Architecture Program Report

Lebanese American University

01 December 2022

National Architectural Accrediting Board, Inc.

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Lebanese American University**
Name of Academic Unit	School of Architecture & Design
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture Track: 169 undergraduate credits + Lebanese Baccalaureate or Freshman Year (30 cr.) ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**First Term of Continuing Accreditation**
Year of Previous Visit	2019
Current Term of Accreditation *(refer to most recent decision letter)*	Initial Accreditation (Three-Year Term)
Program Administrator	Dr. Maroun El-Daccache, Chair of the Department of Architecture & Interior Design
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. Elie Haddad, Dean of the School of Architecture & Design
Chief Academic Officer of the Institution	Dr. George Nasr, Provost
President of the Institution	Dr. Michel Mawad
Individual submitting the APR	Ms. Michella Bou Nader, Executive Assistant to the Dean
Name and email address of individual to whom questions should be directed	Dr. Elie Haddad, Dean ehaddad@lau.edu.lb

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

2019 VTR – Section III, Compliance with the 2014 Conditions for Accreditation:

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

2019 Analysis/Review: The program did not share a policy on diversity and inclusion with the NAAB team. Nor did the program provide a plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.

Despite a lack of a diversity plan, the team observed that the faculty and leadership of the school remain male dominated, but limited progress has been made in terms of appointments of females to faculty and leadership positions. Additionally, LAU has (since the last visit in 2017) hired a Title IX coordinator.

The program documented institutional-, college-, and program-level policies are in place regarding Equal Employment Opportunity/Affirmative Action (EEO/AA) at:

- Employment Equal Opportunity: https://www.lau.edu.lb/about/policies/harassment_policy.pdf
- Student Admissions: https://www.lau.edu.lb/apply/admission/
- LAU Code of Ethics: https://www.lau.edu.lb/about/policies/code_of_ethics.pdf
- Student Code of Conduct: https://www.lau.edu.lb/about/policies/student_code_of_conduct.pdf

Program Response:

The Lebanese American University, accredited by the New England Commission of Higher Education (NECHE), is fully committed to making diversity an integral part of its mission. The University rules and regulations in terms of social equity, diversity, inclusion, as well as integrity and transparency, are consistently examined and modified in line with NECHE Standards. Specifically, NECHE Standards 5 (students), 7 (institutional resources), and 9 (integrity, transparency, and public disclosure) refer directly to setting and addressing institutional goals for "the achievement of diversity, equity, and inclusion among its students" (NECHE Standard 5); achieving diversity, equity, and inclusion among its personnel (NECHE Standard 7); as well as adhering to non-discriminatory policies and practices and fostering "an inclusive atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds" (NECHE Standard 9).

Building on LAU's establishment of a Title IX office in 2018, the Title IX Office has focused on building on the University's long-term commitment to equity, diversity, and inclusion through in-person and on-line training (students, staff, and faculty), awareness raising campaigns, revisiting policies and procedures, and conducting investigations and implementing sanctions (where necessary) regarding misconduct that undermines equity, diversity, and inclusion. While Title IX is focused on eliminating gender- and sex-related discrimination at the University, its scope necessarily encompasses a broad understanding of equity, diversity, and inclusion in education

and employment. Together with the Arab Institute for Women and HR, LAU has recently revised parental leave policies to include greater flexibility for parents of young children (and not only focusing on mothers), two weeks of paternity leave, the creation of lactation rooms on both campuses to support nursing even after mothers have returned to work, and increasing tolerance for LGBTQ+ students, faculty, and staff at LAU, among others. In addition, a Gender Equity Plan (a first at LAU) is currently being crafted to address systemic and other factors that may create challenges to equity, diversity, and inclusion in LAU's education and employment. It is hoped that the Gender Equity Plan will not only identify policies and procedures in which gender equity should be further enhanced at LAU but also propose specific policies and procedures that can be implemented to improve the situation in the short- and long-terms. For example, while current hiring practices (staff and faculty) are supposedly gender-blind, individuals involved in making hiring decisions are almost always untrained in recognizing and trying to correct for their biases. The Gender Equity Plan will propose a short training to occur before every faculty hiring process as well as ongoing training for the recruitment of staff with the aim of increasing the hiring of female faculty and female staff at higher levels. The Gender Equity Plan Committee (a permanent ad-hoc group approved by the President of the University with representation from across the institution) is currently engaged in the self-assessment phase of the project and anticipates drafting a plan to further support gender equity by spring 2023. The proposal will be presented to the upper administration in spring 2023.

It is also important to mention that while religious and sectarian background is a salient identity marker in Lebanon, LAU is proud of its reputation as a leading higher education institution in the country and region that is not solely the preserve of one religious sect but rather celebrates the religious diversity that exists on our campuses while retaining its commitment to equity and inclusion.

B.6 Environmental Systems: Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

2019 Team Assessment: Evidence of student achievement at the prescribed level was not consistently found in student work prepared for ARCH424 - Building Services and ARCH422 - Climate & Energy (implemented in fall 2018). Evidence for active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems was not consistently found among sections of these courses taught at both Byblos and Beirut.

Program Response:

A new faculty was hired to cover all environmental systems aspects to improve the curriculum in topics related to active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems. These were all amended in the program and implemented in the relative syllabi.

Coordination between sections and campuses have been implemented to ensure all topics are covered.

ARCH 422 syllabus now consistently includes passive heating and cooling, solar geometry, daylighting, natural ventilation, and solar systems. The course is designed as a story line that introduces the students to the climate systems and elements from the macro climate down to the microclimate and how buildings should integrate into their environment and respond to climatic issues. Principles of sustainable development. The course also introduces energy issues, emissions, climate change, materials, and resources, and building lifecycle and how those issues should be tackled in architectural design. Additionally, the course introduces green building certification systems such as LEED, biomimicry and biophilic design, and resilience in the built environment.

ARCH 424 syllabus now consistently includes active heating and cooling, indoor air quality, and solar systems. The course complements Climate and Energy and build upon it. It focuses on active systems integration in buildings and on how issues of energy, comfort, safety, wellbeing, and climate are impacted by their choice and their design. The student will learn how to do psychometric analysis, HVAC and fresh air design, and electric lighting design. They will learn about water, and sanitation.

The topics are covered through lectures and students research, and students' level of achievement is assessed through class quizzes and students' assignments.

Syllabi, lecture presentations excerpts and sample students work from both campuses are available upon request if needed.

B.9 Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

2019 Team Assessment: Evidence of student achievement at the prescribed level was not consistently found in student work prepared for ARCH424 - Building Services. Evidence for communication, security, and fire protection systems were not consistently found between sections of these courses taught at both Byblos and Beirut.

Program Response:

Coordination between sections and campuses have been implemented to ensure all topics are covered.

ARCH 424 syllabus now consistently includes fire protection and signaling (security, access control and telecommunication) in buildings. Additionally, students are introduced to electricity use in buildings, vertical transportation principles and design, and signaling including telecommunication, data, CATV, MATV, access control and intelligent building systems. Students are introduced to codes and safety especially as they relate to passive and active fire protection systems in buildings. The course stresses on efficiency, sustainability, integrative process and systems' lifecycle.

The topics are covered through lectures and students research, and students' level of achievement is assessed through class quizzes and students' assignments.

Syllabi and sample students work from both campuses are available upon request if needed.

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect's role to reconcile stakeholders needs.

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work. Evidence to support D.1 was found throughout the syllabus for ARCH481 – Construction Documents, but evidence of understanding key stakeholders in the professional world were not found in student work.

Program Response:

The D.1 Stakeholders Role in Architecture was originally envisioned as part of the ARCH-481 Construction Documents course. It showed as part of the Student Performance Criteria in the related syllabus and included as part of the class demonstrations during the construction documents session, yet without emphasizing it in assignments. Currently, this SPC is included under the Students Performance Criteria, in the Course Outline as an entire lecture, and as a subject of an assignment in each of the Professional Practice I and Professional Practice II

courses. In Professional Practice I, the students will present organizations charts that exhibit the relationships among stakeholders in the Entitlement, Design, and Development phases whereas in Professional Practice II they present the same for the Construction Phase.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

The Architecture program at LAU embarked voluntarily on NAAB accreditation, in order to offer its graduates an education that is comparable to similar programs in the US, and to open to them more opportunities to practice architecture on a global scale. This was made possible by the program's curriculum based on US standards, as well as due to LAU's charter as an American institution operating in Lebanon and accredited by NECHE.

The first APR of 2013 highlighted the particularity but also the weaknesses of the program. The challenge was to maintain the cultural specificity of the program while responding to the NAAB 2009 criteria.

During its revision of the Students' Performance Criteria and the review of the Response to the Five Perspectives, the school found many shortcomings in its curriculum concerning: Leadership and practice, financial considerations, life safety and accessibility codes and sustainability, and studio culture policy.

This was evidenced through a series of curriculum maps that identified the weaknesses of the program:

1) Some deficiency in technical, professional and theoretical courses. This prompted the revision of existing courses' descriptions and the creation of new courses in order to cover NAAB's criteria.
2) A discrepancy between course objectives and program learning outcomes. This led to the revision of the course objectives and program learning outcomes.

A new mission was articulated to express the changes that we identified as critical areas that should be taken into consideration in revising the curriculum.

The 2015 APR addressed all changes to the revised curriculum that took place after the first visit. The amended curriculum was approved in 2014 and started its gradual implementation in 2015-16. It included important changes related to the program philosophy which included addressing the specificity of local context, urban and social conditions, and developing an identity rooted in the recognition of scholarly and professional achievements of faculty, and promoting an experimental environment enabling creative architectural ideas in response to societal needs.

In response to NAAB criteria, the first two years of the curriculum were configured to cover the requirements of Realm A (Critical Thinking and Representation). The third year would cover Realm B (Integrated Building Practices, Technical Skills and Knowledge) and the fourth year would focus on satisfying the requirements of Realm C (Leadership and Practice). Thus, the requirements of NAAB would be mainly covered in the first three years, culminating with Design VII as the comprehensive studio, whilst the final year would allow students to explore their own thematic interests, through a comprehensive project that addresses urban and community projects, offering them the opportunity to synthesize the various components of the project.

The 2017 APR addressed all components that were not met following the second NAAB Team visit in 2015, and an extension was therefore granted to meet these requirements at the final visit in 2019. The program was restructured and the coordination between several components was improved, especially in the areas of Historical Traditions and Global Culture, Accessibility, Sustainability, Life Safety, Comprehensive Design, Financial Considerations, Structural Systems, Building Materials and Assemblies Integration, Client Role in Architecture, Project Management, Practice Management, Leadership, Legal Responsibilities, Ethics and Professional Judgment.

The 2019 APR coincided with the last visit and covered all NAAB requirements that were not met in the previous visits. The program was accredited following the Team visit of 2019, and the School was commended for the great efforts made during this process in addressing all NAAB criteria, except for SPCs B6, B9 and D1, which needed additional work.

The program continues on its path of improvement and is currently revising several of its aspects, in line with the changes in NAAB accreditation guidelines. At the same time, it has faced several major challenges which it has managed to attenuate and resolve.

Among these challenges:

1. Facilities:

The issues of facilities, especially on the Beirut campus, was one of the main concerns raised during NAAB Team visits. The university had committed to refurbish an existing building, purchased in 2012, and to dedicate it to the School of Architecture & Design in Beirut. This process went through many delays due to the economic crisis, and later Covid, but was completed against all odds in Fall 2021, and the School finally moved in January 2022. This state of the art facility is now the home of the School in Beirut and meets all requirements for all programs in architecture and design. In parallel, some improvements were made to the Byblos facility, especially expanding the Shop in the basement, to allow more areas for students to work on their projects, and providing them with 3D printers and other facilities.

2. Covid-19 Pandemic:

The pandemic of Covid' 19 reshuffled the educational landscape, putting additional pressures on schools and universities to maintain continuity while preserving the well-being of its faculty, staff and students. It forced institutions around the world to adopt the mode of online education, which allowed the introduction of new tools for learning. The main challenge was to cover the course requirements maintaining the same quality of education. While this challenge could be met with some ease in courses like History and Theory, it required additional efforts in design studios.

Some studios required more attention than the others, Design III & IV for example, where hand drawing is essential for the initiation of students, or the comprehensive design studios where details and complexity are fundamental to develop the project.

In addition to the regular reviews and the rubrics for grading to assess the students works, an online exhibition was instituted at the end of each semester to allow faculty and external reviewers to evaluate and compare the quality and the requirements of all design studios works.

Despite the fact that we have returned to normal life, the Covid pandemic has certainly changed our pace of life, and has undoubtedly imposed new criteria to be integrated into our program.

3. Economic Crisis since 2019.

Lebanon is now undergoing its worst economic crisis since its independence in 1943. This crisis resulted from decades of mismanagement, squandering of resources and public moneys, and financial abuses and corruption, following the end of the Civil War in 1990. The gradual decline in the economic situation resulted in country-wide protests, escalating into violence, and forcing the interruption of work and teaching during much of the 2019-2020 academic year. The university responded by beginning the process of make-up of classes through online education. While other institutions around the country were forced to reduce their staff in response to the economic crisis, which was also accompanied by a drastic devaluation of the national currency, LAU

maintained its faculty and staff, and provided attenuating measures to enable them to weather the storm. It has also increased its financial aid package to needy students, to allow them to continue their studies. For this it continues to rely on its pool of donors and benefactors, its alumni, as well as the generous contributions of USAID and State Department support to American institutions around the world.

4. Explosion of Beirut Port, August 4, 2020.

The catastrophe that occurred on August 4, 2020, was a major turning point in the political life of the city, as well as in giving another dimension to urban studies and reflections, and to the role of architecture.

The School faculty were actively involved within the Order of Engineers & Architects in developing a plan of response to this man-made disaster, defined as the “Beirut Urban Declaration”, which consists of a comprehensive study of the affected areas that was published and disseminated to concerned parties. This work was also accompanied by an exhibition of students work at the Museum of Beit Beirut, December 11-22, 2021, which featured the work of final year students, responding to the destroyed areas under four urban categories: 1. Waterfront, 2. Connections, 3. Landmarks and 4. Neighborhoods. The objective was to involve students in the re-envisioning of the destroyed areas both on a practical and theoretical levels, with the prospect of generating new scenarios for a communal urban life conducive to dialogue, participation and communication among all the stakeholders in the city.Bottom of Form

Despite all these adverse conditions, which amount to what can be described as the ‘Perfect Storm’, the School spared no efforts in proceeding with its move to meet the 2020 conditions, among which involving more faculty to take part in the program assessment, forming a new committee to align the assessment process with the new 2020 conditions, mapping the courses to the program and student criteria, identifying the type of evidence that should be collected and setting the benchmarks for each PC and SC. In parallel, a new assessment process was designed that would revisit each criterion in detail, covering all PCs and SCs in a six-year plan. During this coming period, the Architecture program will be revised in light of the NAAB values and changes will be implemented accordingly.

