American University in Dubai
School of Architecture, Art and Design

2018 Initial Accreditation Visiting Team Report

B. Arch. [166 credits]

The National Architectural Accrediting Board
November 3–7, 2018

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I.   Summary of Visit

   a.   Acknowledgments and Observations

The visiting team wishes to thank the many members of the school administration, faculty, staff and students for their preparation and extensive involvement with the accreditation process. In particular, Chairman Georges Kachaamy and Dean Nabil Chenaf were personally involved throughout, and Angelique Navarro provided extensive support for the program and the team. The program has been responsive and creative in their approach to the process. The entire AUD community has shown great interest in the work toward accreditation with a collective commitment and purpose. The team also wishes to express appreciation for the hospitality extended by all during the visit.

The program enjoys sustained support from President de Masi, Provost Hoballah, and others across the university. There are many examples of their support, and in particular we wish to acknowledge the important investments in space and digital resources for students and faculty. Both groups commented on the dramatic improvements that the open studio has already produced for the program even only one semester since its completion. These have been serious and well-considered financial investments based on the priorities that the school has established as well as feedback from prior NAAB candidacy visits. It is exciting to see the progression of this program on many levels. AUD has been deliberate in its collective approach in advancing the program, addressing deficiencies and enriching opportunities for the students along this journey, building on the comments from the 2016 VTR.

There is widespread appreciation for the role that architecture plays on campus and throughout Dubai. The Senior Showcase is one example of the high profile that architecture students enjoy in the broader community of Dubai, and the exposure redounds to the benefit of the students in their job prospects while expanding the profession's awareness of AUD.

The team room is superbly organized, providing excellent insights into the curriculum at both broad and detailed scales. The faculty exhibition provides a wonderful opportunity for students and members of the AUD community to see the work and history of the faculty who teach in various aspects of the program.

Faculty members of the school are dedicated, creative and committed to the success of the students. This point became very clear in our meetings with students and with faculty as well. The diversity of faculty is recognized by all as a tremendous asset - and it takes many forms including geographic/national origin, gender, professional experience, philosophical approach to architecture and design, ethnicity and culture, and more. The student population is also very diverse, and there is a strong sense of a mutually supportive community. These attributes are treasured by the students. The visiting team was impressed with the clarity of the students' insights, particularly among the students in the third year and above who have played a sustained role in the program's evolution.

Collaboration has been a key element in the process and progress during candidacy, with strong contributions among faculty, the school leadership at the dean and chair level, and with the creative engagement among the student population. Within the curriculum, the team notes the dramatic leap that the students achieve between third year design and their final year (ARCH 501 & ARCH 502). This indicates a commendable synergy across the curriculum in studios, required courses and electives. Certainly part of the success ties directly to the faculty's

commitment in creating a supportive environment for students. Students note that faculty members are accessible and provide advice and mentorship within their courses and outside as well. The same positive spirit exists with the chair and dean, and it is well appreciated by students.

b.   Conditions Not Achieved

II.1.1   A.7 History and Culture
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II.   Progress Since the Previous Site Visit

2014 Condition I.2.1 Human Resources and Human Resource Development: The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

● The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.

● The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.

● The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

● The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

Previous 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.

2018 Visiting Team Assessment: Although the past visit indicated that the program had "adequate faculty and staff to deliver their degree," there were many concerns cited by previous the visiting team. The visiting team confirms that the program has addressed these issues and on this basis, the condition of Human Resources has been met. In addition to the material presented in the APR, our meetings with faculty, staff and administration clearly support this conclusion. In support of this point, the following sections are extended excerpts from the APR:

> *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.*

> *Upon review, and taking into account practice 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.*

> *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. 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.

Professor Alex Albani who is the Architect Licensing Advisor, has attended the NCARB training workshop in July 27, 2017 in Chicago, IL. 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.

2014 Student Performance Criterion A.5, Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Previous 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.

2018 Visiting Team Assessment: Since the 2016 visit, the program has acted on this deficiency by introducing explicit evidence of natural and formal ordering systems at the ability level in courses ARCH 102, ARCH 301 and ARCH 302. The visiting team found evidence of student achievement at the prescribed level in student work prepared for ARCH 301, and Architectural Design Studio V.

2014 Student Performance Criterion B.3, Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

Previous 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.

