

American University in Dubai

Department of Architecture, School of Architecture Art and Design

Sheikh Zayed Road, Media City,

Dubai, U.A.E., P.O. Box 28282

Architecture Program Report for 2018 NAAB Visit for Initial Accreditation

Bachelor of Architecture (166 Credits)

Year of the Previous Visit: 2016

Current Term of Accreditation: “The Bachelor of Architecture degree program was granted continuation of its candidacy... The next visit for either continuation of candidacy or initial accreditation will be in 2018.”

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INTRODUCTION

The continuing success story of Dubai as an unprecedented urban, architectural and social phenomenon in the MENA region gave rise to the ideas behind introducing a program of architecture. In the last decade, Dubai emerged as a model in the Middle East for an attractive and successful cosmopolitan city that embraces cutting edge technology. Such a city allows for philosophical freedom and eclecticism, while addressing 'Man' as a universal entity, yet provides room for cultural differences thus realizing a 'delightful mosaic'. A significant challenge awaited which could be likened to 'swimming against the stream' in order to affirm the role of the architect - as opposed to that of "*Mohandis*" an Arabic word which translates as engineer. This helps explain why some academic programs in Architecture within this region are classified under Engineering. Consequently the AUD architectural graduate that we visualize is an individual who can initiate and manage the design process by leading, communicating and working effectively with engineers, artists, decision makers, building users and the many other professionals involved in the building industry.

Program Character

Graduates of the American University in Dubai (AUD) are expected to engage in critical thinking, acquire the knowledge, skills and techniques needed for the genesis, nurturing, development and feasibility of ideas and, finally, master a wide range of media necessary to express and communicate them adequately. Students are encouraged to think in a multidimensional and interactive manner thereby integrating a number of interrelated parameters within a thorough scientific and deductive process which also allows for intuitive, heuristic and humane components. The Architecture program at AUD benefits from the existence of an established and successful Interior Design department, which offers a well-rooted studio culture as well as the required human and physical resources, including several faculty members with terminal degrees in Architecture.

Digital Emphasis

In addition to a well-rounded education in the fields of technology, history and theory, verbal, written and graphic communication and professional practice, an acknowledged strength of the program is an enhanced capability in digital design. It should be noted that AUD is the only academic institution in the Gulf region that is entitled to certify Autodesk products. Recently AUD has emerged as a leading institution in implementing Building Information Modeling (BIM) into its design related programs. In fact, a notably energetic debate animated by faculty, members of the advisory board and architects from the Dubai community, led to a conviction that students should embrace digital drafting and design as early as second year. Accordingly, a "laptop" policy has been devised, which encourages students to use a variety of basic user-friendly and advanced software systems that assist and inform architectural design.

Please note: All digital links to AUD Publications used in this document have been checked and are currently working. However the AUD website is always being upgraded and updated. Accordingly new links will be communicated to NAAB once the marketing and communication office finalizes the adjusted changes.

SECTION 1
PROGRAM DESCRIPTION

SECTION 1 – PROGRAM DESCRIPTION

I.1.1 HISTORY AND MISSION

History, Mission, and Founding Principles of AUD

Following the Gulf War in 1991, a team led by Elias Bou Saab from the American College visited the Gulf region to establish relationships with various ministries of higher education as well as the region's schools. The then lack of quality private education at the university level, coupled with an appreciation of the American model of higher education, led them to conduct a feasibility study on the prospects of establishing an American university in the Gulf. The results confirmed the high level of interest and desire for a campus offering an American-accredited educational curriculum.

It also became quickly apparent that the Emirate of Dubai, in the United Arab Emirates, would be an ideal place to locate such an institution. Dubai was found to be a politically stable, cosmopolitan and outward-looking principality whose nearly non-existent private sector in higher education was just beginning to emerge.

The guiding principle underlying the university's establishment concerned bringing the American educational system to the region without interfering with or challenging the culture or values of the local community. This institution achieved that goal and sees it as a key to its continuing success.

Elias Bou Saab relocated to Dubai in 1995 in order to officially establish the American University in Dubai. This in turn would not have been possible without the commitment and support from the outset by *H.H. Sheikh Mohammed Bin Rashid Al Maktoum*, Vice President and Prime Minister of the UAE, Ruler of Dubai. To this day, His Highness reaffirms his unstinting support for higher education in general and to the University in particular.

The American University in Dubai opened its doors in October 1995 as a branch campus of the American College, based in Atlanta, Georgia.

AUD's initial enrollment was 165 students, over half of which were females. By the time the former USA Secretary of State and Treasury James Baker gave the keynote speech at AUD's first commencement in 1998, enrollment had climbed to 499; and the Dubai government, as an expression of confidence, decided to build a campus of 1,400,000 square feet for use by the university. AUD moved out of its initial premises to occupy this new, spacious, fully equipped campus in January 2000. Its enrollment at that time had further increased to 687.

The year 2000 was also significant because it was in that year that the university was officially licensed by the UAE Ministry of Higher Education and Scientific Research (MOHE). By then the private sector for higher education had grown considerably since AUD's founding, and the Ministry saw fit to establish a formal licensure and (subsequent) accreditation process.

In December 2007, and for the third time since its opening in 1995, The American University in Dubai received independent accreditation from the Southern Association of Colleges and Schools (SACS), one of America's seven regional accrediting commissions. AUD is the first and only institution outside of the US and Latin America to be granted this honor by SACS. AUD is now a fully independent institution.

Today, The American University in Dubai, although still very young, is a vibrant institution which serves as a point of reference for higher education within the Gulf Region and greater Middle East. Current enrollment is around 3,000 and 95 nationalities are represented in the student body. AUD's diverse faculty of approximately 170 possesses excellent academic qualifications and professional credentials. And evidence of AUD student success both prior to and following graduation continues apace while maintaining its focus on student learning and personal and professional success.

Description of AUD

The American University in Dubai is a private, non-sectarian institution of higher learning founded in 1995. AUD's enrollment in 2010-2011 averaged 2,628 students. In spring 2011, ninety-four nationalities were represented within the AUD student body.

AUD offers both undergraduate and graduate degrees and a Certificate in Middle Eastern Studies. The University's faculty members possess appropriate academic credentials. Furthermore, many are or have been practicing professionals of note. In terms of faculty composition, North Americans have the highest representation of any national group. AUD's multi-faceted faculty has been conceived with the objective of supporting the University's programs (both academic and extra-curricular) to an American standard.

The urban context of the campus incorporates Dubai Internet City and Media City, near neighbors since their creation in 2001.

AUD as an American Institution of Higher Learning

It is widely acknowledged that American education is synonymous with "quality". This belief is particularly prevalent with regards to American education at the university level. Several factors are judged to explain this excellence: a curriculum that imparts general knowledge but allows for significant specialization; faculty who frequently contribute to scholarship in addition to exercising their classroom duties; teaching methods that develop in students strong skills in critical reasoning and accurate and persuasive self-expression; the maintenance of high academic standards via clear and consistent policies; and instilling in students an appreciation for life-long learning.

The American University in Dubai seeks to follow and enhance this American 'formula' for success. Consequently syllabi and textbooks are often the same as those used in similar courses taught in the United States. In addition, the predominance of American and American-trained faculty further ensures that the university be American in substance as well as in name. Expectations of academic performance either match or exceed those prevailing on a "typical" American campus.

But as with any institution of higher learning, The American University in Dubai – although working within an American framework – has developed a character of its own. This is in large part inspired by its sensitivity to the needs of the student populace of the Middle Eastern geography within which it operates.

AUD's curricula across its degree-granting disciplines are skill-directed and career-oriented. Everything, from academic advising to the approach to faculty-student interaction in- and outside the classroom, in addition to career counseling, is implemented with attention to the needs of the individual student. It is for this reason that class sizes are relatively small, and all faculty follow an "open door" policy with regard to consultation. Finally, the globalization of business and communications makes it imperative that the university's educational programs be delivered with an international perspective and that a tolerance for cultural diversity be promoted through both curricular and extra-curricular activities.

The American University in Dubai remains convinced that since its opening in 1995, it has made great strides towards developing a culture of excellence by combining the heritage of traditional American

education with those perspectives it has matured locally. The university looks forward to further collaboration with the local community in its continuous search for relevant educational programs delivered to global standards.

Institutional Mission & Founding Principles of AUD

The Mission of the American University in Dubai is to serve as a culturally diverse learning community committed to the pursuit of knowledge through excellence in teaching and scholarly and creative endeavor, leading to students' academic, personal and professional success, as well as the advancement of society.

Statement of Philosophy

The Philosophy of The American University in Dubai is derived directly from its Mission. In its essence, AUD is a learning community. This is most noticeably manifested in the aspirations of two principal constituencies – students and faculty. Students seek to learn through the acquisition of knowledge and skill. Exposure to human, cultural and experiential diversity plays a crucial role in this acquisition process. Many avenues are open to faculty for learning, including their own scholarly and creative activity. Contributing to knowledge via this activity helps faculty fulfill their most important commitment; that is, imparting knowledge to the students they teach and mentor.

It is expected that as learners committed to continuous improvement, students – following graduation – will be successful in fulfilling their personal and professional objectives; and that faculty – through the on-going processes of study and knowledge advancement – will contribute to and develop expertise in their disciplines and become ever more effective teachers.

Purpose-Related Goals of the University

In support of its Mission and Philosophy, AUD's Goals are as follows:

- To cultivate and reward excellence, especially as it affects the imparting, acquisition, and advancement of knowledge;
- To guide students in the use of their knowledge and skills for personal and professional fulfillment;
- To foster an appreciation of the history and on-going development of human culture;
- To develop critical thinking, effective communication and lifelong learning skills;
- To promote the value of ethical behavior, responsibility, and commitment;
- To provide academic programs, services, facilities, and technologies that offer diverse opportunities for learning;
- To recruit and retain a diverse faculty of qualified educators, providing them with the environment and opportunity to flourish;
- To foster intercultural understanding as a basis for preparing students as members of a global community;
- To contribute to the economic and societal development of Dubai, the United Arab Emirates and beyond.

AUD Values

There are seven (7) Values that underpin AUD's operations and development and that characterize its dealings with students, faculty, staff, and other constituents:

Whole Person Education – AUD values the intellectual, personal and professional development of its students;

Excellence – AUD values excellence in all that it does and is committed to continuous improvement in its educational offerings and services;

Integrity – AUD values honesty and transparency and has high standards of legal-adherence, morality and ethics;

Service – AUD values all of its constituencies and partners with its stakeholders in the achievement of their objectives and aspirations;

Diversity – AUD values diversity in all its manifestations and recognizes its contribution to the quality of university life;

Tolerance – AUD values respect and open-mindedness as proper responses to concepts, opinions and customs that are diverse, new or unfamiliar;

Accountability – AUD believes that all members of the university community are responsible for fulfilling their roles in support of the institutional Mission and Purpose-related Goals and that evaluation of individual performance should be based on the degree to which this responsibility is satisfied.

Statement on Research

AUD is a teaching-focused institution of higher learning. Located in Dubai and cognizant of the educational, economic and social development priorities of its environment, the university believes that the most impactful contribution it can make to society is to graduate students prepared to meet the needs and challenges of both a dynamic Middle East and a world subject to constant and rapid change. Accordingly, the university recognizes and places special emphasis on the key role of faculty in enhancing the effectiveness of the teaching and learning process. To this end, the university expects faculty to remain current in their academic disciplines through professional engagement and through research and creative output that advances teaching, practice and knowledge in their disciplines. AUD provides various mechanisms to support these endeavors and enable faculty to meet the university's expectations and grow as educators and scholars. The full statement on research can be found in the undergraduate catalog, please refer to the link (Undergraduate Catalogue 2017-1018, p.12):

[http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018\(6\).pdf](http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018(6).pdf)

Institutional Advancement and Development

Headed up by the Vice President for Institutional Advancement and Development, the OIAD plays a leadership role in advancing the university's mission, goals and strategic priorities by establishing, strengthening and sustaining relationships with AUD's external constituencies, and by devising and overseeing the implementation of strategies that cover a wide range of development activities internal to AUD. OIAD scope and functions are: New Programs, Professional Accreditation, Rankings, Executive Programs, University Representation, Outreach, Endowment, and Communications and Publications. Please refer to the link (Undergraduate Catalogue 2017-1018, p.32):

[http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018\(6\).pdf](http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018(6).pdf)

Description, Mission and Goals of the School of Architecture, Art, and Design

The School of Architecture, Art and Design offers a five-year professional Bachelor of Architecture and four-year Bachelors of Fine Arts in Interior Design (ID) and Visual Communication (VC). All three curricula are accredited both locally and internationally. The VC Department offers a choice of four majors, namely Advertising, Digital Media, Graphic Design, and Studio Art. The National Association of Schools of Art and Design (**NASAD**) has granted AUD's Bachelor of Fine Arts (B.F.A.), with all its majors in addition to the Bachelor of Fine Arts (B.F.A.) in Interior Design the designation of substantial equivalency with accredited programs in the United States. ID offers on top of the general B.F.A. in ID, the possibility to specialize in design-related software, an "emphasis" on Integrated Computational Design (ICD), which

consists mainly of digital illustration, modeling, rendering and animation but also of advanced lighting design and Building information Modeling (BIM), the latter being a core requirement for Architecture students. The Interior Design program is accredited by the Council for Interior Design Accreditation (CIDA).

Courses offered by the School are taught by faculty using the latest in terms of facilities, equipment and techniques. The three programs rely heavily on a one-to-one, hands-on studio-based teaching, promoting direct interaction between faculty and students by limiting studio class size while extending contact time. Students are trained to think, analyze and perform in a creative manner in order to smoothly and efficiently integrate an increasingly demanding and competitive market in their respective fields. Finally, the School graduates are prepared to advocate and promote cultural diversity, professional ethical values and environmental awareness. The school mission and goals stated below can be found in the undergraduate catalog, please refer to the link (Undergraduate Catalogue 2017-1018, p.89): http://www.aud.edu/read_about_aud/en/menu/1648/aud-publications

School Mission

The mission of the School of Architecture, Art and Design at AUD is to prepare professionals in the fields of Architecture, Interior Design, and Visual Communication to immerse themselves successfully into their profession while attaining international standards of excellence. This is achieved through delivering studio-based curricula that combine art and design theory, construction technology, digital media and the human sciences. The school is committed to promoting critical thinking, creativity, cultural diversity, professional ethics and environmental awareness.

School Goals

To achieve its mission, the School of Architecture, Art and Design pursues the following goals:

- Establish strong ties with the professional community;
- Foster an educational environment conducive to creativity, competitiveness and excellence;
- Promote cultural diversity and professional ethics;
- Protect the environment;
- Contribute to the advancement of society.

History, Mission, Founding Principles of the Program

Newspapers and trade publications throughout the Gulf region and beyond comment virtually every week about the massive construction projects announced by locally based companies in places as distant as Egypt, India, Pakistan, and elsewhere. Real estate development is one of the primary engines of wealth creation in the region, vying with petroleum, tourism, and aviation. The Hays Global recruitment agency report of 2007, highlighted that architecture jobs were very popular and highly paid. Given these conditions, there should be little surprise that professional degree programs which lead to graduate participation in such a high visibility, high reward career opportunity would be in great demand.

In order to prepare the ground for such a program, in 2002 the Department of Interior Design at AUD commenced an annual series of conferences entitled 'Contemporary Architecture, Art and Design' which attracted world-class speakers and delegates from the region and beyond. This represented a unique opportunity to position the University within the then emerging urban and architectural arena while gauging interest in creating a new bachelor program in architecture serving the UAE. Guest speakers were interviewed by various media, several of whom are internationally famous architects; some associated with notable and successful buildings - now proven icons of the 'new Dubai'. Carlos Ott, who provided the concept design for the world acclaimed Burj Al Arab, designed the National Bank of Dubai

on the Creek, and the Hilton on the Creek, has supported the proposed architecture program. Larry Ziebarth, President of HHCP Design International, Inc. based in Florida and the master planner of 'The Palm Jumeirah', endorsed the creation of an accredited architecture program at AUD. Similarly Hazel Wong, architect of the two Emirates Towers in Sheikh Zayed Road, Dubai, endorsed the creation of a bachelor program in architecture at AUD and added that she would “be delighted to participate as a member of your advisory council.”

Dr. Kenneth Yeang, Agha Khan, award winner, inventor of the bioclimatic skyscraper, and senior partner in the Kuala Lumpur based T.R. Hamzah and Yeang Architects, also encouraged AUD to open an architecture program appropriate to the design challenges set by Dubai. He added that he was hopeful that one day AUD could introduce master and doctoral programs in architecture. Sir Michael Hopkins, architect for the recent extensions to the Houses of Parliament and the Victoria and Albert Museum in London in addition to the Glyndebourne Opera House, has designed several notable buildings in Dubai. Sir Michael is enthusiastic about the AUD initiative for a new academic program in architecture and commented that the addition of an architecture program seems to be the logical step for AUD.

In the same way, personalities from outstanding international architectural practices have welcomed the new proposed architecture program at AUD and have confirmed their willingness to serve as advisory council members. Those based in Dubai have also indicated their support for providing AUD students with internships.

Initial progress along the path to establishing an architectural program was signaled by a Memorandum of Understanding (MoU) signed between Georgia Tech. (GT) College of Architecture represented by Dean Doug Allan and Chris Jarrett and AUD represented by Dr. John Alexander Smith (chair of ID) and Dr. M. Nabyl Chenaf. This yielded a four + two curriculum adapted on the GT model consisting of a B.Sc.in Architecture and the M. Arch., the latter which would represent the professional degree. AUD's Academic council, strongly suggested classical five year professional B. Arch., to match the UAE context. Accordingly the faculty at AUD, designed a new 5 year program which was presented to the Ministry of Higher Education and Scientific Research (MOHESR, Now MOE) for initial accreditation. Through its visiting committee, the Ministry suggested that the program be aligned along NAAB standards. Based on such advice the curriculum was adjusted and clearly articulated to be consistent with proven professional academic standards. Subsequently AUD's architectural program earned written approval by the ministry and SACS (See Supplemental Material for the latest accreditation statement).

Consistent with AUD's mission and goals, graduates of the Bachelor of Architecture program will acknowledge the importance of the human and social aspects of space, stressing cultural diversity and a sense of community. Graduates will advocate a commitment for environmental sustainability and will embrace cutting-edge technologies and resources in the field of architecture.

Program Mission

The Mission of the Bachelor of Architecture program is to prepare highly qualified graduates for employment in the building industry. Students will be educated in the fundamental skills and knowledge of architecture, while integrating history and theory, as well as technological, digital, artistic, socio-cultural, legal, and financial dimensions. The program will promote professional ethical values, cultural diversity, and contextual and environmental awareness.

Program Goals

1. Prepare students who are able to think in a multidimensional and integrative manner that combines design skills, with human and physical aspects of the architecture profession;

2. Prepare students for making choices and decisions with regards to technologies available in the market;
3. Instill a critical attitude in students' approach to the history and theory of architecture;
4. Prepare students who understand the human, socio-cultural, and economic dimensions of architectural design;
5. Prepare students who are aware of the contextual and environmental challenges;
6. Prepare graduates who are ethically and technically prepared to embrace the profession of architecture;
7. Prepare students who are able to communicate effectively.

Program Learning Outcomes

1. Demonstrate a multidimensional, comprehensive and integrative approach to design;
2. Produce design that integrates building technology, construction, systems, and materials in a creative and original manner;
3. Produce design that demonstrates knowledge in history and theory of architecture;
4. Produce design that acknowledges and integrates the human, sociocultural, and economic aspects at the local, regional, and global levels;
5. Produce design that demonstrates awareness, concern, and understanding of the physical context, as well as environmental issues;
6. Demonstrates an understanding of architectural practice in administrative, financial, and legal terms and observes ethical standards;
7. Demonstrate the ability to produce and present architectural designs by communicating clearly and effectively in oral, written and graphical forms, as well as in advanced digital software and media.

The program mission, goals, and learning outcomes stated above can be found in the undergraduate catalog, for further details please refer to the link:

[http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018%20\(1\).pdf](http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018%20(1).pdf)

(pages: 90)

Benefit to the Institution

The city of Dubai is renowned for its architecture, innovation, and dynamic rapid growth. The institution, being located in the heart of Media City, is reconciling with its context and following on from several renowned architects questioning the absence of an architectural program at AUD. As a result, offering an architecture program was received as a natural and even overdue move, which earned the university more respect, prestige and exposure.

By offering architecture, AUD has increased the number of its programs. AUD also has provided the community at large with an American accredited program that is located in Dubai and which embraces the values of the American education.

The introduction of the architecture program at AUD, has also helped finalize its structure into a clearly identified school, as it represents the backbone to the School of Architecture, Art and Design (SAA&D), only two years after its inception. The SAA&D, consisting of the departments of Architecture, Interior Design and Visual Communication, has gained a reputation built upon the rigor, hard work and esprit de corps embedded in the architecture program.

AUD prepares students for life-long careers. The Times Higher Education Global University Employability Ranking 2017 has ranked AUD among the top 150 universities that have the highest employable graduates, with only two other universities in Saudi that have made it to this ranking within the Middle East region. Indeed these professionally directed programs provide students with the knowledge and expertise to move directly into the workplace. The addition of the Bachelor of Architecture will support AUD students' entry into the fields of architecture and construction.

Benefit to the Program

The program of architecture has reciprocally benefitted from AUD being the first US accredited university in the UAE, initially as a branch campus and then as a stand-alone university, which gives the program a significant credibility and a perceived advantage over its competitors.

Moreover, AUD is not only the oldest American university in the UAE, it also benefits from the support and attention of the ruler of Dubai and vice-president of the UAE, H.H. Sheikh Mohammed Bin Rashid al Maktoum. The Sheikh has participated at most commencement ceremonies along with distinguished personalities from the USA such as President Bill Clinton, James Baker, Colin Powell and Madeleine Albright.

The university enjoys a prime location in the city, only a few minutes from the Palm Jumeirah Island and Dubai Marina, in the heart of Dubai Media City. AUD has immediate access to the Dubai Metro and Sheikh Zayed Road, while most other universities are located in Dubai International Academic city, a relatively remote location to the south of the metropolitan area.

The program of Architecture also benefits from a well-established Interior Design program, hence the availability of various physical and human resources needed for an appropriate environment. Features such as a well-defined studio culture, a student appetite for design competitions and the organization of an annual conference underpin this environment.

I.1.2 LEARNING CULTURE

The seven values that underpin AUD's operations and development are key to provide the adequate learning environment for faculty, staff and students. The school builds upon the university's values and the program has generated a studio culture policy that reflects mutual respect, collaboration, engagement, safety, health, and wellness among all its members (see Section 4 - Supplemental Material).

