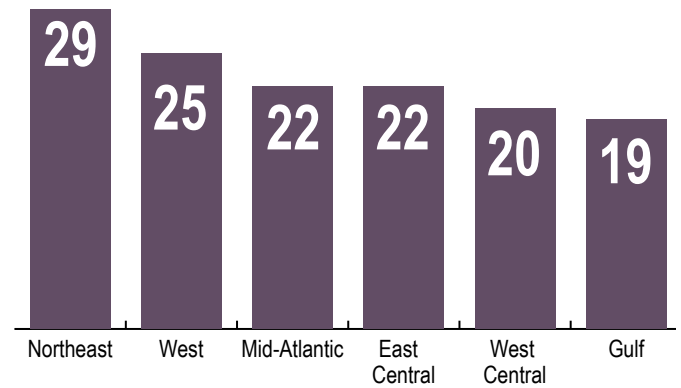
**172** Total Programs



**29,988** Total Enrollment



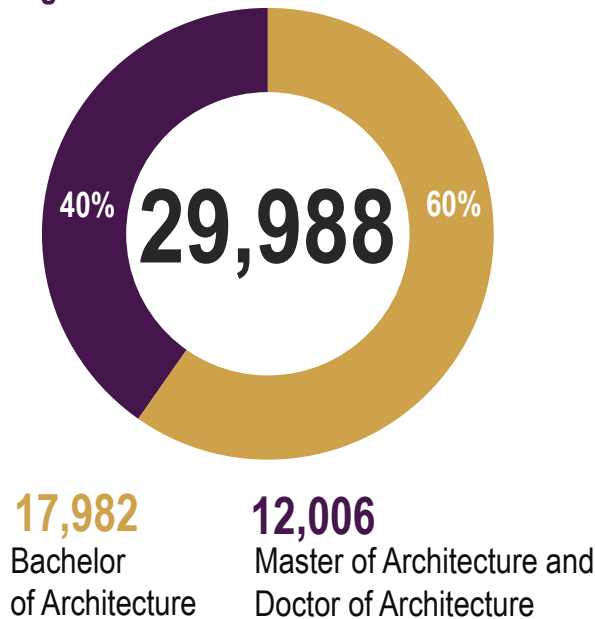
## Number of Institutions in ACSA Regions





## Enrollment

### Overall Enrollment in Accredited Programs by Degree



There are 29,988 students enrolled in NAAB-accredited degree programs: of this total, 17,982 (60%) are enrolled in Bachelor of Architecture programs, and 12,006 (40%) in Master of Architecture and Doctor of Architecture programs.

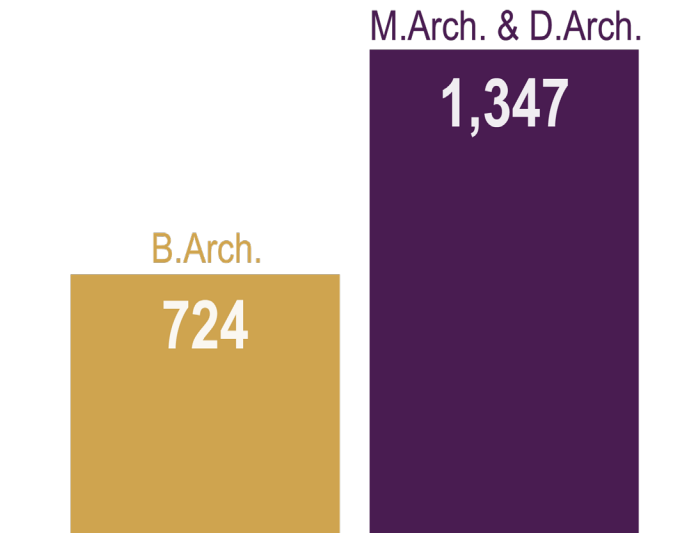
Of the students enrolled, 27,452 (92%) are enrolled full-time, and 2,536 (8%) are enrolled part-time.



Overall, enrollment in accredited programs increased by a net of 2,071 students, or 7%, from AY 2020–21, when 27,917 students were enrolled in accredited degree programs.



Total enrollment in B.Arch. programs increased by 724 over 2020–21 numbers; M.Arch. enrollment increased by 1,357; and enrollment in D.Arch. programs decreased by 10.



There are 16,603 (55%) architecture students enrolled in institutions with public support and 13,385 (45%) in institutions with private support. In 2021, the distribution of enrolled students between public and private institutions was 55% public and 45% private.

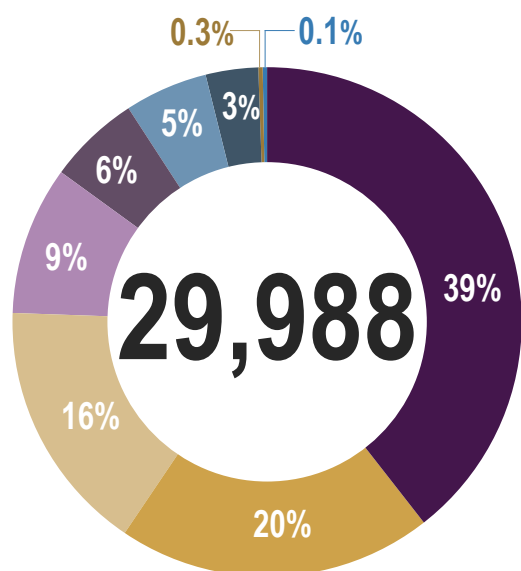


## Overall Enrollment in Accredited Programs by Gender



The gender breakdown of enrolled students is 14,216 (47%) males and 15,772 (53%) females. In 2020–21, the percentage breakdown was 49% male students and 51% female students. The percentages are statistically the same for the B.Arch. and M.Arch. degrees. The D.Arch. degree percentages are 59% for males and 41% for females in 2022.

## Overall Enrollment in Accredited Programs by Ethnicity



**11,832**

White

**6,067**

Hispanic/Latino

**4,793**

Nonresident alien

**2,811**

Asian

**1,799**

Black/African American

**1,578**

Race/Ethnicity Unknown

**987**

Two or more races

**92**

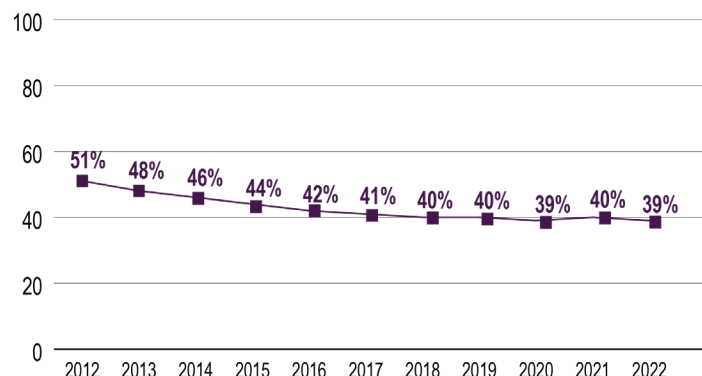
American Indian/Alaska Native

**29**

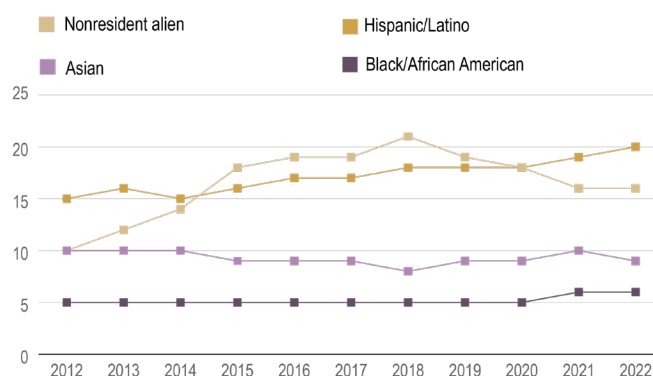
Native Hawaiian/Pacific Islander

## Trends in Enrollment by Ethnicity

Enrollment by students who indicated white for ethnicity decreased to 39% in 2022. The chart below shows white enrollment as a percentage of total enrollment, 2009–2022.

