

National Architectural Accrediting Board, Inc.

April 6, 2016

Dr. Joseph George Jabbra
President
Lebanese American University
POB 13-5053
Chouran
Beirut 1102-2801



Dear Dr. Jabbra:

At the February 2016 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR-CC) for the Lebanese American University, School of Architecture & Design.

As a result, the professional architecture program: **Bachelor of Architecture** was formally granted continuation of its candidacy for a period of two years. The continued candidacy term is effective January 1, 2015. Initial accreditation must be achieved by 2019, or the program will be required to submit a new candidacy application.

Continuing candidacy is subject to the submission of Annual Statistical Reports and any subsequent visits that may be required until initial accreditation is achieved.

The Annual Statistical Report is described in Section 9, of the NAAB Procedures for Accreditation, 2015 Edition. This report captures statistical information on the institution and the candidate program.

Finally, under the terms of the *2015 Procedures for Accreditation*, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 4, Paragraph I. (page 43), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Veazey'.

Scott C. Veazey, AIA
President

CC: Elie G. Haddad, Ph.D., Dean ✓
Jane Frederick, FAIA, LEED®AP, Visiting Team Chair

enc.

1101 Connecticut Avenue, NW

Suite 410

Washington, DC 20036

tel 202.783.2007

fax 202.783.2822

www.naab.org

info@naab.org

**Lebanese American University
School of Architecture and Design**

Continuation of Candidacy Visiting Team Report

Bachelor of Architecture (Baccalaureate* + 170 credits)

The National Architectural Accrediting Board
November 4, 2015

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments and Visit Summary

The School of Architecture and Design (SArD) at Lebanese American University (LAU) is recognized by President Joseph Jabbra as critical to the strategic plan and mission of the university. President Jabbra said that the 21st century belongs to the innovators, and architects are the innovators. Provost George Najjar reiterated that the SArD is the university's strategic thrust into the future. The top administrators' support is evident in the resources provided to the SArD, both for facilities and for funds for international visiting professors. When the previous NAAB team found the facilities inadequate, President Jabbra authorized the purchase of a new building for the Beirut campus. The new building, Gezairi Hall, will engage the community through a storefront looking into the model shop and exhibition space, and a coffee shop serving both the public and students.

The program is commended for the progress made since the last visit. To ensure the rigor required to earn the NAAB accreditation, the university's Architectural Accreditation Steering Committee created sub-committees to review and assess the curriculum. Changes planned and/or implemented since the last team visit include:

- Re-organized certain sets of courses for better sequencing and to avoid overlaps.
- Re-wrote course descriptions to incorporate SPC.
- Created new courses on Professional Practice, Materials and Methods of Construction, Climate and Energy, and Lebanese and regional architecture.
- Revised studio courses to include Design VII as a comprehensive studio.
- Established a coordinator for each course that has multiple sections.
- Reduced the total number of required credits from 176 to 170.
- Increased the hours of the required summer internship from 200 to 400.
- Added an IDP Coordinator, who also serves as the Architect Licensing Advisor.

The program made other changes in response to the last visit, including establishing a Student Liaison Committee, an Architecture Program Advisory Committee, and an Alumni Coordinator. Additional female faculty were also hired. The increase in the number of women faculty members is applauded, and the school is encouraged to continue this effort to reflect the gender mix of the student body. Many of the women students mentioned how important it was to have women role models.

LAU's New York Headquarters and Academic Center raises the university's status to an international institution. The 30,000 square-foot center provides cultural exchanges for students to visit and study in New York.

The team found the students and faculty to be a congenial community. The students were articulate, engaged, and enthusiastic. The faculty is to be commended for their dedication to professional practice and its value in shaping the identity of the department.

The team thanks the entire LAU community for their hospitality and for educating us in the delights of Lebanon. Special thanks go to the leadership team of the dean, Dr. Elie Haddad; Dr. Rachid Chamoun; Farid Jreidini; and Dr. Maroun Daccache. Extra special thanks go to Michella Bou Nader, our travel agent extraordinaire.

2. Conditions and SPC Not Yet Met/Applicable

- I.2.3 Physical Resources
- II.4.5 ARE Pass Rates
- A.9. Historical Traditions and Global Culture
- B.2. Accessibility
- B.3. Sustainability
- B.5. Life Safety
- B.6. Comprehensive Design
- B.7. Financial Considerations
- B.9. Structural Systems
- B.12. Building Materials and Assemblies Integration
- C.3. Client Role in Architecture
- C.4. Project Management
- C.5. Practice Management
- C.6. Leadership
- C.7. Legal Responsibilities
- C.8. Ethics and Professional Judgment

3. Causes of Concern

If significant delays occur in the renovation of Gezairi Hall in Beirut and/or in the move into the space now occupied by the engineering department in Byblos, it would be a concern to the team.

