

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

**Architecture Program Report for 2019 NAAB Visit for Initial  
Accreditation**

**Bachelor of Architecture [Baccalaureate + 169 credits]**

**Year of the Previous Visit:** 2017

**Current Term of Accreditation:** Continuation of Candidacy

Submitted to: The National Architectural Accrediting Board

1 March 2019

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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 under Ottoman rule. The school was 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 part of the old city, in what became known as Ras-Beirut.

By 1950, AJCW was redefined as an institution of higher education and was renamed the Beirut College for Women (BCW). In 1955, BCW received its official charter from the Board of Regents of the State University of New York, 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.

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, recognized by the Lebanese Government. 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 the American liberal education, which are affirmed and reflected in LAU's mission, vision and values. This outlook has promoted the university to actively seek NEASC accreditation, first granted in May 2010 and subsequently renewed in 2014 for 10 years.

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 includes the programs in Architecture, Interior Architecture, and related graduate programs. The Department of Art & Design includes 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 reinforced by the active exposure to international ideas through international studios and workshops, visiting faculty, and exchange of students. 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 Helsinki to Berlin, London, Paris, Milan, Barcelona, Mexico City and Tokyo, where they are exposed to contemporary architecture as well as introduced to leading international firms.

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 School participation in the activation of Louis Cardahi Foundation, which is an autonomous institution affiliated with the University, with one of our faculty members serving as its director, as well as a number of community projects, such as the Karm El Zeitoun urban renewal project, led by the Urban Planning Institute of the School.

In its turn, the two locations of the architecture program, in Beirut and Byblos, have offered multiple opportunities for students in design studios to use the sites of the Medieval city of Byblos, or the various districts of Beirut, as a ‘laboratory’ for their projects, in addition to other cities like Jounieh, Tripoli and

Batroun, all of which give students the opportunity of dealing with challenges of building within historic contexts, and an exposure to the concepts of morphology and typology and their role in the development of urban settlements. The location of the two campuses of the University close 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, and is gradually getting introduced within the various components of the program.

### 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 produced a complete Studio Culture policy, which incorporates the new student organizations such as the AIAS in the diffusion, maintenance and assessment of the Studio Culture. 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; and posted on the SARd website: <http://sard.lau.edu.lb/departments-institutes/aid/>

Studio Culture is not a static set of principles, but an evolving framework subject to continuous evolution. Like 'culture' in the broadest sense, it should also evolve naturally, without excluding some incentives. For this, the School formed a standing committee of faculty and students from all departments, per campus, to continually assess this component, and to propose new measures related to physical facilities, policies, and other factors that would enhance the students' feeling of 'ownership' of their studio and their school, and thus enhance the learning environment and the process of education. The committee is expected to meet at least once/term, and to submit a report by the end of each academic year.

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 website, 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](http://www.lau.edu.lb/about/governance-policies/policies/grievance_policy.pdf)

Student Grievance Procedures:

<http://students.lau.edu.lb/rules.php>

Student Code of Conduct:

[http://www.lau.edu.lb/about/governance-policies/policies/student\\_code\\_of\\_conduct.pdf](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:** The international studios take place every summer, in different locations around the world. They are aimed at exposing students to contemporary architectural works, through site visits to major projects, architectural firms, and/or schools, supported by a preparatory series of lectures on the subject of study. Students are expected by the end of the study tour to submit a report or a paper on the topic of the visit.
- **International Workshops:** These workshops can be organized either abroad at a host school, or at home by a visiting critic. Examples of recent workshops include a workshop on the Beirut River, a joint collaboration with Kent State University [February 2019], and a forthcoming one, also with Kent State, in New York City [May 2019].
- **Extra-curricular Activities:** The School was actively involved, through one of its faculty, in the organization of the first ever participation of Lebanon in the Venice Biennale. In addition, the School funded the publication catalog documenting the Lebanese exhibition.
- **Student Competitions:**
  - **Spring 2018:** The projects of Design X students Anthony Bassil (supervised by Dr. Maroun El-Daccache), Marilynn Haddad (supervised by Mr. David Aouad), and Caline Geara (supervised by Mr. Elie Harfouche) were selected to participate in the Chadirji Student Thesis Award at the Order of Architects and Engineers in Lebanon.
  - **Fall 2018:** The students of Design Studio VII (supervised by Mr. Hicham Bou Akl) were involved in Think Housing: The First Competition for Housing Alternatives in Beirut.
  - **Spring 2018:** Awarded Project Design X, tamayouz international graduation projects award 2018. Honourable Mention: Jirair Maghakian (supervised by Mr. Marwan Zouein) from the Lebanese American University, Beirut, Lebanon for his graduation project, "Archaeologist's Station".
- **Community Projects:**
  - **Spring 2018** - Design Studio VIII Community Project (supervised by Dr. Rachid Chamoun): Envisioning the Lebanese Transportation System and Advocating for the Restoration of the Lebanese Railway.
  - **March 2019** - four volunteer students of Design Studio X (supervised by Mr. David Aouad) will participate in a workshop organized by the Municipality of Hasroun along with the Urban Institute of the University of Marseilles.

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.

In addition, in Spring 2018, the dean initiated the School Keynote Lecture series, which features a prominent architect/designer/educator/artist to give the keynote at the beginning of each term. The Spring 2018 keynote was given by Prof. Antoine Picon, the Fall 2018 keynote by artist Maja Petric, and the Spring 2019 keynote by Prof. Mario Carpo.

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/2017-2019-DAID-activities.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 2018	Male		Female	
	Headcount	Percentage	Headcount	Percentage
Bachelor of Architecture	139	36%	248	64%
School of Architecture and Design	208	26%	590	74%
LAU	3939	48%	4210	52%

For more on the Institutional policies regarding Employment Equal Opportunity and Student Admissions see: [https://www.lau.edu.lb/about/policies/harassment\\_policy.pdf](https://www.lau.edu.lb/about/policies/harassment_policy.pdf) and <https://www.lau.edu.lb/apply/admission/>

The University is committed to inclusion and diversity in its student recruitment and hiring of faculty and staff. Discrimination of any kind is not tolerated as clearly stated in *Codes of Conduct and Ethics* and other university policies and procedures.

LAU Code of Ethics: [http://www.lau.edu.lb/about/governance-policies/policies/code\\_of\\_ethics.pdf](http://www.lau.edu.lb/about/governance-policies/policies/code_of_ethics.pdf)

Student Code of Conduct: [http://www.lau.edu.lb/about/governance-policies/policies/student\\_code\\_of\\_conduct.pdf](http://www.lau.edu.lb/about/governance-policies/policies/student_code_of_conduct.pdf)

The University has two campuses in Lebanon, one urban in the heart of the capital Beirut; the other suburban, north of the capital. The establishment of the Byblos campus in 1992 was meant to respond to the needs of the population living north of Beirut. Students on both campuses are recruited from all over Lebanon, from public and private schools, and across the MENA region. Many of them are supported through scholarships specifically geared towards needy students in rural areas and/or conflict regions from the Middle East, including Syria, Yemen, Bahrain, Gaza, West Bank and Libya.

Gender equity has always been a priority, especially that the University started off as BCW, Beirut College for Women, in the 19th century. Currently over 52% of our students are female and close to 18% have a non-Lebanese passport. Every effort is made on our campuses to promote diversity and inclusion, including hiring more female in the athletics division, providing safe platforms for student governance and elections, offering debate clubs and initiatives regarding sectarian and political differences, sexuality and gender issues, migrant workers and class differences across Lebanon and the region. LAU also requires all students to take LAC (Liberal Arts Curriculum) courses which, in part, add exposure to issues of equity, inclusion and diversity within healthy societies. LAU also hired a Title IX Coordinator, Dr. Jennifer Skulte-Ouaiss, to help ensure inclusion and non-discrimination at all levels.

The School of Architecture & Design is well balanced in terms of diversity, relative to the institution as a whole. As explained previously, diversity here translates into admission and representation of all religious sects in society, and a well-balanced student gender population [52% female – 48% male].

The gender gap between male and female faculty was of major concern during the first NAAB team visit, and significant steps have been taken to bridge this gap. This gap is still there in the overall full-time faculty count, however, if we look at the overall numbers including Adjunct and Part Time faculty, then the gap is significantly reduced (more than 40% of faculty teaching in the architecture program are female).

The School has developed a plan to monitor the recruitment of new faculty, keeping in mind the necessary balance between male/female. The objective of balancing full time faculty distribution in gender terms is one of the objectives of the program Long-range Planning.

As for diversity, the university as a whole prides itself as being one of the few non-confessional institutions of higher education. In this context, diversity is largely interpreted as the balance of faculty, students, and staff drawn from the variety of confessional backgrounds present within the country.

#### **I.1.4 Defining Perspectives**

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

The architecture program at LAU was based on the university values of liberal education, which stresses the importance of having a comprehensive background that extends beyond narrow disciplinary confines, 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, and involvement in 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 perspective of 'collaboration and leadership'. 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.

In terms of 'professional leadership', the new curriculum introduced two Professional Practice courses that address leadership and organization skills specific to the architectural profession.

At the university level, and as stated in its mission, the Lebanese American University is committed to the formation of leaders in a diverse world. Hence, the university has developed several programs to integrate civic engagement with the extra-curricular activities of LAU students and to encourage students to broaden their horizons both within and outside Lebanon.

One of the major initiatives at the University level, in which several Architecture students were involved, is the Model UN program, which has even taken groups of students to the United Nations in New York, where they are engaged in 'simulated' experiences with students from around the world.

<http://students.lau.edu.lb/student-engagement/>

At the School level, the school administration has taken an active role in promoting student activities, in which they can be initiated into leadership roles, among which figures prominently the establishment of an AIAS Student Chapter. The LAU chapter of AIAS was established in February, 2016. Consequently, students were invited to enroll in the chapter, and then held their first elections in March. They have been running the Chapter independently since.

As an example of the extra-curricular activities that the School is regularly engaging its students in, the below is a representative sample:

- In Fall 2018, students of Urban Planning I (supervised by Ms. Juliana Najm) exposed their work related to the XII International Dialogue on the Phoenicians' Route 2019 at the Municipality of Jounieh.
- The Final Project of Caline Geara (supervised by Mr. Elie Harfouche) was awarded an honorable mention at the Chadirji Award at the Order of Architects and Engineers in Lebanon.
- In Summer 2018, a team of students (supervised by Mr. Antoine Lahoud) participated in an Urban Design Furniture Workshop organized by the Austrian Embassy in Lebanon in collaboration with Douaihy Pour Le Bois and Egger Wood. Two students won awards for best furniture design.

The architecture program at LAU was designed to strike a balance between the necessity of assessing students' work and professional competence on an individual basis, as required by NAAB and by governmental and university requirements, and the increasing importance of valuing collective work, and demystifying the concept of the 'star architect', especially at a time when the profession requires the involvement of multiple experts.

On this account, it is important to note that this balance between several design studios where team work is encouraged [Foundation Year studios, Design VIII, and Final Project Research] and those where projects are worked upon individually with no explicit collaboration was intentionally incorporated into the curriculum. There are also 'informal' ways that the program encourages team work, through participation in extra-curricular activities and workshops, where team work is essential, and the development of leadership skills naturally and intuitively takes place. The initiatives at the University level, mentioned above, also have an indirect effect on students, who benefit largely from such collaborative activities as the Model UN, where architecture students are specifically noticed and appreciated for their communicative and interactive skills, their outreach and effective leadership.

The School has also maintained an active presence on the local and regional scene, through regular participation in many competitions and activities, such as the Jaderji Prize, Omrania, and other student competitions, as well as the participation of its faculty on major awards and competitions such as the Arab Architects Awards, Tripoli Fair competition, etc., where students are naturally drawn to attend these important events, and witness firsthand the importance of intellectual exchange, leadership, communication and presentation skills.

