Lebanese American University
School of Architecture & Design

Architecture Program Report for 2017 NAAB Visit for Continuation of Candidacy

Bachelor of Architecture [Baccalaureate + 169 credits]

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Section 1. Program Description

I.1.1 History and Mission

LAU History and Mission

In January of 1834, Sarah Huntington Smith left her native New England to come to Lebanon, and establish the first school for girls in Beirut during Ottoman times. The original school was later officially incorporated as the American School for Girls, in 1924, which is considered the birthdate of the modern institution that grew out of the early Presbyterian mission. In 1927 the American School for Girls was renamed as the American Junior College for Women (AJCW) and was relocated to the western side of the old city, in what became known as Ras-Beirut.

By 1950, AJCW was redefined as an institution of higher education and was again renamed as the Beirut College for Women (BCW). In 1955, the Board of Regents of the State University of New York chartered BCW, and in 1970 the Lebanese government recognized its Bachelor degrees. In order to increase enrollment and allow the expansion of programs, the college became co-educational and was renamed Beirut University College (BUC) in 1974, on the eve of the Lebanese Civil War.

The institution faced major challenges during the 1975-1990 Civil War, its enrollment plummeting by over 80% in fall 1976. However the institution survived these difficult times with the help of benefactors and alumni. BUC continued to provide a good education to young men and women who could not leave the country. However, its program offerings were limited to a selection of majors in the Schools of Arts & Sciences.

After the end of the war, BUC was transformed into the Lebanese American University (LAU), a university with two campuses, one in Beirut, and a new one in Byblos. Its program offerings expanded, with the addition of majors in Architecture, Engineering, and Pharmacy. Architecture education started in 1991, within the newly founded School of Engineering and Architecture, offering students who complete 5 years of professional education the Bachelor in Architecture degree. The university foresaw the need for architecture and the other design majors to expand under their own direction, and established the School of Architecture & Design in 2009.

The Lebanese American University continues to derive its inspiration from its Presbyterian founders. The institution follows the American system of education by virtue of its natural origin and affiliation, but also because of its fundamental belief in the ideals of twenty-first century American education, based on Liberal Education, which is affirmed and reflected in LAU's mission, vision and values. This outlook has promoted the university to actively seek NEASC accreditation, which was first granted in May 2010 and renewed in Fall 2014.

LAU mission statement: The Lebanese American University is committed to academic excellence, student centeredness, civic engagement, the advancement of scholarship, the education of the whole person, and the formation of leaders in a diverse world

History, Mission and Founding Principles of the School of Architecture and the B.Arch. Program

The School of Architecture & Design was officially established in 2009, following the consolidation of existing programs in Fine Arts, Interior Design, Architecture, and Graphic Design, under one school. The established programs had a long history at LAU, with the program in Fine Arts dating back to 1957, Interior Design to 1982, Architecture to 1991 and Graphic Design to 1994. This relocation of all these programs from their original 'home' within the School of Arts & Sciences and the School of Engineering & Architecture was a strategic step designed to give the architecture and design programs the capacity to develop within a 'creative' hub, which initiates all students entering the school through the common 'Foundation Year'. This foundation year is intended to bridge the gap between High School education in Lebanon and higher education, and to give students a better perspective to gauge their future interests.

The School of Architecture and Design is located on both campuses of the Lebanese American University [Beirut and Byblos], and it is composed of two main departments and one server unit: Department of Architecture & Interior Design, Department of Art & Design, and Foundation Program.

The School is headed by a Dean assisted by Associate and Assistant Deans. Department Chairs preside over departments and are assisted by Associate Chairs. Special programs are coordinated by Program Coordinators. The Department of Architecture & Interior Design would include the programs in Architecture, Interior Architecture, and related graduate programs. The Department of Art & Design would include the programs in Fine Arts, Graphic Design, Fashion Design and related graduate programs.

The Foundation Program is an autonomous unit, acting as a server for the whole school, and headed by a Program Director. The School also includes two institutes, led by institute directors: The Institute of Urban Planning and the Institute of Islamic Art & Architecture.

The Mission of the School of Architecture and Design is "*to educate competent designers and fine artists in the various design fields, who will have the breadth of knowledge and the skills necessary to creatively engage different artistic and design problems, in addition to a broad culture founded on liberal education that will allow graduates to operate as responsible citizens and ethical professionals in a global world."*

This mission translates as well into the mission of the architecture program, which was revised in 2015 to better express the specificity of this program:

The bachelor of architecture program offers students a comprehensive education encouraging experimentation, critical thinking, and innovative practices, while taking into consideration the particular conditions and challenges posed by the context in which our students are operating. This implies a training that covers in addition to the requisite technical skills, the apprehension of any architectural problem from its multi-faceted perspectives taking into consideration the social, urban and environmental dimensions, with particular attention to the specificities of the region and local culture. The program thus aims at giving our graduates the ability to operate as effective team players and ethical designers working for the improvement of the community and its built environment - issues important in twenty-first century architectural education.

Description of the Bachelor of Architecture Program at LAU, activities, and initiatives

From the early days of its establishment, the architecture program sought to distinguish itself from others in the country by following the American model, and further, by reaffirming the interrelation between thinking and making. The program not only nurtures the students physical capacities [making, drawing, etc] but also their critical abilities. This is further reinforced by the active exposure of its students to international ideas through international workshops, visiting faculty, and traveling studios. The program's interest in further raising the bar of its educational standards led to its seeking the NAAB accreditation, an effort that was initiated in 2011, and which led to the first accreditation visit in Fall 2013.

The program has throughout the years added value to the institutional setting, and enriched the university with its particular 'culture' manifested every year through a variety of lectures, exhibitions, conferences, symposia, as well as community projects that translate the school's interest in forging a strong link between academia and the community. Among these various activities, we can cite over the last two years the participation in the Ummayyad Route project in mapping and documenting seven cultural heritage cities (Tripoli, Byblos, Beirut, Sidon, Tyre, Baalbak and Anjar) in collaboration with local authorities and municipalities within the context of the Regional Architecture course work, which culminated with a major publication "Ummayyad Route Lebanon". The International studios, which take place during the summer terms, further expand the students' horizons by taking them to various cities around the world, from Scandinavia to Berlin, Paris, Switzerland and Tokyo, where they are exposed to contemporary architecture as well as introduced to leading international firms.

In its turn, the setting of the program, which is mainly located in Byblos, has offered multiple opportunities for students in design studios to use the site of the Medieval city of Byblos as a 'laboratory' for a series of projects, in addition to other coastal cities like Jounieh, Tripoli and Batroun, all of which give students a

substantial exposure to the principles of morphology and typology and their role in the development of urban settlements. The location of the university in proximity to these urban contexts of different scales gives the student a concrete lesson about urbanism and its problematics in the XXI century.

The program's basis in the foundational year, which is a multi-disciplinary design platform, in addition to the liberal arts component gives students a 'holistic' understanding of architecture as part and parcel of the general framework of human culture. This inter-relation between general courses in sociology and psychology and architecture is further reinforced by the core courses in history, theory and urbanism, which attempt to re-connect architecture to its larger human context. The design studios, in their own way, also contribute in various degrees to the reinforcement of this idea that architecture is not simply a matter of constructing or edifying buildings and structures, nor simply finding solutions to functional problems, but as a means to the development of human activities and improvement of life. The focus on sustainability has also added another dimension to this concern for the preservation of the human habitat.

I.1.2 Learning Culture

The university as a whole provides students with an environment in which they can enjoy the freedom to think, to interact, and to develop as future leaders and effective members of their professional communities. The university has long ago enacted a number of policies that ensure academic freedom, ethical conduct of students and faculty, equity of access to resources and academic support, protection from sexual harassment, etc. These policies reflect the University's mission to foster independent and critical thinking, and freedom of expression while respecting the freedom of others.

The School of Architecture and Design acts on the same university principles, and provides its students with a forum for creative thinking, affirming their right to individual expression and highlighting the values of critical debate in sharpening one's design abilities. This has been at the basis of the architectural pedagogy since the inception of the program, whereby studios, which are at the core of the program, are meant to offer students the opportunity to present their work and articulate their ideas, and not be judged in absentia as was the norm in all other schools in the country. This American model of constructive debate became one of the distinguishing marks of the LAU program.

Following the first team visit in November 2013 and the emphasis on developing an official studio culture policy, a committee was formed of 2 faculty members and 4 students, whose task was to produce such a policy, to be adopted at the school level. This policy incorporates already existing policies and looks into subjects related to everyday life of the school and the learning community, the student/instructor relationship, the learning processes and the quality of the reviews and critiques, among others.

The Committee, chaired by Marwan Zouein has produced a complete Studio Culture policy and is now incorporating the new student organizations such as the AIAS in the diffusion, maintenance and assessment of the Studio Culture. The Policy will be available in the Team Room. All the policies cited in this section are available to faculty, staff, and students on the LAU website. A video on the topic was produced and shared with the whole community; it is posted on the SArD website: http://sard.lau.edu.lb/departments-institutes/aid/

The School of Architecture and Design has developed its own guidelines on plagiarism as part of studio culture. The set guidelines are available on the SArD web site, and are distributed and explained to students at the start of the Foundation and the second year of the program.
Student Guide to Plagiarism: http://sard.lau.edu.lb/files/SArD-Student-Guide-to-Plagiarism.pdf

Grievance Policy:
http://www.lau.edu.lb/about/governance-policies/policies/grievance_policy.pdf

Student Grievance Procedures:
http://www.lau.edu.lb/about/governance-policies/policies/student_grievance_procedures.pdf

Student Code of Conduct:
http://www.lau.edu.lb/about/governance-policies/policies/student_code_of_conduct.pdf

Learning inside and outside the classroom/studio:

The architecture program at LAU is one of the few in the country that encourages students to engage in extra-curricular activities that expand their exposure to architecture in the regional/international context, as well as locally through various workshops/activities. Some of these activities are also organized by the two school institutes, in coordination with the architecture program: the Institute of Urban Planning and the Institute of Islamic Art & Architecture.

Examples of these activities:

- International Studios: these study abroad studios are aimed at exposing students to contemporary architectural works, supported by a preparatory series of lectures on the subject of study.
- International Workshops: These workshops can be organized either abroad at a host school, or at home by a visiting critic. Several workshops were organized over the last 2 years covering a wide array of topics from Parametric Design to Landscape Design projects.

- Extra-curricular Activities
- Student Competitions
- Community Projects

The program regularly organizes lecture series that feature international architects who also bring their own perspective to the program. These are drawn from Europe, the USA, as well as Asia and other parts of the world.

For more information on Lectures, Workshops, and other activities organized by the Architecture Program please check the below links:

http://sard.lau.edu.lb/files/List-DAID%202015-2017%20Activities.pdf
http://sard.lau.edu.lb/events/archive.php

I.1.3 Social Equity

The Lebanese American University is an institution founded on the principles of social equity and inclusiveness, without any discrimination as to race, religion, gender, and age in the recruitment of its faculty and staff, or the enrollment of students. The institution started as a college for women, and still has a majority of women students enrolled across different schools. Its faculties are composed of a diverse mix of male and female members of different religious backgrounds, and of diverse educational backgrounds. Many faculty members have completed their higher education in the United States or Canada, while others have completed their studies in Europe, Australia or the Arab world.

As for its international make-up, the current political conditions in the region have weighed negatively over the last 2 decades, and resulted in a sharp drop of international diversity, due to these constraints. Currently, 80% of LAU students are Lebanese, while regional enrollment counts for about 10%, and the remaining 10% come from other parts of the world.

It is important here to note that 'institutional diversity' in this region and in this country is also gauged through inclusiveness of students, staff and faculty from different religious groups. LAU is one of the few universities in Lebanon that can proudly claim a leadership position in this respect. Despite being founded by Presbyterian missionaries, its students, staff and faculty belong to the 17 different religious denominations in the country. Its academic leadership is also distributed across these different sections of society. The university effectively plays the role of an open forum of coexistence and positive interaction.

As for its economic diversity, while the majority of students come from middle and upper class families, a significant number also come from lower-income families, supported by a substantial financial aid program that has been expanding over the years, benefiting one in every three to four students.

While the gender composition of students in the architecture program is quite well balanced, the previous NAAB team recommended a substantial increase in the female composition of the faculty. In this respect, an 'affirmative action' process was followed to recruit additional female faculty members.

GENDER DISTRIBUTION OF STUDENTS – FALL 2016	**Male**		**Female**	
	Headcount	**Percentage**	**Headcount**	**Percentage**
Bachelor of Architecture	196	42.3%	267	57.7%
School of Architecture and Design	285	29.0%	699	71.0%
LAU	4196	49.4%	4297	50.6%

For more on the Institutional policies regarding Employment Equal Opportunity and Student Admissions see: http://www.lau.edu.lb/about/governance-policies/policies/

I.1.4 Defining Perspectives

A. Collaboration and Leadership

The architecture program at LAU was based on the general philosophy of Liberal Education, enshrined by the university as a whole, which stresses liberal values in education, as well as the necessity of multiple exposures, inter-disciplinary skills, civic engagement and cultural awareness. The attainment of this general objective can only be achieved through students' engagement with the multiple layers that constitute a true university education, namely: exposure to different ideas, fulfilling the general university requirements in arts and sciences and humanities, involvement in student clubs and extra-curricular activities.

In addition to all of the above, the specific nature of the architecture program, which is based on the model of the studio as a center for exchange of ideas and skills and open debate, reinforces this basic objective. Furthermore, the senior level studio Design VIII was reconfigured to stress team work and to develop projects that incorporate an urban dimension, as well as encourage faculty and students to get involved in actual community projects. By exposing students to real-life situations, and encouraging them within these senior studios to engage in team-work, the program would be well posed to satisfy this component.

As for the issue of leadership, this is not a quality that can be taught in specific courses, but the general culture at LAU creates an atmosphere where students can develop into leaders in their various professions. In terms of 'professional leadership' as it applies to the learning the basics of management in a professional setting, one of the two additional Professional Practice courses that will be introduced will address leadership and organization skills specific to the architectural profession.

B. Design

Surveys of LAU architecture graduates have shown that one of the main qualities that our students have developed by the time they graduate is their ability to think critically and to take the initiative, within the architecture firms, in problem solving and conceptualizing, from the initial phases to the later phases of a design problem. They are also able to coordinate effectively across different levels, and to develop feasible syntheses for a design problem. Despite their diagnosed weakness in 'technical' abilities, in the previous VTR, which we are in the process of attending to, their ability for conceptual design is quite good and puts them at an advantage over graduates of other schools in the region. This is a result of the basic program philosophy from the foundation year onwards, to encourage thinking through making, coupled with a critical self-evaluation of the design process. In addition, students acquire an understanding of multiple approaches to design problems, through their exposure to various faculty coming from different schools of thought.

C. Professional Opportunity

This is currently one of the biggest challenges of our program, but we have moved in the right direction in filling this gap, by hiring a US registered architect as a consultant and faculty member. The faculty in question, Mr. Roger Skaff, joined the department as an adjunct faculty member in Fall 2015. He holds a dual bachelor degree from Drexel University, and an NCARB certificate. He has been given a mandate as of 1/1/2015 to address the IDP component, and to prepare students for professional registration, as well as to coordinate/teach the key courses on professional practice.