4. Progress Since the Previous Site Visit (2013)

2009 Perspective I.1.3., C. Architectural Education and the Regulatory Environment: *That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and, prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).*

Previous Team Report (2013): The Team found that the program does not yet meet NAAB Conditions regarding internship, IDP, and licensure in the United States. Lebanese and international licensure considerations are not given significant emphasis by the program.

2015 Team Assessment: LAU is now responsive to this condition, as noted in this VTR, Item I.1.3, C.

2009 Perspective I.1.3., D. Architectural Education and the Profession: *That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.*

Previous Team Report (2013): The Team found that the program successfully integrates many issues of diversity and a global perspective into its culture. Knowledge, however, of global economic issues, clients' needs and expectations, multidisciplinary collaboration behaviors and

advocacy of the profession's growth are not evident. The program is encouraged to strengthen these matters across the program.

2015 Team Assessment: LAU is now responsive to this condition, as noted in this VTR, Item I.1.3, D.

2009 Condition I.2.3, Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

Previous Team Report (2013): Program space is inadequate due to student population growth in the program over the last decade. Students lost dedicated desk space. There is little critique space available. The library is cramped. There are some safety concerns in the shop areas including ventilation and dust control. Both the provost and the president indicated their commitment to plans, now underway to solve the space problem.

2015 Team Assessment: The program is not yet responsive to this condition, as noted in this VTR, Section I.2.3. Therefore, the condition is **Not Yet Met**.

2009 Criterion A.4., Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

Previous Team Report (2013): The Team found little evidence of ability in the student work presented for ARC 341, 342, and 481, those courses identified by the program as courses intended to provide students this knowledge nor in the evidence of other courses. While some plan drawings provided were examples of appropriately developed technical documents, plan drawings did not provide consistent evidence that this SPC was met. Section and Detail drawings provided did not offer sufficient nor consistent evidence this SPC was met. Models offered did not consistently met this SPC. Outline specifications were not provided for the Team to review

2015 Team Assessment: This criterion is now **Met**.

2009 Criterion A.9., Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

Previous Team Report (2013): The Team did not find sufficient evidence of this understanding in the student work presented for ARC 371 and 372, those courses identified by the program as courses intended to provide students this knowledge nor in the evidence of other courses. Evidence of Eastern Asia and Southern hemispheric traditions, cultural and climatic information was not provided.

2015 Team Assessment: This criterion is **Not Yet Met**.

2009 Criterion A.10., Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

Previous Team Report (2013): The Team did not find sufficient evidence in the student work presented for ARC 361, and 363, those courses identified by the program as courses intended to provide students this knowledge nor the evidence of other courses.

2015 Team Assessment: This criterion is now **Met**.

2009 Criterion B.2., Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Previous Team Report (2013): The Team did not find sufficient evidence of attention to accessibility in classroom or studio work.

2015 Team Assessment: This criterion is **Not Yet Met**.

2009 Criterion B.3., Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

Previous Team Report (2013): The Team did not find sufficient evidence in the student work presented for ARC 531, 532 nor 481, those courses identified by the Program as courses intended to provide students this knowledge nor in the evidence of other courses. While there was evidence that sustainable building systems are introduced to the students in courses of the Building Systems, Building Technology and Environmental Systems sequences the application of passive sustainable design strategies nor active sustainable systems was not demonstrated in the evidence presented for the Design Studio sequence courses.

2015 Team Assessment: This criterion is **Not Yet Met**.

2009 Criterion B.6, Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

- | | |
|--|-----------------------------------|
| A.2. Design Thinking Skills | B.2. Accessibility |
| A.4. Technical Documentation | B.3. Sustainability |
| A.5. Investigative Skills | B.4. Site Design |
| A.8. Ordering Systems | B.5. Life Safety |
| A.9. Historical Traditions
and Global Culture | B.7. Environmental Systems |
| | B.9. Structural Systems |

Previous Team Report (2013): The Team did not find evidence to this ability specifically regarding Historic Traditions, Accessibility, Sustainability, Environmental Systems and Structural Systems in the studio work. Although Design Studios V and VI are directed at integrating

describe a fully comprehensive design project in technical and programmatic dimensions.

2015 Team Assessment: This criterion is **Not Yet Met**.

2009 Criterion B.7., Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.*

Previous Team Report (2013): A course addressing this SPC has not yet been offered.

2015 Team Assessment: This criterion is **Not Yet Met**.

2009 Criterion C.1., Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

Previous Team Report (2013): The Team did not find evidence of this ability in studio or course work.

2015 Team Assessment: This criterion is **Met**.

2009 Criterion C.3., Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

Previous Team Report (2013): A course addressing this SPC has not yet been offered.