In terms of future planning, the School intends to follow up by assessing the impact of both such activities and the program curriculum on the development of leadership skills, as well as tracking graduates' development post-graduation, through comprehensive surveys that give us information on their career path, their current positions, and how effective their education had been in reaching leadership positions.

## 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. In the previous VTR, a certain weakness in 'technical' aspects was mentioned, which was addressed in the curriculum and in the modes of delivery of technical courses.

The curriculum at LAU is designed to offer a comprehensive design education, building upon the **conceptual/theoretical** framework of design studios in the Foundation year, proceeding to problems of small to medium scale in the second year, and maturing to more **realistic projects** at the 3<sup>rd</sup> and 4<sup>th</sup> year levels, culminating with the **personal synthesis** of the final project in their 5<sup>th</sup> year. In a nutshell, this is the curricular philosophy of the program, which has proven through multiple refinements its ability to adapt to new educational challenges. The courses in the core program offer support to the core design studios, in terms of historic and theoretical knowledge, technical skills, and professional knowledge. In this process, students are gradually trained to deal with complexity, leading to the comprehensive studio in Design VII, and then the final project, where a comprehensive synthesis of all aspects of a design problem, encompassing the conceptual, theoretical, and technical, is expected. The Comprehensive Studio, which takes place in the Fall term of the 4<sup>th</sup> year, was redefined after the initiation of the NAAB accreditation, to respond to the criteria as set by NAAB.

The complete program revision undertaken after the NAAB team visit in 2015, which produced a new B.Arch curriculum, was gradually implemented as of Fall 2016, with the objective of meeting all these aspects and fulfilling any lacunas in the overall composition of the program. It was a major step forward in this direction.

Again, the core of the program revolves around the design studios (AD I to ADX), supported by technical presentation courses (Drawing, Architectural drawing, Digital Media, Digital drawing, Digital Modeling), History & Theory (Design Culture, Theory I & II, Contemporary Trends, History of Architecture I & II, Topics in Regional Architecture, Landscape Architecture, Urban Planning I & II) and Technology courses (Structural concepts, Material & Methods of Construction, Climate & Energy, Building Technology, Building Services).

Curricular Activities include field visits to the sites to be studied and intensive workshops where needed on specific topics.

Another important curricular activity is the **International Studio**, which is an elective taken by the majority of students during the summer term. This course involves a study abroad, covering the specific works of the classical or modern architecture, supported by a preparatory series of lectures/presentations on the subject of study. Students are required to study, analyze and document specific works including their relationship to the urban context, which are later reproduced in a dedicated exhibition.

Among the co-curricular activities are regular exhibitions meant to engage students, featuring their work and participating in exhibitions and workshops.

The international studio combines cycles of curricular and co-curricular activities as research and exhibition preparations both precede and succeed the study trip. The tripartite composition of research, study trip and exhibition complement each other in ways that students are introduced to planning, implementation and communication both in group and individual formats. Most importantly and most relevant to architecture, students break the barrier between representation of buildings and the physical buildings themselves through a phenomenological experience that is then shared through comprehensive or thematic exhibitions.

Co-curricular activities also include participating in competitions and other community related design projects. Examples were mentioned under Perspective A – Collaboration and Leadership.

In addition to the activities mentioned above, the Department of Architecture & Design produces on a yearly basis a catalog of the final year students' projects. The last 3 catalogs are posted on the Bachelor of Architecture page on the SARd website: <http://sard.lau.edu.lb/programs/barch/index.php>

### C. Professional Opportunity

The graduates of the LAU program, as well as graduates from other major universities, are eligible to enroll upon graduation in the Order of Engineers & Architects, which translates into the right to practice as architects. Joining the "Order" is a normative process for all graduates from locally accredited programs since no internship nor examination are required under current laws. This turns fresh graduates with little experience into professionals with authority to approve projects of certain scale.

The program addressed this perspective by giving due attention to the 'Practice/Internship' component of the program, and aligning it with US practices. Key courses on professional practice were introduced since Fall 2015 into the curriculum, addressing the IDP component, and exposing students to the requirements of professional registration in the United States.

With the new curriculum taking full effect in Fall 2017, the original Professional Practice elective course was split into two core courses: Professional Practice I (Pro Prac I) covering zoning and code issues, and Professional Practice II (Pro Prac II) focusing on the practice and project management.

In Pro Prac I, students are asked to visit governmental Urban Planning Departments and retrieve the Zoning Certificates of a given plot(s), which would put them in direct contact with government and zoning officials. The first part of the zoning exercise simulates a real life process of applying for a special use permit based on alleviating constraints versus providing community benefits, inviting the public for a hearing, and appealing decisions based on feasibility studies where needed. The second part puts the students in the role of assessing an urban plan with respect to zoning, proposing suitable urban design features, and finally iterate them as zoning ordinances. The rest of the course trains students for a review of a building for compliance with egress, fire safety, accessibility, and sustainability under the IBC Code, NFPA, ADA, and LEED respectively and for generating the related reports.

Pro Prac II exposes the students to the practical aspects of the profession and the basics of project management, as per the Architect AIA Handbook for Professional Practice. The professional part covers the code of ethics and the legal responsibility of the architect. As for the practice part, it is based on a team-work to develop a portfolio based on specialized or diversified consultancy, with the possibility of

choosing both, after learning the advantages and disadvantages of each. A legal structure of practice is then selected after researching the different layers of liability and the financial requirements for starting, running, and maintaining an efficient operation are worked out. The Project Management part covers project design, development and documentation delivery from establishing consultancy fees based on construction cost estimation and lifecycle cost analysis, to writing contracts, preparing time schedules, and controlling design fee budgets for profitable performance. It also touches on the different construction delivery methods and the role of the architect in different setups, which benefits the students who may either get a training or choose to practice on the contracting side.

A Career and Internship Fair is also held at the university level, usually during the spring semester, where students interact with professionals from consultancy, contracting, and construction materials manufacturing and supply companies, with enough knowledge to select the internship opportunity that suits their future practice goals at most, based on availability.

Prior to the summer internship, seminars/workshops are held in presence of potential employers. During these seminars, students are introduced to the path to licensure and its main requirements, i.e. NAAB accredited education/degree, Architectural Experience Program (AXP), Architectural Registration Examination (ARE), and NCARB Certification. The workshop aims at exposing the attendees to the Internship Reporting Form, which simulates the AXP process by adopting the 6 Experience Areas. It also initiates the students to the tools for tracking, logging, and submitting the work hours and the related Internship Experience Report as well as the evaluation procedures.

Most of the internship employers recommended by the School have adopted international norms within their practice. Students' feedback revealed their ease of adaptation to the work atmosphere, given the exposure they received in the professional practice courses. This has given the incentive to several students to register for an official AXP record and start recording their hours on the path toward US Licensure. This is not to mention the testimonies of the graduates who have actually moved to work in the USA.

As it normally fulfills the requirements for registration at the local Order and the regional work market, the program continues to improve on preparing the students to excel and pursue international opportunities and licensure if and when they decide to, with a solid academic and training background. In order to stay abreast of international and specifically US practices as far as professional practice and AXP program, a school representative has been attending the NCARB Licensing Advisors Summits on a regular basis. Also, efforts are being made to connect the internship program with international companies that would give more exposure to our emerging young professionals.

#### 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 expose students more and more to this crucial and urgent challenge.

The revised architecture curriculum gives attention to the preservation of the environment, and the sustainability of natural resources. The program faculty has decided to introduce stewardship of the environment in design studios at different levels.

In addition, several courses were introduced to develop students' awareness of this important dimension:

- **“Climate and Energy”** (ARCH422): investigates issues of climate and energy and their ramification in architecture, exploring the notion of thermal comfort and the necessary integration in the design decision of environmental parameters such as the sun, wind, light, and water. Passive and active solutions are studied and analyzed using performance assessment tools, providing students with a comprehensive knowledge of sustainable design strategies.
- **“Building Services”** (ARCH424): introduces students to the basic physic principles and implications of environmental systems and building services. Methods of lighting and managing water are studied and designed, surveying different systems with their technical requirements and specifications.

Issues of energy conservation are put forward in an effort to identify environmentally sound alternatives.

Co-curricular activities addressing the stewardship of the environment vary from awareness campaigns to participation in workshops on the environment, in addition to participation in events promoting sustainable solutions in contemporary cities.

The importance of this perspective is gradually impacting the curriculum in a positive way. And while we do not claim to have reached yet the optimum point of integrating this component fully into the curriculum, there has been much progress since the last visit, which we hope would be demonstrated at the next visit, through the response of design strategies to environmental factors in specific design studios, especially at the senior level.

Within a growing culture of concern over the impact of climate change, especially on countries in the Middle East, and the impact this will have on already scarce resources, the School is committed to making this 'perspective' one of its key differentiators in the near future, by transforming the current 'Urban Design Institute' which is under the School, into an 'Institute of Environmental Studies and Research' that would act as a research arm to the program. This is one of the key strategic initiatives that the School dean will be working on over the next 4 years, raising the necessary funds to make this institute a center for research on environmental issues.

In line with the above, there are concrete plans to recruit faculty with an 'environmental agenda' over the next 4 years, to address more concretely this important dimension, and integrate it more fundamentally and creatively into specific design studios. These faculty would also be expected to contribute through their research in the development of the Institute of Environmental Studies and Research to play a role at both the national and regional levels.

#### 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 emphasized across the curriculum in various design studios, mainly in Design Studio VIII and theoretical courses, and is complemented by courses in urban planning (Urban Planning I & II), 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' is also incorporated within one of the two new courses on Professional Practice.

The lecture series, organized every Fall term, has also increasingly focused on the issues of responsible practice, by inviting architects who have been involved in such issues. Among the invited lecturers who came over the past 3 years, we can cite Yasser Tabbaa, Ammar Khammash, Philip Beesley, Toni Girones Saderra, David N. Fixler, Branko Kolarevic, Antoine Picon, Maurizio Scalzi, Antoine Khoury Harb, Samer Haddad, Johan Celsing, and Mohamad Hamouie.

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.

One major example of that is a Pilot Project for the district of Karem El-Zaytoun in Beirut, conducted in collaboration with the Municipality of Beirut (coordinator Maroun El-Daccache). The Pilot Project examined the urban and architectural conditions of the district of Karm Al Zeitoun proposing a series of specific interventions, following a detailed urban analysis. The objective of these interventions is to transform and create public spaces for community activities, and to reintegrate its urban structure as part of the city of Beirut.

The curricular activities of the Urban Planning courses are based on community projects and case studies that embody *Action Research Methodology*. This enables the students to have a direct contact with stakeholders (local authorities i.e. municipalities, decision makers, private investors, local government

and public institutions, NGOs etc...) as well as the community, giving them a sense of social responsibility.

Urban Planning I is a required course that all students have to take. It lays the foundation for understanding the basics of urban planning, at a local and international level. In addition, several students choose the electives mentioned, Urban Planning II or Regional Architecture, where the social impact of architecture, throughout history, is explored through case studies and team research.

In addition, the revised curriculum focused on Design Studio VIII to be oriented towards public engagement in line with our mission that “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”. This studio is offered occasionally with the participation of local authorities, public institutions and/or NGOs. This studio is special in that it promotes team work, as well as addresses issues of contemporary social and urban relevance.