In Spring 2015, Roger Skaff initiated The Internship Development Program (IDP) and developed the required implementation procedures. Reporting forms simulating the NCARB IDP review process replaced the existing evaluation forms for Summer 2015 internship and continued through Summer 2016 internship. After attending the 2015 Licensing Advisors Summit, Roger Skaff started the process of transitioning from IDP to AXP. The reporting forms have been revised to reflect the newly adopted six (6) Experience Areas instead of the previous seventeen (17) Practice Categories. AXP reporting forms have

been put in use for Summer 2017 internship. There are currently three (3) LAU students with AXP records. Students who are planning to potentially practice either in the USA or internationally are currently considering this option.

In Fall 2015, Mr. Skaff also started teaching the course Professional Practice according to the Architect AIA Handbook for Professional Practice, taking into consideration the concerns discussed during the NCARB Summit workshop. This includes emphasizing Code of Ethics, Cost Estimation, and Life Cycle Analysis, among other issues. In Spring 2017, the Professional Practice II course was also added to the program, addressing Zoning Analysis, Code Issues, and Life Safety, and Accessibility. Mr. Skaff is scheduled to attend the upcoming 2017 NCARB Licensing Advisors Summit, to be held in Chicago.

D. Stewardship of the Environment

Awareness of sustainability is a relatively recent phenomenon in Lebanon and the region, and the program is seeking to recruit faculty who can engage in research in this field, and to involve students in this process. Currently we have one faculty member [Dara McPhee] who is interested in doing research on this issue, and we are seeking actively to hire a second member of the full-time faculty, to give this component its due attention.

In addition, the program has already developed collaboration with German universities through a DAAD-sponsored program, focusing on voluntary standard systems (VSS) as a tool for sustainable production and consumption, which are particularly relevant for urban planning, architectural design and construction. The workshops were carried out with the collaboration of the Brandenburg University of Technology (BTU) Cottbus, and the Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ). This cooperation aims to establish an international university network, providing faculty with new research tools and cooperation opportunities in developing green curricula.

E. Community and Social Responsibility

The architecture program at LAU fosters an awareness of social responsibility by stressing the need for architects to be aware of the social dimension of architecture. This is stressed across the curriculum, in various design studios and theoretical courses, and is complemented by courses in urban planning, as well as electives in regional architecture, and other courses where such issues are examined in depth. A component relating to 'professional ethics' and 'social responsibility' will also be incorporated within one of the two new proposed courses on Professional Practice.

The lecture series, organized every Fall term, also have increasingly focused on the issues of responsible practice, by inviting inspiring architects who have worked on such issues. Among the invited lecturers who came over the past 3 years, we can cite Giancarlo Mazzanti: Architecture for Action, Kazimierz Butelski: Architecture as a Dialogue of Cultures, Areti Markopoulou: Ubiquitous Matter and the Responsive Habitat, Pierre Alain Trévelo and Antoine Viger-Kohler: Earth is Architecture, and Reem Charif and Mohamad Hafeda: The Social Playground, Spaces of Protest.

In addition, extra-curricular activities, which are organized under the umbrella of the Urban Planning Institute, within the School of Architecture & Design, expose the students to projects of social and community value, where students attempt in practice to propose designs that improve the social condition of certain communities, especially in rural or semi-rural settings.

I.1.5 Long Range Planning

Process

Long Range Planning at LAU is a process that starts at the university level, continuing at the school level, with all constituents [departments and programs] playing a role in defining the strategy for a balanced and sustainable growth. It is further amended by the departments and programs concerned, adding specific requirements.

The School of Architecture & Design was officially consolidated in Fall 2009. In 2012, the School developed its first Strategic Plan 2012-2017 that projected major long-term issues that need to be addressed. Issues pertaining to the architecture program were thus addressed within the general school framework, with a list of specific recommendations for the program's development in terms of curriculum revision, new facilities, and other issues. These priorities were revised in light of the NAAB visit in Fall 2013, and again in Fall 2015.

Until 2016, the School Administrative Committee continued the process of assessing the 2012-2017 Strategic Plan and drafted an update on the process. The SAC is currently in the process of developing the School's second strategic plan (2017-2022) which is directly being placed in line with the University SPIII (2017-2022).

Data & Information Sources

The Assessment Committee has established, in collaboration with the University Assessment Office, data and data resources needed to address the topics identified above. Such data is gathered regularly to cover faculty, students, alumni, facilities, course evaluations, and technological innovations among others. This data is used in the continuous annual assessment of student learning outcomes, which could result in influencing major changes to the curriculum.

Role of Long Range Planning

Long Range Planning for the architecture program has been to a great extend influenced by the NAAB accreditation requirements, which has in turn impacted the institutional planning decisions in a drastic way. It has translated into a commitment from the University leadership to expand the number of full-time faculty with an attention to the gender ratio among faculty, lower the faculty/student ratio, ensure dedicated work space for each student, improve the studio conditions, and most importantly, allocate additional financial and spatial resources to the program.

The major result of this university commitment was the allocation of a new building [Gezairi Building] that was purchased in 2012 to host the School of Architecture & Design in Beirut, thus allowing the expansion of the program in Beirut, in order to serve students who enroll in Beirut, and alleviate the pressures on the facilities in Byblos. This facility is now undergoing a major renovation project, which would be completed by the summer of 2019, thus making the program conform to American standards in terms of facilities.

In parallel, the program underwent a major curricular revision, which was approved by the university committees, thus enabling us to move forward with all the necessary curricular changes starting Fall 2016.

Role of Five Perspectives

The five perspectives shall serve as a 'guideline' for continual assessment of the program, and an evaluation of its performance, by measuring students' skills and capabilities in terms of:

- Preparing graduates for the real world of practice
- Equipping students with the skills needed for a positive contribution to architecture
- Preparing them for architectural registration and licensure
- Raising the issues of environmental awareness and social responsibility
- Giving students a qualitative edge in their education at LAU

Below is a table that summarizes the long-term plan objectives and their estimated time of implementation:

	Strategic Goal	Objectives	Status/Date of Implementation
A	Student Performance Criteria & Self-Assessment	Develop a system to evaluate student performance and delivery of courses and institute a periodic self-assessment plan	In Progress – Procedures have beenestablished and implementation is in progress.
B	Studio Culture	Develop a comprehensive policy for studio culture, in association with a students' representative group	Completed
C	Scholarship & Research	Foster the development of faculty research and increase funding opportunities> revise the School Research Policy	Completed
D	Facilities	Provide dedicated studio spaces by expanding existing facilities in Byblos, and adding new facilities in Beirut	In Progress – Plan completed -implementation by Fall 2017.
E	Alumni	Improve relations with alumni and assign a faculty coordinator to follow up with them.	In Process – Coordinator for Alumni Liaison has been appointed
F	Student Chapters	Establish a student chapter for Architecture students to be integrated with national and international student organizations.	In Process – Coordinator for Student Liaison has been appointed. An AIAS student chapter has been established
G	Program Exposure	Improve the exposure of the program nationally, regionally and internationally through new website and new publications	Completed
H	Continuing Education	Develop a Masters Program in Architecture as well as workshops for continuing education.	Completed. Awaiting MOHE approval
I	Internship & Outreach	Expose students the US system of Internship [IDP] and reform the current internship system to be more effective.	In Process – An Architect Licensing Advisor has been appointed.
J	Advising	Improve the advising system across the school and university.	Completed by SDEM (Student Development and Enrollment Management)
K	Interdisiplinary Courses	Develop multidisciplinary/cross disciplinary courses between the Architecture program and other SArD programs	To start in Fall 2017
L	Sustainability courses	Develop advanced sustainability courses/workshops	To start in Fall 2017

I.1.6 Assessment

A. Program Self Assessment

The Architecture program developed its self-assessment procedure to go along with NEASC standards and NAAB requirements. Following on its projected objectives the program has established the Architecture Curriculum Assessment Committee [ACAC], in Fall 2013, to establish and monitor a systematic assessment process, and to develop the program short term and long term self-assessment procedures.

Throughout assessing its program and ensuring that the program has responded to the NAAB perspectives of education, the revised architecture program offers Design Studio VIII as a required course directly oriented towards public engagement and community outreach, as well as following a liberal art based education as addressed and required by LAU Liberal Arts Curriculum (LAC).
The revised program also ensures through its mission which states "The program thus aims at giving our graduates the ability to operate as effective team players and ethical designers working for the improvement of the community and its built environment" that its comprehensive educational approach provides architecture students with a broad education, a readiness for engagement in self-development and preparedness for responding to civic responsibilities. The revised program will also be offering two professional courses that would cover international, national, and state regulatory environments; and an understanding of the role of the registration board for the jurisdiction in which it is located.

The ACAC conducted activities:

- Assessment Measures and Tools – As of Spring 2016 the program started to develop rubrics for its courses as a measuring tool basis.. Design studios being the core of the program where all skills, abilities and knowledge are developed, monitoring student performance and progress is best achieved in a studio. Rubrics for Design Studio VI and VII (comprehensive studio) where developed and used. Faculty will meet this Summer 2017 to evaluate the rubrics and assess their exactitude in conveying corret evaluation.
- Assessment Plan – The assessment plan was developed in September 2014 (Program Faculty Retreat) and is currently in the process of collecting data on the selected courses that needed to be assessed (Design Studio VI & VII). *see below*
- The faculty also developed rubrics for the Building Technology III course to inquire on the strength and weaknesses of some technical course. All results will be sent to the Architecture Curriculum Review Committee [ACRC] for considerations through the current review to the building system course sequence.
- At the school meetings the ACAC conducted a set of lectures in Fall 2016 on 'Developing a uniform grading system based on rubrics'. The purpose of those lectures was to define and develop new SLO's and build assessment rubrics that would be evaluated through the term, have data collected and analyze the results.

Assessment Officer

The NEASC accreditation standard on evaluation / assessment states that the institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.

To meet this standard LAU expects the Architecture program to be accredited by a professional accrediting body, namely *National Architectural Accrediting Board (*NAAB). As part of the accreditation process LAU expects the Architecture program to develop assessment plans detailing how it intends to assess the attainment of its mission and program objectives in addition to the attainment of the program

outcomes and student performance criteria. The assessment plans should reflect the expectation that assessment will be systematic and ongoing.

The School of Architecture and Design [SArD] has established and staffed the position of Assessment Officer: Ms. Ruba Khoury. The Assessment Officer is the liaison officer between the School and the University Institutional Research and Assessment office. The Assessment Officer is also a member of the ACAC.

NAAB-VTR Assessment Review Workshop

In its meeting of December 8, 2016 the AASC reviewed and assessed the NAAB Visiting Team Report that was later distributed to all sub committees in order to involve the entire faculty body.

Final Year Faculty Committee

Considering Design Studio X as the cumulative course for the architecture program where the Program Learning Outcomes [PLO] are best assessed at the advanced level, the program established a coordinator for Design X and a Final Year Assessment Committee [FYAC]. The FYAC will be composed of the department chair and senior faculty members. The committee developed a draft set of rubrics that was used throughout juries so as to maintain a uniform evaluation among different sections.

Others

To assist in assessment responsibilities the Architecture Program has also established the Architecture Program Advisory Committee [APAC], which includes practitioners from outside the school, who meet regularly to assess the program and suggest new directions. In addition, two faculty liaisons Mr. Antoine Lahoud and Mr. Elie Harfouche were appointed to deal with alumni and students, respectively.

The AASC has developed a table of tasks based on its accreditation consultant remarks and recommendations.

B. Curricular Assessment and Development

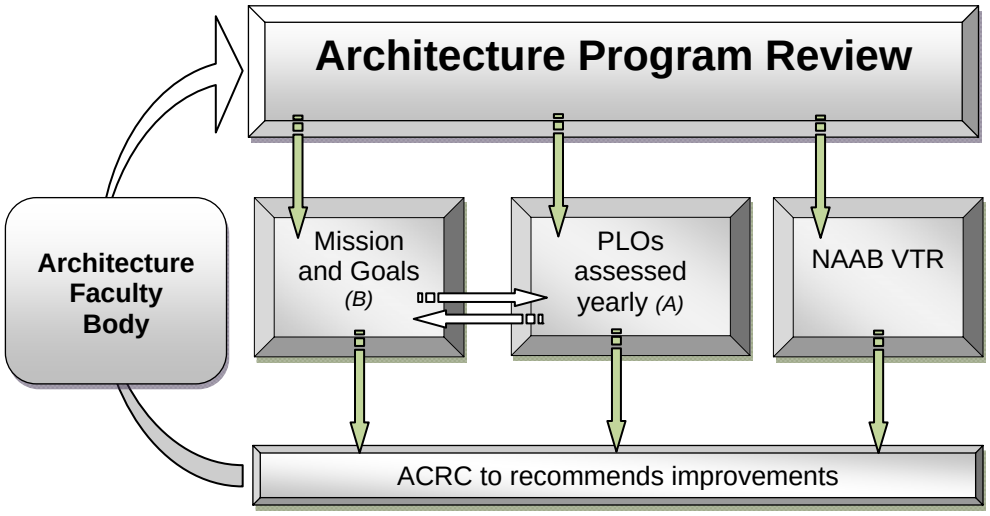
The Architecture Accreditation Steering Committee [AASC] and the ACAC have reviewed the requirements of the National Architecture Accreditation Board [NAAB] as well as LAU and SArD strategic plans that all stipulate the development of an assessment plan.

Architecture Program Assessment Plan (2014-2017)

Assessing the architecture program has to be in line with the NAAB accreditation time-line. The architecture program is scheduled for two interim visits before achieving initial accreditation:

- Continuation of Candidacy Visit (2015)
- Continuation of Candidacy Visit (2017)

An internal Program review is in process by the Architecture Curriculum Review Committee [ACRC] to follow on the NAAB candidacy visit recommendations specified in the Visiting Team Report of 2013, and to align with NAAB student performance criteria.



The architecture program assessment plan has been designed to cover:

- Assessment of Program Learning Outcomes [PLO]
- Assessment of The Architecture Program Mission and Goals

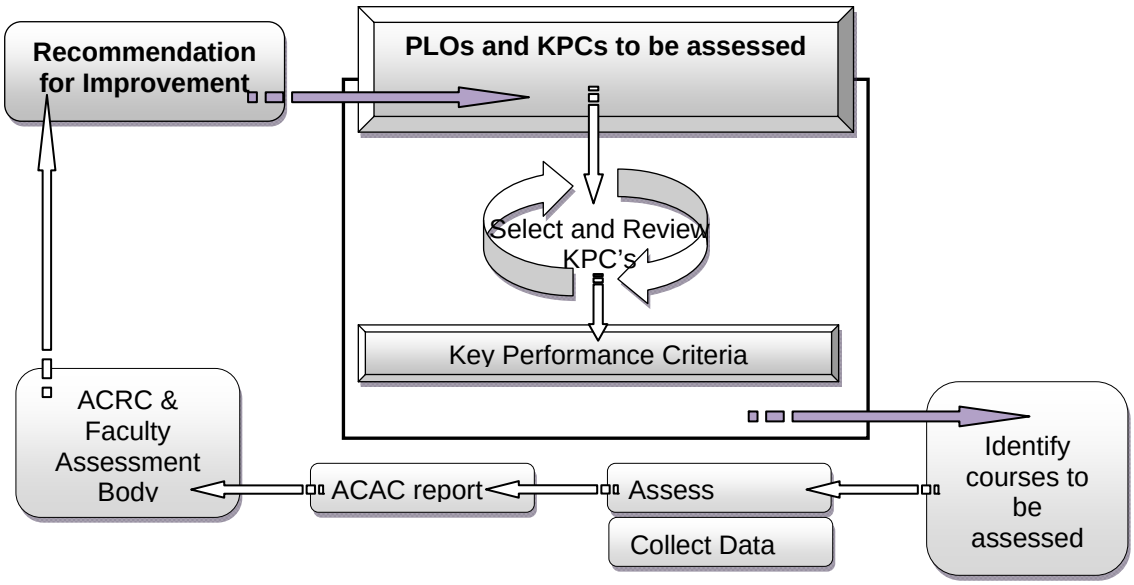
All results of assessment findings are incorporated within the plan for periodic feedback and improvement of the curriculum.