2015 Team Assessment: This criterion is **Not Yet Met**.

2009 Criterion C.4., Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.*

Previous Team Report (2013): A course addressing this SPC has not yet been offered.

2015 Team Assessment: This criterion is **Not Yet Met**.

2009 Criterion C.5., Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.*

Previous Team Report (2013): A course addressing this SPC has not yet been offered.

2015 Team Assessment: This criterion is **Not Yet Met**.

2009 Criterion C.6., Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.*

Previous Team Report (2013): A course addressing this SPC has not yet been offered.

2015 Team Assessment: This criterion is **Not Yet Met**.

2009 Criterion C.7, Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.*

Previous Team Report (2013): A course addressing this SPC has not yet been offered.

2015 Team Assessment: This criterion is **Not Yet Met**.

2009 Criterion C.8., Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.*

Previous Team Report (2013): A course addressing this SPC has not yet been offered.

2015 Team Assessment: This criterion is **Not Yet Met**.

2009 Criterion C.9., Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.*

Previous Team Report (2013): The Team did not find evidence of this ability in studio or course work.

2015 Team Assessment: This criterion is **Met**.

II. Compliance with the 2009 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission

[X] The program has fulfilled this requirement for narrative and evidence.

2015 Team Assessment: The APR provides a clear description of the program’s history, mission, and culture, both within the context of the program and the wider context of the university. The information is on pages 7-9 of the APR.

I.1.2 Learning Culture and Social Equity:

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

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2015 Team Assessment: The program has a positive and respectful learning environment. There is a clear sense of optimism and mutual support between students and faculty, and from student to student. The university has enacted policies to ensure academic freedom, and it is clear that the school acts on the same university principles by providing a forum for individual expression and critical interaction. Students and faculty are encouraged to freely exchange ideas and engage in “constructive debate” in the context of design studio work. Students are encouraged to value professional conduct and manage their time effectively. The development of an official, comprehensive studio culture policy is well underway in the school. It covers physical facilities and building use, jury culture, student autonomy, plagiarism, collaboration, a balance in

studio and non-studio courses, studio coordination, personal space, and diversity. The policy is expected to be adopted in fall 2015. The policy will be regularly assessed through surveys managed by a Student Culture Committee.

Diversity at LAU is generally understood as a condition of welcoming different religious groups. The students spoke positively in response to questions about diversity in the school and did not express any concerns. Both students and faculty value diversity and the school's efforts to establish an inclusive, non-biased atmosphere. The university received an \$18 million dollar, 3-year renewal grant from USAID for disadvantaged public school graduates, which provides full-ride scholarships to attend LAU. This opportunity broadens the diversity on campus.

The school regularly invites international critics to expose students to different cultures and approaches. Provost Najjar said that the visiting professor program was initiated in the SARd and is a model for the entire university. It is the school's desire to increase its population of international students in future years; this is challenging, considering the political unrest in the region.

The gender composition of the student body in the B. Arch. program is well balanced (~50%). The ratio of female to male faculty is improving, and efforts in this regard should continue. While the majority of the students can afford the cost of an LAU education, financial aid for those in need (~25%) has increased substantially in recent years. The shop currently maintains a supply of recycled materials that allows students to save material costs, and the school would like to substantially increase the space for saving materials.

I.1.3 Response to the Five Perspectives: *Programs must demonstrate, through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architectural Education and the Academic Community.** *That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

[X] The program is responsive to this perspective.

2015 Team Assessment: Many faculty members are engaged in professional practice, and, as such, there is a healthy exchange between the academic and professional community. Faculty also have the opportunity to apply for research funding and course release time to support specific creative, scholarly, and/or research projects. In addition, there is funding to support the dissemination of faculty work at regional and international conferences. The administration is encouraged to continue to provide funding to support faculty research and scholarship, as well as the public dissemination of faculty work at conferences. Full-time faculty are fully engaged in the life of the university through a variety of service committees at the university, school, and department levels. The composition of the full-time, adjunct, and part-time faculty ensures a diversity of ideas and approaches to teaching. Faculty are to be applauded for providing students with the opportunity to directly engage and collaborate with communities as part of their design studio education.

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

- B. Architectural Education and Students.** *That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The incorporation of international travel experiences and workshops, visiting faculty from abroad, regular guest speakers, and direct engagement in specific communities in the B. Arch. curriculum prepares students to understand the global dimension of architecture and the social and economic responsibility of the architect. A number of recent graduates have pursued graduate education and/or internships abroad. The opportunity for students to participate in university-level and school-level governance, studio culture policy, ad hoc committees, community engagement, the initiation of an American Institute of Architecture Students (AIAS) chapter, and a new student advisory committee provides good evidence for the development of student leadership skills. The subjects of professional leadership, management, organizational skills, and continuing education will also serve as topics in the schools' forthcoming Professional Practice courses, beginning fall 2016.

