

American University in Dubai
Interim Progress Report for Year Three

November 25, 2024

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2. EXECUTIVE SUMMARY OF 2020 NAAB VISIT/ BOARD DECISION

CONDITIONS NOT MET

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|--|
| 2021 VTR |
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STUDENT PERFORMANCE CRITERIA NOT MET

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|-----------------|
| 2021 VTR |
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Interim Progress Report
American University in Dubai
School of Architecture, Art and Design
Bachelor of Architecture (166 credits)
Year of the previous visit: 2021

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:

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Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

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Text from the most recent VTR is in the gray text boxes. Type your response in the designated text boxes.

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

I.1.3 Social Equity

2021 Visiting Team Assessment: The program follows AUD's policies on diversity and inclusion as written in the Student Handbook noting "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." To support the mission, AUD's goals and values emphasize the importance of diversity and inclusion. The school's goals consist of recruiting and retaining a diverse faculty of qualified educators. The Vision holds 10 values that underpin AUD's operations and development. Two of these values are Diversity - valuing all manifestations and recognizing contributions to the quality of University Life, and Tolerance - valuing respect and open-mindedness as proper responses to concepts, opinions and customs that are diverse, new, or unfamiliar. These values are also woven into the studio culture policy.

Dubai is a diverse society, and the program seeks to represent that in their faculty and students. The student population represents over 90 nationalities. AUD has policy in place to provide equal opportunity in employment, prohibiting discrimination and harassment due to race, religion, color, sex, sexual orientation, disability, national origin, or age. The architecture faculty statistics are as follows: 10 full time faculty, nine nationalities, eight male and two female. The gender ratio within the full-time faculty of the program is not reflective of the full-time faculty of AUD as a whole, with 45 female full-time faculty and 54 male, or of the architecture student population of 115 female and 40 male in the fall of 2020, 118 female and 52 male in the Spring of 2020, and 126 female and 57 male in the fall of 2019.

To balance gender diversity, the program has recently hired three adjunct faculty, all female, and has consciously invited several female guest lecturers. However, the program does not have a specific written 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. A specific plan at the Program level would be particularly helpful with regard to maintaining or increasing diversity of all kinds including gender diversity. This is particularly relevant in the team's view given the makeup of the student body with a significant female population.

American University in Dubai, 2024 Response:

The program discussed the matter in different venues, including recurrent departmental meetings, AIAS meetings related to Studio Culture Policy and annual advisory board meetings.

As a result, the BArch published a written *Statement on Diversity, Equity, and Inclusion for the Bachelor of Architecture*, also included on its webpage. The statement has been finalized under the frame of AUD Policies and reflects AUD Mission. Additionally, it contains explicit references to the Program environment where Studio Culture and Design Projects are fundamental elements for the inception of these principles. Regarding Plans to Maintaining or Increasing Diversity in reference to NAAB VTR 2021 the main actions are the following.

Students gender balance: the BArch is evaluating the possibility of activating an engineering track to attract more male students, since in the Region engineering majors attract more male students.

Faculty gender balance: the BArch is committed to select candidates based on their background and credential despite their gender. The recruitment committee includes both male and female faculty to be sure any unconscious bias is avoided. Regarding faculty recruitment, please read data related to AY 2022-2023 and AY 2023-2024: Spring 2023: 1 female, 1 male. Fall 2023: 1 female, 1 male; Spring 2024: 1 male. In addition, the percentage of applicants on the online portal (active since Spring 2024) is constantly monitored to be sure both, information and job description are suitable and accessible to both genders. As per October 2024 applications are distributed as follow: Female 46%, Male 54%. Among future plans of the department there are also students' exchanges with other University in Europe and USA and the possibility to have a Summer Abroad Program in collaboration with Arkansas University Rome Center (under discussion). The Department is sure the international experience of the students will enhance awareness on Diversity, Equity, and Inclusion.

I.1.5 Long-Range Planning

2021 Visiting Team Assessment: The team found that the program is quickly developing and even within the past 3 years many aspects of the program and its opportunities have improved. The team is impressed with the emerging research center, the opportunities for connection with regional industry, and connections to regional practices for placement of graduates. The program is very flexible and responsive to the external forces exerted upon it, and conveniently nimble to address these forces productively. The School and Program have been led exceptionally well during the initial accreditation years, the regional economic pressures of 2018-19, and the effects upon the institution and region caused by the 2020-21 global pandemic. However, there does not appear to be a written long range plan at the Program level to help shape and guide the sustainability and future development of the Program. Perhaps this is to be expected of a new program, one that is regularly and successfully crossing important growth milestones. At this point of development of the new program, however, a long range plan would strategically position the program for proactive, intentional planning of items related to curriculum development, the new 2020 NAAB Conditions, facilities and equipment, operational budget, and human resources. The program identity is quickly developing and taking shape, and multi-year, long range planning will be an important guide to the future success of the Program.

American University in Dubai, 2024 Response:

The Bachelor of Architecture is working on parallel paths to ensure constant development and improvement. The multi-year long range planning sees the number of students in the BArch consolidated to two studio sections (typically 30 students) per year as per the projection at the time of its inception. The pillars for the long-range plan are four: INNOVATION, ACCREDITATION, COOP, STUDY ABROAD.

INNOVATION: under the suggestion of the UAE Ministry of Higher Education the BArch updated the BArch mission giving more relevance to digital environments. The program progressively embeds VR and AR in all courses, with two additional professional elective courses that offer students certification in VR. AI is considered another key element for the innovative character of the program. DDFT courses and studio courses are and will be subject to constant revision to ensure they embrace the most advanced digital tools. Under this frame, a new core course has been included in the program ARCH 442 - Artificial Intelligence in Architecture, while DDFT 268 CAD, has been directly embedded in the second studio of the curriculum with an increase of contact hours.

ACCREDITATION: the program works to maintain accreditation at a national and international level. The main two goals are readiness in adhering to 2020 NAAB Conditions and preparation for the next NAAB accreditation visit in 2029. Renewal of accreditation under the UAE Ministry of Higher Education at the expiry of the present accreditation. The Education Commission for Academic Accreditation (CAA) granted accreditation to the BArch until January 31, 2028.