Program Learning Outcomes Assessment Plan

Assessing PLO's is a continuous effort that would be extended over three years to be completed.

Yearly process:
The assessment plan is the responsibility of the Architecture Program faculty. Yearly the Architecture Program will select one or more PLO to be assessed and would assign the faculty in charge of the process. Faculty will then report all collected information to the ACAC who in turn will finalize a common compiled report to be presented to the ACRC and then back the Architecture Program Faculty. It would be for the faculty to review and suggest any changes to the PLO.

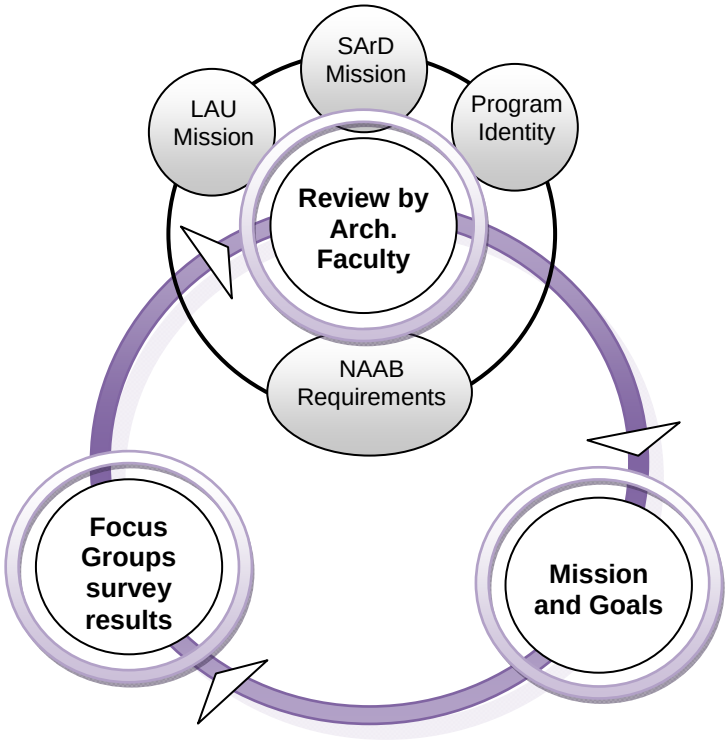
As the program has started to implement its new curriculm it will be meeting in a faculty retreat in January 2018 to evaluate the first outputs of that curriculum.



Architecture Program Mission Assessment Plan

The Architecture Program Faculty is responsible for the architecture program assessment review. In order to formulate a new mission the following parameters should be taken into consideration: LAU and SArD missions, NAAB requirements, and a definition of the program identity.

Alternately Focus Group Surveys [alumni, student employers, student exit survey, APAC] are to be conducted yearly.



The Architecture program adheres to a yearly assessment calendar to evaluate its program.
All assessment actions and procedures are also in line with NEASC requirements and are reported quarterly to the Institutional and Assessment [IRA] office.

Yearly Assessment Calendar:

January	Produce a summary of the previous year data count – Faculty retreat for evaluating and assessing the primary outputs of the new curriculum.
February	Assessment process: Section coordination workshops
March	Invite assessment and accreditation consultant and report evidence
	Evaluate data count reported in January
April	
May	Assessment: Final juries, exams and student course evaluations
June	Architecture Program Advisory Committee [Yearly meeting]
July	
August	
September	Architecture program faculty retreat
October	
November	Architecture Report due to NAAB
December	Assessment: Final juries, exams and student course evaluations

Section 2. Progress since the Previous Visit

Program Response to Conditions Not Met

I.2.3 Physical Resources

Visiting Team Report [2015]: 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.

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.

Program Activities in Response [2015 – 2017]]:

This issue has been in progress, but delayed significantly due to municipal regulations and the permits required to start a major renovation project of this scope. For this reason, we have requested an extension and the NAAB has graciously granted us an extension until Fall 2019 to meet this requirement.

As of today, the building renovation permits were secured [January 2017], the contracts issued, and the bidding in process. The selected contractor is expected to start working on the project by August 1, 2017. By the time of the next team visit in November 2017, the team will be able to witness this progress. A detailed schedule of the project submitted by the Facilities Management department in May 2017 is pasted below.

GEZAIRI PROJECT - TENTATIVE SCHEDULE

PROJECT STAGES	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Dec-17	Jan-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Dec-18	Jan-19	Mar-19	Apr-19
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Invitation to Tender		1																							
Tender period			1	2																					
Evaluation Period					1																				
Award & Contract						1																			
Mobilization							1																		
Execution of Demolition								1	2	3	4	5	6												
Execution of Concrete Works											1	2	3	4	5	6	7	8							
Submission of Lab Equipment Data to Consultant & Contractor (by LAU)			1	2	3																				
Procurement of Equipment & Systems (by LAU)			1	2	3	4	5	6	7																
Execution of Finishing & MEP															1	2	3	4	5	6	7	8	9	10	11
EDL Connection of Transformer (By Consultant)											1	2	3	4	5										
Testing & Commissioning																							1	2	3
Handing Over																									1
Furnishing (by LAU)																							1	2	3
Occupancy Permit (By Consultant)																					1	2	3	4	5

By Fall 2019, the new building should be ready for our use, and the problem of students who were originally admitted in Beirut moving in their fourth year to Byblos will no longer be there. In addition, the Byblos facilities will be much less overcrowded, and would accommodate amply the reduced number of students on the Byblos campus. It was decided the following:

- Providing the architecture program with three new design studios [each around 80m2] by relocate the computer center in ARC201, the Graphic Design Studio (ARC502) and the Graphic Design Computer Center (ARC501) to the 6th floor in the engineering building.
- Providing the architecture program with a storage room of 15m2 on the 6th floor of the architecture building.
- Providing a department archive area.
- Providing SArD with five new faculty offices three of which would be for architecture faculty.
- Providing SArD with one big pool office for part time faculty
- Proposing to open the 6th floor of the engineering building to the Architecture attic which will allow the architecture 6th floor to be reached by the elevator and creating a direct access between both architecture computer centers.

II.1.1 Student Performance Criteria:

The Program Review Committee has re-reviewed the curriculum to meet the NAAB 2014 conditions. The curriculum has been approved by the Department and the University Curriculum Council in February 2016.

Below are the Program Activities in Response according to the SPC of NAAB 2014 conditions.

A. 9. Historical Traditions and Global Culture

Visiting Team Report [2015]: 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.

Program Activities in Response [2015 – 2017]]: The proposed required course Topic in Regional Architecture, (one of three options) on Regional Architecture [ARCH441] will be offered in fall 2017 to cover the requirements of indigenous, vernacular, local, and regional architecture that are under the SPC A.7 History and Global Culture. Evidence related to Asian, pre-Columbian American and African architecture are covered by the revised course History of Architecture I [ARCH371].

B. 2. Accessibility

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

Program Activities in Response [2015 – 2017]]: Evidence related to Accessibility, under the SPC B.3 “Codes and Regulations”, is covered by the revised course of Design Studio VI [ARCH432]. This course was offered as of fall 2016.

B. 3. Sustainability

Visiting Team Report [2015]: 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.

> *Program Activities in Response [2015 – 2017]]*: The proposed new course Advanced Building Systems [ARCH511] and the revised Design studio courses V-VI will cover the requirement of Sustainability under SPC B.1 "Pre-Design". These courses are planned to be offered in fall 2017.

B. 5. Life Safety

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

> Program Activities in Response [2015 – 2017]]: Evidence related to Life Safety, under the SPC B.3 "Codes and Regulations", is covered by the revised course of Design Studio VI [ARCH432]. This course was offered as of fall 2016.

B. 6. Comprehensive Design

Visiting Team Report [2015]: 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.

> *Program Activities in Response [2015 – 2017]]*: Evidence related to Realm C, SPC C.1, C.2 and C.3, are covered by the revised Design Studio VII [ARCH531], Final Project Research ARCH631, Final Project ARCH632 and Construction Documents ARCH481. These courses were offered in fall 2016, spring 2017 and summer 2016-17.

B. 7. Financial Considerations

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

> *Program Activities in Response [2015 – 2017]]*: Evidence related to SPC B.10 "Financial Considerations" is covered by the new course Professional Practice II [ARCH582]. This course will be offered as of spring 2017.

B. 9. Structural Systems

Visiting Team Report [2015]: 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.

> *Program Activities in Response [2015 – 2017]]*: The revised courses Structural Concepts [ARCH311], Structural Design ARCH411 and Advanced Building Systems [ARCH511], will cover the content of the required criterion under the SPC B.5 Structural Systems. These courses are planned to be offered in fall 2017 and spring 2018.

B. 12. Building Materials and Assemblies Integration

Visiting Team Report [2015]: 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.

> *Program Activities in Response [2015 – 2017]]*: The revised and new courses Advanced Building Systems [ARCH511], Materials and Methods of Constructions [ARCH421], and Building Technology [ARCH423], will cover the SPC B.7 Building Envolope Systhems and Assemblies and B.8 Building Materials and Assemblies. These courses are planned to be be offered in spring 2018 and fall 2018

C. 3. Client Role in Architecture

Visiting Team Report [2015]: 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.

> *Program Activities in Response [2015 – 2017]]*: Evidence related to SPC D.4 “Legal Responsibility” is covered by the revised course Professional Practice I [ARCH581]. This course will be offered as of fall 2017.

C. 4. Project Management

Visiting Team Report [2015]: 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.

> *Program Activities in Response [2015 – 2017]]*: Evidence related to SPC D.2 “Project Management” is covered by the new course Professional Practice II [ARCH582]. This course was offered as of spring 2017.

C. 5. Practice Management

Visiting Team Report [2015]: 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.

> *Program Activities in Response [2015 – 2017]]*: Evidence related to SPC D.3 “Business Management” is covered by the new course Professional Practice II [ARCH582]. This course was offered as of spring 2017.

C. 6. Leadership

Visiting Team Report [2015]: 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.

> *Program Activities in Response [2015 – 2017]]*: Evidence related to SPC D.2 “Project Management” is covered by the new course Professional Practice II [ARCH582]. This course was offered as of spring 2017.

C. 7. Legal Responsibilities

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

> *Program Activities in Response [2015 – 2017]]*: Evidence related to SPC D.4 “Legal Responsibilities” is covered by the revised course Professional Practice I [ARCH581]. This course will be offered as of fall 2017.

C. 8. Ethics and Professional Judgment

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

Program Activities in Response [2015 – 2017]]: Evidence related to SPC D.5 “Professional Conduct” is covered by the revised course Professional Practice I [ARCH581]. This course will be offered as of fall 2017.

II.4.5 ARE Pass Rates

Visiting Team Report [2015]: The pass rates are not available since LAU is still a candidate program.

Program Activities in Response [2015 – 2017]]: Not applicable yet since LAU is still a candidate program.

Program Response to Causes of Concern

Visiting Team Report [2015]: 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.

> *Program Activities in Response [2015 – 2017]]*: The issue has bee clarified above, under Program Response to Conditions Not Met I.2.3 – Physical Resources.

Program Response to Change in Conditions

The revised architecture program took into considerations all the changes in conditions for accreditation responding as follows:

Responding to SPC changes (Realms A, B, C and D):

- The new adopted program addresses a specific arrangement of courses according to the years of study and several prerequisites that would enable the department to guarantee that all needed preparatory courses for each level of the design studios are taken in time in order to avoid the repetition of educational tasks amongst instructors.
- The first two years of the curriculum will be used to cover most of the requirements of NAAB's Realm A (Critical Thinking and Representation), Design Studios I to IV in addition to the theory and history courses were revised with the aim for a better integration between the design studios and supporting courses.
- The third year the program would cover Realm B (Building Practices, Technical Skills and Knowledge) and will start preparing students to satify the requirements of Realm C (Integrated Architetural Solutions). The alignment of the technology sequence with the design studios develops an integral understanding of the design and construction of buildings and their related technologies – structural, constructional, and environmental. These courses explore issues related to the professional context and its practices, in particular, the responsibility of the architect towards society and the environment. Design V, VI, and VII will form the core of studios offered in conjunction with building systems/technology and environmental courses, stressing on the integration of structural thinking and construction technology as part of the design process which will be culminated in the Design Studio VII as the comprehensive studio.
- Realm D (Professional Practice) would be mainly satisfied in the fourth and fifth years. The professional practice area courses would be related to local and international building codes and laws, legal aspects of building construction, budget and finance, and in particular, the responsibility of the architect towards the built environment.
- Design Studio VIII is intended as an experimental studio that would be reserved for community projects encouraging team work and exposing students to local social and environmental issues.
- The final project presented at the end of the fifth year is a capstone project where each graduating student must demonstrate their ability as an architect to handle an architecture project from schematic to the design development phase. (see Curriculum Map p.49-50).

Responding to changes in the five perspectives:

Collaboration and Leadership – in the School of Architecture and Design, Collaboration and Leadership is not limited to the architecture program but expected from all programs within the school as stated by the school's mission "… *in addition to a broad culture founded on liberal education that will allow graduates to operate as responsible citizens and ethical professionals in a global world."* The Liberal Art foundations offered by the university expose students to inter-disciplinary skills, civic engagement and cultural awareness.

Design – Equipping students with the needed knowledge for a positive contribution to architectural design is a result of the basic program philosophy to encourage thinking through making. Coupled with a critical self-evaluation of the design process this philosophy is carried throughout all design studio [Design Studios III to VII] courses where students acquire an understanding of multiple approaches to design problems. The specific nature of the architecture program, which is based on the model of the studio as a center for exchange of ideas through their exposure to various faculty coming from different schools of thought reinforces this basic objective and open debates.

Professional Opportunity – The new architecture program developed a series of professional and internship courses that would assist students in developing a professional approach to the major. This will give students opportunities to the professional environment and prepare them for architectural registration and licensure. Such courses as Professional Practice, Construction Documents and other would instruct student on the architecture practical side of the profession initiating them to the work environment.

Stewardship of the Environment – Raising the issues of environmental awareness and social responsibility in design projects is becoming a must. Students should be aware to local environmental conditions in massing, materials, site planning, and details. To address environment conditions the new architecture program requests from the 3rd and 4th year design studios [Design Studios V to VII] to provide architectural solutions to different environmental conditions. Courses as Advanced Building Systems and Climate and Energy as support courses will address the subject specificities.

