American University in Dubai
School of Architecture, Art and Design

2021 Visiting Team Report

Bachelor of Architecture [166 credits]

The National Architectural Accrediting Board
November 15-17, 2021

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.

Contents

I.   Summary of Visit

a.   Acknowledgments and Observations

The visiting team would like to thank the American University in Dubai for a well-prepared APR and remote visit of the School of Architecture, Art, and Design and the Architecture program. The review was conducted remotely and asynchronously over several weeks leading up to the synchronously remote interviews and meetings with administration, staff, faculty, and students of the program. The APR demonstrated evidence of the continued improvement of the program through a self-study report. The team room was built virtually in shared Office 365 file folders and was arranged with precision and easy navigation. The evidence room was built using Conceptboard for virtual evidence exhibits as well as some complementary student evidence in the form of video. The schedule of interviews and meetings was developed by the Program and included each of the required program stakeholder groups. The meetings were productive, and the participants communicative and enthusiastic. The visiting team was able to easily locate evidence of student performance at the minimum levels required and was able to review the response to the Conditions for Accreditation thoroughly. The team is grateful to the Program Chair, Dr. Anna Cornaro and Dean, Dr. Nabyl Chenaf for excellent preparations and swift response to questions raised by the team in the weeks leading up to, and during, the visit.

The faculty are heavily invested in the program and clearly share a unique camaraderie in the development of the new program. While primarily a teaching institution, the faculty are involved in various forms of critical practice and have developed a research center during the early years of the program that continues to mature and expand its connections to its community.

The students are exceptionally well spoken and represent themselves and the program very well with determination and excitement about the program and their future. There is great cohesion observed between the faculty, staff, and students. Student access to the faculty and program leadership is obvious, and clearly demonstrates a sense of collective ownership of the program. Students benefit from the rich geographic and ethnic diversity and experience of the faculty, and a diversity of opportunities for future work. Students are quite geographically and ethnically diverse, and part of a broader university student body representing over 100 nationalities. Students have experienced strong employability in the marketplace of Dubai and the region. Students have developed a robust chapter of AIAS and also participate in campus clubs such as Campus Cultural Clubs.

The team observed that the architecture program at AUD exists in a context that is conducive to innovation and future expansion, and well positioned to continue to make an impact on the city of Dubai and region. The program is enriched by the diverse, dynamic, and international context of Dubai.

The team is impressed by the advances of the Center for Research, Innovation & Design (CRID) and affirms the ambitions of the Center as one of the first research centers born out of the new program. The multidisciplinary nature of the center, the research and development opportunities with local industry, and the advanced digital media certification capacity for students and regional professionals is compelling.

The team observed excellence in visualization including emerging work in AR/VR systems, communication media through CRID, and throughout the professional program coursework. As a result, the team acknowledges A.1 Professional Communication Skills and A.6 Use of Precedent as Conditions Met with Distinction.

The team found that the two items addressed as not met in the previous site visit have been adequately addressed and improved and are now met. Additionally, the team found that each of the SPC were met based on evidence provided in the virtual team room.

The team notes two conditions not met below. In terms of Long-Range Planning, the team was not able to find evidence of written multiyear objectives, and in the case of Social Equity the team was not able to find evidence of a written plan for maintaining and increasing gender diversity among the faculty. Both items will benefit from more thorough consideration and documentation at the program level.

b.   Conditions Not Achieved (list number and title)

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.

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.

II.   **Progress Since the Previous Site Visit**

2014 Student Performance Criterion 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.

Previous Team Report (2018): 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.

2021 Visiting Team Assessment: Each of the architecture history and theory courses, ARCH151, ARCH252, and ARCH253, demonstrate evidence of A.7 through exams, assignments, and research projects. The inclusion of extra-Eurocentric exposure is present in the course materials, and understanding is present in the student evidence.

2014 Student Performance Criterion 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.

Previous Team Report (2018): 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.

2021 Visiting Team Assessment: The team found evidence of B.10 in student evidence examples in both ARCH412 and DDFT475. The DDFT475 evidence demonstrated financial considerations through student projects using BIM software in addition to the more conventional evidence demonstrated in ARCH412.

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

2021 Analysis/Review: The history and mission of the program and the university system that supports it are articulated in the APR and were reinforced in conversations with the program chair, Dean, and Provost's office. The program enjoys a location with great prominence in world architecture and a support system at AUD that is substantial. The program and university demonstrate a commitment to the American educational system, while operating at an international level and in a distinctive location.