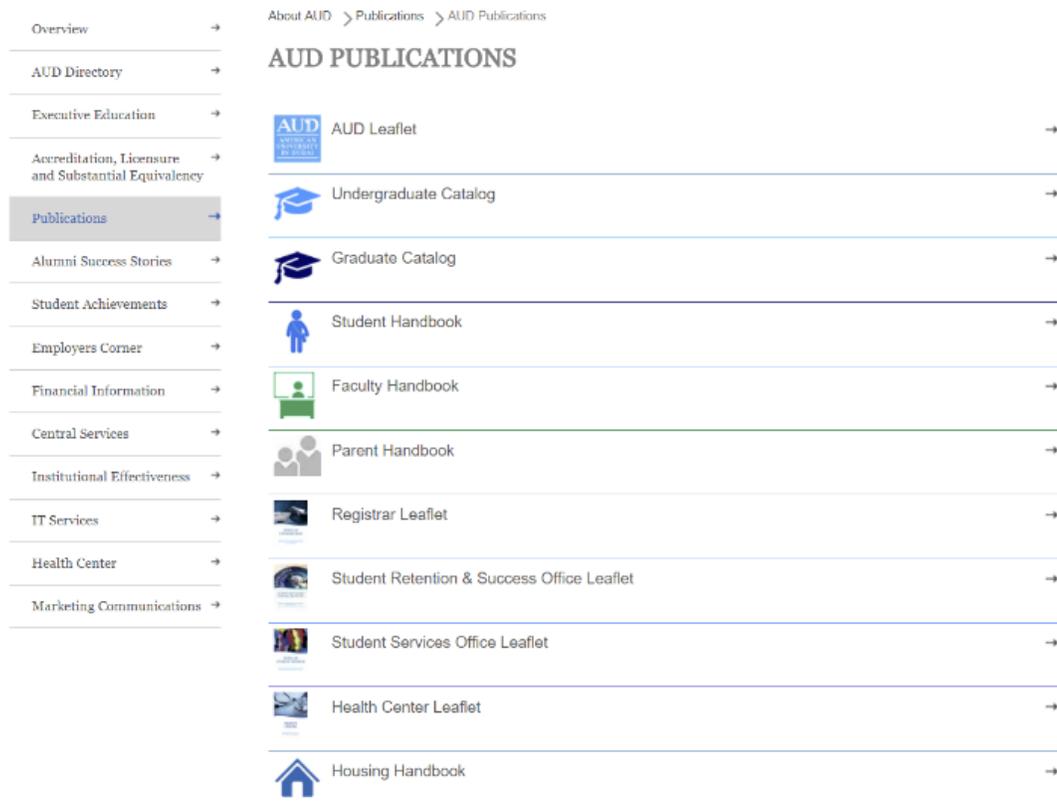
Learning Culture Policies

The current studio culture policy has been recently revised to reflect better health, wellness, and the concerns of project-based learning. An explicit text has been added concerning studio design process, time management and work-life balance. In addition, a clear statement on yearly review and assessment of the studio culture was inserted in order to provide regular process for examining the studio culture policy document. The new policy has been communicated to faculty, staff, and students for feedback and discussion. A reasonable consensus was reached by all parties.

Policy Access

The University maintains a robust and well-documented process in relation to developing, implementing, and reviewing its policies and procedures. These policies are included in various publications, and are maintained within the *Personnel Policies and Procedures Manual* (PPPM). Additional publications listing specific policies are procedures relevant to certain audiences within the University community can be found on the AUD website under the following link:

http://www.aud.edu/read_about_aud/en/menu/1648/aud-publications



Direct online access can be found under the below links:

- **The Undergraduate Catalog**
[http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018\(3\).pdf](http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018(3).pdf)
- **The Graduate Catalog**
[http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Graduate%20Catalog%202017-2018\(3\).pdf](http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Graduate%20Catalog%202017-2018(3).pdf)
- **The Student Handbook**
[http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018\(6\).pdf](http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018(6).pdf)
- **The Parent Handbook**
[http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Parent%20Handbook%202017-2018\(2\).pdf](http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Parent%20Handbook%202017-2018(2).pdf)
- **The Faculty Handbook** (Requires Login Username and Password)
http://www.aud.edu/Students/login?page=/read_about_aud/en/menu/1648/aud-publications

Implementation and Assessment

A plan for the implementation and assessment of learning culture policies at the program level, including the studio culture will be developed and revised regularly by the SAA&D.

Participation

The implementation and assessment of learning culture policies at the program level, including studio culture, will be discussed and will involve faculty, students and staff during a general annual meeting scheduled to take place at either the fall or spring semester. Any amendments to these policies will be reflected in the appropriate AUD and SAA&D literature as appropriate.

Harassment and Discrimination

AUD maintains a strict policy prohibiting all forms of harassment and discrimination in the workplace and accordingly, a grievance policy has been devised and implemented through an online complaint system thus ensuring both confidentiality and efficiency. This policy applies to all employees, managers, educators, administrators, students, and non-employees who have contact with employees during work hours. For more details on such matters, please refer to the below links concerning the Undergraduate Catalogue and Student Handbook:

[http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018\(3\).pdf](http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018(3).pdf)
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[http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018\(6\).pdf](http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018(6).pdf)
(pages: 18-20)

[http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018\(6\).pdf](http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018(6).pdf)
(pages: 36-38)

Academic Integrity

At AUD, students are expected to demonstrate academic integrity by completing their own work, assignments and assessments. All students are expected to maintain the standards as set forth in the Code of Student Conduct and Statement on Academic Honesty. Please refer to the below links concerning the Undergraduate Catalogue and Student Handbook:

[http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018\(3\).pdf](http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018(3).pdf)
(pages: 79-81)

[http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018\(6\).pdf](http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018(6).pdf)
(pages: 75-81)

I.1.3 SOCIAL EQUITY

Policy Access

Policies related to social equity is accessible to faculty, students, staff and the general public on the official website of the university. Please refer to AUD Publications under the following link:
http://www.aud.edu/read_about_aud/en/menu/1648/aud-publications

Diversity

The program is committed to maintaining and increasing diversity of faculty, students and staff, which represents a belief and a value shared at the institutional level and clearly expressed in its mission statement, goals and values. Please refer to the Undergraduate Catalog under the following link:

[http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018\(3\).pdf](http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018(3).pdf)
(page: 11)

[http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018\(6\).pdf](http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018(6).pdf)
(pages: 26-27)

I.1.4 DEFINING PERSPECTIVES

The program goals, listed above do support the five perspectives and that will be shown in the following paragraphs. The Learning Outcomes are themselves derived from the program goals and mission, the latter being consistent with AUD's mission. Furthermore, the five perspectives are also addressed through extra-curricular activities such as students and faculty exchange programs, participation in international and national fairs and exhibitions, design competitions and involvement in the Design Center.

A. Collaboration and Leadership

There are several ways, the architecture students are exposed, initiated and engaged into collaborative work, including design as well as research group projects that are required in several studio courses such as ARCH401 (Urban design) and ARCH501 (Thesis). Furthermore, students are consistently invited to develop and nurture the much needed skills and abilities to operate properly in a team, consisting of different professions, cultures and interests, as in the case of ARCH561 (Internship). Students are also involved directly in associations and clubs such as the AIAS-AUD Chapter, which naturally evokes and builds collaborative and leadership skills, as they need to understand the different financial, regulatory and administrative procedures to be taken into account when organizing both internal and external events.

This year, on March 21-24 (2018), the AUD AIAS chapter has organized the first international AIAS conference in Dubai under the title: "unDO/reDO", which involved guest speakers from renowned design companies, workshops and visits to iconic buildings such as the Abu Dhabi Louvre museum and Sheikh Zayed Mosque (<http://www.aias.org/aias-international-conference-2018-redo-recap/>). As a result of such initiatives, the architecture students have greatly benefitted in terms of team work, time management and leadership skills, often optimizing on crisis situations, scheduling buses, finding funds, etc.

Furthermore, two initiatives are currently in the making, the concept of "360 Design Studio" and the School Students Governing Board (SSGB). The 360 studio is an open space that caters to students from first to fourth year in order to acquire a rounded (360) learning experience, as they engage informally with other students and faculty from different sections and years fostering a smoother transfer of design skills and techniques, knowledge in the broad sense and collaboration. At this effect, the central services at AUD have been working with faculty from the architecture and interior design programs to produce shop drawings, study biddings and talk directly to contractors with an expected completion of the 360 studio space end of August 2018.

On the other hand, the SSGB involves students directly in the management of the school at different levels, including the academic and administrative aspects. Finally, The Design Center (DC), which is a time-share entity, offers to AUD and the community at large training (workshops), Design (schematic stages) and research. The DC would be the ideal venue for students to experiment collaborative work and exercise leadership skills, as they would be directly implicated in the above-mentioned activities as interns. For the moment, the DC is at its enfant stages, but we envision it as a real locomotive for collaborative work, Design, professional opportunity and service to the community.

B. Design

The architecture curriculum at AUD revolves around series of studio courses, one every semester, while a number of lecture and laboratory-based courses supply students with the necessary knowledge and skills to build, support and enhance their design abilities. The five-year program offers a carefully staged progression, at the beginning students learn to communicate, both verbally and graphically, while they are

initiated to basic design skills along with a brief introduction to the concept of “site” as a physical context and its impact on architecture. While the first year is predominantly skill-oriented, the second year, presents two folds, one in which students are confronted with more critical thinking as to how the socio-cultural context can be expressed through architectural design, while the other, at a later stage, focuses on how technology can inform design. During the third year, students dive into the world of architectural theory and design methods, that is when they fully understand how successful architects have approached design, after that, in the second semester, they study in detail issues related to environmental sustainability. In the fourth year, students are exposed to urban design and planning during the first semester, while they commit, in the second semester, to design a project in a comprehensive way, as they produce a full documentation, including working drawings, construction details as well as MEP plans. The final year is dedicated to a research dissertation that builds up towards the final capstone project, which is showcased and judged by a number of professionals and attended by potential employers. As a summary, the curriculum is divided to four main stages: skills, knowledge, execution and presentation, these obviously build up gradually in interactive and integrative manners.

C. Professional Opportunity

It is a well-established fact that architects have successfully undertaken different roles in the society, they certainly owe that to their education, which relies on multi-tasking, problem solving, interactive thinking, as opposed to a linear one, as well as to its multidisciplinary character. Accordingly, students are prepared to move smoothly into practice through a combination of ways that are destined to explain the regulatory systems, internship programs, licensure conditions and procedures both in the UAE and in the United States. Accordingly, a well-structured course (Professional Practice and Ethics), has been recently revised to meet NAAB standards and an IDP coordinator appointed and assigned to identify the students willing to seek licensure in the USA and help them follow the procedures. At the same time, a MoU has been initiated between AUD and the Society of Engineers in the UAE, in order to define clearly the best way to licensure in the country. Moreover, students are occasionally involved in real projects, where they meet with clients, who actively participate in the reviews as well as design juries. One example of such experience is the schematic design of a 3-star hotel, using only shipment containers, which involved a real client in ARCH202.

D. Stewardship of the Environment

We firmly believe environmental sustainability is not negotiable, which makes it an integral part of the mission statement of the program. Accordingly, ARCH 302 Architectural Design Studio VI, ARCH 321 Environmental Systems and ARCH 422 Sustainability and Energy Conservation have been dedicated to the issue. Furthermore, this is becoming a general culture at the university, through waste reduction and segregation, recycling competitions organized by students, lectures and guest speakers from the Emirates Green Building Council (EGBC), LEED and the Municipality of Dubai Green Building Regulations (Al- Saafat), which are now mandatory. In fact, there is a debate amongst faculty on whether the program should partner with the above to prepare AUD students to take the lead by implementing these standards in their projects, especially that there are significant niches in the market for existing buildings retrofitting.

E. Community and Social Responsibility

Given the role architects assume in the society, which consists of working towards the betterment of life in general, the physical space and community, social responsibility represent a concern that is implicitly embedded in all design studio classes. As they move up in the curriculum, students are increasingly aware of the fact that architects do suggest a way of life when they shape the built and non-built environment. Therefore, understanding how different communities operate becomes crucial to the

success of their mission, especially in such cosmopolitan city as Dubai. Accordingly, beside the important role played by students' associations and clubs in this context, ARCH401 (Urban Design) offers an ideal venue for debating, testing and suggesting solutions to real challenges faced by the community in the UAE at large. Students have tackled problems such as social interaction and gated communities in Dubai, the integration of the labor residential areas, the dilemma between the identity and plurality in the city of Dubai and many other topics, which called for actual case studies and fieldwork, research and adequate design solutions. Such a direct involvement with the community is carried out also abroad as part of ARCH401 (Urban Design) and CABR275 (Study Tour) courses, as some faculty choose to explore urban challenges in other countries such as Spain, Italy, Sri Lanka, Malaysia and Australia, where they organized study tours recently. Students had the opportunity to meet with renowned local professionals, representatives from the local authorities, students from other universities, as well as people, who represent the end users. Such experiences have been rewarding at many levels, as they contribute directly to students' intellectual growth, maturity and sense of responsibility.

Summary of curricular and extra-curricular activities supporting the five perspectives

The activities supporting the five perspectives can be listed under the program strategic goals as follows:

Activities supporting the program's strategic goals	Seek NAAB Accreditation	Monitor the implementation and quality of the program	Expand the program's outreach
1. Benchmark higher for faculty, staff and students' performances		X	
2. Assess consistently the program against NAAB standards	X	X	
3. Formalize an IDP	X	X	
4. Support students' associations including the AIAS	X		X
5. Seek permanently feedback from the advisory board and peer reviewers.	X	X	X
6. Participate in architecture-related fairs and exhibitions		X	X
7. Attend and host conferences, seminars, workshops and guest lectures		X	X
8. Engage in exchange programs and field trips worldwide			X
9. Consolidate and promote the Design Center;		X	X
10. Keep up with the latest in digital technology assisting architectural design		X	

I.1.5 LONG-RANGE PLANNING

We believe that in order to clearly identify its multi-year objectives that support its mission, in view of developing a long-range plan, the program will rely on internal improvement processes, mainly based on faculty, students and staff input as well as external stakeholders' feedback through the advisory board, Internship reports, Employers, Completion and Alumni surveys and hiring rates and trends.

Continuous Improvement

The continuous improvement of AUD's programs is mainly pursued through its annual assessment, which is a summary of the Course Evaluation Reports (CERs). Faculty members measure students' performances against the benchmarks that have been set for each learning outcome and, accordingly,

decide the changes to be considered for improving performance and results. The advisory board's recommendations and the feedback from practices hosting interns also feed directly into the continuous improvement of the program. Finally, the response to NAAB's standards represents a source of guidance as the adherence to these standards, as a process, represents a commitment for continuous improvement.

Long-Range Planning

As mentioned earlier, program assessment is assured primarily through the faculty's direct involvement in learning outcomes assessment, while being guided by the professional community and accreditation bodies. Nevertheless, equal attention will be given to employers and alumni who will be regularly consulted through surveys, at least on an annual basis. These are strong indicators of the market along with a less structured feedback from professional in the field. Such feedback will help focus on planned change while adjusting the program's long-range plan accordingly. Finally, as part of AUD's planning process, a program assessment is submitted to the senior administration (see Section 4 – Supplemental Material), thereby giving the administration the opportunity to address some of the long-range plan steps. Finally, in order to maintain consistency with the university's mission and goals, the program will develop a plan for retaining and increasing diversity of faculty, staff and students, which takes into account input from the administration.

Data and Information Sources

The program relies heavily on the contribution of its advisory board in gathering data and information on market trends, remuneration and hiring patterns, increasing and declining sectors in the building industry, subtle changes in the profile of architects in demand within the market, changes in regulatory aspects of the profession - to name only a few. Other sources of data are international conferences and seminars on architecture, annual NAAB reports and the AIA's publications and programs. Internally, a significant source of information is the faculty's assessment of the learning outcomes for the different courses, as this would directly affect benchmarking, sequencing, faculty hiring (search committee) and to a certain extent, the program's educational goals along with its mission statement.

Activities supporting the five perspectives	A	B	C	D	E
	Collaboration and Leadership	Design	Professional Opportunity	Stewardship of the Environment	Community and Social Responsibility
Benchmark higher for faculty, staff and students' performances		X		X	
Assess consistently the program against NAAB standards	X	X	X		
Formalize an IDP and sign a MoU with the UAE Society of Engineers			X		
Support students' associations including the AIAS	X		X	X	X
Partner with the Emirates Green Buildings Council				X	

Seek permanent feedback from the advisory board and peer reviewers.		X	X		
Participate in architecture-related fairs and exhibitions					X
Attend and host conferences, seminars, workshops and guest lectures		X			X
Engage in exchange programs and field trips worldwide	X	X			X
Consolidate and promote the Design Center	X	X	X		
Keep up with the latest in digital technology assisting architectural design		X		X	

Institutional Long-Range Planning

The turning point in AUD’s history since its creation in 1995 was clearly, when it became the first and only American institution in the UAE to obtain the SACS accreditation. At the time (2005), it was both an honor and a speculative exercise. In this context moving from a branch campus to an autonomous entity, strongly affected its long-range plan, as on the one hand, AUD benefitted from more empowerment and freedom but, on the other, it had to stand on its own in honoring the American educational standards for which it had been accredited. Accordingly, AUD has always been alert and flexible in terms of planning, especially in a region, which is known for its versatility, diversity and population turnover.

The University’s Institutional Effectiveness Office is responsible for assuring quality in all aspects of the operations of the University. The Director of Institutional Effectiveness provides leadership in developing an institutional research, assessment and accreditation protocol for the University and serves as the liaison with national and international accrediting bodies. This Office is also responsible for the coordination, oversight, and advancement of institutional planning processes and assessment. This includes quality assurance and ongoing internal review of compliance with government, accreditation, and university policies and regulations to ensure that the University is in full compliance. The Office of Institutional Effectiveness also manages the institutional research responsibilities including collecting, organizing, analyzing, interpreting, and preserving data and developing research reports. Institutional effectiveness planning involves a three-tiered process of ongoing planning and assessment. The process is data-driven and focuses on best practices in education to meet the needs of internal and external stakeholders.

The first tier is at the institutional level and includes the University’s Strategic Plan. The Plan, which is revised every 5 years, serves as a long term master plan and a road map for continuous improvement. The University keeps persistent focus on the 5-year strategic plan through an Annual Strategic Plan that requires all academic and administrative units to pursue with specific measures, outcomes, and strategies. The second tier is carried out annually at the program and administrative levels, and includes the Outcome Assessment Plan (OAP), which has been renamed recently as the OARP, including a report element, hence the letter “R”. The difference between the OAP and OARP is that the latter closes the loop between the previous and current years and puts forward an action plan for the year to come. Also in this tier is the intensive five-year self-study and review of all academic programs as required by the United Arab Emirates Commission on Academic Accreditation (CAA). The third tier involves course level planning and assessment to insure that learning outcomes associated with each course of study or learning experience are measured and evaluated. The methodology in which this type of assessment is pursued has been left to the discretion of each department. The Institutional Effectiveness Office emphasizes that this critical area of assessment is part of *Stipulation 7* of the CAA Standards.

All academic departments and service units take part in the aforementioned three-tiered process. The existing institutional effectiveness measures are reflected in the University Strategic Plan, mission, vision, and the Strategic Priorities, as set by the University President on annual basis. Program Outcome

Assessment Plans are designed to focus on measuring program and student learning outcomes as established by each academic department. Service units focus on the established set of program outcomes to assess the extent of achievement and to discover areas of needed improvement in service operations. The overall AUD's assessment process is based on a coherent system that involves continuous and accurate documentation, and reliable evaluation of the attainment of the University Mission.

There are several measures in place, which provide input into the three-tiered assessment and planning process. These measures include:

1. General Education Completion Exam: The exam is administered twice a year to all graduating seniors. The results are utilized to assess the extent of meeting the general education competencies (as required under CS3.5.1 of the SACSCOC Principles of Accreditation) and to assess the need for curricular and instructional modifications.
2. Course Evaluations: Course evaluations take place toward the end of each semester. The results are made available to all faculty to study and make the needed modification in their practices to improve teaching and learning.
3. Course Effectiveness Reports (or alternative course assessment): Academic departments are required to insure that faculty consistently provide documentable evidence of improvement plans that utilize the results of course evaluations and direct assessment measures to assess achievement of course goals and objectives.
4. Surveys: The Institutional Effectiveness Office conducts regular surveys of internal and external stakeholders. The results are used to guide continuous improvement efforts and facilitate overall operational effectiveness.
5. Quality Enhancement Plan (QEP): The SACSCOC Core Requirement 2 calls for the university to prepare a Quality Enhancement Plan. The QEP requires identification of an area for improvement and the development of a coherent plan to execute and document improvements.

At the School and Department levels, an Advisory Board provides important feedback to the planning process. The Advisory Board of the Department consists of prominent professionals, with the main role of advising the Department's administration on matters relevant to its undergraduate program, and assisting the Department in formulating and implementing its strategic priorities. The Board members also play an important role in setting program standards and providing feedback on our alumni position in the market. The Advisory Board meets once or twice a year. At the most recent Advisory Board meeting, several topics were discussed with special priorities given to soliciting ideas to improve and expand the program and improve student enrollment, while also supporting students in offering placement for their field experience as well as job offers upon graduation.

Role of five perspectives

The five perspectives have implicitly affected the program strategic plan, but they will affect the long-range plan more explicitly.

I.1.6 ASSESSMENT

The American University in Dubai and its School of Architecture, Art, and Design (SAAD) engage in systemic and systematic processes to achieve continued excellence in teaching and learning and overall operational effectiveness. These processes are rooted in best practices and internationally recognized and rigorous standards as reflected within the Standards of the UAE Commission for Academic Accreditation (CAA), the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC), and the National Architectural Accrediting board (NAAB) which the program has been granted Continuation of Candidacy Status as of January 1, 2016.

I.1.6.A Program Self-Assessment

The Institutional Effectiveness Office facilitates all institutional quality assurance measures in collaboration with all academic and administrative divisions through deep commitment to data-driven decision-making and shared responsibility. Furthermore, AUD's quality assurance processes are based on the principle of "self-regulation" whereby every member of the institution monitors and documents his/her activities in alignment with the University's mission, program learning outcomes, accreditation standards, and the Qualification Framework UAE (QF Emirates). The School of Architecture, Art, and Design (SAAD) and the Program of Architecture both subscribe to this philosophy and self-monitors its own processes in coordination with the Institutional Effectiveness Office.

To ensure effective planning and implementation of quality assurance measures, the Institutional Effectiveness Office engages in consistent coordination and collaboration with academic and administrative units to facilitate program accreditation and institutional quality assurance through the implementation of program assessment (i.e., *Outcome Assessment Report and Plan (OARP)*), Strategic Planning, survey administration, and data gathering, analysis and interpretation. The results are disseminated and reported to the Academic Council and departments in concern for the purposes of institutional awareness and continuous improvement planning and implementation.

The Institutional Effectiveness Office pursues collaboration through formal and informal structures. On the formal level, all administrative and academic divisions, including the School of Architecture, Art, and Design are formally represented on the Institutional Effectiveness Steering Committee, which serves as an advisory group to institutional-wide initiatives. The formal channels are designed to support adherence to University mission, goals, policies and procedures, and the standards of the UAE Commission for Academic Accreditation (CAA) and the Southern Association of Colleges and School Commission on Colleges (SACSCOC). On the informal level, the Institutional Effectiveness Office and the School of Architecture, Art, and Design have built a strong collaborative relationship based on positive rapport, trust, and mutual respect. This relationship, which compliments the existing formal structure, manifests itself in the ongoing collaboration in the gathering and analysis of data to improve teaching, learning, and the overall organizational effectiveness.

In line with AUD's current practice, the revision process for the individual academic units Program Goals and Learning Outcomes is based on a six-year cycle. A set of Program Goals and Learning Outcomes were adopted in fall 2009. The assessment process for Course and Program Learning Outcomes is organized and reported through two primary tools, namely the *Course Effectiveness Report* and the annual *Outcome Assessment Report and Plan*. The Institutional Effectiveness Office supports academic units and plays a leading role in facilitating assessment review and implementation. Similarly, the Dean's Office coordinates all assessment processes that are particular to the School of Architecture, Art & Design (SAAD). At the end of each academic year, the Assessment Coordinator summarizes the results

in the *Outcome Assessment Report and Plan (OARP)*. The OARP from all the SAAD's programs are submitted to the Institutional Effectiveness Office for review, monitoring compliance, and planning for continuous improvement. Copies are also filed with the Dean's and the Provost's. At the SAAD, the Department Chairs serve as Assessment Coordinators.

Assessment implementation includes a number of indirect measures in addition to various direct assessment at the classroom level. For example, surveys are performed annually by different offices in order to observe, analyze, and ensure institutional quality and continuous improvement. The offices responsible for these surveys are generally the office of Institutional Effectiveness, Student Retention and Success, Student Services, Human Resources, and Registrar. Some Surveys that are carried out comprise but not limited to the following: Operations Satisfaction Surveys for Faculty and Staff, Faculty and Staff Work Climate Surveys, Faculty Recruitment Satisfaction Survey, Orientation Survey, Course Evaluation Survey, Completion Survey, Alumni Survey, Career Fair Survey, and Employer Survey. A detail of the surveys conducted throughout the university is included in Appendix 1

An example of these surveys is the Completion Survey (Exit Survey), which is administered to all graduating seniors. The survey is prepared with general university level questions common to all students as well as program specific questions targeting the Program Learning Outcomes. The Completion Survey is a reliable indicator of students' impressions of the university as a whole, their perceived level of attainment of the different program outcomes as well as their preparation for a professional career. This instrument is analyzed and distributed to all departments in order for them to review and use the results to impact improvement. The results are reported to the Academic Council and then sent on to all departments for recommended improvements and initiatives.