NAAB

NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

The architecture program at the Lebanese American University is located on two campuses, one urban (within the city of Beirut) and another one suburban (on the hilltop overlooking the old city of Byblos). The main campus (Beirut) largely serves the population of the capital city, as well as the southern regions of Saida and Tyre, while the Byblos campus attracts students from the Mount Lebanon and Northern regions. The architecture program was originally established on the Byblos campus in 1991, and courses were gradually offered on the Beirut campus, until the full program could be offered fully there, benefitting from the move into the state-of-the-art facility (Gezairi Building) dedicated to the School of Architecture & Design in Fall 2021. While the program exists on 2 separate campuses, the inter-relation between the 2 campuses is reinforced by common activities (lecture series, workshops, etc.) as well as by several faculty teaching on both campuses, and finally by the common administrative unit (dean, chair, associate chair, etc.) which ensures the application of the same standards across the 2 locations. And while the programs within the School benefit from a larger degree of freedom in exploring new pedagogical approaches, assessment processes ensure a certain level of common standards, under the larger mission of the university, which is based firmly on the principles of liberal education.

The Lebanese American University was originally founded as a college for women, when Sarah Huntington Smith left her native New England in 1834 to come to Lebanon, and establish the first school for girls in Beirut under Ottoman rule. By 1950, the American Junior College for Women 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. The college became co-educational and was renamed Beirut University College (BUC) in 1974, on the eve of the Lebanese Civil War. After the end of the war, BUC was transformed into the Lebanese American University (LAU), a non-profit private university operating on two campuses, the original one in Beirut, and a new one in Byblos. Its program offerings expanded, with the addition of majors in architecture, engineering, medicine and pharmacy.

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 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 prompted the university leadership to actively seek NEASC accreditation (now NECHE), first granted in May 2010 and subsequently renewed in 2014 for 10 years.

<u>History, Mission and Founding Principles of the School of Architecture and the B.Arch. Program:</u>

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 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

From the early days of its establishment, the architecture program sought to distinguish itself from others in the country by reaffirming the interrelation between thinking and making. The program not only nurtures the students' physical skills [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, 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 basis in the foundational year, which is a multi-disciplinary design platform, 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. The Bachelor of Architecture program is fully offered on campus. It was exceptionally offered online and in a hybrid combination of online/ on campus mode during the imposed lockdowns of the COVID pandemic between Spring 2020 and Spring 2021.

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 initial accreditation effective January 2019.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

The university provides faculty and students with an environment in which they can enjoy the freedom to think, to interact, and to develop as effective members of their professional communities. Faculty in the School of Architecture & Design interact with other faculty from all the other schools, and sit on university-wide committees related to faculty welfare, promotion, innovative pedagogies, equity, diversity and inclusion; and other issues of relevance. This interaction allows our faculty to participate effectively in the shaping of a common university culture, as well as learning lessons from other disciplines that can impact positively the school and the programs.

The university has been very supportive of new initiatives that the architecture program has pioneered, such as the International studio, the visiting faculty program, the international workshops, and other activities that go beyond the university setting, as for example in sponsoring the first ever national participation in the Architectural Biennale in Venice (2018). This exhibition was ushered by one of our faculty members, who also benefited from the support of the university in creating the exhibition.

The architecture program has throughout the years added value to its 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 few years the School participation in the activation of Louis Cardahi Foundation, which is an autonomous institute 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. In addition, faculty were engaged, after the catastrophic Beirut Port explosion, in the operations of damage assessment, planning, and restoration of destroyed neighborhoods.

The Architecture program also builds upon its particular setting, located on two campuses, and thus offers 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 issues 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 students a concrete lesson about urbanism and its problematics in the XXI century.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

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. It has already been mentioned the role that the international studio plays in this respect, in addition to the role of visiting international faculty. The School has been very active in seeking regional and

international collaborations, which translated into concrete activities, such as the common workshops organized with Kent State University both in Lebanon and in New York City and the Urban revitalization project of Karm el Zeitoun area in collaboration with the School of Architecture La Salle in Barcelona. Moreover, the school has been organizing symposia and lecture series, hosting international architects and designers highlighting topics of high interest to our students. Exchange programs have also offered our students the opportunity to study for one semester in universities outside Lebanon. This year, 15 students were able to have a semester abroad at Kent State University and Politecnico de Milano.

Architecture students at LAU have the opportunity to showcase their projects through the annual final year exhibition that was transformed into an online exhibition in the last few years due to the COVID-19 pandemic. A selection of final projects from the class of 2020 were among the several exhibits organized by the European Cultural Center (ECC) titled Time Space Existence, which run in parallel to the Venice Biennale between May and November, 2021.

In addition to the above, the Architecture Students have been participating in and winning several architectural competitions such as the Chaderji award and the Tamyouz International Graduation Projects Awards for Architecture among others.

Faculty members of the Architecture program are also encouraged to engage in community projects and research activities outside their courses. Several faculty members have been active in contributing to the activities of the IESR, and several others were active in reconstruction initiatives following the Beirut port blast, mainly in the Beirut Urban Declaration.

More information about such activities is available on the following links:
https://sard.lau.edu.lb/images/22-09-14%20DAID%20Departmental%20activities.pdf
http://sard.lau.edu.lb/events/archive.php

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

The Lebanese American University was founded in 1834 in Beirut during Ottoman times, originally as a Presbyterian school for girls under the name of American Junior College for Women, which subsequently changed to Beirut University College in 1974, when it became a co-ed institution, chartered by the New York Board of Regents. In 2010 the University was granted the NEASC Institutional accreditation (now NECHE), which was renewed in 2014 for 10 years.

After the end of the 1975–1990 Civil War in Lebanon, the institution expanded its outreach by establishing a new campus in Byblos, with new program offerings that included architecture as a major within the School of Engineering and Architecture, and changed its name to the Lebanese American University. In 2009, the University established the School of Architecture & Design to host the architecture program along with other programs such as Fine Arts, Interior Design, Graphic Design and Fashion Design. This re-structuring further reinforced the role of the Foundation program as a common platform that initiates students across the different disciplines to the holistic dimension of design.

Since its inception, the Architecture program has sought to distinguish itself from others in the country by adopting the American model followed in most schools in the US, which is based on the interrelation between thinking and making, and on the symbiotic relationship between theory and practice. The Architecture program is now offered on both Byblos and Beirut campuses, and the Bachelor of Architecture degree program received NAAB Initial Accreditation in 2020.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

Design takes a central role in the architectural curriculum at LAU, within a pedagogical understanding of architecture as a synthetic activity, where the different aspects, from technical components to theoretical ideas play an integral role in reaching an adequate architectural 'solution'. The curriculum at LAU has been traditionally strong in support courses that emphasize building construction, safety and functionality; and this has been supplemented recently by changes that explore the question of sustainability. The question of design as a holistic activity transcends the issues of functionality and technical performance to address the importance of well-being, identity, and relationship to place and culture. These have been paramount in the philosophy of the architecture program since its inception and will continue to occupy a major role in the future.

Students are introduced to design through a series of studios accompanied by supporting courses, where design constraints and opportunities alternate, from the abstract and speculative to the pragmatic and regulated. Design thinking skills and design methodologies are not dogmatically restricted at LAU, instead a variety of approaches is presented to the student both throughout the years of instruction and across the various sections at each level that are taught by different instructors allowing for exposure to a multitude of design methodologies that enhances students' receptivity and adaptability to changing conditions within academia initially and in practice ultimately.

In the first year, following an introduction into visual perception and representation in two dimensional and volumetric design during the Fall term (Studio I-A and I-B), students are then invited to explore the relationship between structure, form and space through projects that mediate between conceptual and functional dimensions during the Spring term (Studio II Formal Tectonics). In the second year (Design Studio III and IV), theoretical investigations of space and development of conceptual constructs are supported by perceptual analysis and studies of precedents. Projects of greater complexity and scope are explored in the third year (Design Studio V and VI), where design issues are supplemented by considerations of building technology, structure, environmental and site factors. The comprehensive studio (Design Studio VII) in the Fall of the fourth year tests the students' ability to synthesize various aspects into a comprehensive design. This is followed by Design Studio VIII where new experimental approaches are entertained, while considering issues of social and environmental impact. Typically, this design studio is taught by visiting faculty with the intent of exposing students to new ideas in design. Finally, in the fifth year, the combination between Final Project Research and Final Project, allows students to present their personal synthesis of a design problem, while working in small groups, each exploring a particular thematic.

In parallel to each design level, a set of co-requisite courses ensures the delivery of needed theoretical and/or technical knowledge that would support the studio's exercises. This has proven to be successful in highlighting the relevancy of the learning outcomes between the different courses and their interdependency in the design process.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

The curriculum 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.

These concerns have been translated in the development of several new courses (ARCH422: Climate and Energy, ARCH423: Building Technology, ARCH424: Building Services), and in refocusing some design studios to cover environmental concerns (ARCH431: Design Studio V, ARCH531: Design Studio VII, ARCH632: Final Project).

These measures have been complemented by the re-branding of the previous 'Urban Planning Institute' into an 'Institute for Environmental Studies & Research' which seeks to investigate issues of environmental nature, and the impact of such issues on the long-term sustainability of the region and its resources. Despite the Covid outbreak which hindered the launch of this institute, its lecture series was particularly instrumental in introducing environmental issues through the lens of practicing architects setting examples of ethical and responsible practices.

Both within the department, through its lectures series, workshops and collaborations with organizations and municipalities, and also on campus through the various students' clubs and the AIAS chapter at LAU, many events and activities revolve around environmental concerns and community engagement, encouraging the students to be initiators of actions in their expected role of active members of the society acting responsibly and ethically.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

Implementing Equity, Diversity and Inclusion has become of primary importance in academia over the past decade, and has filtered into the discourse at the university level at LAU, with concrete actions taken to ensure that all schools respect these universal values. The university has throughout the years, and since its inception, worked toward these goals of ensuring a place that allows any person, of whatever gender, color, or religion, to develop their faculties within a respectful and nurturing environment. It has largely succeeded in creating a diverse community where the interaction between faculty and students fosters an atmosphere of respect, inclusion and equity, something which is reflected in the loyalty and gratitude that several alumni express years after their graduation.

In more concrete terms, the University, and the School, have actively pursued a policy of equity as far as gender composition of faculty and administrators. The traditional unbalance that was in effect a decade ago, as far as gender distribution within the faculty body, was actively redressed over the past years. The gender distribution in the students' body has actually always been balanced without any need for external intervention.

Diversity and Inclusion in the Lebanese and regional context translates into a diverse faculty and student body, recruited or admitted outside of any confessional considerations. This diversity is well reflected at LAU when compared with other private institutions in the country. At the base of our philosophy of inclusion lies the ideal of American liberal education, which have been transmitted through our founders, and continue to be upheld. Starting with its admission policy, LAU admits 'qualified students regardless of their nationality, race, gender, or religious affiliation'. The university invests its resources and capacities in providing all students with the distinguished education that they deserve offering them a support network throughout their stay at LAU on financial, academic, medical, psychological and professional levels.

Architecture students are partners in the elaboration of a positive 'Studio Culture', and review the means to improve it periodically. They have access through their elected representatives (Student Council), their clubs (Design Club, Architecture Theory Reading Club) and chapters (AIAS Chapter) to the university and school administration.

Equity and inclusivity translates in the architecture curriculum into an openness to various topics addressing local, regional and global concerns and inciting students to explore critically issues at the urban and architectural levels which cover, among other issues: social justice, equal access, and community participation. Theory and History courses, cultural studies, regional architecture and professional practice introduce students to EDI, whilst design studio and urban planning exercises touching on community needs allow them to put these notions to practice.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

There has been a great effort at the University and the School levels to promote research in the architectural and design disciplines, which, as we know, lag behind the 'sciences' in producing objective research on timely topics. For this purpose, the Urban Planning Institute was re-branded as the Institute of Environmental Studies & Research, and a new director appointed to lead it, with the hope of receiving grants and conducting research on issues of environmental and urban relevance. Unfortunately, the last 2 years were quite paralyzing all over the world, and no major leaps were done on this front. Yet the Institute managed, against all odds to realize several webinars, conferences and symposium. More information about the IESR activities is found on the following link:
https://sard.lau.edu.lb/about/institutes/iesr/events.php

These initiatives also complement the School's other research initiatives, which may be divided into 2 main areas: Scholarly Research, and Applied Research.

On scholarly research, several faculty members have effectively published articles and books over the past 3 years among which the following samples:
https://sard.lau.edu.lb/images/22-09-20%20Faculty%20Publications%202018-2021.pdf

On the area of applied research, several faculty also maintain an active practice, and often engage our own students as interns or later employees, and generate projects that advance the profession by critically challenging the inherited typologies, and seeking to improve the built environment.

In addition, the important initiatives that the School was involved in, such as the reconstruction of the neighborhoods damaged by the Beirut Port blast of 2020, offered students a real-life experience on dealing with crises that require architectural interventions. Below is one of the examples:
https://news.lau.edu.lb/2021/overcoming-trauma-through-play.php

A conscious distinction is made between consumption and production of knowledge within the architecture program at LAU where innovation is always encouraged and prepared for as an essential component of architectural thought and design.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

The architecture program at LAU draws on the university values of liberal education within a comprehensive background extending beyond the core program disciplines. The basic values of 'Leadership, Collaboration, and Community Engagement' are enacted in the model of the studio as a center for exchanging ideas, sharing skills, and holding open debates. The architecture program further fosters an awareness of social responsibility through stressing the social dimension of architecture, and engaging students in community projects.

In nurturing a sense of 'leadership', the two Professional Practice courses address leadership and management skills specific to the architectural profession. Aspects relating to 'professional ethics' and 'social responsibility' are also incorporated within one of these two courses. Students will have to satisfy a minimum number of hours in six experience areas through two Internships, one in the summer of the fourth year and another one in the following fall. This is where Practice Management and Project Management form a good part of the internship, exposing the students to leadership, collaboration, critical thinking, and decision making.

In addition, the School is keen on providing a space for students to develop their own leadership skills, without direct mentoring. This takes place through student activities as in the case of the AIAS LAU Chapter, established in February 2016, where students assumed leadership roles by holding seminars and initiating design competitions.

University wide, and as stated in its mission, the Lebanese American University is committed to the formation of leaders in a diverse world. One of the major initiatives at the University level, in which several Architecture students were involved, is the Model UN program, integrating civic engagement with the extra-curricular activities and encouraging the students to broaden their horizons both within and outside Lebanon.

As far as encouraging collaboration and community engagement, the activities initiated under specific studios, as well as within the urban planning courses extend to community projects that embody Action Research Methodology. This enables students to have a direct contact with stakeholders (local authorities i.e. municipalities, decision makers, private investors, local government and public institutions, NGOs etc…), offering them a concrete exposure to social responsibility and community engagement.

Community engagement was well put in practice, and without any top-down directives, in response to the Port Blast catastrophe of August 2020. Faculty, students and alumni were all engaged in a national effort to deal with the repercussions of this major disaster. The engagement with the community took multiple forms, from the efforts to assess the damages, to participation in reconstruction projects, as well as lending support to various NGOs.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

The architecture program embodies the principles of encouraging students to be lifelong learners, by offering a comprehensive education highlighting the importance of staying abreast of the latest ideas as well as relevant technologies. Overall, it is the spirit of inquiry and research that stimulates students, through different studios, to explore architectural education as a process that necessitates constant exposure and critical assessment.

In this respect, the continuous activity of the faculty, who in their majority combine academia and practice, provides a good model on the necessity of remaining abreast of new developments, whether technological or theoretical, and adopting lifelong learning as a natural byproduct in their practice.