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

2021 Team Assessment: The program demonstrated, through established policies, standards, and academic activities in classrooms and other institutional settings, that it provides a positive learning environment that fostered respect, sharing, and caring among and between the faculty, students, and staff. It was further validated through communications during the visiting team's meetings with the members of the learning community during the interviews.

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] Not Demonstrated

2021 Analysis/Review: 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.

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

2021 Analysis/Review: The program has described its response to the five defining perspectives in educating and nurturing students to be future professional architects. The program goals and the learning outcomes, as well as ongoing extra-curricular activities were evident in responding to each perspective. The Center for Research, Innovation, and Design (CRID) is an exemplary effort and touches each of the perspectives.

A. Collaboration and Leadership: Architecture students at AUD exhibit strong student leadership and collaborative involvement in design, research project and extracurricular activities. Courses such as ARCH 401 - Architectural Design Studio VII and Arch 402 - Architectural design studio VIII provide student opportunities to work as a group for research projects with a collaborative environment. The Solar Decathlon Middle East (SDME) is a program that allows students to collaborate with local and international students over a span of two years to design and build the solar energy supported residence. The students guided the architectural design, including thermal control and calculations along with integrating three-D concrete printing. The "360 Design Studio" involves an open space that caters to students from first to fourth year in order to acquire a well-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 program describes a progression of studios that develop student's understanding of design as they progress through their coursework. The four main stages are skills, knowledge, execution, and presentation. The initial studios in the first-year focus on the development of skills and then progress to a simultaneous critical and technological approach in the second year. Design theory and sustainability are applied in the third year, prior to students being exposed to urban design and integrated design in the fourth year. The final year is dedicated to a research dissertation and capstone project which is reviewed by a worldwide audience of professionals. Design education is enhanced by: Performance measurement of faculty, staff, and students; sustained effort in seeking input from school and program advisory boards and peer reviewers; hosting and participating guest lectures, seminars, and conferences; and the advancement of digital aided architectural design.

C.   Professional Opportunities: The program provides students with professional opportunities in two significant ways: teaching students professional subject matters in Design Studio, such multi-modal site planning in ARCH502; and connecting students with practitioners through internship as a part of ARCH441 and ARCH561, where students can attend meetings with clients and technical consultants in an architectural firm. In addition, the program established an Architect Licensing Advisor equivalent in the UAE and developed a MoU with the UAE Society of Engineers. These professional associations broadened career opportunities for the students. The school also leveraged the function of the Design Center to enhance the connections between teaching and practices.

D. Stewardship of the Environment: Two courses are dedicated to sustainability, an integral part of the mission of the program; ARCH 302 Architectural Design Studio VI and ARCH 321 Environmental &

Building Service Systems. Guest lectures have included speakers from the Emirates Green Building Council, LEED, and the Dubai Municipality Green Building Regulations (Al-Saafat). The program aspires to grow partnerships with these local and regional entities. The department has included additional sustainability topics into the general culture of the program as evidenced throughout coursework for the upper level studios ARCH 401 Architectural Design Studio VII, ARCH 402 Architectural Design Studio VIII, ARCH 501 Architectural Design Studio IX, ARCH 502 Architectural Design Studio X and through their participation in University-wide initiatives, Solar Decathlon Middle East, and the programs attention to sustainability as part of the studio Culture Policy.

E. Community and Social Responsibility: The curriculum educates and introduces students to the role of an architect in society for improving the built environment and respecting the natural environment. The course ARCH 401 - Architectural Design Studio VII allows students to learn from and explore solutions for challenges faced by the local community in UAE and also explore urban challenges in other countries such as Spain, Italy, Sri Lanka, Malaysia, and Australia. The ARCH 502 - Architectural Design Studio X provides opportunities for students to tackle social interaction and gated communities in the Dubai area. Through interaction with local authorities and agencies, students are afforded direct opportunity to understand their opportunities for community and social responsibility as future architects.

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] Not Demonstrated

2021 Analysis/Review: 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.

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.

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

2021 Analysis/Review: The Institutional Effectiveness Office facilitates all institutional quality assurance measures in collaboration with all academic and administrative divisions through commitment to data-driven decision-making and shared responsibility.

A. Program implemented a Robust Self-assessment Process: The School of Architecture, Art, and Design (SAAD) and the Program of Architecture both conforms to the university's philosophy and self-monitors its own processes in coordination with the Institutional Effectiveness Office. The program has demonstrated that results of self-assessments are regularly used to advise and encourage changes and adjustments. For example, surveys were performed annually by different offices to observe, analyze, and ensure institutional quality and continuous improvement.