2018 Visiting Team Assessment: The program demonstrates that changes implemented to ARCH 402 regarding codes and regulations are now addressed. Dubai Municipality building codes, local and IBC life/safety codes, Universal Design code (ADA/Local new code) and Green Building code 'Al-Safaat' have been added to the course. In addition, lectures, seminars, and workshops by consultants, guest speakers and professionals in these fields have been scheduled in support of this "ability level" criterion. The team confirms that this criterion is covered in ARCH 402 - Architectural Design Studio VIII.

2014 Student Performance Criterion C.3, Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Previous 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.

2018 Visiting Team Assessment: Following the previous visit, the program states that it has revised the ARCH 402 course description, learning outcomes and format to address the Integrative Design criterion at the ability level. Additionally, as stated above, the course now includes consultant seminars, lectures, etc. in the course offering. Student work prepared in student teams for ARCH 402 - Architectural Design Studio VIII / Integrated Design Project provided excellent evidence of this studio's contribution to the larger curriculum. Other forms of integration were evident across student work in courses and studios. As part of the project, students are required to complete an analysis and diagrams demonstrating compliance with local codes, accessibility, and fire safety regulation. While this item has been deemed as met, accessible routes seen in some student projects lack required accessible clearances at doors.

III.   Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

Part One (I): Section 1 – Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2018 Analysis/Review: The program and AUD at the university leadership level have worked closely, methodically and with serious commitment in launching and developing an architecture program. They credit the NAAB for the role that the candidacy process has played in helping them to refine their approach in strengthening the program in this location and at this point in time. There is a strong relationship between the Department of Architecture and its related programs within the school and within the larger university context. Architecture is seen as a major asset within the university and a positive force within the building community of Dubai.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated
2018 Analysis/Review: The program demonstrated a positive and respectful learning culture. Students appeared well engaged in their academic work, with the relationships they build, and with the faculty and administration.

The Studio Culture Policy is accessible and the school has a well-defined process for student engagement in the process. The language of the policy appears to be centered on rules for the operation of the studio spaces, instead of expectations for respect, optimism, sharing, engagement, and innovation among the key players in the studio environment. Nonetheless, the students, faculty, staff, and administration demonstrate positive values toward the qualitative issues required in this condition.

Students, faculty, and administration appreciate the impact of the new studio spaces on their learning environment. Students value the increased accessibility and increased ability to learn from each other.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional, college, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

2018 Analysis/Review: The architecture program is made up of a diverse group of faculty, staff and students. The program and university are committed to maintaining and increasing robust diversity. This shows up in policy language, university values, and university purpose-related goals. Two of the seven AUD Values state:
> *"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;"*

AUD Purpose-related goals of AUD include:
> *"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;"*

While students typically did not express significant concern for the cost of their education, cost may serve as a barrier for prospective students from lower-income backgrounds. The university provides a limited number of scholarships, some of which are limited to specific audiences, such as United States citizens. Despite the strong diversity of the student body, students from low income backgrounds may not find the program to be accessible for them. The visiting team acknowledges that as the university is currently exploring ways to build an endowment, it may soon gain the ability to provide more financial aid options.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. **Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. **Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. **Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2018 Analysis/Review:

A. Collaboration and Leadership. Architecture students in the program are engaged in collaborative work, including design as well as research group projects that are required in several studio courses such as ARCH 302 and ARCH 302 - Architectural Design VI, ARCH 401 Urban design - Architectural Design VII. Students are also involved in associations and clubs such as the AUD AIAS Chapter, which build collaborative and leadership skills. In 2018, the AUD AIAS Chapter 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. This involved both collaborative and leadership skills by the students who were involved.

The "360 Design Studio" involves an open space that caters to students from first to fourth year in order to acquire a rounded learning experience as they engage informally with other students and faculty from different sections and years while fostering a smoother transfer of design skills and techniques. This transformation of space for the benefit of students has generated tremendous collaborative opportunities, transparency, and school spirit.

B. Design. The carefully staged curriculum sequence involves a studio course each semester combined with lecture and laboratory courses to progressively build the student's critical and technical skills. Particular emphasis is placed on building up gradually in interactive and integrative manners. Students often participate in design competitions outside of coursework. Currently, the dean has allocated space for a design center for community outreach and research. At this time, it is awaiting funding to realize its full potential.