COOP: The department is exploring the possible creation of two semesters focused on experience in an architectural firm. The progressive change already started with the increase of the hours related to the Internship Course (ARCH 561) from 250 to 400. The preferred term for Internship at the moment is Summer I plus Summer II,

however the program aims to reshape the course sequence to ensure two regular semesters are dedicated to Internship, Professional practice and Ethics, Building Codes and Regulations and one professional elective, possibly Portfolio Design.

STUDY ABROAD: the program, in collaboration with the Study Abroad Manager of the Office of Student Affairs works to create opportunities for students' exchange with universities abroad and is evaluating the possibility of a Summer Abroad in collaboration with Arkansas University Rome Center that could lead to a permanent AUD Study Abroad Center. The Long-range plan of the BArch is strongly supported by the CRID (Center for Research Innovation and Design of the School of Architecture Art and Design) in terms of facilities, equipment, faculty professional development, and budget.

II.4.1 Statement on NAAB-Accredited Degrees

2021 Visiting Team Assessment: The team found evidence of the NAAB statement available at the following University accreditation link: <https://www.aud.edu/accreditation-associations-arch/>. It is noted that the main website for the architecture program and also the current digital brochure do not include the statement. The brochure (<https://www.aud.edu/media/catalogs/barch/index.html>) does include an abbreviated statement. It is somewhat customary for programs to include the statement whenever the NAAB is mentioned in the document, so an update to these materials would be appropriate.

American University in Dubai, 2024 Response:

Brochure: <https://www.aud.edu/media/catalogs/barch/index.html>

Architecture Page: <https://www.aud.edu/aud-school/school-of-architecture-art-design/departments/department-of-architecture/department-programs/bachelor-of-architecture-barch/>

Accreditation Page: <https://www.aud.edu/university-overview/accreditations/>

4.5 ARE Pass Rates

2021 Visiting Team Assessment: The NCARB website does not yet include ARE pass rates for AUD due to the age of the program.

American University in Dubai, 2024 Response:

A link to ARE pass has been included on AUD Accreditation Page

<https://www.aud.edu/accreditation-associations-arch/>

and on the BArch Website

<https://www.aud.edu/aud-school/school-of-architecture-art-design/departments/department-of-architecture/department-programs/bachelor-of-architecture-barch/>

However, Practice Management is the only area listed for the first time in 2023 under AUD with a passing rate of 0%. The NCARB Licensing Advisor is conducting further investigations with NCARB and among alumni to clarify the ARE pass rates. Preliminary results demonstrate that although NAAB Accreditation is considered one of the major strengths of the program, and the Advisor is delivering regular lectures to inform students about the opportunity of NCARB Licensure, graduates from the BArch Program are not interested in it. To increase the pass rate related to students in the BArch Program the department is studying a COOP solution for two semesters that could also facilitate students to start their path to achieve one or more areas related to the licensure path.

II. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

American University in Dubai, 2024 Response:

Administration:

Since the last visit AUD has seen a change in leadership. President Dr David Schmidt left his position followed by a return of Dr lance de Masi as Interim President (now President Emeritus). The new President Dr Kyle Long has been appointed on August 15, 2024.

Curriculum:

After the last Virtual Site Visit (VSV), the BArch program underwent several key changes to align with both the NAAB 2020 Conditions for Accreditation and the requirements of the UAE Ministry of Education for the UAE National Continuation of Accreditation (CAA), which was successfully achieved on June 1st, 2023. These changes were carefully discussed and approved at all necessary academic levels and took effect in Fall 2023. They were the result of continuous discussions among faculty members, supported by valuable feedback from the Advisory Board and students.

Mission: As part of our regular six-year cycle, the mission of the BArch program was revised to reflect the evolving character of the program, with a renewed emphasis on innovation. The updated mission highlights the integration of digital environments and tools that students are expected to navigate proficiently, ensuring their education is forward-thinking and responsive to technological advancements.

Goals: The program's original five goals were consolidated into three, simplifying the process for program assessment and creating a more streamlined framework for evaluation.

Program Learning Outcomes (PLOs): The PLOs were refined to align more closely with the NAAB Criteria. There are now six PLOs, structured to better reflect both the educational and professional objectives of the program they adhere in a more consistent manner the NAAB SPCs and will facilitate the transition to 2020 Conditions in regards to PC and SC.

Courses: Based on an analysis of the Final VTR Matrix from the NAAB visiting team, the department combined ARCH 252 and ARCH 253 (History and Theory of Architecture I and II) into a single course, ARCH 254, to eliminate redundancy in meeting the Student Performance Criteria (SPCs). DDFT 268 – Computer-Aided Design (CAD) was shifted from a core course to a professional elective to better balance the curriculum, while contents of the course are now embedded in ARCH 102 – Architectural Design Studio II with an increase on credits (from 4 to 6) and contact hours (from 8 to 12). ARCH 102 – Architectural Design Studio II was in fact modified from 4 credits/8 contact hours to 6 credits/12 contact hours, aligning it with the structure of more advanced studios. The course now includes the transition from manual drafting to CAD-based digital representation, allowing students to begin working with digital tools earlier in the program. This adjustment also aims to support student retention by providing a more immersive learning experience. Two new digital core courses have been introduced to align with the updated Mission: DDFT 351 – Parametric Design I and DDFT 442 – Artificial Intelligence in Architecture, which responds to the Ministry of Education's new requirements.

Internship Course (ARCH 561): The internship course, following UAE Ministry requests, was expanded from 250 to 400 hours, converting it into a full-time summer requirement (Summer I and II). The number of credits for ARCH 561 was reduced from 3 to 2, ensuring consistency with the other programs in the School of Architecture, Art, and Design (B.F.A. in Interior Design and B.F.A. in Visual Communication). Despite the changes above the overall number of credits of the program didn't face any change.

Enrollment:

After several years of declining enrollment, in Spring 2024 the smallest class graduated. The number of students in the program is now consolidated by around 150 students with an average of two full sections per studio being offered each semester. At the time of its formation the BArch was shaped for two sections of studio each year therefore the program is now back to its full capacity, the future forecast is to remain stable.

Faculty Recruitment:

In recent years, the program experienced the relocation of three faculty members—two returned to their home countries and one was appointed under the UK Global Talent Program. To respond to the increase in enrollment, and the updated program mission the Department has grown from nine faculty in Fall 2022 to eleven in Spring 2024. These changes reflect the program's commitment to continuous improvement, academic excellence, and adaptability in response to evolving industry standards and technological advancements.