Program assessments contained the following key components: 1. Academic program mission and goals, 2. The intended outcomes, 3. Means of assessment, 4. Criteria for success, 5. Actual results, 6. Use of results. The assessment process for Course and Program Learning Outcomes was organized and reported through two primary tools, the Course Effectiveness Report and the annual Outcome Assessment Report and Plan (OARP).

B. Curricular Assessment and Development: The program has demonstrated a comprehensive process for curricular assessment and adjustments. Matrixed program Learning Outcomes (PLOs) with Course Learning Outcomes (CLOs) are utilized to manage the outcomes. The program uses multiple instruments to obtain program-specific data, the results were used for the purpose of program improvement. The program has well defined roles and responsibilities for individuals and entities involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

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

2021 Team Assessment: The program has described in the APR the resources available to support tutorial exchange between faculty and students. All but the exception of two faculty teach two courses per semester. Faculty noted the workload has greatly improved yet there is still room for improvement to align with other departments. Faculty feel they have adequate support and resources appropriate to supporting student learning and expressed a desire for future growth opportunities to expand curriculum offerings. The department encourages faculty to pursue professional development opportunities and faculty are provided time for professional development and research support as described in pages 53-56 in the Faculty Handbook and affirmed by faculty.

The Center for Research, Innovation, & Design (CRID) is an element of pride within the School of Architecture, Art, and Design which provides opportunities for research, innovation, and design in the fields of architecture, interior design, and visual communication on a local, regional, and global level. The research sector supports faculty in their pursuit of scholarly activities and assists in their plan to acquire and secure research grant funding. The CRID also helps disseminate reach to a larger audience through local and international journals, conferences, and seminars.

The Architecture Licensing Advisor is Professor Alex Albani. Professor Albani attended the NCARB Architect Licensing Advisor Summit in August 2017 and August 2019. He advises students on licensure and gives presentations on the subject matter periodically. He has a webinar titled "Destination Architect: Creating Value in Your Career" that is available in the Center for Research, Innovation & Design and is also available for students on YouTube. Students are aware that Professor Albani is the Architect Licensing Advisor and can recall presentations and information about licensure from Professor Albani.

The APR describes the support services available to students in the program through the Office of Student Affairs. The Office of Student Affairs consists of Athletics, Counseling, Housing, Student Activities, Alumni Relations, Career Services, Academic Advising, Student Support and Study Abroad and Exchange programs. AUD faculty and staff also provide support and resources to students through referrals and participation with local community organizations and initiatives. Career Development information to assist architecture students in their career path is also available on the department's website. Students noted they are familiar with the Office of Student Affairs and had access to an advisor.

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

2021 Team Assessment: Facilities at AUD are designed to enhance teaching and learning experience. They have the latest technology available to students for improving their productivity and being efficient in their learning process. In all our meetings, appreciation for the university administration for program development was evident. They are growing as a program and their physical resources are hand in hand with the growth. Due to the high demand during the last visit the school has purchased more equipment for plotting, laser cutting and 3D printing. In addition, they have also added a mobile virtual reality (VR) space for students. There are policies and systems in place for booking time slots for using the equipment efficiently and supportively.

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

[X] Demonstrated

2021 Team Assessment: The APR and interviews/conversations with the faculty, program leadership, and dean demonstrate compliance with this condition. AUD is a private, proprietary institution that generates revenue from tuition and fees. The university's recent financial history demonstrated financial stability and the capability to support current academic programs. This history is characterized by steady enrollment and revenue and expense containment. Auditors from Ernest & Young perform an independent annual audit in accordance with international auditing standards. The audit certified that the financial statements were accurate and presented an unbiased picture of the university's financial position. Most of the revenues were generated from tuition fees, which represented 92% of total revenues. Housing fees was the second major source of revenues, and it represented 6% of total revenues. The university retained a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services, which includes the SAAD and the Architecture program. Additionally, the program has been adequately funded to support the growth and development of the professional program. Sustaining the program long term, after crossing the initial accreditation and growth milestones will be a factor to consider in long range planning with regard to financial resources.

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

2021 Team Assessment: The APR and interviews/conversations with the program leadership and faculty demonstrate compliance with this condition.