The AUD Assessment Model

AUD's assessment model is driven by:

- Clear and explicitly stated outcomes and targets;
- Clear and identifiable performance standards or criteria;
- Systematic use of assessment methods--direct and indirect, qualitative and quantitative--to gather and analyze information to determine the extent to which outcomes are achieved ;
- Timely use of assessment results to improve administrative functions such as planning, budgeting, and personnel decisions, as well as to improve academic activities such as teaching, research, and service.

Assessment plans must contain both student learning outcomes and program level outcomes for each degree program. The Office of Institutional Effectiveness and the IE Committee review these plans and provide feedback to faculty and staff for continuous improvement. In reviewing the assessment reports for academic programs, the committee will answer the following questions:

- In what areas did the data demonstrate that students met or exceeded the learning outcomes?
- In what areas did the data demonstrate that the students failed to meet the learning outcomes?
- What should be done in the areas of curriculum, pedagogy, resources or technology usage to increase the number of students who meet the learning outcomes?
- What outcomes should be modified or added to the assessment plan?

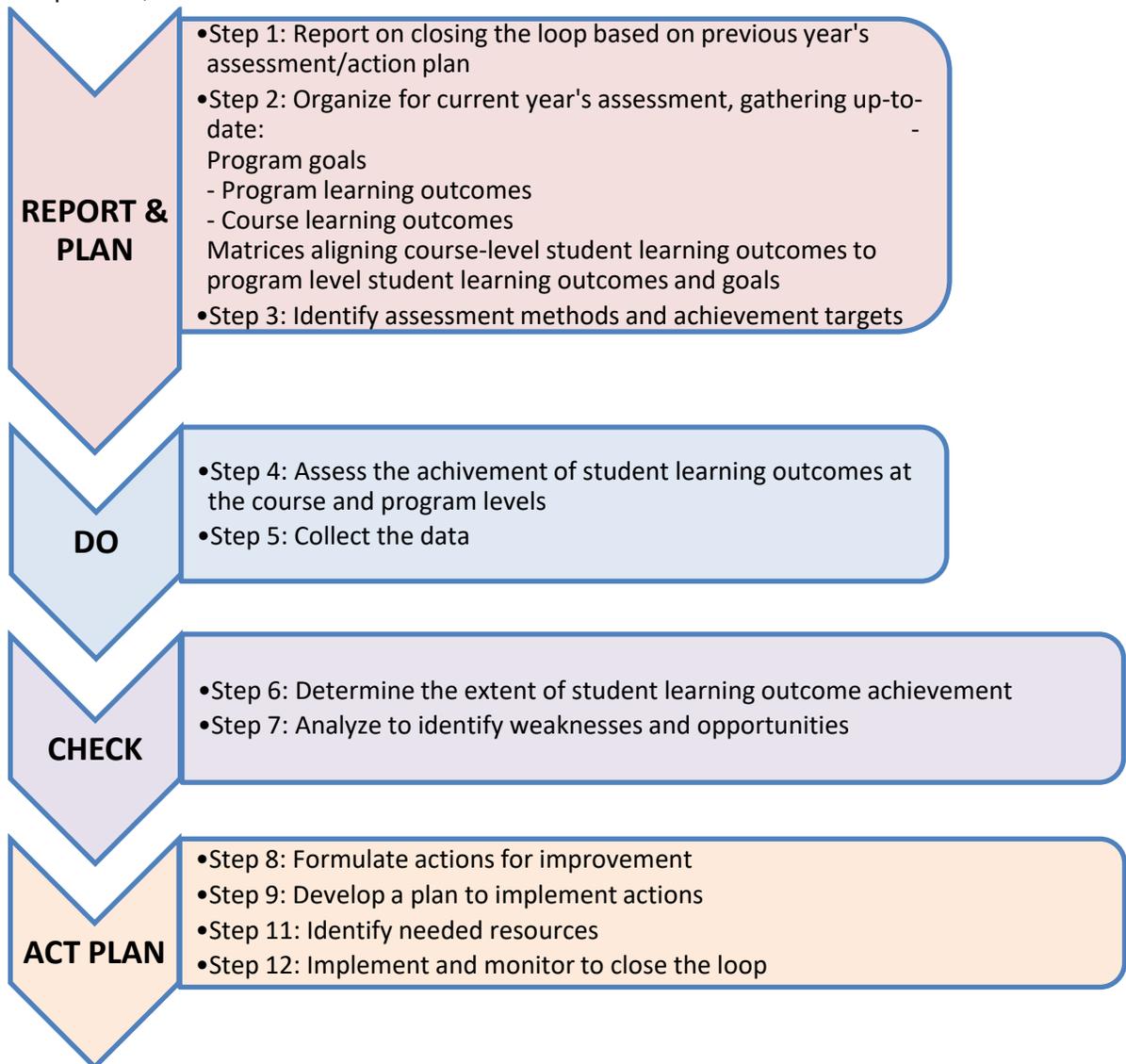
Developing the Annual Assessment Plans

An annual assessment plan for both an academic program and an administrative unit includes major outcomes specific to that academic program or administrative unit and directly related to the institutional purpose and goals. While goal or outcome setting occurs at many levels of the institution, the congruence

of those goals is important and the connecting theme is the relationship to the institutional mission and institutional goals. For academic programs, a matrix is created that shows how a course taught in that program addresses the outcomes that have been determined as appropriate for that program. In other words, by way of a matrix, all program outcomes are directly tied to outcomes in one or more courses for that program. Assessment activities are those used to determine the extent to which the outcomes are achieved, and result in actions taken or changes made based on assessment findings for continuous improvement. Planning for assessment at the program level is guided by several questions that include:

- What will be measured?
- How will it be measured (direct & indirect measures)?
- How aligned are program goals to learning outcomes?
- How aligned are learning outcomes to individual course learning outcomes?

Assessment of student learning outcomes is performed at the departmental level to measure the achievement of program goals and learning outcomes, in accordance with the university’s annual assessment process, as illustrated below.



AUD Annual Student Learning Outcome Assessment Process

The program learning outcome assessment process consists of defining program goals and program learning outcomes, and involves ongoing monitoring of the extent to which students are developing the knowledge, skills, and competencies that are essential for graduates of their respective discipline and program degree. Program outcomes assessment is a key component of AUD’s academic program review that aims to:

1. Document evidence of the degree to which students have achieved established learning outcomes.
2. Identify performance gaps and establish measures for improvement.
3. Communicate clear learning outcomes and expectations to faculty, students and stakeholders.
4. Demonstrate adherence to local and international accreditation standards.
5. Demonstrate accountability to stakeholders, including the university’s Governing Board, parents and local governing authorities.

Outcome assessment of academic programs is planned annually, and implemented throughout the year in accordance with the established university process detailed earlier in the above figure and according to a defined assessment schedule as shown within the table below.

AUD Annual Assessment Planning Calendar Table

May	<ul style="list-style-type: none"> • Academic programs review their assessment results from the previous fall and current spring semesters, and finalize the Outcome Assessment Report and Plan (<i>with all sections completed as this represents the final report</i>)
July-August	<ul style="list-style-type: none"> • Deans and chairs review plan recommendations, as reflected in the <i>Leadership Overview and Prescribed Actions</i> section of the OARP, and begin constructing the next year’s Outcome Assessment Report and Plan.
September	<ul style="list-style-type: none"> • The new academic year Outcome Assessment Report and Plan is due. • The plan is inclusive of the report on <i>Closing the Loop</i> from previous year • Begin to implement and collect data
January	<ul style="list-style-type: none"> • Conduct interim assessment based on the results of implementation during the preceding fall semester • Continue implementation, and data collection and analyses.
February	<ul style="list-style-type: none"> • Submit <i>Interim Update</i> based on the preceding fall semester assessment results. • Modify and adjust based on the fall semester findings • Continue implementation, and data collection and analyses.
March	<ul style="list-style-type: none"> • Deadline to submit Budget Proposal to senior administration and Chief Financial Officer.
April	<ul style="list-style-type: none"> • Start preparation to conclude data gathering and analysis and to submit the final OARP by June.

June	<ul style="list-style-type: none"> • Deadline for academic programs to submit the completed Outcome Assessment Report Plan (end-of year plan) reporting on the assessment at the close of the academic year to the Offices of the President, Provost and Institutional Effectiveness for review. • Complete the “Closing the Loop” section from last year. • President, Provost and Institutional Effectiveness Director review the completed OARP and provide feedback and recommendations to the deans and chairs for improvement.
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The program learning outcome assessment process utilizes the *Outcome Assessment Plan and Report (OARP)*. The OARP serves as the plan of assessment, report on findings, and an action plan for further improvement and closing the loop. The below figure provides a summary description of major parts of the OARP.

Outcome Assessment Report and Plan (OARP)

**PART I
 CLOSING THE LOOP**

INCLUDE ACTIONS TAKEN TO IMPLEMENT IMPROVEMENTS IN AREAS THAT WERE NOT ACHIEVED OR PARTIALLY ACHIEVED DURING **LAST YEAR’S** ASSESSMENT. ADDRESS WEAKNESSES, ACTIONS AND QUANTIFIABLE IMPROVEMENTS.

**PART II
 OARP MEASUREMENT INSTRUMENTS**

INCLUDE PROGRAM GOALS AND LEARNING OUTCOMES, AND RELATED MULTIPLE MEASURES OF ASSESSMENT (DIRECT AND INDIRECT MEASURES). ENSURE ALIGNMENT BETWEEN PROGRAM GOALS, PROGRAM LEARNING OUTCOMES, AND RELATED COURSES. THIS SECTION IS DUE FOR SUBMISSION TO THE INSTITUTIONAL EFFECTIVENESS (IE) OFFICE NO LATER THAN THE FIRST DAY OF **THE FALL SEMESTER OF EACH ACADEMIC YEAR**. IE WILL POINT OUT ANY DEFICIENCIES AND REQUIRED IMPROVEMENTS TO PART II NO LATER THAN THE FIRST WEEK OF THE FALL SEMESTER.

**PART III
 OARP IMPLEMENTATION USING INSTRUMENTS & MEASURES IN PART II**

A. ASSESSMENT OF PROGRAM LEARNING OUTCOMES ACHIEVEMENT
 B. ASSESSMENT OF PROGRAM GOALS ACHIEVEMENT

IMPLEMENT THE OARP, AND COLLECT AND ANALYZE PROGRAM DATA DURING THE FALL & SPRING SEMESTERS OF EACH ACADEMIC YEAR. IDENTIFY ACHIEVEMENT STATUS, WEAKNESSES, PROBLEMS AND OPPORTUNITIES, AND THE PRESCRIBED ACTION (WHERE FURTHER IMPROVEMENT IS REQUIRED).

**PART IV
 LEADERSHIP OVERVIEW AND PRESCRIBED ACTION**

THIS SECTION IS DESIGNED TO BE A HOLISTIC NARRATIVE OF THE DEGREE PROGRAM, AND SETS THE MAJOR ITEMS ON THE AGENDA FOR TEACHING AND LEARNING FOR THE COMING YEAR (SEE THE SECTION FOR FURTHER INSTRUCTIONS)

SUMMARIZE FINDINGS, ACTIONS AND IMPROVEMENTS IN PARTS I (CLOSING THE LOOP) & III (OARP IMPLEMENTATION) AND

The first stage in the assessment of learning outcomes process involves the development by each academic unit of an *Outcome Assessment Report and Plan (OARP)* based on clearly defined outcomes, measures and targets. The OARPs are submitted to the Institutional Effectiveness office (IE), which reviews them and provides feedback in coordination with the provost. Once the OARP has been established, programs begin implementation of assessment of program goals and learning outcomes and collection of data using the instruments identified during the initial phase of planning. This is followed by an analysis and interpretation of collected data and identification of the extent to which the established learning outcomes had been achieved, and actions required for further improvement.

The implemented OARP is submitted at the end of the academic year to the provost and Institutional Effectiveness office (IE), which reviews them and provides feedback. As assessment is an ongoing process, academic programs also engage in mid-cycle program assessment that reports on the status of assessment implementation after the conclusion of the first semester of the academic year (fall semester). Program assessments must contain the following six major components:

1. *Academic Program/Administrative Unit Mission and Goals*: The unit mission and goals statements indicate what a unit or a program seeks to accomplish, and they should reflect and connect directly to the mission of the University. The statement describes the direction a unit or a program plans to take to advance and enhance its purpose.
2. *The Intended Outcomes* include student learning outcomes, academic program outcomes, and administrative unit outcomes. Student learning outcomes refer to knowledge and skills expected of students upon completion of a program. Academic program outcomes refer to programmatic goals that a student would obtain upon completion of the program. Unit outcomes are operational and administrative outcomes that an administrative unit intends to accomplish as a whole. Each student/program/unit outcome should be associated with program or unit goal which in turn is associated with a university goal and objective. These goals/objectives/outcomes are identified at the beginning of the annual cycle. It is in the final phase of the annual cycle where success of each academic and administrative unit will be measured by the extent to which these individual goals/objectives/outcomes have been realized. The IESC will then review all plans and create a separate report that measures the extent to which these individual programs and units have contributed to the overall effectiveness of the university.
 - a. Student Learning Outcomes describe what students are able to demonstrate in terms of knowledge, skills, and attitudes upon completion of their degree program. Student learning outcomes are not individual course objectives. They are overarching concepts which should span the courses that make up the degree program. When writing learning outcomes, schools and departments should focus on student behavior and use simple, specific action verbs to describe what students are expected to demonstrate upon completion of a program. Each school and department should identify the learning outcomes that students are expected to demonstrate at the completion of a degree program.
 - b. Academic Program Outcomes describe specific programmatic outcomes that the program intends to accomplish for its students. They are not directly related to students' knowledge and skills, but instead are related to the graduates of the program as a whole. Examples might include job placement rates, graduation rates, faculty presentations.
 - c. Administrative Unit Outcomes describe operational and administrative objectives that the particular unit intends to accomplish as it works to support the university by effectively and efficiently fulfilling the duties of the unit.

3. *Means of Assessment* describe how academic programs or administrative units measure the stated outcome (student learning outcomes, academic program outcomes, administrative outcomes) and are stated at the beginning of the cycle along with the person responsible for such assessment. The assessment processes and methods should be consistent with the unit, program and/or student learning outcomes. Best assessment practices recommend using a variety of methods, direct and indirect, qualitative and quantitative to gather adequate information to inform the student/program/unit the extent to which outcomes are achieved. For academic programs, grades alone do not provide adequate feedback about student learning unless grading is tied to scoring rubrics which help identify areas for improvement. Direct assessment methods are more effective in evaluating knowledge and skills.

Examples of assessment methods commonly employed for student learning outcomes, for academic program outcomes and for administrative unit outcomes are shown in the below. Any of these methods would provide valuable information to the unit that uses them. Represented in the chart are the various methods of assessment that will be used in both academic program assessment and institutional effectiveness assessment. For example, the left side of the chart indicates measures that are collected and analyzed primarily as evidence of student learning. A program may include any or all of these measures in evaluating the outcomes chosen to examine during each annual IE cycle. Represented in the top portion of the second column of the chart are various methods that assess the academic program as a whole: how well do the graduating students in this program do? The bottom portion of the second column indicates methods for assessing administrative units in the institution.

Assessment Methods for Student Learning Outcomes¹	Assessment Methods for Academic Program Outcomes and Administrative Unit Outcomes¹
<p>Direct methods: (more effective)</p> <ul style="list-style-type: none"> ▪ Locally developed pre- and post-tests ▪ Course-embedded assessment ▪ Comprehensive exams ▪ National Major Field Achievement Tests ▪ GRE subject exams ▪ Certification exams, licensure exams ▪ Senior thesis / major project ▪ Portfolio evaluation ▪ Case studies ▪ Reflective journals ▪ Capstone courses ▪ Internship evaluations ▪ External examiners/peer review 	<p>Academic Program Outcomes</p> <ul style="list-style-type: none"> ▪ Tracking program participation by desired demographics ▪ Satisfaction surveys ▪ Certificates of completion/compliance ▪ Student graduation/retention rates/job placement ▪ Exit interviews ▪ Focus group discussions ▪ Success of students transferring out ▪ Peer institutions benchmarking ▪ Former student surveys ▪ Student leadership transcripts ▪ Reflective journals ▪ National rankings ▪ Employer satisfaction surveys

¹ Based on Suskie, L. (2004). *Assessing student learning*. San Francisco: Jossey-Bass and Huba, M. E., & Freed, J. E. (2000). *Learner-Centered assessment on college campuses*. Needham Heights, MA: Allyn and Bacon.

<p>Indirect methods: (not effective in identifying weaknesses in student learning; should be used in conjunction with direct methods)</p> <ul style="list-style-type: none"> ▪ Exit interviews ▪ Alumni survey, employer survey ▪ Curriculum and syllabi analysis 	<p>Administrative Unit Outcomes</p> <ul style="list-style-type: none"> ▪ Tracking use of services (ticket sales, attendance, clients, etc.) ▪ Timelines and budgets ▪ Satisfaction with services surveys ▪ Faculty and staff satisfaction surveys
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4. *Criteria for Success* expresses in specific, identifiable, and measurable terms a unit, program or student learning level of expected performance specific to an intended outcome. This part of the Annual IE Plan is completed at the beginning of the cycle.
5. *Actual Results* include reporting and analysis of assessment findings that identify strengths and weaknesses of a program. This part of the annual assessment plan is completed at the end of the cycle.
6. *Use of Results* is a very important component of the assessment cycle, and it should include specific actions or changes implemented or to be implemented based on assessment findings for continuous improvement. AUD ensures that the results of these assessments are used to improve the educational programs of the institution, as well as the services and operations. An important step to ensure this use is the communication of the evaluation results to the academic and administrative units. In order to facilitate this process, the designated central location where copies of evaluative reports are filed is with the Office of Institutional Effectiveness. The information base will then be useful for the entire university in planning, in the process of achieving accreditation and then reaffirmation of accreditation, in the refinement of the planning and evaluation processes, in the budgeting process, as well as in a variety of other operations. This part of the assessment plan is completed at the end of the cycle.

These six steps of the annual institutional effectiveness plan result in a process that allows AUD to continually evaluate the effectiveness of all academic programs as well as all of the effectiveness of each of its administrative units. This in turn allows AUD to determine how well it is fulfilling its institutional mission on an annual basis. The Architecture program complies fully to the university assessment plan.

I.1.6.B Curricular Assessment And Development

Bachelor of Architecture Program Effectiveness Component

- i. **A matrix relating program outcomes to the learning outcomes of the courses comprising the curriculum;**

A matrix has been created that shows how each course taught in that program addresses the outcomes that have been determined as appropriate for that program. In other words, by way of a matrix, all program outcomes are directly tied to outcomes in one or more courses for that program.

Assessment instruments to be used to evaluate the Program Outcomes and Student Learning Outcomes

The below chart reflects the various assessment methods that the Bachelor of Architecture is and will use to assess its student learning outcomes:

Program Learning Outcomes & Methods of assessment		Direct assessment						Indirect Assessment				
		Course-embedded assessment	Comprehensive exams	Capstone projects	Senior thesis/Major project	Internship' supervisor's rating	Portfolio evaluation	External examiners/Peer review	Graduate school placement rates	Exit survey	Alumni survey	Employer survey
1	Demonstrate a multidimensional, comprehensive and integrative approach to design	X		X	X			X				X
2	Produce design that integrates building technology, construction, systems, and materials in a creative and original manner	X		X	X	X						X
3	Produce design that demonstrates knowledge in history and theory of architecture	X		X	X		X	X	X			X
4	Produce design that acknowledges and integrates the human, sociocultural, and economic aspects at the local, regional, and global levels	X		X	X			X		X	X	X
5	Produce design that demonstrates awareness, concern, and understanding of the physical context, as well as environmental issues	X	X					X		X	X	
6	Demonstrates an understanding of architectural practice in administrative, financial, and legal terms and observes ethical standards			X	X	X		X		X	X	X
7	Demonstrate the ability to produce and present architectural designs by communicating clearly and effectively in oral, written and graphical forms, as well as in advanced digital software and media		X	X	X		X			X	X	X

Course Assessment Process

At the end of each semester and for every course taught, the instructor evaluates the students' success, as a group, in achieving the course outcomes for that particular semester. The plan follows the same format as the annual assessment plan and is accomplished via the Course Effectiveness Report (CER). At the beginning of the semester, student learning outcomes are listed, means of assessment of those outcomes are identified, and criteria for success are determined. An updated version of the CER has been introduced recently and will be used starting Fall 2017 (see the previous and the updated format of the CER in the Supplemental Material).

Once the course instruction has been completed, the evaluation of the success in achieving the learning outcomes is made and a plan for using the evaluation results developed. Through this process, faculty also assess their teaching effectiveness, preparation of students entering the course, appropriateness of the course sequencing within the program, and instructional materials among other factors, which are used by deans and chairs for course and program review and improvement.

- ii. **A description of other instruments to be used to obtain program-specific data, the mechanisms by which these data are analyzed, the ways in which the results are used or to be used for program improvement and achieving its outcomes;**

Academic Program Outcomes describe specific programmatic outcomes that the program intends to accomplish for its students. They are not directly related to students' knowledge and skills, but instead, they are related to the graduates of the program as a whole. Examples might include job placement rates, graduation rates, faculty promotions, etc. Each academic program determines

its program outcomes for its graduates. The following chart reflects the various assessment methods that the Bachelor of Architecture will use to assess its academic program outcomes:

Role	Responsibility
Faculty	<ul style="list-style-type: none"> - Course assessment (CER) - Input to program assessment
Dean / Chair	<ul style="list-style-type: none"> - Use the CERs to monitor course effectiveness and programming needs - Create program assessment report using input from faculty
Provost Office	<ul style="list-style-type: none"> - Enforces program compliance
Institutional Effectiveness Office	<ul style="list-style-type: none"> - Provides assessment planning guidance - Provides support to faculty, deans, chairs and units head in interpreting results and writing annual reports. - Prepares institutional effectiveness reports for the President, Provost and Vice President

Assessment Committees

The below groups will be involved in program assessment:

The Office of Institutional Effectiveness

The IE Steering Committee reviews the IE plans and provide feedback to faculty and staff for continuous improvement. The assessment committee will prepare a report, to include the data and recommendations, for the AUD President and Vice President.

Advisory Board

Ongoing monitoring of the Architecture program at AUD will be conducted through periodic meetings of the Advisory Board. The Board’s Feedback about the progress of the Architecture program will be used to update course offerings, to determine whether curricular adjustments should be made, and to evaluate the program’s administration and procedures. The Board will also solicit feedback from businesses and organizations that employ AUD students as interns to determine their job readiness. The Advisory Board will include senior personalities from professional architectural offices in the private and public sectors in the UAE, as well as from the vocational and academic sectors of the built environment. In addition to its standing members, internationally acclaimed architects will be invited as Honorary Members of the Board.

Professional Juries

Professionals in the field of architecture will be invited to critique student projects, a conventional practice applied in design studios (see design studio culture & policies).