- C. Architectural Education and the Regulatory Environment.** *That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and, prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).*

[X] The program is responsive to this perspective.

2015 Team Assessment: Graduates of LAU's School of Architecture and Design are immediately eligible to become members of the Lebanese Order of Engineers and Architects. Some join firms or open practices in Lebanon, and many join firms in other countries. Thus, they demonstrate their preparation for practice in international regulatory environments. In the team's conversations with students, it was apparent that they, especially the fourth- and fifth-year students, are aware of the details of the licensure process in the United States, including the importance of the accredited degree and the need for documenting internship experience. Although the Professional Practice courses, ARC 581 and 582, Professional I and II, will be taught beginning in fall 2016, the instructor, Roger Skaff, is actively counseling students on the IDP process. He has also formalized and systematized the required internship, ARC 583, including incorporating IDP-type documentation, which will expand the current 200 hours to 400 hours. It is also the intention to encourage students to seek internship opportunities starting after their third year, rather than waiting until the summer after the fourth year.

- D. Architectural Education and the Profession.** *That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The SArd faculty bring a global viewpoint to the program. Sixty-four percent of the faculty have European degrees, and another 27% have degrees from the United

States. Only 9% of the faculty have not studied outside of Lebanon. The students choose to attend LAU for the American education and to be prepared to practice anywhere in the world. LAU graduates are successfully practicing throughout the world, including in the United States. Upon graduation, LAU's School of Architecture and Design students are licensed by the Lebanese Order of Engineers and Architects to practice. The required internship program prepares the students for practice. The new courses, Professional Practice I and II, will provide a more rigorous focus on practice. The Professional Practice classes are scheduled to start in fall 2016.

- E. Architectural Education and the Public Good.** *That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The curriculum is grounded in educating socially responsible architects. From lecture series on community engaged work to studio assignments addressing issues such as refugee housing, small town economic development and master planning, and the revitalization of war-torn intercity neighborhoods, the students are responsive to the needs of a changing world.

I.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

2015 Team Assessment: The school developed its first Strategic Plan for 2012-2017 in 2012, which covers long-range issues within the school, including curriculum revision, new facilities, and other issues. In light of the NAAB visit in 2013, this plan was substantially revised. In 2014, an assessment was made of the 2012 plan, and updates were prepared. The NAAB accreditation process has heavily influenced the school's long-range planning process. These influences are described in Section I.1.4 of the APR.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty's, students', and graduates' views on the teaching, learning, and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

2015 Team Assessment: As a result of the 2013 VTR, the program established the Architecture Curriculum Assessment Committee (ACAC) in spring 2014 "to establish and monitor a systematic assessment process and to develop...short term and long term self-assessment procedures" for the program, to be grounded in its mission. Those procedures of systematic evaluation and assessment are detailed in Section I.1.5 of the APR. This condition was **Met with Distinction**.

F E M I N A L

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

- *Faculty and Staff:*
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include, but are not limited to, faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human resources (faculty and staff) are adequate for the program.

2015 Team Assessment: The B. Arch. program operates from two campuses: one in Beirut, and one in the ancient port city of Byblos, about 60 km north of Beirut. Enrollment growth has been significant since 2009, and the school has successfully recruited faculty to serve the needs of the increased population on both campuses. The university provides transportation assistance to facilitate travel between campuses for students and faculty.

There are clear faculty search and hiring policies and procedures outlined by the Council of Deans. Promotion and tenure guidelines are clearly articulated in by-laws that set policy, and rules and regulations. Faculty workload is clearly defined according to rank and accounts for release time from teaching as a function of increased service load, such as administrative duties or specific research opportunities for the faculty.

The student-faculty ratio in the school as a whole is generally satisfactory, but enrollment growth has been steep in recent years. While a large number of adjunct and part-time faculty hires have been made, there is consensus among both faculty and students that the school and the curriculum would benefit from a lower student-faculty ratio and an increase in the number of full-time, female tenure-track faculty. Such steps are currently in progress, and success in this effort should be measured and evaluated within the next 1-3 years.

As the school's facilities on the Byblos and Beirut campuses expand, a school-level facilities director should be anticipated.

The administrative staff have access to professional development opportunities. For example, the shop director, Sakarr Azzi, has joined, and is an active participant in, the Society of Academic Workshops.

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

- *Students:*
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to, application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshmen, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human resources (students) are adequate for the program.

2015 Team Assessment: The admissions policies and procedures for first-time freshmen, transfer students, and students changing their majors to the B. Arch. program are clearly defined and address differences in background regarding citizenship and completion of the Baccalaureate. The school is committed to student achievement, both inside the classroom through supportive faculty and staff and outside the classroom through various forms of interdisciplinary collaboration, community engagement, and service learning.