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

2021 Team Assessment: The APR and interviews/conversations with the program leadership and faculty demonstrate compliance with this condition. As the program continues to grow and mature, leadership growth is predictable and should be accounted for in long range planning.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work throughout the curriculum, and in particular student projects in ARC 501 and DDFT 475.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 301, ARCH 351, AND ARCH 501.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 401 - Architectural Design Studio VII and 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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 102 - Architecture Design Studio II and ARCH 302 - Design Studio VI, as well as in later studios in the curriculum.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 102 - Architecture Design Studio II and ARCH 301 - Design Studio V, as well as in later studios in the curriculum.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found overwhelmingly in student work prepared for ARCH 201, ARCH 301, ARCH 351, and ARCH 501.

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] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 151 - History and Theory of Architecture I, ARCH 252 - History and Theory of Architecture II, and ARCH 253 - History and Theory of Architecture III.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 201 - Architectural Design Studio III, ARCH 252 - History and Theory of Architecture II, ARCH 253 - History and Theory of Architecture III

Realm A. General Team Commentary: The team found each SPC in this realm to be met, with two SPC Met with Distinction. The essential architectural education elements of representation, design, investigation, precedent, history, theory, and diversity are widely apparent throughout the curriculum.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH501 - Architectural Design Studio IX.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH302 Architectural Design Studio VI, ARCH401 Architectural Design Studio VII, and ARCH402 Architectural Design Studio VIII.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 402 - Architectural Design Studio VII and ARCH 431 - Life Safety and Codes.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 202 - Architectural Design Studio IV.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH311 - Structural Analysis and ARC312 - Structural Design through student homework and exams.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH302, ARCH321, and ARCH402. The body of work including exams, assignments, and sketchbooks has documented students' understanding of how architecture responds to geographic regions, nature environments, and sustainability performance.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for 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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 211 - Materials and Methods of Constructions, 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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH402 - 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] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH412 Construction Management and Building Economics and DDFT475 Building Information Modeling (BIM) II.

Realm B. General Team Commentary: There is a sense of intellectual maturity in the technical drawing and documentation assignments and projects. Student work was frequently observed to reach beyond course objectives, particularly in site design, codes and regulations, technical documentation, environmental systems, and Dubai Municipality Green Building Regulations (Al-Saafat).

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 201 - Architectural Design Studio III and ARCH 501 - Architectural Design Studio IX.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH 402 - Architectural Design Studio VIII and ARCH 501 - Architectural Design Studio IX.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH 402 - Architectural Design Studio VIII.

Realm C. General Team Commentary: The team was very impressed with the ARCH 402 and ARCH 501 courses for their comprehensive approach to design factors and their integrative process and design outcomes. The workmanship and vision of the final book products of ARCH 501 are very professional.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH412 Construction Management and Building Economics and ARCH 441 - Professional Practice and Ethics.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 412 - Construction Management and Building Economics and 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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 561 - Internship, 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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH431 Life Safety & Codes and ARCH561 Internship.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 441 - Professional Practice and Ethics.

Realm D. General Team Commentary: The work in this realm is very comprehensive and the team notes the contemporary professional matters such as transit-oriented development and campus code violation hunt, in addition to the conventional topics of this realm.

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

2021 Team Assessment: The American University in Dubai is accredited by the Southern Association of Colleges (SACS). Accreditation was reaffirmed in 2012 and the next reaffirmation will take place in 2022. Evidence of accreditation by SACS was found in Section 4.16. Institutional Accreditation Documents through a link to https://drive.google.com/file/d/1tk673W_ELSZSag6_OMPPq-s6sMUiKNT8/view as well as through a link to SACS website Accredited Institutions page for The American University in Dubai (Institutions - SACSCOC).

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 nonaccredited 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 nonaccredited 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

2021 Team Assessment: The Bachelor of Architecture program at AUD requires 166 semester credit hours. The curriculum requirement includes the minimum distribution for courses in professional, general and optional studies. B.Arch degree is awarded at the end of the completion of course.

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

2021 Team Assessment: Evidence was found of University-wide policy on transfer students and evaluation of compatible SPCs for transfer students. The University policy articulates the transfer admissions process and the additional architectural requirements of portfolio and syllabi submission for prior courses meeting SPCs. The program provided supporting information on the process for evaluating the prior academic course work meeting SPCs. The program provided documentation that students can not be admitted into the program with more than 50% of their program credits and may not transfer credit for courses designated as capstone, senior project, portfolio, internship, or study tour. The program evaluates prior coursework and the respective SPCs in a matrix as found in the Virtual Team Room.