In addition, the program aims at providing 'a platform for graduate specialization in architecture, urban planning, urban design, landscape design, digital design, and other fields in design', for students who are interested in continuing their education. The program offers as part of its core and elective courses diverse topics with thematic, geographical or technical focus (Regional Architecture, Landscape, Urban Planning, BIM, etc). In addition, several 'minors' are available answering to students' extended interests as an additional belief in the extendibility and benefice of architectural thinking to a multitude of related disciplines.

The success of the program in forming graduates with a propensity for lifelong learning is evidenced through its growing community of successful alumni, who have either gone on to join major practices in Lebanon or the Arab Gulf, or went on to earn masters degrees at major schools like Harvard, Columbia, Penn, or Yale. Some of these alumni have returned to establish practices in Lebanon or the region, and some have joined the faculty body of LAU or other schools in the region.

3—Program and Student Criteria

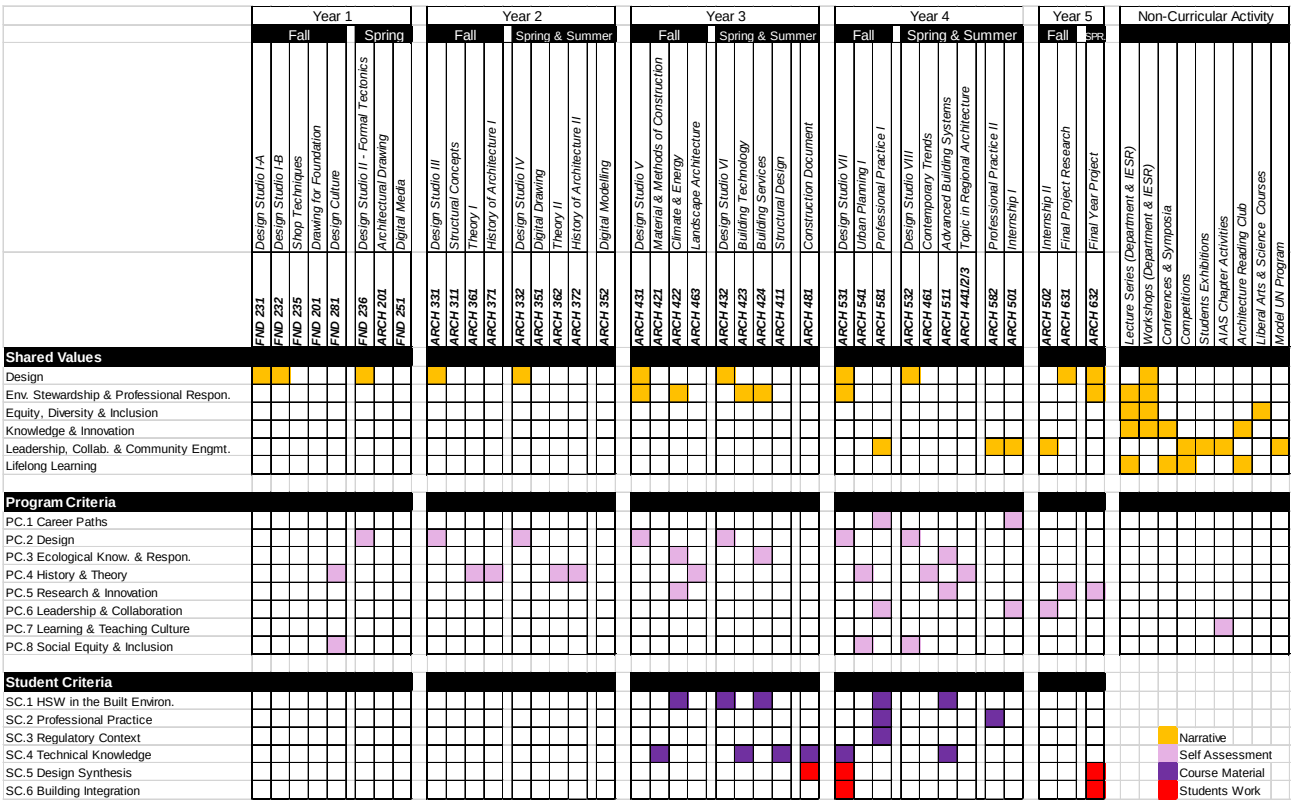
These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

Program Response:

The architecture program at LAU has been in place since 1991, undergoing several curricular revisions every 5-6 years, to ensure its continuous adaptability to contemporary ideas and methods, market demands, and its adequate response to the specificity of its cultural setting. For this purpose, the program has been well defined to initiate students in the foundation year in the exploration of abstract concepts and ideas, proceeding to the upper levels where the initial stress on ideation comes into play with realistic, technical and functional factors, leading to the synthesis of the final year where each student is given free reign, within certain parameters, to propose a project of their choice. While this pedagogical 'framework' has been in effect since its inception, many variations have been introduced into the program, in terms of courses, areas of focus, and facilities, to accompany the international development of architecture as a discipline. And along these lines, since 2013, the program has followed the guidelines set by NAAB to further refine its pedagogical framework.

This section consists of a description of how the architecture program at LAU covers the Program and Student Criteria set by the NAAB. For this, the Curriculum Assessment Committee (CAC) mapped every criterion with the core courses of the program and other extracurricular activities that are deemed relevant to meet the criteria.

The result can be summarized with the below matrix, also available on the following link: https://sard.lau.edu.lb/images/PC-SC%20Matrix%20-%202020%20Conditions%20-%20LAU.xlsx



The Curriculum Assessment Committee believes that all Program and Students Criteria are met by the program but that the self-assessment process will allow the department to evaluate this initial assumption and identify potential areas for development.

The CAC has developed a timeline for a first cycle of assessment over 6 years. This timeline would be reduced to 4 years in the following cycles.

So far, points of assessments have been identified for each PC and SC. A committee of two faculty members will be assigned the task of analyzing the data collected for each PC and SC and recommending changes for improvement where applicable.

The data is collected and evaluated on a yearly basis. However, assessment of PCs and SCs requirements is reviewed every four years according to the assessment cycle timeline that was developed by the CAC. Achievements and deficiencies are identified by the assessment committee and reported to the department, which in turn will propose improvements based on the outcomes. In order to take precise actions, the committee will be required to investigate the cause of the deficiency.

The following section includes the program responses for each criterion in addition to the set benchmarks for the assessment of each.

A detailed description of the assessment methods will be described in Section 5.3.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

The program introduces the students to the path to licensure in Lebanon as well as in the United States. It also draws the differences in the requirements pertinent to each country. While locally no mandatory exams are necessary to become licensed, the different steps toward licensure in the United States are presented in detail. This includes the importance of the NAAB accredited degree that they will earn when they graduate, the internships that they will complete based on the experience areas set by NCARB; and the ARE modules they need to pass in order to achieve registration in one of the selected boards. The advantage of the NCARB certificate in providing reciprocity among most jurisdictions and states is also highlighted.

The Career Path course is covered by one Professional Practice course in the fall semester of the fourth year and through the Internships, the first being in the summer of the fourth year and the second in the fall of the fifth year as follow:

- Professional Practice I (ARCH 581): In this course the students will learn the process of registration locally and in the USA with all the required steps.
- Internship I (ARCH 501): An Internship Seminar/Webinar is offered as part of Internship I during which a list of potential internship providers is provided. Then the selection of the provider, application approval, and the reporting procedures are presented to the interns as a guide to proper internship performance and completion.

At the end, the students realize that becoming a licensed architect in the US will enable them to design projects and building where the health, safety, and welfare of the public need to be always safeguarded.

Even though the program prepares the students for professional licensure in Lebanon and practice abroad, not all students are expected to develop their careers within the strict boundaries of the discipline. In fact, the set of skills that students develop throughout the curriculum (design thinking, design methodologies, prototyping, iteration, management, critical assessment, etc.) would allow them to access other peripheral fields to architecture as is attested by our alumni's experience over the years.

The faculty's diverse background (practice, scholarly, or combination) and multiple tracks (Full time tenure or non-tenure, and Adjunct faculty) demonstrate to the students the various possibilities of career paths in architecture. The Internship program which has been expanded also offers them additional perspectives on multiple career paths that are available upon graduation. Awareness toward career development is reinforced through internship seminars, where multiple career options and the path to licensure are explained with a focus on NCARB guidelines and introduction of ARE steps.

Additional resources are also provided to the students to stay up to date with all changes even after their graduations. Links to NCARB, AXP and ARE information are published on the SArD website: https://sard.lau.edu.lb/student-resources/career-development-information.php

Assessment:

Following the CAC review of the assessment process in light of the 2020 NAAB Conditions, the committee defined three points of assessment in order to evaluate the Career Path criterion, and set the related benchmarks as per the following:

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	**Faculty evaluation of students work**	Faculty assessment of students' performance with respect to the following course SLO 3: *Demonstrate understanding of safety and legal responsibilities towards public*	**ARCH 581 - Professional Practice I**	Achieve a B average of all students on the KPI criteria for the SLO assessed as part of this benchmark
2	**Students' Evaluation of the Internship**	Student's Feedback about the Internship in general in the ARCH-501 course related to SLO 3: *Fulfill the Internship report and training log requirements*	**ARCH 501 - Internship I**	Average of 3 on a 4-degrees scale (1-worst to 4-best)

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

The core of the architecture program at LAU revolves around the design studio which combines in its pedagogy culture, theory, history, representation, environment, technology, construction, urban etc. in a way to provide solutions to human needs.

For this end, students will apprehend design through design studios complemented by support courses allowing them to investigate all design phases from the abstract to the concrete levels. Design intents are not strictly directed, rather a diversity of approaches is offered at different levels through a variety of design instructors and methodologies, while facing different design conditions and limitations.

At foundation year, students will be introduced to visual perception and the bi-dimensional and three-dimensional representations, then they will explore relationship between form and space in exercises that address both the conceptual and functional aspects. In the second year (Design Studio III and IV), theoretical investigations of space and development of conceptual constructs into architectural forms are supported by perceptual analysis and studies of precedents. Projects of greater complexity are investigated in the third year (Design Studio V & VI) taking into account building technology, structure, environmental and site values. In the Fall of the fourth year, the Comprehensive Studio (Design Studio VII) tackles all information gathered in previous design studios and courses, covering theoretical, technical, structural, environmental, and construction techniques, as well as codes and regulations. In the following Spring (Design Studio VIII), the social aspect is experienced in a community and urban case study.

In parallel to Design Studios, sets of theoretical, technical and representational courses are mandatory in order to cover all required learning outcomes.

In brief design is presented through abstract explorations at the beginning and then implemented in specific settings. While firmly open and recognizing international architectural discourses, a balance is maintained between local and international when it comes to specific site, history and precedents. Students exchange programs and the International Studio (IS) play a huge role in expanding access to architectural ideas and practices outside of Lebanon. In particular, the IS offers all students at the end of the third year the opportunity to immerse themselves in the architectural culture of a foreign setting thus benefitting from an enriching direct experience.

Finally, the department finds in its mission the obligation to counter the populist culture that favors exuberant designs in favor of engaged approaches to design, where notions of community, diversity and sustainability are explored.

PC 2 Design is mainly covered and assessed in the following courses:

- Design Studio II - Formal Tectonics (FND 236): This studio focuses on the elaboration of kinetic artifacts, following a process of critical investigation into perceived phenomena and objects. Concepts such as structure, materiality, movement and form will be explored in the process of elaboration of creative mechanisms produced in the workshop. The studio will be open to a variety of approaches that include, but are not limited to, transformation from two- to three-dimensions, analytical deconstruction, construction or re-configuration and assembly of entities, as well as the exploration of structural components and relations. The studio will require an active engagement of thinking and making, and its outcome should lead to well-articulated apparatuses that materialize an engaging relationship between form and space.
- Design Studio III (ARCH 331): This studio builds upon and extends the theoretical knowledge gained in the foundation studios through a concrete application of conceptual and perceptual analysis to small- and medium-scale problems in design, and the exploration of the limits and means of developing concepts into architectural form. This studio focuses on the representation of ideas into drawings, specifically stressing the importance of hand drawing and model making as design tools.
- Design Studio IV (ARCH 332): This studio furthers the elaboration of projects based on investigations of specific theoretical themes, and concentrating on medium-scale, public projects. The studio will initiate students to the analysis of canonical works as a basic tool in the design process. The use of manual representational tools in translating ideas into drawings as well as, models will be stressed on.
- Design Studio V (ARCH 431): This studio examines problematic of construction and materiality, focusing on building technology, building program, in addition to environmental and site factors, as essential parameters in the development and resolution of a design project. Students at this stage are expected to manage the complexity of mixed-use program within a critical site. In correlation with studio work, building technology courses will inform the translation from conceptual design to material and construction techniques.
- Design Studio VI (ARCH 432): This studio deals with projects of greater complexity in terms of program aspects, site constraints, accessibility, and introduction to life safety criteria. A specific attention will be given to the interrelation of structure and architecture as essential factors in the design process in view of creating an integrated project. Students at this level are expected to elaborate a clear set of drawings highlighting the tectonic aspect of their projects.
- Design Studio VII (ARCH 531): This comprehensive design studio entails the integration of questions of structure, building assemblies and environmental systems

within a design experimentation. Students must develop their design proposal into a fully detailed solution, documented using various media at the appropriate scale.

- Design Studio VIII (ARCH 532): This advanced design studio addresses community-based projects within urban or rural settings. Students analyze problems of practical relevance to contemporary issues, with an investigation of social, economic, and ideological aspects.

It is primarily through this sequence of the learning experience that students gain the required understanding on design.

The program provides a variety of activities tackling design matters amongst which: conferences, seminars, workshops, symposia, guest lectures, juries, community projects, international studios etc.

Assessment:

The sequence of design studio courses was last assessed in an effort to meet the NAAB 2014 Conditions during the preparations for the Initial Accreditation. It was recommended then to merge the two studio courses of the foundation spring term in one course, to have the Design Studio VII as a comprehensive studio, to dedicate Design Studio VIII to a community project, and replace design Studio IX with Final Project research. The program shall now go through a new assessment cycle in order to meet the 2020 Conditions and values. A series of assessment measures was developed in order to collect evidence of achievement of the studios SLOs and as a starting point for decisions on future improvements.

Below is a summary on the points of assessment along with the set benchmarks:

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Student's evaluation of their understanding of specific SLOs in selected courses	Score given by the students for their understanding level of specific SLOs via the end of term course evaluation survey run by DIRA.	FND 236 – Design Studio II ARCH 331 – Design Studio III ARCH 332 – Design Studio IV	Average of 3 on a 4-degrees scale (1-worst to 4-best) for each SLO
2	Instructor's evaluation of students work	Grade given by Faculty following the assessment of the student's work in relation to the relevant KPIs in the rubrics.	ARCH 431 – Design Studio V ARCH 432 – Design Studio VI ARCH 531 – Design Studio VII ARCH 532 – Design Studio VIII	B grade as class average for selected KPIs

List of SLOs that will be assessed in each course related to evidence #1:

FND 236	SLO 1. Demonstrate critical and synthetic aptitudes in addressing architectonic design queries SLO 4. Address design investigations through an active engagement of thinking, drawing and making
ARCH 331	SLO 2. Generate a concept for a design approach SLO 3. Develop an architectural project from a specific concept
ARCH 332	SLO 1. Apply relevant theoretical principles in architectural projects

List of KPIs that will be assessed in each course related to evidence #2:

ARCH 431	Define Design Strategy according to site conditions and program requirements
ARCH 432	Elaborate a design approach in relation to site and program
ARCH 531	Ability to make design decision within a complex project
ARCH 532	Develop a multidisciplinary strategy addressing a community need

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

The architecture program at LAU aims at exposing students to the dynamics between the built environment and the natural environment by addressing this aspect of sustainability at many levels. It aims to initiate future architects to get engaged in the efforts to mitigate climate change, while realizing that many current practices rely on unsustainable construction methods and materials. This is a critical and long-term battle that we cannot claim to have won yet, either at the level of the School or the discipline, and that requires a concerted effort across the discipline, and among all stakeholders. It would also necessitate a global effort in setting an environmental agenda for these stakeholders.