The school has identified an IDP Coordinator, Roger Skaff, who also serves as the designated Architect Licensing Advisor (ALA). Evidence of good communication with regard to IDP and student understanding of IDP is found. Every student is assigned a faculty advisor to address curricular issues and provide advice on course selection and registration issues. LAU provides career and counseling services, as well as a writing center to enhance writing across the curriculum.

I.2.2 Administrative Structure and Governance:

- **Administrative Structure:** *An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

[X] Administrative structure is adequate for the program.

2015 Team Assessment: The Department of Architecture and Interior Design is one of three departments in the School of Architecture and Design. The school is led by the dean, Dr. Elie Haddad, and the department is led by the chair, Dr. Rachid Chamoun—currently interim chair. The department is in the process of initiating a search for a permanent chair. While the dean makes all decisions relative to budget-related matters, the chair has sufficient autonomy to affirm the program's ability to conform to the conditions for accreditation. An organizational chart describing the administrative structure of the program and providing descriptions of the responsibilities of the administrative staff is clearly presented and maintained.

- **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.*

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: The assortment of departmental committees, including the Architecture Curriculum Assessment Committee, Architecture Accreditation Steering Committee, Architecture Program Advisory Committee, Student Liaison Committee, and Studio Culture Committee provides evidence that faculty, staff, and students have equitable opportunities to participate in the life and institutional governance of the program.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical resources are inadequate for the program.

2015 Team Assessment: The physical resources are inadequate at both the Beirut and Byblos campuses. Currently, all fourth- and fifth-year classes are only offered in Byblos due to space restrictions. This results in an hour-plus commute between campuses for Beirut-based students.

Since the previous team visit, progress has been made. A building, Gezairi Hall, was purchased a few blocks from the Beirut campus in December 2013. The development of the design for the renovation of the building was completed in October 2015. Permits and funding are in place, and construction is anticipated to start in spring 2016, with additions and renovations completed by spring 2018. On the Beirut campus, the SARd will completely relocate to Gezairi Hall and gain an additional 55,972 square feet of departmental space. The additional space in Gezairi Hall will allow both campuses to offer the entire curriculum.

In Byblos, the School of Engineering is constructing a new building. Currently, the SARd and the School of Engineering share Zakhem Engineering Hall. After the new engineering building is completed in 2017, the SARd will gain an additional 6,781 square feet, with extensive interior renovations to better meet the spatial and equipment needs of an architectural education.

This condition is **Not Yet Met**.

I.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial resources are adequate for the program.

2015 Team Assessment: LAU and the dean's office fully support the financial resource needs of the department. The B. Arch. program has access to appropriate institutional and financial resources to support student learning and achievement.

I.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information resources are adequate for the program.

2015 Team Assessment: The library on the seven-acre Beirut campus, built in 2006 at 86,000 square feet, contains 350,000 volumes and can accommodate 500 students. It is open 88 hours per week.

The library on the Byblos campus, which serves the architecture program, is being replaced by a new building that is under construction and will be completed in 2017. Both the new and existing buildings are only a short walk from the architecture building. The existing library is located in the science building. At 10,760 square feet, it contains 150,000 volumes and accommodates 195 students. It is open 66 hours per week, appears to be heavily used, and the stacks are extremely crowded. The new 62,333 square-foot library is definitely needed.

Arts and architecture holdings total 38,877 print and non-print volumes, 2,862 e-books, 61 periodical titles, 648 e-journals, and 16 databases. The library has membership in several library consortia and an international inter-library loan program.

The library staff indicated that there is adequate funding available for print, audio-visual, and e-book acquisitions.

There is an active program of assistance and outreach to students and faculty with regard to information resources.

FINAL

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports³: *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics*
 - *Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Demographics (race/ethnicity and gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical Reports were provided and provide the appropriate information.

2015 Team Assessment: The Statistical Reports were provided to the team.

I.3.2. Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

Evaluation Program Report *and* Focused Evaluation Team Report, *including appendices and addenda should also be included.*

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information.

2015 Team Assessment: The 2014 Annual Report was provided.

I.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2015 Team Assessment: Faculty credentials were provided through a link in the APR, in the team room, and in the faculty exhibition. The SAR has a robust visiting professor program that brings full-time visiting professors to the university annually for a semester or academic year.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3.