Community and Social Responsibility – Following on its mission that states "…*The program thus aims at giving our graduates the ability to operate as effective team players and ethical designers working for the improvement of the community and its built environment…"* the architecture program fosters community and social responsibility in design studios specifically in the senior level studio Design VIII which is configured to stress on team work and to develop projects that incorporate an urban dimension involving faculty and students in actual real-life situations community projects.

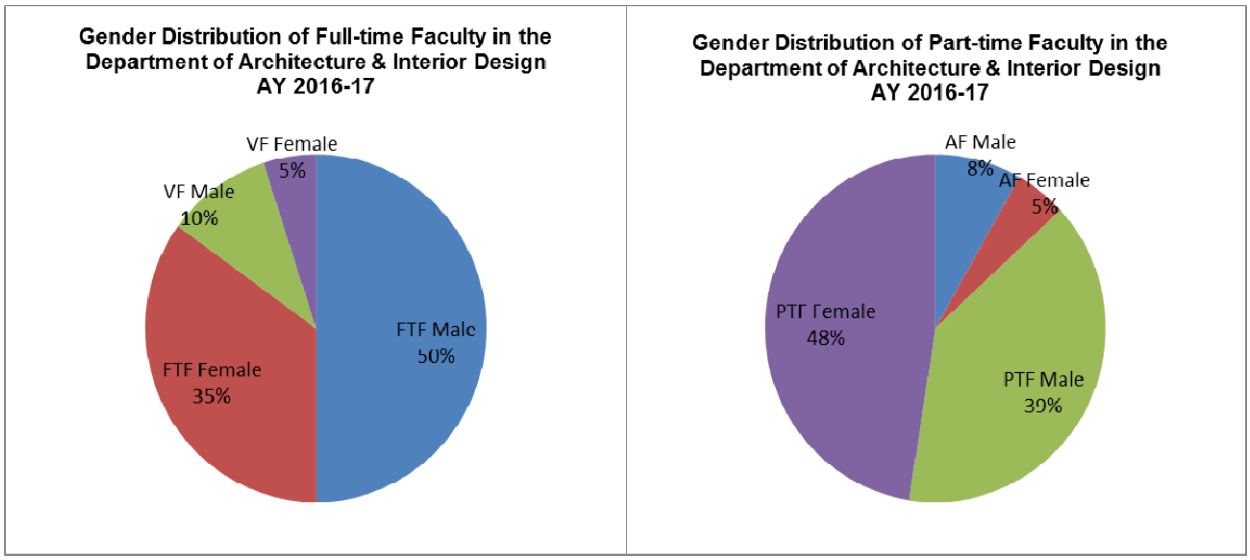
Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

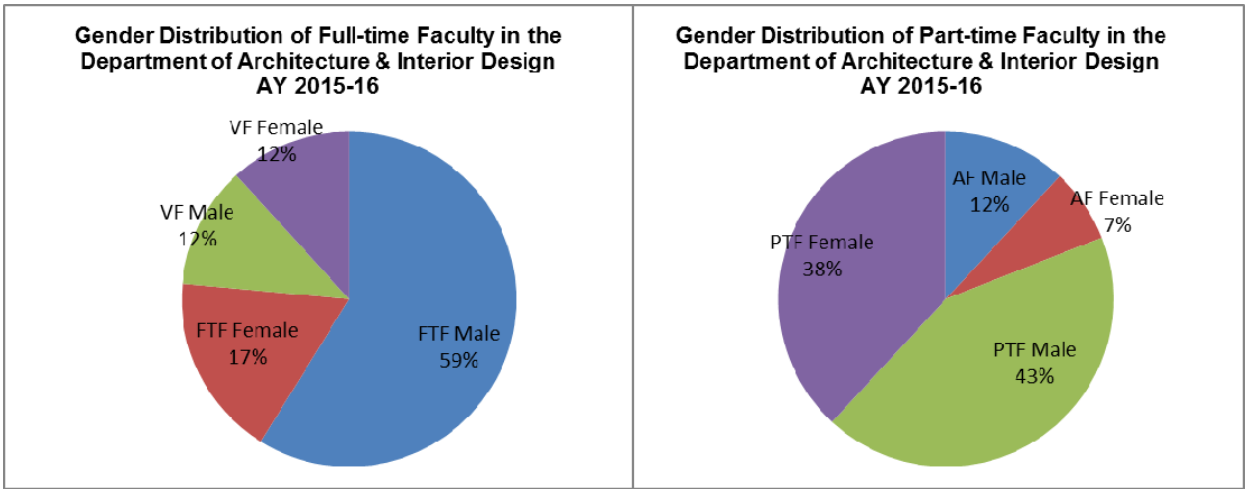
Introduction

LAU has been successful in recruiting qualified faculty over the past recent history. And since its inception in 2009, the School of Architecture and Design has been adding yearly to its faculty body. The Department of Architecture & Interior Design currently has 17 full-time faculty, 8 adjunct faculty, 3 visiting faculty and 53 part-time faculty. Faculty hiring is done through an international search and according to a hiring procedure approved by the Council of Deans
http://sard.lau.edu.lb/files/procedures-for-hiring-new-faculty.pdf

The gender distribution of faculty is based on the overall count of all faculty teaching in the Department of Architecture & Interior Design.



Below is the distribution of the Department of Architecture & Interior Design faculty during the last NAAB Team visit in Fall 2015



LAU is an American institution operating in Lebanon with two campuses one in Beirut and another in Byblos. LAU is committed to equal employment opportunity and affirmative action as outlined in the following policies.
http://www.lau.edu.lb/about/governance-policies/policies/personnel_policy_faculty_section.pdf
http://www.lau.edu.lb/about/governance-policies/policies/personnel_policy_staff_section.pdf

The architecture program full-time faculty body is composed of faculty of different ranks that fulfill their teaching duties according to expertise. Faculty Resumes are available on the following link:
http://sard.lau.edu.lb/files/naab-barch-resumes-2017.pdf
Faculty ranks and duties would be found in the *Personnel Policy – Faculty Section*
http://www.lau.edu.lb/about/governance-policies/policies/personnel_policy_faculty_section.pdf

Faculty-Course MATRIX

Faculty-Course Matrix: http://sard.lau.edu.lb/files/faculty-course-matrix.pdf
Faculty profiles: http://sard.lau.edu.lb/departments-institutes/aid/faculty-staff/

Human Resource Development

LAU has in place policies and procedures that support faculty research and professional development. As of Fall 2012, the School of Architecture and Design formed its own Faculty Affairs Council. This Council has the mandate to develop and propose policies and criteria through which a research atmosphere is created and encouraged; in addition to supporting faculty development through a budget that is solely dedicated for that purpose. http://sard.lau.edu.lb/files/Faculty-Research-Funding.pdf

For the list of faculty publications and research refer to
Faculty Publications & Research: http://sard.lau.edu.lb/files/faculty-publications-and-research.pdf
Faculty Affairs Committee Grant Record:
http://sard.lau.edu.lb/files/FAC-Grants%20Record-2017-APR.pdf

Staff and Staff Development

In February 2016 a Staff Relations & Development office was established as part of the Human Resources Department, and a number of training and developments programs and initiatives were implemented through a comprehensive university-wide training plan.

Dean's Office	
Michella Bou Nader	Executive Assistant
Ruba Khoury	Assessment Officer

Academic Assistants	**Department**
Nagham Naim	Architecture & Interior Design
Mayssam Ezzedine	Architecture & Interior Design
Rola Rizk	Foundation Program

Staff	
Jad Njeim	Arch. / Interior Computer Labs (Byblos)
Jalal Kahwaji	Arch. / Interior Computer Labs (Beirut)
Shaker Azzi	3D Fabrication Lab (Byblos)
Elias Mouarbes	3D Fabrication Lab (Byblos)
Issam Abboud	3D Fabrication Lab (Beirut)
Pierrot Daou	Photography Lab Supervisor (Byblos)
Samir Andrea	Photography Lab Supervisor (Beirut)
Wassim Karkour	Senior Photography Technician (Beirut)

A full-time Shop Technician will be hired in the Fab Lab – Beirut campus as of Fall 2017

The School of Architecture & Design supports its Staff members' development by sending them to training workshops as needed:

- In January 2015, the Computer Lab Supervisor attended a training in Amsys Training Centre London UK on "OS X Support Essentials 10.9 (Mavericks 101)"
- In October 2016, the Assessment Officer attended a workshop called "Program Assessment in Higher Education" in Dubai with an institution called clicks.

Faculty Promotion and Tenure

LAU has in place a set of bylaws and policies that fully describe academic ranks and rules and regulations for promotion and tenure. Furthermore, each school at LAU has its own rules and regulations for promotion. The School of Architecture and Design has in place promotion guidelines for professorial and non-professorial ranks. A committee of peers is formed at the school level to look into faculty files applying for promotion. Recommendations from this committee are handled by the dean who in his/her turn also recommends to a university promotion council composed of elected faculty from the university and the deans. During the past years, the School of Architecture and Design has successfully applied the promotion system described above
http://sard.lau.edu.lb/files/sard-promotion-and-tenure-guidelines-2016.pdf

Tenure Track Faculty at the ranks of Assistant Professor, Associate Professor and Professor are required to teach a load of 18cr. (9/9) per academic year.
Non-Tenure Track Faculty at the ranks of Instructor, Senior Instructor, Lecturer, and Senior Lecturer are required to teach a load of 24cr (12/12) per academic year or a reduced load according to special arrangements.
On the other hand all faculty holding administrative duties are assigned a credit load release from 3cr. to 12 cr. depending on their administration position.

Student Admissions Process

http://sard.lau.edu.lb/admissions/new-students.php

Student Support Services

Students in the Architecture program benefit from both School specific and university student support services available on both LAU campuses in Beirut and Byblos. For elaborate details on student services see http://catalog.lau.edu.lb/2016-2017 and http://students.lau.edu.lb/

- *Advising*

Upon acceptance and entry to the architecture program every student is assigned a faculty advisor. The faculty advisor is available all year long to offer advice on curricular issues, course selection and registration and petitions.
Advising and Registration Process http://students.lau.edu.lb/registration/process.php

- *Professional Advising*

In parallel to the faculty advisors all students in the School are assigned an academic advisor. Academic advising aims at helping students overcome academic difficulties, probationary status, and concerns regarding academic issues. Through individual meetings, the academic advisors help students to identify the factors that contribute to their academic difficulties and try to give them the right advice.

- Career Guidance

Career guidance is provided to Graduate and Undergraduate students. The Career Counsellors encourage students to explore career options, develop effective planning skills, create job plans, identify career goals, and learn the necessary skills to succeed in chosen professions. Course of action is recommended, based on the objectives expressed by students.
http://students.lau.edu.lb/career-guidance/

- *Counselling Services*

Counselling is designed to help students address academic, personal, and emotional concerns. Counsellors meet with students on a regular basis to:

- Discuss different problems students are facing which might have negative effects on their academic progress.
- Provide help to students with non-academic problems, thus developing needs assessment and evaluation forms.
- Evaluate different cases and decide on referrals to professional as needed.
- Keep detailed, accurate and updated records of all cases attended to.
- Follow up on existing and previous cases to minimize future problems.
  http://students.lau.edu.lb/hhw/counseling/

- *Academic Support - Writing Center*

The Center aims at promoting a general culture of writing at the university, at enhancing writing across the curriculum, and at helping students develop as more thoughtful, independent, and rhetorically effective writers. Undergraduate and graduate students from any discipline are welcome to share any text, at any stage of the writing process, with writing tutors who will guide them in a nondirective style. Tutors are trained to respect each writer's level of achievement, encourage analytical thinking, and discuss strategies for writing. Texts may include academic essays, research papers, reading responses, résumés and curriculum vitae, among others.
http://sas.lau.edu.lb/english/facilities/writing-center.php

- *Academic Support - Learning Center*

The main function of the Learning Center is to tutor and encourage students who are academically deficient in their university course work to effectively improve their performance. Tutoring is carried out by academically excelling students from various majors. The Learning Centers are administered by students under the direction of an advisor from the Humanities faculty. The Guidance Office and LAU faculty may refer needy students to the Learning Center, where supervisors refer them to TAs that set up a teaching/learning schedule for the student(s) concerned.
http://sas.lau.edu.lb/humanities/facilities/learning-center.php

- *Student Activities*

The division of Student Affairs offers a wide range of student activities such as student clubs, student engagement and leadership programs and athletics. One of the most successful programs is the Model United Nations (MUN) program.
For more details see on student activities see http://students.lau.edu.lb/activities/

Architect Licensing Advisor

As of Spring 2015 the architecture program has assigned Roger Skaff as the Architect Licensing Advisor. "Mr. Skaff is the Principal of "Roger Skaff, AIA" and "RKTECT Studios", a licensed architect in the State of Nevada, USA, an NCARB certified member, and a member of the Order of Engineers and Architects in Beirut, with practices in Las Vegas, Nevada, and Beirut, Lebanon, with architectural, engineering, interior design, supervision, and management services.

His diversified education and work experience allow him to work on landmark and complex projects, the latest being the construction supervision of the AUB-IFI building, a Zaha Hadid and Rafik-El-Khoury project on the American University of Beirut campus.

Mr. Skaff's fluency in reading and writing English, Arabic, and French allowed him the extension of his services internationally to cover business strategies, client relations, contract negotiations, project management, entitlement, permitting, architectural design, development, and production, structural design, contract administration, and construction management."

A report on Mr. Skaff activities pertinent to the Internship (AXP) and Professional Practice may be found on the following link: http://sard.lau.edu.lb/files/Architect-Licensing-Advisor-Report-2015.pdf

I.2.2 Physical Resources

General Description

The Lebanese American University campuses occupy 24,830 square meters (267,269 square feet) of land in Beirut, 156,140 square meters (1,680,691 square feet) of land in Byblos, and 3,000 square meters (30,000 square feet) of office space in New York City to fit needed academic and administrative functions in the US. The University campuses consist of 22 buildings, many prefab offices, and storage facilities with a total space of 36,064 square meters [388,189 square feet] in Byblos and 83,364 square meters [897,322 square feet] in Beirut. Even though the university operates as one integrated entity, each campus has its own supporting offices and facilities such as library, student services offices, registrar, admissions, financial aid, etc… and gymnasium.

School of Architecture and Design current Space

Even though buildings, lecture rooms and computational labs are often shared by the different schools at LAU, the School of Architecture and Design [SArD] has a dedicated building in Byblos due to its unique nature and studio requirements. Auditoriums, Labs and Libraries are shared with other academic entities in different buildings. In Beirut, the School also shares space with the School of Arts and Sciences in the Safadi building and Nicol Hall and occupies two floors of the Orme Gray building. Architecture students have the option to enroll for the first three years in Beirut.

Projected facilities as of 2017

According to LAU's master plan, the School of Architecture and Design Beirut facilities will all be grouped in one building; the Gezairi Hall. The Gezairi building, located outside the campus walls, was purchased by the university and is to house the School of Architecture and Design exclusively. The architecture program will have its due share of the facilities in the Gezairi building and with time will also be able to offer the complete program in Beirut. The renovation is now underway and is projected to be completed by April 2019

For Byblos the SarD will be allocated more space whenever the School of Engineering labs will move to its new premises in 2017. SArD is promised the 6th floor in the Zakhem Engineering Hall by Fall 2017.