Facilities:

The CRID - Center for Research Innovation and Design counts now nine stations fully-equipped for VR. Finally, the CRID has harnessed partnership with renowned companies such as Unreal Engine and became an authorized training and certification center for cutting-edge software and applications <https://www.aud.edu/centers-at-aud/crid/>.

The CRID director was granted a reduced teaching load of six credits in fall and spring. Since the last VSV all the workstations of the three labs in A Building have been replaced with new machines. In Summer 2024 AUD established an additional Model Making Workshop within the A Building, featuring essential equipment such as tables, a sink and a spray booth to enhance student project development. Additionally, a public restroom was added to the Extension Building, improving the overall facility amenities for both students and staff. In recent years AUD made also some spaces of the EMBA building available to the BArch for the annual senior showcase, advisory board meetings, special guest lectures and main events in collaboration with the industry. Collaborations:

In addition to strengthening partnerships with industry leaders such as Majid Al Futtaim, and Cosentino (through recently signed MoUs facilitated by the CRID - Center for Research Innovation and Design) at AUD, collaborations with governmental entities have also experienced significant growth over the past two years. Key partnerships include a Memorandum of Understanding with the Sheikh Zayed Housing Program, a signed agreement with the Italian Green Building Association, and active collaborations with the Islamic Affairs and Charitable Activities Department as well as the Dubai Municipality Heritage Office. These alliances reflect the program's commitment to advancing both academic and professional opportunities through strong connections with both the private and public sectors.

New Master of Urban Design and Digital Environment - MUDDE:

The opening of the new Master Program (Master of Urban Design and Digital Environments – UAE accredited), in Fall 2023, was planned with the progressive hiring of five new faculty members in total. The alignment between the updated mission of the BArch and the digital aspect of the Master facilitated the recruitment process of faculty with credential responding to both programs. Involvement of BArch faculty in MUDDE is minimal and limited to one course. One of these new hires was recruited specifically to serve as the Program Director for the MUDDE. The impact of MUDDE on BArch operations and facilities has been minimal, as its courses are scheduled outside the BArch timetable (7:00 PM to 9:30 PM) and the number of students enrolled is very limited (six during the first year of operations). The Department is monitoring the impact of MUDDE opening on the BArch, if any, and it's committed to ensure the BArch maintains all the standard required for NAAB accreditation. Until now students of the BArch benefitted from the new program thanks to dual credits courses available among their professional electives allowing students to count two courses (six credits) from MUDDE towards their BArch.

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

American University in Dubai, 2024 Response:

Since the VSV the program has been working to ensure alignment with the 2020 NAAB Conditions. The UAE National Continuation of Accreditation in 2023 has been the occasion to revise different aspects of the program also to adhere better to the new frame of PC and SC.

Program Criteria (PC)

PC.1 Career Path

The program is establishing a tighter collaboration with AUD Career Services to offer internship opportunities for students and career opportunities for alumni. In addition, the advisory board is constantly revised to ensure its members are actively involved and their offices play a key role in the career path of our students. The program continues to have strong connections with industry and private and governmental entities, ad hoc or external design competitions are constantly embedded in the courses to involve students in real-world projects. Broad relevance and visibility are given to senior projects exhibited at AUD in an yearly senior showcase open to external visitors, visibility is also offered at the global level with the Online Senior Showcase on the platform Behance and the annual publication of the winners on the web-magazine Dezeen. Jury members from the industry are constantly involved in studios at all levels. The NCARB advisor participates constantly in summit and workshop and delivers sessions illustrating career path and opportunities to the students. Among the long-range plan one-year COOP is under discussion.

PC.2 Design

Studio courses are constantly monitored and assessed, briefs are revised also based on the rapid changes of the major with the inclusion of VR and AI segments in the majority of the courses. Projects explore future

possibilities of digital tools and at the same time are rooted in the continuous dialogue with the present professional practice thanks to the constant involvement of the industry.

PC.3 Ecological Knowledge and Responsibility

With a boost given by COOP 28, AUD is actively involved in tackling sustainability issues. The BArch is making fundamental contribution to this institutional commitment. In addition to specific courses already focused on environmental aspects (ARCH 321 Environmental and Building Service System – ARCH 301 Architectural Design Studio VI), AIAS and faculty in the program organized lectures part of AUD sustainability series. Since AY 2023-2024 all senior thesis and projects tackle the SDGs and special events are organized yearly also in collaboration with public and private entities as in the case of the recent initiative Sustainability in Fall 2024, financed by the Italian Ministry of Culture in partnership with Green Building Italia and Arkansas University Rome Center.

PC.4 History and Theory

Understanding of history and theory of architecture is enhanced inside and outside the curriculum. History courses have been combined and revised to be sure the global focus is maintained, initiative such as the hosting of the celebration for the Heritage Day in collaboration with the Heritage office of Dubai Municipality helps students to understand the value of history and heritage in the contemporary physical, social and cultural environment. A new special topic course delivered in Spring 2023, ARCH 380 – Architectural Heritage, New Technologies and Adaptive Reuse, demonstrated the potential to combine innovative digital environments and methodologies with the historical heritage of the Country.

PC.5 Research and Innovation

Research and Innovation is driven by committed faculty with the support of the CRID - Center for Research Innovation and Design. Preparation in the field is demonstrated by their background, academic publications and projects dissemination in addition to professional development courses provided also by CRID (VR, Unreal Engine, Victory XR). Research and innovation skills are transferred to students through lecture, studio and DDFT courses. The curriculum is constantly revised to be sure students are equipped with knowledge of the latest technology. Partnership with the industry, as in the case of the AI competition Dreamscape contributes significantly to the goals widening the boundary of students' research and innovation outside the class.

PC.6 Leadership and Collaboration

Collaboration skills are taught in different courses and opportunities for leadership are offered inside and outside the curriculum. A key role is represented by design competitions constantly embedded in multiple courses organized in collaboration with public and private entities and national and international workshops. AIAS continues to absolve fundamental role for the BArch in social and academic initiative with a consistent organization of guest lectures and support to department events throughout the year. The high profile of the guest speakers provides outstanding role models for the students in addition to faculty and alumni, systematically invited to share their career path and success in the field. The possibility of multidisciplinary groups will be discussed; opportunities can be also created in the Study Abroad Summer/Semester under discussion. The extended internship – ARCH 561 (from 250 to 400 hours) represents a unique opportunity to experience collaborations in the working environment and learning leadership skills. The DDFT Course 474 Collaborative BIM intends to prepare students for this experience by simulating collaborations in the digital environment.