C. Professional Opportunity. This is met with distinction. Graduates of the AUD architecture program enter the workforce prepared for practice, to think interactively, solve problems and multi-task. The integrative studio project in ARCH 402 - Architectural Design Studio VIII, simulates the documentation process of a project while requiring students to work collaboratively as a team. Other courses give students the opportunity to work with real clients, and professors bring in professionals (architects, engineers, city planners) as guest lecturers and jurors. The Senior Showcase, the final presentation for the thesis projects in ARCH 502, gives students the opportunity to pitch their projects over the course of two days at the end of the year. Students are encouraged to work on design competitions and participate in the local professional community. The team notes that while most students do not seek licensure in the U.S., AUD has an appointed Licensing Advisor who serves as a resource for students.

D. Stewardship of the Environment. The program has devoted a sequence of courses to integrate sustainable issues into the curriculum, including very in-depth exploration in ARCH 323 - Sustainability and Energy Conservation. Students have demonstrated integration of environmental concerns in their work, especially in the work presented for ARCH 402 - Architectural Design Studio. In addition, studio courses integrate outside opportunities related to the stewardship of the environment, such as the Solar Decathlon.

Students evaluate precedents for their environmental effectiveness and impact, exploring at the urban, site, building, and detail scale, while focusing on both the technical needs for building performance and the cultural needs for the sustainable operation and use of a building. Students effectively explore how alternative interventions on precedents shape their environmental impact.

E. Community and Social Responsibility. Students are introduced to the role of architects in society early in the program and continue to build awareness throughout their studies of how architects work towards the betterment of life in general, and shape the built and non-built environment. The curriculum supports this in multiple ways. Students are taught to be global citizens during study tours to countries like Spain, Italy, Sri Lanka, Malaysia and Australia. During these trips, students have the opportunity to meet with students from other universities, local professionals and authority representatives, and others who represent the end users of architecture. Classes like ARCH 401 - Architectural Design Studio VII, teach urban design problems that deal with social interaction and gated communities in Dubai and the dilemma between the identity and plurality in the city of Dubai. During the visit, leaders in the AIAS chapter also stated that they are currently exploring ways to do community service in partnership with local not-for-profit, non-governmental organizations.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Demonstrated

2018 Analysis/Review: The program provided extensive material in the APR regarding long-range planning. In addition to this material, the team requested more specific demonstrations of the way that the program's planning has evolved within the larger university. The team had some concerns that approaches described might not be clearly driven by qualitative issues as defined by the architecture faculty and program leadership. In response, the program provided additional information that clearly confirmed the focus of their planning approach and its alignment with the larger dimensions of the university's long-range planning. The program is clearly committed to long-range planning as an inclusive and ongoing enterprise.

These issues can be summarized as follows:

1. Seek NAAB accreditation
2. Expand the program's outreach
3. Monitor the quality of the program and the implementation of changes
4. Expand academic offerings (with a variety of examples cited).

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

· How well the program is progressing toward its mission and stated objectives.

· Progress against its defined multiyear objectives.

· 	Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

· 	Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

2018 Analysis/Review: There is a robust and effective self-assessment process underway. This has been integral to the success of the program's evolution during NAAB Candidacy.

B. 	**Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

2018 Analysis/Review: The program has a process for curricular assessment on a semester by semester basis. The Assessment Committees and their respective roles are as follows:

The Office of Institutional Effectiveness:
- Reviews the IE plans and provides feedback to faculty and staff for continuous improvement.
- Prepares report with data and recommendations for the President and Provost.

Advisory Board:
- Periodically meets for ongoing monitoring of the program.
- Provides feedback for the program to update course offerings, make curricular adjustments, and evaluate the administration and procedures.

Professional Juries
Departmental Curriculum Committees:
- Participate in curriculum and instructional decisions

University Curriculum Committee:
- Reviews proposed curriculum changes and forwards approved changes to the Provost and Chief Academic Officer for ratification by the Academic Council.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2018 Team Assessment: As noted in the "Progress Since Previous Visit" section, the program has taken many steps to address these issues. Although the past visit indicated that the program had "adequate faculty and staff to deliver their degree," there were many concerns cited by the previous visiting team. The visiting team confirms that the program has addressed these issues.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2018 Team Assessment: AUD maintains appropriate controls over its physical resources through an annual planning and budgeting process. The program has expanded its area since the last team visit to include full studio access for all students in all five years. This investment and facility improvement has made a dramatic and positive impact on the experience for students and faculty. The meetings with each group made it very clear that there is deep appreciation to the university administration for this important step in the program's development.