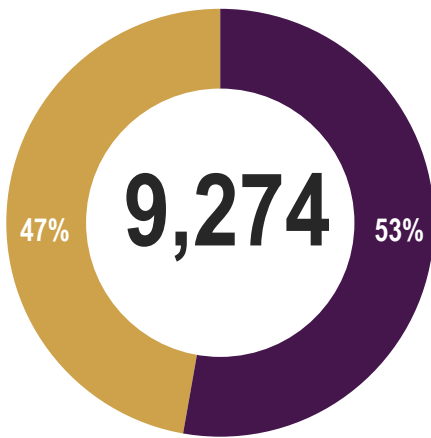


The fastest growing category of ethnicity is nonresident alien. In 2009, this category accounted for 6% of enrollment overall; in 2021, it was 16%. Enrollment of Black/African American students has remained flat over the past eleven years, with a change of 6% of total enrollment in the past three years.



## First-Time Enrollment in Accredited Programs

There are 9,274 newly matriculated students enrolled in NAAB-accredited degree programs for the academic year 2021–22; this number represents a 13% increase over first-time enrollment in 2020–21. The number of new students is approximately 31% of all students enrolled in accredited programs. Of this total, 4,319 (47%) are enrolled in B.Arch. programs and 4,955 (53%) are in M.Arch. and D.Arch. degree programs.



**4,955**

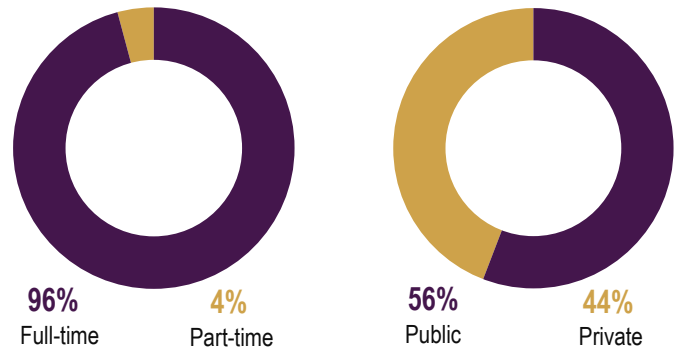
Master of Architecture and  
Doctor of Architecture

**4,319**

Bachelor  
of Architecture

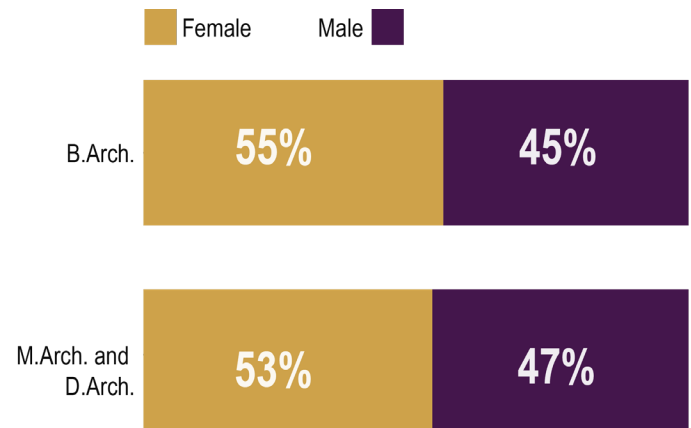
First-time enrollment in B.Arch. programs saw a 1% increase from 2020–21 levels; M.Arch. programs saw a 26% increase over the same time period. The 13% increase in first-time enrollment continued the positive trend first noted in 2015–16, when, after several years of decline, 2015–16 numbers increased by 4% over 2014–15. See page 17 for trends in enrollment between 2012–22.

Of the 9,274 newly enrolled students, 8,902 (96%) are enrolled full-time and 372 (4%) are enrolled part-time. There are 5,151 (56%) architecture students enrolled in institutions with public support and 4,123 (44%) enrolled in institutions with private support.

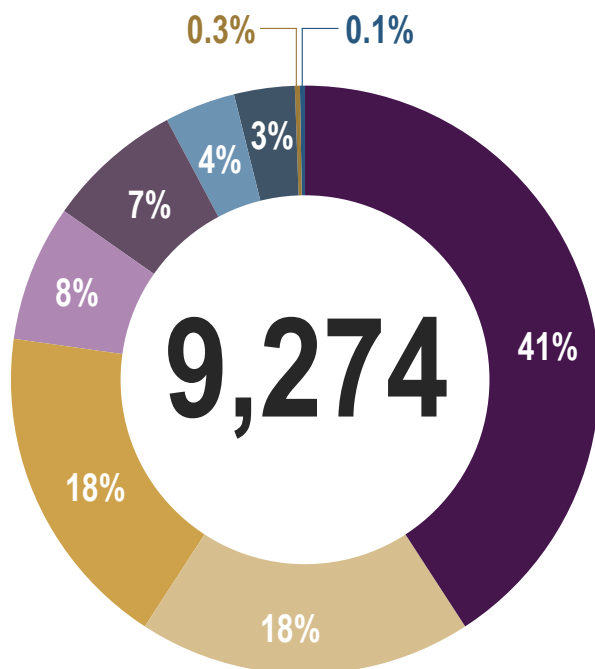


## First-Time Enrollment in Accredited Programs by Gender

The gender breakdown of first-time enrollment is 4,313 (47%) male students and 4,961 (53%) female students. These percentages vary slightly from 2020–21 breakdown. The percentages for male/female by degree are as follows:



## First-Time Enrollment in Accredited Programs by Ethnicity



**3,793**

White

**1,714**

Nonresident alien

**1,669**

Hispanic/Latino

**706**

Asian

**680**

Black/African  
American

**371**

Race/Ethnicity  
Unknown

**299**

Two or more  
races

**30**

American Indian/  
Alaska Native

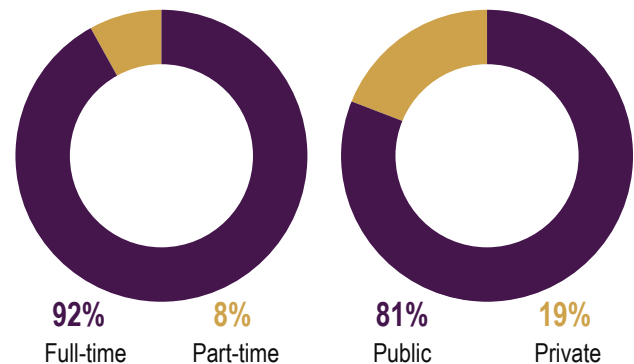
**12**

Native Hawaiian/  
Pacific Islander

## Overall Enrollment in Preprofessional Programs

Of the institutions that offer accredited and candidate architecture programs, 120 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 18,002 students enrolled in preprofessional degree programs in AY 2021–22 which represents a 2% increase from AY 2020–21. See page 17 for trends in overall enrollment in preprofessional programs.



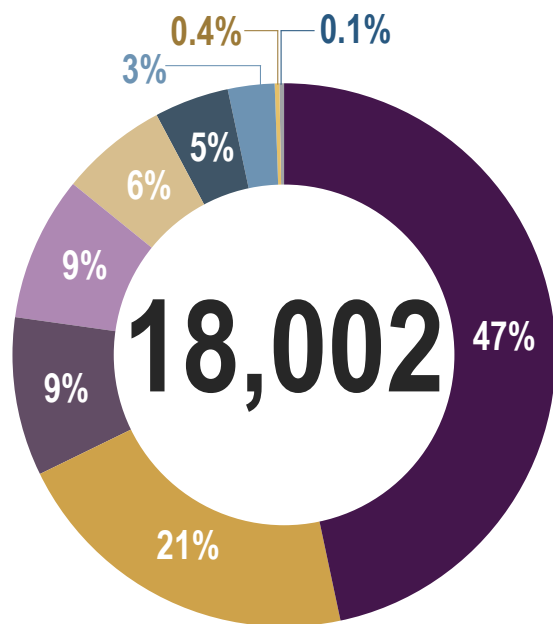
Of the total, 16,511 (92%) are enrolled full-time and 1,491 (8%) part-time. There are 14,589 (81%) architecture students enrolled in institutions with public support and 3,413 (19%) in institutions with private support.