The program aims at continuously raising awareness through exposure to new methods and ideas on environmental sustainability, adaptability and resilience, with the importance of exploring new construction technologies in line with environmental constraints, recognizing that architects can promote healthy environments and combat climate change through their actions, and not only through projects.

This program criterion is gaining increased importance within the curriculum, based on a commitment to address sustainability at all levels (social, environmental, and economic). This interest is now introduced in specific courses outlined below, as well as in some senior level studios, and in certain cases, in students' final project.

The environmental issues are disseminated throughout the program, with a focus in the following courses:

- Climate and Energy (ARCH 422): introduces the issue of climate change as a problem of environmental and social justice, and thus as one of the main interests of architects. Faculty encourage students to recognize the power of the vernacular language model and new technologies to address this issue. Students learn how to analyze the project environment and match passive strategies to reduce energy loads; notions of carbon footprint, emissions, resilience, and lifecycle impact; they also learn strategies for zero and positive energy buildings all while being conscious of comfort, health, and wellbeing requirements.
- Building Services (ARCH 424): Students learn how to integrate various mechanical and electrical building services in design with a focus on energy efficiency, sustainability, and lifecycle economy.
- Advanced Building Systems (ARCH 511): Students learn how to design high performance envelope assemblies to mitigate heat transfer and reduce building loads and emissions.

Assessment

The program gauges the level of understanding of the students of this criterion's issues and the impact of the program on their adoption of the case for the environment through a series of assessment measures that are used to collect evidence of achievement and as a starting point for decisions on future improvements.

On yearly basis, the information is collected and evaluated; a review of the achievement is conducted, and deficiencies identified in the aim of taking decisions for improvement by investigating and identifying the root cause of the deficiency, if any. Actions for improvement shall be taken based on the outcome of this investigation.

Below is a summary of the points of assessment along with the set benchmarks:

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Graduating students' evaluation of the program	Score given by the graduating students to a question in the program exit survey run by DIRA. **Question**: How do you rate the significance of meeting the below learning outcomes of the architecture program after completing your undergraduate education: "*Apply learned skills in influencing global issues in Climate Change, Health and Welfare, and Economy"*	**Exit Survey**	Average of 3 on a 4-degrees scale (1-worst to 4-best)
2	Student's evaluation of their understanding of specific SLOs in selected courses	Score given by the students for their understanding level of specific SLOs via the end of term course evaluation survey run by DIRA.	ARCH 422 – Climate & Energy ARCH 424 – Building Services ARCH 511 – Advanced Building Systems	Average of 3 on a 4-degrees scale (1-worst to 4-best) for each SLO
3	Instructor's evaluation of students work	Faculty assessment of the students' work on the course outcome (course average)	ARCH 422 – Climate & Energy	B grade as class average for the course

List of SLOs that will be assessed in each course related to evidence #2:

ARCH 422	SLO 1. Understand the notions of thermal comfort in architecture. SLO 2. Identify sustainable design strategies and their impact on building form. SLO 3. Evaluate different passive and active solutions. SLO 4. Develop an adequate environmental system for a climate responsive design solution.

ARCH 424	SLO 1. Demonstrate an adequate selection of mechanical systems of heating, ventilation and air-conditioning in a given context. SLO 2. Demonstrate an adequate selection of methods of water and sanitary management in a given context. SLO 3. Demonstrate an adequate selection of methods of lighting and electrical management in a given context.
ARCH 511	SLO 2. Integrate contemporary construction issues (such as sustainability, efficiency, and adaptability…) into architectural details

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

The component of History and Theory has been one of the essential elements of the curriculum since its inception, and is well covered through a series of well-structured courses that cover international trends as well as regional ones, in addition to a survey on urbanism and urban planning practices around the world.

History and theory of architecture and urbanism are understood as essential in enriching the students' academic knowledge, as well as impacting their professional architectural output. The importance of this component is also matched by its translation into architectural studios and projects, where the importance of ideation and critical assessment plays a role in the design project, effectively emphasizing the 'process' of design, not reducing it only to practicality and functionality, but also contextualizing it both temporally and spatially.

The interplays between history and theory courses on one hand, and practical courses on the other, find their concrete translation in the design studios. Hence the evolution of architecture under multifarious factors is discussed in the courses, and brought into play in the design studio.

The following courses are key venues for assessing PC4:

- Design Culture (FND 281) where students are introduced to the interrelationship between art and design, through a survey of major artistic movements in the Twentieth century, and a theoretical exploration of the cultural and aesthetic underpinnings of the various manifestations of contemporary design developments in the applied arts.
- Theory I (ARCH 361) that explores the experiential impact of spatial forms on social organization and human behavior through the study of the relation between architectural forms and cultural contexts. Readings in this course focus on the experience of architecture in its socio-cultural dimension.
- Theory II (ARCH 362) where twentieth century architectural theories are surveyed through readings and discussions of the aesthetic and ideological frameworks behind the paradigmatic changes in architecture.
- History of Architecture I (ARCH 371) that offers a comprehensive survey of architecture, from the early civilizations until the Seventeenth century, covering Western and non-Western architecture.
- History of Architecture II (ARCH 372) where the developments in architecture from Neo-Classicism in the 18th and 19th centuries to modern architecture in the 20th century are covered.

- Contemporary Trends (ARCH 461) that continues the architectural history survey of History I and II, and concludes by surveying the contemporary condition in its multi-faceted manifestations around the world.
- Regional Architecture (ARCH 441) that focuses on the traditional domestic architecture of Lebanon as part of a historical survey of the regional architectural heritage. Cultural, socio-economic and technical factors that led to the development of this specific type of architecture in the Nineteenth and early Twentieth century are analyzed.
- Landscape Architecture (ARCH 463) where students examine the historical evolution and the development of landscape design as a practice. The course explores the different underlying theories behind landscape architecture, as well as its contemporary developments around the world, with a focus on regional and local case studies.
- Urban Planning I (ARCH 541) that surveys the historical development of the modern city in relation to economic, social, and political factors from the 19th century to the contemporary period. The course also presents an overview of planning theories and practices in the United States, Europe, and the Middle East.

In addition to the above mentioned courses, the department and the school regularly host workshops, webinars and lectures that touch on the topics of history of architecture, theory and urbanism either directly or indirectly through the working methods of invited local or foreign lecturers . A list of last years' lectures can be found on the following link https://sard.lau.edu.lb/news-events/events/

Many other initiatives led by students, either through the activities of the AIAS Chapter at LAU or the Architecture Reading Club (https://www.facebook.com/ARCLUBLAU) focus on history and theory of architecture and urbanism as a testament to the students' interest and understanding of the importance of these fields to the discipline of architecture.

Assessment

The program measures its success in instilling the understanding of the histories and theories of architecture and urbanism influenced by social, cultural, economic, and political factors, through the following assessment measures:

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Student's evaluation of their understanding of specific SLOs in selected courses	Score given by the students for their understanding level of specific SLOs via the end of term course evaluation survey run by DIRA.	FND 281 – Design Culture ARCH 361 – Theory I ARCH 362 – Theory II ARCH 371 – History of Architecture I ARCH 372 – History of Architecture II ARCH 461 – Contemporary Trends ARCH 441 – Regional Architecture ARCH 541 – Urban Planning I	Average of 3 on a 4-degrees scale (1-worst to 4-best) for each SLO
2	Instructor's evaluation of students work	Grade given by Faculty following the assessment of the student's work in relation to the relevant KPIs in the rubrics.	FND 281 – Design Culture ARCH 362 – Theory II ARCH 372 – History of Architecture II ARCH 541 – Urban Planning I	B- grade as class average for selected KPIs

List of SLOs that will be assessed in each course related to evidence #1:

FND 281	SLO 1. Demonstrate knowledge of key artists, designers and thinkers their works and their cultural settings. SLO 5. Demonstrate a broad understanding of design as an activity rooted in its cultural and temporal contexts.
ARCH 361	SLO 1. Develop an understanding of key principles in architecture SLO 3. Develop an appreciation of architecture from a cultural perspective and in relation with social and cultural patterns.
ARCH 362	SLO 1. Develop a critical understanding of seminal movements and ideas in architecture
ARCH 371	SLO 1. Demonstrate knowledge of architectural history across different cultures and traditions SLO 2. Develop an understanding of the social, technological & cultural parameters, which led to the development of various architectural styles
ARCH 372	SLO 1. Outline the development of architecture from the 18th to the late 20th century. SLO 2. Understand the relations between architecture and cultural contexts.
ARCH 461	SLO 1. Exhibit knowledge of the major architectural developments from 1960 to the present SLO 3. Analyze various architectural work within their theoretical and cultural contexts
ARCH 441	SLO 1. Outline the historical development of architecture in Lebanon
ARCH 541	SLO 1. Understand the historical development of the city [in relation to economic, social and political factors] from the nineteenth century to the present SLO 3. Understand contextual relations between architecture and culture [politics, economy, ecology and technology]

List of KPIs that will be assessed in each course related to evidence #2:

ARCH 362	KPI Number 2 in the Final Exam Grading Rubric: Understanding of the Theoretical Component of the Question
ARCH 372	KPI Number 1 in the Reflective Journal Grading Rubric: Understanding of the interconnectedness of architectural thought across time and place KPI Number 2 in the Reflective Journal Grading Rubric: Use of architecture as a tool in understanding cultural systems
ARCH 541	KPI Number 1 in the First Review Grading Rubric: Understanding of Theories of Urbanism and Application into City Analysis

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

Architectural research is at the core of all design studios, which proceed from investigations of precedents, evaluations of case studies, analysis, and then the formulations of the proposed design solutions. Design thinking, with action focus based on research, proceeds through trials and errors, leaving room for individual approach. This aspect is being gradually complemented within the School by exposure to new methodologies in research based on design theory and on practice, and by the role that Institutes play in supplementing it. In addition, the strategic plan of the School aiming at expanding its graduate programs would ultimately contribute to this objective.

Many of the challenges in architecture extend beyond the specific areas of the built environment. Architects are expected to perform increasingly complex jobs that require integrated knowledge and skills. Technologies and production processes are continuously being explored in construction, and design solutions are constantly influencing other sectors. For this reason, cross-sector collaboration and multi-disciplinarity with business authorities and civil society organizations are becoming the norm. Therefore, learning to think entrepreneurially is becoming an essential skill for architecture graduates. It is important for students to assimilate this method of thinking in their studies. One of the School's objectives is to achieve this goal by setting up a multidisciplinary, transdisciplinary and interdisciplinary learning environment.

This approach is evidence-based and includes interdisciplinary integration of educational research, architectural and built environment practice, educational science, data collection, knowledge sharing, service learning, and experience with other programs in the field. We aim to achieve a substantial curriculum alignment with this approach over the next cycle. Digitization, a globalizing economy and rapid developments in the areas of technology, demographics, climate change and environment, mobility and urbanization present new challenges for the architectural, planning and construction industry. These notions are disseminated and tested throughout the program, and more specifically in senior level design studios, as well as the courses on urbanism and other electives:

- Climate and Energy (ARCH 422): in this course students are exposed to research through examining, analyzing and experimenting with successes and failures of innovative case studies in climate responsive and sustainable architecture design and practice. They investigate issues of climate and environmental impact as they relate to architecture design and apply the acquired knowledge by shaping solutions.
- Advanced Building Systems (ARCH 511): in this course students are initiated to then are expected to undertake research, analysis and integration of contemporary and innovative structural systems and methods in architecture through case studies and application projects.
- Final Project Research (ARCH 631): This is a research course supervised by the selected advisor for the final project studio, with the elaboration and definition of a thesis proposal, including a detailed program and site analysis, as well as the documentation of any other relevant research material.
- Final project (ARCH 632): This advanced design studio addresses community-based projects within urban or rural settings. Students analyze problems of practical relevance to contemporary issues, with an investigation of social, economic, and ideological aspects.

An emphasis on Architectural research is observed during special workshops organized in the summer by the Department of Architecture & Interior Design or the Institute for Environmental Studies & Research. The department is currently looking into ways on how to encourage students to actively participate in those activities and on how to provide KPI's for their assessment.

Assessment

A survey addressing the faculty and the students will be conducted to collect data related to research and innovation, and will complement the information collected from ARCH 422, ARCH 511, ARCH631 and ARCH 632.

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Instructor's evaluation of students performance in specific course assignment/ work	Faculty assessment of the students in relation to the components of the rubrics (specific rubric average). - Identify the site's complexity according to the research - Prepare the project program strategy - Identify design strategies addressing the complexity of the project	ARCH 422 – Climate and Energy ARCH 511 – Advanced Building Systems ARCH 631 – Final Project research ARCH 632 – Final Year Project	ARCH 631 and ARCH 422: B-grade as class average for the course. ARCH 632 and ARCH 511: B-grade as class average for selected KPIs
2	Survey addressing faculty and students	Scores provided to answers about the engagement of faculty and students in research, innovation, experimentation, team projects, shared resources, multi-disciplinary activities, and learning new skills.	Survey to be developed by assigned faculty who will conduct the assessment of PC 5.	Average of 3 on a 5-degrees scale (1-worst to 5-best)

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

The architect's training traditionally emphasized innovation and individual mastery of skills and techniques. While the curriculum still aims at developing individual capacities and design skills, it also tries to balance that with the emphasis on collaboration, applied in select studios such as Design VIII and the final project research phase, which is typically conducted in small groups, around select themes. In addition, specific courses focus on professional practice, and initiate the students to the tasks required in an architectural office.

The Professional Practice courses series thus introduce students to the architect's roles among other stakeholders in three major project stages, i.e. Entitlement, Design & Production, and Construction. The organizational charts that the students develop for each stage show the nature of interactions with different parties, starting with the owner/client, and extending to authorities, other consultants and sub consultants, contractors and subcontractors, and any other involved specialists, suppliers, service providers… In the Entitlement stage, the students realize that leadership skills are required especially when convincing the authorities and the usually dynamic and diverse communities about a project that deviates from the adopted zoning ordinances. When in the Design and Development stages, it becomes clear to the students that both leadership and effective collaboration skills are compulsory for working with multidisciplinary teams such as engineers and specialists, not to mention other parties if nontraditional delivery methods are chosen for the project. During the Construction stage, they simulate the roles of different stakeholders in a construction and contractor's organizational chart where the chain of command and the decision-making processes become more spread over all project teams. This includes dealing with the owner as well as with the contractor's offsite personnel and onsite crews while trying to solve the complex problems if and when they arise.

Both Internship I & II as co-curricular programs allow the Interns to put the curricular knowledge at work. In addition to developing new thinking processes and communication styles, the Interns will have the opportunity to take initiatives, be creative and use their management skills while being a part of a project team, therefore prove their leadership and collaboration capabilities. The Internship provider's feedback will then give the internship advisor and the Professional Practice teaching faculty a good sense of the curricular program's learning outcome and indications for any needed curriculum or course adjustment.