PC.7 Learning and Teaching Culture

The BArch program is deeply committed to cultivating a learning and teaching environment that feels both inclusive and inspiring, fully embracing the spirit of the 2020 NAAB conditions. We place a strong emphasis on "learning by doing," where students engage directly with real-world architectural challenges. Faculty continuously refine their teaching methods by listening to student feedback and staying attuned to industry trends and innovative tools and methodologies, creating a responsive and supportive classroom experience. By integrating new technologies, we encourage students to explore bold, innovative ideas in a safe space. We also prioritize well-being, fostering an environment where students and faculty feel supported in balancing academic demands with personal growth.

PC.8 Social Equity and Inclusion

The program continues to assess the composition of the student body and the faculty body. Cultural diversity is demonstrated not only by nationality, but also by the multifaced background of students and faculty. Diversity, Equity, and Inclusion Statement for the Bachelor of Architecture program, also available on its webpage, is crafted in alignment with AUD policies and mission. This statement highlights the program's

commitment to fostering an environment where studio culture and design projects are integral to cultivating these values. To address NAAB VTR 2021 requirements for maintaining or enhancing diversity, the program outlines initiatives already listed in the related section above.

Student Performance Criteria (SC)

SC.1 Health, Safety and Welfare in the Built Environment

In addition to lecture courses, studios and initiative outside the curriculum, the program is promoting Health, Safety and Welfare in the build environment through strategic partnerships with governmental entities including Sheikh Zayed Housing Program and Islamic Affair Charitable Activities Department in Dubai. Thanks to these collaborations students in ARCH 401 – Architectural Design Studio VII have been involved in the design of affordable housing for locals and students in ARCH 201 - Architectural Design Studio III participated in the Design Mosque Competition.

SC.2 Professional Practice

As already mentioned before, ARCH 561 – Internship moved from 250 hours to 400 to ensure students can have a comprehensive understanding of the complex and multifaced aspects of the profession. The Course ARCH 441 – Professional Practice and Ethics has been changed in title and contents to Professional Practice, Entrepreneurship and Ethics to respond to the evolving panorama of the profession. The launch of a new portal for registration in ARCH 561 has demonstrated strong efficiency with the possibility of linking the students, the faculty and the office in one platform. The program is now formulating a specific method of assessment for ARCH 561 different than the usual Students’ Course Evaluation with the aim of embedding it directly on the portal and have a more efficient way of monitoring and assessing the Internship experience of the students and the quality of their learning in a working environment. As already mentioned, the BArch is also exploring the possibility of activating a COOP year to strongly link students to professional practice.

SC.3 Regulatory Context

Continued revision of assignments in ARCH 431 Life Safety and Codes ensures a full understanding of the regulatory frame. Guest lectures, workshops, and office visits give a 360-degree learning experience to the students. ARCH 402 – Architectural Design Studio VIII ensure the integration of all the aspects of the design in one project. BIM courses (DDFT 474 - DDFT 475) are also evolving in relation to the impact of A.I. in managing life safety and codes and regulatory aspects of the project.

SC.4 Technical Knowledge

Technical knowledge of the students is ensured through lecture courses and their application in studio courses at different stages of the program. ARCH 202 - Architectural Design Studio IV and ARCH 402 – Architectural Design Studio VIII are constantly assessed regarding building assembly and technologies. Regarding advanced technology, VR is embedded in multiple core courses to assess and/or to design projects and two new professional electives are regularly offered in the BArch, giving students certification in VR Design. A.I. is also considered a fundamental asset and generative design is a segment now included in many courses. BIM technology is explored at different levels also thanks to the reshaping of DDFT 475 - BIM II into Collaborative BIM, and the creation of a new BIM Course DDFT 476 - Advanced Building Information Technology as professional elective to ensure interested students are prepared for the new Autodesk Certification. DDFT 351 - Parametric Design is now part of the core courses to incept new methods of design from the second year of the program. Some of the new faculty hired have strong expertise in VR, digital fabrication, parametric design, and digital environments to be sure the program reflects the highest standard in the field.

SC.5 Design Synthesis

Design Synthesis is ensured in ARCH 501 – Architectural Design Studio IX – Final Thesis. The recent incorporation of SDGs in the process ensures that fundamental aspects related to equity and sustainability are part of the design process. ARCH 502 – Architectural Design Studio X – Final project is under continuous assessment to guarantee all the aspects explored throughout the process are synthesized in the final outcomes of the projects.

SC.6 Building Integration

Building integration continues to be achieved in ARCH 402 – Architectural Design Studio VIII. The department recently hired one faculty with strong experience in practice to ensure consistency in the learning outcomes of the course throughout the years. Briefs of ARCH 321 – Environmental and Building Service System have been revised to ensure the course prepares students not only on environmental aspects of the design, but also on the integration of systems in the projects with further application in ARCH 402. Learning outcomes of earlier

studios, in particular ARCH 302 – Architectural Design Studio VI, have been revised to achieve the integration of structural systems starting from ARCH 202 – Architectural design Studio IV onward with progressive level of complexity in each of the studios. The Program will continue to assess the results of these changes.

IV. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. **Provide three examples of minimum-pass student work for each SPC ‘not met’ in the most recent VTR.**)

American University in Dubai, 2024 Response:

See 4.1 BArch Mission, Goal, Program Learning Outcomes and Course Sequence; 4.2 Curricula of New President and Faculty; 4.3 Statement on Diversity, Equity, and Inclusion for the Bachelor of Architecture Program.



ARCHITECTURE

Bachelor of Architecture (B.Arch.) Program

Program Mission

The Mission of the Bachelor of Architecture program is to prepare highly qualified graduates for employment in the building industry, who are ready to embrace the digital environment. Students will be critical thinkers and life-long learners educated in the fundamental skills and knowledge of architecture, while being able to creatively integrate history and theory, as well as digital, artistic, socio-cultural, technological, environmental, legal, and financial dimensions. Furthermore, the program will promote professional ethical values and cultural diversity.