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

2021 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.

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 NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2021 Team Assessment: The team found evidence of The 2014 NAAB Conditions for Accreditation and The 2015 NAAB Procedures for Accreditation available for all at the following link: https://www.aud.edu/accreditation-associations-arch/.

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

2021 Team Assessment: "Career Development Information" section of the AUD website has information and tools available for students to enhance their career choices. During student meetings it was evident that students have access to career development guidance from faculty and staff. ARCH 561 - Internship is a great course which allows students to kick start their career development process. The Times Higher Education Global University Employability Ranking 2020 has ranked AUD number 2 in the UAE, number 4 in the Arab region, and number 173 globally.

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

2021 Team Assessment: All the appropriate material is available on the AUD website to download.

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] Met

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

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 preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2021 Team Assessment: Evidence was found through a link to the admissions page, student handbook, conversations with students, faculty, and supplemental materials provided on evaluation of transfer students.

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

2021 Team Assessment: Financial information for various available scholarships is available on the AUD website. There is also a section for tuition and fees on the website for public access.

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

2021 Team Assessment: The program annual statistical reports have been submitted as required. Evidence was provided to the visiting team.

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] Met

2021 Team Assessment: The program has not been required to submit Interim Progress Reports to date.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

A.1 Professional Communication Skills

A.6 Use of Precedents

Appendix 2. Team SPC Matrix

Bachelor of Architecture vs NAAB Student Performance Criteria	Realm A. Critical Thinking and Representaion								Realm B. Building Practices, Technical Skills and Knowledge										Realm C. Integrated Architectural Solutions			Realm D. Professional Practice				
	Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering System	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmentsl System	Building Envelope System and Assemb	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision Making Design Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practice	Legal Responsabilities	Professional Conduct
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
ARCH101 Architectural Design Studio I																										
ARCH102 Architectural Design Studio II				X	X																					
ARCH151 History and Theory of Architecture I							X																			
ARCH201 Architectural Design Studio III				X		X													X							
ARCH202 Architectural Design Studio IV												X														
ARCH211 Materials and Methods of Constructions															X	X										
ARCH252 History and Theory of Architecture II						X	X																			
ARCH253 History and Theory of Architecture III						X	X																			
ARCH301 Architectural Design Studio V		X			X	X																				
ARCH302 Architectural Design Studio VI				X						X					X											
ARCH311 Structural Analysis													X													
ARCH312 Structural Design													X													
ARCH321 Environmental and Building Service Systems														X												
ARCH351 Theory of Architecture		X				X																				
ARCH401 Architectural Design Studio VII			X							X																
ARCH402 Architectural Design Studio VIII										X	X			X	X	X	X			X	X					
ARCH412 Construction Management and Building Economics																		X				X	X			
ARCH431 Life Safety and Codes											X														X	
ARCH441 Professional Practice and Ethics																						X	X	X		X
ARCH501 Architectural Design Studio IX	X	X	X			X			X											X	X	X	X			
ARCH502 Architectural Design Studio X																										
ARCH561 Internship																								X	X	
DDFT268 Computer-Aided Design (CAD) I																										
DDFT341 Digital Design and Fabrication																										
DDFT474 Building Information Modeling (BIM) I																										
DDFT475 Building Information Modeling (BIM) II	X																	X								

Appendix 3. The Visiting Team

Team Chair, ACSA Representative
Keelan P. Kaiser, AIA
Architecture Program Director & Professor
College of Architecture, Visual Art, & Design
California Baptist University
James 362
Riverside, CA 92504
Office: 951.552.8149
kkaiser@calbaptist.edu

AIA Representative
Nicole Becker, AIA, LEED AP BD+C
ZGF Architects
1223 SW Washington Street, Suite 200
Portland, OR 97205
319-243-0810
nicole.becker@zgf.com

NCARB Representative
Tian Feng, FAIA, FCSI
President, California Architects Board
District Architect, San Francisco Bay Area Rapid Transit District
2150 Webster Street, 6th Floor
Oakland, California 94612
510 464-6549
tfeng@bart.gov

AIAS Representative
Harikrishna (Krish) Patel
San Francisco, CA
215.410.1736
harikrishnagpatel@gmail.com

V.   Report Signatures

Respectfully Submitted,

Keelan Kaiser, AIA
Team Chair

Nicole Becker, AIA
Team Member

Tian Feng, FAIA
Team Member

Harikrishna (Krish) Patel
Team Member