

**American University in Dubai**

Department of Architecture, School of Architecture Art and Design

Sheikh Zayed Road, Media City,  
Dubai, U.A.E., P.O. Box 28282

**Architecture Program Report for 2021 NAAB First Visit for Continuation of Accreditation**

Bachelor of Architecture (166 Credits)

**Year of the Previous Visit: 2018**

**Current Term of Accreditation:** “The Bachelor of Architecture degree program was granted a three-year term of initial Accreditation. The term is effective January 1<sup>st</sup>, 2018, and the program scheduled for its first visit for continuation of accreditation.”

“Your first visit is scheduled for Fall 2021, and your APR is due March 1st, 2021.”

**Submitted to:** The National Architectural Accrediting Board (NAAB)

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## INTRODUCTION

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

### Program Character

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

### Digital Emphasis

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

The School of Architecture Art and Design Student Laptop Policy is available in the Student Handbook under the following link:

<https://aud.edu/media/catalogs/student-handbook/index.html>

(pages:33-34)

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

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**SECTION 1**  
**PROGRAM DESCRIPTION**

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## SECTION 1 – PROGRAM DESCRIPTION

### I.1.1 HISTORY AND MISSION

#### **History, Mission, and Founding Principles of AUD**

Following the Gulf War in 1991, a team led by Elias Bou Saab from the American College, based in Atlanta, Georgia, visited the Gulf region to establish relationships with various ministries of higher education as well as the region's schools.

The then lack of quality private education at the university level, coupled with an appreciation of the American model of higher education, led them to conduct a feasibility study on the prospects of establishing an American university in the Gulf. The results confirmed the high level of interest and desire for a campus offering an American-accredited educational curriculum.

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

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

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

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

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

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

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

#### **Description of AUD**

The American University in Dubai is a private, non-sectarian institution of higher learning founded in 1995. Enrollment in 2020-2021 averaged 1,700 students, with over one hundred nationalities represented in the student body. Although still very young, AUD is a vibrant institution which serves as a point of reference for higher education within the Gulf Region and greater Middle East, offering both undergraduate and graduate degrees (Master level) and two certificate programs, a Certificate in Middle Eastern Studies, and a

Certificate in Professional Teaching. The University's faculty members possess appropriate academic credentials. Furthermore, many are or have been practicing professionals of note. AUD's multi-faceted faculty has been chosen with the objective of supporting the University's programs (both academic and extra-curricular) to an American standard.

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

### **AUD as an American Institution of Higher Learning**

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

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

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

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

The American University in Dubai remains convinced that since its opening in 1995, it has made great strides towards developing a culture of excellence by combining the heritage of traditional American education with those perspectives it has matured locally. The university looks forward to further collaboration with the local community in its continuous search for relevant educational programs delivered to global standards.

### **Institutional Mission & Founding Principles of AUD**

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

### **Statement of Philosophy**

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

It is expected that as learners committed to continuous improvement, students – following graduation – will be successful in fulfilling their personal and professional objectives; and that faculty – through the on-going

processes of study and knowledge advancement – will contribute to and develop expertise in their disciplines and become ever more effective teachers.

All strive to become better thinkers. The university is confident that the appropriate exercise of its Philosophy, reflecting an innate drive towards academic excellence, constitutes its most significant contribution to the shaping of a better world.

### **Purpose-Related Goals of the University**

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

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

### **Vision**

- Enhanced standards and quality in program offerings;
- Selective diversification in program portfolio;
- The liberal arts as the wider context for life-long learning and professional readiness;
- Ever more “American” in terms of the total educational experience;
- Strengthened integration with local community (university as an intellectual, pedagogical, and socio-cultural reference point);
- Embracing the expansion of physical resources and technological application as opportunities for cutting-edge delivery of its academic programs and services.

### **Values**

There are ten (10) Values that underpin AUD's operations and development and that characterize its dealings with students, faculty, staff, and other constituents:

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

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

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

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

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

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

**Accountability** – AUD believes that all members of the university community are responsible for fulfilling their roles in support of the institutional Mission and Purpose-related Goals and that

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evaluation of individual performance should be based on the degree to which this responsibility is satisfied.

**Collaboration** – AUD values teamwork and outreach as a means of deriving superior solutions.

**Innovation** – AUD values innovation as reflected in knowledge creation, creative expression and continuous improvement.

**Best practice** – AUD recognizes the worth added to its policies and operations by best practice in American higher education.

### Statement on Research

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

<https://aud.edu/media/catalogs/undergraduate/index.html>

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### Vision

Research and creative activity undertaken by faculty will enhance program quality and learning outcomes achievement in the teaching disciplines.

AUD will proactively pursue greater visibility as a teaching-focused institution in which high quality intellectual and creative output produced by faculty contributes to knowledge in the various disciplines and enriches the teaching and learning process at the university.

### Objectives

The following objectives will be pursued within the context of AUD's teaching-focused mission and policy on support for faculty research, scholarly and creative activity:

- To encourage faculty research and creative activity and potential in terms of quantity, quality and impact
- To pursue greater alignment of faculty research and creative activity with educational, economic and social development priorities and strategies, especially at the national and regional levels
- To create channels for integrating faculty research and creative endeavors into program and curriculum development and into the teaching and learning process
- To enhance the university's visibility in terms of faculty research and creative output
- To develop mechanisms for disseminating this output to the local, regional and international academic and professional communities and to society at large

### Action Plans and Assessment

Each school will include a program-specific action plan for achieving the above vision and objectives. Action plans will set research and creative output and quality targets and will encompass faculty recruitment and retention, ongoing professional development, internal and external research funding, partnerships with industry and various agencies, as well as appropriate support mechanisms and needed resources. Action plans will be subject to approval by the Provost and Chief Academic Officer and the President. Schools, in collaboration with Institutional Effectiveness, will also apply approved reporting mechanisms that would enable periodic measurement and assessment of AUD research endeavors and output and the effectiveness of action plans in achieving the above vision and objectives.

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

The School of Architecture, Art and Design offers a five-year professional Bachelor of Architecture and four-year Bachelors of Fine Arts in Interior Design (ID) and Visual Communication (VC). All three curricula are accredited both locally and internationally. The VC Department offers a choice of four majors, namely Advertising, Digital Media, Graphic Design, and Studio Art. The National Association of Schools of Art and Design (NASAD) has granted AUD's Bachelor of Fine Arts (B.F.A.), with all its majors in addition to the Bachelor of Fine Arts (B.F.A.) in Interior Design the designation of substantial equivalency with accredited programs in the United States. ID offers on top of the general B.F.A. in ID, the possibility to specialize in design-related software, an "emphasis" on Integrated Computational Design (ICD), which consists mainly of digital illustration, modeling, rendering, and animation but also of advanced lighting design and Building information Modeling (BIM), the latter being a core requirement for Architecture students. The Interior Design program is accredited by the Council for Interior Design Accreditation (CIDA).

Courses offered by the School are taught by faculty using the latest in terms of facilities, equipment, and techniques. The three programs rely heavily on one-to-one, hands-on studio-based teaching, promoting direct interaction between faculty and students by limiting studio class size while extending contact time. Students are trained to think, analyze and perform in a creative manner in order to smoothly and efficiently integrate an increasingly demanding and competitive market in their respective fields. Finally, the School graduates are prepared to advocate and promote cultural diversity, professional ethical values, and environmental awareness. The school mission and goals stated below can be found in the Undergraduate Catalog 2020-2021 under the following link:

<https://aud.edu/media/catalogs/undergraduate/index.html>

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### **School Mission**

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

### **School Goals**

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

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

### **History, Mission, Founding Principles of the Program**

Newspapers and trade publications throughout the Gulf region and beyond comment virtually every week about the massive construction projects announced by locally based companies in places as distant as Egypt, India, Pakistan, and elsewhere. Real estate development is one of the primary engines of wealth creation in the region, vying with petroleum, tourism, and aviation. The Hays Global recruitment agency report of 2007 [https://www.annualreports.com/HostedData/AnnualReportArchive/h/LSE\\_HAS\\_2007.pdf](https://www.annualreports.com/HostedData/AnnualReportArchive/h/LSE_HAS_2007.pdf), highlighted that architecture jobs were very popular and highly paid. Given these conditions, there should be little surprise that professional degree programs which lead to graduate participation in such a high visibility, high reward career opportunity would be in great demand.

In order to prepare the ground for such a program (open in Fall 2009), in 2002 the Department of Interior Design at AUD commenced an annual series of conferences entitled 'Contemporary Architecture, Art and Design' which attracted world-class speakers and delegates from the region and beyond. This represented a unique opportunity to position the University within the then emerging urban and architectural arena while gauging interest in creating a new bachelor program in architecture serving the UAE. Guest speakers were

interviewed by various media, several of whom are internationally famous architects; some associated with notable and successful buildings - now proven icons of the 'new Dubai'. Carlos Ott, who provided the concept design for the world acclaimed Burj Al Arab, designed the National Bank of Dubai on the Creek, and the Hilton on the Creek, supported the proposed architecture program. Larry Ziebarth, President of HHCP Design International, Inc. based in Florida and the master planner of 'The Palm Jumeirah', endorsed the creation of an accredited architecture program at AUD. Similarly Hazel Wong, architect of the two Emirates Towers in Sheikh Zayed Road, Dubai, endorsed the creation of a bachelor program in architecture at AUD and added that she would "be delighted to participate as a member of your advisory council."

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

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

Initial progress along the path to establishing an architectural program was signaled by a Memorandum of Understanding (MoU) signed between Georgia Tech. (GT) College of Architecture represented by Dean Doug Allan and Chris Jarrett and AUD represented by Dr. John Alexander Smith (chair of ID) and Dr. M. Nabyl Chenaf. This yielded a four + two curriculum adapted on the GT model consisting of a B.Sc.in Architecture and the M. Arch., the latter which would represent the professional degree. AUD's Academic council, strongly suggested classical five-year professional B. Arch., to match the UAE context. Accordingly, the faculty at AUD, designed a new 5-year program which was presented to the Ministry of Higher Education and Scientific Research (MOHESR, now MOE) for initial accreditation. Through its visiting committee, the Ministry suggested that the program be aligned along NAAB standards. Based on such advice the curriculum was adjusted and clearly articulated to be consistent with proven professional academic standards. Subsequently, AUD's architectural program earned written approval by the ministry and SACS (See Part 4 - Supplemental Material for the latest accreditation statement).

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

### **Program Mission**

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

### **Program Goals**

1. Prepare students who are able to think in a multidimensional and integrative manner that combines design skills, with human and physical aspects of the architecture profession;
2. Prepare students for making choices and decisions with regards to technologies available in the market;
3. Instill a critical attitude in students' approach to the history and theory of architecture;
4. Prepare students who understand the human, socio-cultural, and economic dimensions of architectural design;
5. Prepare students who are aware of the contextual and environmental challenges;

6. Prepare graduates who are ethically and technically prepared to embrace the profession of architecture;
7. Prepare students who are able to communicate effectively.

### **Program Learning Outcomes**

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

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

<https://aud.edu/media/catalogs/undergraduate/index.html>

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### **Benefit to the Institution**

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

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

The introduction of the architecture program at AUD, has also helped finalize its structure into a clearly identified school, as it represented the backbone to the School of Architecture, Art and Design (SAAD), only a few years after its inception, when the latter was created in 2012. The SAAD, consisting of the departments of Architecture, Interior Design, and Visual Communication, has gained a reputation built upon the rigor, hard work, and esprit de corps embedded in the architecture program.

AUD prepares students for life-long careers. The Times Higher Education Global University Employability Ranking 2020 has ranked AUD number 2 in the UAE, number 4 in the Arab region, and number 173 globally (out of 250 total universities) that have the highest employable graduates. Indeed, these professionally directed programs provide students with the knowledge and expertise to move directly into the workplace. The addition of the Bachelor of Architecture has supported AUD students' entry into the fields of architecture and construction.

### **Benefit to the Program**

The program of architecture has reciprocally benefitted from AUD being the first US accredited university in the UAE which gives the program a significant credibility and a perceived advantage over its competitors. Moreover, AUD is not only the oldest American university in the UAE, it also benefits from the support and attention of the ruler of Dubai and vice-president of the UAE, H.H. Sheikh Mohammed Bin Rashid al Maktoum. The Sheikh has participated at most commencement ceremonies along with distinguished

personalities from the USA such as President Bill Clinton, James Baker, Colin Powell, and Madeleine Albright.

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

### **I.1.2 LEARNING CULTURE**

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

#### **Learning Culture Policies**

The current studio culture policy has been recently revised to reflect better health, wellness, social engagement, and the concerns of project-based learning. An explicit text has been added concerning studio design process, time management, and work-life balance. In addition, a clear statement on yearly review and assessment of the studio culture was inserted in order to provide regular process for examining the studio culture policy document. The new policy has been communicated to faculty, staff, and students & advisory board members for feedback and discussion. A reasonable consensus was reached by all parties. Finally, the COVID 19 situation has also yielded a context, which called for adjustment of the studio culture, which will be developed further later in the present document.

#### **Policy Access**

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

<https://aud.edu/aud-publications/>

Direct online access can be found under the below links

- **The Undergraduate Catalog** <https://aud.edu/media/catalogs/undergraduate/index.html>
- **The Graduate Catalog** <https://aud.edu/media/catalogs/graduate/index.html>
- **The Student Handbook** <https://aud.edu/media/catalogs/student-handbook/index.html>
- **The Parent Handbook** <https://aud.edu/media/catalogs/parent-handbook/index.html>
- **The Faculty Handbook** <https://docs.aud.edu/pdf/162021100532AM.pdf>

#### **Implementation and Assessment**

The implementation and assessment of learning culture policies at the program level, including the studio culture are revised regularly by the SAAD.

#### **Participation**

The implementation and assessment of learning culture policies at the program level, including studio culture, is discussed involving faculty, students, and staff throughout the academic year during the biweekly departmental meetings, the Course Evaluation Reports (CERs), produced at the end of every term and annual Outcome Assessment Report and Plan (OARP). Any amendments to these policies will be reflected in the appropriate AUD and SAAD literature as appropriate.

#### **Harassment and Discrimination**

AUD maintains a strict policy prohibiting all forms of harassment and discrimination in the workplace and accordingly, a grievance policy has been devised and implemented through an online complaint system

thus ensuring both confidentiality and efficiency. This policy applies to all employees, managers, educators, administrators, students, and non-employees who have contact with employees during work hours. For more details on such matters, please refer to the below links concerning the Undergraduate Catalog and Student Handbook:

<https://aud.edu/media/catalogs/undergraduate/index.html>

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<https://aud.edu/media/catalogs/student-handbook/index.html>

(pages: 22-25)

<https://aud.edu/media/catalogs/student-handbook/index.html>

(pages: 38-40)

### **Academic Integrity**

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

<https://aud.edu/media/catalogs/undergraduate/index.html>

(pages: 75-77)

<https://aud.edu/media/catalogs/student-handbook/index.html>

(pages: 76-82)

## **I.1.3 SOCIAL EQUITY**

### **Policy Access**

Policies related to social equity are accessible to faculty, students, staff, and the general public on the official website of the university. Please refer to AUD Publications under the following link:

<https://www.aud.edu/aud-publications/>

### **Diversity**

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

<https://aud.edu/media/catalogs/undergraduate/index.html>

(page: 11)

<https://aud.edu/media/catalogs/student-handbook/index.html>

(pages: 27-28)

## **I.1.4 DEFINING PERSPECTIVES**

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

### **A. Collaboration and Leadership**

There are several ways, the architecture students are exposed, initiated, and engaged into collaborative work, including design as well as research group projects that are required in several studio courses such as ARCH 401 (Architectural Design Studio VII) and ARCH 402 (Architectural Design Studio VIII). Furthermore, students are consistently invited to develop and nurture the much-needed skills and abilities to operate properly in a team, consisting of different professions, cultures, and interests, as in the case of ARCH 561 (Internship). Students are also involved in extra-curricular activities such as the Solar Decathlon

Middle East (SDME), where they collaborate with other students from both local and international universities, over a span of two years, currently they are working with two local universities and the University of Louisville from the US, the objective being to build a house using solar energy. The AUD students are in charge of the architectural design, including thermal control and calculations along with integrating three-D concrete printing technology. It is worth noting here that the winners will have their house exhibited at the upcoming Dubai EXPO. Collaboration is also instilled through students' associations and clubs such as the AIAS-AUD Chapter, which naturally builds collaborative and leadership skills, as they need to understand the different financial, regulatory, and administrative procedures to take into account when organizing both internal and external events.

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

Furthermore, two initiatives are currently in the making, the concept of “360 Design Studio” and the School Students Governing Board (SSGB). The 360 studio is an open space that caters to students from first to fourth year in order to acquire a rounded (360) learning experience, as they engage informally with other students and faculty from different sections and years fostering a smoother transfer of design skills and techniques, knowledge in the broad sense and collaboration. For the time being, a virtual version of the “360 Design Studio” has been running (The Virtual Open Studio), while a physical one is still to be implemented once the pandemic situation eases off. On the other hand, the SSGB involves students directly in the management of the school at different levels, including the academic and administrative aspects. Finally, The Center for Research, Innovation, and Design (CRID), which is a time-share entity, is meant to offer to AUD and the community at large guest lectures/webinars, training (workshops), Design opportunities (schematic stages), and research. The CRID would be the ideal venue for students to experiment collaborative work and exercise leadership skills, as they would be directly implicated in the above-mentioned activities as interns, Research Assistant (RA), and Service Assistant (SA), the latter are defined in Section 4 – Supplemental Material. For the moment, the CRID is at its infant stages, but we envision it as a real locomotive for collaborative work, Design, professional opportunity, and service to the community.