Program Goals

- Prepare critical thinkers, who analyze, design, and communicate effectively.
- Prepare students who integrate the human, physical, economic, and environmental dimensions of architectural design using the latest technology.
- Prepare graduates who are technically, ethically, and legally prepared to embrace the profession of architecture.

Program Learning Outcomes

Upon completion of the B.Arch., students will be able to:

- Communicate effectively in oral, written, graphical, and digital media.
- Analyze, research and use theoretical precedent and digital technology to inform architectural design.
- Produce design that acknowledges and integrates the human, sociocultural, and economic aspects at the local, regional, and global levels.
- Produce design that integrates the physical context, including environmental issues.
- Produce design that integrates accessibility, life safety, structural systems, and building envelope systems and assemblies.
- Demonstrate an understanding of administrative, financial, legal and ethical aspects pertaining to architectural practice.

B.Arch. Summary of Degree Requirements

| Course Classification | Credit Hours Required |
|------------------------|-----------------------|
| Foundation | 20 |
| Design Core | 92 |
| Professional Electives | 12 |
| Arts and Sciences Core | 36 |
| General Electives | 6 |
| Total | 166* |

* The B.Arch. normally requires five years to complete.

Curriculum/Courses

Foundation

| | | Credit Hours |
|--------------------------------------|--------------------------------------|--------------|
| ARCH 101 | Architectural Design Studio I | 4 |
| ARCH 102 | Architectural Design Studio II | 6 |
| ARCH 151 | History and Theory of Architecture I | 3 |
| MATH 105* | Precalculus for Architecture | 3 |
| PHYS 201 | Introductory Physics I, w/Lab | 4 |
| Total Foundation Requirements | | 20 |

*Students who are exempted from MATH 105 should replace it with a Professional Elective in Architecture.

Design Core

| | | Credit Hours |
|----------|---------------------------------|--------------|
| ARCH 201 | Architectural Design Studio III | 6 |
| ARCH 202 | Architectural Design Studio IV | 6 |

| | | |
|----------|---|---|
| ARCH 211 | Materials and Methods of Construction | 3 |
| ARCH 254 | History and Theory of Architecture II | 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 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 441 | Professional Practice, Entrepreneurship and Ethics | 3 |
| ARCH 431 | Life Safety and Codes | 3 |
| ARCH 501 | Architectural Design Studio IX | 6 |
| ARCH 502 | Architectural Design Studio X | 6 |
| ARCH 561 | Internship | 2 |
| DDFT 341 | Digital Design and Fabrication I | 3 |
| DDFT 351 | Parametric Design I | 3 |
| DDFT 442 | Artificial Intelligence in Architecture | 3 |
| DDFT 474 | Introduction to Building Information Modeling (BIM) | 3 |
| DDFT 475 | Collaborative Building Information Modeling (BIM) | 3 |

Total Design Core Requirements **92**

Professional Electives

Credit Hours

| | | |
|--------------|--|---|
| ARCH 294 | Film and Architecture | 3 |
| ARCH 322 | Basic Elements of Landscape Architectural Design | 3 |
| ARCH 342 | Portfolio Design in Architecture | 3 |
| ARCH 361 | Interdisciplines in Architecture: Archeatable | 3 |
| ARCH 370-375 | Architecture Study Tour | 3 |
| ARCH 380 | Special Topics in Architecture | 3 |
| ARCH 423 | Sustainable Urbanism | 3 |
| DDFT 268 | Computer-Aided Design (CAD) I | 3 |
| DDFT 270 | Digital Design Illustration | 3 |
| DDFT 352 | Parametric Design II | 3 |
| DDFT 373 | Virtual Designs | 3 |
| DDFT 466 | Advanced Computer-Aided Design (CAD) | 3 |
| DDFT 473 | Virtual Environments | 3 |
| DDFT 476 | Advanced Building Information Modeling (BIM) | 3 |
| IDES 374 | Hospitality Design | 3 |

Total Professional Electives Requirement **12**

Arts and Sciences Core

See pp. 110-114 for Arts and Sciences Core Requirements.

Note that all degree candidates in Architecture must take MATH 205 (Calculus for Architecture) to fulfill the Core Requirement in Mathematics

Total Arts and Sciences Core Requirements **36**

General Electives **6**

TOTAL B.ARCH. DEGREE REQUIREMENTS **166**

Entrepreneurship and Innovation (E&I) Path

See pp. 178-179 of this *Catalog*.

Required:

| | |
|--|---|
| BUSI 121: Entrepreneurship and Innovation | BUSI 251: Startup Entrepreneurship Project |
| Counts as one of General Electives | Counts as one of Professional Electives |

B.Arch. Course Sequencing

All candidates for the B.Arch. degree should adhere to the following course sequencing:

| | Fall | Spring | Summer |
|-----------------|--|---|----------|
| Year I | ARAB ELE ARCH 101 COMP 101 ENGL 101 MATH 105 UNIV 100 | ARCH 102 ARCH 151 ENGL 102 MATH 205 SSCI ELE | |
| Year II | ARCH 201 ARCH 211 ARCH 254 DDFT 341 ENGL 103 | ARCH 202 ARCH 351 DDFT 351 PHYS 201 | |
| Year III | ARCH 301 ARCH 311 DDFT 474 PSPK 101 SCIE ELE | ARCH 302 ARCH 312 ARCH 321 DDFT 475 WLDC 201 or 202 | |
| Year IV | ARCH 401 ARCH 412 ARCH 431 DDFT 442 PROF ELE | ARCH 402 ARCH 441 GEN ELE ISST ELE PROF ELE | ARCH 561 |
| Year V | ARCH 501 HUMN ELE PROF ELE | ARCH 502 PROF ELE GEN ELE | |

Legend:

ARAB: Arabic
ELE: Elective
GEN: General
HUMN : Humanities

ISST: Islamic Cultural Studies
PROF: Professional
SCIE: Science
SSCI: Social Sciences
For course code legends, please see p. 192