As an example, in Spring 2019, several sites were selected for different sections of Design VIII. The Beirut River project challenged students to reconsider the river as a public infrastructure and to respond to the rapid urbanization along its banks, and project sustainable spatial expansion strategies. The Charles Helou Station studio examined the potential of introducing public housing within a large public infrastructure project, in a way to foment new forms of urban interaction in Beirut's highly disordered environment. The Tripoli International Fair project, envisioned the large exhibition space designed by Niemeyer in the 1970's and never completed, as a composition of public spaces by transforming them from an enclosed “hortus conclusus” into an open and inviting public park.

The program's aim is for community-based projects to become an essential means to raise awareness about critical urban issues, with an attempt to project a sustainable vision for the growth of the city. Based on this, senior students would be well prepared to explore significant topics for their Final Year Project that would have a social, environmental, and economic impact.



### 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.

During Fall 2018, the School Administrative Committee finalized its assessment of the 2012-2017 Strategic Plan and drafted its second Strategic Plan, which was approved and shared with the faculty. The School's second strategic plan (2018-2022) was also conceived in line with the University SPIII (2017-2022) <http://sard.lau.edu.lb/files/sard-strategic-plan-2018-2022.pdf>.

#### *Data & Information Sources*

The Curriculum Assessment Committee has established, in collaboration with the University Institution of Research & 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.

The School and University strategic plans rely on multiple components of the institution in their elaboration, among which IRA (Institutional Research and Assessment), external reviewers [such as the NAAB and NASAD teams], Alumni feedback and the Advisory Committee of the program.

Within the Department, the Chair is the custodian of the delivery of the program, according to the set standards. The Chair, in association and collaboration with the key components coordinators, regularly evaluates the 'student learning objectives', through student surveys, review of course files, and periodic assessment to determine the success or lack thereof in meeting those objectives.

#### *Role of Long Range Planning*

Long Range Planning for the architecture program has been to a great extent 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 in the final phases of renovation, which is due to be completed by the end of Fall 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:

	<b>Strategic Goal</b>	<b>Objectives</b>	<b>Status/Date of Implementation</b>
<b>A</b>	Student Performance Criteria & Self-Assessment	Develop a system to evaluate student performance and delivery of courses and institute a periodic self-assessment plan	On going – Procedures have been established and implementation is in progress.
<b>B</b>	Studio Culture	Develop a comprehensive policy for studio culture, in association with a students' representative group	Completed
<b>C</b>	Scholarship & Research	Foster the development of faculty research and increase funding opportunities> revise the School Research Policy	Completed
<b>D</b>	Facilities	Provide dedicated studio spaces by expanding existing facilities in Byblos, and adding new facilities in Beirut	Plans completed. Construction of Gezairi bldg. in progress. Upgrade of studios in Byblos in progress
<b>E</b>	Alumni	Improve relations with alumni and assign a faculty coordinator to follow up with them.	Completed – Coordinator for Alumni Liaison has been appointed
<b>F</b>	Student Chapters	Establish a student chapter for Architecture students to be integrated with national and international student organizations.	Completed – Coordinator for Student Liaison has been appointed. An AIAS student chapter has been established
<b>G</b>	Program Exposure	Improve the exposure of the program nationally, regionally and internationally through new website and new publications	Completed
<b>H</b>	Continuing Education	Develop a Masters of Science Program in Architecture as well as workshops for continuing education.	Completed. Awaiting MEHE and NY approval/ Expected Launch Date: Fall 2020
<b>I</b>	Internship & Outreach	Expose students to the US system of Internship [IDP] and reform the current internship system to be more effective.	Completed – An Architect Licensing Advisor has been appointed.
<b>J</b>	Advising	Improve the advising system across the school and university.	Completed by SDEM (Student Development and Enrollment Management)
<b>K</b>	Interdisciplinary Courses	Develop multidisciplinary/cross disciplinary courses between the Architecture program and other SArD programs	To start in Fall 2019 in compliance with the School Strategic Plan II
<b>L</b>	Sustainability courses	Develop advanced sustainability courses/workshops	To start in Fall 2019 in compliance with the School Strategic Plan II

### 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 redefined the previous Architecture Curriculum Assessment Committee [ACAC] and renamed it as Curriculum Assessment Committee [CAC] which mandate is to establish a regular assessment process, and to develop the program short term and long term self-assessment procedures.

After its assessment, and in order to meet the NAAB perspectives, the revised architecture curriculum, which started to be implemented in Fall 2016 implemented a series of changes to the program, namely by addressing its mission which states that “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 defined Design VII as a comprehensive studio with clear objectives, and revised Design Studio VIII to be directly oriented towards public engagement and community outreach. In addition, it added 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.

Curricular revisions take place periodically, and the CAC reviews the curriculum and proposes any modifications, based on the input of the various stakeholders, and considering the departmental meetings’ discussions, the advisory committee’s recommendations, students’ exit surveys, alumni surveys, and other indicators.

The program also maintains its commitment to follow a liberal art based education as mandated by the University Liberal Arts Curriculum (LAC).

The CAC conducted activities:

- Assessment Measures and Tools – As of Spring 2016 the program started to develop rubrics for its design courses as a measuring tool basis. Rubrics for Design Studio V, VI, VII (comprehensive studio), Final Project Reserch and Final Project Design Studio were developed and used. During Spring 2019 the program will develop all the other rubrics.
- Assessment Plan – The assessment plan was developed in September 2014 (Program Faculty Retreat) and is currently in the process of collecting data on the Design Studio VII the integrated design studio.
- The faculty also partially developed rubrics for the technology, systems and structure sequence of courses, in order to inquire on the strength and weaknesses of those courses.

#### 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 has been engaged in following up regularly on the process of students' assessment of courses, and coordinating other assessment protocols with the University Institutional Research Office and is the liaison with the Ministry of Education and Higher Education [MEHE] and New York State Education Department [NYSED].

The assessment officer sends out the surveys to students, and follows up on their implementation. The surveys include questions about the two different kinds of classes offered – studios and courses. The distribution of these surveys takes place at the end of each semester, and the results for each course and studio are shared with the respective instructor, as well as the department chair, and the school dean.

Below are samples of students' surveys:

In order to view the Course Evaluation of the Bachelor of Architecture, kindly click on the links below:

- Fall 2015
  - For the Fall 2015 – Courses – click [here](#)
  - For the Fall 2015 – Studios – click [here](#)
- Spring 2016
  - For the Spring 2016 – Courses – click [here](#)
  - For the Spring 2016 – Studios – click [here](#)
- Summer 2016
  - For the Summer 2016 – Courses – click [here](#)
  - For the Summer 2016 – Studios – click [here](#)
- Fall 2016
  - For the Fall 2016 – Courses – click [here](#)
  - For the Fall 2016 – Studios – click [here](#)
- Spring 2017
  - For the Spring 2017 – Courses – click [here](#)
  - For the Spring 2017 – Studios – click [here](#)
- Summer 2017
  - For the Summer 2017 – Courses – click [here](#)
  - For the Summer 2017 – Studios – click [here](#)
- Fall 2017
  - For the Fall 2017 – Courses and Studios – click [here](#)
- Spring 2018
  - For the Spring 2018 – Courses and Studios – click [here](#)
- Summer 2018
  - For the Summer 2018 – Courses and Studios – click [here](#)
- Fall 2018
  - For the Fall 2018 – Courses and Studios – click [here](#)

Moreover, the Institutional Research and Assessment Office at LAU publishes annually an exit survey, which is filled out by all graduating students across the University.

In order to view the results of the exit surveys for the graduates of the Bachelor of Architecture, kindly click on the links below:

- Academic Year 2015/16 – click [here](#)
- Academic Year 2016/17 – click [here](#)
- Academic Year 2017/18 – click [here](#)

#### Final Year Faculty Committee

Considering Design Studio X as the cumulative course (cap project) for the architecture program where the Program Learning Outcomes [PLO] are best assessed at the advanced level, the program established

a coordinator for Design Studio 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 were appointed to deal with alumni and students, respectively.

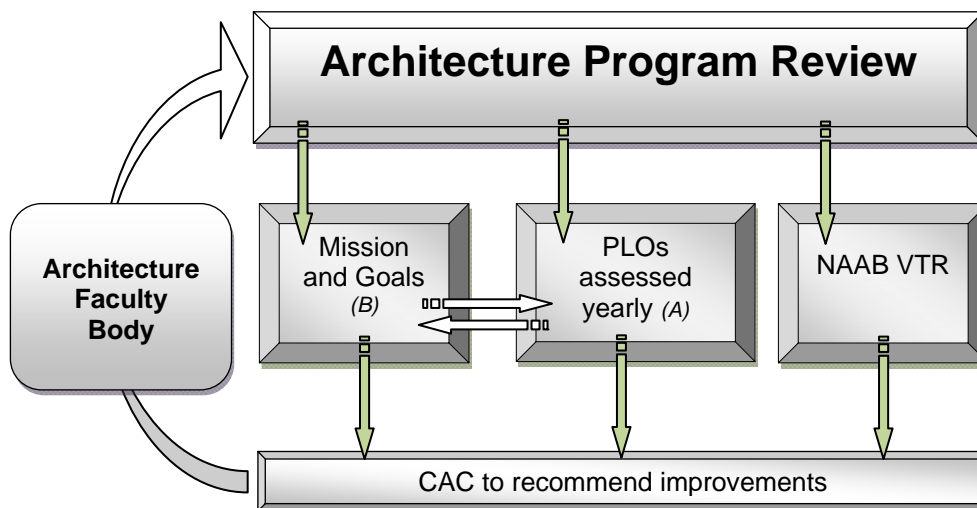
The AASC has developed a table of tasks based on its accreditation consultant remarks and recommendations.

### B. Curricular Assessment and Development

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

#### Architecture Program Assessment Plan (2019-2021)

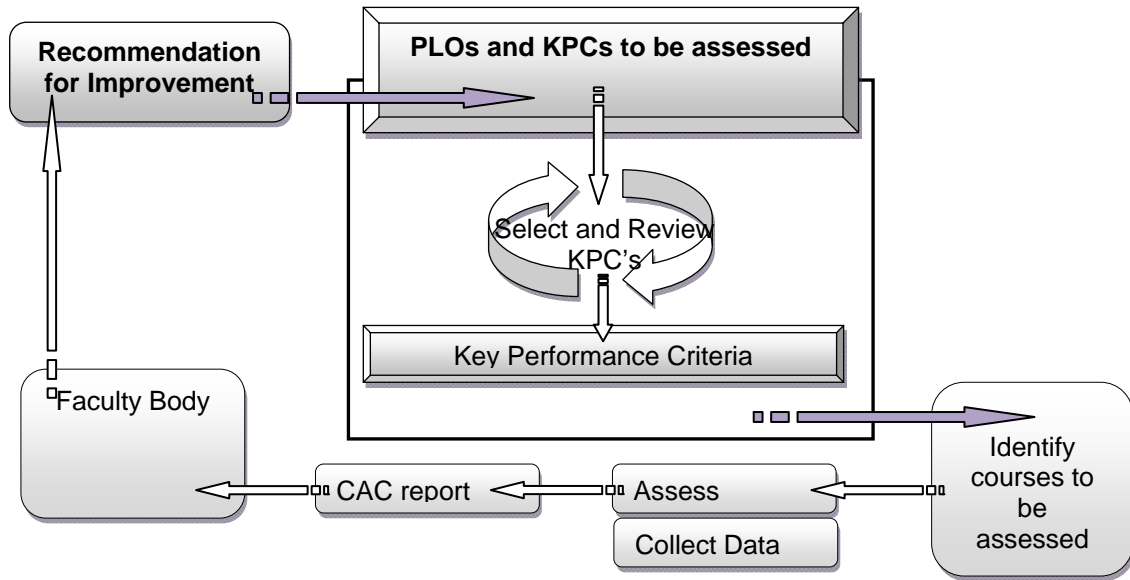
As the new Architecture program is midway through its application (years 1 to 3 have been offered), an internal Program review is in process by the Curriculum Assessment Committee [CAC] to follow on the NAAB candidacy visit recommendations.