## **B. Design**

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

### **C. Professional Opportunity**

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

### **D. Stewardship of the Environment**

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

### **E. Community and Social Responsibility**

Given the role architects assume in the betterment of the physical space, social responsibility represents a concern that is implicitly embedded in all design studio classes. As they move through the curriculum, students are increasingly aware of the fact that architects do suggest a way of life when they shape the built and non-built environment. Therefore, understanding how different communities operate becomes crucial to the success of their mission, especially in such a cosmopolitan city as Dubai. Accordingly, beside the key role played by students' associations and clubs in this context, ARCH 401 offers an ideal venue for debating, testing, and suggesting solutions to challenges faced by the community in the UAE at large. In ARCH 502 – Architectural Design Studio X students have tackled problems such as social interaction and gated communities in Dubai. Examples can be found in the article published by the architecture web-magazine dezeen in Summer 2020:

<https://www.dezeen.com/2020/05/22/american-university-dubai-architecture-graduates-vdf-school-shows/>

The integration of the labor residential areas recently won several awards, including 2020 AIA Middle East Design Award Student Graduation Project and Best of Best in the category Students/Urban Design in the prestigious Architecture Masterprize). Also, the dilemma between identity and plurality in the city of Dubai along with similar topics, called for actual case studies and fieldwork, research, and adequate design solutions. Such direct involvement with the community is also carried out in an international context as part of ARCH 401 - Architectural Design Studio VII and CABR 275 - Course Abroad courses (currently ARCH 370-75, Architecture Study Tour), as some faculty chose to explore urban challenges in other countries such as Spain, Italy, Sri Lanka, Malaysia, and Australia, to which study tours have been organized. Students had the opportunity to meet with renowned local professionals, representatives from local authorities, students from other universities, as well as people who represent the end-users. Such experiences have been rewarding at many levels, as they contribute directly to students' intellectual growth, maturity, and sense of responsibility.

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

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

American University in Dubai  
**ARCHITECTURE PROGRAM REPORT – CONTINUATION OF ACCREDITATION**  
**MARCH 2021**

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

Activities supporting the five perspectives	A	B	C	D	E
	Collaboration and Leadership	Design	Professional Opportunity	Stewardship of the Environment	Community and Social Responsibility
Benchmark higher for faculty, staff and students' performances		X		X	
Assess consistently the program against NAAB standards	X	X	X		
Formalize an equivalent to the Architect Licensing Advisor in the UAE and sign a MoU with the UAE Society of Engineers			X		
Support students' associations including the AIAS	X		X	X	X
Partner with the Emirates Green Buildings Council				X	
Seek permanent feedback from the advisory board and peer reviewers.		X	X		
Participate in architecture-related fairs and exhibitions					X
Attend and host conferences, seminars, workshops, and guest lectures		X			X
Engage in exchange programs and field trips worldwide	X	X			X
Consolidate and promote the Design Center	X	X	X		
Keep up with the latest in digital technology assisting architectural design		X		X	

### **I.1.5 LONG-RANGE PLANNING**

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

#### **Continuous Improvement**

The continuous improvement of AUD's programs is mainly pursued through its annual assessment, which is a summary of the Course Evaluation Reports (CERs). Faculty members measure students' performances against the benchmarks that have been set for each learning outcome and, accordingly, decide the changes to be considered for improving performance and results. The advisory board's recommendations and the feedback from practices hosting interns also feed directly into the continuous improvement of the program. Finally, the response to NAAB's standards represents a reliable quality indicator, as the adherence to these standards, as a process, represents a commitment for continuous improvement.

#### **Long-Range Planning**

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

#### **Data and Information Sources**

The program relies heavily on the contribution of its advisory board in gathering data and information on market trends, remuneration and hiring patterns, increasing and declining sectors in the building industry, subtle changes in the profile of architects in demand within the market, changes in regulatory aspects of the profession - to name only a few. A list of the most recent Advisory Board members is available in Section 4 – Supplemental Material.

Other sources of data are international conferences and seminars on architecture, annual NAAB reports, and the AIA's publications and programs. Internally, a significant source of information is the faculty's assessment of the learning outcomes for the different courses, as this would directly affect benchmarking, sequencing, faculty hiring (search committee) and to a certain extent, the program's educational goals along with its mission statement.

#### **Institutional Long-Range Planning**

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

The University's Institutional Effectiveness Office is responsible for assuring quality in all aspects of the operations of the University. The Director of Institutional Effectiveness provides leadership in developing an institutional research, assessment, and accreditation protocol for the University and serves as the liaison with national and international accrediting bodies. This Office is also responsible for the coordination, oversight, and advancement of institutional planning processes and assessment. This includes quality assurance and ongoing internal review of compliance with government, accreditation, and university

policies and regulations to ensure that the University is in full compliance. The Office of Institutional Effectiveness also manages the institutional research responsibilities including collecting, organizing, analyzing, interpreting, and preserving data and developing research reports. Institutional effectiveness planning involves a three-tiered process of ongoing planning and assessment. The process is data-driven and focuses on best practices in education to meet the needs of internal and external stakeholders.

The first tier is at the institutional level and includes the University's Strategic Plan. The Plan, which is revised every 5 years, serves as a long-term master plan and a road map for continuous improvement. The University keeps persistent focus on the 5-year strategic plan. The second tier is carried out annually at the program and administrative levels, and includes the Outcome Assessment Report and Plan (OARP). Also, in this tier is the intensive five-year self-study and review of all academic programs as required by the United Arab Emirates Commission on Academic Accreditation (CAA). The third tier involves course level planning and assessment to ensure that learning outcomes associated with each course of study or learning experience are measured and evaluated. The methodology in which this type of assessment is pursued has been left to the discretion of each department. The Institutional Effectiveness Office emphasizes that this critical area of assessment is part of CAA's 2019 Standards (3.10 Student Assessment).

All academic departments and service units take part in the aforementioned three-tiered process. The existing institutional effectiveness measures are reflected in the University Strategic Plan, mission, and vision. Program Outcome Assessment Plans are designed to focus on measuring program and student learning outcomes as established by each academic department. Service units focus on the established set of program outcomes to assess the extent of achievement and to discover areas of needed improvement in service operations. The overall AUD's assessment process is based on a coherent system that involves continuous and accurate documentation, and reliable evaluation of the attainment of the University Mission.

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

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

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

improve student enrollment, while also supporting students in offering placement for their field experience as well as job offers upon graduation.

### **Role of five perspectives**

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

## **I.1.6 ASSESSMENT**

The American University in Dubai and its School of Architecture, Art, and Design (SAAD) engage in systemic and systematic processes to achieve continued excellence in teaching and learning and overall operational effectiveness. These processes are rooted in best practices and internationally recognized and rigorous standards as reflected within the Standards of the UAE Commission for Academic Accreditation (CAA), the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC), and the National Architectural Accrediting Board (NAAB) which granted the program Accreditation Status as of Nov 1, 2018.

### **I.1.6.A Program Self-Assessment**

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

To ensure effective planning and implementation of quality assurance measures, the Institutional Effectiveness Office engages in consistent coordination and collaboration with academic and administrative units to facilitate program accreditation and institutional quality assurance through the implementation of program assessment (i.e., *Outcome Assessment Report and Plan (OARP)*), Strategic Planning, survey administration, and data gathering, analysis, and interpretation. The results are disseminated and reported to the Academic Council and departments in concern for the purposes of institutional awareness and continuous improvement planning and implementation. The Institutional Effectiveness Office pursues collaboration through formal and informal structures. On the formal level, all administrative and academic divisions, including the School of Architecture, Art, and Design are formally represented on the Institutional Effectiveness Steering Committee, which serves as an advisory group to institutional-wide initiatives. The formal channels are designed to support adherence to University mission, goals, policies, and procedures, and the standards of the UAE Commission for Academic Accreditation (CAA) and the Southern Association of Colleges and School Commission on Colleges (SACSCOC). On the informal level, the Institutional Effectiveness Office and the School of Architecture, Art, and Design have built a strong collaborative relationship based on positive rapport, trust, and mutual respect. This relationship, which compliments the existing formal structure, manifests itself in the ongoing collaboration in the gathering and analysis of data to improve teaching, learning, and the overall organizational effectiveness.

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

improvement. Copies are also filed with the Dean's and the Provost's. At the SAAD, the Department Chairs serve as Assessment Coordinators.

Assessment implementation includes several indirect measures in addition to various direct assessment at the classroom level. For example, surveys are performed annually by different offices in order to observe, analyze, and ensure institutional quality and continuous improvement. The office responsible for these surveys is the Office of Institutional Effectiveness. Some Surveys that are carried out comprise but not limited to the following: Operations Satisfaction Surveys for Faculty and Staff, Faculty and Staff Work Climate Surveys, Faculty Recruitment Satisfaction Survey, Orientation Survey, Course Evaluation Survey, Completion Survey, Alumni Survey, Career Fair Survey, and Employer Survey. A detail of the surveys conducted throughout the university is included in Part 4 – Supplemental Material.

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

### **The AUD Assessment Model**

AUD's assessment model is driven by:

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

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

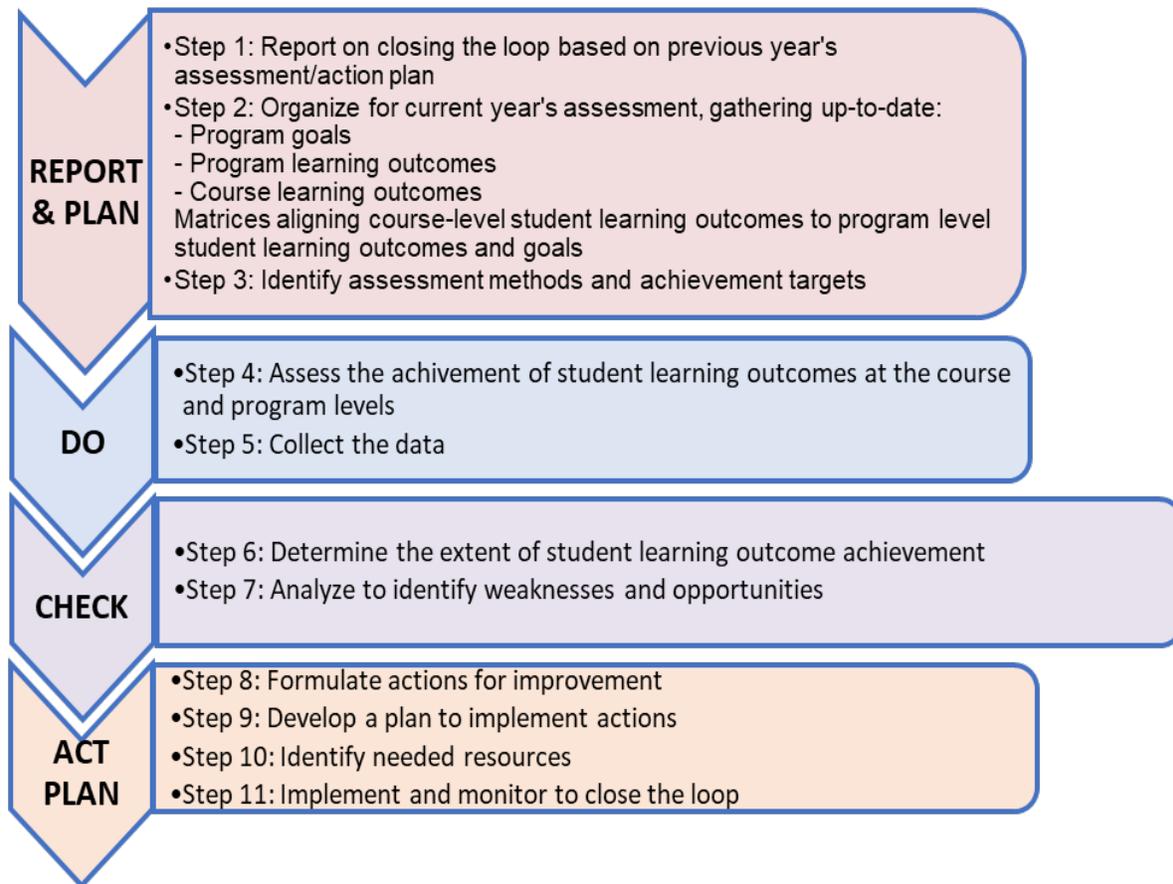
- In what areas did the data demonstrate that students met or exceeded the learning outcomes?
- In what areas did the data demonstrate that the students failed to meet the learning outcomes?
- What should be done in the areas of curriculum, pedagogy, resources or technology usage to increase the number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

### **Developing the Annual Assessment Plans**

An annual assessment plan for both an academic program and an administrative unit includes major outcomes specific to that academic program or administrative unit and directly related to the institutional purpose and goals. While goal or outcome setting occurs at many levels of the institution, the congruence of those goals is important and the connecting theme is the relationship to the institutional mission and institutional goals. For academic programs, a matrix is created that shows how a course taught in that program addresses the outcomes that have been determined as appropriate for that program. In other words, by way of a matrix, all program outcomes are directly tied to outcomes in one or more courses for that program. Assessment activities are those used to determine the extent to which the outcomes are achieved, and result in actions taken or changes made based on assessment findings for continuous improvement. Planning for assessment at the program level is guided by several questions that include:

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

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



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

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

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

May	<ul style="list-style-type: none"> <li>Academic programs review their assessment results from the previous fall and current spring semesters, and finalize the Outcome Assessment Report and Plan (with all sections completed as this represents the final report)</li> </ul>
July-August	<ul style="list-style-type: none"> <li>Deans and chairs review plan recommendations, as reflected in the Leadership Overview and Prescribed Actions section of the OARP, and begin constructing the next year's Outcome Assessment Report and Plan.</li> </ul>
September	<ul style="list-style-type: none"> <li>The new academic year Outcome Assessment Report and Plan is due.</li> <li>The plan is inclusive of the report on Closing the Loop from previous year</li> <li>Begin to implement and collect data</li> </ul>
April	<ul style="list-style-type: none"> <li>Deadline to submit Budget Proposal to senior administration and Chief Financial Officer.</li> </ul>
June	<ul style="list-style-type: none"> <li>Deadline for academic programs to submit the completed Outcome Assessment Report Plan (end-of year plan) reporting on the assessment at the close of the academic year to the Offices of the President, Provost and Institutional Effectiveness for review.</li> <li>Complete the "Closing the Loop" section from last year.</li> <li>President, Provost and Institutional Effectiveness Director review the completed OARP and provide feedback and recommendations to the deans and chairs for improvement.</li> </ul>

The program learning outcome assessment process utilizes the Outcome Assessment Plan and Report (OARP). The OARP serves as the plan of assessment, report on findings, and an action plan for further improvement and closing the loop. The below figure provides a summary description of major parts of the OARP. Examples of OARP can be found in Part 4 – Supplemental Material. The tables below summarize the contents of the four parts of the report.

**PART I**  
**CLOSING THE LOOP**

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

**PART II**  
**OARP MEASUREMENT INSTRUMENTS**

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

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

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

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

**PART IV**

**LEADERSHIP OVERVIEW AND PRESCRIBED ACTION**

THIS SECTION IS DESIGNED TO BE A HOLISTIC NARRATIVE OF THE DEGREE PROGRAM, AND SETS THE MAJOR ITEMS ON THE AGENDA FOR TEACHING AND LEARNING FOR THE COMING YEAR (SEE THE SECTION FOR FURTHER INSTRUCTIONS)  
SUMMARIZE FINDINGS, ACTIONS, AND IMPROVEMENTS IN PARTS I (CLOSING THE LOOP) & III (OARP IMPLEMENTATION) AND

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

Program assessments must contain the following six major components:

1. *Academic Program Mission and Goals*: The unit mission and goals statements indicate what a unit or a program seeks to accomplish, and they should reflect and connect directly to the mission of the University. The statement describes the direction a unit or a program plans to take to advance and enhance its purpose.
2. *The Intended Outcomes* include student learning outcomes and academic program outcomes. Student learning outcomes refer to knowledge and skills expected of students upon completion of a program. Academic program outcomes refer to programmatic goals that a student would obtain upon completion of the program. Each student/program/unit outcome should be associated with program or unit goal which in turn is associated with a university purpose-related goals. These goals/objectives/outcomes are identified at the beginning of the annual cycle. It is in the final phase of the annual cycle where success of each academic unit will be measured by the extent to which these individual goals/objectives/outcomes have been realized.
  - a. Student Learning Outcomes describe what students are able to demonstrate in terms of knowledge, skills, and attitudes upon completion of their degree program. Student learning outcomes are not individual course objectives. They are overarching concepts which should span the courses that make up the degree program. When writing learning outcomes, schools and departments should focus on student behavior and use simple, specific action verbs to describe what students are expected to demonstrate upon completion of a program. Each school and department should identify the learning outcomes that students are expected to demonstrate at the completion of a degree program.
  - b. Academic Program Outcomes describe specific programmatic outcomes that the program intends to accomplish for its students. They are not directly related to students' knowledge and skills, but instead are related to the graduates of the program as a whole. Examples might include job placement rates, graduation rates, faculty presentations.
3. *Means of Assessment* describe how academic programs measure the stated outcome (student learning outcomes, academic program outcomes) and are stated at the beginning of the cycle along with the person responsible for such assessment. The assessment processes and methods should be consistent with the unit, program and/or student learning outcomes. Best assessment practices recommend using a variety of methods, direct and indirect, qualitative and quantitative to gather adequate information to inform the student/program/unit the extent to which outcomes are achieved. For academic programs, grades alone do not provide adequate feedback about student learning unless grading is tied to scoring rubrics which help identify areas for improvement. Direct assessment methods are more effective in evaluating knowledge and skills.