The assessment plan and schedule are represented in the following table and flowchart

Learning Outcomes	NAAB Realms				Assessment Tools	Associated Courses
	A	B	C	D		
1- Demonstrate a multidimensional, comprehensive and integrative approach to design	X	X	X		<ul style="list-style-type: none"> ▪ CERs ▪ Regular assignments ▪ One-to-one reviews ▪ Research presentations ▪ Design project 	ARCH 102 Architectural Design Studio II ARCH 201 Architectural Design Studio III ARCH 202 Architectural Design Studio IV ARCH 301 Architectural Design Studio V

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				<ul style="list-style-type: none"> ▪ presentations Internal & external juries 	<p>ARCH 302 Architectural Design Studio VI</p> <p>ARCH 401 Architectural Design Studio VII</p> <p>ARCH 402 Architectural Design Studio VIII</p> <p>ARCH 502 Architecture Design Studio X</p> <p>ARCH 561 Internship</p>
2- Produce design that integrates building technology, construction, systems, and materials in a creative and original manner		X	X	<ul style="list-style-type: none"> ▪ CERs ▪ Regular assignments ▪ One-to-one reviews ▪ Research presentations ▪ Design project presentations ▪ Internal & external juries 	<p>ARCH 202 Architectural Design Studio IV</p> <p>ARCH 211 Materials & Methods of Construction</p> <p>ARCH 412 Construction Management & Building Economics</p> <p>ARCH 311 Structural Analysis</p> <p>ARCH 312 Structural Design</p> <p>ARCH 321 Environmental & Building Service Systems</p> <p>ARCH 402 Architectural Design Studio VIII</p> <p>ARCH 431 Life Safety & Codes</p>
3- Produce design that demonstrates knowledge in history and theory of architecture		X	X	<ul style="list-style-type: none"> ▪ CERs ▪ Regular assignments ▪ One-to-one reviews ▪ Research presentations ▪ Design project presentations ▪ Internal & external juries 	<p>ARCH 151 History & Theory of Architecture I</p> <p>ARCH 252 History & Theory of Architecture II</p> <p>ARCH 253 History & Theory of Architecture III</p> <p>ARCH 301 Architectural Design Studio V</p> <p>ARCH 351 Theory of Architecture</p> <p>ARCH501 Architectural Design Studio IX</p>
4- Produce design that acknowledges and integrates the human, sociocultural, and economic aspects at the local, regional, and global levels		X	X	<ul style="list-style-type: none"> ▪ CERs ▪ Regular assignments ▪ One-to-one reviews ▪ Research presentations ▪ Design project presentations ▪ Internal & external juries 	<p>ARCH 201 Architectural Design Studio III</p> <p>ARCH 502 Architectural Design Studio X</p> <p>ARCH 401 Architectural Design Studio VII</p>
5- Produce design that demonstrates awareness, concern, and understanding of the physical context, as well as environmental issues			X	<ul style="list-style-type: none"> ▪ CERs ▪ Regular assignments ▪ One-to-one reviews ▪ Research presentations ▪ Design project presentations ▪ Internal & external juries 	<p>ARCH 102 Architectural Design Studio II</p> <p>ARCH 302 Architectural Design Studio VI</p> <p>ARCH 321 Environmental & Building Service Systems</p> <p>ARCH 323 Sustainability & Energy Conservation</p>

6- Demonstrates an understanding of architectural practice in administrative, financial, and legal terms and observes ethical standards			X	X	<ul style="list-style-type: none"> ▪ CERs ▪ Regular assignments ▪ One-to-one reviews ▪ Research presentations ▪ Design project presentations ▪ Internal & external juries 	ARCH 412 Construction Management & Building Economics ARCH441 Professional Practice & Ethics ARCH 431 Life Safety & Codes ARCH 402 Architectural Design Studio VIII
7- Demonstrate the ability to produce and present architectural designs by communicating clearly and effectively in oral, written and graphical forms, as well as in advanced digital software and media	X				<ul style="list-style-type: none"> ▪ CERs ▪ Regular assignments ▪ One-to-one reviews ▪ Research presentations ▪ Design project presentations ▪ Internal & external juries 	ARCH 101 Architectural Design Studio I DDFT 268 CAD1 DDFT 474 Building Information Modeling I DDFT 475 Building Information Modeling II

Program Review & Procedures

AUD faculty members participate in curriculum and instructional decisions through their departmental meetings (generally held every 2 weeks) as well as through the Departmental Curriculum Committees. At one level higher than the various Departmental Curriculum Committees, AUD has a University Curriculum Committee (UCC) composed of representatives from each program offered at AUD. The UCC has the responsibility to review proposed curriculum changes, course changes or proposed new degree programs submitted by any academic unit. Curriculum change proposals approved by the UCC are submitted to the Provost and Chief Academic Officer for ratification by the Academic Council. Recruitment of new faculty is discussed in departmental faculty meetings, and full-time faculty members provide input into the new hire process. The review process is as follows:



SECTION 2
PROGRESS SINCE THE PREVIOUS VISIT

SECTION 2 – PROGRESS SINCE THE PREVIOUS VISIT

A. PROGRAM RESPONSE TO CONDITIONS NOT MET

The below conditions “**Not Yet Met**” and “**In Progress**” were present at the time of the 2016 Continuation of Candidacy visit. These conditions were Student Performance Criteria and Human Resources and Human Resources Development. In addition, there has been some comments and concerns from the visiting team that the department has assessed and has taken action to amend. These actions has contributed to the overall betterment of the department in its continuous track to improvement and best practice.

The program acted on the deficiencies mentioned above and initiated some revisions. Some remedies were able to be resolved at the departmental level while others required further process and procedures through the University Curriculum Committee and the University Academic Council.

Conditions Not Yet Met:

II.1.1 Student Performance Criteria: A.05 Ordering Systems

Visiting Team Report [2016]: *The visiting team found insufficient evidence that an ability related to this criterion was consistently applied in any design studio, including, but not limited to, ARCH 302 Architectural Design Studio VI.* (p. 13, VTR)

Program Activities in Response [Year of Previous Visit (2016) – Year of APR (2018)]:

Since the last NAAB visit, we believe that although ordering systems is embedded in many design studios, ARCH102, ARCH301 and to a certain extent ARCH302 are, the studio courses that show explicit evidence of both natural and formal ordering systems.

II.1.1 Student Performance Criteria: B.03 Codes and Regulations

Visiting Team Report [2016]: *The visiting team found insufficient evidence that an ability related to accessibility standards and life safety was consistently applied in any design studio, including, but not limited to, ARCH 402 Architectural Design Studio VIII and ARCH 502 Architectural Design Studio X (Senior Project). Accessible routes with regard to toilet facilities, and push-pull door clearances for wheelchair-bound people were not presented at the expected level of student performance.* (p. 14, VTR)

Program Activities in Response [Year of Previous Visit (2016) – Year of APR (2018)]:

1. Codes and Regulations have been thoroughly addressed, mainly in ARCH402, where Local Dubai Municipality building codes, Fire and Life Safety codes (Local + IBC), Universal Design code (ADA / Local new code) and Local Green Building code ‘Al-Safaat’ have been implemented. In addition, several lectures, seminars, and workshops by consultant’s / guest speakers / professionals in these specific fields, have been scheduled and implemented during and sometimes outside of studio classes. Currently there is enough evidence of student work related

but not limited to DM Land Rules & Building regulations, Accessibility, Universal Design, and Fire Safety.

II.1.1 Student Performance Criteria: C.03 Integrative Design

Visiting Team Report [2016]: *Student work related to accessibility and life safety was consistently lacking. Specifically, egress routes, and accessible routes with regard to toilet facilities were inconsistently illustrated.* (p. 16, VTR)

Program Activities in Response [Year of Previous Visit (2016) – Year of APR (2018)]:

Since the last NAAB visit, ARCH402 course description, learning outcomes and format have been revised to address Integrative Design, as students benefit from a longer time dealing with one project throughout the semester, where they have to show evidence of Integrative Design, we believe that currently the latter is met. In addition, several lectures, seminars, and workshops by consultant's / guest speakers / professionals in these specific fields, have been scheduled and implemented during and sometimes outside of studio classes. Currently there is enough evidence of student work related to all components of Integrative Design (including life safety and accessibility).

Conditions In Progress:

I.2.1 Human Resources and Human Resources Development

Visiting Team Report [2016]: *The program has adequate staff and faculty to support its current student profile. There are tensions with regard to the program's faculty salaries having to do with a comparison between the program's salaries and other faculty salaries across the institution. All concerned are open to a reduction in faculty-student ratios in key studio classes. The university leadership is encouraging the program leadership to develop and propose appropriate solutions regarding these issues.*

The program faculty have a shared workload that is balanced and transparent. All full-time faculty have housing assistance and other benefits that are common to the region, are encouraged to pursue extracurricular research/creative practice, and have a 30-credit teaching load annually. Administrative course releases are authorized by the dean and the program chair.

Although an Architect Licensing Advisor has recently been appointed, students seem to be unaware of the AXP (IDP) process, but they are aware that a path to licensure in the United States is available to them once the program is accredited through the NAAB. Students take a required internship course with varying degrees of oversight and success with regard to professional engagement.

The teaching loads are heavy, and, in some cases, deter expected faculty research, and creative practice and development. Faculty are able to engage in professional practice, research, and dissertation completion as long as they meet their teaching obligations. There is a tradition of conference support and course release upon request with justification. The institution does not have tenure or sabbaticals. Once hired and promoted to full-time status, faculty are given a 3-

year employment contract and may later have an "open contract," which is continual based on satisfactory annual performance reviews. The institution regulates faculty promotion with respect to titles (assistant, associate, and full professor), with clear guidelines for advancement.

The institution centrally advises students, and, given the intimate nature of the campus, students are physically well placed for immediate attention. Students are closely monitored through compulsory advising for the first 60 credits and through compulsory degree audits for the final semesters. Professional and career advising is carefully administered by the dean and the faculty.
(p. 9, VTR)

Program Activities in Response [Year of Previous Visit (2016) – Year of APR (2018)]:

The university has recently undertaken a review of its policies for teaching load and faculty compensation in the Department of Architecture.

It is currently common practice for faculty in the department to deliver 24 contact hours per week. The university agrees that in order to enhance pedagogical effectiveness and to avail faculty more time for professional practice and research, these contact hours should be aligned with "best practice." It should be noted, however, that the practice of using faculty teaching offset (FTO) to reduce teaching loads has always been available to faculty. Faculty have themselves chosen to bypass the FTO in favor of higher remuneration. The university acknowledges that curtailing this practice would favor the achievement of department and institutional objectives with respect to quality assurance and maintenance. It is worthwhile noting that AY 2016-2017 budget spend for conference attendance by architecture faculty nearly doubled vs. the previous academic year. An increase of +33% has been budgeted for AY 2017-2018.

Upon review, and taking into account practice in effect at other local and regional universities, AUD has decided to cap contact hours at 15 per week. (Notably, this is below the upper limit recommended for studio-based programs in art and design in the U.S.) Under this new scenario, faculty will not be authorized to assume overloads. Separately, allocation for one third of the existing architecture faculty to be awarded FTOs has been made for AY 2018-2019, in contrast to the total absence of FTOs in the AY 2017-2018.

The revised policy constitutes a reduction in faculty teaching loads by -37.5% (i.e., 24 vs. 15). Although the faculty to student ratio for the B.Arch. program (1:16) is in line with the institutional ratio (1:15), the university does not preclude the hiring of additional faculty, should they be needed as a result of the revised policy on teaching loads. The department of architecture, however, has been asked to scrutinize the number of courses offered each term. This may entail a reduction in the frequency of course offerings; of course, without jeopardizing student servicing.

With respect to remuneration, AUD partnered last year with 14 other UAE-based universities to perform an institution-wide compensation survey. The results of the survey enable the university to determine the ratio for the marketplace of faculty compensation in architecture to engineering, as well as to compare the absolute levels of AUD compensation in all disciplines to the market mean for those disciplines.

It is important to note that overall, the ratio of architecture to engineering compensation at AUD aligns with the UAE marketplace. There is no cause for alarm; hence, the “tension” detected among architecture faculty is unfounded. Nevertheless, the university is prepared to make adjustments to enhance alignment. As far as the absolute levels of compensation, AUD is in the process of determining warranted adjustments throughout the university for all academic programs. As it is not prudent to make adjustments in architecture until throughout-the-institution revisions are decided and implemented, AUD has targeted fall, 2018 for university implementation of all compensation adjustments. In almost all cases, faculty in architecture were given salary increases of +4% in January, 2017. Seven out of eleven instructors received the +4% increase in January, 2018.

In order to update his knowledge of the AXP (IDP) process, Professor Alex Albani who is the Architect Licensing Advisor, has attended the NCARB training workshop in July 27, 2017 in Chicago, IL (<https://www.ncarb.org/blog/2017-licensing-advisors-summit-breaking-down-barriers-architecture>). Since then he has offered workshops/presentation to students, to increase their awareness of the AXP (IDP) process. In the presentation, he explained the licensure process and the different steps leading to it for those who would like to pursue a career in the United States. (http://www.aud.edu/news_events/en/view/1732/current_upcoming//destination-architect-creating-value-in-your-career-).

B. PROGRAM RESPONSE TO CAUSES OF CONCERN

The department of architecture has reviewed and resolved all causes of concern that occurred at the time of the 2016 Continuation of Candidacy visit. While some concerns were direct as per the below, others were comments in the form of observations that the department has examined, revised and resolved. Some of these interventions and improvement are operational in nature, but they were specifically designed to improve teaching and learning and ensure the program’s adherence to best practices and accreditation standards.

I.1.2 Learning Culture

Visiting Team Report [2016]: *The program has a written, adopted Studio Culture Policy that largely defines the regulations for congeniality, codes of conduct, and policies necessary for management of shared facilities and resources.*

The Studio Culture Policy needs more explicit language concerning health, wellness, and the concerns of project-based learning. Specifically, there was no evidence of an explicit discussion concerning time management, social activities, physical activities, or work-life balance as relevant parts of studio culture. The program has established a friendly atmosphere with respectful faculty, student, and administrative interactions, but this was not directly noted in the Studio Culture Policy, and there is currently no regular process for reflecting on and examining the Studio Culture Policy document. This has emerged as a cause of concern.

The program has nascent opportunities for international travel. It makes effective use of the diversity of student and faculty experiences. There are two active student clubs in the program

and ample opportunities for professional interactions and internships. There is also an active Advisory Board.

AUD is an intimate campus, and the program enjoys a significant profile with in the institution and the local professional community, which it uses to its advantage. The dean has provided commendable stewardship regarding student professional advising and career placement. (p. 5, VTR)

Program Activities in Response [Year of Previous Visit (2016) – Year of APR (2018)]:

Since the last NAAB visit, Since the last NAAB visit, the studio culture document has been revisited by faculty in consultation with students and has yielded a more comprehensive approach to studio culture, including time management, health and wellbeing, and that through a good work-life balance, the new document can be found in section 4 Supplemental Material.

SECTION 3
COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

SECTION 3 – COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1 HUMAN RESOURCES & HUMAN RESOURCE DEVELOPMENT

Introduction

AUD's *Personnel Policies and Procedures Manual* 2017-2018 is intended to inform about employment at AUD, it contains basic information about obligations and any associated benefits that may be available to employees of AUD. As such, it should be considered and used as a statement of general university policies, procedures and a definition of benefits, which will not only assist AUD in meeting its institutional objectives, but also will attempt to provide an atmosphere in which all employees can derive the maximum degree of satisfaction from their work.

NOTE: The "Law" referred to in this Manual is the U.A.E. Labor Law. A copy of the Law in its entirety is available in the Office of Human Resources.

Faculty Resumes

Faculty resumes can be found in Section 4 – Supplemental Material under Faculty Resumes. Additional information about the faculty accomplishments can be found on the AUD website under the AUD Directory:

http://www.aud.edu/architecture_art_design/en/school-of-architecture-art-and-design#/architecture_art_design/en/menu/9769/faculty-and-staff

Faculty Course Matrix

The matrix for faculty credentials demonstrates the courses assigned for each faculty member two academic years prior to the visit (i.e., Fall 2016, Spring 2017 and Fall 2017, Spring 2018). Information about the matrices can be found on the next page. Additional information about the faculty credentials can be found in Section 4 – Supplemental Material under Faculty Resumes and on the AUD website under the AUD Directory:

http://www.aud.edu/architecture_art_design/en/school-of-architecture-art-and-design#/architecture_art_design/en/menu/9769/faculty-and-staff

Equal Employment Opportunity/Affirmative Action Policies (EEO/AA)

It is the policy of AUD to provide equal opportunity in employment for all qualified persons, to prohibit discrimination and harassment in employment because of race, religion, color, sex, sexual orientation, disability, national origin, or age, except as may be allowed by applicable law. This text is retrieved from the *Personal Policies and Procedures Manual* 2017-2018 that contains basic information about employment and AUD (page: 10).

Development Opportunity

AUD in general and the department of Architecture in specific encourage faculty to pursue professional development opportunities. Further information with regards to faculty professional development, release time, and support for faculty research, scholarly and creative activities, can be found in the Faculty Handbook under the following link:

[http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Faculty%20Handbook%202017-2018\(7\).pdf](http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Faculty%20Handbook%202017-2018(7).pdf)

(pages: 53-55). In addition faculty are recognized yearly through the president's and the provost's awards. Further descriptions about faculty recognition, the types of awards and procedures can be found in the Faculty Handbook under the following link:

[http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Faculty%20Handbook%202017-2018\(7\).pdf](http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Faculty%20Handbook%202017-2018(7).pdf)

(pages: 44-47).

Faculty Matrix (Fall 2016, Spring 2017, Summer I 2017, Fall 2017, Spring 2018)

Fall 2016

Faculty Member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number
Albani, Alex (FT)	Professional practice portfolio includes international design/build apparel stores and housing. CAD/BIM portfolio includes setting-up standards and managing transitions. Active promoter of BIM and technical certifications.	DDFT 474 BIM I	DDFT 475 BIM II		
Carrillo, Jose (FT)	Practicing Architect and Building Engineer with 17 years of international experience. AIA Member and Authorized Rhinoceros Trainer. Researcher on dynamic cities with fast architectural developments.	ARCH 301	DDFT 341		
Chenaf, Nabyl (FT)	Design proposal for an 18-Hectare plot (sustainable/green), Ste Maxime, (France), Planned a 200,000-hectare high plateau area-(Algeria), Winner of a 60-Hectare AADL national urban design competition, Bou-Saada, Algeria.	ARCH 201	ARCH 401	ARCH 561-ITA	
Cornaro, Annarita (FT)	RIBA, Founder and Partner of CODESIGN. Ph.D. in Theory of Design. She combines academic and professional background researching and working on urban spaces, heritage, materiality.	ARCH 201	ARCH 252		
Costa, Tiago (FT)	RIBA Chartered Architect, ARB Registered Architect and OA Chartered Architect. Collaboration: Joao Alvaro Rocha Architects, Correia/Ragazzi Architects. Research: Architecture and Science Fiction Film, utopian/dystopian cities/societies.	ARCH 501	ARCH 101	ARCH 211	
Kachaamy, Georges (FT)	Associate member of the American Institute of Architects, & a member of the Order of Engineers and Architects in Beirut. Space planning, design & evidence-based spatial experiments.	ARCH 501	ARCH 301		
Maruyama, Takeshi (FT)	Professional practice as Principal of Takeshi Maruyama design-unit, associate architect of Archidentity architectural design firm, and member of Society of Engineers in UAE.	ARCH 101	ARCH 422*	ARCH 501	
Smith, John Alexander (FT)	RIBA Member, Architecture History Prizewinner, Specialist in Hospital and Embassy Design, New City Planning and Landscape. 3 Architecture textbooks drafted for digital publishing in 2018.	ARCH 351	ARCH 401		
Vaziri, Tala (FT)	Specialization in Theories of spatial perception in modernism. Organization of and participation in international seminars. Committee member PhD viva TU Delft. Associate Member of the AIA.	ARCH 151	ARCH 201		
Yaiche, Ghada (FT)	Architect RIBA chartered and member of the Architects registration board in the UK. Spatial experimentation and theories of architecture. Construction methods, environmental systems and Technical Design.	ARCH 301	ARCH 211		
Al Rawi, Reem (Adjunct Faculty of Architecture)	Practicing Architectural Designer in Canada / UAE. Research emphasis on Urban Design. Designer for Sharjah Light Festival. Member of Royal Architectural Institute of Canada RAIC .	ARCH 542**			
Bitar, Nadine (Adjunct Faculty of Architecture)	Smart & sustainable communities expert, former urban planning advisor - Abu Dhabi municipality, CEO of placemaking.me , licensed architect and AIA Intl. Association	ARCH 401			
De la Cal, Ignacio Nieto (Adjunct Faculty of Architecture)	Chartered member of RIBA, & member of the COAM in Madrid, Spain. Founder and director of IN Architects, Dubai based architectural practice.	ARCH 201			

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El Tabbah, Chadi (<i>FT- Interior Design Faculty</i>)	MFA in Interior Architecture at INBA, Beirut, Lebanon. Worked as a Senior designer at Boehmler International and Roche Bobois. Member of AIA, IDEC, IFI and APID	ARCH 101			
Habib, Reem (<i>Part Time Faculty/CAD Assistant</i>)	Interior Architecture expertise combined with promoting awareness for sustainable design. AutoCAD Certified Professional 2018. LEED Green Associate. Revit Arch Certified Profession 2018.	ARCH 101	DDFT 268 CAD I		
Hanna, Imad (<i>FT- Interior Design Faculty</i>)	Associate member of the American Institute of Architects, & a member of APID the Association of professional Interior designers. CAD/CAM portfolio, Digital design and technology expert.	DDFT 268 CAD I			
Karam, Mounir (<i>Adjunct Faculty of Architecture</i>)	Registered Professional Engineer (PE) in the State of Michigan, USA. w/ 33 yrs. engineering practice and 28 yrs. of university teaching in Architecture & Engineering in the USA and the Gulf Region.	ARCH 311			

Spring 2017

Faculty Member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number
Albani, Alex (<i>FT</i>)	Professional practice portfolio includes international design/build apparel stores and housing. CAD/BIM portfolio includes setting-up standards and managing transitions. Active promoter of BIM and technical certifications.	DDFT 268 CAD I	DDFT 474 BIM I	DDFT 475 BIM II	
Carrillo, Jose (<i>FT</i>)	Practicing Architect and Building Engineer with 17 years of international experience. AIA Member and Authorized Rhinoceros Trainer. Researcher on dynamic cities with fast architectural developments.	ARCH 302			
Chenaf, Nabyl (<i>FT</i>)	Design proposal for an 18-Hectare plot (sustainable/green), Ste Maxime, (France), Planned a 200.000-hectare high plateau area-(Algeria), Winner of a 60-Hectare AADL national urban design competition, Bou-Saada, Algeria.	ARCH 202	ARCH 561-ITA		
Cornaro, Annarita (<i>FT</i>)	RIBA, Founder and Partner of COdESIGN. Ph.D. in Theory of Design. She combines academic and professional background researching and working on urban spaces, heritage, materiality.	ARCH 202	ARCH 402		
Costa, Tiago (<i>FT</i>)	RIBA Chartered Architect, ARB Registered Architect and OA Chartered Architect. Collaboration: Joao Alvaro Rocha Architects, Correia/Ragazzi Architects. Research: Architecture and Science Fiction Film, utopian/dystopian cities/societies.	ARCH 502	ARCH 202		
Franklin, David Randolph (<i>FT</i>)	U.S. licensed architect; Member: American Institute of Architects; 2010 Francis J. Plym Travelling Fellow in Architecture; Focus on cities and adaptive re-use of municipal infrastructure.	ARCH 102	ARCH 441		
Kachaamy, Georges (<i>FT</i>)	Associate member of the American Institute of Architects, & a member of the Order of Engineers and Architects in Beirut. Space planning, design & evidence-based spatial experiments.	ARCH 502			
Maruyama, Takeshi (<i>FT</i>)	Professional practice as Principal of Takeshi Maruyama design-unit, associate architect of Archidentity architectural design firm, and member of Society of Engineers in UAE.	ARCH 302	ARCH 502		
Smith, John Alexander (<i>FT</i>)	RIBA Member, Architecture History Prizewinner, Specialist in Hospital and	ARCH 252	ARCH 253	ARCH 302	