#### Yearly process:

The assessment plan is the responsibility of the Architecture Program faculty. Faculty will then report all collected information to the CAC who in turn will finalize a common compiled report to be presented to the Architecture Program Faculty. It would be for the faculty to review and suggest any changes to the SLO.

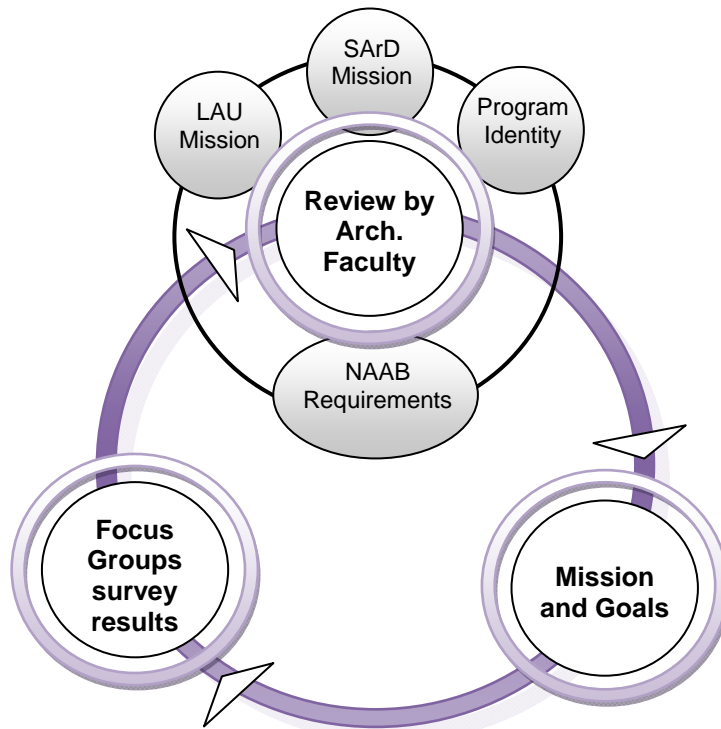
The AY 2018-19 architecture program assessment plan has been designed to cover the second year Design Studios III & IV. The CAC will call for a meeting in March 2019. All faculty concerned in teaching Design Studios III and IV will be invited to assess the course SLO's and their mapping to the Program Learning Outcomes [PLO]. The results of this meeting will be presented during the NAAB Visit in October 2019.



*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. In April 2019, a selected group of alumni will be invited to assess The Architecture Program Mission and Goals. The results of this meeting will be presented during the NAAB Visit in October 2019.



Yearly Assessment Calendar:

SEPTEMBER	_____	{ Assessment meeting for specific SLO [CAC] }
OCTOBER	_____	{ Architecture Program Advisory Committee [Yearly meeting] }
NOVEMBER	_____	{ Architecture Report due to NAAB }
DECEMBER	_____	{ Assessment: Final juries, exams and student course }
JANUARY		
FEBRUARY		
MARCH	_____	{ Invite assessment and accreditation consultant and report }
		{ Assessment meeting for specific SLO evidence [CAC] }
APRIL	_____	{ Assessment meeting for Program mission and goals }
MAY	_____	{ Assessment: Final juries, exams and student course }
JUNE	_____	{ Produce a summary of the previous year data count – Faculty retreat for evaluating and assessing the primary outputs of the curriculum }
JULY		
AUGUST	_____	{ Assessment: Section coordination workshops }

## Section 2. Progress since the Previous Visit

### Program Response to Conditions Not Met

#### I.2.2 Physical Resources: In Progress

Visiting Team Report [2017]: Physical resources that support the pedagogical approach to the B. Arch. program at LAU exist within the School of Architecture and Design (SArD) and exist on both the Beirut and Byblos campus. In both cases auditoriums, labs, and libraries are shared with other academic entities. Each campus is expected to house half of the student population.

Beirut Campus: According to LAU's master plan, the School of Architecture and Design Beirut facilities will all be grouped in one building: 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 summer 2019.

Byblos Campus: At the time of the visit the SArD has been allocated additional space on the 6th floor in the Zakhem Engineering Hall. Renovation is underway and is expected to be completed by summer 2018. 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 its commitments to improving the architecture program and other programs in the school. In addition, a new campus library is being constructed on campus that will house study areas and collaborative work space. This facility is scheduled to open spring 2018.

*Program Activities in Response [2017 – 2019]:* The facilities expansion is all in progress according to the projections above, with several milestones completed to date.

Beirut Campus: the Gezairi Building is now in final stages of restoration, with some delays due to unexpected works on structure that were not initially expected. The building will be renovated and ready for use by December 2019 at the latest, so the realistic move-in date will be January 20, 2020, in time for the Spring 2020 term. The building will feature state of the art facilities, and will be according to international norms regarding safety, building codes, and accessibility.

Byblos Campus: the new Library building was completed in time, and became operational as of Fall 2019. The new studios in the Zakhem Engineering Hall allowed us to expand and to offer dedicated studios in Byblos to the architecture students. In addition, a new space is being now dedicated in the basement level, to allow for the expansion of the Shop labs, and for dedicated space for a state of the art Fabrication Lab.

#### 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 School Academic Council on March 18, 2016, the University Curriculum Council on May 17, 2016 and by the Council of Deans on October 20, 2016.

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

#### B. 3. Codes and Regulations: Not met

Visiting Team Report [2017]: One exercise in Professional Practice I Arch 581 addressed some aspects of code and life safety, and Studio VI Arch 432 also begins to show a very basic level of understanding within the work. However, evidence of ability to incorporate code or life safety requirements, or the inclusion of any accessibility solutions is not evident.

*Program Activities in Response [2017 – 2019]:* The course **Design Studio VI** was assessed and re-designed to cover B.3 Codes and Regulations, and it was offered in the Spring 2019 semester.



B. 6. Environmental Systems: Not met

Visiting Team Report [2017]: Arch 424 Building Services included assignments for architectural acoustics, artificial lighting design, and energy management-sizing photovoltaic system. Several design studios demonstrated achievement of passive heating and cooling strategies. The team did not find evidence involving active indoor heating and cooling, and indoor air quality.

*Program Activities in Response [2017 – 2019]:* The courses **Climate & Energy and Building Services** were introduced in Fall 2018 and Spring 2019 respectively in order to respond to SPC B.6 Environmental Systems.

B. 7. Building Envelope Systems and Assemblies: Not met

Visiting Team Report [2017]: While building envelope systems and assemblies are documented in student work relative to fundamental performance and aesthetics in Arch 421 Materials and Methods of Construction, Arch422 Climate and Energy, Arch423 Building Technology, and Arch424 Building Services, evidence could not be found relative to moisture transfer, durability, and energy and material resources.

*Program Activities in Response [2017 – 2019]:* The course **Materials and Methods of Construction**, which was offered for the first time in Fall 2018, and the **Building Technology** courses which were offered in Spring 2019, now address the requirements of SPC B.7 Building Envelope Systems and Assemblies and B.8 Building Material and Assemblies.

**The Advanced Building Systems** course is to be offered in Spring 2020 and will also address the requirement of SPC B.7 Building Envelope Systems and Assemblies and B.8 Building Material and Assemblies.

B. 8. Building Material and Assemblies: Not yet met

Visiting Team Report [2017]: This criterion remains not yet met. The revised and new courses ARCH 511 Advanced Building Systems, ARCH 421 Materials and Method of Construction, and ARCH 423 Building Technology will address each of the individual portions that make up this criterion, including environmental impact and reuse, but has not yet been taught in full. These courses are planned to be offered in spring and fall 2018.

*Program Activities in Response [2017 – 2019]:* The course **Materials and Methods of Construction**, which was offered for the first time in Fall 2018, and the **Building Technology** courses which were offered in Spring 2019, address the requirements of SPC B.7 Building Envelope Systems and Assemblies and B.8 Building Material and Assemblies.

**The Advanced Building Systems** course is to be offered in Spring 2020 and will also address the requirement of SPC B.7 Building Envelope Systems and Assemblies and B.8 Building Material and Assemblies.

B. 10. Financial Consideration: Not met

Visiting Team Report [2017]: Though the ARCH 581 Professional Practice I course syllabus indicates this criterion is being addressed, the student work provided did not address life-cycle cost.

*Program Activities in Response [2017 – 2019]:* The course **Professional Practice II** was assessed and re-designed to cover B.10 Financial Consideration.

C. 2. Integrated Evaluations and Decision-Making: Not met

Visiting Team Report [2017]: The program has recently adjusted its curriculum to more fully address integrated architectural Solutions. As identified in the program's APR, the alignment of the building systems and technology sequence with the design studios during the third year of the curriculum begins to set the framework for how to properly address this criterion. Additional effort and energy is required to fully integrate the understanding levels of multiple building systems within design projects, allowing students the ability to make clear choices throughout the design process.

*Program Activities in Response [2017 – 2019]:* The course **Design Studio VII** [comprehensive studio] was assessed and reformulated to cover SPC C.2 Integrated Evaluations and Decision-Making.

### 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 21 full-time faculty, 6 adjunct faculty, 5 visiting faculty and 33 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>

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_faculty_section.pdf)

[http://www.lau.edu.lb/about/governance-policies/policies/personnel\\_policy\\_staff\\_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-2019.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](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-matrix-fall2017-spring2019.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-2018.pdf>

For the list of faculty publications and research refer to

Faculty Publications & Research:

<http://sard.lau.edu.lb/files/faculty-publications-and-research-2010-2018.pdf>

Faculty Affairs Committee Grant Record:

<http://sard.lau.edu.lb/files/faculty-grant-record-2017-2018.pdf>

Faculty at LAU remain current in their knowledge of the changing demands of the discipline through an independent process of self-improvement, supported by the university and the school through multiple incentives including and not limited to:

- a. Encouraging faculty attendance of international and regional conferences, symposia and workshops. The School provides full support to faculty travelling to present their research at conferences, and partial support for faculty wishing to attend only. Details of the faculty funding are referred to under <http://sard.lau.edu.lb/files/faculty-research-funding-2018.pdf>
- b. Faculty attendance of conferences at the Order of Engineers and Architects of Lebanon, and active participation in national symposia that deal with current issues in practice and education,

on a local scale.

- c. Promotion process: the promotion process has been a major catalyst for faculty in both the tenure and non-tenure track, requiring a substantial record of output in practice and/or scholarship as a pre-requisite for promotion and tenure. This has motivated several faculty members who previously had only a professional degree to seek post-professional degrees at the masters or PhD levels. The university is actively encouraging faculty to develop their knowledge through these options.
- d. Participation in ACSA conferences: Architecture faculty have been encouraged to participate in ACSA conferences, where they can update their methodologies and approaches to education, through comparison with peers from American institutions.
- e. Visiting faculty and visiting critics: The Department of Architecture & Interior Design has been the most active at the University level in inviting international faculty from the US and Europe, as visiting faculty for one term or more, thus fomenting this disciplinary debate within the school. The Department has also invited international critics to participate in its jury/reviews at the midterms and finals, raising the level of discourse and offering different perspectives to faculty and students alike.

Finally, the question of upgrading one's knowledge and skills is a personal one, and relies on personal motivation, provided the institutional framework is supportive and conducive to such endeavors. The University, by its proactive approach to research and practice is offering its faculty the opportunity and the support to develop in all these aspects, in addition to the time needed, through teaching and duties-free summers, as well as the other incentives mentioned above.