## Enrollment in Preprofessional Programs by Gender



The gender breakdown of preprofessional enrollment was 9,244 (51%) males and 8,758 (49%) females. The percentage breakdown in 2020–21 was 52% males and 48% females.

## Enrollment in Preprofessional Programs by Ethnicity



**8,404**

White

**3,838**

Hispanic/Latino

**1,704**

Black/African American

**1,549**

Asian

**1,115**

Nonresident alien

**827**

Two or more races

**476**

Race/Ethnicity Unknown

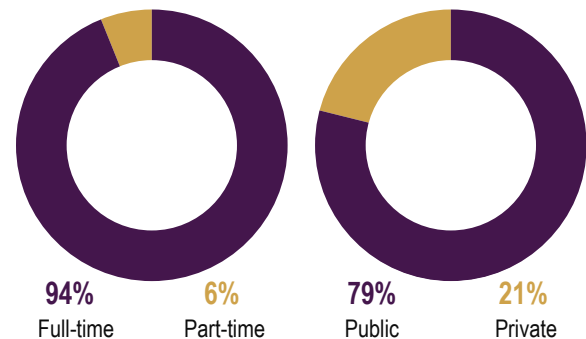
**67**

American Indian/Alaska Native

**22**

Native Hawaiian/Pacific Islander

## First-Time Enrollment in Preprofessional Programs



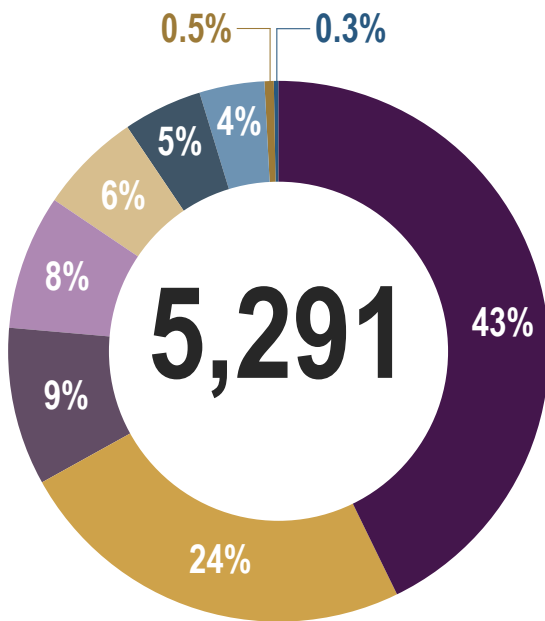
There were 5,291 newly matriculated students enrolled in preprofessional programs at institutions with accredited architecture programs for AY 2021–22; 4,972 (94%) are enrolled full-time and 319 (6%) are part-time. There are 4,183 (79%) architecture students enrolled in institutions with public support and 1,108 (21%) in institutions with private support.

## First-Time Enrollment in Preprofessional Programs by Gender



The gender breakdown of students enrolled is 2,586 (49%) males and 2,705 (51%) females. The 2020–21 breakdown was 51% males and 49% females.

## First-Time Enrollment in Preprofessional Programs by Ethnicity



**2,270**

White

**1,283**

Hispanic/Latino

**502**

Black/African  
American

**416**

Asian

**327**

Nonresident alien

**248**

Two or more races

**204**

Race/Ethnicity  
Unknown

**27**

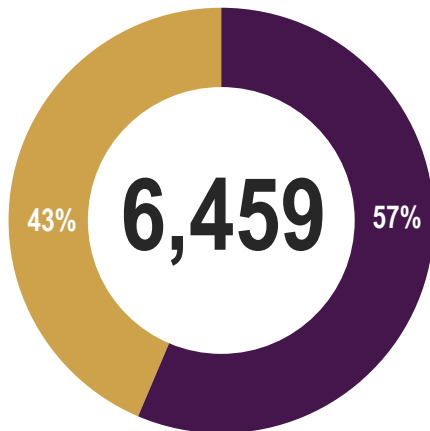
American Indian/  
Alaska Native

**14**

Native Hawaiian/  
Pacific Islander

## Degrees Awarded

### Degrees Awarded by Accredited Programs



**3,660**

Master of Architecture and  
Doctor of Architecture

**2,799**

Bachelor  
of Architecture

A total of 6,459 accredited degrees were awarded in AY 2021–22: 3,660 (57%) were M.Arch. and D.Arch. degrees; and 2,799 (43%) were B.Arch. degrees.

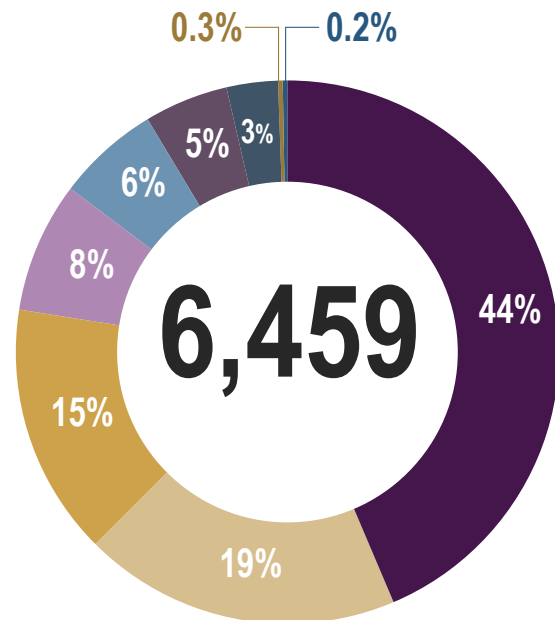
The number of degrees awarded in 2021–22 represents a 3% increase from AY 2020–21.

### Degrees Awarded by Accredited Programs by Gender



The gender breakdown for degrees awarded is 3,175 (49%) males and 3,284 (51%) females. These percentages illustrate a similar percentage pattern from AY 2020–21. The distribution by gender for degrees awarded is statistically the same for all accredited degrees. The gender breakdown for overall enrollment is 47% males and 53% females.

### Degrees Awarded by Accredited Programs by Ethnicity



**2,820**

White

**1,219**

Nonresident alien

**976**

Hispanic/Latino

**501**

Asian

**401**

Race/Ethnicity  
Unknown

**316**

Black/African  
American

**191**

Two or more  
races

**15**

American Indian/  
Alaska Native

**20**

Native Hawaiian/  
Pacific Islander

## Degrees Awarded in Preprofessional Programs

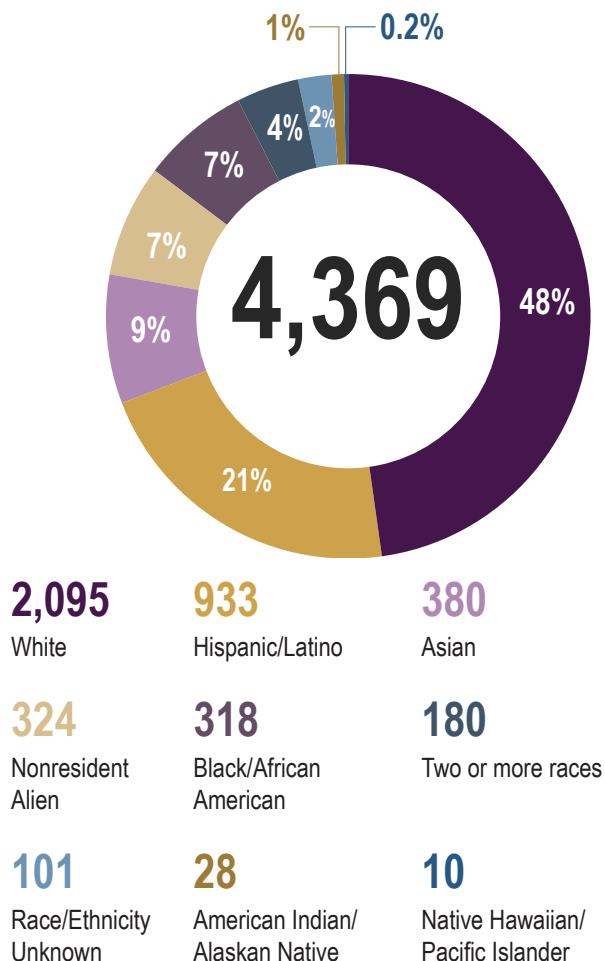
A total of 4,369 preprofessional degrees were awarded in AY 2021–22. This total is a 38% increase from 2020–21, when 3,159 preprofessional degrees were awarded.