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	Embassy Design, New City Planning and Landscape. 3 Architecture textbooks drafted for digital publishing in 2018.				
Vaziri, Tala (FT)	Specialization in Theories of spatial perception in modernism. Organization of and participation in international seminars. Committee member PhD viva TU Deft. Associate Member of the AIA.	ARCH 102	ARCH 294		
Yaiche, Ghada (FT)	Architect RIBA chartered and member of the Architects registration board in the UK. Spatial experimentation and theories of architecture. Construction methods, environmental systems and Technical Design.	ARCH 301	ARCH 402		
Bitar, Nadine (Adjunct Faculty of Architecture)	Smart & sustainable communities expert, former urban planning advisor - Abu Dhabi municipality, CEO of placemaking.me , licensed architect and AIA Intl. Association	ARCH 423			
Chamoun, Chadi (FT- Interior Design Faculty)	A designer with a solid track record in the architecture and interior design industry. Showcasing a diverse selection of projects in Dubai and the MENA region.	ARCH 212***			
Faour, Dina (FT- Visual Communication Faculty)	Award winning professor 22 years of experience, 10 of which in academia, offering senior courses for Visual Communication and producing award-winning portfolios.	ARCH 342			
Habib, Reem (FT)	Interior Architecture expertise combined with promoting awareness for sustainable design. AutoCAD Certified Professional 2018. LEED Green Associate	ARCH 101			
Hanna, Imad (FT- Interior Design Faculty)	Associate member of the American Institute of Architects, & a member of APID the Association of professional Interior designers. CAD/CAM portfolio, Digital design and technology expert.	DDFT 270	DDFT 466		
Karam, Mounir (Adjunct Faculty of Architecture)	Registered Professional Engineer (PE) in the State of Michigan, USA. w/ 33 yrs. engineering practice and 28 yrs. of university teaching in Architecture & Engineering in the USA and the Gulf Region.	ARCH 312			
Lazar, Katayoun (Adjunct Faculty of Architecture)	M.Arch w/ Cornell University. NAAB Assistant Coordinator at the Department of Architecture at Cornell University.	ARCH 201			
Turk, Hazem Anton (Adjunct Faculty of Architecture)	Registered Architect-California,USA, w/ MArch, California State Polytechnic University. Over 20 years of combined experience in USA and UAE, PM; Master Planning; Mixed-Use & Sustainability.	ARCH 321****			

Summer I 2017

Faculty Member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number
Albani, Alex (FT)	Professional practice portfolio includes international design/build apparel stores and housing. CAD/BIM portfolio includes setting-up standards and managing transitions. Active promoter of BIM and technical certifications.	DDFT 474 BIM I	DDFT 475 BIM II		
Carrillo, Jose (FT)	Practicing Architect and Building Engineer with 17 years of international experience. AIA Member and Authorized Rhinoceros Trainer. Researcher on dynamic cities with fast architectural developments.	ARCH 302	DDFT 341		
Chenaf, Nabyl (FT)	Design proposal for an 18-Hectare plot (sustainable/green), Ste Maxime, (France), Planned a 200.000-hectare high plateau area-(Algeria),	ARCH 561-ITA			

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	Winner of a 60-Hectare AADL national urban design competition, Bou-Saada, Algeria.				
Cornaro, Annarita (FT)	RIBA, Founder and Partner of COdESIGN. Ph.D. in Theory of Design. She combines academic and professional background researching and working on urban spaces, heritage, materiality.	ARCH 202			
Costa, Tiago (FT)	RIBA Chartered Architect, ARB Registered Architect and OA Chartered Architect. Collaboration: Joao Alvaro Rocha Architects, Correia/Ragazzi Architects. Research: Architecture and Science Fiction Film, utopian/dystopian cities/societies.	ARCH 102	ARCH 211		
Franklin, David Randolph (FT)	U.S. licensed architect; Member: American Institute of Architects; 2010 Francis J. Plym Travelling Fellow in Architecture; Focus on cities and adaptive re-use of municipal infrastructure.	ARCH 351	ARCH 542**		
Kachaamy, Georges (FT)	Associate member of the American Institute of Architects, & a member of the Order of Engineers and Architects in Beirut. Space planning, design & evidence-based spatial experiments.	ARCH 280			
Smith, John Alexander (FT)	RIBA Member, Architecture History Prizewinner, Specialist in Hospital and Embassy Design, New City Planning and Landscape. 3 Architecture textbooks drafted for digital publishing in 2018.	ARCH 151	ARCH 253		
Yaiche, Ghada (FT)	Architect RIBA chartered and member of the Architects registration board in the UK. Spatial experimentation and theories of architecture. Construction methods, environmental systems and Technical Design.	ARCH 402			
Bitar, Nadine (Adjunct Faculty of Architecture)	Smart & sustainable communities expert, former urban planning advisor - Abu Dhabi municipality, CEO of placemaking.me , licensed architect and AIA Intl. Association	ARCH 422**			
Habib, Reem (FT)	Interior Architecture expertise combined with promoting awareness for sustainable design. AutoCAD Certified Professional 2018. LEED Green Associate	DDFT 268 CAD I			
Hanna, Imad (FT- Interior Design Faculty)	Associate member of the American Institute of Architects, & a member of APID the Association of professional Interior designers. CAD/CAM portfolio, Digital design and technology expert.	DDFT 268 CAD I	DDFT 270		
Karam, Mounir (Adjunct Faculty of Architecture)	Registered Professional Engineer (PE) in the State of Michigan, USA. w/ 33 yrs. engineering practice and 28 yrs. of university teaching in Architecture & Engineering in the USA and the Gulf Region.	ARCH 311	ARCH 312		

*Currently is ARCH 323 - Sustainability and Energy Conservation

**Currently is ARCH 431 – Life Safety and Codes

*** Currently is ARCH 412 – Construction Management and Building Economics

****Currently is ARCH 321 – Environmental and Building Service Systems

Fall 2017

Faculty Member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number
Albani, Alex (FT)	Professional practice portfolio includes international design/build apparel stores and housing. CAD/BIM portfolio includes setting-up standards and managing transitions. Active promoter of BIM and technical certifications.	DDFT 474 BIM I	DDFT 475 BIM II		
Carrillo, Jose (FT)	Practicing Architect and Building Engineer with 17 years of international experience. AIA Member and Authorized Rhinoceros Trainer. Researcher on dynamic cities with fast architectural developments.	ARCH 301	DDFT 431		
Chenaf, Nabyl (FT)	Design proposal for an 18-Hectare plot (sustainable/green), Ste Maxime, (France), Planned a 200.000-hectare high plateau area- (Algeria), Winner of a 60-Hectare AADL national urban design competition, Bou-Saada, Algeria.	ARCH 401	ARCH 561-ITA		
Cornaro, Annarita (FT)	RIBA, Founder and Partner of CODESIGN. Ph.D. in Theory of Design. She combines academic and professional background researching and working on urban spaces, heritage, materiality.	ARCH 201	ARCH 252		
Costa, Tiago (FT)	RIBA Chartered Architect, ARB Registered Architect and OA Chartered Architect. Collaboration: Joao Alvaro Rocha Architects, Correia/Ragazzi Architects. Research: Architecture and Science Fiction Film, utopian/dystopian cities/societies.	ARCH 501	ARCH 201	ARCH 211	
Franklin, David Randolph (FT)	U.S. licensed architect; Member: American Institute of Architects; 2010 Francis J. Plym Travelling Fellow in Architecture; Focus on cities and adaptive re-use of municipal infrastructure.	ARCH 101	ARCH 412	ARCH 431	
Kachaamy, Georges (FT)	Associate member of the American Institute of Architects, & a member of the Order of Engineers and Architects in Beirut. Space planning, design & evidence-based spatial experiments.	ARCH 501			
Maruyama, Takeshi (FT)	Professional practice as Principal of Takeshi Maruyama design-unit, associate architect of Archidentity architectural design firm, and member of Society of Engineers in UAE.	ARCH 323	ARCH 501		
Smith, John Alexander (FT)	RIBA Member, Architecture History Prizewinner, Specialist in Hospital and Embassy Design, New City Planning and Landscape. 3 Architecture textbooks drafted for digital publishing in 2018.	ARCH 351	ARCH 401		
Vaziri, Tala (FT)	Specialization in Theories of spatial perception in modernism. Organization of and participation in international seminars. Committee member PhD viva TU Deft. Associate Member of the AIA.	ARCH 151	ARCH 201		
Yaiche, Ghada (FT)	Architect RIBA chartered and member of the Architects registration board in the UK. Spatial experimentation and theories of architecture. Construction methods, environmental systems and Technical Design.	ARCH 211	ARCH 301		
Bitar, Nadine (Adjunct Faculty of Architecture)	Smart & sustainable communities expert, former urban planning advisor - Abu Dhabi municipality, CEO of placemaking.me , licensed architect and AIA Intl. Association	ARCH 401			
De La Cal, Ignacio Nieto (Adjunct Faculty of Architecture)	Chartered member of RIBA, & member of the COAM in Madrid, Spain. Founder and director of IN Architects, Dubai based architectural practice.	ARCH 301			
El Tabbah, Chadi (FT- Interior Design Faculty)	MFA in Interior Architecture at INBA, Beirut, Lebanon. Worked as a Senior designer at Boehmler International and	ARCH 101			

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	Roche Bobois. Member of AIA, IDEC, IFI and APID				
Habib, Reem (FT)	Interior Architecture expertise combined with promoting awareness for sustainable design. AutoCAD Certified Professional 2018. LEED Green Associate	DDFT 268 CAD I			
Hanna, Imad (FT- Interior Design Faculty)	Associate member of the American Institute of Architects, & a member of APID the Association of professional Interior designers. CAD/CAM portfolio, Digital design and technology expert.	DDFT 268 CAD I	DDFT 466		
Karam, Mounir (Adjunct Faculty of Architecture)	Registered Professional Engineer (PE) in the State of Michigan, USA. w/ 33 yrs. engineering practice and 28 yrs. of university teaching in Architecture & Engineering in the USA and the Gulf Region.	ARCH 311			
Lazar, Katayoun (Adjunct Faculty of Architecture)	M.Arch w/ Cornell University. NAAB Assistant Coordinator at the Department of Architecture at Cornell University.	ARCH 201			
Martin, James (Adjunct Faculty of Architecture)	Registered Architect in Massachusetts, USA, Member of AIA, NCARB Certified, LEED Accredited Professional, Chartered Member of RIBA. Worked professionally in Dubai, Abu Dhabi, NYC & Boston.	ARCH 431			

Spring 2018

Faculty Member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number
Albani, Alex (FT)	Professional practice portfolio includes international design/build apparel stores and housing. CAD/BIM portfolio includes setting-up standards and managing transitions. Active promoter of BIM and technical certifications.	DDFT 474 BIM I	DDFT 475 BIM II		
Carrillo, Jose (FT)	Practicing Architect and Building Engineer with 17 years of international experience. AIA Member and Authorized Rhinoceros Trainer. Researcher on dynamic cities with fast architectural developments.	ARCH 402			
Chenaf, Nabyl (FT)	Design proposal for an 18-Hectare plot (sustainable/green), Ste Maxime, (France), Planned a 200.000-hectare high plateau area- (Algeria), Winner of a 60-Hectare AADL national urban design competition, Bou-Saada, Algeria.	ARCH 202	ARCH 561-ITA		
Cornaro, Annarita (FT)	RIBA, Founder and Partner of COdESIGN. Ph.D. in Theory of Design. She combines academic and professional background researching and working on urban spaces, heritage, materiality.	ARCH 202	ARCH 402		
Costa, Tiago (FT)	RIBA Chartered Architect, ARB Registered Architect and OA Chartered Architect. Collaboration: Joao Alvaro Rocha Architects, Correia/Ragazzi Architects. Research: Architecture and Science Fiction Film, utopian/dystopian cities/societies.	ARCH 502	ARCH 202		
Franklin, David Randolph (FT)	U.S. licensed architect; Member: American Institute of Architects; 2010 Francis J. Plym Travelling Fellow in Architecture; Focus on cities and adaptive re-use of municipal infrastructure.	ARCH 412	ARCH 441		
Kachaamy, Georges (FT)	Associate member of the American Institute of Architects, & a member of the Order of Engineers and Architects in Beirut. Space planning, design & evidence-based spatial experiments.	ARCH 502			
Maruyama, Takeshi (FT)	Professional practice as Principal of Takeshi Maruyama design-unit, associate architect of Archidentity	ARCH 302	ARCH 502		

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	architectural design firm, and member of Society of Engineers in UAE.				
Smith, John Alexander (FT)	RIBA Member, Architecture History Prizewinner, Specialist in Hospital and Embassy Design, New City Planning and Landscape. 3 Architecture textbooks drafted for digital publishing in 2018.	ARCH 253	ARCH 302		
Vaziri, Tala (FT)	Specialization in Theories of spatial perception in modernism. Organization of and participation in international seminars. Committee member PhD viva TU Deft. Associate Member of the AIA.	ARCH 102			
Yaiche, Ghada (FT)	Architect RIBA chartered and member of the Architects registration board in the UK. Spatial experimentation and theories of architecture. Construction methods, environmental systems and Technical Design.	ARCH 321	ARCH 402		
Al Rawi, Reem (Adjunct Faculty of Architecture)	Practicing Architectural Designer in Canada / UAE. Research emphasis on Urban Design. Designer for Sharjah Light Festival. Member of Royal Architectural Institute of Canada RAIC .	ARCH 201			
Albul, Natalia (FT- Interior Design Faculty)	Associate Professor in Interior Design, NCIDQ certified with 10 years of academic experience. Natalia's research topics are Distance Education and Student Performance. Digital specialization is AutoCAD.	DDFT 268 CAD I			
Aoun, Sabine (Adjunct Faculty of Architecture)	Practicing Architect with experience USA/MEA. AAD Masters Columbia University, Member of the Order of Engineers and Architects in Beirut. Award of Excellence for Innovation/Creativity. Projects and articles published.	ARCH 202			
Bitar, Nadine (Adjunct Faculty of Architecture)	Smart & sustainable communities expert, former urban planning advisor - Abu Dhabi municipality, CEO of placemaking.me , licensed architect and AIA Intl. Association	ARCH 302			
Habib, Reem (FT)	Interior Architecture expertise combined with promoting awareness for sustainable design. AutoCAD Certified Professional 2018. LEED Green Associate	ARCH 101			
Karam, Mounir (Adjunct Faculty of Architecture)	Registered Professional Engineer (PE) in the State of Michigan, USA. w/ 33 yrs. engineering practice and 28 yrs. of university teaching in Architecture & Engineering in the USA and the Gulf Region.	ARCH 312			
Martin, James (Adjunct Faculty of Architecture)	Registered Architect in Massachusetts, USA, Member of AIA, NCARB Certified, LEED Accredited Professional, Chartered Member of RIBA. Worked professionally in Dubai, Abu Dhabi, NYC & Boston.	ARCH 431			
Shahin, Jasmine (Adjunct Faculty of Architecture)	Practicing Interior Designer with over 10 years of experience in residential, commercial (specialization in offices & Banking facilities) and furniture design.	ARCH 342			

Appointments and Promotions

For newly appointed full-time faculty members with previous appointments in other organizations, AUD honors and acknowledges their academic and industry experiences by awarding them the rank they currently hold. Full-time faculty members are appointed by the Dean or Chair of the respective School/Program with approval by the Provost.

The below new-hire procedure is retrieved from the *Personal Policies and Procedures Manual* (pages: 15-16).

The recruitment procedure is as follows:

- The Dean or Chair notifies the Provost of the vacancy;
- The Dean or Chair reviews and updates the position profile;
- Notice of the position is advertised in appropriate (local and international) publications, as well as on the AUD employment website;
- Letters of inquiry and applications are received by Academic Affairs and the office of Human Resources (facultyrecruitment@aud.edu);
- **Applications are evaluated by the Dean, Associate Dean or Chair;**
- Preliminary evaluations are to be completed within one week;
- A short list of candidates for each available position is produced;
- **The applicants' details are forwarded to the Human Resources office to go through the non-academic aspects of (any) appointment (compensation, benefits, start dates, etc.).** Once a 'meeting of the minds' on the non-academic specifics is reached, the office of Human Resources notifies the respective Dean, Associate Dean or Chair;
- The Office of Human Resources arranges for the Dean, Associate Dean or Chair to interview the short-listed candidates.

Once a candidate is approved by the Dean, Associate Dean or Chair, the candidate's details are forwarded to the Provost for final interview and approval. The President may, on occasion, for discipline- or institution-related reasons participate in this process. Approved candidates receive a contract reflecting the agreed terms and conditions. The contract includes the following information:

- Title of position;
- Date of appointment;
- Salary;
- Pay period;
- Job description;
- Hours; and
- Benefits.

A template of full-time faculty and adjunct agreement can be found in the Faculty Handbook under the following link:

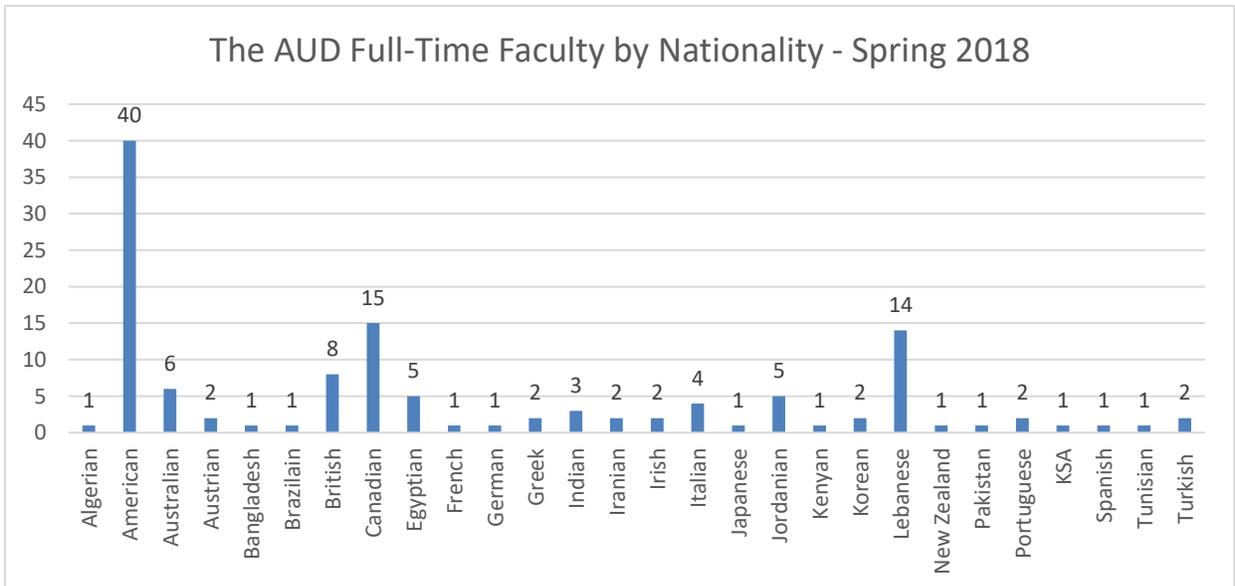
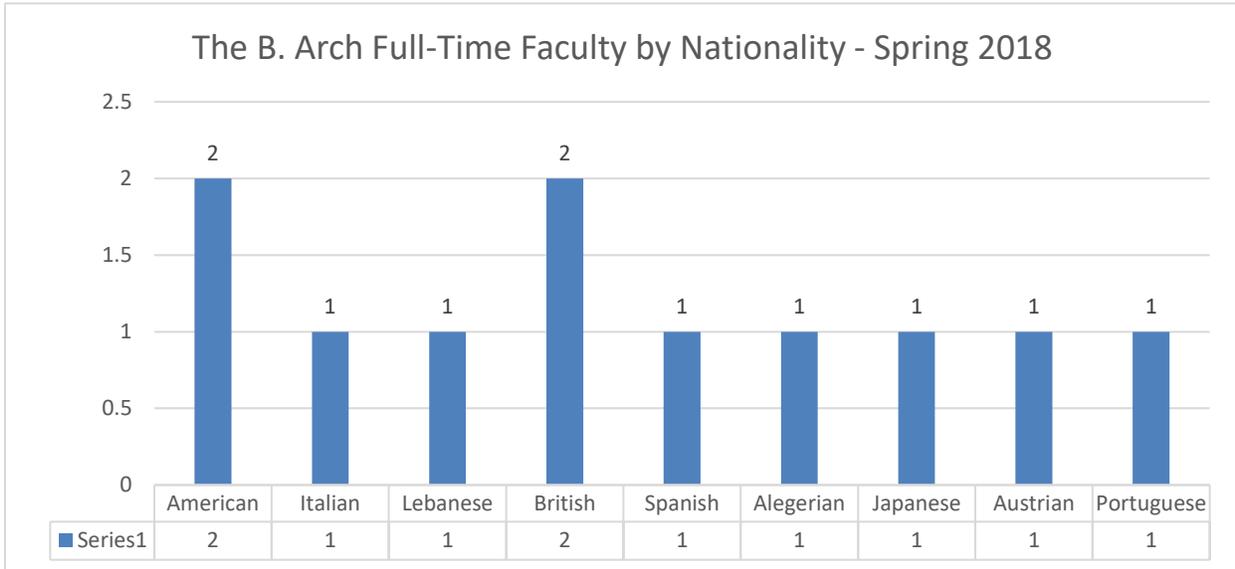
[http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Faculty%20Handbook%202017-2018\(7\).pdf](http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Faculty%20Handbook%202017-2018(7).pdf)
(pages: 103-108).

Approved faculty candidates will be given a three (3) year employment contract to work with AUD. Upon completion of the 3 year contract, an "Open Contract" will be issued to a faculty member based on satisfactory performance.

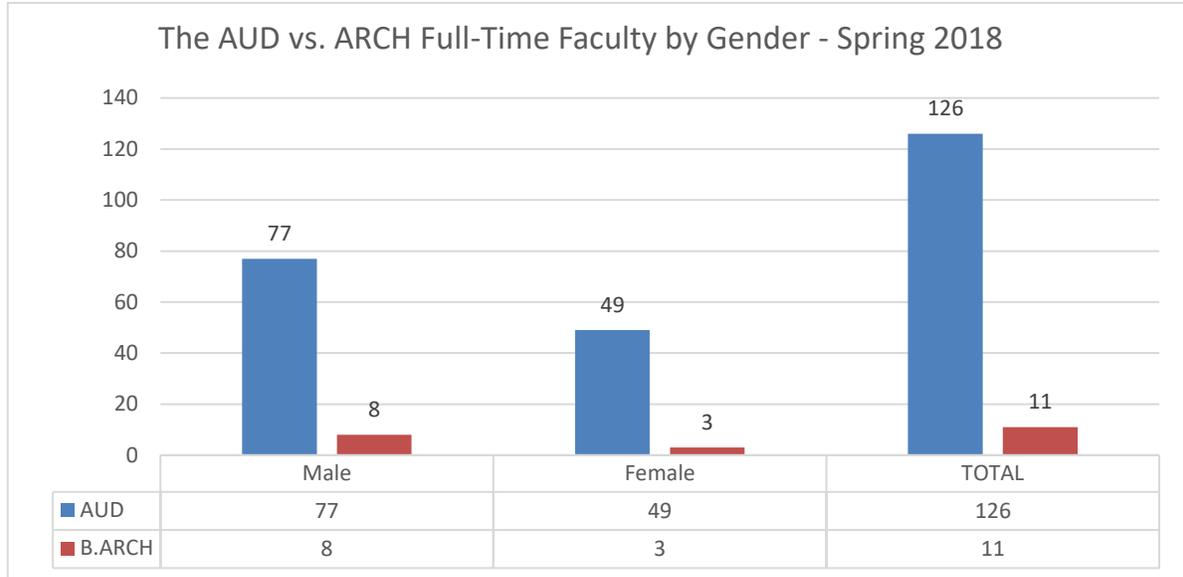
A similar process exists for the recruitment and appointment of full-time staff with the exception that the Dean or chair notifies the Human Resources Department of the vacancy directly. Faculty appointment, rank and promotion can be found in the Faculty Handbook under the following link:
[http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Faculty%20Handbook%202017-2018\(7\).pdf](http://www.aud.edu/app/webroot/js/ckfinder/userfiles/files/Faculty%20Handbook%202017-2018(7).pdf)
 (pages: 39-42).

Program Faculty Characteristics

The Architecture program employs a diverse body of full-time faculty. The below tables shows a majority of US Nationals of full-time faculty at the institution level. This could possibly be explained by the fact that AUD, as an accredited American institution, does attract applicants from the US and the latter seem to identify with the offered model, which strives to implement as much as possible the true values of a north American educational system.



AUD’s policy on recruitment strictly observes a non-discriminative approach as per the EEO/AA. The table below shows a totally random male/female full-time faculty ratio, with no consistency between the institution and the program.



Three faculty members were promoted at the department of architecture during the three academic years 2015-2016, 2016-2017 and 2017-2018, against a total number of 31 promotions university wide.