Faculty are also entitled to apply to the Graduate Studies and Research office, which funds selected research projects that are not covered under the School budget.

The Graduate Studies and Research office also periodically disseminates calls for grants for different fields of research, including architecture, the arts, and related areas.

For more on this check: <http://gsr.lau.edu.lb/about/>

### *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-2018.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.

### *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**

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Michella Bou Nader	Lead Executive Assistant
Ruba Khoury	Assessment Officer

#### **Academic Assistants**

#### **Department**

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Nagham Naim	Architecture & Interior Design
Mayssam Ezzedine	Architecture & Interior Design
Ramona Khalife	Foundation Program

#### **Staff**

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

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

#### *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/2018-2019/> 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/>

- *Counseling Services*

Counseling 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>

- *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 on student activities see <http://students.lau.edu.lb/activities/>

- *Internship*

The internship period is covered during the summer term. During the Spring semester, an internship workshop is held to provide the following advising, guidance and support to the students:

- Introduction of the Internship program.
- How to write a resume
- How to prepare a portfolio
- What type of companies/employers are acceptable for internship.
- A list of approved companies/employers collaborating with LAU on internship is provided to students.
- Preparation for internship interview.
- Evaluation of potential companies/employers if not in above list and approval of Office Practice Form prior to start of internship.
- Guidance through internship task for better understanding and performance.
- Follow up during internship period and answering any submitted inquiries.
- Logging tasks into report.
- Correlation of actual tasks with internship criteria (which is a customized version of AXP).
- Assistance with start of NCARB records.
- Mentorship for NCARB Emerging Professionals to ensure proper AXP filing and secure approval.

The updated reporting forms for the internship and professional practice courses are on the following link:  
<http://sard.lau.edu.lb/student-resources/forms/>

- *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."

Noting that the number of LAU students/graduates with NCARB AXP records has increased to five (5), 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-2017.pdf>

## I.2.2 Physical Resources

### *General Description*

The Lebanese American University campuses occupy 6.8 acres in Beirut, 78.2 acres in Byblos, and 2,400 square meters (28,500 square feet) of office space in New York City to fit needed academic and administrative functions in the US. The University campuses consist of more than 22 buildings, many prefab offices, and storage. 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.

For more information on LAU campuses and supporting locations:

<http://catalog.lau.edu.lb/2018-2019/university/campuses/>

### *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 2019*

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 the end of 2019

For Byblos the SarD has been allocated more space with the School of Engineering labs moving to their new premises in 2017, adding three studios in the 6<sup>th</sup> floor of the Zakhem Engineering Hall.

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 show 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 links:  
<http://sard.lau.edu.lb/files/plans-of-physical-resources-current-byblos-campus.pdf>  
<http://sard.lau.edu.lb/files/plans-of-physical-resources-current-beirut-campus.pdf>
- Plans of the Gezairi building are on the following link:  
<http://sard.lau.edu.lb/files/plans-of-physical-resources-current-gezairi.pdf>



*The Architecture Program Space Allocation*

The table below lists the number of rooms per category of the current 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.

	<b>Byblos campus</b>		<b>Beirut campus</b>	
	Quantity	Area	Quantity	Area
Studios <sup>1</sup>	6	780	6	610
Foundation Studios <sup>2</sup>	2	200	4	340
Technical Graphics Studio	1	120	2	170
Lecture rooms <sup>3</sup>	1	60	2	140
Faculty offices	10	190	11	77
Administrative Assistant office	1	15	1	15
Computer Lab	2	180	2	200
Exhibition Room <sup>4</sup>	1	55	1	205
Multi-purpose room <sup>4</sup>	-	-	2	400
Wood & Metal Shops	1	200	1	300
3D Fabrication lab	1	100	1	30
Drawing room	1	45	2	200
Photography Studio/Lab	1	95	1	85
Ceramic Workshop	1	60	1	60
Material Library	1	15	1	100
SArD Storage	-	-	1	180
Auditoriums <sup>5</sup>	4	-	4	-
<b>TOTAL</b>		<b>2115</b>		<b>3112</b>

- 1 Dedicated studios for the architecture program
- 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 The Exhibition room and the Multi-purpose rooms would be shared with all programs of SarD.
- 5 Auditoria are shared with the whole university. They are not included in the SQM count.

*Studios*

Current: The Architecture program in Byblos has six dedicated studios for its students and 3 shared studios with the Foundation and Interior Design; and ten studios in Beirut all shared with the Foundation and Interior Design.

Future: As of 2020 with the acquirement of the Gezairi building in Beirut the architecture program will have six 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].

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 sixteen students. The studios are designed to allow juries, pin ups and presentations. 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.

### *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, allowing lecturers to deliver their material easily.

### *Computer Labs*

The DAID provides two computer labs allocated in Byblos and one in Beirut. The Beirut campus is also provided with one dedicated classroom for digital courses. 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.

### *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 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.

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.

See *1.2.4 Information resources p.42*

#### *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 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 three exhibition rooms, Rima Hourani exhibition room in Byblos and the Sheikh Zayed Hall in the Fine Arts Building in Beirut, and the new exhibition hall on level 10 of the Gezairi building; all three dedicated spaces are primarily used for juries, studio presentations, end of year student exhibitions, and to host national and international architecture exhibitions.

#### *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 also houses two new auditoriums.

#### *Technological Resources*

The Information Technology department supports the LAU community and infrastructure by providing design, maintenance and security to the university IT systems and services.

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

For elaborate details about LAU facilities see NEASC self-study Standard 8: Physical and Technological Resources on the following link:

<https://www.lau.edu.lb/files/lau-self-study-2014-short.pdf>

*Byblos Campus* - Architecture Hall, Zakhem Engineering Hall, FREM Civic Center

<http://fm.lau.edu.lb/physical-facilities/buildings-grounds/buildings/byblos/>

*Beirut Campus* – Orme Gray, Nicol Hall and Fine Arts (Safadi)

<http://fm.lau.edu.lb/physical-facilities/buildings-grounds/buildings/beirut/>

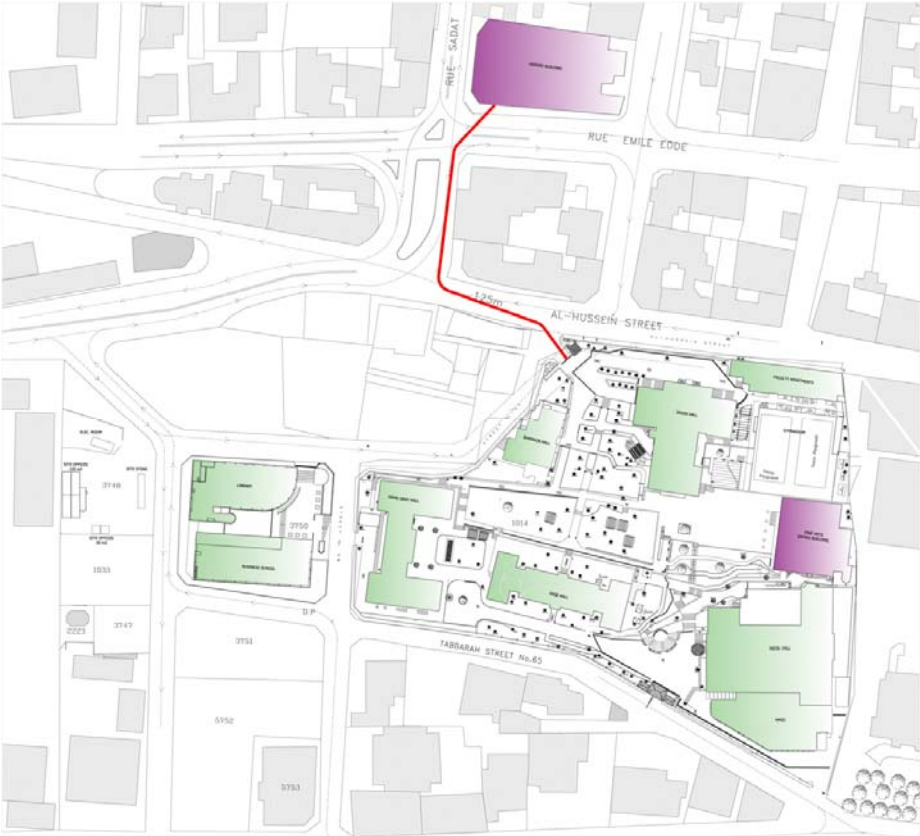
#### *Beirut Campus* - The Gezairi Hall

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 concept design in addition to photos of current works are available on the following link:

<http://fm.lau.edu.lb/physical-facilities/buildings-grounds/buildings/beirut/gezairi-building.php>

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.

[https://www.lau.edu.lb/about/policies/purchasing\\_policy.pdf](https://www.lau.edu.lb/about/policies/purchasing_policy.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.

<b>SArD Budget</b>	<b>Approved 2016-2017</b>	<b>Approved 2017-2018</b>	<b>Approved 2018-2019</b>	<b>Projected 2019-2020</b>
Operating	10,345,107	11,076,793	11,126,549	11,779,281
Capital	493,750	465,700	418,300	511,300
<b>Total</b>	<b>10,838,857</b>	<b>11,542,493</b>	<b>11,544,849</b>	<b>12,290,581</b>

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 387 in Fall 2018, 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:

<b>Program Budget [Architecture]</b>	<b>Approved 2016-2017</b>	<b>Approved 2017-2018</b>	<b>Approved 2018-2019</b>	<b>Projected 2019-2020</b>
Operating	3,658,748	4,379,355	4,448,235	4,986,095
Capital	122,750	79,000	81,000	88,500
<b>Total</b>	<b>3,781,498</b>	<b>4,458,355</b>	<b>4,529,235</b>	<b>5,074,595</b>

Architecture Program Expenditures:

<b>Amounts in US\$ [Architecture]</b>	<b>2015-2016 (Note 1)</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019 (Note 2)</b>
Total Expenditures (excluding financial aid)	2,169,161	2,231,521	2,469,823	NA
Financial Aid	1,566,292	1,826,123	1,927,928	NA
<b>Total Expenditure</b>	<b>3,735,453</b>	<b>4,057,644</b>	<b>4,397,752</b>	NA
<b>Total Capital Investment</b>	<b>86,300</b>	<b>63,090</b>	<b>25,444</b>	NA

Note 1: Fiscal year end changed from September to August 31, 2016, expenses were recorded for 11 months.

Note 2: The Expenditures of 2018-2019 will be available on August 31, 2019 (date of year end closing)

*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](http://www.lau.edu.lb/about/governance-policies/policies/financial_aid_policy.pdf)

Find below the amount of financial support at the institutional level and for the architecture program:

**Fiscal Year 2017-2018 (September 1, 2017 - August 31,2018)**

**Institutional Level - Undergraduate**

<b>Aid Type</b>	<b>% Students Receiving Aid</b>	<b>Average Amount by Types of Aid</b>
Work	32%	\$ 1,061
Loan	14%	\$ 706
Grants	37%	\$ 1,605
Scholarships	17%	\$ 2,497
Title IV (sub&unsub)	1%	\$ 7,764

**School of Medicine/ Pharm D program**

<b>Aid Type</b>	<b>% Students Receiving Aid2</b>	<b>Average Amount by Types of Aid2</b>
Grants	36%	\$ 4,996.09
Scholarships	7%	\$ 18,382.77

**Architecture Program Level**

<b>Aid Type</b>	<b>% Students Receiving Aid</b>	<b>Average Amount by Types of Aid</b>
Work	38%	\$ 1,087
Loan	17%	\$ 681
Grants	42%	\$ 1,743
Scholarships	24%	\$ 2,389
Title IV (sub&unsub)	0.45%	\$ 9,400

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.