### Degrees Awarded in Preprofessional Programs by Gender



The gender breakdown is 2,281 (52%) degrees awarded to male students and 2,088 (48%) to female students. The gender breakdown in 2020–21 was 54% male students and 46% female students.

### Degrees Awarded in Preprofessional Programs by Ethnicity



## Post-professional Programs

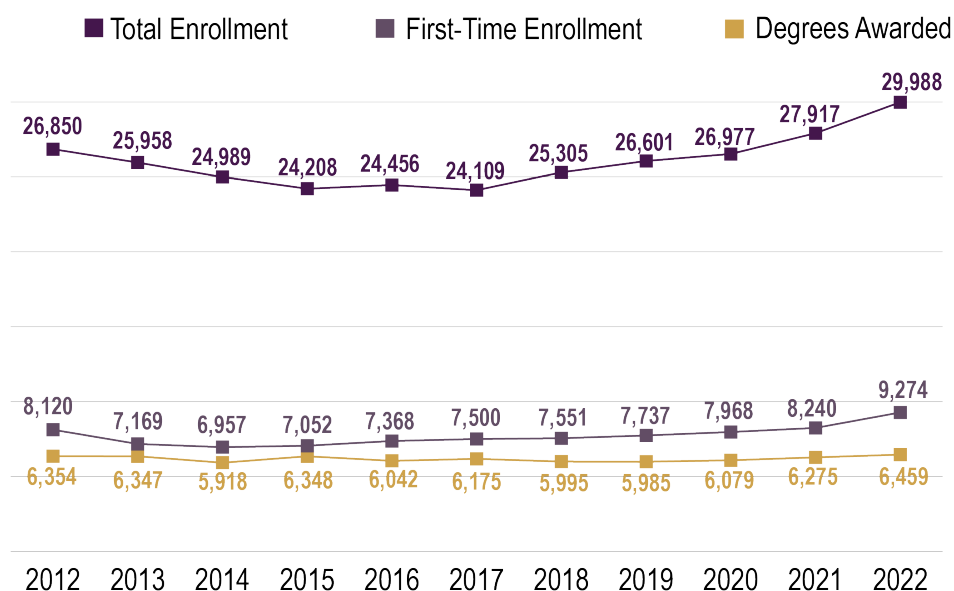
Of the institutions that offer accredited architecture programs, 79 offer a total of 172 post-professional programs; the term *post-professional* refers to graduate degrees offered to students who already have a professional degree in architecture. These degree programs are not accredited by NAAB. They 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

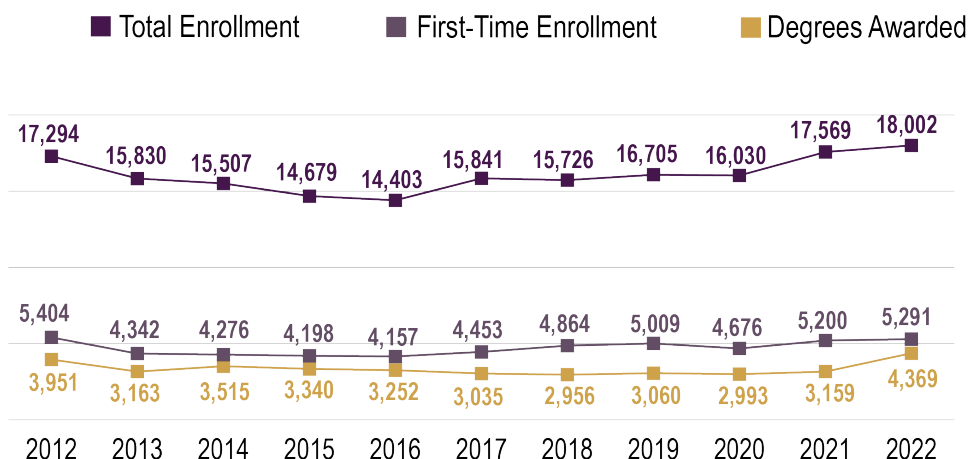
### Accredited Programs

First-time enrollment increased by 13% over 2021 numbers, and overall enrollment increased by 7% for the same period. The number of degrees awarded in 2022 increased by 3% from 2021.



### Preprofessional Programs

Enrollment in preprofessional programs increased by 2% from 2021, and first-time enrollment increased by 2% for the same period. The number of degrees awarded in 2022 increased 37% from 2021.