Examples of assessment methods commonly employed for student learning outcomes, for academic program outcomes are shown in the below. Any of these methods would provide valuable information to the unit that uses them. Represented in the chart are the various methods of assessment that will be used

in both academic program assessment and institutional effectiveness assessment. For example, the left side of the chart indicates measures that are collected and analyzed primarily as evidence of student learning. A program may include any or all of these measures in evaluating the outcomes chosen to examine during each annual IE cycle. Represented in the top portion of the second column of the chart are various methods that assess the academic program as a whole: how well do the graduating students in this program do?

Assessment Methods for Student Learning Outcomes <sup>2</sup>	Assessment Methods for Academic Program Outcomes <sup>1</sup>
<p><b>Direct methods:</b> (more effective)</p> <ul style="list-style-type: none"> <li>▪ Locally developed pre- and post-tests</li> <li>▪ Course-embedded assessment</li> <li>▪ Comprehensive exams</li> <li>▪ National Major Field Achievement Tests</li> <li>▪ GRE subject exams</li> <li>▪ Certification exams, licensure exams</li> <li>▪ Senior thesis / major project</li> <li>▪ Portfolio evaluation</li> <li>▪ Case studies</li> <li>▪ Reflective journals</li> <li>▪ Capstone courses</li> <li>▪ Internship evaluations</li> <li>▪ External examiners/peer review</li> </ul>	<p><b>Academic Program Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ Tracking program participation by desired demographics</li> <li>▪ Satisfaction surveys</li> <li>▪ Certificates of completion/compliance</li> <li>▪ Student graduation/retention rates/job placement</li> <li>▪ Exit interviews</li> <li>▪ Focus group discussions</li> <li>▪ Success of students transferring out</li> <li>▪ Peer institutions benchmarking</li> <li>▪ Former student surveys</li> <li>▪ Student leadership transcripts</li> <li>▪ Reflective journals</li> <li>▪ National rankings</li> <li>▪ Employer satisfaction surveys</li> </ul>
<p><b>Indirect methods:</b> (not effective in identifying weaknesses in student learning; should be used in conjunction with direct methods)</p> <ul style="list-style-type: none"> <li>▪ Exit interviews</li> <li>▪ Alumni survey, employer survey</li> <li>▪ Curriculum and syllabi analysis</li> </ul>	

4. *Criteria for Success* expresses in specific, identifiable, and measurable terms a unit, program or student learning level of expected performance specific to an intended outcome. This part of the Annual IE Plan is completed at the beginning of the cycle.
5. *Actual Results* include reporting and analysis of assessment findings that identify strengths and weaknesses of a program. This part of the annual assessment plan is completed at the end of the cycle.
6. *Use of Results* is important component of the assessment cycle, and it should include specific actions or changes implemented or to be implemented based on assessment findings for continuous improvement. AUD ensures that the results of these assessments are used to improve the educational programs of the institution, as well as the services and operations. A major step to ensure this use is the communication of the evaluation results to the academic units. To facilitate this process, the designated central location where copies of evaluative reports are filed is with the Office of Institutional Effectiveness. The information base will then be useful for the entire university in planning, in the process of achieving accreditation and then reaffirmation of accreditation, in the refinement of the planning and evaluation processes, in the budgeting process, as well as in a variety of other operations. This part of the assessment plan is completed at the end of the cycle.

<sup>2</sup> Based on Suskie, L. (2004). *Assessing student learning*. San Francisco: Jossey-Bass and Huba, M. E., & Freed, J. E. (2000). *Learner-Centered assessment on college campuses*. Needham Heights, MA: Allyn and Bacon.

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

### I.1.6.B Curricular Assessment and Development

#### Bachelor of Architecture Program Effectiveness Component

i. **A matrix mapping program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs);**

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

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

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

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

**Course Assessment Process**

At the end of each semester and for every course taught, the instructor evaluates the students' success, as a group, in achieving the course outcomes for that particular semester. The plan follows the same format as the annual assessment plan and is accomplished via the Course Effectiveness Report (CER). At the beginning of the semester, student learning outcomes are listed, means of assessment of those outcomes are identified, and criteria for success are determined. An online updated version of the CER has been introduced recently and will be used starting spring 2021 (see the previous and the updated format of the CER in Section 4 - Supplemental Material).

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

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

Academic Program Outcomes describe specific programmatic outcomes that the program intends to accomplish for its students. They are not directly related to students' knowledge and skills, but instead, they are related to the graduates of the program as a whole. Examples might include job placement rates, graduation rates, faculty promotions, etc. Each academic program determines its program outcomes for its graduates. The following chart reflects the various assessment methods that the Bachelor of Architecture will use to assess its academic program outcomes:

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

**Assessment Committees**

The below groups will be involved in program assessment:

**Advisory Board**

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

**Professional Juries**

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

The assessment plan and the program review process are represented in the following table and flowchart.

Learning Outcomes	NAAB Realms				Assessment Tools	Associated Courses
	A	B	C	D		
1- Demonstrate a multidimensional, comprehensive, and integrative approach to design	X	X	X		<ul style="list-style-type: none"> <li>▪ CERs</li> <li>▪ Regular assignments</li> <li>▪ One-to-one reviews</li> <li>▪ Research presentations</li> <li>▪ Design project presentations</li> <li>▪ Internal &amp; external juries</li> </ul>	<b>ARCH 102 Architectural Design Studio II</b> <b>ARCH 201 Architectural Design Studio III</b> <b>ARCH 202 Architectural Design Studio IV</b> <b>ARCH 301 Architectural Design Studio V</b> <b>ARCH 302 Architectural Design Studio VI</b> <b>ARCH 401 Architectural Design Studio VII</b> <b>ARCH 402 Architectural Design Studio VIII</b> <b>ARCH 501 Architectural Design Studio IX</b> <b>ARCH 502 Architecture Design Studio X</b> <b>ARCH 561 Internship</b>
2- Produce design that integrates building technology, construction, systems, and materials in a creative and original manner		X	X		<ul style="list-style-type: none"> <li>▪ CERs</li> <li>▪ Regular assignments</li> <li>▪ One-to-one reviews</li> <li>▪ Research presentations</li> <li>▪ Design project presentations</li> <li>▪ Internal &amp; external juries</li> </ul>	<b>ARCH 202 Architectural Design Studio IV</b> <b>ARCH 211 Materials &amp; Methods of Construction</b> <b>ARCH 311 Structural Analysis</b> <b>ARCH 312 Structural Design</b> <b>ARCH 321 Environmental &amp; Building Service Systems</b> <b>ARCH 402 Architectural Design Studio VIII</b> <b>ARCH 412 Construction Management and Building Economics</b> <b>ARCH 431 Life Safety &amp; Codes</b>
3- Produce design that demonstrates knowledge in history and theory of architecture	X	X			<ul style="list-style-type: none"> <li>▪ CERs</li> <li>▪ Regular assignments</li> <li>▪ One-to-one reviews</li> <li>▪ Research presentations</li> <li>▪ Design project presentations</li> <li>▪ Internal &amp; external juries</li> </ul>	<b>ARCH 151 History &amp; Theory of Architecture I</b> <b>ARCH 201 Architectural Studio III</b> <b>ARCH 252 History &amp; Theory of Architecture II</b> <b>ARCH 253 History &amp; Theory of Architecture III</b> <b>ARCH 301 Architectural Design Studio V</b> <b>ARCH 351 Theory of Architecture</b> <b>ARCH 501 Architectural Design Studio IX</b>

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4- Produce design that acknowledges and integrates the human, sociocultural, and economic aspects at the local, regional, and global levels	X	X			<ul style="list-style-type: none"> <li>▪ CERs</li> <li>▪ Regular assignments</li> <li>▪ One-to-one reviews</li> <li>▪ Research presentations</li> <li>▪ Design project presentations</li> <li>▪ Internal &amp; external juries</li> </ul>	<b>ARCH 201 Architectural Design Studio III</b>  <b>ARCH 401 Architectural Design Studio VII</b>  <b>ARCH 412 Construction Elements and Building Economics</b>  <b>ARCH 502 Architectural Design Studio X</b>	
5- Produce design that demonstrates awareness, concern, and understanding of the physical context, as well as environmental issues			X		<ul style="list-style-type: none"> <li>▪ CERs</li> <li>▪ Regular assignments</li> <li>▪ One-to-one reviews</li> <li>▪ Research presentations</li> <li>▪ Design project presentations</li> <li>▪ Internal &amp; external juries</li> </ul>	<b>ARCH 102 Architectural Design Studio II</b>  <b>ARCH 302 Architectural Design Studio VI</b>  <b>ARCH 321 Environmental &amp; Building Service Systems</b>  <b>ARCH 401 Architectural Design Studio VII</b>	
6- Demonstrates an understanding of architectural practice in administrative, financial, and legal terms and observes ethical standards				X	X	<ul style="list-style-type: none"> <li>▪ CERs</li> <li>▪ Regular assignments</li> <li>▪ One-to-one reviews</li> <li>▪ Research presentations</li> <li>▪ Design project presentations</li> <li>▪ Internal &amp; external juries</li> </ul>	<b>ARCH 412 Construction Management &amp; Building Economics</b>  <b>ARCH 431 Life Safety &amp; Codes</b>  <b>ARCH441 Professional Practice &amp; Ethics</b>  <b>ARCH 402 Architectural Design Studio VIII</b>
7- Demonstrate the ability to produce and present architectural designs by communicating clearly and effectively in oral, written, and graphical forms, as well as in advanced digital software and media	X					<ul style="list-style-type: none"> <li>▪ CERs</li> <li>▪ Regular assignments</li> <li>▪ One-to-one reviews</li> <li>▪ Research presentations</li> <li>▪ Design project presentations</li> <li>▪ Internal &amp; external juries</li> </ul>	<b>ARCH 101 Architectural Design Studio I</b>  <b>ARCH 501 Architectural Design Studio IX</b>  <b>ARCH 502 Architectural Design Studio X</b>  <b>DDFT 268 CAD1</b>  <b>DDFT 341 Digital Design Fabrication</b>  <b>DDFT 474 Building Information Modeling I</b>  <b>DDFT 475 Building Information Modeling II</b>



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**SECTION 2**

**PROGRESS SINCE THE PREVIOUS VISIT**

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## SECTION 2 – PROGRESS SINCE THE PREVIOUS VISIT

### A. PROGRAM RESPONSE TO CONDITIONS NOT MET

The below conditions “**Not Met**” were present at the time of the 2018 initial accreditation visit. These conditions were Student Performance Criteria. In addition, there have been some comments from the visiting team that the department has assessed and has taken into consideration.

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

#### **Conditions Not Met:**

##### **II.1.1 Student Performance Criteria: A.07 History and Culture**

Visiting 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..* (p. 17, VTR)

Program Activities in Response [Year of Previous Visit (2018) – Year of APR (2021)]:

A series of actions have been taken in both lecture and studio courses to show evidence of having addressed the SPC A.07 History and Culture and are discussed below:

Improvement related to lecture courses (ARCH 151- History and Theory of Architecture I, ARCH 252 – History and Theory of Architecture II, ARCH 253 – History and Theory of Architecture III):

Inclusion of Islamic architecture and related assignments; Inclusion of research about ancient global architecture; Inclusion of lectures research and assignment on vernacular architecture, focused on the Gulf Region and Dubai; Inclusion of a World-Wide Research about XXI Century Architecture with a special section on the Gulf Region, lectures and assessments on XX Century architecture related to Japan, Central, and South America, India, Sri Lanka, Arab States with a specific focus on the UAE.

Improvement in studio courses (ARCH 201- Architectural Design Studio III):

Inclusion of research on local vernacular architecture and diverse living style architecture and research-oriented design project.

Additionally, MEST 329 - Islamic Art and Architecture has been replaced by ISST ELE (Islamic Studies Elective). Contents of MES T329 have been moved to ARCH 151 – History and Theory of Architecture I for the following reasons: avoiding an overlap of content in courses mentioned above, giving students the option of choosing another ISST course to reinforce their knowledge about Islamic culture, having a more in-depth understanding of Islamic architecture since the topic is now included in architecture core courses, having evidence of Islamic and regional architecture in the core courses of the program.

The department is also constantly discussing and working for the progressive embedding of indigenous architecture in multiple courses at different levels (ARCH 101 – Architectural Design Studio I, ARCH 102 – Architectural Design Studio II, DDFT 474 – Building Information Modeling I).

##### **II.1.1 Student Performance Criteria: B.10 Financial Consideration**

Visiting 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*

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*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. (p. 20, VTR)*

Program Activities in Response [Year of Previous Visit (2018) – Year of APR (2021)]:

Some of the learning outcomes of ARCH 412 have been reformulated to better adhere to the SPC.

ARCH 412 contents and assignments have been completely revised, including contractor payment application, square meter estimate and feasibility, project scheduling, detailed estimating study. Assessments include also financing methods, operational costs and life-cycle. Guest speakers from the professional field are invited to clarify specific financial aspects in architecture.

Besides, BOQ calculation is now integrated into DDFT 475 – BIM II

## **B. PROGRAM RESPONSE TO CAUSES OF CONCERN**

Although there were no causes of concern in the last VTR, the department of architecture has taken into consideration some observations related to the studio policy culture and has conducted the periodical revision of the policy accordingly.

### **I.1.2 Learning Culture**

Visiting Team Report [2018]: *The Studio Culture Policy is accessible and the school has a well-defined process for student engagement in the process. The language of the policy appears to be centered on rules for the operation of the studio spaces, instead of expectations for respect, optimism, sharing, engagement, and innovation among the key players in the studio environment. Nonetheless, the students, faculty, staff, and administration demonstrate positive values toward the qualitative issues required in this condition.*

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

Program Activities in Response [Year of Previous Visit (2018) – Year of APR (2021)]:

The language of the studio culture policy has been completely revised in the form of a narrative, instead of a regulation. The values have been identified more clearly, through the consultation with the students. They are in the form of mottoes to enhance the idea of being built by all the involved parts. The verbiage can be now more easily received by the students.

In order to stimulate the active participation of the students in reading, understanding, and revising the Studio Culture Policy, students of all levels have been invited to meetings organized and promoted by AIAS, and also called to participate in a competition (Spring 2021) to design the graphics of the studio culture policy for the physical studio space, including in the proposal the six studio mottoes=core values and the QR code to access remotely the document.

The most recent Studio Culture Policy and the Studio Value Design Competition can be found in Section 4 – Supplemental Material.

The most recent Studio Culture Policy is also available online under the following link:

<https://www.aud.edu/aud-school/school-of-architecture-art-design/departments/department-of-architecture/department-news/studio-culture-policy>

During COVID-19 Era

As a consequence of the remote teaching during the first phase of the pandemic and the limited interaction among students of different levels in the Hyflex modality in compliance with social distancing regulation during the second phase, the studio space has been integrated by a Virtual Open Studio (created and promoted in collaboration with AIAS); a virtual platform in continuous evolution that will also last in the future as a parallel studio environment.

The VOS – Virtual Open Studio is now integral part of the Studio Culture Policy.

In addition to meetings periodical surveys are circulated among the students (VOS Survey, Studio Culture Policy Survey, Architecture Department Awareness Survey) to verify the level of knowledge, participation and satisfaction of the students regarding the Studio Culture Policy, the Virtual Open Studio, AIAS and Department social media platforms.

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**SECTION 3**

**COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION**

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## SECTION 3 – COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

### I.2.1 HUMAN RESOURCES & HUMAN RESOURCE DEVELOPMENT

#### Introduction

AUD's *Personnel Policies and Procedures Manual 2020 - 2021* is intended to inform about employment at AUD, it contains basic information about obligations and any associated benefits that may be available to employees of AUD. As such, it should be considered and used as a statement of general university policies, procedures and a definition of benefits, which will not only assist AUD in meeting its institutional objectives, but also will attempt to provide an atmosphere in which all employees can derive the maximum degree of satisfaction from their work.

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

#### Faculty Resumes

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

<https://aud.edu/university-overview/faculty/>

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

Specific information about faculty research can be found on the CRID (Center for Research Innovation and Design) page of the AUD website under the following link:

<https://www.aud.edu/centers-at-aud/crid/research-explore/>

Faculty are also requested to maintain an updated and populated ORCID profile.