The engagement of the students in extra-curricular activities such as the AIAS LAU Chapter and the Design Club allow them to showcase their leadership skills through interaction with both the professional and the social communities.

In conclusion, the curricular, co-curricular, and extra-curricular programs described above all lead to the student's deep understanding that the design and construction of building projects require strong leadership skills to be able to control the process and efficient collaboration with all involved teams to be able to overcome project challenges and solve the pertinent complex problems.

The program provides multiple venues to ensure students' understanding and showcasing leadership and collaboration in a diverse and dynamic professional and social context.

These issues are disseminated throughout the program, with a focus in the following courses:

- Professional Practice I (ARCH 581)
- Internship I & II (ARCH 501 & ARCH 502)

Assessment

Below is a summary of the points of assessment along with the set benchmarks:

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Faculty evaluation of students work	Faculty assessment of the students' performance in the Organization Charts Assignment that introduces students to the architect's roles among other stakeholders in three major project stages, i.e. Entitlement, Development, and Construction *SLO2. Understand fully the architect's responsibilities involved in a project*	ARCH 581 – Professional Practice I	Achieve a B average of all students on the KPI criteria for the SLOs assessed as part of this benchmark
2	Employer's Evaluation of Interns' Skills and Knowledge	The employer's assessment of the Interns' performance with respect to the Internship SLO *SLO 1. Take part in a multidisciplinary team on a design project.*	ARCH 501 – Internship I	Achieve an 80/100 average on the Employers' Feedback of all Interns on the initiatives, creativity, management skills and team work
3	Student's evaluation of the Internship	Score given by the students for their understanding level of specific SLO via the end of term course evaluation survey run by DIRA *SLO2 - Demonstrate professional skills in a construction process.*	ARCH 502 – Internship II	Average of 3 on a 4-degree scale (1-worst to 4-best)

The assessment of this criterion is based on the following sources of evidence:

- Student's Evaluations
- Instructor's Evaluations of student's work
- Employer's evaluation of students' leadership and collaboration skills

The data is collected on a yearly basis. A review of the achievement is conducted, and deficiencies identified in the aim of taking decisions for improvement by investigating and identifying the root cause of the deficiency, if any. Actions for improvement shall be taken based on the outcome of this investigation.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

The School of Architecture & Design strives to promote an atmosphere of optimism, engagement and respect, and to support this objective, a teaching and learning committee has been formed in order to develop and amend school policies related to these issues.

The current Studio Culture Policy is a natural outcome of more than 30 years of continuing efforts at improving the pedagogical framework for all students in the School of Architecture and Design. Studio culture evolved in relation to physical and non-physical factors, mainly centered on a relationship of respect between faculty and students, a pedagogical framework based on liberal education and liberal values, and a curriculum that places the design studio at the center of design education. Additionally, project-based design studios are at the heart of the undergraduate design and fine art programs offered at the School of Architecture and Design. These studio courses provide a space of engaged thinking and making, where knowledge acquired from lecture courses combined with skills acquired from practical courses are synthesized. Moreover, studio culture is first and foremost formulated around the creative process, therefore relying on research, analysis, presentation, discussion, interpretation, and critique both among peers and between students and studio instructors. In addition to promoting engagement and debate, students have the chance to interact with a community of external educators and professionals during formal and informal studio reviews and critiques. This provides yet another layer of education to the studio where such invited guests contribute new perspectives and unforeseen ways to further develop student projects.

Studio Culture Policy

The Current Studio Culture Policy is available on the following link:
https://sard.lau.edu.lb/images/SArD-Studio-Culture-Policy%20-%202022.pdf

Assessment

In an effort to comply to the PC7 Condition, the school formed a new "Teaching and Learning Committee" with the mandate of following up on the NAAB requirements for improving studio culture, with the objectives of promoting new pedagogical models, improving the educational environment, instilling positive values related to health and wellbeing and raising awareness on environmental sustainability, equity, diversity and inclusion, among others.

This committee is formed of two faculty members, one staff and two students' representatives from the AIAS Chapter. The committee will assess the existing Studio Culture Policy, and

suggest ways of transition to the Learning and Teaching Culture Policy. The assessment will be done via a survey targeting Faculty, Staff and Students. Outcomes and results will be evaluated with different divisions within the department of Architecture and Interior Design; students, staff and instructors. According to each division, different medium will be set for qualitative and quantitative evaluation resulting in a comparative analysis. This will allow to place the learning and teaching culture efficiency and effectiveness into perspective and value its performance.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

The architecture program at the LAU offers students a comprehensive exposure to the role of architects, including their ethical responsibility to support all groups of people within society, recognize their value and respond to their needs in every aspect in their projects.

The program also aims to raising awareness to issues of equity, diversity and inclusion (EDI) by tackling community based projects, promoting the open exchange of diverse ideas and perspectives and shedding light on issues that relate to minorities and the marginalized groups. The program addresses aspects of equity and inclusion as a matter of concern in different courses and as a topic of interest in extracurricular activities and workshops.

The EDI issues are disseminated throughout the program, with a focus in the following courses:

- Design Studio VIII (ARCH 532), focused on community based projects
- Urban Planning I (ARCH 541), students understand the historical development of the city while learning about the contextual relation between culture and architecture
- Design Culture (FND 281), students learn about design as an activity rooted in its cultural and temporal context

Potential extracurricular activities are being studied by the department:

- Local Tours: These tours aim to explore existing sites and landscapes in multiple cities across the Lebanese territory. The goal is to widen the scope of the students exploring new architectural, cultural and social contexts, and to get exposed to marginalized and neglected neighborhoods. The tours will be organized by the faculty targeting architecture and design students across different academic years. To enhance social equity and diversity the tours might be co-organized with other schools of architecture and design belonging to other universities, creating an atmosphere of intellectual and social exchange.
- Summer Workshops: Introducing summer workshops counting as a professional elective in the school of architecture and design. The workshops are focused on contested sites with critical urban conditions. The goals of the workshops are the following:
    - Familiarize the students with areas under poor urban conditions lacking spatial and social equity and in absence of any social governance.
    - Introduce the students to design through participatory approaches, by conducting: workshops with the residents, site fieldworks, interviews and surveys.
    - Addressing the social equity problematics through an urban intervention and local community projects.

Assessment

Below is a summary of the points of assessment and set benchmarks used to evaluate PC 8:

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Student's evaluation of their understanding of specific SLOs in selected courses	Score given by the students for their understanding level of specific SLOs via the end of term course evaluation survey run by DIRA.	ARCH 532 – Design Studio VIII ARCH 541 – Urban Planning I FND 281 – Design Culture	Average of 3/4 on a 4-degrees scale (1-worst to 4-best) for each SLO
2	Instructor's evaluation of students work	Faculty assessment of the students' performance in focus course	ARCH 532 – Design Studio VIII	C+ grade as class average for specific KPIs of the course
3	Course Content	Percentage of lectures targeting EDI principles of PC.8	ARCH 541 – Urban Planning I FND 281 – Design Culture	10%

List of SLOs that will be assessed in each course related to evidence #1:

FND 281	SLO 2. Demonstrate an ability to research and analyze topics that show the interrelationships of art and design to culture. SLO 5. Demonstrate a broad understanding of design as an activity rooted in its cultural and temporal contexts.
ARCH 532	SLO 1. Investigate social awareness and public interest through addressing community's needs and problematics
ARCH 541	SLO 3. Understand contextual relations between architecture and culture SLO 4. Recognize the role and responsibility of the architect in urban planning.

List of KPIs that will be assessed in the course related to evidence #2:

ARCH 532	**Comprehensive Investigation:** KPI 1. Examine and comprehend the complexity of a given topic and/or given site KPI 2. Define a community need and assess its relevance to social equity and public interest **Design Strategies:** KPI 1. Develop a multidisciplinary strategy addressing a community based KPI 2. Develop the project addressing the complexity of the context

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

As a fundamental and collective responsibility of architects, the importance of public health, safety, and welfare is instilled throughout the program, across design studios, with specific emphasis on these topics in the following studios and courses, where students' understanding of these issues can be gauged :

- Design VI (ARCH 432), which is an integrated design course that includes the learning of structural systems and the adoption of life safety codes and accessibility requirements.
- Climate & Energy (ARCH 422), in which students learn the importance of comfort and wellbeing, indoor environmental qualities and their impact on human health, cognitive functions, and productivity.
- Building Services (ARCH 424) where students learn how environmental systems impact health, safety, and comfort, and their relationship to codes.
- Advanced Building Systems (ARCH 511) that initiates students on the application of safety codes in construction and envelope assembly systems.
- Professional Practice I (ARCH 581) emphasizes on learning how architecture design complies with various code requirements.

Primarily through this learning experience, but also with visiting firms and attending guest lectures, students gain an understanding of the impact of built environment on human health, safety, and welfare on many scales, from buildings to cities, and learn strategies to minimize adverse effects of these issues.

Assessment

Below is a summary on the sources and types of evidence along with the set benchmarks:

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Student's evaluation of their understanding of specific SLOs in selected courses	Score given by the students for their understanding level of specific SLOs via the end of term course evaluation survey run by DIRA.	ARCH 432 – Design Studio VI ARCH 422 – Climate & Energy ARCH 424 – Building Services ARCH 511 – Advanced Building Systems ARCH 581 – Professional Practice I	Average of 3 on a 4-degrees scale (1-worst to 4-best) for each SLO

2	Instructor's evaluation of students work	Grade given by Faculty following the assessment of the student's work in relation to the relevant KPIs in the rubrics.	ARCH 432 – Design Studio VI ARCH 511 – Advanced Building Systems ARCH 581 – Professional Practice I	B grade as class average for selected KPIs
3	Instructor's evaluation of students work	Final grade given by Faculty following the assessment of the student's work during the whole term.	ARCH 422 – Climate & Energy ARCH 424 – Building Services	B grade as class average on the course outcome

List of SLOs that will be assessed in each course related to evidence #1:

ARCH 432	SLO 1. Develop an architectural program in correlation to site conditions and accessibility SLO 3. Integrate building life safety codes, regulations, and criteria
ARCH 422	SLO 1. Understand the notions of thermal comfort in architecture. SLO 2. Identify sustainable design strategies and their impact on building form. SLO 3. Evaluate different passive and active solutions.
ARCH 424	SLO 1. Demonstrate an adequate selection of mechanical systems of heating, ventilation and air-conditioning in a given context SLO 2. Demonstrate an adequate selection of methods of water and sanitary management in a given context. SLO 3. Demonstrate an adequate selection of methods of lighting and electrical management in a given context.
ARCH 511	SLO 1. Analyze the impact of unconventional construction materials/systems on architectural structure and form.
ARCH 581	SLO 1. Outline the requirements of local and international building and urban codes. SLO 3. Demonstrate understanding of safety and legal responsibilities towards public.

List of KPIs that will be assessed in each course related to evidence #2:

ARCH 432	Project Development: Define a structural approach in design; and integrate accessibility, life safety criteria and building regulations.
ARCH 511	KPI relevant to safety and codes applications
ARCH 581	KPI relevant to codes applications

On yearly basis, the benchmarks are collected and evaluated; a review of the achievement is conducted, and deficiencies identified in the aim of taking decisions for improvement by investigating and identifying the root cause of the deficiency, if any. Actions for improvement shall be taken based on the outcome of this investigation.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

The architectural program ensures that students gain an understanding of the AIA Code of Ethics and the NCARB Rules of Conduct as well as the legal responsibilities of the architect toward the public, other professionals, and the clients. Students will be exposed to the different legal structures of practices and related consequences in terms of liabilities and tax implications. The program trains students to form their virtual practice with team members chosen as their assumed partners, then they look into the strategies that will keep their practice sustainable and profitable through practice and project management.

The Professional Practice component is covered by two sequential courses taught respectively in the fall and spring semesters of the fourth year of the program and are as follow:

- Professional Practice I (ARCH 581): In this course students highlight code of ethics cases, identify different regulatory requirements on both business and project levels.
- Professional Practice II (ARCH 582): In this course students get to write business plans and implement them under a chosen business model while applying project management to one of the team projects.

Assessment

The step-by-step course delivery process allows the assessment of the level of knowledge acquired by the students for each phase of the practice and the project management and delivery.

Below is a summary on the sources and types of evidence along with the set benchmarks:

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Student's evaluation of their understanding of specific SLOs in selected courses	Score given by the students for their understanding level of specific SLOs via the end of term course evaluation survey run by DIRA. *SLO 3. Demonstrate understanding of safety and legal responsibilities towards public* SLO 4. *Recognize the ethical issues related to professional conduct.*	ARCH 581 – Professional Practice I	Average of 3 on a 4-degrees scale (1-worst to 4-best) for each SLO
2	Faculty evaluation of students work	Grade given by Faculty following the assessment of the student's work in relation to the following SLOs: *SLO 1. Originate a business plan and structure for starting a practice.* *SLO 2. Assess project conditions to recommend types of contractual agreements.* *SLO 3. Examine the fundamentals of project financing and building costs.*	ARCH 582 – Professional Practice II	Achieve a B average of all students on the KPI criteria for the SLOs assessed as part of this benchmark

List of KPIs that will be assessed in evidence #2 – Professional Practice II (ARCH 582):

SLO 1 *Originate a business plan and structure for starting a practice.*	KPI-1: Workshop-2 - A. Firm Planning (including Legal Structure) KPI-2: Workshop-2 - B. Starting and Running a Firm (Including Financial Planning)
SLO 2 *Assess project conditions to recommend types of contractual agreements.*	KPI-1: Workshop-3 - C. Project Delivery Method (including Selection and Driving Factors) KPI-2: Workshop-3 - C. Project Planning & Monitoring (Including Budgets & Controls, Resources, and Schedules)
SLO 3 *Examine the fundamentals of project financing and building costs.*	KPI-1: Workshop-3 - A. Project Feasibility (Including Project, Client, and Financing types)

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

The program ensures that the students gain an understanding of the principles of life safety, land use, and current laws and regulations that apply to buildings and sites in a jurisdiction that might be local, regional, European, or in the United States. This includes the fundamentals of zoning ordinances, the International Building Code and its commentaries as well as the local Building Codes and Laws of Lebanon. In a group project, the students study a given urban plan and identify urban design features that potentially are iterated as zoning ordinances. Then the process resumes by conducting a building code review and conduct a compliance check. This offers them the opportunity to implement such a process concurrently in the Design VII and in the following design studios that.

These aspects are covered in the Professional Practice I course offered in the fall semester of the fourth year as follows:

- Professional Practice I (ARCH 581): In this course students will learn how to write a zoning ordinance and perform a building code analysis for compliance check and later as design criteria.

Assessment

The direct implementation of the SC3 principles on a given project allow for assessing the level of students' understanding of principles of life safety, land use, and regulatory context in general.