The decisions by the university administration to dedicate more spaces in Byblos and a whole new building in Beirut to the School of Architecture & Design shows their major commitments to the improvement of the Architecture program and other programs in the School.

- Plans of current physical resources assigned for the Architecture Program are on the following link: http://sard.lau.edu.lb/files/Plans-of-physical-resources-assigned-to-program-current.pdf

- Plans of the Gezairi building are on the following link: http://sard.lau.edu.lb/files/Plans-of-physical-resources-assigned-to-program-Gezairi.pdf

Detailed comparison of the Architecture Program Space Allocation

The table below lists the number of rooms per category of the current compared to future functions. It is worthwhile noting that lecture rooms are sufficient at LAU and lecture type courses (General university requirements, English language, etc…) are assigned by the Registrar Office according to the needs of each school.

	Byblos campus			
	Current m^2		Projected m^2 in 2017	
Studios[1]	7	945	8	1025
Foundation Studios[2]	1	100	1	100
Technical Graphics Studio	-	-	1	80
Lecture rooms[3]	1	60	2	120
Faculty offices	9	180	15	240
Administrative Assistant office	1	15	1	15
Computer Lab	2	180	2	250
Exhibition Room	1	55	1	55
Wood & Metal Shops	1	200	1	300
3D Fabrication lab	-	-	1	20
Photography Studio/Lab	1	95	2	95
Ceramic Workshop	1	105	1	105
Material Library	-	-	1	60
SArD Storage	-	-	1	100
Auditoriums[4]	4	-	4	-
TOTAL		**1935**		**2565**

1 Current studios are shared with Interior Design, as of 2017 the architecture program will have dedicated studios
2 Foundations studios are used by students enrolled either in Architecture, Interior Design/ Architecture, Graphic Design and Fine Arts.
3 Whenever needed shared [by all university schools] lecture rooms are assigned by the registrar.
4 Auditoria are shared with the whole university. They are not included in the SQM count.

	Beirut campus			
	Current m^2		Projected m^2 in 2019	
Studios[1]	10	705	8	800
Foundation Studios[2]	2	190	4	400
Technical Graphics Studio	-	-	1	80
Lecture rooms[3]	-	-	4	140
Faculty offices	7	65	8	95
Administrative Assistant office	1	15	1	15
Computer Lab	1	100	1	200
Exhibition Room	1	170	2	400
Multi-purpose room	-	-	1	80
Wood & Metal Shops	1	150	1	250
3D Fabrication lab	-	-	1	75
Photography Studio/Lab	1	40	2	100
Ceramic Workshop	1	100	1	100
Material Library	-	-	1	120
SArD Storage	-	-	1	200
Auditoriums[4]	4	-	6	-
TOTAL		**1535**		**3055**

1 Current studios are shared with Interior Design, as of 2017 the architecture program will have dedicated studios
2 Foundations studios are used by students enrolled either in Architecture, Interior Design/ Architecture, Graphic Design and Fine Arts.
3 Whenever needed shared [by all university schools] lecture rooms are assigned by the registrar. Four new lecture rooms would be dedicated to SArD in the new Gezairi Hall.
4 Auditoria are shared with the whole university. They are not included in the SQM count. Two new auditoria will be added in the new Gezairi building.

Studios

Current: The Architecture & Interior Design Department maintains shared studios; seven in Byblos and ten studios in Beirut. In their multidisciplinary atmosphere, each studio space generates interaction amongst students and instructors, enabling data collection, conceptualization, implementation and communication. As per the DAID program strategy studios are limited to accommodate eighteen students. The studios are designed to allow juries, pin ups and presentations… but do not ensure yet a dedicated workspace for each student. Each of the studios includes drafting tables, storage cabinets, lockers, LCD projectors, pin-up panels and wireless internet access. Studios are accessible to students 24 hours 7/7 all year long.

Future: As of 2019 with the acquirement of the Gezairi building in Beirut the architecture program will have eight exclusive design studios with dedicated workspace for each student. This would alleviate the number of students in Byblos [as students currently need to move to Byblos as of their third year] thus allowing an exclusivity of five design studios with dedicated workspace for each student. Another three studios will also be made available to Byblos students with the promised space released by the School of Engineering.

Lecture Rooms (Smart Classroom)

All LAU lecture rooms are smart rooms. Each lecture room is equipped with an LCD projector, sound system, a projection screen, and a smart cabinet with its computerized facility, internet access and video conferencing, allow lecturers to deliver their material easily.

Computer Labs

Current: The DAID provides two computer labs allocated in Byblos and one in Beirut. Architecture students are encouraged to have their personal laptops, however all computer labs have a variety of workstations, plotters, printers and scanners. Servers are currently providing our students with: printing services to organize and control the printing facilities, filing services to provide students with digital material prominent to their courses, antivirus services to maintain safe and reliable environment against viruses. Each student has a personal account and the cost of printing is covered by the tuition fees.
Computer labs are open 24 hours 7/7 all year long.

Future: As of 2019 more space is promised for computer labs on both campuses. Computer labs would be planned as to have separate entities between a digital classroom, an open digital lab and a printing service area.

Wood and Metal Shops

The DAID provides students with a Wood and Metal Shop on each campus. Workshops are used to aid students with their modeling projects and are staffed by a supervisor and assistants. Those workshops are equipped with metal and wood machinery used for the production of three-dimensional, hand-made design models. All safety measures are to be carefully applied.

3D Fabrication Labs

Current: Both campuses are equipped with 3D fabrications equipment, a laser cutter and a 3D printer. The Byblos 3D fabrication lab also has a hand 3D scanner. The 3D fabrication labs are currently assigned space as part of the wood and metal shops.

Future: Separate independent spaces will be assigned to both 3D fabrication labs.

Photography Studios

On both campuses architecture students' benefit from photography studios which meet all of their photo development and production needs. Students are able to develop film and prints in the dark room and take pictures using artificial lights exposing them to the professional process. They also contain a range of equipment for digital photo editing and production, including computers, printers and high-resolution scanners.

Ceramic Workshops

Both campuses offer ceramic workshops to enhance the artistic and practical approach of students, providing the tools and equipment for producing quality ceramic artworks. Workshops are equipped with a kiln, slab roller, coil extruder and wheels used for throwing pots in addition to all needed material and hand tools.

Libraries

The Byblos Library has about 135,000 volumes and 21 workstations. 5409 volumes are dedicated to architecture material. A new library is under construction and due to be completed by Fall 2018.
The Riyad Nassar Library in Beirut contains a total of 350,000 volumes of books and 142 workstations. 3182 volumes are dedicated for architecture material.
Intercampus Loan service expands the range of materials available to library users. It provides access to those materials not currently available at the requester's primary library, whether it is the Riyad Nassar Library (Beirut Campus), or the Byblos Campus Library. LAU faculty, staff, and registered students may request books through this service regardless of location.

Faculty Offices

All faculty offices of an average of 10 to 12 square meters per office are equipped with a PC, a printer, and internet access. By their proximity to design studios the Byblos faculty offices enhance the relationship between student and tutor via accessibility, visual contacts and supervision. All faculty offices are upgraded every four years.

Exhibition spaces

The SArD has two exhibition rooms, Rima Hourani exhibition room in Byblos and the Sheikh Zayed Hall in Beirut; the two dedicated spaces are primarily used for juries, studio presentations, and end of year student exhibitions and to host national and international architecture exhibitions. With the acquisition of the Gezairi Hall the school will gain a third exhibition room and an additional multipurpose space for juries.

Auditoria

The Department of Architecture and Interior Design benefits from the use of all university auditoriums in each campus where local and international conferences are held. The capacity of auditoriums varies from 100 to 500 persons. The Gezairi building is also planned to house a new auditorium.

Technological Resources

The IT end-user environment at LAU is comprised of approximately 2657 telephone extensions, 1750 computers, and 1000 printers and scanners connected to a high-speed wired network. All buildings on the campuses are connected via 10 gigabit single-mode fiber optic cabling.LAU is gradually migrating the server infrastructure from physical to virtual with more than 150 virtual machines running on 21 physical servers; 89 physical servers are still running individually. Virtualization has helped IT achieve flexibility and modularity and contributed to LAU's green initiative. LAU's IT systems are hosted in four data centers, two in Beirut and two in Byblos.

For elaborate details about LAU facilities see NEASC self-study Standard 8: Physical and Technological Resources on the following link:
http://www.lau.edu.lb/about/charter-accreditation/neasc/lau-self-study-2014-short.pdf

You may also check the following link: http://it.lau.edu.lb/

BYBLOS CAMPUS - Architecture Building Plans

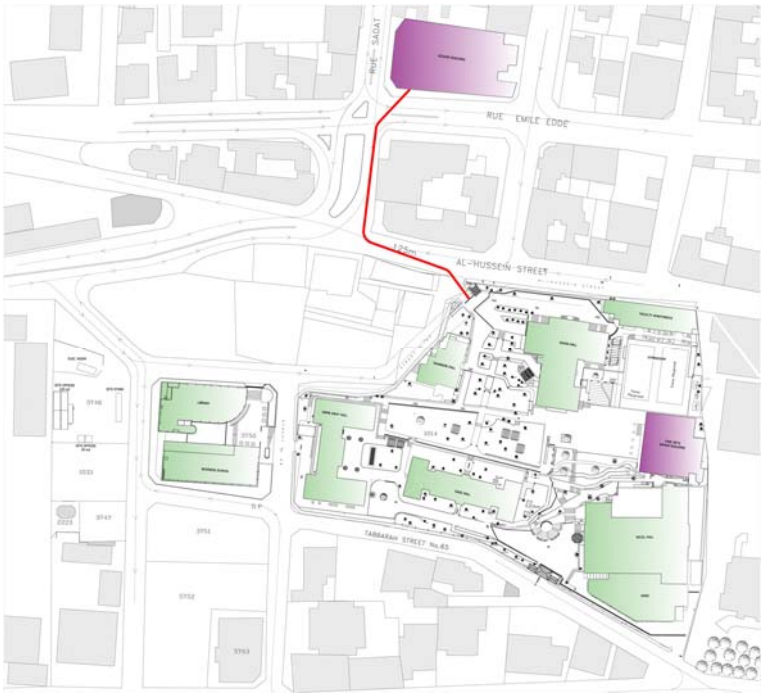
BYBLOS CAMPUS, AERIAL VIEW

BEIRUT CAMPUS - Orme Gray, Nicol Hall and Fine Arts (Safadi) Building Plans *[Current Situation]*

BEIRUT CAMPUS, AERIAL VIEW

BEIRUT CAMPUS - The Gezairi Hall

As of 2019, the newly purchased Gezairy hall will add additional facilities required for the architecture program. Some facilities will be fully dedicated to the program and others will be shared with the other programs of the School of Architecture and Design, as the Gezairi building will exclusively house the school. The total area attained for SArD will be of approximately 4000m^2 (43000 ft^2).



Location of the new Gezairi building

I.2.3 Financial Resources

School Budget overview

The School of Architecture and Design budget is composed of individual departmental budgets and the dean's office budget. Each departmental budget is also composed of two separate budgets, namely, operating and capital. The Dean has the ultimate authority over spending and dispensing funds for operational issues and for procurement of needed equipment. This process is also controlled by a central budget office of the university which monitors expenditure and informs the dean on real time status of school and departmental financial status. The dean also has the authority to reallocate budget among the different departments if need be. Procurement requests come from the faculty/staff concerned through a purchase requisition to the concerned chair and dean for approval.

http://www.lau.edu.lb/about/governance-policies/procedures/budget2012.pdf

The Table below shows the School budget for the current year as well as the budget for the past two years and for one projected year.

SArD Budget	Approved 2014-2015	Approved 2015-2016	Approved 2016-2017	Projected 2017-2018
Operating	8,722,471	9,437,906	10,345,107	11,076,793
Capital	820,900	644,675	493,750	465,700
Total	9,543,371	10,082,581	10,838,857	11,542,493

The Lebanese American University is fully committed to allocate all the needed resources for the Architecture program in its pursuit to increase academic standards and quality of education and its graduates. The program has witnessed remarkable growth since its establishment in 2009, where the student body grew from 246 in Fall 2009 to more than 450 in Fall 2016, which constitutes more than 50% of SArD students.

SArD has one department "Department of Architecture & Interior Design" to house the architecture and the interior design programs. The revenues and expenses reported were derived on a pro rata basis according to the number of students in the Architecture program v/s total number of students in the entire Department of Architecture and Interior Design. Starting the academic year 2011/2012, a separate cost center was assigned to the architecture program thus splitting the related expenses from the interior design program. Also, LAU started charging financial aid expenses to the individual programs starting the year 2011/2012.

Direct expenses are recorded instantly to the program. Indirect costs representing general administrative and academic overhead are allocated to the program on annual basis according to a set criteria adopted by the University's Comptroller's Office.

Approved Budget of the Architecture Program:

Program Budget [Architecture]	Approved 2014-2015	Approved 2015-2016	Approved 2016-2017	Projected 2017-2018
Operating	3,172,031	3,375,362	3,658,748	4,379,355
Capital	131,900	115,975	122,750	79,000
Total	**3,303,931**	**3,491,337**	**3,781,498**	**4,458,355**

Architecture Program Expenditures:

Amounts in US$ [Architecture]	2013-2014	2014-2015	2015-2016 (Note 1)	2016-2017 (Note 2)
Total Expenditures (excluding financial aid)	2,104,205	2,115,130	2,169,161	NA
Financial Aid	1,232,361	1,740,543	1,566,292	NA
Total Expenditure	3,336,566	3,855,673	3,735,453	NA
Total Capital Investment	31,031	50,000	86,300	NA

Note 1: Fiscal year end changed from September 30 to August 31, 2016, expenses represent 11 months.
Note 2: The Expenditures of 2016-2017 are not available yet, since our fiscal year ends by August 31, 2017

Scholarships and Grants

The Lebanese American University is committed to keep education accessible to all students from diverse backgrounds. For that purpose LAU offers a variety of scholarships, grants and financial aid to its students.
http://aid.lau.edu.lb/
http://www.lau.edu.lb/about/governance-policies/policies/financial_aid_policy.pdf

For a complete description of the forms of aid check the Financial Aid and Scholarship Procedures at:
http://www.lau.edu.lb/about/governance-policies/procedures/financial_aid_scholarships_procedure.pdf
Find below the amount of financial support at the institutional level and for the architecture program:

Fiscal Year 2015-2016 (September 1, 2015 - August 31,2016)

Institutional Level - Undergraduate

Aid Type	% Students Receiving Aid	Average Amount by Types of Aid
Work	29%	$ 2,580.11
Loan	18%	$ 1,365.88
Grants	31%	$ 3,853.48
Scholarships	13%	$ 5,797.11
FAFSA	0.5%	$ 7,614.00

School of Medicine/ Pharm D program

Aid Type	% Students Receiving Aid2	Average Amount by Types of Aid2
Grants	39%	$ 4,522.76
Scholarships	8%	$ 14,485.21

Architecture Program Level

Aid Type	% Students Receiving Aid	Average Amount by Types of Aid
Work	31%	$ 1,174
Loan	19%	$ 604
Grants	31%	$ 1,687
Scholarships	19%	$ 2,542
FAFSA	0.64%	$ 7,256

Occasionally, a financial support is offered to students to take part in off-campus activities. This financial aid is subject to available funds in the Department of Architecture & Interior Design or in the Student Development and Enrollment Management (SDEM) unit at the University level.