*Trends in B-ARCH Enrollment 2014-2018*

The enrollment in the Architecture program at LAU has seen a major surge in the years 2007 to 2012, when the economy in Lebanon and the region was still benefitting from the previous economic boom in the Gulf. Following the radical drop in the Oil market and the crisis in the Gulf region, compounded by the wars in Syria and Irak, the situation took a deep hit, which was indirectly reflected in the drop in enrollment figures, compared to previous years. This drop in enrollment is not only exclusive to LAU, but has affected all other schools of architecture in the country. The School is taking this into account, and the response to NAAB criteria which required an adjustment of the student/faculty ratio in relation to facilities as well, will have a mitigating effect on this condition.

In all cases, the University has always been comprehensive in it was of dealing with cyclical changes in various programs, and no program was closed or suffered because of a periodic change. The Architecture program remains very healthy, and several applicants are turned down due to lack of space.

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Beirut Campus	102	135	153	151	118
<i>Percentage Change</i>		32.35%	13.33%	-1.31%	-21.85%
Byblos Campus	392	335	310	291	269
<i>Percentage Change</i>		-14.54%	-7.46%	-6.13%	-7.56%
University Wide	494	470	463	442	387
<i>Percentage Change</i>		-4.86%	-1.49%	-4.54%	-12.44%

In order to counter some of the negative outcomes of the economic downturn, the University is taking a more active role in organizing on campus recruitment activities which will have a direct impact on enrollment yield.

Furthermore, the University did put in place a communication plan with prospective students in view of offering a personalized service to determine prospective students' needs which should increase enrollment yields. The institution also conducted surveys with admitted students who chose not to enroll to understand reasons behind declining our offers for future actions.

There is no reduction in the funding plans. The University remains committed to this program, which is recognized by now as one of the best programs in the country.

There is no change expected in the area related to faculty compensation, instruction, overhead, or facilities since the last visit, with the exception that the project of refurbishment of the Gezairi building in Beirut will provide additional spaces to the program in Byblos, to accommodate the design studios and a new Digital Fabrication Lab.

The University Development Office has already developed a plan for a fundraising campaign, with the intent of designating major facilities or components thereof as 'naming opportunities'. The intent is of course to generate additional capital for development projects.

The below table shows the School facilities that are designated for endowments:

NO.	Opportunities	Minimum Amount	Type
1	Naming the SArD + Degree	\$20,000,000	Endowment
2	Deanship of the School of Architecture & Design	\$3,000,000	Endowment
3	Endowed Chair in Fine Arts	\$2,000,000	Endowment
4	Endowed Chair in Architecture	\$2,000,000	Endowment
5	Endowed Chair in Fashion Design	\$2,000,000	Endowment
6	Endowed Chair in Interior Design	\$2,000,000	Endowment
7	Chair for Master of Arts in Visual Narrative	\$2,000,000	Endowment
8	Chair for Master of Science in Architecture	\$2,000,000	Endowment
9	Naming individual labs and workshops in the Gezairi Building	A minimum of \$2,500/m2	Capital Project
10	Naming of Architecture Hall Building in Byblos Campus	\$15,000,000	Endowment
11	Masters in Islamic Art & Architecture	\$1,200,000	Endowment
12	Fashion Design Atelier	\$250,000	Capital Project
13	Dean's Suites	\$500,000	Capital Project
14	Endowed Lecture Series	\$300,000	Endowment
15	Endowed full-tuition Scholarship Fund (per year)	\$500,000	Endowment
16	Endowed Research Fund	\$250,000	Endowment
17	Endowed Scholarship Fund	\$25,000	Endowment
18	Annual Scholarship Grant	\$1,000	Annual
19	Named President Fund	\$1,000	Annual

Highlighted items refer to the B. Arch. Program related projects.



## **I.2.4 Information Resources**

### *Background and Mission*

The Lebanese American University has four libraries one in Beirut, two in Byblos, and one in New York. 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. On November 5, 2018 the Byblos Library closed, with the new library opening its doors for the first time on November 6, 2018. 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 81 hrs/wk., Monday – Friday from 7:30 a.m. – 11:00 p.m., and on Saturdays from 8:00 a.m. – 2:30 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.) with a seating capacity of approx. 500 students, and holding about 350,000 volumes. The new Byblos Library is a five-storey building with an area of 6,540 sq.m. (70,395.97sq.ft.) and can seat approx. 415 students, and holding approx. 180,000 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. 165 students and holding about 12,904 volumes.

Currently the total holdings are about 424,537 print/non-print material, complemented with 556,586 e-books. The periodical collection amounts to 473 print titles and 131,038 e-journals, and there are 154 databases mostly fulltext which can be accessed both on and off campus.

Concerning the visual arts and architecture collections, total holdings to date are 10,784 print/non-print material, 5592 e-books, 56 periodical titles in print, 1068 e-journals, and 17 databases including Art & Architecture Source, Art Museum Image Gallery, ARTstor, and NYPL Digital Gallery.

During the 2017-2018 academic year, the Libraries lent 2685 visual arts items. E-Reserve courses related to Architecture and Design are accessed by an average of 298 hits/month.

The annual print and audio-visual material budget for all Libraries in 2017-2018 amounts to \$468,400 and \$175,000 for e-books. As for print periodical subscriptions, \$200,000 is allocated and \$680,000 for e-journals, and \$895,460 for electronic resources. The total budget of both Libraries amounts to \$4,702,080.

#### *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 teaching and developing critical thinking skills. 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
Houeida Charara	Director, Collection Management
Marie-Therese Mitri	Director, Public Access, Research and Instructions
Joyce Draiby	Reference – Byblos
Gihade Costantine	Collection Development Manager – Byblos
Rebecca Fares	Circulation – Byblos
Aida Hajjar	Acquisitions Manager – RNL, Beirut
Said Kreidieh	Reference – RNL, Beirut
Aida Hajjar	Acquisitions Manager – RNL, Beirut
Samar Kalash	Reference – RNL, Beirut
Said Kreidieh	Reference– RNL, Beirut
Bughdana Hajjar	Cataloging and Metadata Manager – RNL, Beirut
Samar Kalash	Reference – RNL, Beirut
Nabil Badran	Public Access Manager– 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.

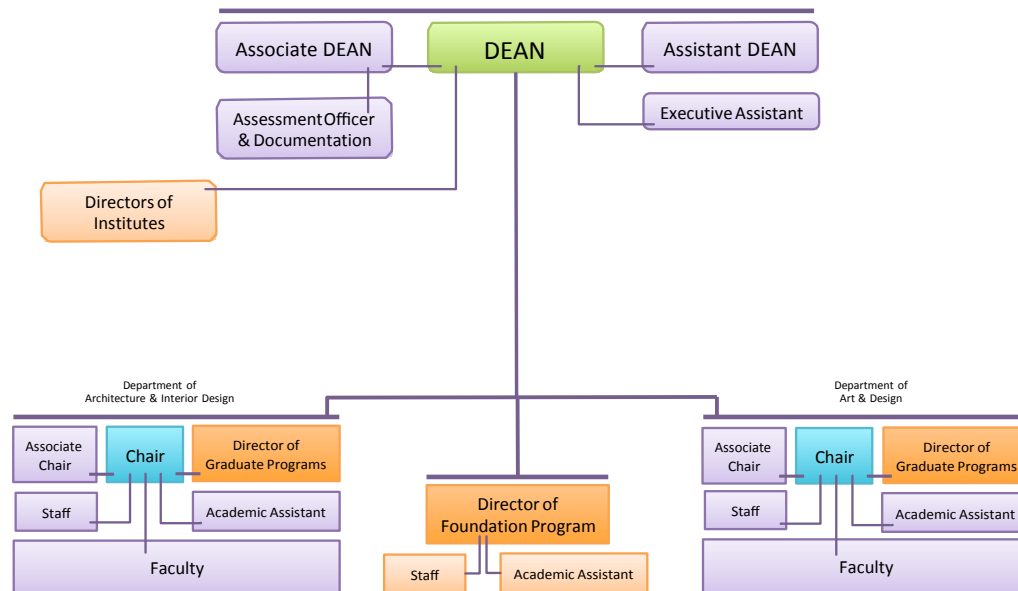
The School is also home to two institutes, each run by a director; Institute of Urban Planning and Institute of Islamic Art and Architecture.

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

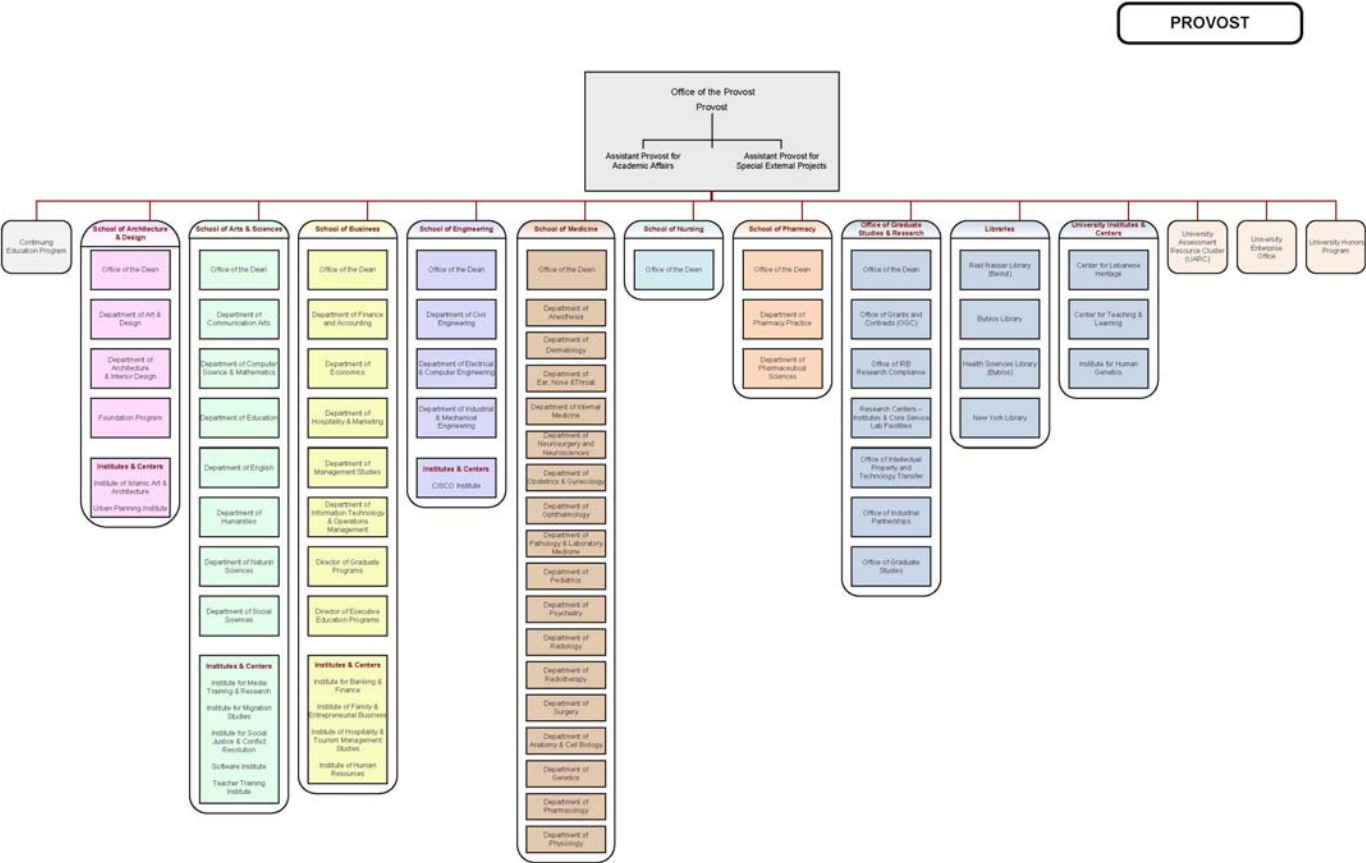
<http://sard.lau.edu.lb/files/sard-bylaws-2018.pdf>