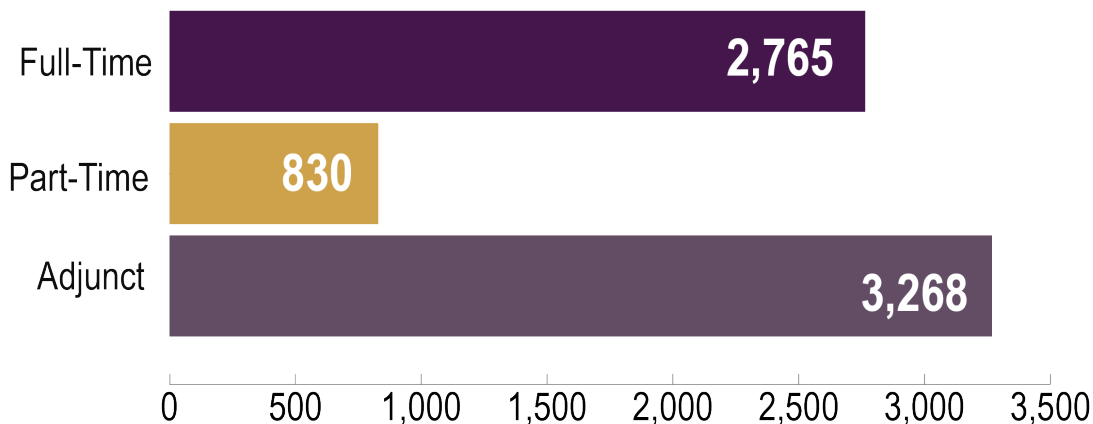
## PART II

# **FACULTY AND THE NAAB VISITING TEAM POOL**

## Faculty

### Appointment Type

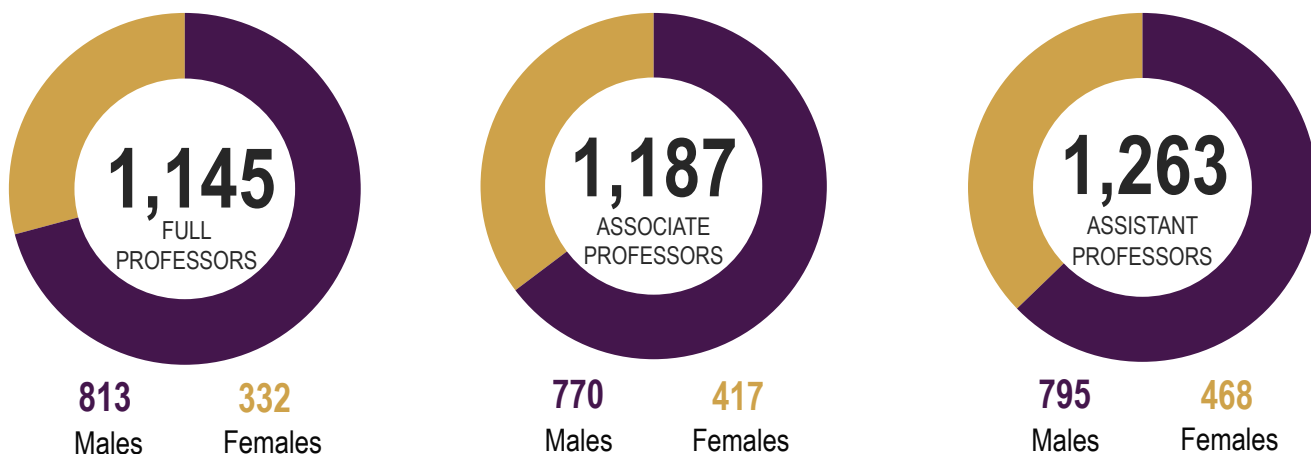
There are 6,863 faculty teaching in NAAB-accredited degree programs: 2,765 (40%) are full-time appointments, 830 (12%) are part-time, and 3,268 (48%) are adjuncts.



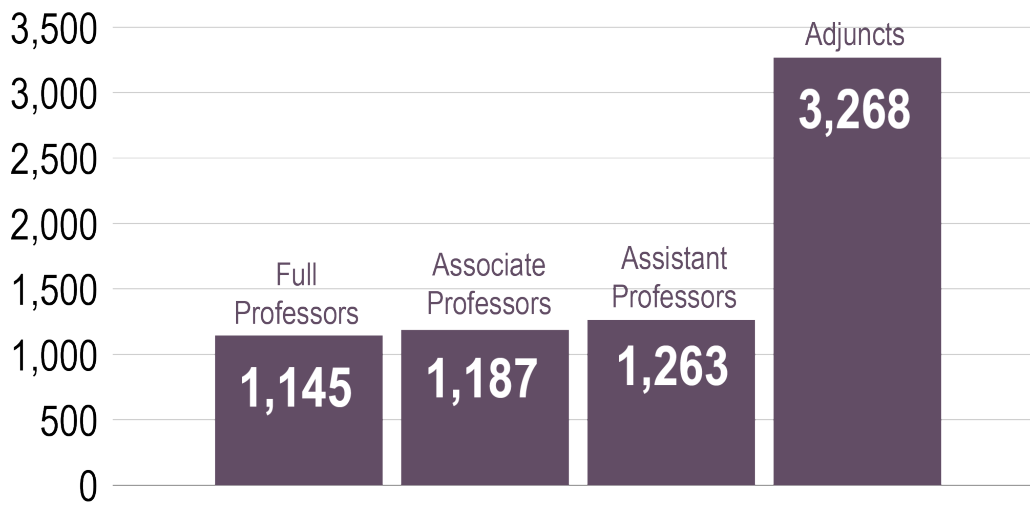
The total number of faculty in 2020–21 was 6,960. The number of full-time faculty (2,765) has decreased 8% from last year's number (3,007). The number of part-time faculty decreased by 24% over 2020–21, and the number of adjuncts increased 14% over the same period.

### Gender

The gender breakdown of full- and part-time faculty (excluding adjuncts) is 2,378 (66%) males and 1,217 (34%) females. The percentage distribution shows an 8% decrease for males and a 19% decrease for females from 2020–21.

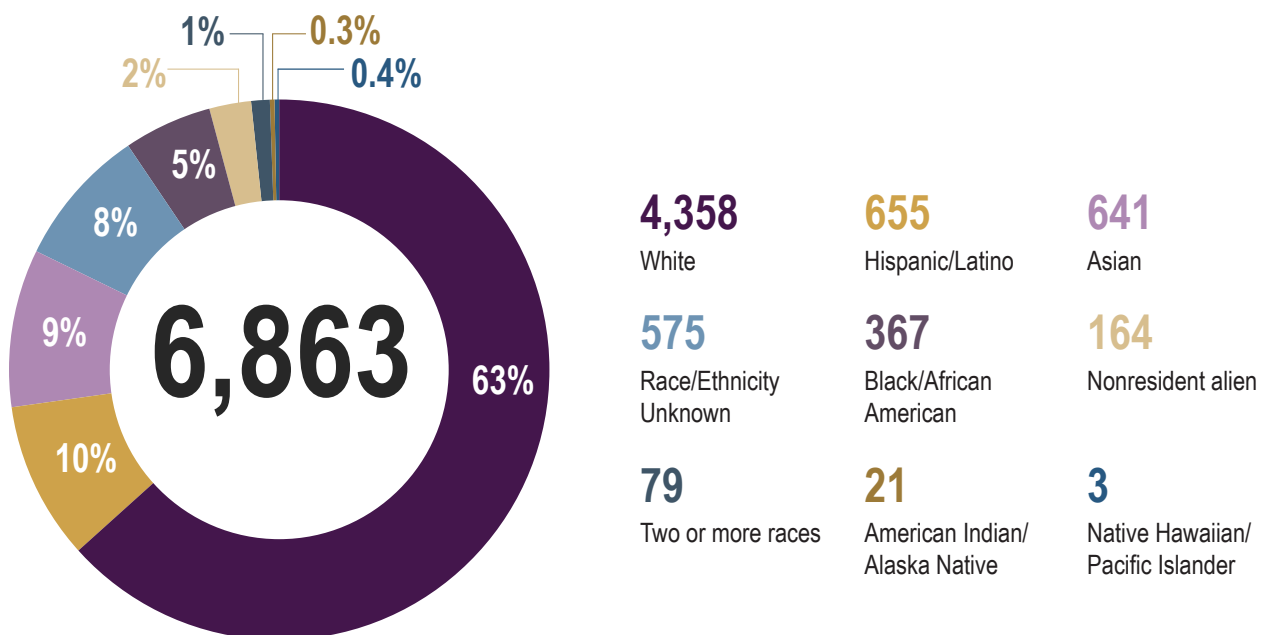


## Academic Rank



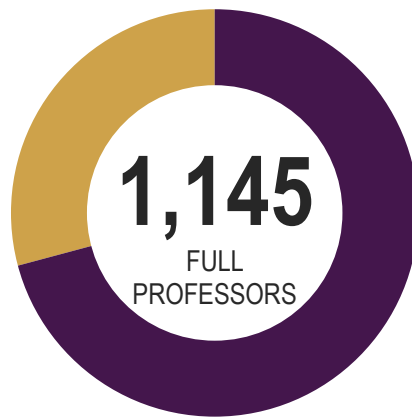
Of the 6,863 total faculty, 1,145 (17%) are full professors, 1,187 (17%) are associate professors, 1,263 (18%) are assistant professors, and 3,268 (48%) are adjuncts. The percentage distribution for full professors, assistant professors, and adjuncts is similar to that of 2020–21. The percentage distribution for adjunct professors increased by 14 points.

## Ethnicity



Of the 6,863 total faculty (including adjuncts), 4,358 (63%) indicated white for ethnicity. The remaining categories are as follows: 655 (10%) Hispanic; 641 (9%) Asian; 575 (8%) Race and ethnicity unknown; 164 (2%) Nonresident alien; 367 (5%) Black or African American; 79 (1%) Two or more races; 21 (.3%) American Indian or Alaska Native; 3 (0.4%) Native Hawaiian/Pacific Islander.