I.2.4 Information Resources

Background and Mission

The Lebanese American University has four libraries one in Beirut and two in Byblos. The Library in Beirut, namely Riyad Nassar Library, was founded in 1934, while the Library in Byblos was founded in 1987 and the Health Sciences Library, also in Byblos, was inaugurated in November 2012. In September 2013, the New York Library which occupies a modest space in the New York Academic Center was launched.

The mission of the university libraries focuses on supporting and enhancing teaching, learning and research at the Lebanese American University through providing high quality services and resources, anticipating and responding to emerging technologies, and enriching the intellectual and cultural life of the LAU community.

The LAU Libraries are members of two local consortiums, i.e., LALC (Lebanese Academic Libraries Consortium) and LIDS (Lebanese Inter-Library and Document Delivery Service). They are also members of one international consortium named AMICAL (American International Consortium of Academic Libraries). All 3 consortiums aim at resource sharing.
http://libraries.lau.edu.lb/index.php

Organizational Structure and Personnel

All LAU Libraries are headed by a University Librarian who reports to the Provost. There is a University Library and Information Resources Council whose members represent all academic departments. This Council acts as liaisons between the academic departments of the University and the Libraries. They have an advisory duty through which they reflect the recommendations of the teaching faculty.

Policies & Procedures

Though each Library is an independent entity, they have identical administrative structures where common policies are followed. The policies map the scope, objectives, responsibilities and the expected output pertinent to every job.
Rules and procedures that regulate and safeguard the copyright law, the licenses of databases and the computers' use policy are listed on the Library Website.
The Libraries document their services and functions through regular reports: Semestrial, annual and a common wrap-up for the whole academic year.

Information Resources and Services

The LAU Libraries use the OLIB system for carrying out daily operations. Their Website allows remote access and acts as gateway to general Internet access.
The Library in Beirut opens 88 hrs/wk., Monday – Friday from 7:30 a.m. – 12:00 midnight, on Saturdays from 9:00 a.m. – 6:00 p.m., and on Sundays from 12:00 noon – 6:00 pm. While the Libraries in Byblos open 66 hrs/wk., Monday – Friday from 8:00 a.m. – 8:00 p.m., and on Saturdays from 8:00 a.m. – 2:00 p.m. During exam periods the Libraries open beyond regular schedules. The Riyad Nassar Library in Beirut, has an area of 8,000 sq.m. (86,000 sq.ft.) and has the capacity of seating approx. 500 students, and holding about 350,000 volumes. The Byblos Library occupies the second floor of the Science Building. Presently its area is 1,000 sq.m. (10,760 sq.ft.) and can seat approx. 195 students, and holding approx. 150,000 volumes. The Health Sciences Library, located in the ground floor of the Gilbert and Rose-Mary Chaghoury School of Medicine Building, has an area of 850 sq.m (9,149 sq.ft) and has the capacity of seating approx. 150 students and holding about 25,000 volumes.

Currently the total holdings of more than 500,000 print/non-print material, complemented with 337,615 e-books. The periodical collection amounts to 595 print titles and 112,561e e-journals, and there are 160 databases mostly fulltext which can be accessed both on and off campus.

Concerning the visual arts and architecture collections, total holdings to date are 40,065 print/non-print material, 4857 e-books, 71 periodical titles in print, 623 e-journals, and 17 databases including Art & Architecture Source, Art Museum Image Gallery, ARTstor, and NYPL Digital Gallery.
During the 2015-2016 academic year, the Libraries lent 4,632 visual arts items. E-Reserve courses related to Architecture and Design are accessed by an average of 685 hits/ month.
The annual print and audio-visual material budget for all Libraries in 2015-2016 amounts to $565,000 and $135,000 for e-books. As for print periodical subscriptions, $240,000 is allocated and $625,000 for e-journals, and $810,000 for electronic resources. The total budget of both Libraries amounts to $4,757,050.

End-User Education

All newly enrolled students must visit either Library during the Orientation Week. That visit gives a 'bird's eye' view of the information regarding the Libraries' locations and their basic services. Flyers are distributed explaining further about the services, staff and basic rules and regulations of the Libraries.

In addition several training sessions per semester are given by Library staff to the University community aiming at introducing basic and advanced searching skills as well as to conducting training on specialized databases. On a daily basis, also, librarians are engaged in one to one training of end-users.

Besides, the Library Liaison Program service helps to improve collection development, research needs, information literacy skills for faculty, staff and students and any other service offered by the Libraries. In this program, professional librarians are assigned to liaise with the different departments of the University. For instance, 2 librarians were appointed (in addition to their regular responsibilities) to service the needs of the School of Architecture and Design.

Library Personnel to contact:

Cendrella Habre	University Librarian
Joseph Hage	Library Director, Byblos
Joyce Draiby	Reference – Byblos
Gihade Costantine	Acquisitions Librarian – Byblos
Rebecca Fares	Circulation – Byblos
Caline Trad	Cataloging – Byblos
Aida Hajjar	Acquisitions Librarian – RNL, Beirut
Said Kreidieh	Reference – RNL, Beirut
Samar Kalash	Reference – RNL, Beirut
Bughdana Hajjar	Cataloging – RNL, Beirut
Nabil Badran	Circulation – RNL, Beirut

I.2.5 Administrative Structure & Governance

Administrative Structure of School and Program

The major academic unit at LAU is the school. The School of Architecture and Design is among six other schools at LAU (School of Arts and Sciences, School of Business, School of Engineering, School of Nursing, School of Medicine and School of Pharmacy). The School of Architecture and Design is composed of two main departments and one server unit: Department of Architecture & Interior Design, Department of Art & Design, and Foundation Program. The School is headed by a Dean assisted by Associate and Assistant Deans. Department Chairs preside over departments and are assisted by Associate Chairs. Special programs are coordinated by Program Coordinators.

The Department of Architecture & Interior Design would include the programs in Architecture, Interior Architecture, and related graduate programs.

The Department of Art & Design would include the programs in Fine Arts, Graphic Design, Fashion Design and related graduate programs.

The Foundation Program is an autonomous unit, acting as a server for the whole school, and headed by a Program Director.

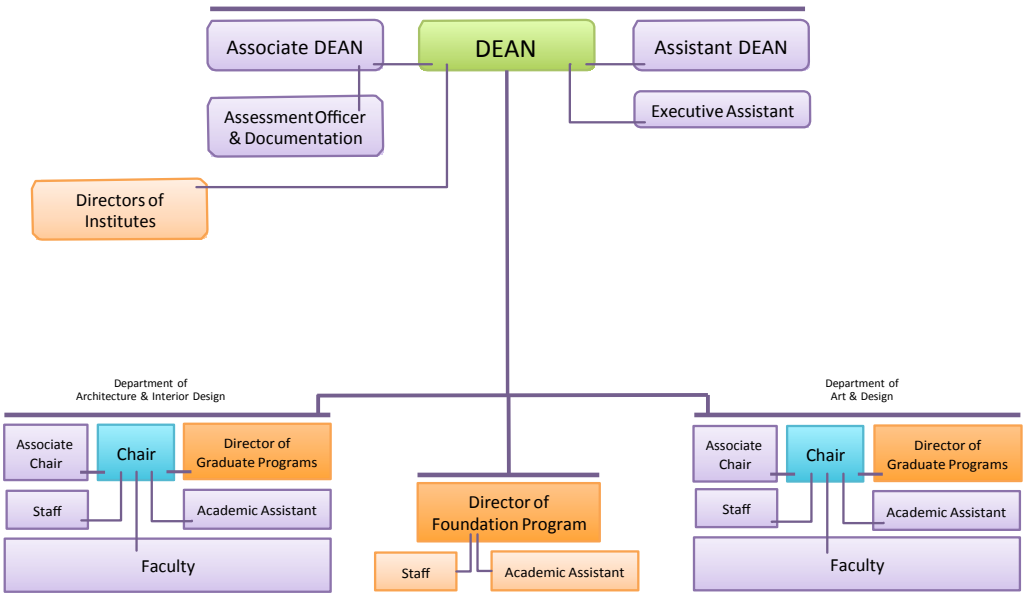
The School is also home to two institutes, each run by a director; Institute of Urban Planning and Institute of Islamic Art and Architecture.

The School of Architecture and Design is governed by a set of school specific bylaws.

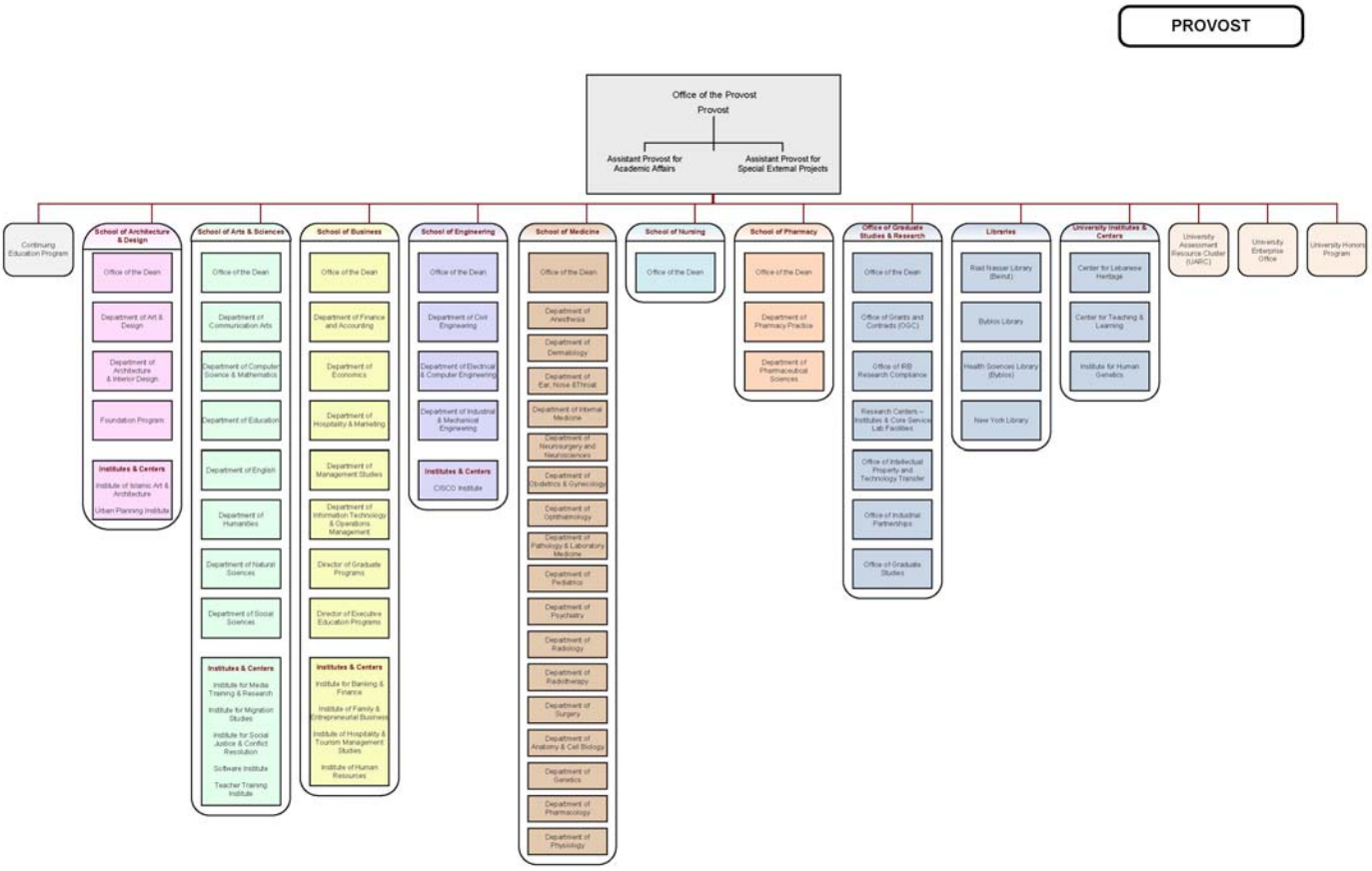
http://sard.lau.edu.lb/files/sard-bylaws-2016.pdf

Academic Affairs Administrative Structure

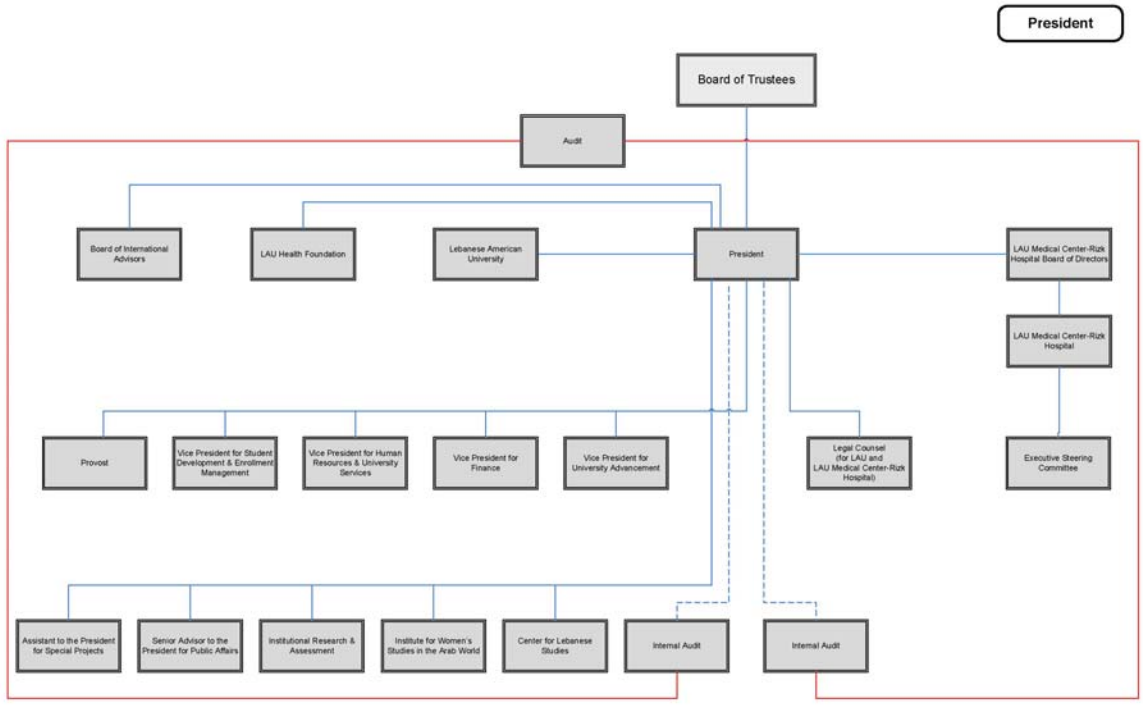
All LAU schools are led by a dean, to whom department chairs, institute directors and staff report. All deans report to the Provost who is the Vice President for Academic Affairs. The Provost reports directly to the President of LAU. See below the school organizational chart.