Below is a summary on the sources and types of evidence along with the set benchmarks:

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Faculty evaluation of students work	Grade given by Faculty following the assessment of the student's work in relation to SLO 1: *Outline the requirements of local and international building and urban codes.*	ARCH 581 – Professional Practice I	B grade as class average for each phase
2	Student's evaluation of their understanding of specific SLOs in selected courses	Score given by the students for their understanding level of specific SLOs via the end of term course evaluation survey run by DIRA. SLO 3: *Demonstrate understanding of safety and legal responsibilities towards public*	ARCH 581 – Professional Practice I	Average of 3 on a 4-degree scale (1-worst to 4-best)

List of KPIs that will be assessed in evidences 1 and 2 – Professional Practice I (ARCH 581):

SLO 1 *Outline the requirements of local and international building and urban codes.*	KPI-1: Workshop-2 - Zoning Ordinances principles, writing, and enforcement KPI-2: Workshop-3 - International Building Code principles and implementation KPI-3: Workshop-4 - Local Building Codes & Laws principles and implementation
SLO 3 *Demonstrate understanding of safety and legal responsibilities towards public*	KPI-1 - Workshop-2 - Zoning Change process including application, hearing with community involvement, and appeal if needed. KPI-2 - Workshop-3 - International Building Code review and check KPI-3 - Workshop-4 - Local Building Codes & Laws review and check

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

From start to finish technology has a major impact on building design, thus making it an integral important part of the architecture design process. Technology can improve building efficiency and durability and consequently affects building construction procedures. Accordingly, the architecture program at LAU ensures that students acquire an understanding and assessment of established and emerging systems technologies and assemblies of building construction through a series of courses that are offered during the third year of the program. Those technological systems are further developed and assessed through the program's design upper level courses.

Courses covering the assessment of SC4

A - Structural principles and systems are covered in 2 different courses in the curriculum but will be assessed in the more advanced course.

- Structural Design (ARCH 411) – a course that explores and evaluate different structural systems and promote them as an integral part of design.

B - Building technology and assemblies are mainly covered and assessed in the following courses:

- Material & Methods of Construction (ARCH 421) – in which students investigates different construction materials and are introduced to different methods of assembly.
- Building Technology (ARCH 423) – a course that allows students to understand, develop and compare various building enclosures.

C - Building technology and assemblies are further developed and intensely assessed in the following courses:

- Construction Documents (ARCH 481) – a course in which students are required to demonstrate their decision for the assembly system, material and finishes selection.
- Advanced Building Systems (ARCH 511) – in which students are required to integrate contemporary construction issues (learned in previous courses) into architectural details.
- Design Studio VII (ARCH 531) – this design course requires from students to identify and develop design strategies addressing structural systems, environmental systems, and building assemblies details for their project.

It is primarily through this sequence of the learning experience that students gain the required understanding on emerging systems, technologies, and assemblies of building construction. After which, their knowledge is assessed through design projects.

Assessment

The program measures the level of student understanding for this criterion – SC4 – through a series of Student Learning Outcomes (SLO) and grading Rubrics benchmarked as follows.

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Student's evaluation of their understanding of specific SLOs in selected courses	Score given by the students for their understanding level of specific SLOs via the end of term course evaluation survey run by DIRA.	ARCH 411 – Structural Design ARCH 421 – Material & Methods of Construction ARCH 423 – Building Technology	Average of 3/4 on a 4-degrees scale (1-worst to 4-best) for each SLO
2	Instructor's evaluation of students work	Grade given by Faculty following the assessment of the student's work in relation to specific SLOs	ARCH 481 – Construction Documents ARCH 511 – Advanced Building Systems ARCH 531 – Design Studio VII	C+ average of all students work on the KPI criteria for the SLOs assessed

List of SLOs that will be assessed in each course related to evidence #1:

ARCH 411	SLO 2-Explain adequate selection of a structural system and its implications.
ARCH 421	SLO 2-Examine a selection of materials and their method of assembly in a given context. SLO 3-Analyse the impact of construction materials/systems and their relevant details on architectural structure and form
ARCH 423	SLO 1-Compare various roles of building enclosures. SLO 2- Develop a range of building enclosures and their assembly details.

List of KPIs that will be assessed in each course related to evidence #2:

ARCH 481	KPIs of SLO 2 demonstrating decision making in construction system, material and finishes selection.
ARCH 511	KPIs of SLO 2 relevant to architectural detail in relation to the integration of contemporary construction issues (such as sustainability, efficiency and adaptability…).
ARCH 531	KPIs of SLOs 1 to 4 on decision making and design strategies relevant to architectural detail in relation with the integration of contemporary construction issues of their design studio project.

The data is collected and evaluated on a yearly basis. An assessment of SC4 requirements is reviewed every four years.

Achievements and deficiencies are identified by the assessment committee and reported to the department, which in turn will propose improvements based on the outcomes. In order to take precise actions, the committee will be required to investigate the cause of the deficiency.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Starting from the foundation year where all students are introduced to design as a general field, the theoretical and practical natures of design are then developed with increasing complexity across the successive studios from Design III until the Final Project. This is paralleled by Theory (Design Culture, Theory I and II, Contemporary Trends) and Technical courses (Materials and Methods of Construction, Climate and Energy, Building Technology and Services, Structural Design and Construction Documents) that feed into the Design Studios' work and manifest themselves in the final submissions.

One of the program's objectives is to affirm the role of the architect as a synthesizer of the different factors that affect the built environment, conducting research, identifying design issues and providing solutions. By completing the program, students are expected to deal innovatively with projects of different types and scales with proper structural systems, selection of materials and elaboration of detailing. Students are invited as well to weigh the environmental impact of their design decisions the multi-layered setting of their interventions.

In order to assess the program's success in enabling design decision-making, Design Studio VII, Final Project and Construction Documents offer a measure to gauge this understanding. Design Studio VII and the Final Project provide an opportunity to measure the ability to synthetize multiple factors affecting design decisions. Finally, and in order to verify students'

understanding of the environmental impact of their design decisions, Design Studio VII, as the 'comprehensive studio', is identified specifically for its focus on these aspects of the design.

As a fundamental responsibility of architects, design synthesis is instilled throughout the program, but places an emphasis in the following courses that converge on these topics and where student performance is tracked:

- Design VII (ARCH 532) – This comprehensive design studio entails the integration of questions of structure, building assemblies and environmental systems within a design experimentation. Students must develop their design proposal into a full-detailed solution, documented using various media at the appropriate scale.
- Final Project (ARCH 632) – The final studio is an opportunity for students to undertake an individual project through the development of the critical problematic that was elaborated as part of the Final Project Research. Students must develop their design proposal into a full comprehensive architecture design project.
- Building Construction (ARCH 481) – Students learn to develop a complete set of architectural drawings ready for execution Primarily through this learning experience

Assessment

The program gauges the level of understanding of the students of this criterion's issues through a series of benchmarks that are used to collect evidence of achievement and as a starting point for decisions on future improvements. Those benchmarks are as follows:

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Student's evaluation of their understanding of specific SLOs in selected courses	Score given by the students for their understanding level of specific SLOs via the end of term course evaluation survey run by DIRA.	ARCH 531 – Design Studio VII ARCH 632 – Design Studio X ARCH 481 – Construction Documents	Average of 3 on a 4-degree scale (1-worst to 4-best) for each SLO
2	Instructor's evaluation of students work	Grade given by Faculty on component 1 (Research and Architectural Design Strategies) & 2 (Comprehensive Architectural Design) of the Grading Rubric for courses ARCH531 & ARCH632	ARCH 531 – Design Studio VII ARCH 632 – Design Studio X	B- average of all students work on the selected KPIs
3	Instructor's evaluation of students work	Grade given by Faculty on component 3 (Architectonic Details) of the Grading Rubric for course ARCH531	ARCH 531 – Design Studio VII	C+ average of all students work on the selected KPIs

List of SLOs that will be assessed in each course related to evidence #1:

ARCH 531	SLO 1. Identify design strategies addressing the complexity of the project
ARCH 632	SLO 1. Identify design strategies addressing the complexity of the project
ARCH 481	SLO 2. Demonstrate decision making in construction system, material and finishes selection.

List of KPIs that will be assessed in each course related to evidence #2 and evidence #3:

ARCH 531	- Research and Architectural Design Strategies KPI 1. Identify the site's complexity according to the research KPI 2. Prepare the project's program strategy KPI 3. Identify design strategies addressing the complexity of the project - Comprehensive Architectural Design KPI 1. Ability to make design decisions within a complex project KPI 2. Asses different structural systems for the design process - Architectonic Details: KPI 1. Develop adequate architectural details
ARCH 632	- Research and Architectural Design Strategies KPI 1. Identify the site's complexity according to the research KPI 2. Prepare the project's program strategy KPI 3. Identify design strategies addressing the complexity of the project - Comprehensive Architectural Design KPI 1. Ability to make design decisions within a complex project KPI 2. Asses different structural systems for the design process

The data is collected on a yearly basis, and evaluated every four years according to the assessment timeline. A review of the achievement is conducted, and deficiencies identified in the aim of taking decisions for improvement by investigating and identifying the root cause of the deficiency, if any. Actions for improvement shall be taken based on the outcome of this investigation.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

As a follow up to the previous SC5, Building Integration is also an important component that is explored in the senior level design studios, and mainly tested in the comprehensive Design VII studio.

Students are expected to demonstrated in-depth knowledge in project management and experience in design development, with an application of construction systems. Each integrated design system is carried out specifically to respond to the architectural project. Design projects are complemented by lecture components, which provide students with specific knowledge and skills related to building integration, while the design process enables students to develop, test, and validate design decisions. In these courses, students will go through the detailed design of the architectural project.

Design Integration is mainly covered and assessed in the following courses:

- Design Studio VII (ARCH 531) – This comprehensive design studio entails the integration of questions of structure, building assemblies and environmental systems within a design experimentation. Students must develop their design proposal into a full-detailed solution, documented using various media at the appropriate scale.

- Final Year Project (ARCH 632) – The final studio is an opportunity for students to undertake an individual project through the development of the critical problematic that was elaborated as part of the Final Project Research. Students must develop their design proposal into a full comprehensive architecture design project.

Assessment

The program gauges the level of understanding of the students of this criterion's issues through a series of benchmarks that are used to collect evidence of achievement and as a starting point for decisions on future improvements. Those benchmarks tackle the following criteria: Architectural Design Decision, & Integration of Building Systems and they are organized as follows:

Evidence #	Type of evidence	Description of Evidence	Location of evidence	Benchmark
1	Student's evaluation of their understanding of specific SLOs in selected courses	Score given by the students for their understanding level of specific SLOs via the end of term course evaluation survey run by DIRA.	ARCH 531 – Design Studio VII ARCH 632 – Design Studio X	Average of 3 on a 4-degree scale (1-worst to 4-best) for each SLO
2	Instructor's evaluation of students work	Grade given by Faculty on component 2 (Comprehensive Architectural Design) of the Grading Rubric for courses ARCH531 & ARCH632	ARCH 531 – Design Studio VII ARCH 632 – Design Studio X	C+ average of all students work on the KPIs assessed

List of SLOs that will be assessed in each course related to evidence #1:

ARCH 531	SLO 2- develop structural systems through architectural details SLO 3- develop environmental systems through architectural details SLO 4- develop building assemblies details
ARCH 632	SLO 2- develop a design proposal into a full comprehensive architecture design project

List of KPIs that will be assessed in each course related to evidence #2:

ARCH 531	- Comprehensive Architectural Design KPI 1. Ability to make design decisions within a complex project KPI 2. Asses different structural systems for the design process
ARCH 632	- Comprehensive Architectural Design KPI 1. Ability to make design decisions within a complex project KPI 2. Asses different structural systems for the design process

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

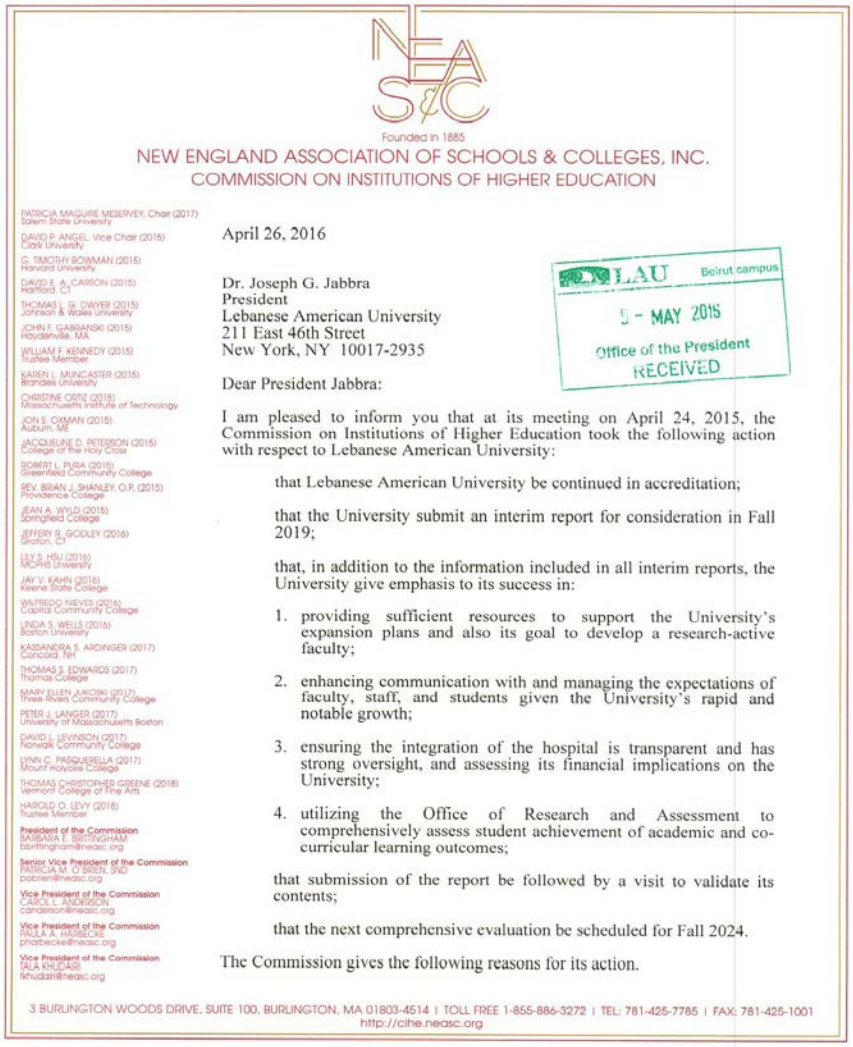
4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

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 1885

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

April 26, 2016

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

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

Dear President Jabbra:

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

that Lebanese American University be continued in accreditation;

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

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

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

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

that the next comprehensive evaluation be scheduled for Fall 2024.

The Commission gives the following reasons for its action.

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

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

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 master's degree in architecture or related fields at world renowned schools such as Harvard, Yale, Princeton, Penn, and Columbia University.

The Architecture curriculum requires 135 credits major core requirements [Required Professional Studies]:

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

	Lebanese Baccalaureate 30 credits [obtained prior to joining the Architecture Program]
	Liberal Arts and Sciences (LAS) 18 credits – 10.65%
	Design Courses 57 credits – 33.73%
	History & Theory Courses 23 credits – 13.61%
	Technical & Computer Graphics Courses 16 credits – 9.46%
	Building Systems & Technology Courses 21 credits – 12.42%
	Professional Courses 18 credits – 10.66%
	Professional & Art Elective Courses 15 credits – 8.88%
	PED – Physical Education 1 credit – 0.59%

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

The NECHE ensures that all undergraduate students complete at least the equivalent of 40 semester credits in a bachelor's degree program, including the Freshman year.