2015 Team Assessment: The policies were provided in the team room or through a link on the website.

F E M I N A L

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

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

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This ability includes facility with the wider range of media used to think about architecture, including writing, investigative skills, speaking, drawing, and model making. Students' learning aspirations include:

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

A.1. Communication Skills: *Ability to read, write, speak, and listen effectively.*

[X] Met

2015 Team Assessment: Writing and research was evidenced in a number of courses, including ARC 361: Theory I, ARC 363: Theory II, ARC 372: History of Architecture II, and ARC 581: Urban Planning I. Mid-term studio juries were in process during the visit. The team observed a representative sample of students across year levels and found them to be very articulate.

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

[X] Met

2015 Team Assessment: The ability to demonstrate design thinking skills is evident in ARC 331: Studio III and throughout the sequence thereafter.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

2015 Team Assessment: Evidence was found in ART 221: Drawing 1 and in all of the design studios: ARC 331, 332, 431, 432, 531, 532, 631, and 632.

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

[X] Met

2015 Team Assessment: Evidence of the ability to make technically clear drawings and to write outline specifications was found in ARC 481: Construction Documents.

- A. 5. **Investigative Skills: *Ability* to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.**

[X] Met

2015 Team Assessment: Evidence was found in ARC 631: Design Studio IX and in ARC 601: Final Project Research.

- A. 6. **Fundamental Design Skills: *Ability* to effectively use basic architectural and environmental principles in design.**

[X] Met

2015 Team Assessment: Evidence was found in FND 231: Design Studio 1A and in FND 232: Design Studio 1B.

- A. 7. **Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

[X] Met

2015 Team Assessment: Evidence was found in ARC 332: Design Studio IV, ARC 341-342: Technical Graphics, ARC 601: Final Project Research, and ARC 632: Design Studio X.

- A. 8. **Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

2015 Team Assessment: Evidence was found in ARC 361: Theory I, ARC 332: Design Studio IV, ARC 531: Design Studio VII, and ARC 632: Design Studio X.

- A. 9. **Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the**

Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

[X] Not Yet Met

2015 Team Assessment: Evidence of the history of Western architecture from pre-history through the mid-1960s was found in ARC 371 and ARC 372: History of Architecture I and II. Current precedents are covered in ARC 363: Theory II. The proposed required course (one of three options) on regional architecture should meet the requirements of indigenous, vernacular, local, and regional architecture. Asian, pre-Columbian American, and African architecture are proposed to be covered in the revised curriculum of ARC 371: History of Architecture I. The revised courses are planned to be offered in fall 2016.

A. 10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

[X] Met

2015 Team Assessment: Evidence was found in the last three design studios: ARC 532, ARC 631, and ARC 632. The opportunity for directed international travel during the summer enhances the student's understanding of cultural diversity.

A. 11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

[X] Met

2015 Team Assessment: Ample evidence was found in ARC 332: Design Studio IV and in ARC 601: Final Project Research, serving the design of the final project in ARC 632: Design Studio X.

Realm A. General Team Commentary: Both the offered courses, and those planned to satisfy the criteria that are Not Yet Met, demonstrate commitment to the development of the critical thinking and representational understanding and abilities enumerated in this realm.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: *Architects are called upon to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to their services. Additionally, they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students' learning aspirations include:*

- *Creating building designs with well-integrated systems.*
- *Comprehending constructability.*
- *Incorporating life safety systems.*
- *Integrating accessibility.*
- *Applying principles of sustainable design.*

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space

and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

2015 Team Assessment: Evidence was found in ARC 531: Design Studio VII, ARC 631: Design IX, and ARC 601: Final Project Research.

B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

[X] Not Yet Met

2015 Team Assessment: Accessibility is planned to be taught in the revised ARC 432: Design Studio VI beginning in fall 2016.

B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Not Yet Met

2015 Team Assessment: Sustainability is scheduled to be taught in two new courses: ARC 511: Advanced Building and ARC 423: Climate and Energy. These courses are planned to be offered in fall 2016.

B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Met

2015 Team Assessment: Evidence was found in Arc 531: Design Studio VII and in ARC 632: Design Studio X, as well in the advanced design studios.

B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Not Yet Met

2015 Team Assessment: Life safety is planned to be taught in the revised ARC 432: Design Studio VI, beginning in fall 2016.

B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills

A.4. Technical Documentation

A.5. Investigative Skills

A.8. Ordering Systems

**A.9. Historical Traditions and
Global Culture**

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety

B.7. Environmental Systems

B.9. Structural Systems

[X] Not Yet Met

2015 Team Assessment: ARC 531: Design Studio VII has been revised to demonstrate the student's ability to produce a comprehensive architectural project. Fall 2015 is the first offering of the revised studio; therefore, there were no completed projects available to review. The team observed the mid-term jury for one section of ARC 531 and found the projects to be on track to demonstrate ability in comprehensive design.

B. 7. Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

[X] Not Yet Met

2015 Team Assessment: The subject of financial considerations is planned to be taught in a new course, ARC 581: Professional Practice I, starting in fall 2016.