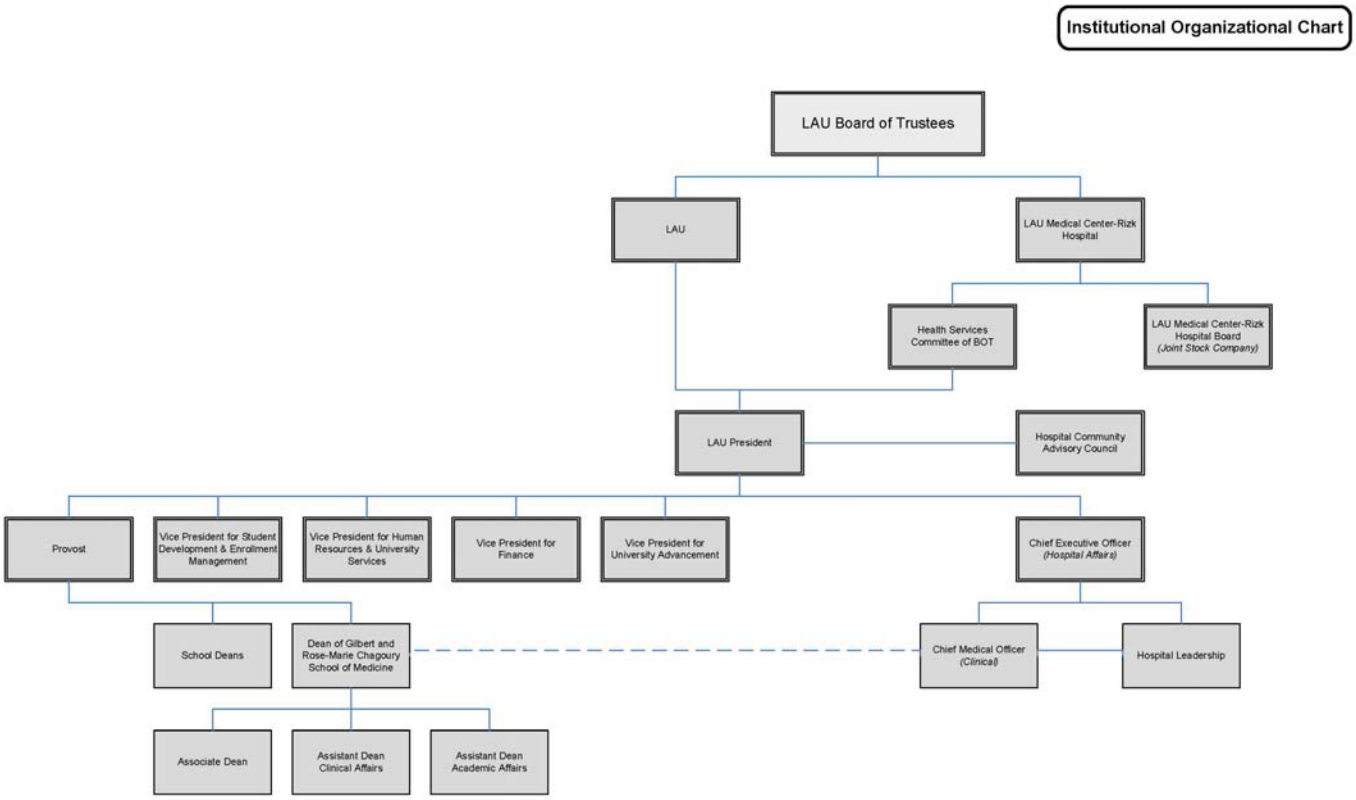
Organizational Chart of the Provost Office:



Organizational Chart of the President Office:



LAU Organizational Chart:

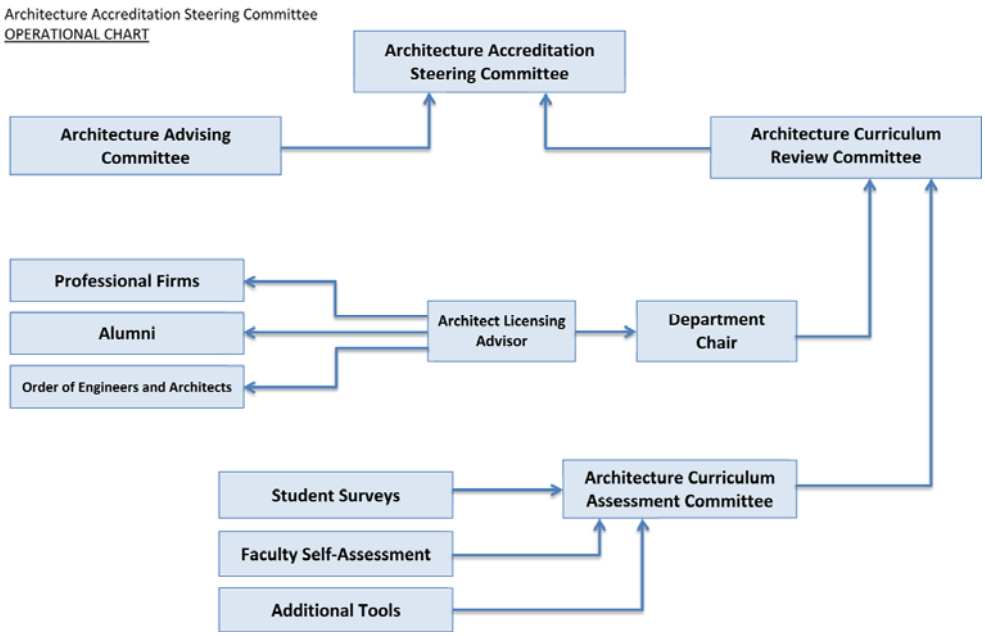


Department Committees:
The Department of Architecture and Design has established in 2013 the Culture Committee in charge of generating the department's lecture series and inviting professionals to offer workshops for students.

Program Committees and faculty representatives:

The architecture program has several committees with faculty representatives:

- Architecture Accreditation Steering Committee [AASC] – the role of the AASC is to follow-up on NAAB accreditation procedures. The AASC comprises two sub-committees. [see below the AASC operational chart]
    - Architecture Curriculum Review Committee [ACRC] – the ACRC is responsible of the architecture program review and reports to the AASC.
    - Architecture Curriculum Assessment Committee [ACAC] – the ACAC is in charge of assessment follow-up and reports to the AASC.
- Architecture Program Advisory Committee [APAC] http://sard.lau.edu.lb/files/APAC-Bylaws.pdf
- Faculty Alumni Liaison – A faculty representative to pursue on alumni relations.
- Faculty Student Liaison – A faculty representative to pursue and create a transparent avenue for communication between the student body and the faculty.
- Architect Licensing Advisor – the architecture program has assigned an Architect Licensing Advisor. *[see also Section 3 I.2.1]*



Student Governance Opportunities

All students at LAU have the opportunity to share in the governance at the university level mainly through the Student Council. See http://students.lau.edu.lb/activities/student-governance/ for details.

At the program level, students are invited twice a year to a general meeting with the Chair and the Student Liaison Officer where they are briefed on the program's progress and where they can share their thoughts directly. The studio culture committee has produced a Studio Culture understanding in collaboration with the students. The AIAS LAU Chapter has been established last year and students have managed elections and activities as well as benefitting from direct access to the Dean, the Chair and the Student Liaison Officer.

II.1.1 Student Performance Criteria

The Architecture Program at the Lebanese American University benefits from a particular setting of educational opportunities that is made possible by the offering of architecture, interior design, graphic design, fashion design and fine arts studies within one school. This overlaps with the program's educational intentions valuing interdisciplinary collaboration as a preview of post-graduation professional activity.

The program's proposed strategy entails the creation of a multidisciplinary platform for the design studio, the development of a thematic approach for the theory courses, and the development of new professional courses in order to meet NAAB criteria.

The establishment of such a multidisciplinary platform where the civic role of architecture is discussed and confronted from the first to the final year is the main objective of the program revision.

The revised curriculum aims at a better integration of design studios with the supporting courses at various levels. In this way, the curriculum can be broken down into a series of 'platforms' which focus on different aspects of a general architectural education, starting with the Foundation Year. Then again, the alignment of the technical and technology sequence with the Design Studios V, VI and VII develops an integral understanding of the design and construction of buildings and their related technologies, while stressing on the integration of structural thinking and construction assemblies as part of the design process. These courses explore issues related to the professional context and its practices, in particular, the responsibility of the architect towards society and the environment, in addition courses in history, theory, urbanism and landscape would serve as a background to the development of Design. The professional practice area covers courses related to local and international building codes and laws, legal aspects of building construction, budget and finance, and in particular, the responsibility of the architect towards the built environment. Community outreach projects allow faculty and students to put their ideas to test in real context-based studio [Design Studio VIII] that show the impact of their design decisions on the built environment and human life. This is similarly applied in international studios and workshops where foreign contexts are examined, in a comparative method that allows students to get a better idea of different situations.

In line with the objective of offering a balanced education between theory and practice and to cover NAAB criteria, it was decided to add an exposure to regional architecture. This proposed approach entails the introduction of Topic in Regional Architecture as: History of 20th century Architecture in the Middle East, Regional Architecture, and Modern Architecture in Lebanon, oriented towards local and regional questions. Lebanon's architecture in particular or the region's in general, or both in various degrees.

To recognize the relation of the curriculum to the Student Performance Criteria (SPC) and how the revised program is fulfilling the requirements see the curriculum map (page 49-50).

It is also important to note that part of the liberal-based education is covered by students prior to joining the architecture program. Those credits are transferred from either a freshmen program or the Lebanese baccalaureate program.

Pedagogy and Methodology used to address Realm C

As of the third year the program will start preparing students to satisfy the requirements of Realm C (Integrated Architectural Solutions). The alignment of the building systems and technology sequence with the design studios develops an integral understanding of the design and construction of buildings and their related structural, constructional, and environmental subjects. Design V and VI will form the core of studios offered in conjunction with building systems/technology and environmental courses, stressing on the integration of structural thinking and construction technology as part of the design process which will be culminated in the Design Studio VII as the comprehensive studio.

Methodology for Assessing Student Work

Assessment in architecture education is mainly documented in the design studios. Design studios are the core of the program where all skills, abilities and knowledge are developed. Monitoring student performance and progress is best achieved in a studio where student mentoring and faculty feedback is provided on a one-to-one basis. This should not undermine the need to assess skills and knowledge individually in other courses. Studio assessments is not only done by the course faculty but also aided by jurors consisting of professionals in the field of architecture.

Assessment Tools

The direct assessment tools are identified as:

- Course projects, papers and exams
- Embedded design problems and exam questions
- Design studio pin-ups and portfolios
- Design professional juries and external reviewers
- Students' course evaluations
- Faculty course files
- Exit evaluation

The indirect assessment tools are identified as:

- Alumni surveys
- Employers surveys
- Student surveys

Department of Architecture & Interior Design
BArch in Architecture

CURRICULUM MAP

New Program / NAAB 2014 SPC Conditions

				Realms	Realm A: CRITICAL THINKING AND REPRESENTATION								Realm B: BLDG. PRACTICES, TECH. SKILLS & KNOWLEDGE										Realm C: INTEGRATED ARCHITECTURAL SOLUTIONS			Realm D: PROFESSIONAL PRACTICE					
				NAAB SPC's	Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Material and Assemblies	Building Service Systems	Financial Considerations	Research	Integrative Design	Integrative Design	Stakeholders Role in Architecture	Project Management	Business Practices	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	
AY	Courses Title	Cr.	Course #																											Cr.
FOUNDATION YEAR	Design Studio I-A	(3)	FND231			A2																								(2,2)
	Design Studio I-B	(3)	FND232			A2																								(2,2)
	Shop Techniques	(1)	FND235																											(0,2)
	Design Studio II	(6)	FND236			A2																								(2,6)
	Digital Media	(3)	FND251		A1																									(2,2)
	Design Culture	(3)	FND281									A8																		(3,0)
	Drawing for Foundation	(3)	FND201		A1				A5																					(0,6)
	Photography for Foundation	(3)	FND202		A1																									(2,3)
	Architetcural Drawings	(3)	ARCH201													B4														(1,4)
YEAR II	Design Studio III	(6)	ARCH331					A4	A5							B4														(2,6)
	Structural Concept	(3)	ARCH311														B5													(3,0)
	Theory I	(2)	ARCH361		A1				A5			A8																			(2,0)
	History of Architecture I	(3)	ARCH371								A7																				(3,0)
	Design Studio IV	(6)	ARCH332				A3			A6						B4															(2,6)
	Digital Drawing	(3)	ARCH351													B4															(2,2)
	Theory II	(2)	ARCH362		A1		A3																C1								(2,0)
	History of Architecture II	(3)	ARCH372								A7	A8																			(3,0)
	Digital Modelling	(3)	ARCH352		A1											B4															(2,2)

YEAR III	Design Studio V	(6)	ARCH431									B1	B2		B4																	(2,6)
	Materials & Method of Construction	(3)	ARCH421															B7	B8													(2,2)
	Climate & Energy	(3)	ARCH422														B6			B9												(2,2)
	Landscape Architecture	(2)	ARCH463							A8																						(2,0)
	Design Studio VI	(6)	ARCH432									B1	B2	B3																		(2,6)
	Building Technology	(3)	ARCH423															B7	B8													(2,2)
	Building Services	(3)	ARCH424														B6			B9												(2,2)
	Structural Design	(3)	ARCH411													B5																(3,0)
	Construction Document	(4)	ARCH481												B4													D1					(1,4)
YEAR IV	Design Studio VII	(6)	ARCH531																			C1	C2	C3								(2,6)
	Urban Planning I	(3)	ARCH541							A7	A8																					(3,0)
	Professional Practice I	(3)	ARCH581																											D4	D5	(3,0)
	Design Studio VIII	(6)	ARCH532						A6													C1										(2,6)
	Contemporary Trends	(2)	ARCH461							A7																						(2,0)
	Advanced Building Systems	(3)	ARCH511													B5		B7	B8													(2,2)
	Topic in Regional Architecture	(3)	*						A6	A7	A8																					(3,0)
	Professional Practice II	(3)	ARCH582																		B10						D2	D3				(3,0)
	Internship I	(4)	ARCH501											B3	B4															D5	(0,250)	
YEAR V	Internship II	(4)	ARCH502											B3	B4															D5	(0,250)	
	Final Project Research	(3)	ARCH631																			C1										(1,3)
	Final Project	(6)	ARCH632																				C2	C3								(2,6)

Introductory Developed Advanced (Assessed)