#### Faculty Course Matrix

The matrix for faculty credentials demonstrates the courses assigned for each faculty member two academic years prior to the visit (i.e., Fall 2018, Spring 2019 and Fall 2019, Spring 2020, Fall 2020). The matrix with additional Information about the faculty credentials can be found in Section 4 – Supplemental Material

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

It is the policy of AUD to provide equal opportunity in employment for all qualified persons, to prohibit discrimination and harassment in employment because of race, religion, color, sex, sexual orientation, disability, national origin, or age, except as may be allowed by applicable law. This text is retrieved from the *Personnel Policies and Procedures Manual 2020-2021* that contains basic information about employment and AUD (page: 11).

#### Development Opportunity

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

<https://docs.aud.edu/pdf/162021100532AM.pdf>

(pages: 53-56)

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

<https://docs.aud.edu/pdf/162021100532AM.pdf>

(pages: 44-47)

#### Appointments and Promotions

For newly appointed full-time faculty members with previous appointments in other organizations, AUD honors and acknowledges their academic and industry experiences by awarding them the rank they

currently hold. Full-time faculty members are appointed by the Dean or Chair of the respective School/Program with approval by the Provost.

The below new-hire procedure is retrieved from the *Personal Policies and Procedures Manual* (pages: 16-17).

The recruitment procedure is as follows:

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

Once a candidate is approved by the Dean, Associate Dean, or Chair, the candidate's details are forwarded to the Provost and Chief Academic Officer for interview and approval. As a final stage in the process, an interview will be conducted by the Human Resources Director. The President may, on occasion, for discipline- or institution-related reasons participate in this process.

After the final interview with the Human Resources Director, approved candidates receive a contract reflecting the agreed terms and conditions. The contract includes the following information:

- Title of position;
- Date of appointment and duration;
- Remuneration and benefits;
- Job description;
- Employment terms and conditions;
- Working hours

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

<https://docs.aud.edu/pdf/162021100532AM.pdf>

(pages: 108-113)

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

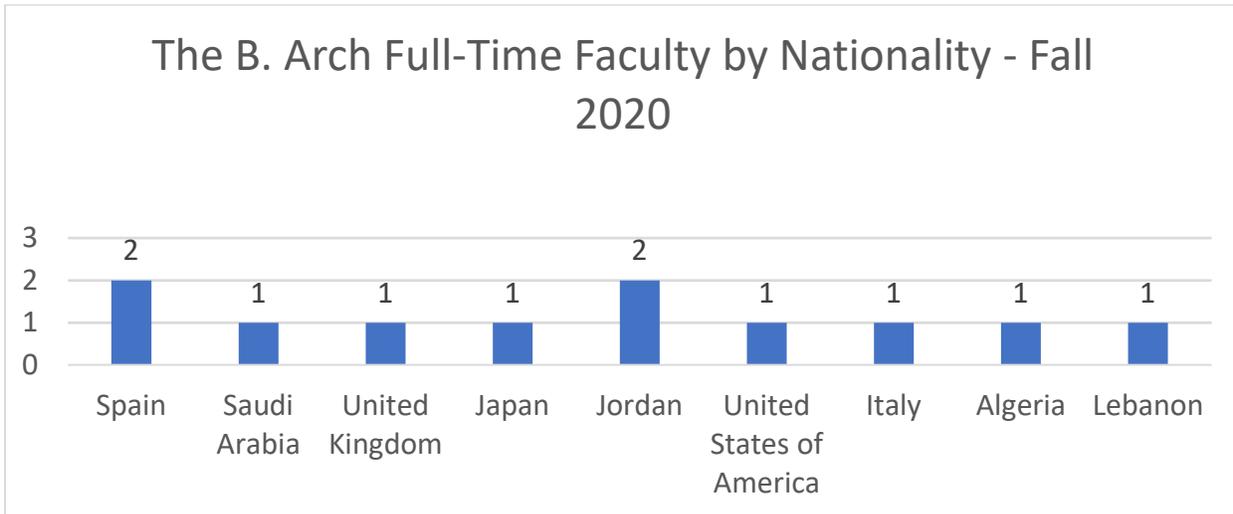
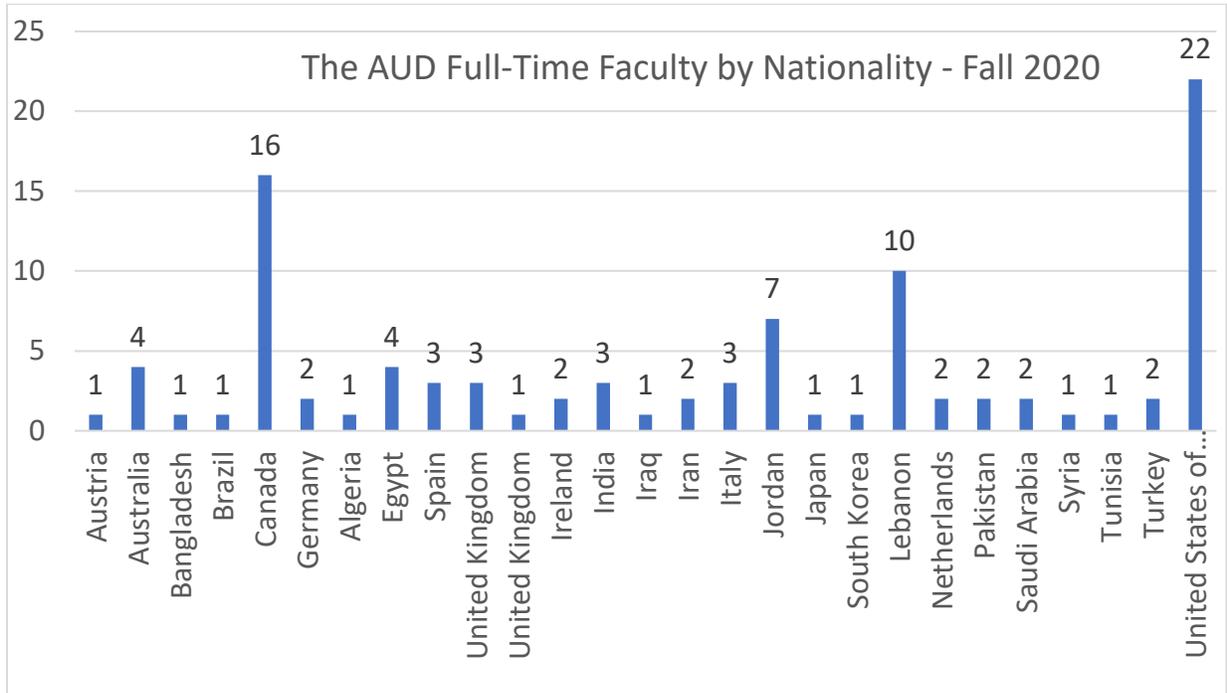
A similar process exists for the recruitment and appointment of full-time staff with the exception that the Dean or Chair notifies the Human Resources Department of the vacancy directly. Faculty appointment, rank, and promotion can be found in the Faculty Handbook under the following link:

<https://docs.aud.edu/pdf/162021100532AM.pdf>

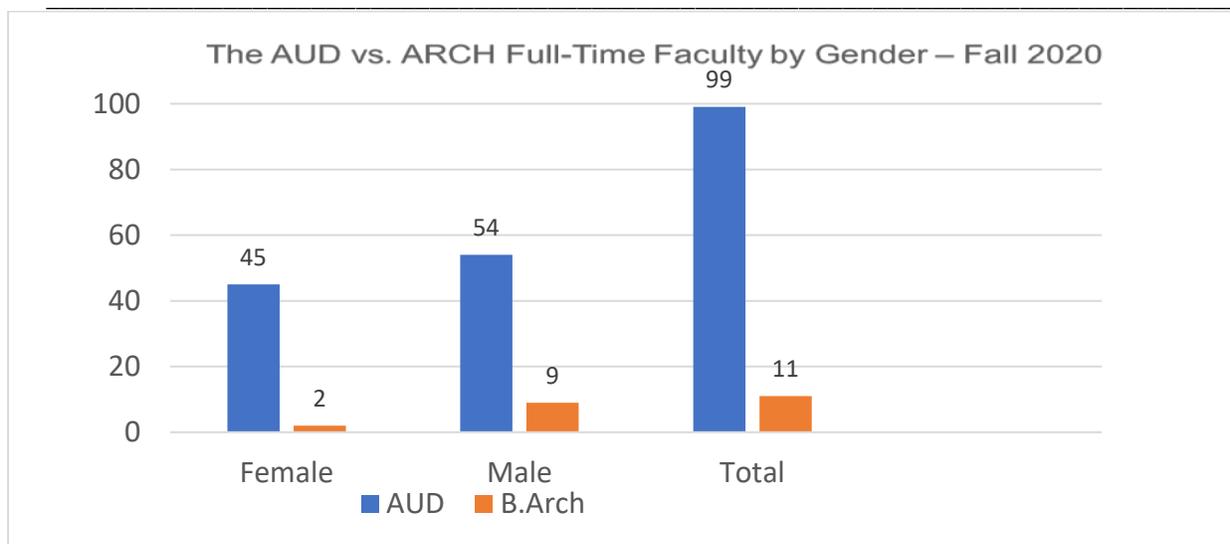
(pages: 37-44)

### **Program Faculty Characteristics**

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



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



Three faculty members were promoted at the department of architecture during the three academic years 2018-2019, 2019-2020, 2020-2021, against a total number of 22 promotions university-wide.

Academic Year	Total Promotions Institution Wide	Promotions in the Department of Architecture
AY 2018-2019	8	1
AY 2019-2020	5	0
AY 2020-2021	9	2

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

### Departmental Committees, Coordinators, and Advisors

At the beginning of every semester, a list of committees, coordinators, and advisors are decided to support the departmental activities, facilitate procedures and accomplish targets. Committees such as Recruitment Search Committee, Library Committee, Research Committee, and Grade Appeal Committee. Advisor and coordinators such as AIAS Advisor, NCARB Licensing Advisor, and AIA Coordinator. Prof. Jose' Carrillo Andrada is the AIAS advisor, Prof Takeshi Maruyama is currently the AIA coordinator. Prof. Alex Albani is the NCARB Architect Licensing Advisor (former IDP since AY 2016-2017). He advises students on licensing, and periodically gives presentations to the AUD architecture students that cover an overview of the process of becoming licensed and registered in any of the 54 US jurisdictions. Prof. Albani took part in the NCARB Architect Licensing Advisor Summit in August 2017 and August 2019. He represented the American University in Dubai as the only academic NCARB Architect Licensing Advisor at the AIA International Region 2020 Conference. One of the webinar presentations by Prof. Albani entitled "Destination Architect: Creating Value in Your Career" has been also included in the learning activities of the CRID (Center for Research, Innovation & Design), and it's available at CRID YouTube Channel under the following link:

<https://www.youtube.com/watch?v=Wu4aV7xiKXA>

Prof. Alex Albani (former AIA coordinator) seats also in the Board of Directors of AIA Middle East as Continued Education Director.

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

<https://www.aud.edu/career-development-information-arch/>

Faculty seats also in some AUD committees representing the School of Architecture Art and Design: Dr. Abdellatif Qamhaieh is the representative in the University Research Committee (Former Anna Cornaro), Dr. Anna Cornaro is the representative in the Faculty Affair Committee, Prof. Mohammed Balila is the representative in the Student Recruitment and Enrollment Committee, Prof. Ghada Yaiche is the representative in the Library Committee.

### **Visitors, Jurors, and Guest Speakers for Lectures/Workshops**

The list in Section 4 - Supplemental Material includes some of our numerous workshops, seminars, and special lectures held in the department during the past two years, additionally, several external guests have been invited to take part as jurors and reviewers in studio-projects presentations. In Spring 2020, the Online Senior Showcase, (final exhibition of ARCH 502 – Architectural Design Studio X), has seen the participation of an external jury of 44 experts from academia, profession, press, cultural and professional organizations, and an internal jury including faculty and alumni.

A full dossier about the Online Senior Showcase 2020, including jury, publications, and awards is available in Part 4 – Supplemental material.

The Online Senior Showcase 2020 exhibition is still visible at the following link:

<https://www.behance.net/collection/176349073/American-University-in-Dubai-Bachelor-of-Architecture-Senior-Showcase-2020>

Since Summer 2020 the CRID (Center for Research Innovation & Design in the School of Architecture Art and Design), is organizing public webinars open to students, faculty, alumni, and practitioners.

The videos of CRID webinars are available on its YouTube Channel and on its webpage under the following link:

<https://aud.edu/centers-at-aud/crid/education-learn/>

In order to have a rational distribution of webinars, guest lectures, and events throughout the semester a booking system on a common outlook calendar has been recently created to coordinate the events of the three entities: Architecture Department, AIAS, CRID.

### **Student Evaluation for Admissions**

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

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

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

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

- A completed *Application for Admission*.
- Financial Requirements: Non-refundable application fee of AED 200. A reservation deposit (non-refundable) of AED 5,000, which is fully applied toward tuition, is required upon acceptance for admission.
- An official high school/secondary school certificate or its equivalent as approved by the U.A.E. Ministry of Education and an official attested high school/secondary school transcript (academic record) covering the last **three** years and reflecting a good academic standard. (Required averages

vary by school systems. Students should consult an AUD Admissions Coordinator for pertinent requirements.)

- For British qualifications, the following standard applies to IGCSE/GCE: grade “C” or above. AS-level and A-level will also be considered with a minimum grade of “D”.

The student shall complete the 12th Grade (Year 13).

A combination of seven subjects (O/AS/A) or four subjects (AS/A) is required as per the terms set by the Ministry. True copies of certificates must be attested by the appropriate authority as stated below.

- High School Diploma, original to be verified.

High School Certificate Attestation

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

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

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

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

OR

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

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

- English and Math placement tests are required for admission. If the student has taken any international/national exams (TOEFL/IELTS/EMSAT/SAT), it has to be submitted with the application.

**International TOEFL<sup>®</sup>, Academic IELTS<sup>™</sup> or EMSAT**

	Total	Essay/Writing
<b>Paper Based</b>	550	4
<b>IBT</b>	Min. 79	24
<b>Academic IELTS</b>	6.5	6.5
<b>EMSAT</b>	1550	C1

- Applicants with a SAT score of 560 or above may register directly in MATH105 (Precalculus for architecture), those willing to register in MATH 210 (Calculus for Architecture), will have to sit for the AUD Accuplacer and test out of MATH105.

- Passport photocopy with validity page, photocopy of Residence Visa, and Emirates ID.

- Completed *Health History Form*. This form must be signed and stamped by a physician.

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

- 
- Two passport-size photographs, passport photocopy with validity page, photocopy of Residence Visa, and Emirates ID.

- Completed *Health History Form*. This form must be signed and stamped by a physician.

**Additional Admissions Requirements for the Architecture Program**

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

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

**Admission requirements for transfer Students**

AUD seeks students who can build on their previous university educational experiences and move successfully to complete degree programs of study. In applicable academic programs, transfer credit may be accepted by AUD from any recognized institution. Courses accepted for transfer must be relevant to the program of study, and the content and outcomes must be considered as equivalent to the courses and outcomes of the AUD degree program. In addition to the above requirements, students transferring into AUD should submit:

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

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

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

<https://aud.edu/media/catalogs/undergraduate/index.html>  
(pages: 17-24)

### **Student Support Services**

The Office of Student Affairs plays a vital role in the campus community. The Office of Student Affairs in addition to the Dean, consists of the following divisions/unit: Athletics, Counseling, Housing, Student Activities, Alumni Relations, Career Services, Academic Advising, Student Support, and Study Abroad and Exchange Programs Unit. It provides a wealth of resources, facilities, events, and programs designed to encourage and enhance the holistic development of AUD's diverse student population, with careful and intentional consideration for opportunities existing outside of the classroom. The student support office together with the advising center assists students in achieving their goals as AUD degree students while It oversees student retention data and success of all students. Career services and Alumni office focuses on job placement and career advancement.

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

For Student Affairs Office please refer to the Student Handbook under the following link:

<https://aud.edu/media/catalogs/student-handbook/index.html>

(Pages: 43-50)

### **Student Activities**

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

<https://aud.edu/media/catalogs/student-handbook/index.html>

(Pages: 53-69)

AIAS is a well-established students' organization. During the pandemic it had a crucial role in the department, leading the recently created Virtual Open Studio, providing lectures by renowned architects, advertising and organizing design competitions, offering Q&A sessions for freshmen, making virtual architecture tours, promoting online meetings, and circulating surveys to discuss and improve the studio culture policy.

AIAS initiatives and members can be found on Instagram @aiasaud

Information about architecture student clubs (e.g., AIAS-AUD Chapter) can be found under the following link:

<https://aud.edu/on-aud-campus/student-life/clubs-societies/>

<https://aud.edu/career-development-information-arch/>

### **Student Health and Wellbeing**

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

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

#### During COVID-19 Era

The Health Center (HC) remains central to the public health effort, it has sufficient resources to address both COVID-19 surveillance and control, along with all other routine health and well-being needs of students, staff, and faculty such as guidelines that provide considerations to minimize the risk of COVID-19 infection and a repeated surge of infections.

AUD health center role in reinforcing public health's infection prevention practices and influencing positive health behaviors was essential to the totality of student wellness and that of the campus in this phase of the pandemic. In addition, advanced approaches to stretch mental health resources further was applicable, as this pandemic continues to affect the mental health of students, faculty, and staff. Working side by side, these areas provide campus leadership with surveillance capability, a complete infection prevention, and control strategy.