#### *Academic Affairs Administrative Structure*

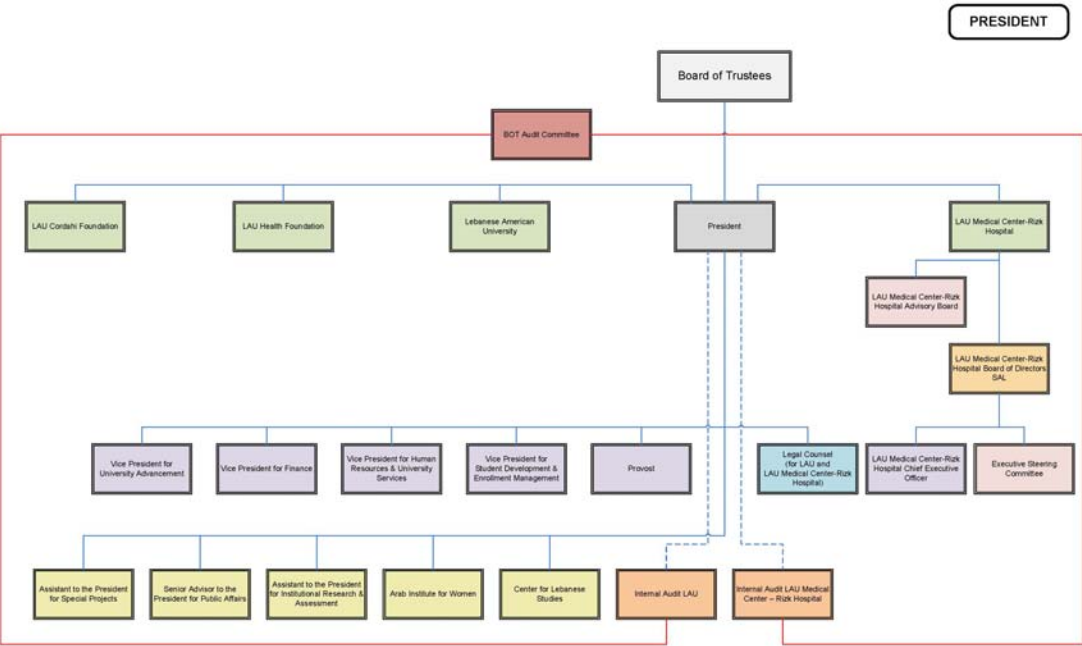
All LAU schools are led by a dean, to whom department chairs, institute directors and staff report. All deans report to the Provost who is the Vice President for Academic Affairs. The Provost reports directly to the President of LAU. See below the school organizational chart.



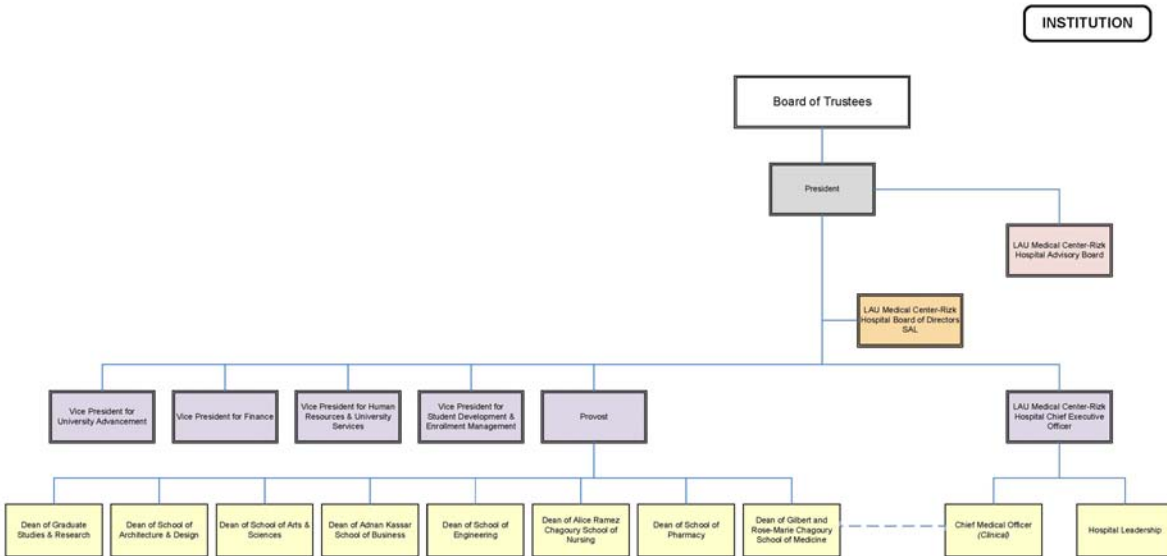
Organizational Chart of the Provost Office:



Organizational Chart of the President Office:



LAU Organizational Chart:



*\*\* This organizational structure represents a centralized model, which will bring LAU and all its subsidiaries including LAU Medical Center-Rizk Hospital SAL under the same fiduciary duties of the Board of Trustees and the leadership of LAU President.*

*Department Committees:*

The Department of Architecture and Interior Design has established in 2013 the Events Committee in charge of proposing the department’s lecture series and inviting professionals to offer workshops for students. This committee will also include students, in an effort to invite emerging voices in the profession to present their work.

*Department Representatives:*

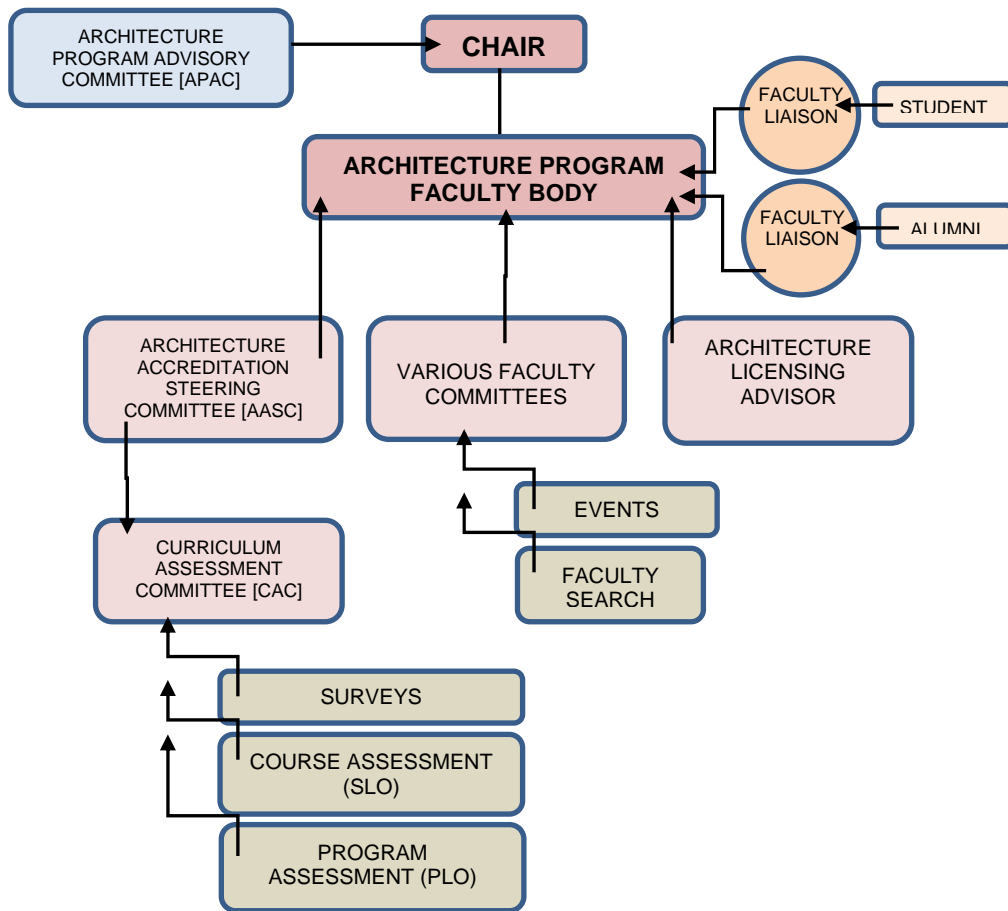
The Department of Architecture and Interior Design has representatives in the following school committees:

- Faculty Affairs Committee [FAC]
- Admissions and Student Affairs committee [ASA]
- Faculty Promotion Committee
- Ad-Hoc School Studio Culture

*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 of one sub-committees. [see below the AASC operational chart]
  - o Curriculum Assessment Committee [CAC] – the CAC is responsible of the architecture program review 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]
- Faculty Search committees – the role of those committees is to pre-select faculty applications for the program.



*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 in 2016 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 52-53).

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 structures 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 structures/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 evidenced through the design studios. Design studios are the core of the program where all skills, abilities and knowledge are 'put into practice'.

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 assessment is not only done by the course faculty but also aided by jurors consisting of academic from other schools, and professionals in the field of architecture.

At the jury, members are handed a rubric for grading, in order to have a consistency in evaluating student performance:

- Rubrics requirements and level of performance are given a value.
- Values are added to produce a grade.

Grades are considered as follows:

- A/A- grades are considered a high pass
- C+/C grades are considered as the low pass
- C- and below is considered as a failing

The result rubric is handed to the student as an indication of what need to be improved for a better future performance.

Other than juries the program will be applying the following assessment Tools

The direct assessment tools are identified as:

- Course projects, papers and exams
- Embedded design problems and exam questions
- Students' course evaluations
- Faculty course files
- Exit evaluation

The indirect assessment tools are identified as:

- Alumni surveys
- Employers surveys
- Student surveys

Sample rubric for Design Studio VI:

<b>ARC 432 Design Studio VI</b>			Term:	Date:	Section:	
			Student:	Instructor:		
SLO	KPI	Grading	Does not meet expectations [D]	Partially meets expectations [C]	Meets expectations [B]	Exceed expectations [A]
Develop an architectural program in correlation to site conditions and accessibility	1 Identify the site's conditions	5%	The student demonstrated incoherent understanding of the site conditions.	The student demonstrated deficiency in explaining site conditions.	The student demonstrated less than comprehensive understanding of the site's components and conditions.	The student demonstrated a complete and correct understanding of the site's components and conditions.
	Prepare the projects' program distribution	5%	The program developed has severe misunderstanding function hierarchy.	The student developed a program with mild discrepancies in terms of function hierarchy and relations to each other.	The student developed a program with minor discrepancies in terms of function hierarchy and relations to each other.	The student developed a complete and convincing program in terms of function hierarchy and relations to each other.
	Design the architecture project based on program and site	20%	Poor. Works shows no concept, no research or design investigation and unacceptable or below design process  Very few of the criteria set in the project assignment are met.	Satisfactory. Works shows a weak concept, missing research, and an acceptable design process.  Most of the criteria set in the project assignment are met.	Good. Works shows a valid concept better than average resolution of design investigation and a coherent design process.  All of the criteria set in the project assignment are met.	Excellent. Work shows a valid concept, good investigative research, coherent design process, and innovative ideas.  All of the criteria set in the project assignment are met.
Integrate structure in the design process	2 Examine the load distribution of the architecture project	5%	Student's conducted study of his design project has wrong and incomplete information related to load requirements	Student's conducted study of his design project has incomplete information related to load requirements	Student's conducted study of his design project has some missing information related to load requirements	Student has conducted a complete study of his design project to find all related load requirements
	Asses different structural systems application	5%	Work develops weak investigation and research different structural systems that could be applicable to the design project	Work shows only satisfactory investigation and research different structural systems that could be applicable to the design project	Work demonstrates sufficient investigation and research on different structural systems that could be applicable to the design project	Work demonstrates a strong investigation and thorough research on different structural systems that could be applicable to the design project
	Choose the appropriate structural system for the design project	10%	Poor. Works shows no relation and understanding between the structural system and the design project	Satisfactory. Works shows a weak concept and design for the choice structural systems.	Good. Work shows a valid concept, coherent design process, and the correct choice of structural systems for the design project	Excellent. Work shows a valid concept, coherent design process, and the correct choice of structural systems for the design project
Integrate building life safety codes, regulations and criteria	3 Apply life safety codes (Egress)	10%	Work demonstrates no understanding and wrong use in designing life safety solutions.	Work demonstrates a weak understanding of life safety codes with generic use in designing egress.	Work demonstrates a strong understanding of life safety codes with acceptable design egress solutions.	Work demonstrates strong understanding of life safety codes and innovative use in designing egress solutions.
	Apply accessibility for individuals with disabilities guidelines	10%	Work demonstrates no understanding and wrong use in designing accessibility for individuals with disabilities.	Work demonstrates a weak understanding of the accessibility for individuals with disability guidelines with basic use in design solution.	Work demonstrates a strong understanding of the accessibility for individuals with disability guidelines with acceptable design solutions.	Work demonstrates strong understanding of the accessibility for individuals with disability guidelines and innovative use in design solutions.
Develop a clear set of architectural documentation including structural systems and egress	4 Produce architecture technical drawings.	10%	Wrong, incomplete and no coherence in architecture technical drawings.	Satisfactory and partially missing architecture technical drawings with no dramatic mistake in drawings.	Less than perfect but sufficient 2D and 3D representation.	Complete and correct architecture drawings (2D). Informative and effective 3D representation.
	Construct the model for the design project	10%	Bad craftsmanship in the model. Model does not represent the project.	Good or Satisfactory craftsmanship of the project model. Relationship with the project is in part questionable.	Good craftsmanship of the project model. Some differences in the model and the design project.	Complete, correct and informative model. Good craftsmanship in execution of details
	Displays a comprehensive graphical presentation	5%	Disordered and bad presentation. Graphical visualization is missing.	Satisfactory presentation. Drawing organization is partially disordered. Graphical visualization is missing.	Good presentation. Drawing organization and graphical visualization is ordered.	Informative, coherent and aesthetically appealing graphical presentation and visualization.
Jury Presentation	5 Ability to verbally present work in clear communication skills	5%	The presentation is unfocused and lacks total coherence. Student did not use time effectively and had a poor language presentation.	The presentation is partially coherent with an unorganized sequence of ideas. Time was not used effectively with weak design terminology	The presentation is coherent and makes clear points. Student may not have used the time well, but used appropriate design language	The presentation is dynamic smooth and well delivered with clear points and a logical flow. Effective and appropriate design language was used.
Juror's comments:						
			Juror:		Signature:	

Department of Architecture &  
 Interior Design  
 BArch in Architecture

**CURRICULUM MAP**

New Program / NAAB 2014  
 SPC Conditions

Realms  
 NAAB SPC's

**Realm A: CRITICAL THINKING AND REPRESENTATION**

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

**Realm B: BLDG. PRACTICES, TECH. SKILLS & KNOWLEDGE**

- B.1 Pre-Design
- B.2 Site Design
- B.3 Codes and Regulations
- B.4 Technical Documentation
- B.5 Structural Systems
- B.6 Environmental Systems
- B.7 Building Envelope Systems and Assemblies
- B.8 Building Material and Assemblies
- B.9 Building Service Systems
- B.10 Financial Considerations

**Realm C: INTEGRATED ARCHITECTURAL SOLUTIONS**

- C.1 Research
- C.2 Integrated Evaluations and Decision-Making Design Process
- C.3 Integrative Design

**Realm D: PROFESSIONAL PRACTICE**

- D.1 Stakeholders Role in Architecture
- D.2 Project Management
- D.3 Business Practices
- D.4 Legal Responsibilities
- D.5 Professional Conduct


AY	Courses Title	Cr.	Course #	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	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																											
Architctural 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																							(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)	



**II.2.1 Institutional Accreditation**

LAU is accredited by the New England Commission of Higher Education (NECHE), formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc. NECHE is the regional accrediting association in the United States developing and regularly reviewing standards for educational institutions of all levels. Recognized by the U.S. Department of Education, NECHE accredits 241 colleges and universities in the six-state New England region as well as 11 institutions overseas. <https://www.lau.edu.lb/about/accreditation.php>

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



Founded in 1855

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

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Salem State University

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Providence College

JEAN A. WYLD (2015)  
Springfield College

JEFFERY R. GODLEY (2016)  
Glaston, CT

LILY S. HSU (2016)  
MCPHS University

JAY V. KAHN (2016)  
Keene State College

WILFREDO NEVES (2016)  
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MARY ELLEN JUKOSKI (2017)  
Three Rivers Community College

PETER J. LANGER (2017)  
University of Massachusetts Boston

DAVID L. LEVINSON (2017)  
Norwich Community College

LYNN C. PASQUARELLA (2017)  
Mount Holyoke College

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Vermont College of Fine Arts

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Trustee Member

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April 26, 2016

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.



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<http://cihe.neac.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://catalog.lau.edu.lb/2017-2018/undergraduate/lac.php>

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 is one minor: Islamic Art & Architecture.

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

### Programs offered in the Department of Architecture and Interior design:

- B.A. in Interior Architecture
- B.S. in Interior Design

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. As of 2020 the complete Architecture program will be offered on both campuses

<http://sard.lau.edu.lb/files/lau-beirut-branch-campus-questionnaire-2019.pdf>

**Yearly Course Distribution:**

	Fall Term		Spring Term		Summer Term	
<b>Foundation Year</b>	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		
	<i>Credits</i>	13		16		6

<b>Second Year</b>	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		
	<i>Credits</i>	17		17		6

<b>Third Year</b>	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				
	<i>Credits</i>	17		15		7

<b>Fourth Year</b>	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		
	<i>Credits</i>	15		17		7

<b>Fifth Year</b>	Internship II	4	Final Project	6
	Final Project Research	3	Professional Electives	3
	<i>Credits</i>	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 to be completed 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.

It is the responsibility of the SARd - Admissions and Student Affairs [ASA] committee to review admission



requirements and take action on applicants' files. The ASA proceeds as follows:

- The admissions office sends a summary of applicants information to the ASA prior to the meeting that would include: applicants background, SAT grades, Math and Physics grades.
- Admission office representatives attending the ASA meeting will also have all applicants' files during the meeting.
- The ASA will review applicants with no personal information revealed, as only the applicant's ID will be given.

More information regarding the SArD Admission rules and procedures is available on the following link:

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

- The ASA is composed of : Faculty, Admission office representatives (ex-officio) and Student representatives (ex-officio)

## 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

<https://www.lau.edu.lb/fees/2018-2019/>

### 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 2017 is accurate.



*Chartered in the State of New York*

February 08, 2019

To Whom It May Concern,

This is to inform that all the data provided by the Department of Institutional Research and Assessment (DIRA) at the Lebanese American University upon the request of 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 Issa Nauffal, Ph.D.  
Assistant to the President for Institutional Research and Assessment

**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-2019.pdf>
- Faculty credentials matrices  
<http://sard.lau.edu.lb/files/faculty-matrix-fall2017-spring2019.pdf>
- Plans or images of physical resources assigned to the program  
Current:  
<http://sard.lau.edu.lb/files/plans-of-physical-resources-current-byblos-campus.pdf>  
<http://sard.lau.edu.lb/files/plans-of-physical-resources-current-beirut-campus.pdf>  
Gezairi: <http://sard.lau.edu.lb/files/plans-of-physical-resources-current-gezairi.pdf>
- Course Descriptions  
<http://sard.lau.edu.lb/files/2019-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  
LAU Department of Institutional Research & Assessment: <https://dira.lau.edu.lb/about/>  
LAU Strategic Plan III (p. 49-51):  
<https://www.lau.edu.lb/about/strategic-plan/files/lau-sp3-20170516.pdf>  
SARd Strategic Plan II (p.6): <http://sard.lau.edu.lb/files/sard-strategic-plan-2018-2022.pdf>  
SARd Course Evaluation Procedures:  
<http://sard.lau.edu.lb/files/course-evaluation-procedure-2019-05-08.pdf>
- 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  
LAU Libraries website: <http://libraries.lau.edu.lb/index.php>  
Collection Development: <http://libraries.lau.edu.lb/faculty/collection.php>  
Collection Development Specific Guidelines:  
<http://libraries.lau.edu.lb/files/specific-guidelines-collection-development.pdf>  
Special Collections Guidelines: <http://libraries.lau.edu.lb/files/special-coll-guidelines.pdf>  
LAU Repository (LAU Scholarly Output): <http://libraries.lau.edu.lb/research/laur/>
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students  
Discrimination, Harassment and Sexual Misconduct Prevention Policy:  
[https://www.lau.edu.lb/about/policies/harassment\\_policy.pdf](https://www.lau.edu.lb/about/policies/harassment_policy.pdf)  
Grievance Policy: [https://www.lau.edu.lb/about/policies/grievance\\_policy.pdf](https://www.lau.edu.lb/about/policies/grievance_policy.pdf)  
Rights and Responsibilities Policy:  
[https://www.lau.edu.lb/about/policies/rights\\_responsibilities\\_policy.pdf](https://www.lau.edu.lb/about/policies/rights_responsibilities_policy.pdf)

In addition to these links, the University states the following in all the jobs posted on its website:  
*"The Lebanese American University is an Equal Opportunity Employer operating in Lebanon under a charter from the Regents of the State University of New York."* You may visit the following link to check some examples: <https://www.lau.edu.lb/employment/>

- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements  
University Personnel Policy – Faculty Section (information on sabbatical leave and summer research grant is on pages 10 & 11):  
[https://www.lau.edu.lb/about/policies/personnel\\_policy\\_faculty\\_section.pdf](https://www.lau.edu.lb/about/policies/personnel_policy_faculty_section.pdf)  
Responsible Conduct of Research and Responding to Allegations:  
<https://www.lau.edu.lb/about/policies/research-misconduct-policy.pdf>  
University Personnel Policy – Staff Section:  
[https://www.lau.edu.lb/about/policies/personnel\\_policy\\_staff\\_section.pdf](https://www.lau.edu.lb/about/policies/personnel_policy_staff_section.pdf)  
SArD Faculty Promotion and Tenure Guidelines:  
<http://sard.lau.edu.lb/files/sard-promotion-and-tenure-guidelines-2018.pdf>  
SArD Faculty Research and Development Funding – Rules and Procedures:  
<http://sard.lau.edu.lb/files/faculty-research-funding-2018.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-2018.pdf>
- Response to the Offsite Program Questionnaire (also called the Branch Campus Questionnaire)  
<http://sard.lau.edu.lb/files/lau-beirut-branch-campus-questionnaire-2019.pdf>
- The previous VTR (2017 Visit)  
<http://sard.lau.edu.lb/files//naab-letter-and-visiting-team-report-for-continuation-of-candidacy-2017.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. 54
- Letter from institutional research regarding ARS data  
See III.1.1 Annual Statistical Reports p. 60