Academic Year	Total Promotions Institution Wide	Promotions in the Department of Architecture
AY 2015-2016	6	1
AY 2016-2017	13	1
AY 2017-2018	12	1

With regard to the number of faculty receiving tenure please refer to the previous part under Appointments and Promotions.

Visitors, Jurors, and Guest Speakers for Lectures/Workshops

The list in the supplemental Material includes some of our numerous visitors to the department during the past 2 years. A list that includes the affiliation, presentation titles, dates and so forth can be provided on demand.

Student Evaluation for Admissions

The mission of the Office of Admissions is to admit to AUD’s degree programs students who possess appropriate credentials and the demonstrated capacity and potential to successfully complete the educational programs provided by the university and meaningfully participate in the total educational experience offered by AUD. The Admissions Office consists of a professional team that assists prospective students gain accessibility to opportunities in higher education. The Admissions team is held to a high level of integrity and is charged with providing quality service and accurate information to all students.

All students seeking admission to the university must submit to the following:

AUD seeks well-rounded students who demonstrate a probability for success in the institution's programs of study. To this end, AUD will take into consideration such factors as high school completion, scholastic achievement test scores, evidence of school and community service, demonstrated potential for academic success or development, student work or employment records, and distinctive talents or abilities possessed by applicants.

The following items are included with the application, and admission will depend on the receipt of all necessary documents that are required throughout the review:

- A completed *Application for Admission*.
- Financial Requirements: Non-refundable application fee of AED 200. A reservation deposit (non-refundable) of AED 5,000, which is fully applied toward tuition, is required upon acceptance for admission.
- An official high school/secondary school certificate or its equivalent as approved by the Ministry of Education and an official attested high school/secondary school transcript (academic record) covering the last **three** years and reflecting a good academic standard. (Required averages vary by school systems. Students should consult an AUD Admissions Coordinator for pertinent requirements.)
 - For British qualifications, the following standard applies to IGCSE/GCE: grade "C" or above. AS-level and A-level will also be considered with a minimum grade of "D". A combination of seven subjects (O/AS/A) or four subjects (AS/A) is required. These subjects must cover at least four areas out of the following: Math, Languages, Sciences, Humanities/Social Sciences, Arts and Design. Proof of completion of grade 11 is required for students applying with IGCSE subjects, reflected through the submission of the official high school transcripts to the admissions office.

- High School Diploma, original to be verified.

High School Certificate Attestation

True copy of certificates should be attested by the appropriate authority as stated below:

Grade 12 transcripts obtained in the U.A.E. must be attested by the appropriate authority of the U.A.E. Ministry of Education following the referring educational zone.

High school diplomas and grade 12 transcripts obtained abroad must be attested by:

1. Ministry of Education of home country
 2. Ministry of Foreign Affairs of home country
 3. U.A.E. Embassy in home country
- OR
1. Ministry of Education of home country
 2. Embassy of the country of study in the U.A.E.
 3. U.A.E. Ministry of Foreign Affairs

- Equivalency letter is also required from the appropriate authority of the U.A.E. Ministry of Education following the referring educational zone for students who graduated from the U.A.E. or the U.A.E. Ministry of Education for students who graduated from outside the U.A.E.

- English Requirements: International TOEFL® (see chart below for scores), Academic IELTS, EMSAT or the equivalent score on another internationally-recognized exam (English). *AUD's international code for TOEFL® is 0063. PBT is accepted from specific centers in the U.A.E. Students should consult with the Admissions Office for further details.*

International TOEFL®, Academic IELTS™ or EMSAT

	Total	Essay/Writing
Paper Based	550	4
IBT	Min. 79	24
Academic IELTS	6.5	6.5
EMSAT	1550-1650	C1

- Math Requirements: The university administers the ACCUPLACERTM Exam (Math) to place students in the appropriate Mathematics course. In all programs other than the Architecture and Engineering Program, students may substitute the SAT® for the Math placement provided they achieve their program required scores indicated below. *AUD's international code for SAT® is 2688.*

SAT® Reasoning Test

	Total
Math	Min. 560

- Two passport-size photographs, passport photocopy with validity page, photocopy of Residence Visa and Emirates ID.
- Completed *Health History Form*. This form must be signed and stamped by a physician.

In addition to satisfying AUD's general admissions requirements, students who are seeking admission to the Architecture or Engineering Programs must submit additional items.

Additional Admissions requirements for the Architecture Program

In addition to satisfying AUD's general admissions requirements, students who are admitted to the B.Arch. program must submit a portfolio online via: <http://applyonline.aud.edu/arch/> consisting of:

- Three (3) art works of the student's production, which may include but are not limited to paintings, drawings, photographs, models, calligraphy or animation (relevance to architecture is encouraged), along with a short paragraph commenting on each work of art;
- Photos of three (3) buildings selected worldwide; along with a short paragraph justifying the choice of each of the three (3) buildings.

Students who have the required SAT scores for Math, are required to sit for the Math Accuplacer exam at AUD. Math readiness and placement into an appropriate math course (MATH105 or MATH205) will be determined by the university-administered ACCUPLACER™ Exam. AUD's international code for SAT is 2688.

Admission requirements for transfer Students

AUD seeks students who can build on their previous university educational experiences and move successfully to complete degree programs of study. In applicable academic programs, transfer credit may

be accepted by AUD from any recognized institution. Courses accepted for transfer must be relevant to the program of study, and the content and outcomes must be considered as equivalent to the courses and outcomes of the AUD degree program. In addition to the above requirements, students transferring into AUD should submit:

- Official/attested transcripts reflecting courses for which transfer credit is sought (Transfer Students must be in good academic standing [i.e., with a minimum 2.0 CGPA on a 4.0 scale or equivalent] at the institution from which they are transferring. AUD may require higher than this 2.0 minimum CGPA. As this depends on the university from which the student is transferring, all transfer applicants should consult the AUD Admissions Office for the requirement pertinent to his or her institution).
- Students transferring from American accredited universities are required to submit an official sealed transcript (e-transcripts also accepted) issued at a recent date to the time of application.
- Students transferring from non-American accredited universities should submit an official transcript bearing the original stamp from the Ministry of Education in the country of study.
- Confirmation of university records.
- Syllabi for all courses and portfolio for design based courses to be evaluated by the Architecture department, for which transfer credit is sought, (Students should be aware that they will be held responsible for enrolling in any course at AUD prior to receipt of required course syllabi. Separately, requests for transfer credit that accompany late applications (i.e., those received two months or less prior to the original date of entry) may not be processed prior to the beginning of the semester of first enrollment.

Transfer credit is accepted by AUD solely at its discretion. In the case of courses taken five (5) or more years prior to enrollment, the “age” of such courses may be reason for refusal of transfer credit, contingent upon the assessment of the Dean, Associate Dean or Chair of the academic unit for which transfer credit is sought.

In order for AUD to consider transferring credit from an institution, this institution must be licensed or officially recognized by the Department/Ministry of Education of the country where it is in operation. The above text was retrieved from the undergraduate catalogue. For further information about admissions please refer to the undergraduate catalogue under the following link:

[http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018\(3\).pdf](http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018(3).pdf)

(Pages 16 to 20)

Student Support Services

Both the office of student services and the office of student retention and success play a vital role in the campus community. The office of student services has five divisions: Dean’s office, Athletics, Counseling, Housing, and Student Activities. It provides a wealth of resources, facilities, events, and programs designed to encourage and enhance the holistic development of AUD’s diverse student population, with careful and intentional consideration for opportunities existing outside of the classroom. For student services please refer to the Student Handbook under the following link:

<http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018v2.pdf>

(Pages: 42-46)

The office of student retention and success assists students in achieving their goals as AUD degree candidates and graduates. Hence, the Office focuses on enhancing academic viability and status and on job placement and career advancement. Academic advising and support, career services and alumni relations are the vehicles through which the Office achieves its goals. For academic advising and support, alumni association and career services please refer to the Student Handbook under the following link:

<http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018v2.pdf>

(Pages: 50-53)

AUD faculty and staff work with students from the time of their admission to their graduation and beyond to ensure their success and comfort, both academically and socially. These caring professionals are available to help students in many ways, providing support and referrals as needed. AUD prides itself on taking an active role in the Dubai community by offering AUD students unparalleled opportunities to be part of Dubai's development through participation and interaction with the local community organizations and initiatives.

Student Activities

The AUD Student Activities Office creates an inclusive community, in which students engage in a variety of social, cultural, intellectual, and leadership programs and activities. This community is developed through governance, club involvement, and civic engagement/service opportunities. For student activities and opportunities please refer to the Student Handbook under the following link:

<http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018v2.pdf>

(Pages: 44, 55 - 64). Also see the architecture student clubs (e.g., AIAS-AUD Chapter) under the following link:

http://www.aud.edu/architecture_art_design/en/department/4/department-of-architecture?sub=7495#/architecture_art_design/en/menu/7994/student-club

Student Health and Wellbeing

The AUD Health Center promotes, improves, and maintains a healthy campus environment by providing accessible, high-quality care, health supervision, and educational programs, which encourages students, faculty, and staff to preserve their overall well-being.

Health services are available, 24 hours a day, for the entire AUD community: students, faculty, staff, and families living on campus. Located in School of Architecture, Art and Design, AUD Health Center offers treatment for health emergencies and conditions, dispensing medication, providing individuals with medical referrals, and offering health education for patient. Preventive medicine is highlighted at AUD.

Special Needs Support Services

The American University in Dubai is committed to providing reasonable accommodations and equal access to university programs and activities for students with documented disabilities/special needs. A reasonable accommodation is one that is consistent with academic standards of the university and does not require substantial course or program alteration. The Health Center welcomes and encourages students with disabilities to identify themselves and to seek access to needed accommodations.

To ensure that accommodations are provided in a timely fashion, AUD strongly encourages students to submit their requests well in advance of the start of any coursework for which the accommodation is requested.

- Health Center Director, and the Personal Counselor (for mental-health related cases), meet with student to evaluate his/her needs and level of support required, if any;
- Student sign the *Special Accommodations Request Form* following the intake and assessment completed by the above-mentioned staff, to ensure that he/she understands the services being

provided and the notification process as it relates to the academic units. This includes providing students with guidelines regarding the confidential nature of their file(s);

- A copy of the *Special Accommodations Request Form* will be emailed to students' instructors, and additional copies will remain in the Health Center and with the Personal Counselor. After receiving this form, the instructor should meet with the student privately to discuss applying these accommodations. The instructor can discuss any concerns about applying these accommodations with the Health Center Director or the Personal Counselor;
- If a student has been diagnosed with a special needs condition after admission to AUD, the student may request assistance at any time, and will be required to follow the procedures as outlined above.

In cases where students have missed classes, a midterm, or an exam, the student must provide a medical note from a doctor/hospital, which will be verified and approved by the Health Center Director or the Personal Counselor (for mental cases). The instructor will be notified by the above-mentioned staff member(s), as needed.

Confidentiality

The student is not obligated to disclose their condition or present any medical documentation or absence note to the instructor as these are considered confidential information privy to the Health Director and Personal Counselor. The Health Center Director will notify the student's professors informing them of the legitimate medical documentation. All medical files remain confidential with the exception of relevant faculty and staff being informed if they are expected to provide accommodations or if emergency treatment may be required.

Departmental Committees, Coordinators, and Advisors

At the beginning of every semester a list of committees, coordinators, and advisors are decided to support the departmental activities, facilitate procedures and accomplish targets. Committees such as Recruitment Search Committee, Library Committee, Outreach Committee, and Grade appeal Committee. Advisor and coordinators such as AIAS Advisor, AXP Coordinator, and AIA Coordinator. Professor Alex Albani is currently the AXP coordinator. He advises students on licensing, and lately gave a presentation to the AUD architecture students that covered an overview of the process of becoming licensed and registered in any of the 54 US jurisdictions. Please refer the following link for a full description of the presentation:

http://www.aud.edu/news_events/en/view/1732/current_upcoming/destination-architect-creating-value-in-your-career-

In addition the department has on its website the Career Development Information that assist architecture students in their career path. Please refer to the following link:

http://www.aud.edu/architecture_art_design/en/department/4/department-of-architecture#/architecture_art_design/en/menu/16257/career-development-information

I.2.2 PHYSICAL RESOURCES

Facilities are specifically designed to improve teaching and learning, and to ensure the program's adherence to best practices and accreditation standards. Continuous improvement of these resources is significant as it encourages higher level of student productivity and an effective time management. In addition up to date equipment, not only will help student to be more productive and efficient, but rather will provide student the ability to connect classroom instruction with real life applications and the current expectations of the industry.

The university moved to its new facilities in January 2000. The facilities were built by the Real Estate Department of the Dubai Ruler's Court according to UAE safety standards (which comply with international building standards and are equivalent to British standards). Criteria for these standards include emergency lighting facilities, smoke detectors, fully integrated fire alarms, fire sprinklers, and ample strategically placed fire extinguishers. Exit route diagrams are clearly posted in all facilities in case of fire. Lighted emergency exit signs and planned routes are visible in every building. Safety flyers detailing exit routes and procedures are circulated to faculty and staff in each respective building on an annual basis. All plans and images of facilities can be found in the supplemental materials under the SAAD – Physical Resources Document.

Building A, Building A Annex, Glass Box, and Portable Cabins

The Bachelor of Architecture program is housed in the School of Architecture, Art, and Design building (Building A) which is composed respectively of the Architecture, Interior Design, and Visual Communication departments. The school occupies one of the main academic buildings on campus (See the American University in Dubai Campus Layout below) in addition to some freestanding structures that have been added in order to accommodate the continuing growth of the school (Building A Annex, the glass box, and the three portable cabins). The total surface area of all structures is 4593 square meters (49438 square feet) excluding the exterior walls (Building A, upper and lower level= 3401 square meters, Building A Annex = 595 square meters, Glass Box = 350 square meters, Portable Cabins = 247 square meters). The school policy allows for all facilities to be time shared by the three departments, however each program has priorities over certain allocated spaces. The Department of Architecture has with the Department of Interior Design priority over the upper floor of building A, half of Building A Annex, the glass box, and the three portable cabins.

Learning Spaces: the school comprises an overall 21 main learning spaces. Building A consists of two floors with 17 spaces, 9 of them exist on the upper level that includes 5 studios, 1 classroom/lecture room, and 3 computer labs. The lower level has 8 spaces that comprise 4 studios, 1 photography lab with a dark room, 1 lighting studio, and 2 computer labs. The Building A Annex consists of one floor with 10 main spaces that includes 4 studios. Most studios are equipped with projectors and computers, therefore they can be used as classroom/lecture spaces when required. The design studio stands at the core of the learning process of the architecture program where the phrase "Learning by Doing" is concretized. The department offers mobile drafting boards to 1st year students and implements the laptop policy to 2nd, 3rd, 4th, and 5th year students. The glass box offers dedicated studio work spaces to senior (5th year) students.

Student-to-Faculty ratios (As of Spring 2018)

- Number of FT B.ARCH Students	: 234
- Number of B.ARCH FT Faculty (Dean and Chair included)	: 11
- FT Student to FT faculty ratio (as Headcount)	: 21
- Studio Based Courses	: 15
- Classroom/Computer Lab Based Courses	: 18
- Lecture Based Courses	: 20-25

Square foot per student (As of Spring 2018)

- Total Studio Workspace Area (Excluding Rotunda Area)	: 8137 ft2 (756 m2)
- Total Number of FT B.ARCH Students	: 234
- Square feet (meters) per student	: 30 ft2 (2.7 m2)

Faculty and Staff Spaces: to allow a productive environment, each full-time faculty member has been given a private office that is appropriately furnished and adequately equipped with computer, printer, and scanner. Overall the school houses 32 offices that accommodate the Dean of the school, Chairs of the 3

respective departments, 3 administrative assistants, and all full-time faculty members. Building A consists of 25 offices, 14 exist on the upper level and 8 on the lower with an additional room that comprises a conference table with computers and printers allocated for adjunct faculty members. The Building A Annex has 10 offices.

Square foot per faculty member (As of Spring 2018)

- Total Faculty Office Spaces (Excluding Adjunct Room Area)	: 2109 ft2 (196 m2)
- Total Number of FT B.ARCH Faculty (Dean and Chair included):	11
- Square feet (meters) per faculty member	: 191 ft2 (18 m2)

Support Spaces: In addition building A has one student computer lounge, an art gallery equipped with rail system, a medical center, a textile resources lab, two IT offices, one print center, one equipment store, a pantry, and four restrooms. The glass box accommodates dedicated workstations for senior year architecture students in addition to exhibition/pin-up space for design studio critiques.

Library Resources

The Library of the American University in Dubai provides information resources and services to support the instructional programs and educational goals of the University. Architecture faculty are actively involved in the development of the library's collections, and a member of the faculty, associate professor, Anna Cornaro, sits on the Library's Advisory Committee. A liaison librarian, Chrisa Karakasidou, actively collaborates with the program's faculty to update and refresh teaching and research resources and needs throughout the academic year. The library is centrally located, and open seven days a week during busier teaching periods. The facility seats 289 students with four study rooms for group work. The library's IT network infrastructure provides 56 computers in three separate computers laboratories, including four networked printers, a photocopier, and wireless access. Access to the library's electronic resources is available both on and off campus. In addition to the library catalog, resources are indexed on a single search platform, and databases are organized through an A to Z list. Course and subject guides are compiled to support program resource awareness. A planned expansion of the library is expected to commence in 2018 and will incorporate a learning commons space.

Changes

Although demonstrated, all additional comments from the 2016 visiting team have been taken into consideration by the department in order to insure the continuous improvement of facilities that can impact the teaching and learning environment of the students. All physical constraints regarding facility accessibility have been resolved; the control pushbuttons in the Administration Building's elevator are now within the typical reach limit for wheelchair-bound individuals. Additional ramps have been added to all portable cabins including the Wood Workshop.

With regards to the limited dedicated studio space comment, the department has submitted to the senior administration few proposals that can resolve the matter and provide permanent solution to the shared workstations for the vast majority of students. Currently two proposals have fulfilled the expectations of the senior administration and both are under study for final selection and approvals. The deadline to implement the selected proposal must be by AY 2018-2019. All plans and images of the selected proposals can be found in the supplemental materials under the SAAD – Physical Resources – Dedicated Studio Spaces Proposals.

Due to the high demand of plotting, laser cutting, and 3D printing, a new plotter has been purchased and additional 3D printers (using filaments) have been added to the budget of AY 2018-2019. Also a new workshop and print center operator has been recruited and added to the team of technicians who will be

available for all needed services in order to ensure the safety, health, and welfare of students. Guidelines of laser cutter and 3D printer policies have been communicated to all students. The full list of equipment can be found in the SAAD Safety Manual that is available in the supplemental material and in both in the department and with the lab technicians.

Recently, a mobile Virtual Reality (VR) Space has been added to the school in order to provide students the usage of the latest technologies in the market. This will contribute to the innovation in teaching that both the university and the UAE are aiming at.

Finally, a design proposal is being processed in order to build the new Mohammed Bin Rashid School of Communication and Faculty Residential Building. The Visual Communication department will move to that building allowing more spaces to be allocated for the department of Architecture and Interior Design within building A. The tentative schedule for the project to be accomplished is five years.

Computing Resources

The School of Architecture, Art, and Design recognizes that computers have become an integral part of education, communication, and social networking. The Department of Architecture maintains several well-equipped and advanced PC based computer labs, studios and lounges. It shares with the Department of Interior Design 4 computer labs (3 in the upper level of building A and one in the Building A Annex) and an open computer lab (Rotunda Gallery). All the computers and printers are networked. Hardware is updated or upgraded on an annual basis and is powerful enough to handle intense computational processes from 2D graphics, 3D modeling and rendering to 4D animations and walk-throughs. In addition, the labs are equipped with A3 size flatbed image scanners. All the computers in the labs have High-end workstations, Software versions are also kept up to date annually. Software includes: AutoCAD (latest version), REVIT (latest version), 3d Max (latest version), Adobe Creative Cloud, Microsoft Office, Google SketchUP Pro, Corel Video Studio, Vray plugin, RPC plugins, Rhino 5 and SU podium plugin. Wi-Fi access to the internet and the school network is available throughout the campus.

Scanning, printing and large format plotting are all available in-house. The print center comprises 3 (A3 size) color Laser printers and 3 plotters (A1 and A0 size). A dedicated knowledgeable IT team helps keep all computing resources running smoothly and also helps with troubleshooting personal laptops. The laptop policy makes the acquisition of a laptop compulsory at the start of second year. The specifications in terms of hardware and software have been determined to suit the different programs in the school.

I.2.3 FINANCIAL RESOURCES

AUD's recent financial history demonstrates financial stability and the capability to support all of its academic programs. This history is characterized by steady enrollment and revenue and expense containment.

AUD is a private, proprietary institution that generates revenue from tuition and fees. Positive and stable enrollment trends are, therefore, correlated with increases in revenue. AUD experienced steady increases in its enrollment since its founding in 1995 until the global financial crisis of 2008, after which enrollments decreased marginally. Specifically, AUD began operations with 165 students in fall 1995, and it reached 2,694 students in fall 2014. Enrollment has declined mostly in the last 2 years due to the economic and political situations in the Middle East. The increase in the number of institutions of higher education in the country in general and in Dubai specifically as well as the visa restrictions on certain nationalities contributed to this decline in enrollment. However, the administration is expanding its recruitment effort to

new countries and is introducing new programs to attract new students. See the below tables for recent enrollment trends.

AUD Enrollment Trend - Total Population (Fall)

	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Number of students	2,214	2,480	2,585	2,694	2,615	2,622
% Increase vs. Year Ago	-10.73%	-4.06%	-4.05%	3.02%	-0.27%	-2.09%

Source: AUD Internal Statistics (Registrar)

These enrollment figures along with increase in tuition have increased revenue generated from tuition and fees. Expenses are managed with rigorous fiscal accountability. Collaboration among and oversight by AUD's president, executive vice president and the university's chief financial officer has contributed to highly efficient financial management at AUD.

Current Fiscal Year Reports and Forecasts

The fiscal year at AUD runs from September 1st of a certain year and concludes at August 31st of the following year. While the previous fiscal years include actual numbers, the current fiscal year includes forecast. The charts below clearly demonstrate an increase in enrollment until the last 2 years when AUD witnessed a decline. Revenues are not affected as much because of the increase in tuition. The numbers in the following charts are in AED (AED = UAE Dirhams; \$1 = 3.675 Dirhams).

REVENUES

	ACADEMIC YEAR 2013-2014	ACADEMIC YEAR 2014-2015	ACADEMIC YEAR 2015-2016	ACADEMIC YEAR 2016-2017	ACADEMIC YEAR 2017-2018
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	FORECAST
Students in Program	247	283	272	256	236
Students in Dorms	44	60	62	55	50
5010-Tuition	22,700,000	25,121,875	24,854,000	24,475,500	23,204,700
5140-Services Fee	119,300	137,100	202,100	189,500	177,000
5805-Dormitory	890,235	1,263,407	1,294,100	1,107,700	977,500
5110-Applications	30,000	32,360	27,200	17,000	20,000
5950-Scholarships - NET	(1,346,200)	(1,335,155)	(1,064,750)	(1,059,780)	(1,044,212)
TOTAL REVENUE	22,393,335	25,219,587	25,312,650	24,729,920	23,334,989

EXPENSES

	ACADEMIC YEAR 2013-2014	ACADEMIC YEAR 2014-2015	ACADEMIC YEAR 2015-2016	ACADEMIC YEAR 2016-2017	ACADEMIC YEAR 2017-2018
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	FORECAST
6005-Salaries - Architecture	1,993,509	1,981,371	2,460,920	2,727,776	2,459,106
6005-Salaries - 40 % of Interior Design	605,726	614,958	525,318	484,740	547,830
6005-Salaries - 6 to 8 % of Arts & Sciences	411,129	403,603	446,598	480,426	571,634
6200-Salaries - 6 to 8 % of Adjunct salaries	358,510	414,476	312,056	289,019	280,000
6210-Accreditation Expense	15,625	159,926	110,413	163,723	81,550
6220-Exhibitions/AUD hosted events	78,466	25,427	70,832	34,196	90,000
6230-Classroom Supplies	69,745	37,870	56,329	49,571	65,000
6430-Dues and Memberships	5,521	3,643	3,903	7,009	15,000
6455-Computer Consult/Software	10,252	38,456	-	1,400	191,600
6510-Travel & Professional Development	18,841	12,305	41,664	79,972	80,000
6790-Promotion	125,702	15,000	27,151	30,478	75,000
Overhead (% of total AUD overhead)	15,560,950	17,672,606	17,982,139	17,835,423	18,110,957
Total Expenses	19,253,976	21,379,641	22,037,322	22,183,733	22,567,678
TOTAL PROFIT (LOSS)	3,139,359	3,839,946	3,275,328	2,546,187	767,310

Financial Health and Budget Process of the University

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services. Auditors from Ernest & Young perform an independent annual audit in accordance with international auditing standards. The audit certifies that the financial statements are accurate and present an unbiased picture of the university's financial position. Revenues have increased from 129 million dirhams in 2006 to 214 million dirhams in 2017. Most of the revenues are generated from tuition fees, which represent 92% of total revenues. Housing fees are the second major source of revenues, and they represent 6% of total revenues.