Following the UAE Health Authorities directions and International guidelines, practical and precautionary actions to prevent the spread of illness across campus, actions took place in the university premises including but not limited to staff/faculty housing, and student's Residential Hall.

- Health Awareness and Mental Support were offered to students residing on campus during the lockdown period.
- On-going education is being delivered to students, staff, and faculty, in-person, via emails, publications, virtual meetings, social media, and on AUD Website. It covered preventative health practices, general and updated information on COVID-19, protocols, guidelines, and many other topics related to the illness.
- COVID-19 training and awareness sessions was offered to AUD helpers and Support staff.
- Policies, Procedures, and Protocols related to COVID-19 era were set to support the Health Center vision, mission and actions plan: Travel Declaration, Pandemic Response Plan, Excused Absences during pandemic, STUDENT OF Determination (students with chronic condition), Student/staff tested positive, In-dorms students tested positive, Stay Home, General Risk Assessment/ Student of Determination, Safety, and Precautionary measures guidelines, in addition to AUD Guidelines before returning to campus (that includes AUD Pledge, Consent form, and PCR testing) Many other actions in addition to awareness materials were widely communicated to students, employees, and all campus visitors.

The premises of the AUD Health Center were temporarily changed to comply with the requirements of Dubai Health Authority and Ministry of Higher education during COVID era. Few modifications to the HC floor plan and health responses services took place.

The HC includes an up-to-date examination and treatment room, health center director's office, the infirmary (short stay) room was switched to isolation room, and the reception area that was divided to create waiting room for Influenza's like symptoms, in addition to the nurse's office.

Separately, two locations, equipped with first aid capabilities, have been equipped and are used in the male and female residence halls to administer emergency treatment after working hours.

In addition, twelve rooms for self-isolation, in students' residential halls: six for female and six for male, were initiated and equipped to house students with COVID-19 illness if needed.

AUD's health facility has a partnership agreement with the American Hospital in Dubai (AHD). This stipulates access to medical consultancy services and ensures a high standard of health staff training. Efficient student access to specialized physicians is guaranteed by the referral mechanism specified in AUD-AHD agreement.

In order to fulfill its role as a health and safety resource, the AUD Health Center has developed emergency procedures and maintains lists of private doctors, counselors, clinics, and hospitals.

### **Student of Determination Support Services**

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

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

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

- 
- services being provided and the notification process as it relates to the academic units. This includes providing students with guidelines regarding the confidential nature of their file(s);
- A copy of the Special Accommodations Request Form, SARF, will be emailed to students' instructors, and additional copies will remain in the Health Center and with the Personal Counselor. After receiving this form, the instructor should meet with the student privately to discuss applying these accommodations. The instructor can discuss any concerns about applying these accommodations with the Health Center Director or the Personal Counselor;
  - If a student has been diagnosed with a special needs condition after admission to AUD, the student may request assistance at any time, and will be required to follow the procedures as outlined above.
  - Student refusing to benefit from SARF, or chose to stop the application of SARF during his academic stay, must sign the SA Waiver Form. The signature of the Special Accommodations Waiver Form will take place in the presence of the Health Center Director, or the Personal Counselor.

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

#### During COVID-19 Era

In addition to the regular support offered to students with special medical conditions, protections for Students of Determination at Higher Risk for Severe Illness from COVID-19 were AUD Health Center utmost priorities.

Amended regulations for students at higher risk for severe illness that limit their exposure risk (e.g. virtual learning opportunities) include:

- All students' needs must be accommodated by implementing the "Special Accommodations Request Form", SARF, forwarded to student's instructors
- Online and high-tech-based learning platforms and resources were introduced to all students including students of determination
- Amend and implement policies to protect the privacy of people at higher risk for severe illness
- Examine and revise policies for excused absences and virtual learning (students) and leave, telework
- Facilitate communication between students of determination and instructors
- support and follow up closely with student of determination should he/ she was tested positive, has been in close contact.

#### **Confidentiality**

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

#### **I.2.2 PHYSICAL RESOURCES**

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

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

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

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

Learning Spaces: the school comprises an overall 21 main learning spaces that are shared among the 3 departments. Building A consists of two floors with 17 spaces (9 of them exist on the upper level that includes one studio (consisting of 4 spaces mainly for ID students), 1 classroom/lecture room, and 4 computer labs). The lower level has 8 spaces that comprise 1 studio (consisting of 4 spaces mainly for Architecture students), 1 computer lab, and 3 classrooms. The Building A Annex consists of one floor that includes 4 studios (mainly for VC). The studio spaces are all equipped with projectors and computers. The design studio stands at the core of the learning process of the architecture program, where the phrase “Learning by Doing” is concretized. The department offers mobile drafting boards to 1<sup>st</sup> year students and implements the laptop policy to 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> year students. The glass box offers dedicated studio workspaces to senior (5<sup>th</sup> year) students.

Student-to-Faculty ratios (As of Fall 2020)

- Number of FT B.ARCH Students : 155
- Number of B.ARCH FT Faculty (Dean and Chair included) : 11
- FT Student to FT faculty ratio (as Headcount) : 14
- Studio Based Courses : 15 Students
- Classroom/Computer Lab Based Courses : 18 Students
- Lecture Based Courses : 20-30 Students

Square foot per student (As of Fall 2020)

- Total Studio Area for Architecture (Excluding Rotunda Area) : 9149 ft2 (850 m2)
- Total Number of FT B.ARCH Students : 155
- Square feet (meters) per student : 54 ft2 (5.5 m2)

Faculty and Staff Spaces: to allow a productive environment, each full-time faculty member has been given a private office that is appropriately furnished and adequately equipped with computer, printer, and scanner. Overall the school houses 33 offices that accommodate the Dean of the school, Chairs of the 3 respective departments, 3 administrative assistants, and all full-time faculty members. Building A consists of 22 offices, 15 exist on the upper level and 7 on the lower with an additional room that comprises a conference table with computers and printers allocated for adjunct faculty members. Building A Annex has 11 offices.

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Square foot per faculty member (As of Fall 2020)

- Total Faculty Office Spaces (Excluding Adjunct Room Area) : 2314 ft2 (215 m2)
- Total Number of FT B.ARCH Faculty (Dean and Chair included): 11
- Square feet (meters) per faculty member : 210 ft2 (19.5 m2)

Support Spaces: In addition, building A has a computer lounge for CRID, available also for students, a multifunctional open space used as an art gallery or for special guest lectures (Rotunda) equipped with a rail system, projector and screen, a health center, two IT offices, one print center (located in the studio space at the ground floor), one equipment store, a pantry, and four restrooms. The glass box accommodates dedicated workstations for senior year architecture students in addition to exhibition/pin-up space for design studio critiques.

### **Library Resources**

The Library of the American University in Dubai provides information resources and services to support the instructional programs and educational goals of the University. Architecture faculty are actively involved in the development of the library's collections, and a member of the faculty, assistant professor, Ghada Yaiche, sits on the Library's Advisory Committee. A liaison librarian, Chrisa Karakasidou, actively collaborates with the program's faculty to update and refresh teaching and research resources and needs throughout the academic year. The library is centrally located, and open seven days a week during busier teaching periods. The facility seats 289 students with four study rooms for group work. The library's IT network infrastructure provides 56 computers in three separate computers laboratories, including four networked printers, a photocopier, and wireless access. Access to the library's electronic resources is available both on and off campus. In addition to the library catalog, resources are indexed on a single search platform, and databases are organized through an A to Z list. Course and subject guides are compiled to support program resource awareness. A planned expansion of the library incorporating a learning common space was expected to commence in 2021 and is at the moment on hold until further notice due to COVID-19 pandemic.

### **Computing Resources**

The School of Architecture, Art, and Design recognizes that computers have become an integral part of education, communication, and social networking. The Department of Architecture maintains several well-equipped and advanced PC based computer labs, studios, and lounges. It shares with the Department of Interior Design 4 computer labs (19–24 PC CAD/BIM workstations per digital studio). All the computers and printers are networked. Hardware is updated or upgraded on an annual basis and is powerful enough to handle intense computational processes from 2D graphics, 3D modeling, and rendering to 4D animations and walk-throughs. In addition, the labs are equipped with A3 size flatbed image scanners. All the computers in the labs have High-end workstations, Software versions are also kept up to date annually. Software in the lab includes Autodesk AutoCAD/ Revit/3ds Max, Adobe Creative Suite, Microsoft Office, Rhino, Sketchup Pro, Lumion, CostX, Vray for SketchUp, 3ds max, and Rhino.

The Center for Research, Innovation, and Design (CRID) within SAAD comprises newly purchased state of the art PC workstations with advanced graphic cards that accommodates VR technology (HTC VIVE Pro Full Kit) and includes the following software: Microsoft Maquette, Google Blocks, SketchUP VR, Autodesk AutoCAD/ Revit/3ds Max, Adobe Creative Suite, Microsoft Office, Rhino, Sketchup Pro, Lumion, CostX, Vray for SketchUp, 3ds max and rhino. It also comprised a smart TV for presentations. Wi-Fi access to the internet and the school network are available throughout the campus.

In addition to the fully equipped computers at CRID a VR space with HTC VIVE systems used in conjunction with Enscape and Google SketchUp in the production and testing of immersive architectural experiences. It also has the KAT VR Walk Premium ODT (Omni-Directional Treadmill). Scanning, printing, and large format plotting are all available in-house. The print center comprises 3 (A3 size) color Laser printers, three HP® large format plotters, one Epson® 9900 large format photography printer. CRID has become the first and only Authorized Rhino Training Center (ARTC) in the UAE, and it administers Autodesk Professional Certification Exams for students & practicing professionals.

A dedicated, knowledgeable IT team helps keep all computing resources running smoothly and also helps with troubleshooting personal laptops. The laptop policy makes the acquisition of a laptop compulsory at the start of the second year. The specifications in terms of hardware and software have been determined to suit the different programs in the school.

### **Changes**

The department has ensured the continuous improvement of facilities that can impact the teaching and learning environment of the students.

Dedicated studio spaces were fully operational starting from 2018-2019. This huge change has a positive impact on student performances and behaviors. The impact is not limited to the growth in the discipline but also extended to the creation of a new spirit of collaboration and engagement in the teaching-learning community. During the lockdown, the department has evaluated alternative methods to ensure peer-to-peer learning and knowledge sharing. With the collaboration of AIAS, a new open virtual studio has been created online and it has been included in the Studio Culture Policy. It is in continuous development, and it will stay for the future (post-lockdown) in parallel with the physical studio space.

Both ratio students/studio-space faculty/working-spaces had a significant increase.

Due to the high demand for plotting, laser cutting, and 3D printing, new 3D printers (double and single filament) have been purchased and additional equipment has been added to the budget of AY 2020-2021.

A team of technicians of four operators is available for all needed services to ensure the efficient use of the machine and the safety, health, and welfare of students. Guidelines of laser-cutter and 3D printer policies have been communicated to all students. The full list of equipment can be found in the updated SAAD Safety Manual that is available in Section 4 - Supplemental Material and both in the department and with the lab technicians.

A mobile Virtual Reality (VR) Space provides students with the usage of the latest technologies in the market. This will contribute to the innovation in teaching that both the university and the UAE are aiming at.

Following this path, the newly refurbished Center for Research Innovation and Design (CRID) has purchased nine new workstations that accommodate HTC VIVE Pro Full Kit. The Center represents now the core space for Virtual Reality courses, training, and research, which has improved the presence of this technology in core courses and specific professional electives.

### During COVID-19 Era

A full list of the accessibility to physical resources during the pandemic is available in Section 4 - Supplemental Material.

After a period of full online teaching (Spring 2020 - Summer 2020), in Fall 2020 the use of the studio spaces has been optimized: the ratio students/studio area and the moving of all events, jury, and workshops on digital platforms (Blackboard Collaborate Ultra, Zoom, Teams) permitted to have adequate physical space in compliance with the regulation related to social distancing. Safe interaction among students has been facilitated by the creation of a Virtual Open Studio and its integration in the Studio Culture Policy.

During the pandemic, the Safety Manual has been updated with a new protocol for the use of the 3D printing and laser cutting machines and a new regulation to access the fabrication workshop in compliance with social distancing.

Software presents in the labs has been made available to all students remotely through the implementation of the cloud system.

In the first phase of the pandemic, after a temporary closing, physical access to the library was permitted to faculty only. Later a seat/book booking system has been activated for students and faculty. A detailed guideline about the use of library space and sources has been distributed among students and can be found in Section 4 – Supplemental Material.

The booking system can be found at the following link:

<https://www.picktime.com/audlibrary>

### I.2.3 FINANCIAL RESOURCES

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

AUD is a private, proprietary institution that generates revenue from tuition and fees. AUD experienced steady increases in its enrollment since its founding in 1995 until the global financial crisis of 2008, after which enrollments started to decrease. Specifically, AUD began operations with 165 students in fall 1995, and it reached 2,585 students in fall 2015. Enrollment started to decline since Fall 2015 due to the economic and political situations in the Middle East. The increase in the number of institutions of higher education in the country in general and in Dubai specifically as well as the visa restrictions on certain nationalities contributed to this decline in enrollment. However, the administration is expanding its recruitment effort to new countries and is introducing new programs to attract new students. See the below tables for recent enrollment trends.

AUD Enrollment Trend - Total Population (Fall)

	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Number of students	1,675	1,798	2,047	2,214	2,480	2,585
% Increase vs. Year Ago	-6.84%	-12.16%	-7.54%	-10.73%	-4.06%	-4.05%

*Source: AUD Internal Statistics (Registrar)*

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

#### Current Fiscal Year Reports and Forecasts for the Architecture Program

The fiscal year at AUD runs from September 1<sup>st</sup> of a certain year and concludes at August 31<sup>st</sup> of the following year. While the previous fiscal years include actual numbers, the current fiscal year includes forecast. Enrollment in the Architecture program reached 256 students in Fall 2016 and declined after that for the same reasons mentioned above. Revenues also declined but not as much because of the increase in tuition. The numbers in the following charts are in AED (AED = UAE Dirhams; \$1 = 3.675 Dirhams).

#### REVENUES

	AY 2016-2017	AY 2017- 2018	AY 2018- 2019	AY 2019- 2020	AY 2020- 2021
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	FORECAST
<b>Students in Program (Average)</b>	<b>256</b>	<b>236</b>	<b>218</b>	<b>178</b>	<b>155</b>
<b>Students in Dorms</b>	<b>55</b>	<b>50</b>	<b>49</b>	<b>41</b>	<b>21</b>
Tuition	24,475,500	23,424,305	20,309,400	17,476,880	15,895,806
Services Fee	189,500	174,255	157,600	102,900	108,330

American University in Dubai  
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Dormitory	1,107,700	974,800	1,072,523	937,965	400,775
Applications	17,000	23,765	19,500	28,767	30,000
Scholarships - NET	(1,059,780)	(823,791)	(808,535)	(770,073)	(865,347)
<b>TOTAL REVENUE</b>	<b>24,729,920</b>	<b>23,773,334</b>	<b>20,750,488</b>	<b>17,776,439</b>	<b>15,569,564</b>

**EXPENSES**

	AY 2016- 2017	AY 2017- 2018	AY 2018- 2019	AY 2019- 2020	AY 2020- 2021
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	FORECAST
Salaries - Architecture	2,727,776	2,926,815	2,893,888	2,758,596	2,682,035
Salaries - 40 % of Interior Design	484,740	452,889	417,849	388,518	333,240
Salaries - 8 % of Arts & Sciences	480,426	527,557	486,460	430,900	398,825
Salaries - 8 % of Adjunct salaries	289,019	227,786	213,318	197,070	246,720
Accreditation Expense	163,723	52,292	202,247	104,838	250,000
Exhibitions/AUD hosted events	34,196	30,051	31,256	17,596	50,000
Classroom Supplies	49,571	68,107	141,469	40,083	60,000
Dues and Memberships	7,009	9,858	7,972	41,149	10,000
Computer Consult/Software	1,400	19,230	58,118	65,020	100,000
Travel & Professional Development	79,972	54,784	82,590	61,999	35,000
Promotion	30,478	31,769	34,635	750	50,000
Overhead (% of total AUD overhead)	17,835,423	17,581,076	15,120,441	11,924,266	9,357,471
<b>Total Expenses</b>	<b>22,183,733</b>	<b>21,982,213</b>	<b>19,690,243</b>	<b>16,030,785</b>	<b>13,573,290</b>

<b>TOTAL PROFIT (LOSS)</b>	<b>2,546,187</b>	<b>1,791,121</b>	<b>1,060,245</b>	<b>1,745,654</b>	<b>1,996,273</b>
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**Financial Health and Budget Process of the University**

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

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

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

Effective the academic year 2020-2021, the full-time tuition rate for 12 to 16 credits is AED 46,200 per semester (inclusive of 5% VAT). The part time rate is AED 3,990 per credit.