For the B. Arch. Degree at LAU, a total of 48 credits of LAS (Liberal Arts & Sciences) courses are required, 18 of which are post-Freshman credits, including 6 core course credits. The remaining 12 credits are to be taken from the 3 categories of the LAS Curriculum as outlined on the following link: https://catalog.lau.edu.lb/2022-2023/undergraduate/lac.php

General Education Credit Calculations:

Applying From	Credits acquired at LAU	Lebanese Baccalaureate [Transferred]	LAS	Total
Freshmen Science	30		18	48
GS or LS Bacc.	0 - 6	24 - 30	18	48
LH or ES Bacc.	0 - 6	24 - 30	18	48

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

The Architecture curriculum program requires the students to take 12 credits of professional elective courses, all of which offered in the Department of Architecture & Interior Design, and 3 credits of Art elective.

The professional elective courses could be chosen from the below list:

- ARCH 422 Modern Architecture in Lebanon
- ARCH 441 Regional Architecture
- ARCH 443 Architecture in the Middle East

- ARCH 444 Regional Urbanism
- ARCH 462 Topics in Architecture Theory
- ARCH 542 Urban Planning II
- ARCH 580 Topics in Architecture
- ARCH 591 International Studio
- IAA 375 Introduction to Islamic Art
- IAA 376 Introduction to Islamic Architecture (650 - 1650)
- IAA 481 Contemporary Art in Islamic World
- IAA 595 International Studio IAA
- IAA 746 Geometry in IAA
- IAA 741 Byzantine & Early Islamic Art and Architecture
- IAA 742 Ayyubid & Mamluk
- IAA 744 Ornament IAA
- IAA 745 Calligraphy in IAA
- INAR 441 Lighting Design
- INAR 442 Textile Design
- INAR 443 Stage Design
- INAR 471 Modern Interiors
- INAR 541 Furniture Design
- INAR 580 Topics in Interior Architecture

The art elective course could be chosen from the below list:

- ART 211 Ceramics
- ART 212 Ceramics Wheel Throwing
- ART 222 Figure Drawing
- ART 334 Graphics/ printmaking
- ART 341 Painting I
- ART 351 Sculpture I
- PHO 201 Intro. To Photography
- PHO 341 Architectural Photography
- PHO 342 Landscape Photography
- PHO 231 History & Theory of Photography
- GRDE 361 Design for animation
- GRDE 360 Sketching for animation
- GRDE 363 Visual storytelling
- GRDE 364 Character Design
- GRDE 410 Motion Design
- GRDE 460 Digital Painting
- GRDE 461 2D animation
- GRDE 462 Advanced 2D animation

Students may choose a concentration of electives and required courses that form an additional 'Minor' of 18 credits which adds an additional layer of focus to their major. Currently there are four minors offered at the School of Architecture & Design:

- Minor in Animation: https://sard.lau.edu.lb/academics/degrees-minors/minor-animation/
- Minor in Fine Arts: https://sard.lau.edu.lb/academics/degrees-minors/minor-fine-arts/
- Minor in Art History: https://sard.lau.edu.lb/academics/degrees-minors/minor-art-history/
- Minor in Photography: https://sard.lau.edu.lb/academics/degrees-minors/minor-photography/

Architecture students may also opt to enroll in other minors from outside the school of Architecture & Design: https://www.lau.edu.lb/study/minors-diplomas.php

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

Programs offered in the Department of Architecture and Interior Design:

- B.F.A. in Interior Design: 120 credits + Freshman or Lebanese Baccalaureate
- Bachelor of Architecture: 169 credits + Freshman or Lebanese Baccalaureate
- M.A. in Islamic Art: 30 credits

https://sard.lau.edu.lb/departments/architecture-interior-design/

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

The B. Arch. Program at LAU includes 169 credits distributed as follows:
22 credits in the foundation level, 113 credits architecture core courses, 12 credits Professional electives, 3 credits Art electives, in addition to 1 credit of Physical Education and 18 credits of Liberal Arts & Sciences (LAS).

More info about the LAS program is available on the following link:
https://catalog.lau.edu.lb/2022-2023/undergraduate/lac.php

Bachelor of Architecture					
Required Prof. Courses		**Elective Prof courses (Total of 15 credits)**		**General Studies (Liberal Arts & Science)**	
Course #s & titles	**Cr.**	**Course #s & titles**	**Cr.**	**Course #s & titles**	**Cr.**
FND231 Studio I-A	3	ARCH 444 Regional Urbanism	3	**A.** Required Core LAS Courses (6 cr.)	
FND232 Studio I-B	3	ARCH 462 Seminar in Arch. Theory	3	ENG202 Advanced Academic English	3
FND281 Design Culture	3	ARCH 542 Urban Planning II	3	COM203 Art of Public Communication	3
FND201 Drawing for Foundation	3	ARCH 580 Topics in Architecture	3	**B.** Digital Cultures courses (min. of 3 cr.)	
FND235 Shop Techniques	1	ARCH 591 International Studio	3	LAS204 Technology, Ethics and The Global Society	3
FND236 Studio II Formal Tectonics	6	ARCH 441 Regional Architecture	3	LAS205 Digital Cultures	3
FND251 Digital Media	3	ARCH 422 Modern Arch in Leb.	3	LAS206 Minds and Machines	3
ARCH201 Architectural Drawings	3	ARCH 443 Architecture in ME	3	JSC312 Media and Society	3
ARCH331 Design Studio III	6	INAR 441 Lighting Design	3	**C.** Change Makers courses (min. of 6 cr.)	
ARCH311 Structural Concept	3	INAR 442 Textiles Design	3	LAS202 Sustainable Food Systems	3
ARCH371 History of Architecture I	3	INAR 443 Stage Design	3	LAS203 Sustainable Energy	3
ARCH361 Theory I	2	INAR 471 Modern Interiors	3	LAS201 Water Security	3
ARCH332 Design studio IV	6	IAA 375 Intro.to Islamic Art (650-1650)	3	LAS208 Wellbeing Matters	3
ARCH351 Digital Drawing	3	IAA 376 Intro.to Islamic Architecture (650-1650)	3	LAS207 Intro to Migration Studies	3
ARCH 352 Digital Modelling	3	IAA 481 Contemporary Art in Islamic World	3	LAS209 Doing Gender: Contextual Approaches	3
ARCH372 History of Architecture II	3	IAA 595 International Studio	3	SOC488E Gender Equality in the Workplace	3
ARCH362 Theory II	2	IAA 741 Byzantine and Early IAA	3	POL437O Gender Negotiations Mediation and	3
ARCH431 Design Studio V	6	IAA 742 Ayyubid and Mamluk in Art and Architecture	3	SOC488D Fundamentals of Gender Discrimination	3
ARCH421 Materials & Methods of Construction	3	IAA 744 Ornament in IAA	3	COM312 Media and Gender	3
ARCH422 Climate & Energy	3	IAA 745 Calligraphy in IAA	3	LAS301 Debating Sustainability	3
ARCH463 Landscape Architecture	2	IAA 746 Geometry IAA	3	**D.** LAS Free Elective Courses (remainder to reach the 18 cr.)	

ARCH432 Design studio VI	6	ART Electives (3 credit)			
ARCH423 Building Technology	3	ART 211 Ceramics	3		
ARCH424 Building Services	3	ART 212 Ceramics Wheel Throwing	3		
ARCH411 Structural Design	3	ART 222 Figure Drawing	3		
ARCH531 Design studio VII	6	ART 334 Graphics/ printmaking	3		
ARCH541 Urban Planning I	3	ART 341 Painting I	3		
ARCH581 Professional Practice I	3	ART 351 Sculpture I	3		
ARCH 582 Professional Practice II	3	PHO 201 Intro. To Photography	3		
ARCH 501 Internship I	4	PHO 341 Architectural Photography	3		
ARCH 481 Construction Documents	4	PHO 342 Landscape Photography	3		
ARCH532 Design studio VIII	6	PHO 231 History & Theory of Photography	3		
ARCH461 Contemporary Trends	2	GRDE 361 Design for animation	3		
ARCH511 Advanced Building Systems	3	GRDE 360 Sketching for animation	2		
ARCH441/2/3 Topics in Regional Architecture	3	GRDE 363 Visual storytelling	1		
ARCH502 Internship II	4	GRDE 364 Character Design	2		
ARCH631 Final Project Research	3	GRDE 410 Motion Design	3		
ARCH632 Final Project	6	GRDE 460 Digital Painting	1		
		GRDE 461 2D animation	3		
		GRDE 462 Advanced 2D animation	3		
Total required prof	**135**	**Total elective prof**	**15**		**18**
Students should take 1 credit PED physical education **1 cr.**					
Total # of degree credits	**169**				

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

NA

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

NA

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

Admission of New Students (coming from Lebanese Baccalaureate or freshman Year)

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.

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

Admission of Transfer Students (coming from other programs/ universities)

Applicants to the Architecture Program entering at the First Year level with less than 24 credits of transferable credits will be considered as New Students, to be evaluated among the pool of New Students. They should have obtained at their previous university a cumulative GPA or equivalent average of ≥2.5 [≥75/100].

Applicants to the Architecture Program coming from another program with more than 24cr of transferable credits will be studied on a case by case: Information on school/college grades, diplomas and other information would be required for proper evaluation, following the below criteria:

- Applicants should have obtained at their previous university a cumulative GPA or equivalent average of ≥2.5 [≥75/100]
- Each applicant would be required to submit an A-4 size portfolio [no models], showing all projects completed at the original institution in Design Studios and technical Courses, properly labeled and separated by categories.
- All transfer students requesting to transfer Design Studio courses will have their portfolio reviewed by a department committee in order to determine transfer equivalencies. Studio Projects will be evaluated according to different criteria than regular courses: studio work would receive appropriate transfer equivalence; provided that the student received a passing grade on these studios at the original institution, and that the content/quality of the studio in question is comparable.

NOTE: Only 1st and 2nd year design studio courses would be considered for transfer, no design studio course from the 3rd year and above would be transferred.

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

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:

NA

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

Upon acceptance in the architecture program, students are assigned academic advisors who would clarify all steps to be taken. The academic advisors empower students to develop a course plan consistent with their individual interests and abilities. Along with the faculty advisors, the academic advisors will provide students with all the academic support they may need. Through these services, students will:

- Get all the help to understand the degree evaluation, rules, and other academic matters to make the right academic and career decisions.
- Benefit from one-on-one advising sessions and learn about the available resources for students, such as CAPP, Portal, Banner, Starfish, etc.
- Know the steps and requirements for graduation.
- Overcome any academic difficulty by getting personalized advising meetings.

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

The main academic units of the University are the schools. The School of Architecture and Design is one among seven schools at LAU (School of Arts and Sciences, School of Business, School of Engineering, School of Medicine, School of Nursing, and School of Pharmacy). The School of Architecture & Design was established in 2009, after re-structuring of schools, with the aim of bringing all design programs under one school.

Schools at LAU are led by a dean, to whom department chairs, institute directors and staff report. Deans report to the Provost, who in turn reports directly to the President. The president reports to the Board of Trustees that oversees the primary functions of leadership, stewardship and auditing, in accordance with the university constitution and bylaws.

The School of Architecture and Design is composed of two main departments: Department of Architecture & Interior Design, and Department of Art & Design. The Foundation Program is a separate unit that serves as the entering platform for all design students. The School is led by a dean assisted by associate and assistant deans. Department chairs oversee their departments and are assisted by associate chairs.

The Department of Architecture & Interior Design includes the Bachelor of Architecture, BFA in Interior Design, and a Master in Islamic Art.

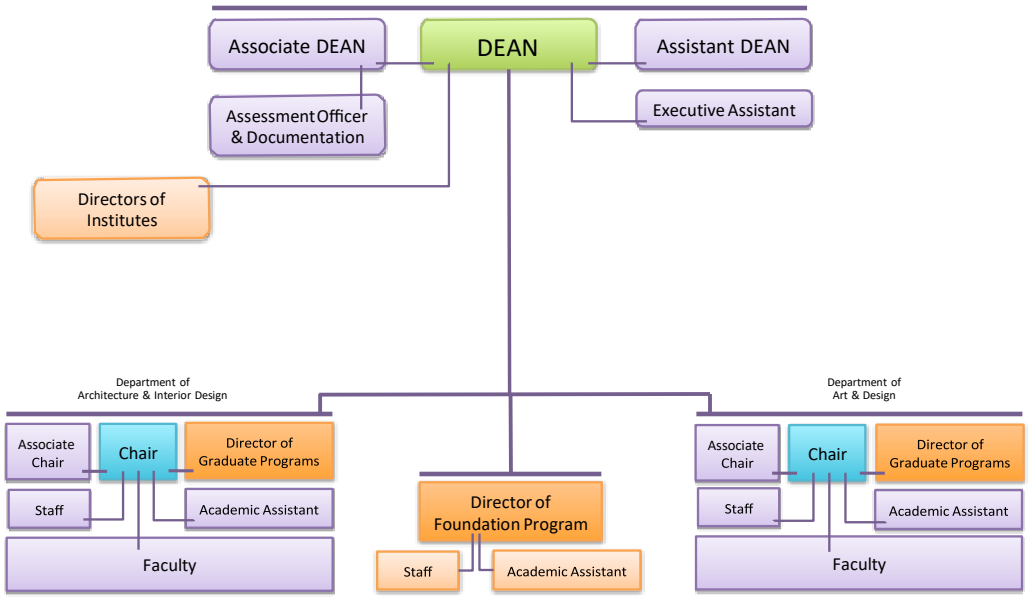
The Department of Art & Design includes the programs in fine arts, graphic design, fashion design and related graduate programs.

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

The School is also home to two institutes, each run by a director: the Institute of Environmental Studies & Research (IESR) and the Institute of Islamic Art and Architecture (IIAA).

The School of Architecture and Design is governed by a set of school specific bylaws https://sard.lau.edu.lb/news-events/images/2022_SArD_Bylaws.pdf

See below the school organizational chart:



The Institutional organizational chart of the Lebanese American University and the organizational charts of the President and Provost offices are available on the following links:

- LAU Institutional Organizational Chart: https://sard.lau.edu.lb/images/Institution%20OC.pdf
- President Office Organizational Chart: https://sard.lau.edu.lb/images/President%20OC.pdf
- Provost Office Organizational Chart: https://sard.lau.edu.lb/images/Provost%20OC.pdf

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Executive officers, faculty, staff, and student representatives participate at various levels in university governance through their participation on councils, committees, and other bodies. The mandates, compositions, terms, and methods of operation of these bodies are regulated by their respective bylaws.

More information is available on the following link: https://www.lau.edu.lb/about/governance/

Faculty

The LAU Faculty Senate is the main advisory body engaging faculty in LAU's governance on issues such as academics, faculty status, faculty welfare and promotion, and other issues. It consists of 34 senators, equally composed of 17 senators from the Beirut Campus and 17 senators from the Byblos Campus. The number of senators per school is determined based on the number of faculty in the school. Two Architecture Faculty members are currently

representing the Faculty body in the Senate. https://facultysenate.lau.edu.lb/

Faculty also serve on the standing university councils, which cover the following areas: Faculty Grievance Council, Faculty Welfare and Promotion Council, University Admission Council, University Council for Financial Aid, University Curriculum Council, University Graduate and Research Council (UGRC), and the University Library and Information Resources Council.

Faculty serving on councils are elected by the school full-time faculty, while senate members of councils are chosen by the Faculty Senate. Student members of councils are elected by the students themselves. All elections of faculty members occur before the end of the spring semester, and new members assume their responsibilities at the beginning of the following academic year https://www.lau.edu.lb/about/governance/councils-committees/.