AUD maintains appropriate controls over its physical resources through an annual planning and budget cycle and monthly financial reports. The budget process starts in February of every year when the president circulates a memo to all deans, program chairs and administrative heads fixing deadlines for every step in the budgeting process. Academic and administrative departments present budgets each year reflecting the expected expenditure throughout the year in alignment with the institution's strategic priorities decreed by the president. The academic unit heads ask faculty and staff to provide details of personal needs, computer software, equipment, memberships in professional organizations, supplies, travel, and support for research and professional development. The academic units heads establish proposed departmental budgets based on the pre-formatted budget templates provided by the CFO which are then submitted to the senior administration (Provost, Executive Vice President, and President) for approval. Once the budget is approved by the governing board, the AUD president informs the CFO and distributes the final departmental budgets to all heads of departments.

All expenditures by faculty or staff require an approved *Purchase Requisition Form (PR)* which requires the approval of the academic unit head, the Provost, the CFO, the executive vice president and the president. In addition monthly actual vs. planned expenditure summaries are issued to the department heads and all senior administration.

Effective the academic year 2017-2018, the full time tuition rate for 12 to 16 credits is AED 42,750 per semester. The part time rate is AED 3,700 per credit.

AUD Tuition Fees Schedule (per Semester 12 to 16 credits) in AED

Academic Year	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Undergraduate	42,750	41,250	39,000	37,500	37,500	36,000
AED = UAE Dirhams; \$1 = 3.675 Dirhams						

Proposed budgets for the administrative units are prepared, submitted and reviewed in the same way as the instructional budgets. Heads of these non-academic departments consult with their staff, and then the budgets are submitted to the executive vice-president for review, discussion and final approval.

Proposed budgets for the AUD library, Registrar, student services, student retention and success and institutional effectiveness are prepared, submitted and reviewed in the same way as the instructional budgets. Heads of these non-academic units consult with their staff, and, in the case of student services, also with students – such as SGA and club representatives – in compiling operating budgets. These proposed budgets are submitted to the president for review, discussion and finalization.

The CFO provides monthly reports of expenses versus budget allocation to each academic and administrative unit head. The same reports along with a summary report are distributed to the provost, the executive vice-president and the president.

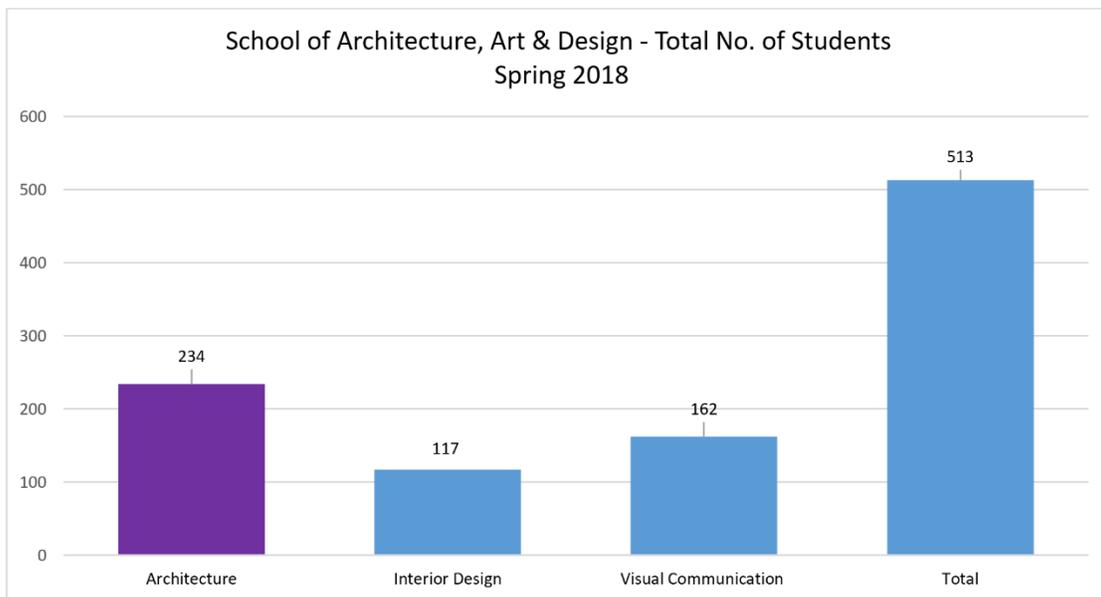
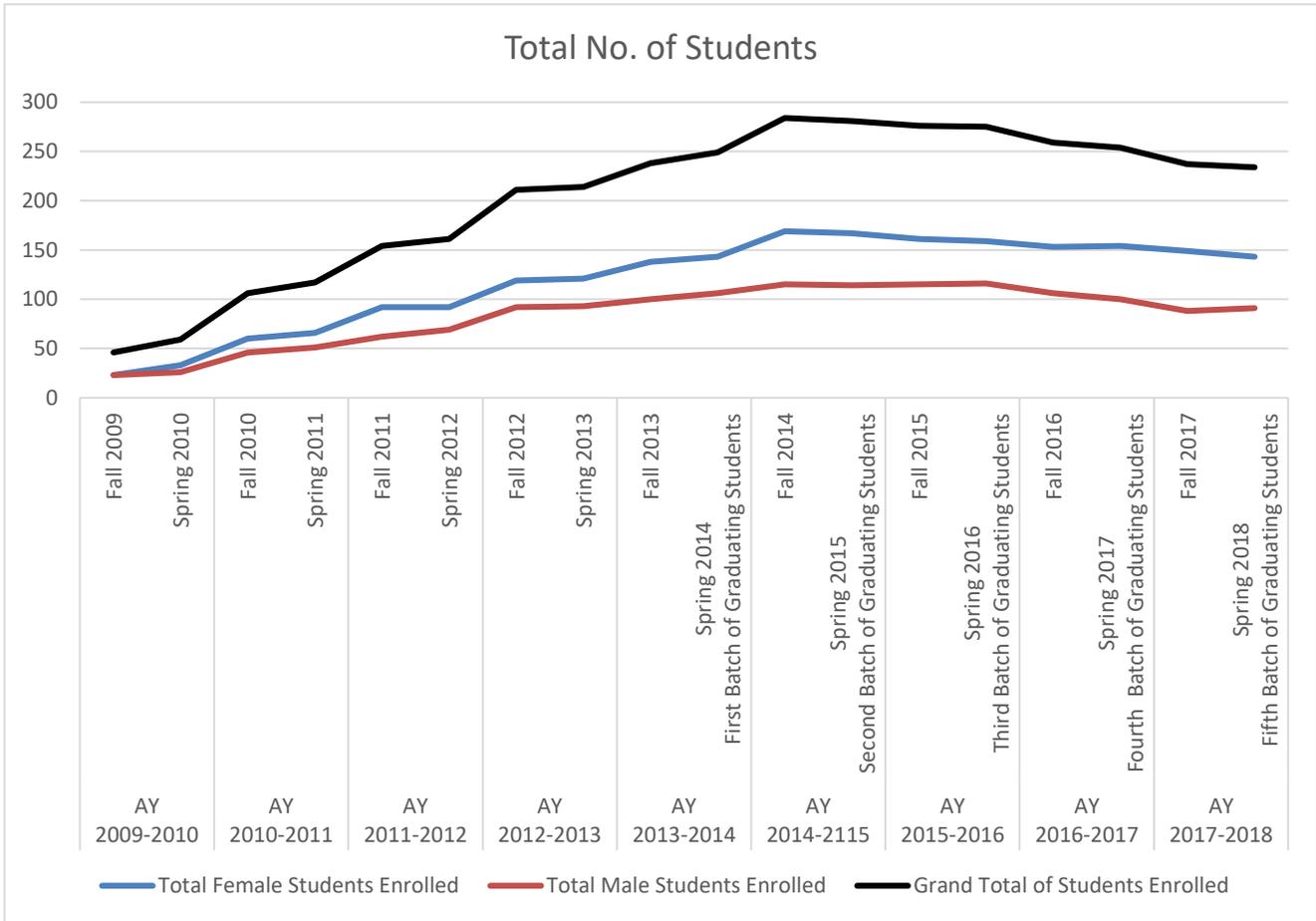
Student Enrollments

The enrollment in the Bachelor of Architecture program has increased from 46 students in Fall 2009 reaching 275 in Spring 2016 as per the charts below. This increase almost stabilized after the department’s first graduation in Spring 2014 due to the fact that every year it is projected to have a number of exiting students almost balancing to a certain level the number of entering ones (Spring 2014: 249, Spring 2015: 281, Spring 2016: 275).

Similar to the overall institution enrollment, the department’s enrollment has declined in the last 2 years (Spring 2017: 254, Spring 2018: 234) due to the economic and political situations in the Middle East elaborated in the previous section. A similar decrease in some of the schools in the US are experiencing similar phenomenon as per ACSA statement in their 2017-2018 Budget and Enrollment Survey: “Enrollment for B.Arch programs appears to have decreased from last year’s report with more than a third (34%) of schools experiencing this phenomenon.” This decrease is minimal when compared to Spring 2014 at a time when the department graduated its first cohort. For a full understanding of enrollment trends more future observation and analysis will be conducted to determine the nature of this change.

The student number in the SAAD (as of 2017-2018) represents 23% of the student body university wide and the student number in the department of architecture represent 46% of the SAAD student body.

Students	Bachelor of Architecture																	
	AY 2009-2010		AY 2010-2011		AY 2011-2012		AY 2012-2013		AY 2013-2014		AY 2014-2115		AY 2015-2016		AY 2016-2017		AY 2017-2018	
	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014 First Batch of Graduating Students	Fall 2014	Spring 2015 Second Batch of Graduating Students	Fall 2015	Spring 2016 Third Batch of Graduating Students	Fall 2016	Spring 2017 Fourth Batch of Graduating Students	Fall 2017	Spring 2018 Fifth Batch of Graduating Students
Total Female Students Enrolled	23	33	60	66	92	92	119	121	138	143	169	167	161	159	153	154	149	143
Total Male Students Enrolled	23	26	46	51	62	69	92	93	100	106	115	114	115	116	106	100	88	91
Grand Total of Students Enrolled	46	59	106	117	154	161	211	214	238	249	284	281	276	275	259	254	237	234



I.2.4 INFORMATION RESOURCES

The primary mission of the American University in Dubai Library is to provide information resources and services to support the instructional programs and educational goals of the university. When the university completed SACS accreditation, there were no recommendations regarding the library.

The AUD library actively supports the Architecture program and its future growth through the library's collections and services. As noted above the library staff has an excellent rapport and collegial relationship with Architecture faculty. A member of the architecture faculty sits on the Library Advisory Committee. The library director reports directly to the President. This report details how library resources support the Architecture program.

Library Facility, Services and Collection

The AUD Library is a large facility with over 47,000 physical resources, and provides access to over 300,000 print and ebooks, individual subscriptions to over 100 print and online journals, newspapers and magazines; and articles from approximately 216,950 scholarly and peer-reviewed journals are available across 48 online databases. Approximately 95% of the collection is in English and the resources are arranged according to Library of Congress classification. The collection is multidisciplinary in range, supporting the university's programs in international studies, business, communication and information studies, education, engineering, architecture, visual communication, interior design, and arts and sciences.

Subject Collection Development for Architecture

Acquisition is guided by the library's Collection Development Policy, and subject development, including deselection, is performed in collaboration with faculty and library subject specialists. Students are also encouraged to recommend titles. Catalogues, and access to online reviews are provided to support faculty recommendations. The library supports evolving practices in collection development, specifically automated patron driven acquisition. Faculty in architecture often participate in free trials for new resources and provide necessary feedback.

The library has close to 2000 print titles, including reference sources, that are classified as architecture and possess the Library of Congress classification NA. The library also provides thousands of pertinent titles in related subject areas including interior design, visual communication and engineering. The Library subscribes to over 30 individual print and journal and magazine titles in architecture and interior design. There are 31 DVDs currently available on the subject of architecture.

Physical collections are supported by access to digital resources, this includes, and of interest to the Architecture program, eBooks subscription to the Royal Institute of British Architects eBook platform, and ProQuest's Safari eBooks collection. Interdisciplinary eBook collections include ProQuest, EBSCO and JSTOR platforms.

The library has access to over 60 online journals on architecture and available on a range of online databases including JSTOR and EBSCO's Academic Search Premier. Subscription to professional resources that support the field of architecture from an engineering perspective, include Elsevier's Knovel database and the American Society for Civil Engineers (ASCE) Digital Library. Online reference resources supporting the history of Middle Eastern architecture include the Oxford Islamic Studies Online and the Brill's Encyclopedia of Islam.

The Library subscribes to image databases of use to architecture, including ARTstor and Britannica ImageQuest. The Library also subscribes to a video streaming service that hosts a robust collection of titles on architecture for teaching and research. Resources not available in the library may be sourced through an interlibrary loan agreement with the British Library. The British Library allows users to search and order from over 42 million items. An additional document delivery service is available through a RightsDirect subscription.

Circulation and Access

Faculty may check out books for a semester, and students, for a period of three weeks. Online resources are available on and off campus, and most resources are indexed on a single platform, the EBSCO Discovery Service. The library subscribes to a library content management service, Springshare Libguides, which showcases available core titles and resources for different programs of study. The Libguide or subject guide, for architecture also aggregates evaluated open access resources and promotes the library's latest acquisitions for architecture.

Materials Budget

The library's collection materials budget is robust and continues to be comparable to current budgets in US comprehensive degree granting universities and baccalaureate colleges. The university administration strongly supports the library and the book budget has grown from \$85,000 in 2004 to \$150,000 in 2017. The budget for library subscriptions and online databases is stable and approximately \$500,000 annually. The university administration consistently provides the library with the resources it needs. Proposals for additional library funds to bolster specific programs are supported as part of the evolving nature of academic programs and information and research needs.

Professional Library Services

Three librarians (with Master's in the library and information science fields, and are members of professional bodies) are available to provide assistance between 8 a.m. and 5 p.m. during the week. In addition to email engagement, the librarians, including the Library Director, follow an open door policy, assisting students and faculty with the following:

- Reference and citation support;
- Individualized instruction on databases and other library resources;
- Workshops on individual databases.

In partnership with faculty, AUD librarians also design and deliver instructional sessions on information literacy, specific to subject and research areas. Students are taught to identify and evaluate resources, and the effective and responsible use of sources.

A liaison librarian for the Architecture department, provides subject-specific services including reference and research assistance, collection development recommendations, specifically the promotion and support of existing and new resources, the compilation and updating of subject and course guides, and faculty and student workshops, as required.

Faculty are encouraged to be actively involved in the development of the library's collections and the delivery of services and a member of the architecture faculty sits on the Library's Advisory Committee.

Three library assistants manage circulation services under the direction of a Circulation Supervisor. Student assistants are employed during the fall and spring semester and support circulation and shelving tasks, and provide a grassroots element to AUD's library services.

Resource Links

AUD Library Architecture Subject Guide: <http://libguides.aud.edu/architecture>

AUD Library Faculty Services Guide: <http://libguides.aud.edu/facultysrv>

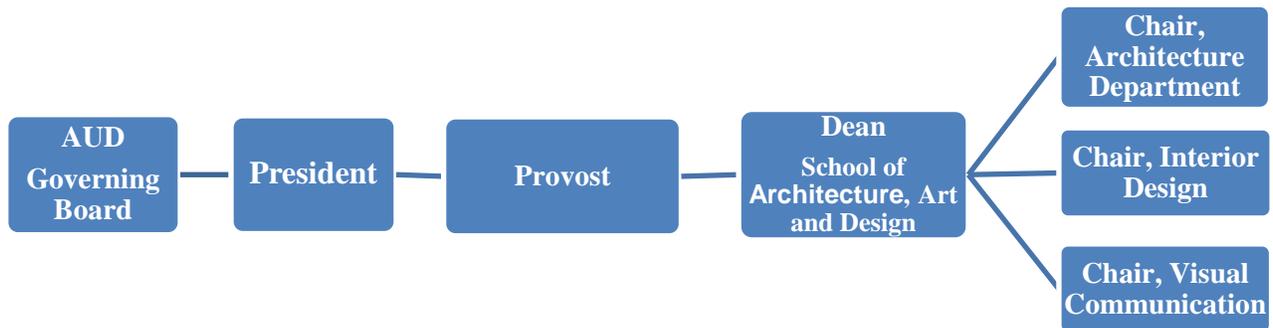
I.2.5 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

The President of AUD is the highest campus authority on all matters related to AUD and reports to the AUD Governing Board, the university's highest policy-making authority. The President leads AUD in pursuit of its mission and goals and seeks to satisfy the demands of the university's multiple constituencies. The Provost of the university heads the Office of Academic Affairs and reports directly to the President. The Deans and Associate Deans of all Schools, School of Architecture, Art and Design included, report directly to the provost. The Chair of each department reports to the Dean where the program is housed. A full AUD Organizational Chart can be found in the Faculty Handbook (page: 29).

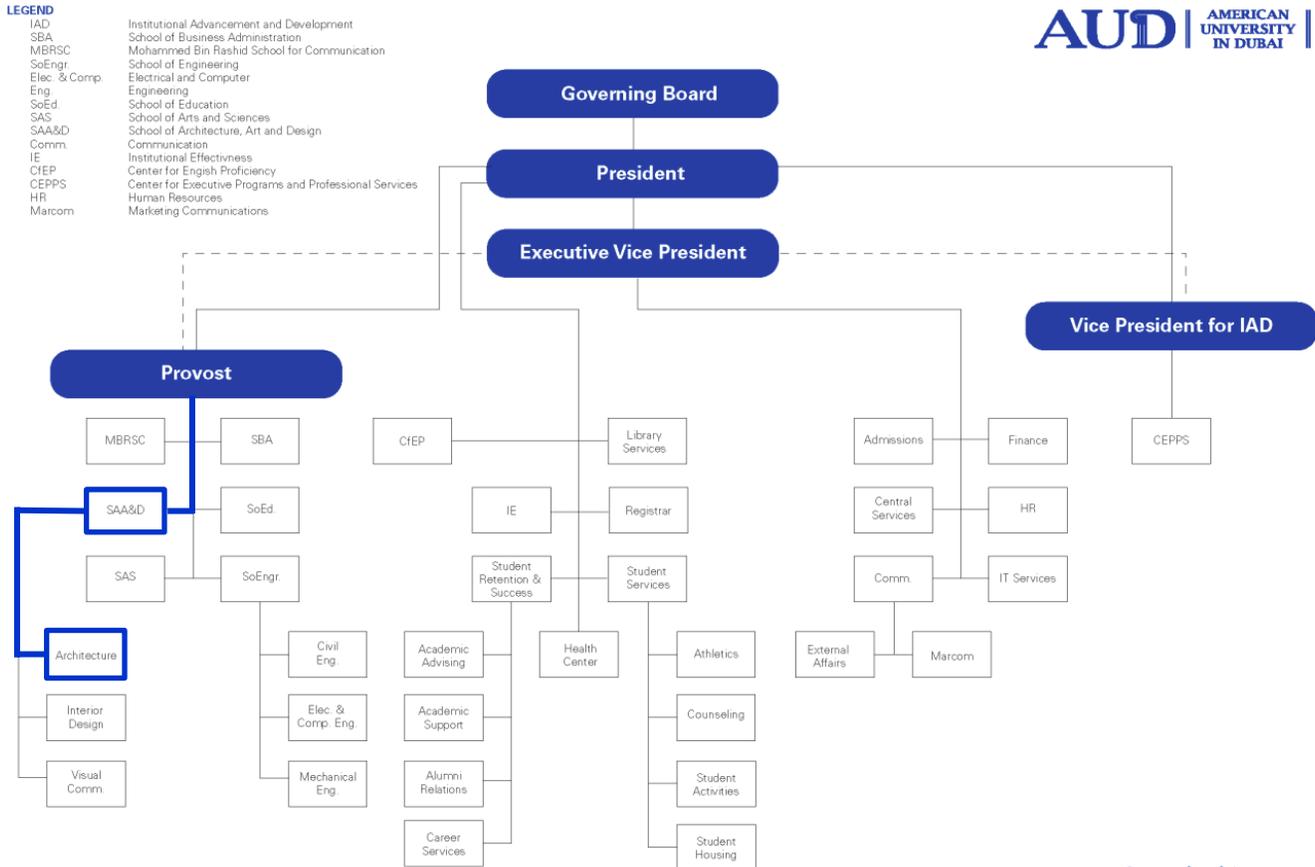
Administrative Structure of Program and Home Units

The architecture program is housed in the School of Architecture, Art and Design on the main campus at AUD. The Chair of Architecture oversees the program. An organizational chart noting the placement of the architecture program within the University's academic and administrative decision making structure is represented below. The School of Architecture, Art and Design is operational and includes the following departments - Architecture, Interior Design and Visual Communications.

The department chair plays a key role in the functioning, management and assessment of the program. In addition to the daily tasks, the Chair is in charge, in consultation and collaboration with faculty and staff, course scheduling, recruiting both adjunct and fulltime faculty (head of the search committee), observing faculty teaching load, preparing the annual budget, checking and approving the online purchase requisites (PRs), preparing the program assessment and the annual reports as well as the yearly strategic plan, receiving and processing complaints, chairing all departmental meetings and attending the academic council meetings. The below charts illustrate the hierarchy of the Program (Department Chair), respectively within the school and overall AUD's organization chart.



AUD ORGANIZATIONAL CHART



Last updated August 2017

Governance Opportunities

AUD faculty members participate in curriculum and instructional decisions through their departmental meetings (held every 2 weeks) as well as through the Departmental Curriculum Committees. At one level higher than the Departmental Curriculum Committees, AUD has a University Curriculum Committee (UCC) composed of representatives from each program offered at AUD. The UCC has the responsibility to review proposed curriculum changes, course changes or proposed new degree programs submitted by any academic unit. Curriculum change proposals approved by the UCC are submitted to the Provost for ratification by the Academic Council. Recruitment of new faculty is discussed in departmental faculty meetings, and full-time faculty members, through recruitment committee, provide input into the new hire process.

The Dean is responsible for comprehensive program reviews, and in conjunction with the Office of Institutional Effectiveness (IE), for comprehensive program assessment. It is through this program assessment that program improvements are facilitated. The Chair is charged with creating appropriate action plans for programmatic and operational enhancement. IE is charged with facilitating follow-through of the action plans. In addition, the Chair is responsible for ensuring that programmatic and operational changes are included in strategic planning and future goals. The Chair along with the Recruitment Search Committee (consisting of faculty members) are also responsible for making faculty hiring recommendations to the Dean. Based on program growth, the Dean will request additional staff/faculty; work with HR and his/her faculty to develop appropriate job descriptions; review CVs; interview applicants

and make recommendations to the Provost for final selection. Additionally, the Chair is responsible for annual performance evaluation of faculty. This evaluation is conducted through various informal interactions, classroom visits, department participation, faculty accomplishments, services and teachings.