B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Met

2015 Team Assessment: Evidence was found in ARC 523: Environmental Systems I and in ARC 524: Environmental Systems II. The lighting aspect of this criterion was **Met with Distinction**.

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Not Yet Met

2015 Team Assessment: Currently, there are three extremely rigorous structures courses—Building Systems I, II, and III: ARC 311, 312, and 411—which focus on structural analysis in detail. However, these courses do not cover the comparison or selection of system types, so the criterion is **Not Yet Met**. The courses are being redesigned so that ARC 311: Structural Concepts, ARC 412: Structural Design, and ARC 522: Advanced Building Systems will cover the content of this criterion.

- B. 10. Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.***

[X] Met

2015 Team Assessment: Evidence was found in the four technology classes: ARC 421, ARC 422, ARC 521, and ARC 522: Building Technology I through IV.

- B. 11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems***

[X] Met

2015 Team Assessment: The requirement for instruction in electrical systems, especially lighting, was well **Met** by evidence in ARC 524: Environmental Systems II. This course provided evidence for instruction in security and fire protection systems. Evidence of an understanding of plumbing systems was found in ARC 523: Environmental Systems I. Evidence of coverage of vertical transportation systems was not found, other than its presence in design drawings.

- B. 12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.***

[X] Not Yet Met

2015 Team Assessment: In the four technology classes—ARC 421, ARC 422, ARC 521, and ARC 522: Building Technology I through IV—the team found evidence of the selection of construction materials, products, components, and assemblies based on their inherent characteristics and performance. However, there was no evidence of their selection based on their environmental impact and reuse.

<p>Realm B. General Team Commentary: While a number of the criteria in Realm B are Not Yet Met, the program has a clear plan for revising courses and implementing new courses to meet the requirements of these criteria. All the new and revised courses will be in place by fall 2016.</p>
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Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically, and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- *Knowing societal and professional responsibilities.*
- *Comprehending the business of building.*
- *Collaborating and negotiating with clients and consultants in the design process.*
- *Discerning the diverse roles of architects and those in related disciplines.*
- *Integrating community service into the practice of architecture.*

C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

[X] Met

2015 Team Assessment: Evidence is found in ARC 631-632: Design Studio IX-X, where teams of students have the opportunity to engage and collaborate with neighborhood organizations, civic agencies, non-profit groups, locals, and future users in the design of sensitive community-based projects.

C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment, and the design of the built environment.*

[X] Met

2015 Team Assessment: A focus on an understanding of the relationship between human behavior, the natural environment, and the design of the built environment is intended to be addressed in ARC 431: Design Studio V in the future curriculum. This SPC is addressed in the kinds of analyses undertaken by students and in the face-to-face interactions that students have while working in the field on community-based projects in ARC 631-632: Design Studio IX-X.

C. 3. Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

[X] Not Yet Met

2015 Team Assessment: Partial evidence of this criterion was found in ARC 583: Internship through reporting of work experience. Additional exposure to it is planned for ARC 581: Professional Practice I, to be taught in fall 2016, and in ARC 582: Professional Practice II, to be taught in spring 2017.

C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods*

[X] Not Yet Met

2015 Team Assessment: This material is planned to be covered in ARC 581: Professional Practice I, to be first taught in fall 2016, and in ARC 582: Professional II, to be first taught in spring 2017.

- C. 5. **Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.***

[X] Not Yet Met

2015 Team Assessment: This material is planned to be covered in ARC 581: Professional Practice I, to be first taught in fall 2016, and in ARC 582: Professional Practice II, to be first taught in spring 2017.

- C. 6. **Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.***

[X] Not Yet Met

2015 Team Assessment: Partial evidence of this criterion was found in ARC 583: Internship through reporting of work experience. Additional exposure to this criterion is planned for ARC 581: Professional Practice I, to be taught in fall 2016, and in ARC 582: Professional Practice II, to be taught in spring 2017.

- C. 7. **Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.***

[X] Not Yet Met

2015 Team Assessment: This material is planned to be covered in ARC 581: Professional Practice I, which will be first taught in fall 2016.

- C. 8. **Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

[X] Not Yet Met

2015 Team Assessment: This material is planned to be covered in ARC 581: Professional Practice I, which will be first taught in fall 2016.

- C. 9. **Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

[X] Met

2015 Team Assessment: Evidence was found at different scales in the preliminary region/community/site analysis work in ARC 532: Design Studio VIII, ARC 631: Design Studio IX, and ARC 632: Design Studio X. This criterion was **Met with Distinction**.