Bachelor of Architecture 2023-2024

| | Fall | | | | | Spring | | | | |
|-------|----------|-----------|-----------|--|----------|--------------|-----------|-------------------------|-----------------------------|--|
| | Course | CH | L-S-CH | Prerequisites | | Course | CH | L-S-CH | Prerequisites | |
| Y I | ARCH 101 | 4 | 0-8-4 | None | | ARCH 102 | 6 | 0-12-6 | ARCH 101 | |
| | UNIV 100 | 0 | 1-0-1 | None | | ENGL 102 | 3 | 3-0-3 | ENGL 101 | |
| | ENGL 101 | 3 | 3-0-3 | None | | MATH 205 | 3 | 3-0-3 | MATH 105 or | |
| | MATH 105 | 3 | 3-0-3 | Placement Test | | ARCH 151 | 3 | 3-0-3 | None | |
| | COMP 101 | 3 | 3-0-3 | Placement Test | | SSCI ELE | 3 | 3-0-3 | See Catalog | |
| | ARAB ELE | 3 | 3-0-3 | See catalog | | | | | | |
| | | 16 | | | | 18 | | | | |
| Y II | ARCH 201 | 6 | 0-12-6 | ARCH 102 | ARCH 202 | 6 | 0-12-6 | ARCH 201 & 211 | | |
| | ARCH 254 | 3 | 3-0-3 | ARCH 151 | ARCH 351 | 3 | 3-0-3 | ARCH 254 | | |
| | ARCH 211 | 3 | 3-0-3 | ARCH 101 | PHYS 201 | 4 | 3-3-4 | MATH 205 | | |
| | ENGL 103 | 3 | 3-0-3 | ENGL 102 | | | | | | |
| | DDFT 341 | 3 | 1-4-3 | ARCH 102 | DDFT 351 | 3 | 1-4-3 | DDFT 341 | | |
| | | 18 | | | | 16 | | | | |
| Y III | ARCH 301 | 6 | 0-12-6 | ARCH 202, ARCH 351, DDFT 341 | | ARCH 302 | 6 | 0-12-6 | ARCH 301 DDFT 351 (ARCH 321 | |
| | ARCH 311 | 3 | 3-0-3 | ARCH 211 & PHYS 201 | | DDFT 475 | 3 | 1-4-3 | DDFT 474 | |
| | DDFT 474 | 3 | 1-4-3 | DDFT 341 | | ARCH 321 | 3 | 3-0-3 | ARCH 201 | |
| | PSPK 101 | 3 | 3-0-3 | ENGL 102 | | ARCH 312 | 3 | 3-0-3 | ARCH 311 | |
| | SCIE ELE | 3 | 3-0-3 | See Catalog | | WLDC 201/202 | 3 | 3-0-3 | ENGL 102 | |
| | | | 18 | | | | 18 | | | |
| | ARCH 561 | 2 | 0-0-2 | Senior Status (90 Credits) & Portfolio | | | | | | |
| Y IV | ARCH 401 | 6 | 0-12-6 | ARCH302 | ARCH 402 | 6 | 0-12-6 | ARCH401,ARCH321-DDFT475 | | |
| | DDFT 442 | 3 | 1-4-3 | DDFT 351 | GEN ELE | 3 | 3-0-3 | See catalog | | |
| | ARCH 431 | 3 | 3-0-3 | ARCH202 | PROF ELE | 3 | 3-0-3 | | | |
| | ARCH 412 | 3 | 3-0-3 | ARCH 211 | ARCH 441 | 3 | 3-0-3 | ARCH 431 | | |
| | PROF ELE | 3 | 3-0-3 | See catalog | ISST ELE | 3 | 3-0-3 | See catalog | | |
| | | 18 | | | | 18 | | | | |
| Y V | ARCH 501 | 6 | 0-12-6 | ARCH 402 | ARCH 502 | 6 | 0-12-6 | ARCH 501, ARCH 431 | | |
| | PROF ELE | 3 | 3-0-3 | See catalog | PROF ELE | 3 | 3-0-3 | See catalog | | |
| | HUMN ELE | 3 | 3-0-3 | See catalog | GEN ELE | 3 | 3-0-3 | See catalog | | |
| | | | | See catalog | | | | | | |
| | | 12 | | | | 12 | | | | |

Total Credits 166

Kyle Long

President American University in Dubai

Ph.D. in International and Comparative Education, Columbia University

M.A. in Liberal Arts, St John's College

B.A. in Classics, Wabash College

Kyle Long is a strategist and scholar at the intersection of higher education and international affairs. He served on the faculty at the George Washington University and has also taught at Northwestern University and Columbia University. Previous leadership roles include Senior Director of Organizational Strategy and Change at Northwestern University, UNESCO Co-Chair of International Education for Development at the George Washington University, and Vice President of the American University of Iraq Foundation. He has led change management, communications, development, and research units for universities and has advised higher education leaders, government officials, and private entrepreneurs about university governance, academic development, and enrollment management.



Dr. Long is an award-winning author and internationally recognized authority on American education outside the United States. He is a sought-after conference speaker and regularly comments on international education issues in the press. His scholarship has appeared in *Current Issues in Comparative Education*, *International Higher Education*, and *Change: The Magazine of Higher Learning*, among other venues. Dr. Long founded and directs the Global American Higher Education research initiative, which provides timely data and analysis to academics, policymakers, and journalists. He holds a PhD in International and Comparative Education from Columbia University.

Abubakr H. M. Abdalla
Associate Professor of Architecture

Ph.D. in Architecture, University of Cambridge, UK (Cantab.)
MPhil in Environmental Design in Architecture, University of Cambridge, UK
B.Sc. in Architecture, University of Khartoum



Dr Abubakr Merghani joined AUD in Fall 2023 as an Associate Professor of Architecture with two decades of teaching, administrative and professional experience. He specializes in environmental design in architecture, sustainable design, history, design theory and building science. Before AUD, Dr Abubakr was Dean of the Faculty of Architecture, University of Khartoum between 2015-19. He also held many administrative positions throughout his career.

He is a practicing architect and established his private architectural consultancy back in 2004 (Abubakr Engineering Consultants, Khartoum). His firm designed, supervised, and managed a multitude of residential, commercial, health, educational and cultural projects. The firm also won many design competitions in the past fifteen years. Dr Abubakr participated in and/or headed more than ten architectural design competition juries locally and regionally.

He published many papers in various research topics e.g., of thermal comfort and spatial variability, women in construction industry, daylight simulation and use of environmental design support tools. Moreover, Dr Abubakr participated in many collaborative research projects both as a researcher and as a coordinator. In his capacity as postgraduate supervisor and lead researcher, Dr Abubakr won several research grants and prizes.