The Student Government Association (SGA) serves as a liaison between university staff and students and plays an active role in planning and coordinating student activities. Students have a voice in the governance of the university through the Student Government Association. The SGA is recognized as the official representative voice of the student body at the American University in Dubai. Students can freely and openly express their views to SGA officers who will ensure appropriate follow-up when necessary. The primary commitment of the SGA is to provide responsible and equitable student leadership and to mirror the opinions and concerns of all segments of AUD's multinational student body. The SGA attempts to motivate students to participate in campus life and form a closeknit interdisciplinary, multinational student community at AUD. For more information, see Student Handbook under the following link: <http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018%20Final.pdf> (pages: 65-71)

Following the visit of Matthew Barstow to the university in 2013 and his introduction of the AIAS to our architecture students, the department has encouraged the students to register and open the AIAS – AUD Chapter. This move helps students understand the importance of their input and encourages them to be involved in the process of decision making. The AISA-AUD is a dynamic chapter and organizes different activities, conferences and events. This year the AIAS National in collaboration with the AIAS-AUD chapter conducted the First AIAS International Conference outside the US (titled Undo Redo). Many notable speakers from renowned architectural firm has participated and students from different countries, regionally and internationally, have attended the conference. For more information, see the following link on the AIAS website: <http://www.aias.org/events/international-2018/>

In addition and in order to get the students more involved every semester the IE office request students to conduct course evaluation surveys. This evaluation reflect their input and opinions about each delivered course. The collected data helps in the evaluation of courses and assists the program to improve its deliverables. Also it is considered as one of the elements that serves in monitoring the quality of the delivered course.

Other Degree Programs Offered in the School of Architecture, Art and Design

A Bachelor of Architecture Degree will be awarded upon successful completion of all the degree requirements, in particular a total of 166 semester credits. The school of Architecture Art and Design offers the following degree programs and majors: Bachelor of Fine Arts (B.F.A.) in Interior Design, Bachelor of Fine Arts in Visual Communication (B.F.A.), Major Option: Advertising, Digital Media, Graphic Design, and Studio Art.

Students may declare a major either upon entrance to the university or at the latest by the beginning of the second year course sequencing. Students must have successfully completed all the Foundation courses, as stated in the visual communication program, with a GPA of 2.0 or higher to begin their Major Option sequence. Degree, major and minor information can be found in the undergraduate catalogue under the following link: <http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018%20Final%20.pdf> (pages: 89-104)

II.1.1 STUDENT PERFORMANCE CRITERIA

The Bachelor of Architecture program at the American University in Dubai aims to have a seamless integration among program mission, program goals, learning outcomes and NAAB Student Performance Criteria. This curriculum development and course design process have been integrated in an holistic manner and key performance criteria are reviewed and revised throughout a student's progress.

The following SPC matrix represents the coverage of student performance criteria by courses. The highlighted represent the SPCs that must be satisfied and the indicates those SPCs that was debated among faculty and accordingly is considered as can meet. The "*" next to the courses indicates courses that are beings reviewed as part of the self-assessment process.

Pedagogy and Methodology with Regards to Realm C

The new Realm C, and particularly C3 (Integrative Design), is now addressed mainly in the improved ARCH402 (Architectural Design Studio VIII) learning outcomes in a more efficient manner, but also in ARCH202 (Architectural Design Studio IV) as well other lecture-based courses to produce the necessary evidence satisfying it, unlike B.06 (Comprehensive Design), which was very challenging to meet. The method consists of preparing students early enough (2nd year – ARCH202) to think in a multi-layered manner that integrates decisions at different levels, including building materials, technology and services, structural solutions, socio-cultural considerations, as well as environmental concerns and philosophical stand points in an interactive fashion. By the time they reach fourth year, they will be asked to show evidence of this interactive design process in ARCH402. ARCH 502 (Architectural Design Studio X) becomes then a capstone course, where students have to test the limits of their creativity without the burden of showing evidence of the integrative aspect of architectural design, which will be automatically and implicitly embedded in their design solutions.

Methodology for Assessing Student Work (i.e., "High Pass" vs "Low Pass")

Students have always been assessed based on the extent to which their design, assignments, exams, etc., respond to the learning outcomes of their respective courses. In order to achieve that, assessment rubrics have developed for each of these tests. The main change, which will be introduced with this regards concerns the Course Evaluation Report, which will specify the Assessment tools used in the course as well as a reference to the rubric used to assess students work. We believe that following the measures mentioned above, "High" vs. "Low" pass will be significantly less debatable, yet never fully resolved, which justifies the existence of a grade appeal policy.

In general, faculty has agreed that a "High Pass" can be related, but not limited, to following grades: A, A-, and B+. And a Low Pass to grades: C+, C, and C-. In some minor cases, student evidence work might have achieved certain SPC as High or Low, with or without fulfilling all learning outcomes of that specific course. For further elaboration with regards to Description of Policies and Procedures for Evaluating Student Work please refer to Section 4- Supplemental Materials.

Bachelor of Architecture Courses vs. NAAB Student Performance Criteria		Realm A. Critical Thinking and Representation							Realm B. Building Practices, Technical Skills and Knowledge										Realm C. Integrated Architectural Solutions			Realm D. Professional Practice					
		Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision-Making Design Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
ARCH 101	Architectural Design Studio I			X																							
ARCH 102	Architectural Design Studio II			X	X				X																		
ARCH 151	History and Theory of Architecture I						X	X																			
ARCH 201	Architectural Design Studio III					X		X											X								
ARCH 202	Architectural Design Studio IV										X	X			X	X											
ARCH 211	Materials and Methods of Construction														X	X											
ARCH 252	History and Theory of Architecture II						X	X																			
ARCH 253	History and Theory of Architecture III						X	X																			
ARCH 301	Architectural Design Studio V*	X			X	X																					
ARCH 302	Architectural Design Studio VI			X	X				X				X	X													
ARCH 311	Structural Analysis											X															
ARCH 312	Structural Design											X															
ARCH 321	Environmental and Building Service Systems												X				X										
ARCH 323	Sustainability and Energy Conservation												X														
ARCH 351	Theory of Architecture*	X				X	X																				
ARCH 401	Architectural Design Studio VII		X			X	X		X																		
ARCH 402	Architectural Design Studio VIII									X	X	X					X			X							
ARCH 412	Construction Management and Building Economics																	X			X	X					
ARCH 431	Life Safety and Codes								X								X							X			
ARCH 441	Professional Practice and Ethics									X							X					X	X	X	X	X	
ARCH 501	Architectural Design Studio IX	X		X		X		X											X								
ARCH 502	Architectural Design Studio X	X								X										X							
ARCH 561	Internship																				X		X			X	
DDFT 268	Computer-Aided Design (CAD) I	X			X																						
DDFT 474	Building Information Modeling (BIM) I	X																									
DDFT 475	Building Information Modeling (BIM) II	X																									

STUDENT PERFORMANCE CRITERIA (SPC)

Legend: X Meets X Can Meet Ability Understanding

II.2.1 INSTITUTIONAL ACCREDITATION

To maintain institutional effectiveness, the American University in Dubai has sought accreditation on an institutional and academic level from leading accrediting bodies in their respective fields. Information on Accreditation and Licensure Summary is in the undergraduate catalogue under the following link: <http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018%20Final%20.pdf> (page: 9-10)

Southern Association of Colleges and Schools Commission on Colleges (SACS COC)

At the December 2012 meeting of the Board of trustees of SACS COC (Southern Association of Colleges and Schools, Commission on Colleges), the accreditation of the institution was reaffirmed and the next reaffirmation will take place in 2022. Current accreditation documentation can be found in Section 4 – Supplemental Material. <http://www.sacscoc.org/pdf/webmemlist.pdf>

UAE Ministry of Education-Higher Education Affairs

AUD is officially licensed by the Ministry of Higher Education of the United Arab Emirates. The Ministry has accredited the university's programs in International Studies, Business Administration (both undergraduate and graduate), Communication and Information Studies, Engineering, Architecture, Visual Communication and Interior Design, Education (graduate), and Construction Management (graduate), in addition to Certificate programs in Middle Eastern Studies and Professional Teaching. <https://www.moe.gov.ae/en/pages/home.aspx>

II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

The Bachelor of Architecture (B.Arch.) program consists of 166 semester credit hours; 19 credits are under Foundation, 93 credits are under Design Core, 12 credits are under Professional Electives, 36 credits are under Arts and Sciences Core, and General Electives consists of 6 credits. Typically completion for the degree is five years of full-time study.

Course Classification	Credit Hours Required
Foundation	19
Design Core	93
Professional Electives	12
Arts and Sciences Core	36
General Electives	6
Total	166

Foundation

ARCH 101 Architectural Design Studio I	4
ARCH 102 Architectural Design Studio II	4
ARCH 151 History and Theory of Architecture I	3
MATH 105* Pre-calculus for Architecture	4
PHYS 201 Introductory Physics I, w/Lab	4
Total Foundation Requirements	19

Design Core

ARCH 201 Architectural Design Studio III	6
ARCH 202 Architectural Design Studio IV	6
ARCH 211 Materials and Methods of Construction	3
ARCH 252 History and Theory of Architecture II	3
ARCH 253 History and Theory of Architecture III	3
ARCH 301 Architectural Design Studio V	6
ARCH 302 Architectural Design Studio VI	6
ARCH 311 Structural Analysis	3
ARCH 312 Structural Design	3
ARCH 321 Environmental and Building Service Systems	3
ARCH 323 Sustainability and Energy Conservation	3
ARCH 351 Theory of Architecture	3
ARCH 401 Architectural Design Studio VII	6
ARCH 402 Architectural Design Studio VIII	6
ARCH 412 Construction Management and Building Economics	3
ARCH 431 Life Safety and Codes	3
ARCH 441 Professional Practice and Ethics	3
ARCH 501 Architectural Design Studio IX	6
ARCH 502 Architectural Design Studio X	6
ARCH 561 Internship	3
DDFT 268 Computer-Aided Design (CAD) I	3
DDFT 474 Building Information Modeling (BIM) I	3
DDFT 475 Building Information Modeling (BIM) II	3
Total Design Core Requirements	93

Professional Electives

ARCH 280 Model Making of Space	3
ARCH 294 Film and Architecture	3
ARCH 322 Basic Elements of Landscape Architectural Design	3
DDFT 341 Digital Design and Fabrication	3
ARCH 342 Portfolio Design in Architecture	3
ARCH 352 Environmental Psychology	3
ARCH 380 Special Topics in Architecture	3
ARCH 423 Sustainable Urbanism	3
DDFT 270 Digital Design Illustration	3
IDES 280 Three-Dimensional Design	3
IDES 374 Hospitality Design	3
IDES 462 Historic Restoration	3
DDFT 463 Computer-Aided Design (CAD) II	3
DDFT 466 Computer-Aided Design (CAD) III	3
DDFT 467 Computer-Aided Design Management	3
DDFT 473 Virtual Environments	3
Total Professional Electives Requirement	12

For Arts and Sciences Core, General Electives, and more details about courses please refer to the online undergraduate catalog under the following link:

<http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018%20Final%20.pdf>

(pages: 106-108)

The School of Architecture, Art and Design offers Minors in its three respective departments. The minor in Architecture is open to all students except those majoring in Architecture. This minor allows students to develop knowledge in the areas of theory and history of Architecture, construction and building materials, and architectural design. A course counting toward this minor will not be counted toward other degree requirements or toward another minor. In addition to university-wide degree requirements, students must satisfy prerequisites as per the Catalog and complete the following courses:

	Credit Hours
ARCH 102 Architectural Design Studio II	4
ARCH 151 History and Theory of Architecture I	3
ARCH 201 Architectural Design Studio III	6
ARCH 211 Materials and Methods of Construction	3
Total Minor Requirements	16

The University operates on a semester system. The program is designed to be completed in five calendar years. In addition to the two semesters (Fall and Spring), summer terms are also available to enable students to reduce their semester course load, and to give an opportunity to students who failed a course to revert back to the original study plan. The program is designed such that a student can complete the program by enrolling in an average of 15-18 credits over ten semesters.

The below table contains information on the curriculum such as course code, course title, course type (required versus elective), prerequisites for the Bachelor of Architecture.

Students are advised, but are not required, to adhere to the recommended course sequence published in the Undergraduate Catalog. The recommended sequence was designed taking into account several important factors:

- A guarantee that each course is taken at least one semester following its prerequisite(s);
- A balance between general education and program-specific courses throughout the duration of studies;
- The frequency of the course offering, since not all courses are taught every semester; and
- A logical progression in skill development, leading to the attainment of the Program Outcomes by the end of studies

American University in Dubai
ARCHITECTURE PROGRAM REPORT – INITIAL ACCREDITATION
APRIL 2018

	Fall					Spring				
	Course	CH	L-S-CH	Prerequisites			CH	L-S-CH	Prerequisites	
Y I	ARCH 101 ARCH 151 UNIV 100 ENGL 101 MATH 105	4 3 0 3 4	0-8-4 3-0-3 1-0-1 3-0-3 4-0-4	None None None None Accuplacer or SAT		ARCH 102 ENGL 102 MATH205 SCIE ELE COMP101	4 3 3 3 3	0-8-4 3-0-3 3-0-3 3-0-3 3-0-3	ARCH 101 ENGL 102 MATH 195 See catalog Placement Test	
		14					16			
Y II	ARCH 201 ARCH 252 ARCH 211 ENGL 103 DDFT 268	6 3 3 3 3	0-12-6 3-0-3 3-0-3 3-0-3 1-4-3	ARCH 102 ARCH 151 ARCH 101 ENGL 102 ARCH 101 & ENGL 101		ARCH 202 ARCH 253 PHYS 201 PSPK 101 HUMN ELE	6 3 4 3 3	0-12-6 3-0-3 3-3-4 3-0-3 3-0-3	ARCH201 & 211 ARCH 252 MATH 205 ENGL 102 See catalog	
		18					19			
Y III	ARCH 301 ARCH 311 ARCH 321 WLDC 201 ARCH 351	6 3 3 3 3	0-12-6 3-0-3 3-0-3 3-0-3 3-0-3	ARCH 202 ARCH 211 & PHYS 201 ARCH 102 ENGL 102 ARCH 202 & 253		ARCH 302 SSCI ELE WLDC 202 ARCH 312 ARCH 323	6 3 3 3 3	0-12-6 3-0-3 3-0-3 3-0-3 3-0-3	ARCH301 See catalog WLDC 201 ARCH 311 ARCH 201	
		18					18			
Y IV	ARCH 401 DDFT 474 ARCH 431 MEST 329 ARCH 412	6 3 3 3 3	0-12-6 1-4-3 3-0-3 3-0-3 3-0-3	ARCH302 DDFT 268 ARCH202 See catalog ARCH 211		ARCH 402 DDFT 475 PROF ELE GEN ELE ARCH 441	6 3 3 3 3	0-12-6 1-4-3 3-0-3 3-0-3 3-0-3	ARCH401, 321 & 431 DDFT 474 See catalog See catalog ARCH431	
		18					18			
Y V	ARCH 501 GEN ELE PROF ELE ARCH 561	6 3 3 3	0-12-6 3-0-3 3-0-3 3-0-3	ARCH 402 See catalog See catalog Senior Status		ARCH 502 PROF ELE PROF ELE	6 3 3 3	0-12-6 3-0-3 3-0-3	ARCH 501 & ARCH431 See catalog See catalog	
		15					12			

Legend:

CH = Credit Hours

L-S-CH= Lecture-Studio-Credit Hours

ELE: Elective

GEN: General

HUMN: Humanities

ISST: Islamic Studies

PROF: Professional

SCIE: Science

SSCI: Social Sciences

Bachelor of Architecture Curriculum - Course Sequence & Prerequisites

II.3 EVALUATION OF PREPARATORY EDUCATION

For information about the newly admitted students, transfer students, the application process, and requirements please refer to section I.2.1 Human Resources & Human Resource Development.

II.4 PUBLIC INFORMATION

The American University in Dubai designates and maintains a website for the School of Architecture, Art, and Design within the current university website: <http://www.aud.edu/>. Currently the department has publically available online the statements as per Appendix 1 in the NAAB 2014 Conditions for Accreditation.

II.4.1 STATEMENT ON NAAB-ACCREDITED DEGREES

The following link includes the below image which comprises the text as per Appendix 1 of the NAAB 2014 Conditions for Accreditation:

http://www.aud.edu/architecture_art_design/en/department/4/department-of-architecture#/architecture_art_design/en/menu/6159/about-the-department



NAAB - National Architectural Accrediting Board - USA

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program expects to achieve initial accreditation within six years of achieving candidacy, if its plan is properly implemented.

In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

The American University in Dubai, Department of Architecture, School of Architecture Art and Design is in candidacy for accreditation of the following NAAB-accredited degree program:

B.Arch. (166 undergraduate credits)

- Initial Candidacy Granted: 2014
- Continuation of Candidacy Granted: 2016
- Next Visit for Initial Accreditation: 2018

[The NAAB 2014 Conditions for Accreditation](#)

[The NAAB Conditions for Accreditation in effect at the time of the last visit \(2009\)](#)

[The NAAB 2015 Procedures for Accreditation](#)

I.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES

The above link and image also includes access to the below documents:

[The NAAB 2014 Conditions for Accreditation](#)

[The NAAB 2015 Procedures for Accreditation](#)

II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION

The “Career Development Information” section on the below link provide resources to help students evaluate and implement career plans:

http://www.aud.edu/architecture_art_design/en/department/4/department-of-architecture?sub=7495#/architecture_art_design/en/menu/16257/career-development-information

The below image is taken from the AUD website from the “Career Development Information” section.



The National Council of Architectural Registration Boards (NCARB)

NCARB members are the architectural registration boards of the 50 states, the District of Columbia, and three U.S. territories (Guam, Puerto Rico, and the U.S. Virgin Islands). Each registration board has state-appointed public and professional members as well as an administrator.

Our Mission, Vision, and Values

The National Council of Architectural Registration Boards protects the public health, safety, and welfare by leading the regulation of the practice of architecture through the development and application of standards for licensure and credentialing of architects.

Our Work

NCARB's primary function is to design tools and model procedures for jurisdictions to apply to their regulation of the path to licensure, ranging from internship guidelines to licensing examination to certification for reciprocal licensing. NCARB maintains records for its 54 jurisdictional boards, providing services to architects and interns as key stakeholders.

Resources include:

- The NCARB Handbook for Interns and Architects
- Toward an Evolution of Studio Culture
- The Emerging Professional's Companion

Careers in Architecture

II.4.4 PUBLIC ACCESS TO APRS AND VTRS

The program made the below documents available to the public on demand. The below image is taken from the following link:

http://www.aud.edu/architecture_art_design/en/department/4/department-of-architecture#/architecture_art_design/en/menu/6159/about-the-department

[The NAAB 2014 Conditions for Accreditation](#)

[The NAAB Conditions for Accreditation in effect at the time of the last visit \(2009\)](#)

[The NAAB 2015 Procedures for Accreditation](#)

Reports and Documents

- The Final Decision Letter from the NAAB (2016)
- The Most Recent APR (2016)
- The Final Edition of the Most Recent VTR (2016)

[Any of the above documents can be requested, please contact:](#)

Ms. Christine Pendon

Executive Assistant - School of Architecture, Art and Design

T : +971 4 399 9000 Ext. 245

E : cpendon@aud.edu

II.4.5 ARE PASS RATE

ARE Pass Rates are considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Accordingly on the "Career Development Information" section the program linked its website to the following page: <http://www.ncarb.org/ARE/ARE-Pass-Rates.aspx>

II.4.6 ADMISSIONS AND ADVISING

Since its inception, AUD has committed itself to providing a world-class education that prepares students academically, personally and professionally for successful careers in their chosen fields. The institution provides a clear information with regards to undergraduate admissions, admissions kits and forms,

academic calendar – dates and deadlines, scholarships, AUD policies and procedures and so forth. The following link contains all the above information as per the below image:

<http://www.aud.edu/admission/en/admissions>

In addition information about academic information and policies including academic advising can be found in the student handbook under the following link:

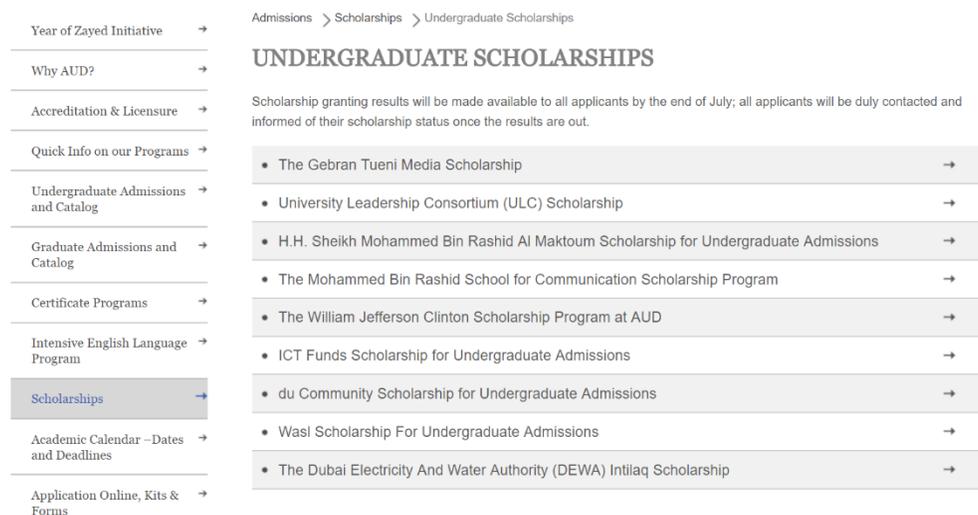
<http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018%20Final.pdf>
 (pages: 73-75)

II.4.7 STUDENT FINANCIAL INFORMATION

Scholarships and Family Tuition Waiver

Information with regards to AUD scholarships can be found online under the following link:
<http://www.aud.edu/admission/en/menu/31891/scholarships>

The below image is taken from the AUD website under admissions:



In addition AUD undergraduate catalogue and student handbook both comprise information about scholarships (including scholarships for in-school students) that can be found respectively under the following links:

<http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018%20Final%20.pdf> (pages: 25-30)

<http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018%20Final.pdf> (page: 86)

Also the university offers family tuition waiver which can be found in the undergraduate catalogue under the following link:

<http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018%20Final%20.pdf> (page: 247)

Financial Information

AUD publicly publishes financial information in both the undergraduate catalogue and the student handbook. This information can be found respectively under the following links:

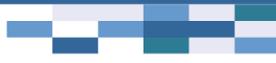
<http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Undergraduate%20Catalog%202017-2018%20Final%20.pdf> (pages: 245-250)

<http://aud.edu/app/webroot/js/ckfinder/userfiles/files/Student%20Handbook%202017-2018%20Final.pdf> (pages: 101-105)

III.1.1 ANNUAL STATISTICAL REPORTS

The program has submitted the annual statistical report online through the NAAB's Annual Report Submission (ARS) system (<http://ars.naab.org>). The following image is an email confirmation received from the ars@naab.org on Sunday, November 26, 2017 at 3:19pm.

From: forum@naab.org [mailto:forum@naab.org]
Sent: Sunday, November 26, 2017 3:10 PM
To: Christine Pendon <cpendon@aud.edu>
Subject: Thank you for your submission

 NATIONAL ARCHITECTURAL ACCREDITING BOARD ANNUAL REPORTING SYSTEM		
Project Number:	1416	
Project Name:	American University in Dubai Pipeline	
Project Description:	This is the project pipeline for the organization's Annual Report Submission	
Portal PH5 Sync:	Go to Project Page (to connect to the NAAB Annual Report Submission website)	
Instructions:	Please access the NAAB Annual Report Submission (ARS) website so that you may review the program's submission.	

The statement below is signed by the Director of Institutional Effectiveness in order to affirm that all data submitted to the NAAB through the Annual Report Submission system since the last visit is accurate. Refer to the letter below for the full text, a copy can be found in the supplemental Material.



Dubai, February 13, 2018

We certify that all statistical data submitted within the annual statistical report has been verified and is consistent with institutional reports to international, national and local accrediting bodies and local UAE Ministry of Education and its Center for Higher Education Data and Statistics.



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III.1.2 INTERIM PROGRESS REPORT

This section is not applicable for continuation of candidacy APRs.

SECTION 4
SUPPLEMENTAL MATERIAL

END OF DOCUMENT