Other facilities support student work outside of the studio including digital output in various forms (traditional printing, 3D printing, laser cutting, etc.). There is strong student interest in the addition of a CNC fabrication machine. It was noted that there are times when the plotting, printing, 3D printing and laser cutting were backed up. At the same time, students noted that the chair is very responsive when students notify in advance about pressure points coming up. In those cases, the chair provides additional staff or overtime, and they appreciate this very much.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2018 Team Assessment: Each program and administrative unit submits its annual budget request to senior administration (Provost, Vice President and President) in alignment with the institution's strategic priorities. An independent annual audit is performed to verify and provide an unbiased financial picture of the university's financial position.

AUD's financial reporting in the APR demonstrates the financial stability of the program which relies on revenue derived primarily from tuition and fees. As a result, stable enrollment trends are a key factor, along with the ability to contain expenses. Departmental income statements presented consistently demonstrate annual operational surpluses averaging approximately 13% over the past four fiscal years. While the forecast provided for this year is a more modest 3.3% surplus, it is indicative of a reported decrease in enrollment due to economic and political conditions. This revenue decrease is projected to be offset by expense containment and an increase in tuition.

As a young institution and a newer program, the long-term goals of an endowment are still being formed. Alumni and corporate relationships are being fostered as evidenced by a large turnout for the student, Architectural Advisory Board, faculty and alumni reception hosted by the program. In discussions with the leadership of the school and with members of the Advisory Board, it is clear that there is significant potential for philanthropic support coming from the professional community of architects, real estate developers, construction and construction management companies, and manufacturers. Support for digital resources from a software company has already provided important resources for students and faculty.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2018 Team Assessment: The AUD library has approximately 2,000 architectural print titles, 30 individual print journal and magazine titles in architecture and interior design, access to more than 60 online journals on architecture, subscriptions to image databases and video streaming services, and an interlibrary loan agreement with the British Library. The library is open 89 hours and seven days per week. Extended hours are offered at the end of the term. Digital materials are available on the AUD website. There are eight professional library staff members and one is designated as a liaison to the Architecture department. During the campus and library tours it was mentioned that there is a planned expansion for the library to provide more student interaction and collaboration spaces.

The library provides an extensive Architecture Research Guide on their website. Library staff teach critical thinking and research skills to architecture students in ARCH 501 - Architectural Design Studio IX. The success of this cooperation is evident in the Thesis Books that the team reviewed during the visit.

I.2.5 Administrative Structure and Governance:

• **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.

• **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2018 Team Assessment: The program adequately describes its administrative and governance structures in the APR. An organizational chart depicting key personnel was included and the APR describes the personnel within the context of the program, school, and institution.

Governance is described in the APR and was affirmed through meetings with faculty, staff, and students. Faculty participate in department and university-wide committees. Faculty department meetings are held regularly and there are open and regular communications with the chair and dean. AUD's AIAS chapter engages students within the department and the University Student Government Association gives students the opportunity to have an active role and voice in the governance of the university.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between each criterion.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1   Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the public.

[X] Met

2018 Team Assessment: The program has recently restructured its 5th year jury process, now called Senior Showcase, allowing each senior the opportunity to make multiple presentations to interested professionals, faculty and students. A program-produced video of student presentations during the Showcase demonstrated the excitement of this event and students' verbal presentation skills. A review of the work in the team room demonstrated a maturing of the representational abilities both in subject and content. Additionally, there exists a pattern of increasing sophistication in the layering of software applications.

A.2   Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2018 Team Assessment: The team found broad evidence across the design sequence that design thinking skills are exhibited early in the process. This is particularly evidenced in ARCH 301-Architectural Design V, and culminating in the student self-published Thesis Research Books for ARCH 501-Architectural Design Studio IX. Additionally, the course assignments and required readings in ARCH 351-Theory of Architecture provide foundational examples and exercises to stimulate questioning.

A.3   **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the thesis project book in ARCH 501 - Architectural Design Studio IX.

A.4   **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 302 - Architectural Design Studio VI.

A.5   **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 301 - Architectural Design Studio V.

A.6   **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

[X] Met

2018 Team Assessment: This SPC is met with distinction. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 501 - Architectural Design Studio, ARCH 201 - Architectural Design Studio III, and in ARCH 401 - Architectural Design Studio VII.

A.7   **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

[X] Not Met

2018 Team Assessment: On the team's initial review, there was difficulty in finding evidence of student work that engaged anything beyond Eurocentric examples. While there are many strengths within the three history courses, there is very little in the way of this material presented in relation to the specific language of this criterion. The team requested additional examples, but these were unconvincing in addressing the explicit language and larger intention of this criterion.