Following is the ethnicity distribution by rank:



**71%**

White

**29%**

Other

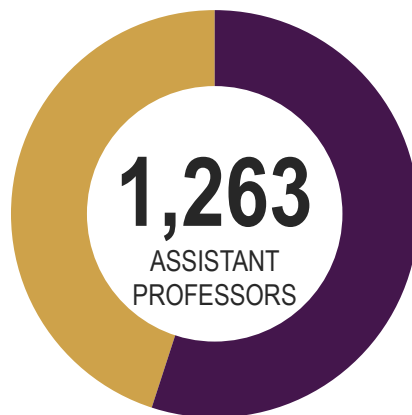


**70%**

White

**30%**

Other

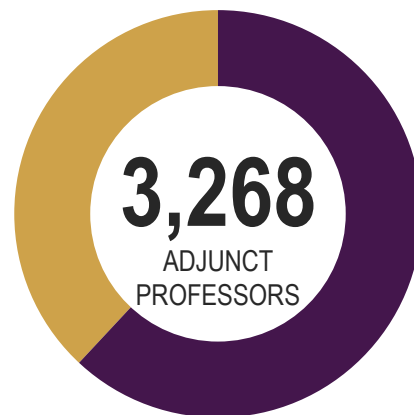


**55%**

White

**45%**

Other



**62%**

White

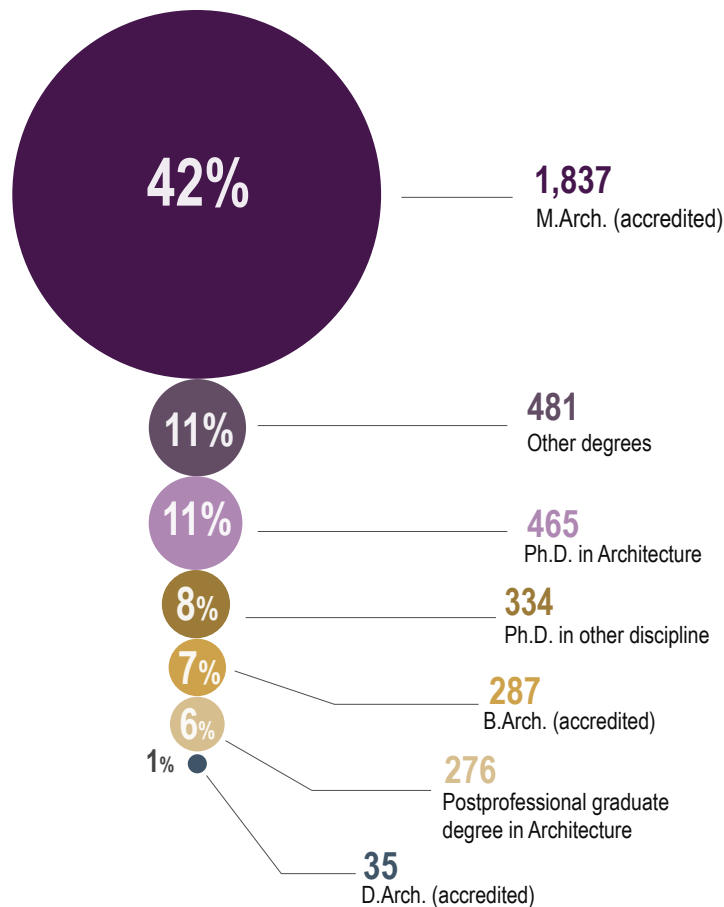
**38%**

Other

## Credentials of Full-Time Faculty

Based on data supplied by accredited architecture programs for AY 2021–22, the 2,765 individuals employed as full-time instructional faculty at the full, associate, or assistant professor level hold a total of 4,363 degrees. Of those 2,765 individuals, 648 (23%) are registered in a U.S. jurisdiction.

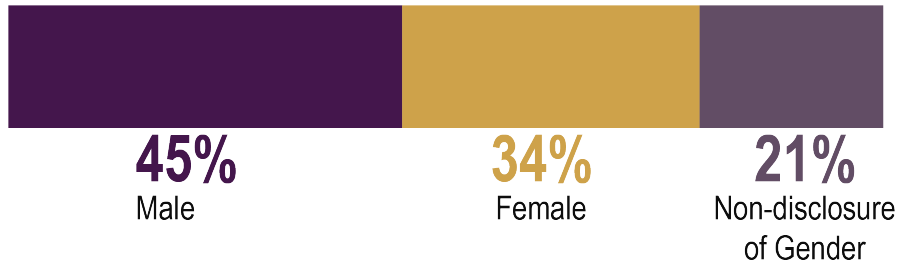
The graphic below does not include adjuncts.



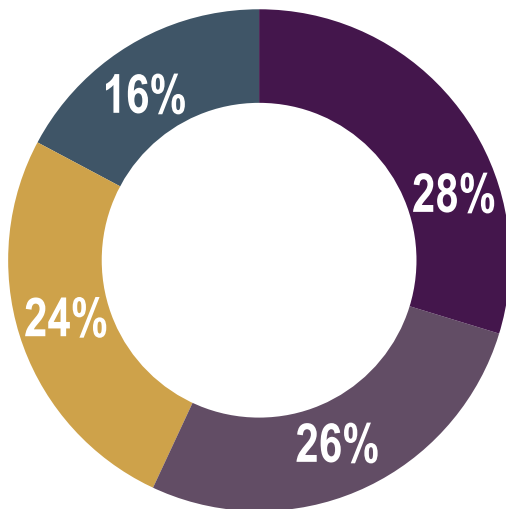
## NAAB Visiting Team Pool

The NAAB visiting team pool comprises roughly 279 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

**79**

Association of  
Collegiate Schools  
of Architecture

**72**

National Council of  
Architectural  
Registration Boards

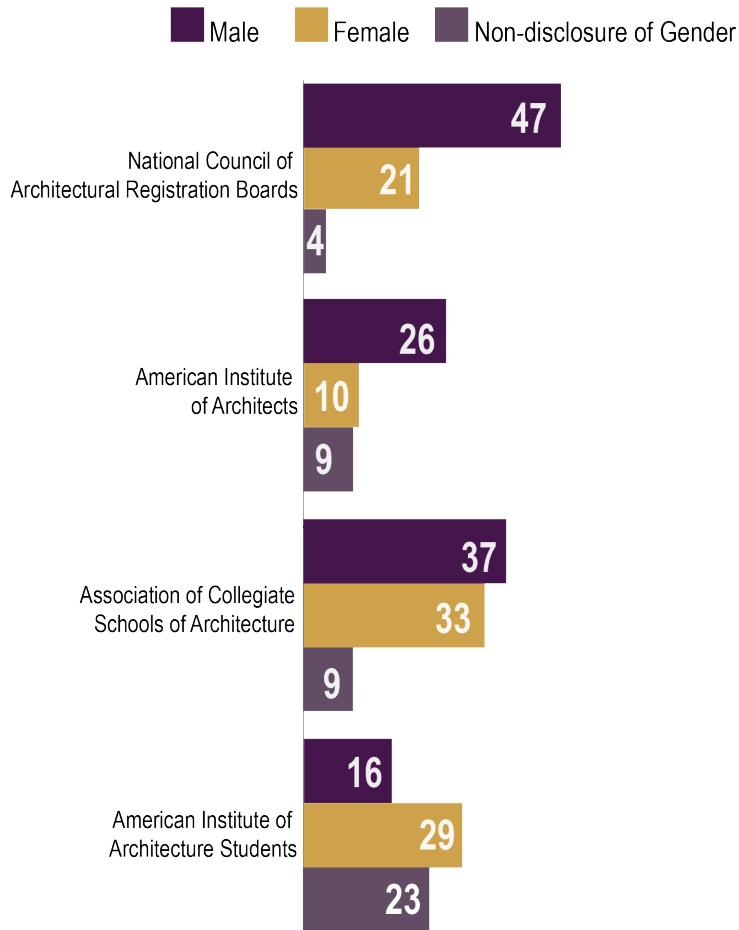
**68**

American Institute  
of Architecture  
Students

**45**

American Institute  
of Architects

## Gender Distribution by Collateral





# PART III

## **2022 ACCREDITATION DECISIONS AND OTHER NAAB ACTIVITIES**

## PROGRAMMATIC UPDATES

In the service of the organization's mission, during 2022 NAAB:

- Fostered program improvement through a peer review process, including conducting virtual site visits, reviewing and accrediting programs, and delivering quality assurance services.
- Effected self-assessment and improvement through surveys and focus groups of programs and teams.
- Enhanced resources for programs and peer-review volunteers, including an update to the [Virtual Site Visit Supplement to the 2020 Procedures](#).
- Implemented capacity building projects geared at increasing effectiveness and future sustainability. Examples of such projects include:
  - *Office Hours*. A monthly peer-networking event that brings together program directors, faculty, NAAB directors, and NAAB staff to ask questions and engage in conversation.
  - *Talent LMS*. Implementation of a platform to deliver on-demand trainings that support peer review volunteers and programs in the accreditation process.
  - *Trainings*. Delivery of a menu of updated synchronous and asynchronous trainings for program directors, team chairs, and teams, including providing seven live training sessions for teams and team chairs and a three-hour workshop for program directors. as well as making recording training for programs freely available on NAAB's training webpage. This training included over 18 hours of live sessions and recorded content on conducting site visits.
  - *Public Comment*. Collecting feedback from programs, teams, and other stakeholders that resulted in approved [revisions to the Procedures for Accreditation](#) in October, effective January 1, 2023.
  - *Consultations*. A new feature available for all first-time applicants to the Education Evaluation Services for Architects (EESA) that provides a one-on-one consultation at the beginning of the evaluation process to further support applicants.
  - *Communications*. Expansion of NAAB outreach by engaging 1,000+ of our stakeholders throughout the year, including NAAB News, reminders about monthly office hours, special announcements, and notice of the public comment period for revisions to the Procedures. We are pleased to report that NAAB stakeholders engage with our communications at rates 10% higher than average!
  - *Website*. Addition of new content and resources, including [Funding](#) and [Priorities](#) for the Future.
- Participated in the Architecture Organizations Alliance that brings together leadership of ACSA, AIA, AIAS, NAAB, NCARB, and NOMA in bi-annual summits and meetings throughout the year and provides opportunities for outreach to members and stakeholders of the Alliance Organizations. In 2022, NAAB:
  - Virtually attended the AIAS Grassroots conference to engage with students and share how they can get involved with NAAB.
  - Presented at the ACSA Administrators conference in Boston to engage programs in training on the 2020 Conditions and Procedures and to allow programs to ask questions of NAAB staff.

## 2022 Accreditation Cycle and Decisions

In calendar year 2022, NAAB held virtual accreditation visits at 30 institutions and reviewed 35 professional degree programs in architecture.

- 18 visits to review 23 programs for continuing accreditation
- 3 visits for initial accreditation
- 1 visit for continuation of candidacy
- 3 visits for initial candidacy
- 5 visits for eligibility

In addition, NAAB received two eligibility applications for programs at institutions that already have a NAAB-accredited program, removing the need for an eligibility visit.

### 2022 Accreditation Decisions

#### 2020 Conditions and Procedures for Accreditation

##### *Eight-year Term of Continuing Accreditation*

Iowa State University (B.Arch. and M.Arch.)

University of Maine at Augusta (B.Arch.)

##### *Eight-year Term of Continuing Accreditation with a Plan to Correct*

Academy of Art University (M.Arch.)

Alfred State College of Technology (B.Arch.)

American University of Sharjah (B.Arch.)

Ball State University (M.Arch.)

Judson University (M.Arch.)

Kendall College of Art and Design at Ferris State University (M.Arch.)

Louisiana State University (B.Arch. and M.Arch.)

Savannah College of Art and Design (M.Arch.)

Thomas Jefferson University (M.Arch.)

University of Florida (M.Arch.)

University of Houston (B.Arch. and M.Arch.)

University of Kentucky (M.Arch.)

University of Oregon (B.Arch. and M.Arch.)

University of Washington (M.Arch.)

Yale University (M.Arch.)

##### *Initial Accreditation*

Kean University (M.Arch.)

##### *Continuation of Candidacy*

Indiana University (M.Arch.)

##### *Initial Candidacy*

Belmont University (B.Arch.)

Utah Valley University (B.Arch.)

##### *Eligibility*

American University of Ras Al Khaimah (B.Arch.)

Harding University (M.Arch.)

Pennsylvania College of Technology (B.Arch.)

Samford University (M.Arch.)

The American University in Cairo (B.Arch.)

Truckee Meadows Community College (B.Arch.)

#### 2014 Conditions and 2015 Procedures for Accreditation

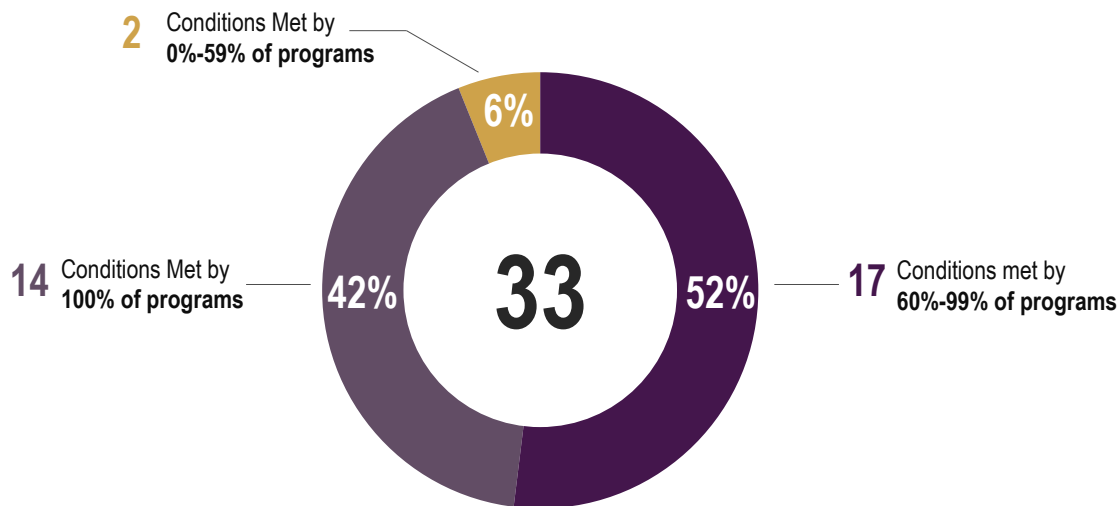
##### *Eight-year Term of Continuing Accreditation with a three-year Interim Progress Report*

Columbia University (M.Arch.)

American University in Dubai (B.Arch.)

## Analysis of 2022 Continuing Accreditation Visit Outcomes

The spring 2022 visits were the inaugural cohort of programs to be reaccredited under the 2020 Conditions for Accreditation. The 2020 Conditions contain 33 individual conditions that can be met or not met. Based on an analysis of the 23 programs who had continuing accreditation visits in 2022, 42% of the conditions were met by 100% of programs, 52% of the conditions were Met by 60%-99% of programs, and 6% of the conditions were met by 0%-59% of programs.



The most frequent conditions or criteria for which programs were found to be out of compliance were SC.5 Design Synthesis and SC.6 Building Integration. The reasons commonly cited by reviewers include the lack of evidence of student work demonstrating synthesis or integration of all components of the Student Criterion, the lack of an assessment process that measures student achievement of each criterion in full, and the use of assessment results to make improvements to the learning experience. NAAB plans to expand training for programs in 2023 that provides a more in-depth look at each condition as well as student learning outcomes assessment.