Dr Abubakr serves as external examiner to many local and international universities for both under and postgraduate programmes. He is also a peer reviewer for two scientific journals as well as acting as an advisor for many educational committees.

Dr Abubakr is a Chevening scholar, Fellow of the Cambridge Commonwealth Society and a lifetime member of Clare Hall College, University of Cambridge. Professionally, he is a Fellow of the Sudanese Institute of Architects SIA and a member of the Sudanese Engineering Council at the top-most-grade Consultant.

Maryam Shafiei
Program Director, Master of Urban Design and Digital
Environments (MUDDE)
Assistant Professor of Architecture

Ph.D. in Architecture and Urban Analysis, The University of Queensland,
Australia
M.A. in Architecture, Art University of Tehran
B.A. in Architectural Engineering, University of Tehran



Dr. Maryam Shafiei joined American University in Dubai as Assistant Professor of Architecture in August 2023. She is currently leading Master of Urban Design and Digital Environments (MUDDE) as its Program Director. She is a researcher, educator, designer, and maker, holding B.Arch (University of Tehran), M.Arch (Art University of Tehran) and a PhD in Architecture and Urban design fields (The University of Queensland). She also completed a Postdoctoral Fellowship at the University of Queensland, Australia, collaborating on projects on the robotic fabrication, Augmented Reality (AR), and Digital Twin.

Throughout her career, Dr. Shafiei has gained valuable teaching and research experience across a wide range of topics in Architecture and Urbanism, particularly environmental sustainability, urban design, digital design and construction technology. For her research, she has successfully collaborated with scholars and professionals across disciplines of architecture, design, planning, urban design, construction technology, interactive design, structural engineering, sustainability, biology, nanotechnology, and robotic manufacturing.

Being a technology advocate, she has explored the application of robot arms for artistic works, such as robotic sketching and painting, as well as manufacturing processes like robotic assembly and 3D printing. Additionally, Dr. Shafiei has extensive experience and a strong interest in advanced visualization and design technologies, particularly the application of Virtual and Augmented Reality for architectural and urban design projects.

The outcomes of her interdisciplinary research have been published in journals and book chapters, and presented in international conferences as well as exhibitions such as 'SHE-robots' in Sydney (2022), and Delft (2024). Also, she has been successful in several design and research competitions like RIBA Nationwide Sustainable Housing Award (International Commendation, 2009), ASAA Conference Attendance Award (2017), and EAIT Best Poster Award (2018). These presentations, publications, and exhibitions demonstrate her commitment to maintaining excellence in education as well as conducting scholarly research.

Mattia Gambardella
Assistant Professor of Architecture

M.A. in Emergent Technologies, Architectural Association, London, UK
M.Arch - Laurea, Politecnico of Milan, Italy



Mattia Gambardella is an architect and researcher with an MA degree from the Architectural Association, London, and a March degree from the Polytechnic University of Milan. His career has encompassed diverse academic and professional experiences in Italy, Norway (NTNU), and France, culminating in advanced studies in Emergent Technologies (EmTech) at the Architectural Association in London. Mattia has held roles as principal researcher at Ocean, taught at London Metropolitan University, and served as a visiting tutor at the Bartlett School of Architecture, UCL.

He has also appeared as a guest critic at institutions such as the Architectural Association, the University of Westminster, and the University of East London.

His work in generative design and responsive architecture has been showcased internationally, including presentations at the Subtle Technologies Festival in Canada and Simae 2008 in Barcelona. His innovative contributions were recognized with a Design Award at the latest Feidad edition in Taiwan.

With over 20 years of professional experience, his research centers on the spatial articulation of architectural and urban scales to create rich, dynamic, and experiential spaces through innovative design interventions. His academic and professional pursuits encompass both analog and digital forms of representation, with a specialized focus on biomimetic and biomorphic studies. Committed to a rigorous and imaginative approach in teaching, Mattia encourages students to engage in meaningful, critically informed work. His objective is to prepare students to emerge as leaders in the rapidly evolving professional landscape, equipped with the latest digital design tools and techniques to address contemporary challenges in architecture and urban design.

Since 2023, he has held the position of Assistant Professor at the American University in Dubai (AUD), where he previously served as an Adjunct Professor since 2018. From 2017 to 2018, he was a Unit Leader and Professor in the MArch Program at the University of Kent, UK, overseeing Unit 4: Uncharted Territories. Unit 4's agenda focused on reimagining inhospitable landscapes for new tourism models, with a strong emphasis on data-mining. By leveraging advanced data mining and visualization techniques, students analyzed vast datasets on safety, pollution, and transport, transforming these insights into adaptable frameworks for sustainable land use and hospitality in challenging environments.

Earlier in his career, in 2006-2007, Mattia served as a Teaching Assistant in Unit 9 at London Metropolitan University. This studio explored minimal surfaces and natural systems. The studio provided a foundation in natural system-inspired design, enabling students to explore differentiated spatial compositions through minimal interventions.

Hadeel El Naggar
Assistant Professor of Architecture

Ph.D. in Architecture, Alexandria University

M.Sc. in Architectural Engineering and Environmental Design, Arab Academy for Science, Technology and Maritime Transport, Alexandria, Egypt

B.Sc. in Architectural Engineering and Environmental Design, Arab Academy for Science, Technology and Maritime Transport, Alexandria, Egypt



Dr Hadeel is an architect and a RIBA chartered member with a Ph.D. in Architecture from Alexandria University, Egypt. She specializes in risk assessment, disaster risk management, and applying advanced technologies for flood disaster mitigation.

With over a decade of academic experience across leading institutions in Egypt, Saudi Arabia, and the UAE, through her academic career, she has highlighted the use of advanced technology for a better understanding of theory and design. Hadeel has cultivated an extensive background in both academia and practice. Her professional career includes working on significant architectural projects in Egypt, Saudi Arabia, and Iraq, which have enriched her with a versatile skill set.

In 2018, Hadeel joined the American University in Dubai (AUD) as an Adjunct Professor. By January 2023, she transitioned to a full-time faculty position, committing entirely to academia. Her passion for teaching and expertise in architecture are evident in her educational approach.