A.8   **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

[X] Met

2018 Team Assessment: Evidence of student achievement in understanding diverse needs, values, and social and spatial patterns that characterize different cultures and individuals was found in student work prepared for ARCH 252 - History and Theory of Architecture I, ARCH 253 - History and Theory of Architecture II, and ARCH 201 - Architectural Design Studio III. Evidence of student achievement in understanding diverse behavioral norms and physical abilities and in the responsibility of the architect to ensure equity of access was found in ARCH 501 - Architectural Design Studio IX and ARCH 402 - Architectural Design Studio VIII.

Realm A. General Team Commentary: The program has made positive strides in Realm A since the last visit. Students are demonstrating strengths in processing and communicating through different media across a broad range of issues. While the history and culture course sequence is Eurocentric, students are taking initiative to explore other cultural contexts using the critical thinking and representation skills they develop.

Realm B: Building Practices, Technical Skills, and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1   **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2018 Team Assessment: This SPC is met with distinction. Evidence for this criterion is impressively represented in both ARCH 501 and ARCH 502. These courses and the student work itself are well thought out and orchestrated, and the team therefore identifies this as "well met."

B.2   **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 302 - Architectural Design Studio VI and ARCH 401 - Architectural Design Studio VIII, as well as in other courses and studios where site is explored in section as well as plan.

B.3   **Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

[X] Met

2018 Team Assessment: Evidence is clearly presented in ARCH 402 - Architectural Design Studio VIII, as integrated into the complex design studio projects. While some of these concepts are also presented in ARCH 431 - Life Safety and Codes, this course operates at the level of understanding in that course.

B.4   **Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

2018 Team Assessment: Evidence is clearly presented in ARCH 402 - Architectural Design Studio VIII, as integrated into the complex design studio projects.

B.5   **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2018 Team Assessment: Evidence is clearly presented in ARCH 202 - Architectural Design Studio IV, and ARCH 402 - Architectural Design Studio VIII, as integrated into the complex design studio projects. Evidence of understanding was found in ARCH 311 - Structural Analysis and ARCH 312 - Structural Design.

B.6   **Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2018 Team Assessment: Evidence of student understanding of this criterion was found in ARCH 321 - Environmental and Building Service Systems. Evidence of student ability to demonstrate these principles was found in the Beach Retreat Redesign project in ARCH 323 - Sustainability and Energy Conservation and the Integrated Design Project in ARCH 402 - Architectural Design Studio VIII.

B.7   **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work and course notebooks prepared for ARCH 202 - Architectural Design Studio IV, ARCH 211 - Materials and Methods of Construction, and ARCH 402 - Architectural Design Studio VIII.

B.8   **Building Materials and Assemblies:** *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level of understanding was found in student work and course notebooks prepared for ARCH 202 - Architectural Design Studio IV, ARCH 211 - Materials and Methods of Construction, and ARCH 402 - Architectural Design Studio VIII.

B.9   **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[X] Met

2018 Team Assessment: Evidence of student achievement, presented in the course notebooks, as well as in the team room exhibit, demonstrate the prescribed level of understanding in student work prepared for ARCH 402 - Architectural Design Studio VIII.

B.10   **Financial Considerations:** *Understanding* of the fundamentals of building costs, which **must** include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Not Met

2018 Team Assessment: The program identified ARCH 412 - Construction Management and Building Economics. The team did not see any convincing evidence in this course. When asked to provide additional information, some material was provided from ARCH 441 - Professional Practice and Ethics. There were some minimal examples, but neither of these two courses address the topics of project financing methods and feasibility, operational costs, and life-cycle costs to any significant degree.

> **Realm B. General Team Commentary:** The program has made positive strides since the last team visit. The Arch 300, Arch 400 curricular sequence provides fundamental technical skills and knowledge in preparation for the capstone thesis.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

- · Comprehending the importance of research pursuits to inform the design process.
- · Evaluating options and reconciling the implications of design decisions across systems, and scales.
- · Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- · Responding to environmental stewardship goals across multiple systems for an integrated solution.

C.1   Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2018 Team Assessment: This SPC is met with distinction. Evidence of strong student achievement at the prescribed level was found in ARCH 501 - Architectural Design Studio IX. Library staff teach critical thinking and research skills to architecture students in this course. The success of this cooperation is evident in the Thesis Books that the team reviewed during the visit.