## Candidate Programs

As of December 31, 2022, NAAB is managing 16 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
Harding University	M.Arch.	Eligibility Granted (2022)	Initial Candidacy Visit (2023)
Notre Dame University-Louaize	B.Arch.	Eligibility Visit (2022)	Initial Candidacy Visit (2023)
Pennsylvania College of Technology	B.Arch.	Eligibility Granted (2022)	Initial Candidacy Visit (2023)
Truckee Meadows Community College	B.Arch.	Eligibility Granted (2022)	Initial Candidacy Visit (2023)
University of Hawai'i at Manoa	M.Arch.	Eligibility Application submitted (2022)	Initial Candidacy Visit (2023)
University of Wisconsin-Milwaukee	B.Arch.	Eligibility Application submitted (2022)	Initial Candidacy Visit (2023)

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

Institution	Degree Program	Recent Activity	Next Step
Fairmont State University (WV)	M.Arch.	Eligibility granted (2013)	First Term of Continuing Accreditation Visit (2025)
		Candidacy denied (2015)	
		Initial Candidacy granted (2018)	
		Continuation of Candidacy granted (2020)	
		Initial Accreditation Visit (2022)	
New York City College of Technology	B.Arch.	Eligibility granted (2017)	First Term of Continuing Accreditation Visit (2025)
		Initial candidacy granted (2018)	
		Continuation of Candidacy granted (2020)	
		Initial Accreditation Visit (2022)	

New York Institute of Technology	M.Arch.	Eligibility granted (2016) Initial Candidacy granted (2017) Continuation of Candidacy granted (2019) Initial Accreditation Visit (2022)	First Term of Continuing Accreditation Visit (2025)
Indiana University	M.Arch.	Eligibility granted (2018) Initial Candidacy granted (2019) Continuation of Candidacy granted (2021)	Initial Accreditation Visit (2023)
Universidad Peruana de Ciencias Aplicadas (Peru)	B.Arch.	Eligibility granted (2018) Initial candidacy granted (2019) Continuation of Candidacy Visit (2022)	Continuation of Candidacy or Initial Accreditation Visit (2024)
Belmont University (TN)	B.Arch.	Eligibility granted (2020) Initial Candidacy (2021)	Continuing Candidacy Visit (2023)
Utah Valley University (UT)	B.Arch.	Eligibility granted (2020) Initial Candidacy granted (2021)	Continuation of Candidacy Visit (2023)
American University of Ras Al Khaimah (UAE)	B.Arch.	Eligibility granted (2022) Initial Candidacy Visit (2022)	Continuation of Candidacy or Initial Accreditation Visit (2024)
Samford University (AL)	M.Arch.	Eligibility granted (2022) Initial Candidacy Visit (2022)	Continuation of Candidacy or Initial Accreditation (2024)
The American University in Cairo (Egypt)	B.Arch.	Eligibility granted (2022) Initial Candidacy Visit (2022)	Continuation of Candidacy or Initial Accreditation Visit (2024)

## 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.

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 24 programs housed in 19 institutions 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)	ICert renewed in 2021	Visit to renew ICert in 2027
Pontificia Universidad Católica de Chile (Chile)	Received ICert in 2016	Visit to renew ICert in 2023
University College Dublin (Ireland)	Received ICert in 2017	Visit to renew ICert in 2023
Hashemite University (Jordan)	Received ICert in 2021	Visit to renew ICert in 2027
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)	Visit to renew ICert in 2022	Visit to renew ICert in 2028
King Saud University (Kingdom of Saudi Arabia)	ICert renewed in 2019	Visit to renew ICert in 2025
Kuwait University (Kuwait)	ICert renewed in 2022	Visit to renew ICert in 2028
Holy Spirit University of Kaslik (Lebanon)	Received ICert in 2019	Visit to renew ICert in 2025
Universidad Europea de Madrid (Spain)	ICert renewed in 2021	Visit to renew ICert in 2027
Universidad Politécnica de Madrid (Spain)	ICert renewed in 2021	Visit to renew ICert in 2027
Universidad San Pablo CEU (Spain)	Visit to renew ICert in 2022	Visit to renew ICert in 2028
Eastern Mediterranean University (North Cyprus, Turkey)	Visit to renew ICert in 2022	Visit to renew ICert in 2028
Istanbul Technical University (Turkey)	ICert renewed in 2021	Visit to renew ICert in 2027
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>		
Al-Yamamah University (Kingdom of Saudi Arabia)	Visit 1 complete, 2021	Visit 2, spring 2023
IE University (Spain)	Visit 1 complete, 2020 Visit 2 complete, 2022	Visit 3, spring 2023–spring 2025

## FY 2021 Independent Auditor's Report on Financial Statements

The most recent independent auditor's report on NAAB's financial statements is for the fiscal year ending December 31, 2021. The Statement of Activities from the FY 2021 report is below.

### National Architectural Accrediting Board, Inc.

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

<i>For the Years Ended December 31,</i>	<b>2021</b>	<b>2020</b>
<b>Support and revenue</b>		
Contributions		
Contributions - PPP loan forgiveness	\$ -	\$ 157,400
Exchange transactions		
Collateral partner membership	1,237,672	1,234,000
EESA evaluation	574,780	348,190
Rental income	137,845	142,022
School evaluation fee	155,736	102,700
Other program income	39,559	28,528
Investment income	151,723	127,875
<b>Total support and revenue</b>	<b>2,297,315</b>	<b>2,140,715</b>
<b>Expenses</b>		
Program services		
Accreditation	344,944	383,962
EESA	225,187	322,666
International Certification	128,082	141,511
Canberra Accord	59,077	52,002
<b>Total program services</b>	<b>757,290</b>	<b>900,141</b>
Supporting services		
Management and general	557,495	552,094
<b>Total expenses</b>	<b>1,314,785</b>	<b>1,452,235</b>
<b>Change in net assets</b>	<b>982,530</b>	<b>688,480</b>
<b>Net assets, beginning of year</b>	<b>1,924,853</b>	<b>1,236,373</b>
<b>Net assets, end of year</b>	<b>\$ 2,907,383</b>	<b>\$ 1,924,853</b>

The accompanying Notes to Financial Statements are an integral part of these financial statements.



## 2022 NAAB DIRECTORS

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**Rebecca O'Neal**  
Auburn, Alabama

ACSA  
2019/20–2021/22

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NCARB  
2020/21–2022/23

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San Juan, PR

NCARB  
2019/20–2021/22

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Buffalo, NY

AIA  
2020/21–2022/23

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ACSA  
2018/19–2020/21

**Damon Leverett, MFA, AIA, NCARB**  
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AIA  
2019/20–2021/22

**Carmina Sánchez-del-Valle, Arch. D., DPACSA, R.A., CAAPPR**  
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ACSA  
2021/22–2023/24

**Michaele Pride, Assoc. AIA, NOMA**  
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ACSA  
2020/21–2022/23

**Stephen Schreiber, FAIA, NCARB, DPACSA**  
Amherst, MA

NCARB  
2021/22–2023/24

**Annie Ringhofer**  
Kansas City, MO

AIAS  
2020/21–2021/22

**Nyx Valerdy, AIAS**  
Houston, TX

AIAS  
2021/22–2022/23

**Gretchen Frickx, EdD**  
Chicago, IL

Public Member  
2020/21–2022/23

**Rhea Steele, MS, FASAE, CAE, ODCP**  
Arlington, VA

Public Member  
2021/22–2023/24

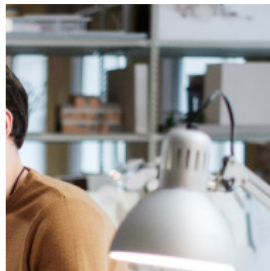
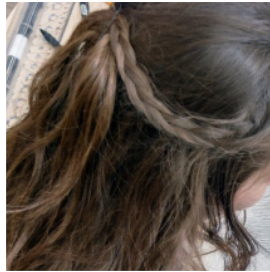
**Tanya Tamarkin**  
Alexandria, VA

Executive Director  
*Ex-Officio*



# NAAB

National Architectural  
Accrediting Board



## 2022 ANNUAL REPORT ON ARCHITECTURE EDUCATION

National Architectural Accrediting Board  
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