**AUD Tuition Fees Schedule (per Semester 12 to 16 credits) in AED-excluding VAT**

	Fall 2020	Fall 2019	Fall 2018	Fall 2017	Fall 2016	Fall 2015
Undergraduate	44,000	44,000	42,750	42,750	41,250	39,000
AED = UAE Dirhams; \$1 = 3.675 Dirhams						

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

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

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

**Student Enrollments**

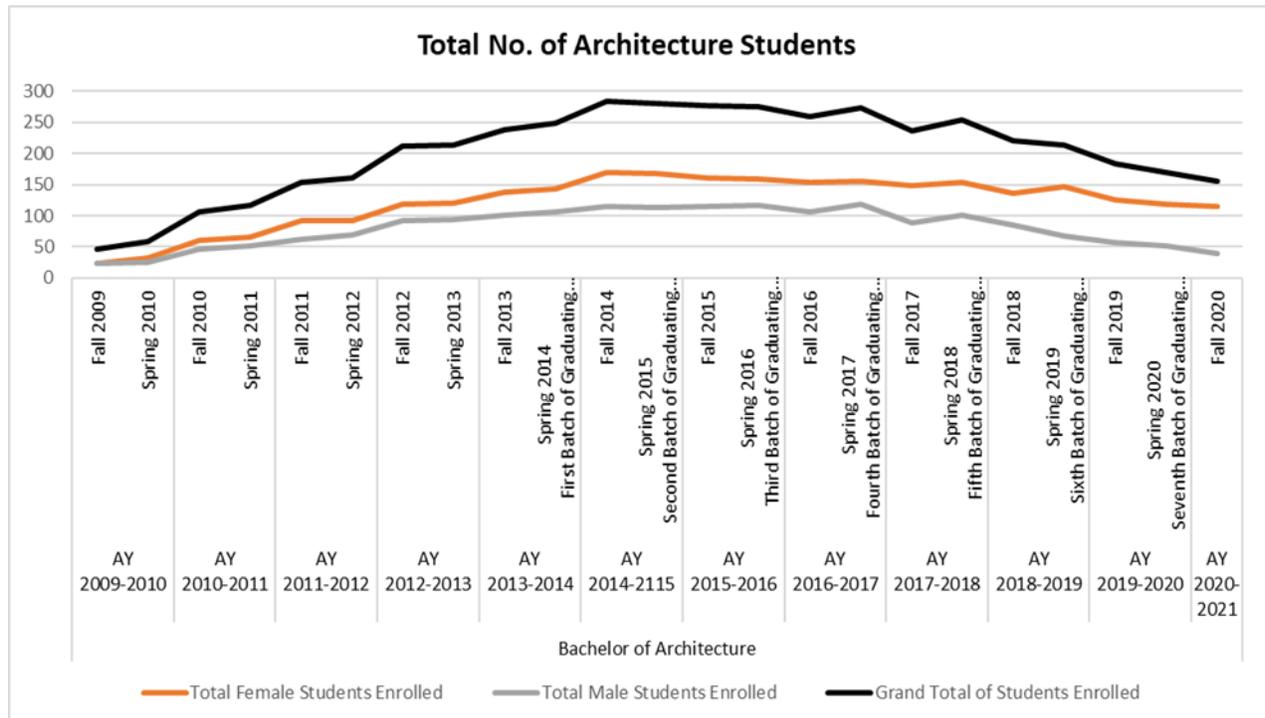
The enrollment in the Bachelor of Architecture program has increased from 46 students in Fall 2009 reaching 155 in Fall 2020 as per the charts below. The initial increase almost stabilized after the department’s first graduation in Spring 2014 due to the fact that every year it is projected to have a number of exiting students almost balancing to a certain level the number of entering ones (Spring 2014: 249, Spring 2015: 281, Spring 2016: 275, Spring 2017: 273, Spring 2018: 254, Spring 2019: 214, Spring 2020: 170, Fall 2020: 155).

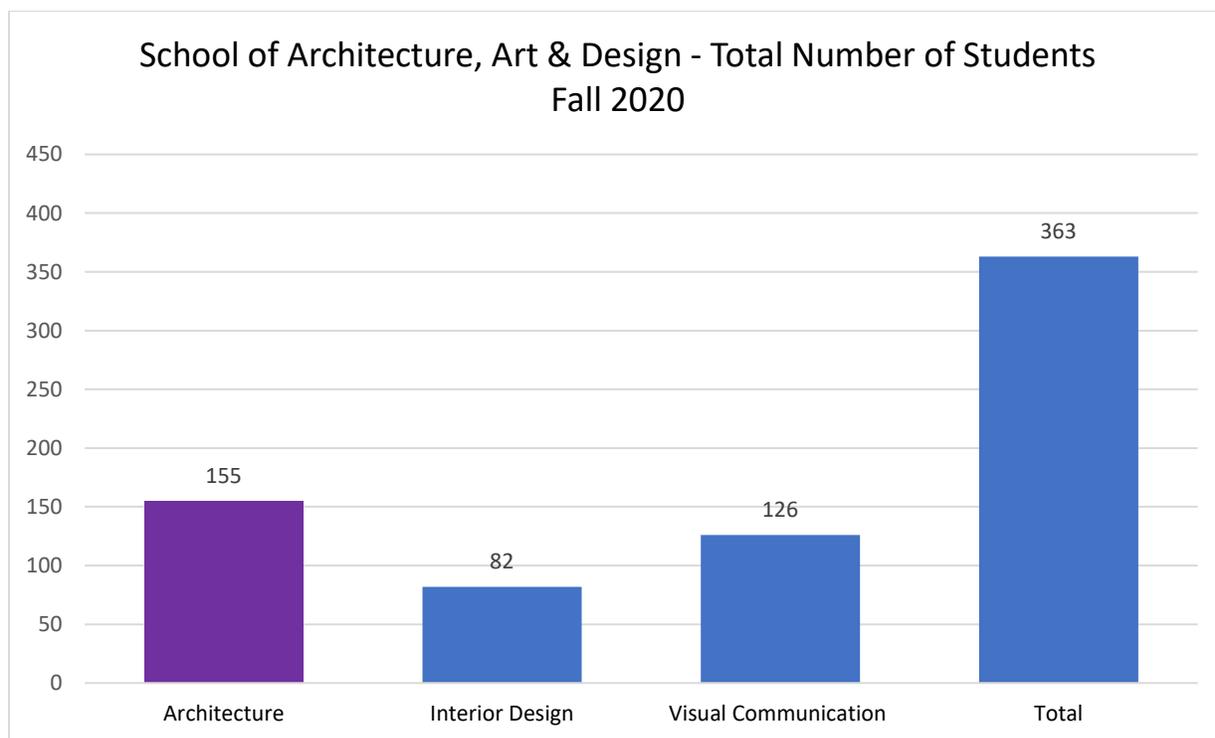
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Similar to the overall institution enrollment, the program’s enrollment has declined in the last years (Spring 2019: 214, Spring 2020: 170, Fall 2020: 155) due to the economic and political situations in the Middle East elaborated in the previous section. Some of the schools in the US were experiencing a similar phenomenon as per ACSA statement in their 2017-2018 and 2018-2019 Budget and Enrollment Survey.

Following the most recent trend in the US School of Architecture, in Fall 2020 the program faced an increase of students applying and enrolling to begin the studies, the phenomenon is still not balancing by the number of students graduating the same year but it will affect positively the program in the future. The student number in the SAAD (as of 2020-2021) represents 9.26% of the student body university-wide, and the student number in the department of architecture represents 42.7% of the SAAD student body.

Students	Bachelor of Architecture																						
	AY 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021											
	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014 First Batch of Graduating Students	Fall 2014	Spring 2015 Second Batch of Graduating Students	Fall 2015	Spring 2016 Third Batch of Graduating Students	Fall 2016	Spring 2017 Fourth Batch of Graduating Students	Fall 2017	Spring 2018 Fifth Batch of Graduating Students	Fall 2018	Spring 2019 Sixth Batch of Graduating Students	Fall 2019	Spring 2020 Seventh Batch of Graduating Students	Fall 2020
Total Female Students Enrolled	23	33	60	66	92	92	119	121	138	143	169	167	161	159	153	155	149	154	136	147	126	118	115
Total Male Students Enrolled	23	26	46	51	62	69	92	93	100	106	115	114	115	116	106	118	88	100	85	67	57	52	40
Grand Total of Students Enrolled	46	59	106	117	154	161	211	214	238	249	284	281	276	275	259	273	237	254	221	214	183	170	155





#### **I.2.4 INFORMATION RESOURCES**

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

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

##### **Library Facility, Services, and Collection**

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

##### Subject Collection Development for Architecture

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

The Library has 2739 Books & 75 purchased eBooks (in addition to the subscribed ones) about Urban Design-City Planning, Landscape Design, Landscapes, Architecture, Buildings, Architectural Design, Structural Design, Structural Analysis, Landscape Architecture, Environmental Psychology, Building Materials, and Interior Architecture.

In addition, the library provides thousands of pertinent titles in related subject areas including interior design, visual communication, and engineering. The Library subscribes to over 30 individual print and journal and magazine titles in architecture and interior design. There are a few DVDs currently available on the subject of architecture.

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

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

The Library subscribes to image databases of use to architecture, including ARTstor, Grove Art Online, and Britannica ImageQuest.

Since Fall 2019 semester, AUD Library has subscribed to Materials ConneXion database, which is a comprehensive online database showcasing over 7000 innovative and sustainable materials to support the fields of design in architecture, engineering, and interior design.

Resources not available in the library may be sourced through an interlibrary loan agreement with the British Library. The British Library allows users to search and order from over 42 million items. An additional document delivery service is available through a RightFind (Copyright Clearance Center) subscription.

AUD library has established an Interlibrary-loan agreement with the Ajman University in UAE on March 2020. This agreement allows the American University in Dubai and Ajman University to obtain materials that are unavailable from the home library to another upon request. Due to the COVID-19 outbreak, this service has not started yet and is expected to start soon.

#### Circulation and Access

Faculty may check out books for a semester, and students, for a period of three weeks. Online resources are available on and off-campus, and most resources are indexed on a single platform, the EBSCO Discovery Service.

The library subscribes to a library content management service, Springshare Libguides, which showcases available core titles and resources for different programs of study. The Libguide or subject guide, for architecture also aggregates evaluated open access resources and promotes the library's latest acquisitions for architecture.

#### Materials Budget

The library's collection materials budget is robust and continues to be comparable to current budgets in US comprehensive degree granting universities and baccalaureate colleges. The university administration strongly supports the library and the book budget has grown from

\$85,000 in 2004 to \$150,000 in 2020. The budget for library subscriptions and online databases is stable and approximately \$500,000 annually. The university administration consistently provides the library with the resources it needs. Proposals for additional library funds to bolster specific programs are supported as part of the evolving nature of academic programs and information and research needs.

#### Professional Library Services

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

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

- Workshops on individual databases.
- Virtual assistance (Reference or online instructions) if the University's courses are available only online (COVID-19 regulations).

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

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

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

#### Workshops and instructional sessions:

Since Fall 2018, in partnership with faculty, AUD librarians have designed and delivered instructional sessions on information literacy, specific to subject and research areas. The courses include introductory sessions as well as helping senior students with creating, arranging their citations, and finding reliable sources. In a nutshell, these sessions are aimed to assist students to identify and evaluate resources, and learn about the effective and responsible use of sources. These workshops are the responsibility of the liaison librarian for the Architecture department.

#### Resource Links

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

AUD Library Architecture Subject Guides: [https://libguides.aud.edu/?b=g&d=a&group\\_id=14580](https://libguides.aud.edu/?b=g&d=a&group_id=14580)

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

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

#### During COVID-19 Era

The library followed specific procedures to ensure e-learning readiness and safety during the pandemic.

A collection of documents, including a summary of actions and measures, issued by the library in response to COVID-19, can be found in Section 4 – Supplemental Material.

An Online guide with library information services during the pandemic (virtual meetings) can be found in the library directory under the following link:

<https://libguides.aud.edu/spring2021/spring2021>

The library guide for COVID related data and official information can be found in the library directory under the following link:

<https://libguides.aud.edu/covid-19>

### **I.2.5 ADMINISTRATIVE STRUCTURE AND GOVERNANCE**

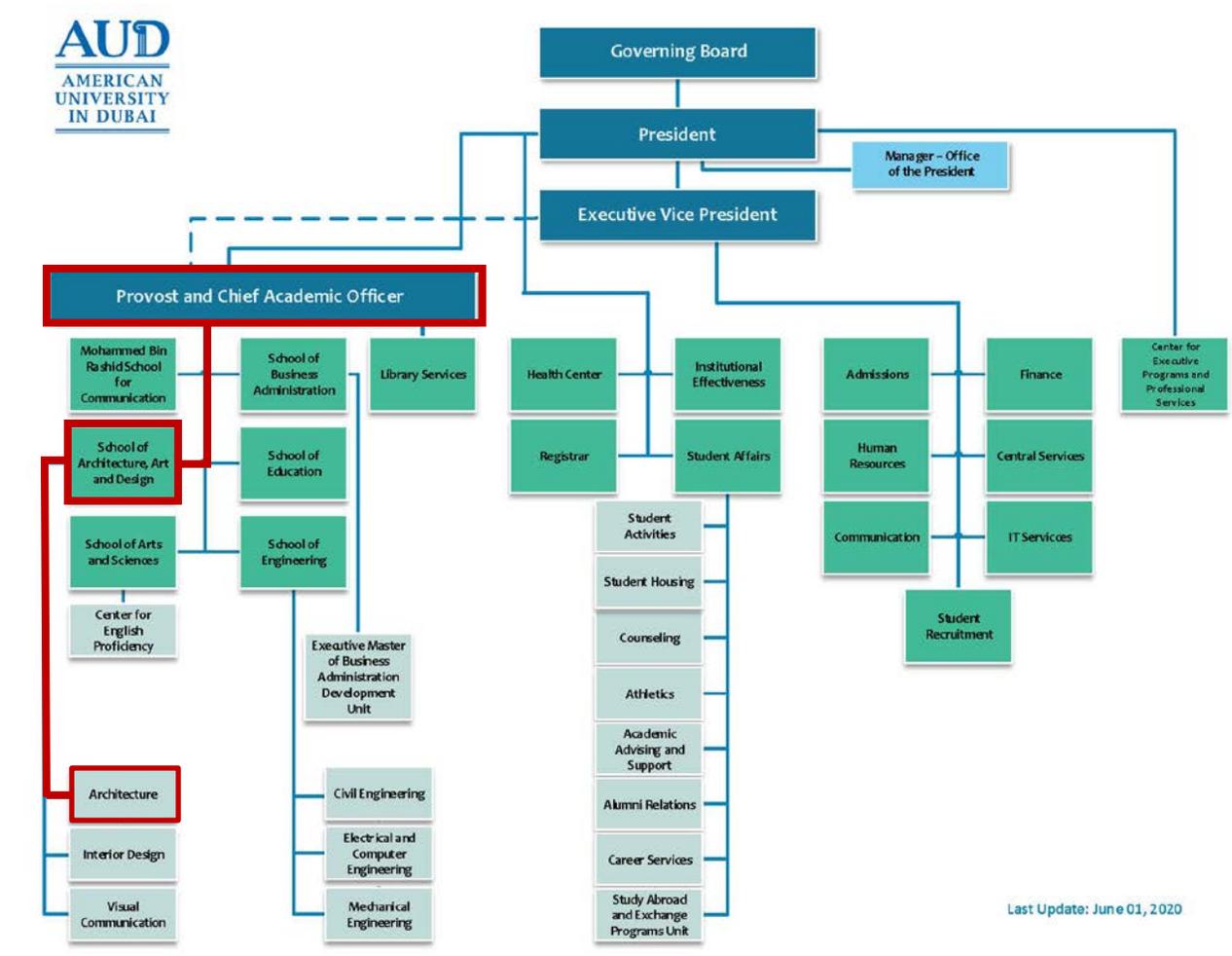
The President of AUD is the highest campus authority on all matters related to AUD and reports to the AUD Governing Board, the university's highest policy-making authority. The President leads AUD in pursuit of its mission and goals and seeks to satisfy the demands of the university's multiple constituencies. The Provost and Chief Academic Officer of the university heads the Office of Academic Affairs and reports directly to the President. The Deans and Associate Deans of all Schools, School of Architecture, Art and Design included, report directly to the Provost. The Chair of each department reports to the Dean where the program is housed.

The AUD Organizational Chart can be found on the University's website at:

<https://www.aud.edu/university-overview/administrative-offices/office-of-human-resources/organizational-chart/>

#### **Administrative Structure of Program and Home Units**

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



The Academic program in the School of Architecture, Art, and Design is operational and includes the following departments - Architecture, Interior Design, and Visual Communications.

The department chair plays a key role in the functioning, management, and assessment of the program. In addition to the daily tasks, the Chair is in charge, in consultation and collaboration with faculty and staff, of course scheduling, recruiting both adjunct and full-time faculty (head of the search committee), observing faculty teaching load, preparing the annual budget, reviewing and approving purchase requisites (PRs), preparing the program assessment and annual reports receiving and processing complaints, chairing departmental meetings.

The existing Design Center (also appreciated by the previous visiting team) has been recently improved and reframed under the name of Center for Research Innovation and Design (CRID) with the appointment of a Director (Prof. Georges Kachaamy). It serves the entire school and includes researchers from the three departments.

The mission of the Center for Research, Innovation, and Design (CRID) is to become the premier platform in Dubai that delivers high standards research, innovation, and design in the field of Architecture, Interior Design, and Visual Communication. CRID is an Explore-Imagine-Create-Learn environment that will serve and reach out to local, regional, and global communities and will offer continuing education and training opportunities to the larger public of the UAE.