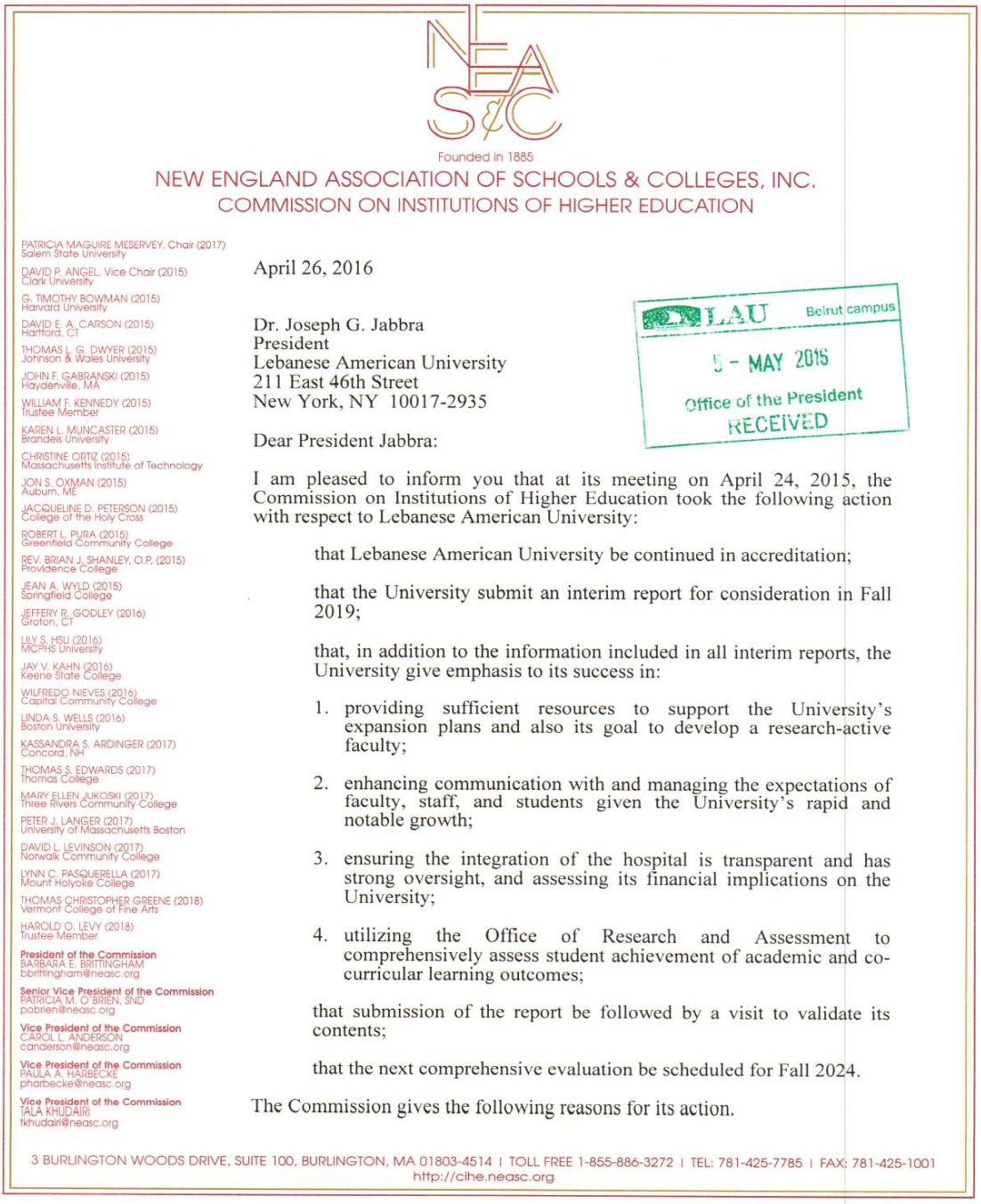
*

Regional Architecture	(3)	ARCH441
Modern Architecture in Lebanon	(3)	ARCH442
Architecture in the Midle East	(3)	ARCH443

II.2.1 Institutional Accreditation

The Lebanese American University is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education since November 11, 2009. The accreditation is renewed after the fifth year of initial accreditation and every 10 years thereafter, based on compliance with the accreditation standards.

In 2014, LAU underwent a comprehensive evaluation and was re-accredited for a ten-year period.



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

April 26, 2016

LAU Beirut campus
5 - MAY 2016
Office of the President
RECEIVED

Dr. Joseph G. Jabbra
President
Lebanese American University
211 East 46th Street
New York, NY 10017-2935

Dear President Jabbra:

I am pleased to inform you that at its meeting on April 24, 2015, the Commission on Institutions of Higher Education took the following action with respect to Lebanese American University:

that Lebanese American University be continued in accreditation;

that the University submit an interim report for consideration in Fall 2019;

that, in addition to the information included in all interim reports, the University give emphasis to its success in:

1. providing sufficient resources to support the University's expansion plans and also its goal to develop a research-active faculty;
2. enhancing communication with and managing the expectations of faculty, staff, and students given the University's rapid and notable growth;
3. ensuring the integration of the hospital is transparent and has strong oversight, and assessing its financial implications on the University;
4. utilizing the Office of Research and Assessment to comprehensively assess student achievement of academic and co-curricular learning outcomes;

that submission of the report be followed by a visit to validate its contents;

that the next comprehensive evaluation be scheduled for Fall 2024.

The Commission gives the following reasons for its action.

3 BURLINGTON WOODS DRIVE, SUITE 100, BURLINGTON, MA 01803-4514 | TOLL FREE 1-855-886-3272 | TEL: 781-425-7785 | FAX: 781-425-1001
http://cihe.neasc.org

II.2.2 Professional Degrees & Curriculum

The architecture curriculum leads to the first Professional Degree of Bachelor of Architecture [B. Arch./ 169 credits]. This degree allows the students to practice the architecture profession in Lebanon and the region, as well as in Europe. It also gives the LAU graduates the necessary preparation to pursue graduate studies in Architecture, Urban Design, Urban Planning, Landscape Design, Construction Management or other related fields. Several graduates of LAU have already moved on to gain a masters degree in architecture or related fields at world renowned schools such as Harvard, Yale, Princeton, Penn, and Columbia University.

The Architecture curriculum is composed of three main components:

A. Liberal Art Curriculum (LAC) [General Studies] – 18 credits are required for architecture students. http://www.lau.edu.lb/academics/programs/lac/

B. Major core requirements [Required Professional Studies] – 138 credits

C. Professional Electives [Optional Studies] – 12 credits

D. University Requirement [Physical Education] – 1 credit

For more info check: http://sard.lau.edu.lb/programs/barch/

General Education Credit Calculations:

Applying From	Credits acquired at LAU	Lebanese Baccalaureate [Transferred]	LAC	Total
Freshmen Science	30		18	48
GS or LS Bacc.		24 - 30	18	48
LH or ES Bacc.		24 - 30	18	48

Minors:

Students may select to choose a concentration of electives and required courses that form an additional 'Minor' [18 cr] which adds an additional layer of focus to their major. Currently there are 2 minors: Islamic Art &Architecture and Digital Media.

Minor in Islamic Art, Architecture: http://sard.lau.edu.lb/programs/minor-iaad/

Minor in Digital Media: http://sard.lau.edu.lb/programs/minor-digital-media/

Programs offered in the Department of Architecture and Interior design:

- B.F.A. in Interior Architecture

Minimum number of semester credits hours: 169 credits

List of off campus programs:

At the LAU campus in Beirut, the first three years of the program are offered.
http://sard.lau.edu.lb/files/lau-beirut-branch-campus-questionnaire-2017.pdf

Yearly Course Distribution:

	Fall Term		Spring Term		Summer Term	
Foundation Year	Design Studio I-A	3	Design Studio II	6	Architectural Drawings	3
	Design Studio I-B	3	Digital Media	3	LAC Core	3
	Design Culture	3	Photography for Foundation	3		
	Shop Technique	1	*LAC Core*	3		
	Drawing for Foundation	3	PED – Physical Education	1		
	Credits	13		16		6
Second Year	Design Studio III	6	Design Studio IV	6	Digital Modelling	3
	Structural Concepts	3	Digital Drawings	3	Professional Elective	3
	Hist. of Architecture I	3	Hist. of Architecture II	3		
	Theory I	2	Theory II	2		
	LAC Core	3	LAC Electives	3		
	Credits	17		17		6
Third Year	Design Studio V	6	Design Studio VI	6	Professional Electives	3
	Materials & Methods of Constr.	3	Building Technology	3	Construction Documents	4
	Climate & Energy	3	Building Services	3		
	Landscape Architecture	2	Structural Design	3		
	LAC Electives	3				
	Credits	17		15		7
Fourth Year	Design Studio VII	6	Design Studio VIII	6	Internship I	4
	Urban Planning I	3	Contemporary Trends	2	Professional Practice II	3
	Professional Practice I	3	Advanced Building Systems	3		
	LAC Electives	3	Topic in Regional Architecture	3		
			Professional Electives	3		
	Credits	15		17		7
Fifth Year	Internship II	4	Final Project	6		
	Final Project Research	3	Professional Electives	3		
	Credits	7		9		

	Lebanese Baccalaureate 30 credits [obtained prior to joining the Architecture Program]
	Liberal Art Curriculum 18 credits – 10.65%
	Design Courses 57 credits – 33.73%
	History & Theory Courses 23 credits – 13.61%
	Technical & Computer Graphics Courses 19 credits – 11.24%
	Building Systems & Technology Courses 21 credits – 12.42%
	Professional Courses 18 credits – 10.66%
	Professional Elective Courses 12 credits – 7.1%
	PED – Physical Education 1 credit – 0.59%

II.3 Evaluation of Preparatory Education

The Higher Education law in Lebanon requires successful completion of the Lebanese Baccalaureate or Freshman equivalency to be admitted into colleges and universities.

Pre-collegiate education in Lebanon is based on 12+1 years of education. The 12 years lead to Grade 12 in US system, and the additional year is the Baccalaureate specialization in one of the 4 fields: General Sciences [GS], Life Sciences [LS], Literature & Humanities [LH] and Economics & Sociology [ES]. This additional year in the Lebanese education system is equivalent to the freshman year in the USA system.

Students are eligible to apply to the Architecture Program at LAU upon completion of their freshmen science year [30cr.], or one of the four Lebanese Baccalaureate diplomas.

Students applying to architecture, design or fine arts are evaluated according to their High School records, the SAT tests, and their English proficiency. There are no 'design-specific' tests currently to evaluate students entering into architecture. Given the nature of the High-School education system outlined above [Scientific, Economic or Literary focus without any training or initiation courses in the arts] it is impossible to apply a portfolio review at this stage. Students applying for architecture are expected to have a minimum of 1080 on their SAT I (redesigned format) for Math and Evidence Based Reading/Writing while this minimum drops to 930 for applicants to Design majors.

Each of the General Sciences [GS] and Life Sciences [LS] baccalaureates are considered equivalent to LAU's freshmen sciences, with a minimum of 24 credits transferred up to 30 credits according to the SAT writing English level.

Lebanese Baccalaureate GS or LS transferred credits:

BIO100 General Biology	4cr
CHM101 General Chemistry	4cr
HST100 History	3cr
MTH101 Calculus I	3cr
MTH102 Calculus II	3cr
PHL101 Introduction to Philosophy	3cr
PHY111 Mechanics	4cr

Each of the Literature & Humanities [LH] and Economics & Sociology [ES] baccalaureates are considered equivalent to freshmen arts with a minimum of 24 credits transferred up to 30 credits according to the SAT writing English level.
Due to the missing Math and Physics background requirements in their baccalaureates, students will be required to take three remedial courses in math and physics through their first year at LAU.

Lebanese Baccalaureate LH or ES transferred credits:

ARA101 Arabic Essay Reading & Writing I	3cr.
ARA102 Arabic Essay Reading & Writing II	3cr
ECO100 General Economics	4cr
HST100 History	3cr
PHL101 Introduction to Philosophy	3cr
PHY101 Introduction to Physical Science	4cr
SOC100 Social Studies	4cr

Students who complete their Freshman Year [or equivalent Baccalaureate] and who are admitted to the program upon meeting the requirements for SAT, begin with the common Foundation Year.

More information regarding the SArD Admission is available on the below link:
http://sard.lau.edu.lb/admissions/new-students.php

II.4 Public Information

II.4.1. Statement on NAAB-Accredited Degrees:
http://sard.lau.edu.lb/programs/barch/

II.4.2. Access to NAAB Conditions and Procedures
http://sard.lau.edu.lb/about/naab-accreditation-reports.php

II.4.3. Access to Career Development Information:
http://sard.lau.edu.lb/student-resources/career-development-information.php

II.4.4. Public Access to APRs and VTRs
http://sard.lau.edu.lb/about/naab-accreditation-reports.php

II.4.5. ARE Pass Rates
http://www.ncarb.org/ARE/ARE-Pass-Rates.aspx

II.4.6. Admissions and Advising
http://sard.lau.edu.lb/admissions/new-students.php

II.4.7. Student Financial Information
http://www.lau.edu.lb/fees/2016-2017/

III.1.1 Annual Statistical Reports

This is to confirm that all data submitted to the NAAB through the Annual Report Submission system since last visit in October 2015 is accurate.

LAU
الجامعة اللبنانية الأميركية
Lebanese American University

Chartered in the State of New York

May 30, 2017

To Whom It May Concern,

This is to confirm that all the data provided by the Department of Institutional Research and Assessment (DIRA) at the Lebanese American University upon the request of the Architecture program in the School of Architecture and Design is official data used for reporting to the various entities to which LAU is accountable including National Architectural Accrediting Board (NAAB).

Sincerely,

Diane Nauffal, PhD
Executive Director, Institutional Research and Assessment

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III.1.2 Interim Progress Reports

Not Applicable.

Section 4. Supplemental Material

- Resumes of faculty teaching in the accredited program
  http://sard.lau.edu.lb/files/naab-barch-resumes-2017.pdf
- Faculty credentials matrices
  http://sard.lau.edu.lb/files/faculty-course-matrix.pdf
- Plans or images of physical resources assigned to the program
  Current: http://sard.lau.edu.lb/files/Plans-of-physical-resources-assigned-to-program-current.pdf
  Gezairi: http://sard.lau.edu.lb/files/Plans-of-physical-resources-assigned-to-program-Gezairi.pdf
- Course Descriptions
  http://sard.lau.edu.lb/files/2017-course-description-naab.pdf
- Studio Culture Policy
  http://sard.lau.edu.lb/files/SArD-Studio-Culture-Policy.pdf
  http://sard.lau.edu.lb/departments-institutes/aid/
- Self-Assessment Policies and Objectives
  See I.1.6 Assessment
- Policies on academic integrity for students
  http://sard.lau.edu.lb/files/SArD-Faculty-Guide-to-Plagiarism.pdf
  http://sard.lau.edu.lb/files/SArD-Student-Guide-to-Plagiarism.pdf
- Information resources policies including collection development
  See I.2.4 Information Resources
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students
  http://www.lau.edu.lb/about/governance-policies/policies/personnel_policy_faculty_section.pdf
  http://www.lau.edu.lb/about/governance-policies/policies/personnel_policy_staff_section.pdf
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements
  http://www.lau.edu.lb/about/governance-policies/policies/personnel_policy_faculty_section.pdf
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure
  Faculty Appointment: http://sard.lau.edu.lb/files/procedures-for-hiring-new-faculty.pdf
  Faculty Promotion & Tenure: http://sard.lau.edu.lb/files/sard-promotion-and-tenure-guidelines-2016.pdf
- Response to the Offsite Program Questionnaire (also called the Branch Campus Questionnaire)
  http://sard.lau.edu.lb/files/lau-beirut-branch-campus-questionnaire-2017.pdf
- The previous VTR (2015 Visit)
  http://sard.lau.edu.lb/files//naab-letter-and-visiting-team-report-for-continuation-of-candidacy.pdf
- Focused Evaluation materials (2015)
  N/A since LAU has not had a Focused Evaluation
- Copy of institutional accreditation letter
  See II.2.1 Institutional Accreditation p. 51
- Letter from institutional research regarding ARS data
  See III.1.1 Annual Statistical Reports p. 56