Realm C. General Team Commentary: The content of this realm is currently partially covered by design studios and is planned to be covered by a combination of classroom instruction: ARC 581: Professional Practice I and ARC 582: Professional Practice II; directed internship, ARC 482: Internship; and capstone design coursework, ARC 631: Design Studio IX and ARC 632: Design Studio X.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2015 Team Assessment: LAU is accredited by the New England Association of Schools and Colleges (NEASC). This was evidenced by a letter dated May 13, 2010, from the NEASC president, Reginald R. Mayo.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2015 Team Assessment: LAU offers the Bachelor of Architecture degree. The liberal arts-based education is covered by the nationally mandated Lebanese Baccalaureate (24 credits). International students must complete a required freshman science year (32 credits) in lieu of the Lebanese Baccalaureate. The program currently offers minors in Islamic Art, Architecture and Design, and Digital Media. It is exploring the possibility of offering an MS degree.

Since the previous visit, the program has completely revised the curriculum to align with the NAAB requirements. The changes include:

- Re-organized certain sets of courses for better sequencing and to avoid overlaps.
- Re-wrote course descriptions to incorporate SPC.
- Created new courses on Professional Practice, Materials and Methods of Construction, Climate and Energy, and Lebanese and regional architecture.
- Revised studio courses to include Design VII as a comprehensive studio.
- Established a coordinator for each course that has multiple sections.
- Reduced the total number of required credits from 176 to 170.
- Increased the hours of the required summer internship from 200 to 400.
- Added an IDP Coordinator, who also serves as the Architect Licensing Advisor.

II.2.3 Curriculum Review and Development: *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

[X] Met

2015 Team Assessment: As described in the APR, Section I.1.5 Program Self-Assessment, there is now a rigorous and detailed process of measuring and evaluating the curriculum, both in general and at the detailed level of student performance, teaching effectiveness, and teaching consistency across studio sections of a course. This is being supported by new data acquisition processes and software through the university assessment office. The reports that are generated will be analyzed by the school's Architecture Curriculum Assessment Committee (ACAC) for the purpose of continually developing and improving individual course structure and instructor effectiveness, as well as refining the curriculum as a whole in keeping with the school's mission and goals. This condition was **Met with Distinction**.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/preprofessional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2015 Team Assessment: All students are required to have the Lebanese Baccalaureate II degree, a post-high school degree, or to complete a freshman science year at LAU. The Baccalaureate II degree is offered in four areas. The General Science and Life Science baccalaureates are equivalent to LAU's freshman science. The Literature and Humanities and Economic and Sociology baccalaureates are considered equivalent to freshman arts. These students are required to take three remedial courses in math and physics.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees: *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

[X] Met

2015 Team Assessment: The required language was found on the LAU website under the Bachelor of Architecture heading.

II.4.2 Access to NAAB Conditions and Procedures: *In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:*

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2015 Team Assessment: The conditions and procedures were found on the LAU website under the NAAB accreditation heading.

II.4.3 Access to Career Development Information: *In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Met

2015 Team Assessment: The career development information was found on the LAU website under the student resources heading.

II.4.4 Public Access to APRs and VTRs: *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

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

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2015 Team Assessment: The APR for the Initial Candidacy, the NAAB letter, and the VTR were found under the NAAB accreditation heading on the LAU website.

II.4.5 ARE Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

[X] Not Yet Met

2015 Team Assessment: The pass rates are not available since LAU is still a candidate program.

F E M I N A L

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Lebanese American University, APR, pp. 7-8

B. History and Mission of the Program (I.1.1)

Reference Lebanese American University, APR, pp. 8-9

C. Long-Range Planning (I.1.4)

Reference Lebanese American University, APR, pp.16-17

D. Self-Assessment (I.1.5)

Reference Lebanese American University, APR, pp. 18-21



2. Conditions Met with Distinction

B.8. Environmental Systems (Lighting)

C.9. Community and Social Responsibility

I.1.5 Self-Assessment Procedures

II.2.3 Curriculum Review and Development

FINAL

3. The Visiting Team

Team Chair, Representing the Profession
Jane Frederick, FAIA, LEED®AP
Frederick & Frederick Architects
38 Meridian Road
Beaufort, SC 29907
(843) 522-8422
jane@f-farchitects.com

Representing the Academy
Christopher Jarrett
Director and Professor
School of Architecture
University of North Carolina at Charlotte
Charlotte, NC 28223
(704) 687-0103
chjarrett@uncc.edu

Representing the NAAB
Frank M. Guillot, FAIA
Guillot-Vivian-Viehmman Architects
284 South Union Street
Burlington, VT 05401
(802) 862-9631
(802) 660-9010 fax
fg@gvvarchitects.com

IV. Report Signatures

Respectfully Submitted,

Jane Frederick, FAIA, LEED®AP
Team Chair

Representing the Profession

Christopher Jarrett
Team Member

Representing the Academy

Frank M. Guillot, FAIA
Team Member

Representing the NAAB

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