Hadeel's research focuses on disaster risk reduction, particularly in flood mitigation and preparedness, complementing her architectural endeavors. She is a member of the YOUNGO organization, advocating for climate change adaptability. Her work combines practical experience with academic insight, establishing her as a forward-thinking professional dedicated to advancing architecture and design.

Dr. Mohammadhossein Ghasempourabadi
Assistant Professor of Architecture

Post-Doctoral Research Scientist, Georgia Institute of Technology (USA)
Doctorate, Architecture & Building Technology, TU/e + Delft University of
Technology (The Netherlands)
B.Sc. + M.Sc. Architectural Engineering, University of Tehran (Iran)



Dr. Mohammadhossein Ghasempourabadi is an accomplished architect with a Ph.D., previously serving as a postdoctoral researcher at the SimTigrate Design Lab (SDL), Georgia Institute of Technology. With a Doctorate in Architecture & Building Technology from the Netherlands, he brings a wealth of knowledge and expertise to the field of sustainability and building technology.

His research primarily focuses on improving energy efficiency and reducing carbon emissions through evidence-based and human-centered design approaches. With a strong interdisciplinary background, he endeavors to enhance environmental design outcomes, leveraging his expertise in architecture and building technology. His contributions, including multiple patents and numerous academic research papers in top journals, underscore his commitment to advancing sustainable solutions within the field.

Dr. Mohammadhossein Ghasempourabadi has expertise in the following areas: Sustainability and Environmental System, High-Performance Buildings, Building Technology, Sustainable Design, Net Zero Energy Design, MEP, Smart Building Technologies, Embodied Carbon, Indoor Environmental Quality, Digital Fabrication, Integrative Design, and Building Performance.

Nicolas Turchi
Assistant Professor of Architecture

M.Arch II, Harvard University (USA)
B.Arch. + M.Arch I. Architectural Engineering, University of Bologna (Italy)
PGCE, Manchester Metropolitan University (UK)



Nicolas Turchi is a distinguished architect and academic with a deep-rooted passion for merging cutting-edge technologies with architectural theory and design. He currently serves as an Assistant Professor of Architecture at the American University in Dubai, where he leads design studios and courses on emerging computational methodologies, and as an Adjunct Professor in Computational and Parametric Design at the University of Bologna, contributing to shaping the next generation of architects. As an ARB-licensed architect and a chartered member of the Royal Institute of British Architects (RIBA), Nicolas brings a wealth of professional expertise to his roles.

He is also an associate at DesignMorphine, an innovative collective focused on architecture, computation, and education, and the Founding Director of nt-ar, an award-winning architectural practice registered in the UK, known for its cutting-edge designs and interdisciplinary approach to architecture and urbanism. He holds a Master in Architecture II from the prestigious Harvard Graduate School of Design and both a Bachelor of Architecture and a Master of Architecture I from the University of Bologna.

His international experience includes work at some of the world's leading architectural practices, including Zaha Hadid Architects, Peter Eisenman Architects, MCA Mario Cucinella Architects, and Hernan Diaz Alonso Architects. This diverse exposure to avant-garde design has shaped his unique perspective on architecture.

His research explores the intersection of emergent technologies and their transformative effects on architectural theory and practice, particularly focusing on the integration of the fourth dimension into architectural discourse—an innovative exploration of time and motion in spatial design. Nicolas' work has been exhibited and presented globally, with highlights including lectures and exhibitions at Harvard University, the Architecture Venice Biennale, Texas A&M University, the Architectural Association, Manchester Metropolitan University, the Dubai Theatre of Digital Arts, and the Salone del Mobile in Milan.

He is a frequent contributor to international conferences and workshops, and his contributions continue to push the boundaries of architecture, blending design, computation, and futuristic thinking. Beyond academia and professional practice, Nicolas is deeply invested in architectural education and the broader discourse on sustainability and digital innovation in architecture. He regularly collaborates with industry experts, academic institutions, and design collectives, seeking to bridge the gap between theoretical research and real-world application, always with a view toward a more sustainable and technologically integrated future.



Statement on Diversity, Equity, and Inclusion for the Bachelor of Architecture Program

Diversity is a fundamental component of AUD's mission and vision. Operating within this broader institutional framework, the Bachelor of Architecture (B.Arch.) is strongly committed to promoting diversity, equity and inclusion, recognizing the pivotal role of the architect in shaping society.

The university values diversity and promotes tolerance by fostering a culture of respect and open-mindedness. The Bachelor of Architecture embraces AUD's values and its non-discrimination policy through its studio culture which emphasizes respect, collaboration, and community engagement. The studio serves as a safe and welcoming space where diverse perspectives are celebrated, thereby creating a nurturing and inclusive learning environment. The Architecture program, furthermore, is committed to enhancing students' global awareness skills. Such skills are fundamental when transforming architectural ideas into physical spaces that not only showcase cultural diversity but also actively cater to individuals from various backgrounds and abilities. AUD's diverse student body, both at the institutional level and in the Architecture Program specifically, is a major asset. This diversity is embraced across various student events, clubs, and activities, as well as through the variety of senior theses, project themes, and design briefs given to students throughout the program.

The university and, by extension, the Architecture program prioritize diversity and inclusion through strategic allocation of human, physical, and financial resources. Decision-making processes are in fact designed to ensure that all members of the community have access to and benefit from these resources. Through proactive recruitment strategies and professional development opportunities, the university and program strive to nurture a diverse faculty and staff body that reflects the diversity of its student body.

Furthermore, AUD is dedicated to ensuring equity for all students through robust financial aid support. Scholarships are available to provide equal access to education for all, and the Department of Architecture actively promotes and advertises these opportunities to its students. In collaboration with Center for Research, Innovation and Design (CRID), the B.Arch. program hosts design competitions that not only foster creativity and innovation, but also provide financial support for students through awards sponsored by external entities

The program promotes an inclusive environment by engaging actively with both internal and external stakeholders, including the program's advisory board. Moreover, in partnership with the AUD Health Center, the program supports students of determination by providing accommodations for individuals with diverse abilities. All members of the AUD community, regardless of physical or mental capabilities, are supported through the university's inclusive learning and working environment.

In conclusion, by holistically promoting and supporting diverse and inclusive curricular and extracurricular experiences, the Bachelor of Architecture at AUD is better positioned to graduate students who make meaningful contributions to the field of architecture and to society as a whole.