C.2   Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in the Thesis Project prepared in ARCH 501 - Architectural Design Studio IX and ARCH 502 - Architectural Design Studio X.

C.3   Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2018 Team Assessment: Consideration of all items in this criterion was evident in student work prepared in student teams for ARCH 402 - Architectural Design Studio VIII / Integrated Design Project, which provided excellent evidence of this studio's contribution to the larger curriculum. Other forms of integration were evident across student work in courses and studios. As part of the project, students are required to complete an analysis and diagrams demonstrating compliance with local codes, accessibility, and fire safety regulation. While this item has been deemed as met, accessible routes seen in some student projects lack required accessible clearances at doors.

Realm C. General Team Commentary: The program has made improvements in their approach to Realm C since the previous visit. Students are introduced to integrative and multi-layered decision-making processes in the project for ARCH 202 - Architectural Design Studio IV, in which they are asked to consider building materials, technology and services, building structure, socio-cultural and environmental issues. Layering in knowledge gained in other required, non-studio courses, students form teams to produce an Integrated Design Project in ARCH 402 - Architectural Design Studio VIII. This semester-long project is structured to guide students through initial concept diagrams; site, environmental and code analysis; space planning and programming; exterior envelope detailing; environmental and structural systems layout and design; window, door and material schedules; and culminates in the production of a technical drawing set and specifications book.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.

  Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect's role to reconcile stakeholders needs.

[X] Met

2018 Team Assessment: Evidence was found in student work prepared for ARCH 302 - Architectural Design Studio VI, and ARCH 401 - Architectural Design Studio VII.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2018 Team Assessment: Evidence of student achievement can be found in ARCH 441 - Professional Practice and Ethics.

D.3 **Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2018 Team Assessment: Evidence of student achievement can be found in ARCH 441 - Professional Practice and Ethics.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2018 Team Assessment: Evidence of student achievement can be found in ARCH 441 - Professional Practice and Ethics. In addition, evidence of some aspects of this criterion can be found in ARCH 431 - Life Safety and Codes.

D.5 **Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2018 Team Assessment: Evidence of student achievement can be found in ARCH 441 - Professional Practice and Ethics, as well as ARCH 561 - Internship.

> **Realm D. General Team Commentary:** While the various criteria under Realm D are met, the visiting team has confidence in the school faculty and leadership as they work to explore ways that can strengthen and enrich these important areas of professional education.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC).

2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
   a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
   b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment: The Southern Association of Colleges and Schools (SACS) has reaffirmed accreditation in a letter from the President Bele S. Wheelan, Ph.D. dated January 15, 2013. AUD's Bachelor of Architecture program is also recognized by the United Arab Emirates Minister of State for Higher Education Affairs.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees ind therefore should not be used by non-accredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Met

2018 Team Assessment: The Bachelor of Architecture curriculum at AUD requires 166 semester credit hours which exceeds the 150 minimum credit hour requirement. The curriculum also meets

the minimum credit distribution requirement for professional, general, and optional courses. The NAAB degree title of B.Arch. is currently the only one in use at the institution.

Part Two (II): Section 3 – Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

· Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

· In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

· The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: The program is conscientious in their admissions process and assessment of students' preparatory education. The admissions process is managed with the cooperation of architecture faculty in the evaluation of prospective students' entrance portfolios. As incoming students at AUD come from more than one hundred different countries and high school systems, the admissions staff is conscious in their evaluation of differences in standards.

Part Two (II): Section 4 – Public Information

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2018 Team Assessment: The exact NAAB statement is provided on the Department of Architecture website, under "Accreditation and Associations."

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: The NAAB Conditions and Procedures are provided on the Department of Architecture website, under "Accreditation and Associations."

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2018 Team Assessment: Evidence is located on the AUD website on a page titled, "Career Development Information." The team notes from conversations with the administration, faculty, and alumni that students have access to career development. Students have access to career counseling and internship programs through the university Career Services Division. In the student meeting, the team noted that advising is accessible and useful, and faculty provide informal career advice and recommendations. AUD is ranked by the Times Higher Education in the top 150 best universities for delivering work-ready graduates.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

·   All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).

·   All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

·   The most recent decision letter from the NAAB.