Additional information about CRID mission facilities and operation can be found under the following link:

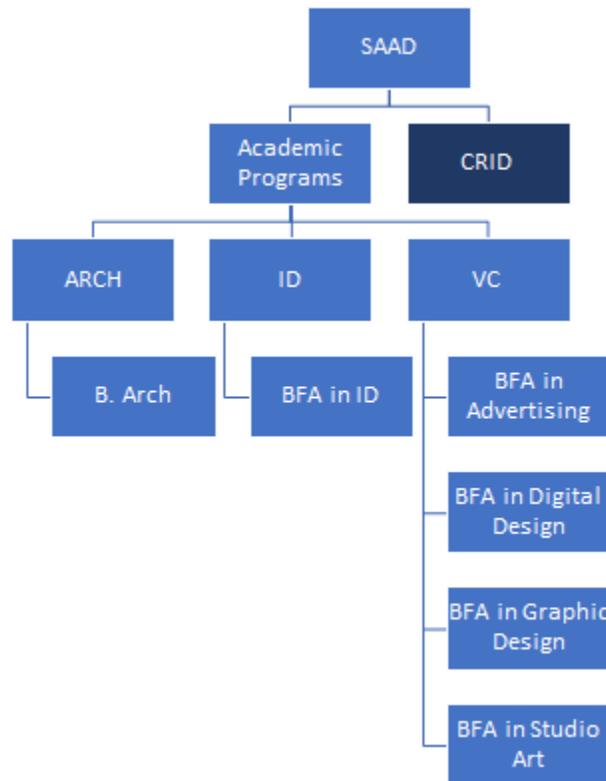
<https://www.aud.edu/centers-at-aud/crid/>

A presentation of the Centers at AUD, including the CRID, can be found in the Undergraduate Catalog under the following link:

<https://aud.edu/media/catalogs/undergraduate/index.html>

(pages: 164-167)

A detailed chart showing the academic programs and the CRID under the School of Architecture Art and Design is represented below.



### Governance Opportunities

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

The Dean is responsible for comprehensive program reviews, and in conjunction with the Office of Institutional Effectiveness (OIE), for comprehensive program assessment. It is through this program assessment that program improvements are facilitated. The Chair is charged with creating appropriate action plans for programmatic and operational enhancement. OIE is charged with facilitating follow-through of the action plans. In addition, the Chair is responsible for ensuring that programmatic and operational changes are included in strategic planning and future goals. The Chair along with the Recruitment Search Committee (consisting of faculty members) are also responsible for making faculty hiring recommendations

to the Dean. Based on program growth, the Dean will request additional staff/faculty; work with HR and his/her faculty to develop appropriate job descriptions; review CVs; interview applicants and make recommendations to the Provost for final selection. Additionally, the Chair is responsible for the annual performance evaluation of faculty. This evaluation is conducted through various informal interactions, classroom visits, department participation, faculty accomplishments, services, and teachings.

The Student Government Association (SGA) serves as a liaison between university staff and students and plays an active role in planning and coordinating student activities. Students have a voice in the governance of the university through the Student Government Association. The SGA is recognized as the official representative voice of the student body at the American University in Dubai. Students can freely and openly express their views to SGA officers who will ensure appropriate follow-up when necessary. The primary commitment of the SGA is to provide responsible and equitable student leadership and to mirror the opinions and concerns of all segments of AUD's multinational student body. The SGA attempts to motivate students to participate in campus life and form a close-knit interdisciplinary, multinational student community at AUD. For more information, see the Student Handbook 2020-2021 under the following link: <https://aud.edu/media/fxjhvais/student-handbook-2020-2021.pdf> (pages: 63-69)

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

In addition, and in order to get the students more involved every semester, the Office of Institutional Effectiveness (OIE) requests students to complete course evaluation surveys. This evaluation reflects their input and opinions about each delivered course. The collected data helps in the evaluation of courses and assists the program to improve its deliverables and the level of achieving learning outcomes. Also, it is considered as one of the elements that serves in monitoring the quality of the delivered course.

#### During the COVID-19 Era

OIE also conducted a Learning Experience Survey in Spring, Summer, and Fall 2020 semesters to collect feedback from students on educational resources, instruction, and assessment during the COVID-19 pandemic. The Survey Calendar 2020-2021 can be found in Section 4 – Supplemental Material.

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

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

All undergraduate students must declare both their choice of a degree program and, if applicable, major prior to their Junior year (i.e., by the completion of 60 credit hours). Students must have successfully completed all the Foundation courses, with a GPA of 2.0 or higher to begin their Major Option sequence. Degree, major and minor information can be found in the Undergraduate Catalog under the following link: <https://aud.edu/media/catalogs/undergraduate/index.html> (pages: 68-69)

## II.1.1 STUDENT PERFORMANCE CRITERIA

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

The following SPC matrix represents the coverage of student performance criteria by courses as elaborated by the department through discussion and assessment with the faculty.

### **Pedagogy and Methodology with Regards to Realm C**

The new Realm C, and particularly C3 (Integrative Design), is addressed mainly in ARCH402 (Architectural Design Studio VIII). Students start working on the task in ARCH202 (Architectural Design Studio IV) as well as other lecture-based courses. The method consists of starting preparing students early enough (2<sup>nd</sup> year – ARCH202) to think in a multi-layered manner that integrates decisions at different levels, including building materials, technology, and services, structural solutions, socio-cultural considerations, as well as environmental concerns and philosophical stand points in an interactive fashion. In this way, by the time they reach the fourth year, students will be able to show evidence of a full integrative design process in ARCH402. Research and Integrated Evaluation and Decisions are mainly developed in ARCH 501 and the following ARCH502. ARCH 501 is a research-based studio where students define factors to be evaluated and integrated into ARCH 502 (Architectural Design Studio X). This course is then a capstone course, where students have to test the limits of their creativity through an integrated evaluations and decision-making design process.

### **Methodology for Assessing Student Work (i.e., “High Pass” vs “Low Pass”)**

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

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

### During COVID-19 Era

A P-NP system has been adopted university-wide in Spring, Summer, and Fall 2020. The system didn't affect the methodology of assessing students work in the program, faculty in fact continued to apply the usual grading scale, in case of F a P grade was automatically applied by Registrar Office, in case of higher grades, NP was applied by Registrar Office at a later stage, upon request of the student.

A series of AUD guidelines for faculty and students about Online, Hyflex classes and examination during COVID-19 can be found in Section 4 – Supplemental Material.

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

## II.2.1 INSTITUTIONAL ACCREDITATION

To maintain institutional effectiveness, the American University in Dubai has sought accreditation on an institutional and academic level from leading accrediting bodies in their respective fields. Information on Accreditation and Licensure Summary are in the Undergraduate Catalog under the following link.

<https://aud.edu/media/catalogs/undergraduate/index.html>

(pages: 9-10)

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

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

<https://sacscoc.org/app/uploads/2019/11/Institutionswebmemlist.pdf>

### **UAE Ministry of Education – Commission for Academic Accreditation**

The American University in Dubai is officially licensed by the UAE Ministry of Education. The MOE has accredited the university's undergraduate programs in Architecture, Business Administration, Communication and Information Studies, Engineering, International Studies, Psychology, Interior Design, and Visual Communication and graduate programs in Business Administration, Construction Management, Education, Intellectual Property, and Innovation Management, International Affairs, Leadership and Innovation in Contemporary Media, and Urban Design and Digital Environments, in addition to Certificate programs in Middle Eastern Studies (undergraduate) and Professional Teaching (graduate).

<https://www.caa.ae/Pages/Programs/All.aspx>

## II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

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

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

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

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**Design Core**

ARCH 201	Architectural Design Studio III	6
ARCH 202	Architectural Design Studio IV	6
ARCH 211	Materials and Methods of Construction	3
ARCH 252	History and Theory of Architecture II	3
ARCH 253	History and Theory of Architecture III	3
ARCH 301	Architectural Design Studio V	6
ARCH 302	Architectural Design Studio VI	6
ARCH 311	Structural Analysis	3
ARCH 312	Structural Design	3
ARCH 321	Environmental and Building Service Systems*	3
ARCH 351	Theory of Architecture	3
ARCH 401	Architectural Design Studio VII	6
ARCH 402	Architectural Design Studio VIII	6
ARCH 412	Construction Management and Building Economics	3
ARCH 431	Life Safety and Codes	3
ARCH 441	Professional Practice and Ethics	3
ARCH 501	Architectural Design Studio IX	6
ARCH 502	Architectural Design Studio X	6
ARCH 561	Internship**	3
DDFT 268	Computer-Aided Design (CAD) I	3
DDFT 341	Digital Design and Fabrication***	3
DDFT 474	Building Information Modeling (BIM) I	3
DDFT 475	Building Information Modeling (BIM) II	3
<b>Total Design Core Requirements</b>		<b>93</b>

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**Professional Electives**

ARCH 294	Film and Architecture	3
ARCH 322	Basic Elements of Landscape Architectural Design	3
ARCH 342	Portfolio Design in Architecture	3
ARCH 423	Sustainable Urbanism	3
ARCH 361	Interdisciplines in Architecture: Archeatable	3
ARCH370-375	Architecture Study Tour	3
ARCH 380	Special Topics in Architecture	3
DDFT 270	Digital Design Illustration	3
DDFT 351	Introduction to Parametric Design	3
DDFT 466	Advanced Computer-Aided Design (CAD)	3
DDFT 473	Virtual Environments	3
IDES 280	Three-Dimensional Design	3
IDES 374	Hospitality Design	3
IDES 462	Historic Restoration	3
<b>Total Professional Electives Requirement</b>		<b>12</b>

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\* New Course Description and CLOs starting from AY 2019-2020

\*\* Offered also as ARCH561-SEM in Summer 2020

\*\*\* New Core Course, starting from AY 2019-2020

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

<https://aud.edu/media/catalogs/undergraduate/index.html>

(pages: 87-89)

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

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

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

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

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

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

**American University in Dubai**  
**ARCHITECTURE PROGRAM REPORT – CONTINUATION OF ACCREDITATION**  
**MARCH 2021**

	Fall					Spring				
	Course	CH	L-S-CH	Prerequisites		CH	L-S-CH	Prerequisites		
Y I	ARCH 101 ARCH 151 UNIV 100 ENGL 101 MATH 105	4 3 0 3 4	0-8-4 3-0-3 1-0-1 3-0-3 4-0-4	None None None None Accuplacer or SAT	ARCH 102 ENGL 102 MATH 205 SCIE ELE COMP 101	4 3 3 3 3	0-8-4 3-0-3 3-0-3 3-0-3 3-0-3	ARCH 101 ENGL 101 MATH 195 See catalog Placement Test		
Y II	ARCH 201 ARCH 252 ARCH 211 ENGL 103 DDFT 268	6 3 3 3 3	0-12-6 3-0-3 3-0-3 3-0-3 1-4-3	ARCH 102 ARCH 151 ARCH 101 ENGL 102 ARCH 101 & ENGL 101	ARCH 202 ARCH 253 PHYS 201 PSPK 101 HUMN ELE	6 3 4 3 3	0-12-6 3-0-3 3-3-4 3-0-3 3-0-3	ARCH 201 & 211 ARCH 252 MATH 205 ENGL 102 See catalog		
Y III	ARCH 301 ARCH 311 DDFT 341 WLDC 201 ARCH 351	6 3 3 3 3	0-12-6 3-0-3 1-4-3 3-0-3 3-0-3	ARCH 202 (ARCH 351 Cor.) ARCH 211 & PHYS 201 ARCH 202 ENGL 102 ARCH 202 & 253	ARCH 302 DDFT 474 WLDC 202 ARCH 312 ARCH 321	6 3 3 3 3	0-12-6 1-4-3 3-0-3 3-0-3 3-0-3	ARCH 301 (ARCH 321 Cor.) DDFT 268 WLDC 201 ARCH 311 ARCH 102		
Y IV	ARCH 401 DDFT 475 ARCH 431 ISST ELE ARCH 412	6 3 3 3 3	0-12-6 1-4-3 3-0-3 3-0-3 3-0-3	ARCH302 DDFT 474 ARCH202 See catalog ARCH 211	ARCH 402 SSCI ELE PROF ELE GEN ELE ARCH 441	6 3 3 3 3	0-12-6 3-0-3 3-0-3 3-0-3 3-0-3	ARCH401-321-431 DDFT 475 See catalog See catalog See catalog ARCH 431		
Y V	ARCH 501 PROF ELE PROF ELE ARCH 561	6 3 3 3	0-12-6 3-0-3 3-0-3 3-0-3	ARCH 402 See catalog See catalog Senior Status	ARCH 502 PROF ELE GEN ELE	6 3 3	0-12-6 3-0-3 3-0-3	ARCH 501 & ARCH 431 See catalog See catalog		
		<b>14</b>				<b>16</b>				
		<b>18</b>				<b>19</b>				
		<b>18</b>				<b>18</b>				
		<b>18</b>				<b>18</b>				
		<b>15</b>				<b>12</b>				

**Legend:**

**CH** = Credit Hours

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

**ELE**: Elective

**GEN**: General

**HUMN**: Humanities

**ISST**: Islamic Studies

**PROF**: Professional

**SCIE**: Science

**SSCI**: Social Sciences

**Bachelor of Architecture Curriculum - Course Sequence & Prerequisites 2020-2021**

Recently a new master program has been created inside the School of Architecture Art and Design: Master of Urban Design and Digital Environments - MUDDE. The Program Mission is to prepare students to solve complex and multifaced urban problems using the best practices and the latest technologies. The program look to create high-caliber design professionals who are also critical thinkers, capable researchers, advocates of social justice, and are life-long learners.

The master is a two-year program counting 30 credits. It received the approval of the U.A.E. Ministry of Education in Spring 2020 and SACSCOC in Fall 2020. The program will tentatively begin in the academic year 2021-2022.

### II.3 EVALUATION OF PREPARATORY EDUCATION

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

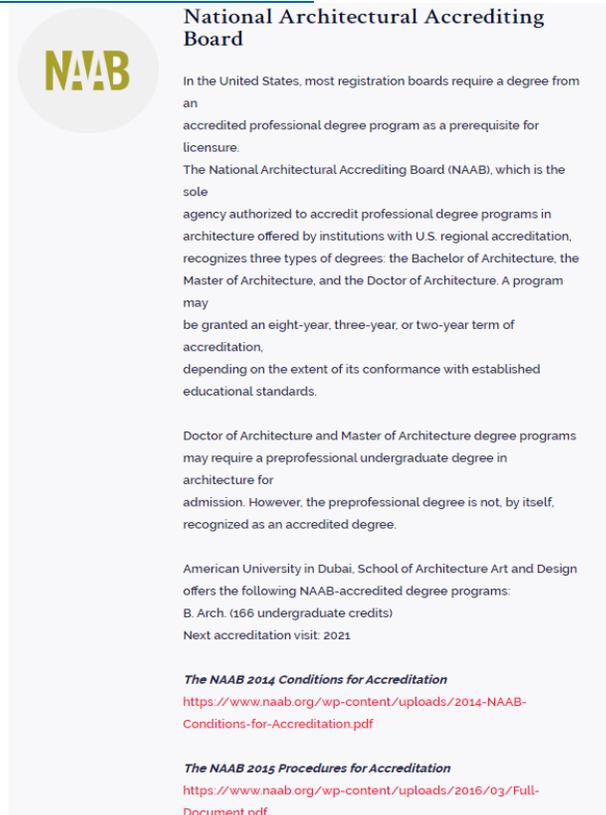
### II.4 PUBLIC INFORMATION

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

#### II.4.1 STATEMENT ON NAAB-ACCREDITED DEGREES

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

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



## II.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES

The below link and image also include access to NAAB Conditions and Procedures  
<https://www.aud.edu/accreditation-associations-arch/>

American University in Dubai, School of Architecture Art and Design offers the following NAAB-accredited degree programs:  
B. Arch. (166 undergraduate credits)  
Next accreditation visit: 2021

**The NAAB 2014 Conditions for Accreditation**  
<https://www.naab.org/wp-content/uploads/2014-NAAB-Conditions-for-Accreditation.pdf>

**The NAAB 2015 Procedures for Accreditation**  
<https://www.naab.org/wp-content/uploads/2016/03/Full-Document.pdf>

The NAAB 2014 Conditions for Accreditation:

<https://www.naab.org/wp-content/uploads/2014-NAAB-Conditions-for-Accreditation.pdf>

The NAAB 2015 Procedures for Accreditation:

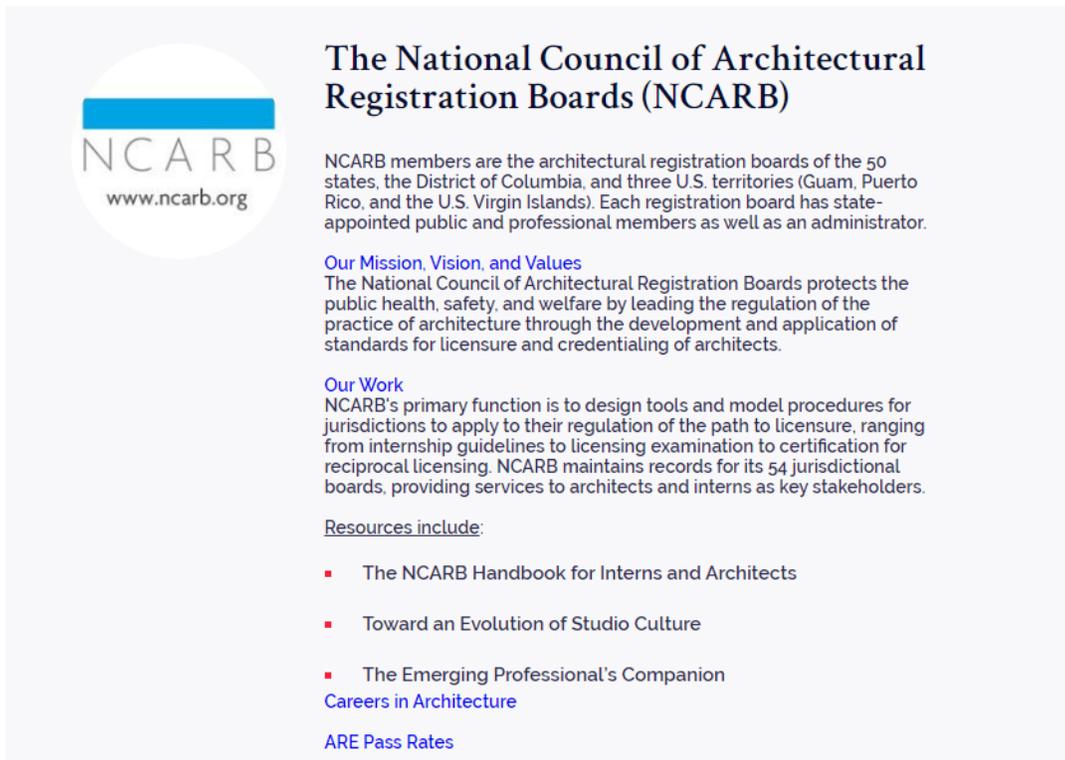
<https://www.naab.org/wp-content/uploads/2016/03/Full-Document.pdf>

## II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION

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

<https://www.aud.edu/career-development-information-arch/>

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



**The National Council of Architectural Registration Boards (NCARB)**

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

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

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

**Resources include:**

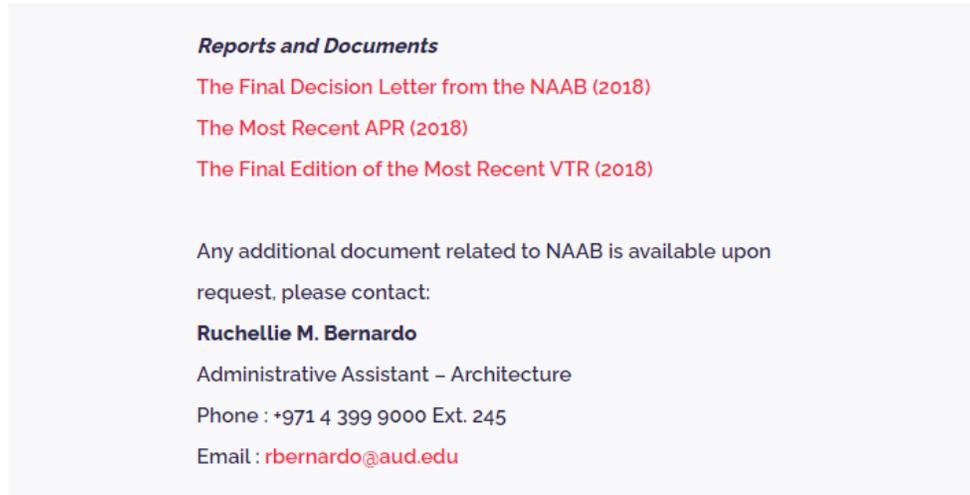
- The NCARB Handbook for Interns and Architects
- Toward an Evolution of Studio Culture
- The Emerging Professional's Companion

[Careers in Architecture](#)  
[ARE Pass Rates](#)

#### II.4.4 PUBLIC ACCESS TO APRS AND VTRS

The program made the most recent documents available to the public and the others upon demand. The below image is taken from the following link:

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



#### II.4.5 ARE PASS RATE

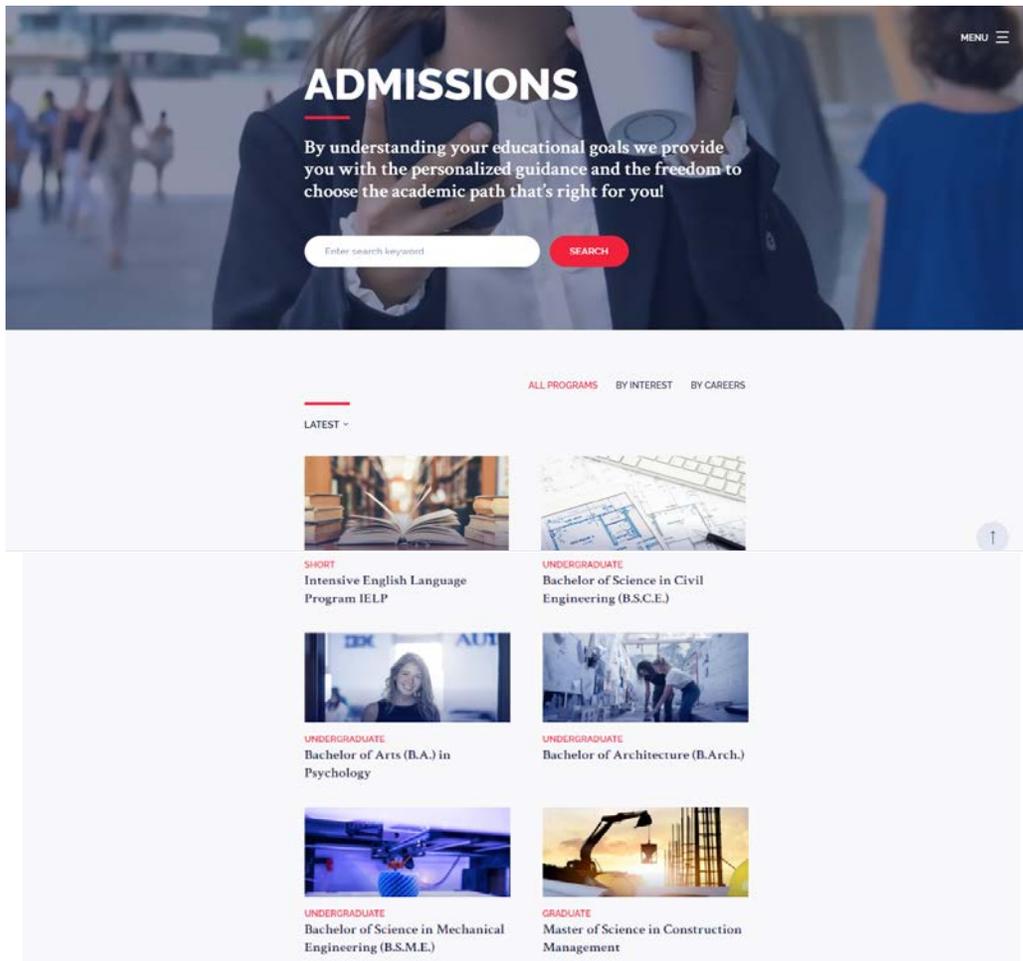
ARE Pass Rates are considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Accordingly, on the “Career Development Information” section (<https://www.aud.edu/career-development-information-arch/>) the program linked its website to the following page:

<https://www.ncarb.org/pass-the-are>

#### II.4.6 ADMISSIONS AND ADVISING

Since its inception, AUD has committed itself to provide a world-class education that prepares students academically, personally, and professionally for successful careers in their chosen fields. The institution provides clear information with regards to undergraduate admissions, admissions kits and forms, academic calendar – dates and deadlines, scholarships, AUD policies and procedures, and so forth. The following link contains all the above information as per the below image:

<https://www.aud.edu/admissions/>



In addition, academic information and policies, including academic advising, can be found in the Student Handbook under the following link:

<https://aud.edu/media/catalogs/student-handbook/index.html>

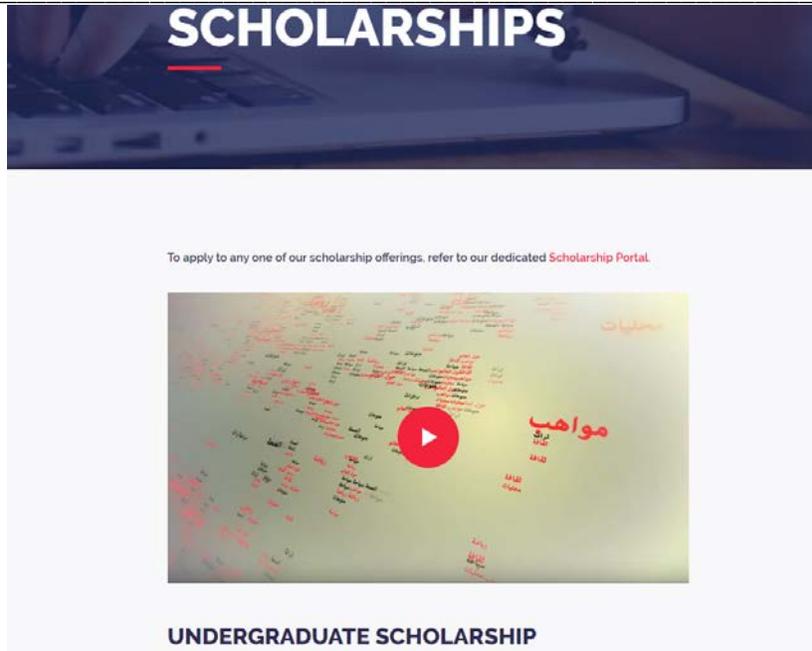
(pages: 74-89)

## II.4.7 STUDENT FINANCIAL INFORMATION

### Scholarships and Family Tuition Waiver

Information with regards to AUD scholarships can be found online under the following link:

<https://www.aud.edu/admissions/scholarships/>



The main link brings directly to the scholarship portal:  
<https://scholarship.aud.edu/>

AMERICAN UNIVERSITY IN DUBAI
Online Scholarship Application

🏠
🔄

H.H. Sheikh Mohammed Bin Rashid Al Maktoum Scholarship for Undergraduate Admissions	Deadline 21st of May, 2020	Open
MBRSC Communication Scholarship	Deadline 21st of May, 2020	Open
ICT Scholarship	Deadline 25th of July, 2020	Open
The Gebran Tueni Media Scholarship	Deadline 21st of May, 2020	Open
AUD – ULC Scholarship	Deadline 21st of May, 2020	Open

### Returning Scholarship Applicant?

Login to view/update/complete your application.

Your Email

Password

[Log In](#)

[Forgot your password?](#)

[Didn't receive an account activation email?](#)

**Applicant With AUD ID Please Click Here**

\* Applicants who have already applied to AUD and have an existing AUD ID.

### New Applicant ?

If you are new to our application process please create a new account.

First Name

Last Name

Your Email

Re-enter Email

Password

Confirm Password

I am

BirthDay

Favorite City

In addition, AUD Undergraduate Catalog and Student Handbook both comprise information about scholarships (including scholarships for in-school students) that can be found respectively under the following links:

<https://aud.edu/media/catalogs/undergraduate/index.html>

(pages: 25-30)

<https://aud.edu/media/catalogs/student-handbook/index.html>

(page: 87-88)

Also, the university offers family tuition waiver which can be found in the Undergraduate Catalog under the following link:

<https://aud.edu/media/catalogs/undergraduate/index.html>

(page: 245)

### Financial Information

AUD publicly publishes financial information in both the Undergraduate Catalog and the Student Handbook. This information can be found respectively under the following links:

<https://aud.edu/media/catalogs/undergraduate/index.html>

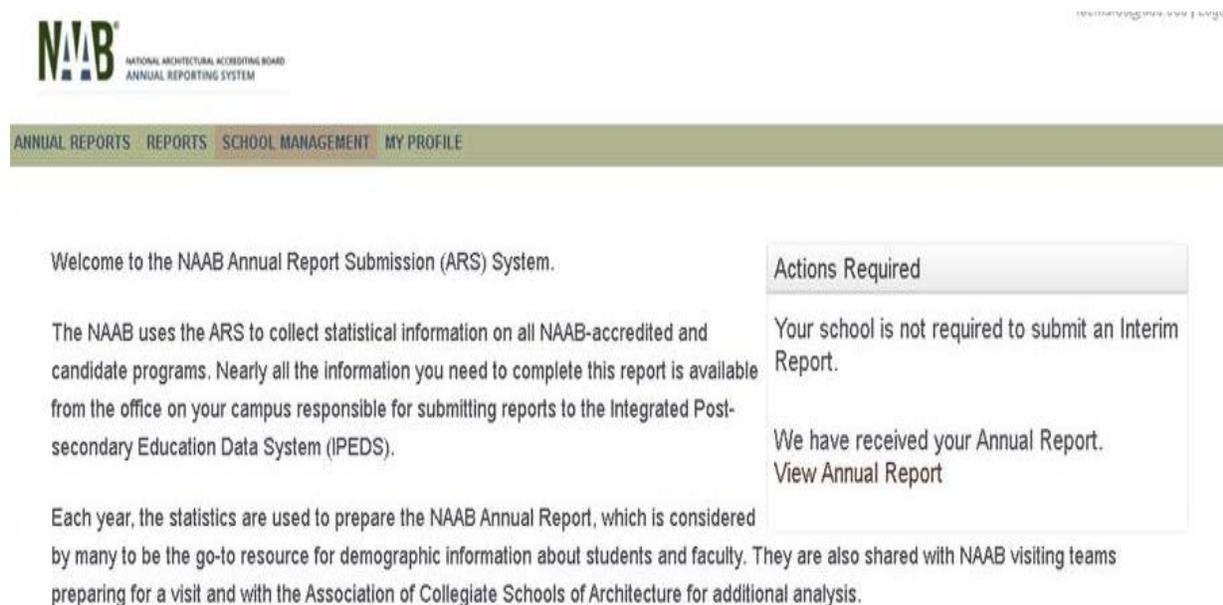
(pages: 244-248)

<https://aud.edu/media/catalogs/student-handbook/index.html>

(pages: 98-101)

### III.1.1 ANNUAL STATISTICAL REPORTS

The program has submitted the annual statistical report online through the NAAB's Annual Report Submission (ARS) system (<http://ars.naab.org>). The following image is showing the confirmation of the submission. Submission of last ARS was on November 29, 2020.



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



January 17, 2021

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

A handwritten signature in blue ink, appearing to read 'Mazen Salih', with a long horizontal stroke extending to the right.

**Mazen Salih**

Assistant Director of Institutional Effectiveness

*The American University in Dubai*

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E: [msalih@aud.edu](mailto:msalih@aud.edu)

### **III.1.2 INTERIM PROGRESS REPORT**

This section is not applicable for continuation of accreditation APRs.

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**SECTION 4**  
**SUPPLEMENTAL MATERIAL**

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#### SECTION 4 - SUPPLEMENTAL MATERIAL

1. FACULTY RESUMES
2. TEACHING MATRIX IN THE ACCREDITED PROGRAM
3. SCHOOL OF ARCHITECTURE ART AND DESIGN (SAAD) - PHYSICAL RESOURCES DOCUMENT AND SCHOOL OF ARCHITECTURE ART AND DESIGN (SAAD) SAFETY MANUAL
4. COURSE DESCRIPTIONS
5. STUDIO CULTURE POLICY DOCUMENTS
6. SELF-ASSESSMENT POLICIES AND OBJECTIVES
7. POLICIES ON ACADEMIC INTEGRITY
8. INFORMATION RESOURCES POLICIES INCLUDING COLLECTION DEVELOPMENT
9. POLICIES AND PROCEDURES RELATIVE TO EEO/AA FOR FACULTY, STAFF, AND STUDENTS
10. POLICIES REGARDING HUMAN RESOURCES DEVELOPMENT OPPORTUNITIES & CRID
11. POLICIES AND PROCEDURES FOR FACULTY APPOINTMENT, RANK, AND PROMOTION
12. TIMELINE FOR ACHIEVING CONTINUATION OF ACCREDITATION
13. NAAB DECISION LETTER, VISITING TEAM REPORT FROM THE PREVIOUS VISIT, REQUEST FOR PRESERVING 2021 VISIT, RESPONSE LETTER
14. AUD MISSION, GOALS, AND VALUES
15. DESCRIPTION OF POLICIES AND PROCEDURES FOR EVALUATING STUDENT WORK
16. INSTITUTIONAL ACCREDITATION DOCUMENTS
17. LETTER FROM INSTITUTIONAL EFFECTIVENESS REGARDING ARS DATA
18. MEMORANDUM OF UNDERSTANDING – ADVISORY BOARD LIST
19. LIST OF GUEST LECTURES, WORKSHOP AND EVENTS – ONLINE SENIOR SHOWCASE 2020 DATA
20. REMOTE AND HYFLEX LEARNING GUIDELINES

**The above Supplemental Material can be downloaded from the below link:**

<https://drive.google.com/drive/folders/1khLQm-vNTdFL4nhRNBCOxNPQe9zgw1nK?usp=sharing>

**User ID:** naabaud@gmail.com

**Password:** Naab2021

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