·   The most recent APR.[1]

·   The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2018 Team Assessment: All of the appropriate materials are available for downloading directly from the Department of Architecture website. Interim Reports do not exist yet for the program.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Not Applicable

2018 Team Assessment: While AUD has successfully graduated several classes to date, there are no data on "ARE Pass Rates" (as reported by the NCARB), because the program has not yet graduated students with a NAAB-accredited degree.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of pre-professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2018 Team Assessment: This condition is met with distinction. Application forms and instructions, and requirements and forms for financial aid and scholarships were found on the AUD website on a page titled, "Admissions." Admissions requirements, policies and procedures, and information for the evaluation of pre-professional degree content could be found within the 2017-2018 Undergraduate Catalog. The Catalog also includes language regarding student diversity in the admissions philosophy, and language regarding transfer students.

Advising is particularly strong. The students expressed that they value the quality of advising provided both by admissions advisors for incoming students and at the departmental level for upper-level students. Students also value the approachability and personal attention of the faculty, chair, and dean.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2018 Team Assessment: Financial information is readily available on the department website and in hard copy form within the department office. While some students may have challenges with respect to finances for models and plots, in general the costs are manageable. It is important to note that laser-cutting and 3D printing are free for the students and well-supported by staff.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2018 Team Assessment: In the APR, the program includes a statement signed by the Director of Institutional Effectiveness, certifying that the statistical data submitted to the NAAB "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."

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition)*.*

[X] Not Applicable

2018 Team Assessment: This condition is not applicable since there have not been any graduating classes yet.

IV. **Appendices:**

Appendix 1. Conditions Met with Distinction

I.1.4 Defining Perspectives: C. Professional Opportunity

II.1.1 Student Performance Criteria:

      A.6 Use of Precedents

      B.1 Pre-Design

      C.1 Research

II.4.6 Admissions and Advising

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

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				
		Communication	Skills	Skills	Design Skills	Systems	Precedents	Global Culture	Diversity and	Pre-Design	Site Design	Regulations	Documentation	Systems	Systems	Envelope	Materials and	Systems	Considerations	Research	Evaluations and	Design	Roles in	Management	Practices	Responsibilities	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																										
ARCH 102	Architectural Design Studio II																										
ARCH 151	History and Theory of Architecture I																										
ARCH 201	Architectural Design Studio III						met		met																		
ARCH 202	Architectural Design Studio IV													met		met	met										
ARCH 211	Materials and Methods of Construction															met	met										
ARCH 252	History and Theory of Architecture II								met																		
ARCH 253	History and Theory of Architecture III								met																		
ARCH 301	Architectural Design Studio V					met																					
ARCH 302	Architectural Design Studio VI	met			met	□					met												met				
ARCH 311	Structural Analysis													understanding level only, not ability													
ARCH 312	Structural Design													understanding level only, not ability													
ARCH 321	Environmental and Building Service Systems														understanding level only, not ability												
ARCH 323	Sustainability and Energy Conservation					met									met												
ARCH 351	Theory of Architecture		met																								
ARCH 401	Architectural Design Studio VII						met				met												met				
ARCH 402	Architectural Design Studio VIII								met			met	met	met	met	met	met	met				met					
ARCH 412	Management and Building Economics																										
ARCH 431	Life Safety and Codes											understanding level only, not ability														met	
ARCH 441	Professional Practice and Ethics																							met	met	met	met
ARCH 501	Architectural Design Studio IX	met	met	met			met		met	met										met	met						
ARCH 502	Architectural Design Studio X									met											met						
ARCH 561	Internship																										met
DDFT 268	Computer-Aided Design (CAD) I																										
DDFT 474	Building Information Modeling (BIM) I																										
DDFT 475	Building Information Modeling (BIM) II																										

Appendix 3. The Visiting Team

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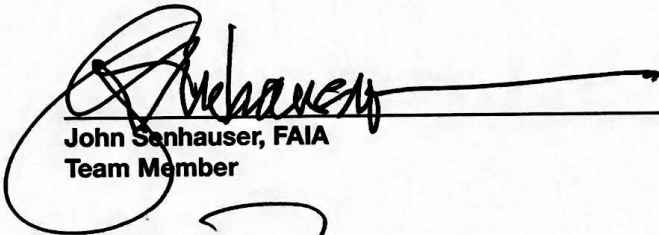
V.   Report Signatures

Respectfully Submitted,

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Amy Perenchio, AIA
Team Member

John Senhauser, FAIA
Team Member

Keshika De Saram, Assoc. AIA
Team Member