At the School level, faculty members participate in shared governance and decision-making through their active role in school meetings and their service on school committees. The faculty elect, every two years, the members who serve on standing committees (except the School Administrative Committee and the Faculty Promotion Committee), at the beginning of the academic year. All committee deliberations and recommendations are submitted to the dean and the whole faculty. Committees are considered as advisory bodies to the dean, and they issue recommendations through the regular university approval channels.

The School committees are: Admissions and Student Affairs Committee (ASA), Faculty Affairs Committee (FAC), Graduate Admissions Committee (GAC), and other Ad-Hoc Committees appointed by the dean for specific tasks.

At the program level, architecture faculty members are invited to serve on the following departmental committees:

- Architecture Accreditation Steering Committee [AASC] – the role of the AASC is to follow-up on NAAB accreditation procedures.
- Curriculum Assessment Committee [CAC] – the CAC is responsible of the architecture program review and reports to the AASC.
- Architecture Program Advisory Committee [APAC] – the APAC acts as an advisory committee specific to the Architecture Program, offering advice and providing support to the development and continuous improvement of this professional program, in line with international professional standards.
- Events Committee – Created in 2013, in charge of proposing the department's lecture series and inviting professionals to offer workshops for students. This committee also includes students, in an effort to invite emerging voices in the profession to present their work. https://sard.lau.edu.lb/news-events/
- Online Exhibition Committee – Created in 2020 during the Covid period to respond to the end of semester/ year online exhibitions to document and expose students' work. These exhibitions were usually presented on campus. The 2020-21 and 2021-22 online exhibitions are accessible through the following links: daid2020exhibitionsardlau.com; https://daidexhibition.com/
- Summer workshops Committee – Created in 2018, Beirut Summer Workshops are focused on contemporary and critical urban conditions, and their historical evolution to propose alternative projects responding the socio-spatial fragmentation. The workshops promote an experimental and multidisciplinary approach through interventions aiming at raising awareness and originating a dynamic transformation at socio-economic and architectural level.
  https://sard.lau.edu.lb/news-events/news/2019/urban-revitalization-of-karm-el-.php
  https://vimeo.com/378472487
  https://oikonet-beirutworkshop.blogspot.com/p/registration.html

https://news.lau.edu.lb/2021/first-prize-for-architecture-student.php

- Faculty Search committees – The role of those committees is to pre-select faculty applications for the program.

In addition to the above committees, the Department of Architecture & Interior Design has appointed a Faculty Alumni Liaison and Faculty Student Liaison to advise on alumni and students relations. It has also assigned an Architect Licensing Advisor to follow up on issues related to NCARB licensing.

Staff

At the university level, the Staff Advisory Council consists of elected representatives from each department to allow staff members to voice their concerns to the administration and recommend new measures and policies. It serves as an advisory body and a forum for LAU staff: https://www.lau.edu.lb/about/governance/councils-committees/sac/

At the School and program levels, staff members play a crucial role in offering logistic and technical support to the faculty and students. The staff also serve on some school committees such as the School Ranking Committee and the Teaching & Learning Committee. The architecture program has one academic assistant, one computer lab supervisor, one fabrication lab supervisor and one lab technician on each campus. The program benefits as well from a close collaboration with the assessment officer who is part of the Dean's office.

Staff members have annual meeting with the dean to update them on the latest activities, policies and decisions, to share their ideas and to express their concerns.

Students

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

As for the architecture program, the AIAS LAU Chapter has been established in 2016 in order to engage students more effectively in the educational system, and expose them to AIAS policies and directives. The students have managed their own elections and activities as well as benefitting from the support of the School on matters of relevance. 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.

Students' evaluation of each course is collected through a survey that is run at the end of each term by the university department of institutional research and assessment. In addition, an exit survey is sent to graduating students to collect their feedback on their experience at the university. The results of these surveys are shared with the school dean and chair for assessment and continuous improvement purposes.

The Teaching & Learning culture committee developed a set of guidelines for a positive studio culture, in collaboration with the students. This year, in accordance with the NAAB 2020 Conditions, a new Teaching and Learning Committee was established with the mandate of following up on the NAAB requirements/criteria for improving studio culture, with the objectives of promoting new pedagogical models, improving the educational environment, instilling positive values related to health and wellbeing and raising awareness on environmental sustainability, equity, diversity and inclusion, among others. This committee comprises faculty, students and staff representatives.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

The accreditation process that started in 2011 prompted the School to establish a set of procedures and strategic measures to ensure continuous improvements and adaptation of the architecture program to meet changing needs and new challenges. These consist in 3 basic measures:

- Self-assessment of program and learning outcomes
- Establishment of separate committees in charge of overall strategic development (Arch. Accreditation Steering Committee) curricular assessment and development (CAC), and School Strategic Plan Committees.
- Developing new guidelines and policies that relate to equity, diversity and inclusion; faculty diversity, student participation in school governance, etc.

The NAAB Accreditation process contributed to a significant increase in the number of faculty and improvements in the faculty/student ratio, as well as dedicating studio spaces for each student. It further contributed to allocating additional financial and spatial resources to the program. Consequently, 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.

The major result of this university commitment was the allocation of a new building in Beirut [Gezairi Building] to host the School of Architecture & Design, thus allowing the expansion of the program in Beirut, and alleviating the pressures on the facilities in Byblos.
In parallel, and since its inception, the School established Strategic Plans that cover a period of 5 years, and currently is initiating its 3rd Strategic Plan for 2022-27, which covers all the needs, challenges, and educational objectives of the School, encompassing all its programs. In Fall 2021, the Architecture Accreditation Steering Committee resumed the preparations for the NAAB Continuing Accreditation visit in Spring 2023 that will take place under the 2020 Conditions. A review of the Strategic Objectives in light of the current conditions and the University Strategic Plan for the coming period was necessary. The Strategic Objectives for the coming period were set in accordance with the NAAB Shared Values, the program's mission and the University Strategic Plans III (2018-22) and IV (currently under preparation by the university).

Below is a list of the major strategic objectives:

1. Maintain NAAB Accreditation.
2. Improve the ranking of the University.
3. Maintain student enrolment.
4. Review the structure of the B. Arch. Program with the aim of creating an M. Arch. Program to be offered in the future.
5. Improve the assessment process.
6. Increase research output through both publications of scholarly work as well as publication/exhibition of professional faculty work.
7. Develop research in the area of environmental and urban studies in relation to real-case studies in Lebanon and the region
8. Develop the general framework of Teaching and Learning Culture in accordance with the values of the University and the School.
9. Expand the network of collaborations with schools around the world, especially in MENA region, Europe and the USA.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

The below School Key Performance Indicators are used as indicators of institutional effectiveness to identify performance targets, work out corresponding action plans, and monitor the progress and achievement of the University/School goals, initiatives and objectives. These indicators are measured yearly by the university department of institutional research and assessment.

I. Teaching and Learning Environment

1. **Full-Time to Part-Time Faculty Ratio**
2. **School and Program Student to Faculty Ratios**: Schools shall examine this metric to ensure students are receiving the proper attention evidenced by lower student to faculty ratio.
3. **Faculty to Faculty Administration Ratio**: This ratio will serve as an indicator of how good the balance is adequate administration and cost. For instance, if this ratio is too low—say, you have only two faculty administrators for 50 faculty members—there may be issues with scheduling, organization, and finances.
4. **Percentage Of Courses Using Innovative Technology and Learning Methodologies**: This KPI measures the percentage of courses in the school using new educational technologies and methods that improve the learning process.
5. **Number of Novel Curricular Interventions:** This is a measure of substantial new topics introduced in courses in response to the ever-changing trends in the required skills, knowledge, and competencies.
6. **Graduation Rate**: This KPI determines the percentage of students who completed their schooling or received a particular certificate or degree within the normal program time frame.
7. **Cost per Student**: This metric calculates every cost a school incurs to educate each student. This shall include campus and building maintenance, faculty and staff salaries, and all other operating expenses.

II. Research (Quantity, Quality, Impact, and Grants)

1. **Research Productivity**: Number of published indexed papers (indexed in Scopus and/or Web of Science) per FT faculty.
2. **Research Leadership**: Number of indexed papers where primary authors (first and/or last) are from the school and percentage of total published papers. Publications that list authors based on alphabetical order will be accounted for based on fractionalized counting (number of co-authors from the school divided by the total number of authors).
3. **Research Quality Indicators**:
    i. Number of papers with authors from the school that are listed in Shanghai, Nature Index, or Financial times.
    ii. Number of papers with authors from the school that are in the top 10% according to JCR JIF.
    iii. Number of Q1 papers with authors from the school according to JCR JIF.

4. **Research Impact**: Average Field-Weighted Citation Impact (FWCI) and average Category Normalized Citation Impact (CNCI) of indexed papers published. [two indices, one for FWCI and one for CNCI]
5. **Research Impact by Subject**: h-index of Scopus-indexed publications by subject.
6. **Submitted** Scholarly **Grants**: This metric examines the number of faculty who have applied for LAU extramural scholarly grants and the number of such submissions per faculty.
7. **Funded Scholarly Grants**: This metric examines the percentage of the extramural scholarly grants faculty received versus those that were applied for. You may also want to track total grant dollars.
8. **Undergraduate Student Research**: Number of indexed papers authored or coauthored by undergraduate students.
9. **Graduate Student Research**: Number of indexed papers authored or coauthored by graduate students.
10. **Percentage of graduate thesis/project work resulting** in **published papers**.
11. **International Collaboration**: Number of indexed papers with international co-authors.

III. School Visibility and Initiatives

1. **Industrial Collaboration**: Number of partnerships and agreements with industry, NGOs, and the public sector.
2. **Academic Collaboration**: Number of partnerships and agreements with other universities.
3. **Entrepreneurship**: Number of launched start-ups.
4. **Public Visibility**: Number of scholarly documents published on LAU website (LAUR, school sites, faculty sites, etc.) and the number of media appearances of the school and its constituents. Furthermore, schools may report their activities (posts, engagements, joins, likes, etc.) on their social media platforms (like Facebook, LinkedIn, Twitter, YouTube, etc.)…
5. **Academic Activities**: Number of conferences/symposia, exhibitions, public workshops, seminars and lectures organized by the school.

IV. Student Employability

1. **School and Program Employability**: Percentage of graduates who get employed within six months and within one calendar year after graduation.
2. **Internships**: Number of students undergoing internships. Provide percentage of international internships.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

As previously mentioned, during the last three years, the university administration had to prioritize dealing with emergencies resulting from the economic crisis as well as the Covid pandemic, while maintaining educational standards, and fulfilling the university mission. The

situation caused the loss of several full-time faculty members, as well as some students who were affected by the financial crisis.

Despite all circumstances, the School went ahead in its plans, and the following steps have been already accomplished:

- A six year assessment plan covering the whole Program and Student Criteria was developed based on current practices and NAAB requirements.
- A comparative study between the 2014 and the 2020 Conditions was prepared, highlighting the difference in the approaches of the two versions and coming out with an action plan for the future, few months before the NAAB released the training material and held the related workshops.
- The Curriculum Assessment Committee finalized the mapping of the courses and extracurricular activities according to the Program and Student Criteria, as well as the Shared Values.
- Sources and types of evidence were identified for each PC and SC, and benchmarks for each criterion were developed.
- An Ad-Hoc committee was formed to submit a proposal for an M. Arch program to be offered at the school. This committee would review the curricular framework of the B. Arch. program in light of the proposed master.
- A Learning and Teaching Committee was formed to assess the current educational environment, and develop a new policy. This committee is formed out of faculty, student representatives and a staff representative.
- A school ranking committee was formed to follow up on the progress of the general university KPIs and monitor the action plan accordingly.
- In Fall 2022, six new full-time faculty were recruited to replace the faculty who resigned following the financial crisis.
- A robust financial aid program of more than 100 Million US dollars was put in action to assist students across the University, facing the challenging economic crisis of the country.
- The website of the School of Architecture and Design was re-designed, and the social media pages were activated, reaching a high number of prospective students and attracting qualified applicants while offering them all information and assistance needed.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

The challenges that the program faced, like many around the world during the period of 2019-2022 was the Covid pandemic that completely changed the rules of the game and forced us to adjust in a very short term to the new mode of online education. This was a double-edged sword, in a way, for it opened new opportunities to explore distant learning, long held as the educational mode of the future, and explore its applications in programs like architecture. However, on the other side, this revealed the shortcomings of distant learning, precisely in such programs where ‘studio culture’ is essential in forming the future generation of designers. The program at LAU was able to navigate this difficult territory, and to manage to reduce the negative impact of distant learning specifically on the studio courses, by bringing in students to the campus whenever the situation allowed it.

Added to this major challenge, was the difficult economic condition that Lebanon is undergoing, and which has forced many schools in this country to reduce their staff and their programs. At LAU, given the more robust structure we have, the support from donors, as well as the USAID programs, we have been able to weather this storm so far much better than

others, and to limit its negative impact. Few faculty members have chosen to leave the country as a result, yet they were replaced through a rigorous search process by young, energetic and engaged new members. As for the student numbers, we have witnessed, surprisingly, an increase in student numbers across the school, compared to previous years. This is due to the reputation that the School, and all its programs, have earned across the years, and due in no lesser part, to the NAAB accreditation which adds a stamp of quality to the architecture program.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The assessment process of the architecture program seeks ongoing input from outside the university via the following:

- The Architecture Program Advisory Committee which includes practitioners from outside the school, who meet regularly to assess the program and suggest new directions.
- External reviewers who are invited to the different Design Studio juries and other technical courses reviews to be part of the student assessments. All Design Studio courses have specific rubrics related to each review that help in the assessment for grading and evaluation of students' work. Design Studio Final review rubrics can be viewed through this link: https://sard.lau.edu.lb/images/Rubrics.xlsx
- Internship firms that host our students for completing their internship hours, send us an evaluation for each student practicing at their firm to help us assess the students' professional work.
- External reviewers who might review certain courses or the whole program and come out with recommendations for change.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

All the assessment efforts that are implemented at the department level result in changes and adjustments at the program level, following coordination meetings with the concerned parties.

Few examples are cited here below:

- The assessment of the Foundation program resulted in re-structuring the design studio in the Spring of the foundation year, to become more related to issues of architecture, in order to have a smoother transition to the second year program. In addition, the Architectural Drawings course was also re-scheduled to be offered during the Spring term of the first year, for the same purpose.
- The assessment of the Theory and History sequence of courses resulted in adjustment of courses content, avoiding overlap of material taught in some courses, and consolidating the ways SLOs of certain courses are covered by different faculty members.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

The importance given to self-assessment in the 2020 NAAB Conditions led to some modifications in the assessment process that was already in place, identifying some of the shortcomings, and improving the whole process for a better identification of areas in need of curricular amendments.

Below is a list of the assessment tools that were used under the 2014 NAAB Conditions, along with the updates introduced by the Curriculum Assessment Committee (CAC) where applicable:

- Grading rubrics: Course coordinators have developed grading rubrics for all the courses. These rubrics define a scoring sheet that represents the performance expectation from each exercise/course and serves as the main assessment tool for students work.
- Faculty self-assessment report: This report is a mandatory deliverable for each course since 2018, submitted at the end of the term along with the course file that includes the syllabus, the course material, the assignments and exams, as well as samples of students' work. This report would evaluate the accomplishment of each SLO of the course. The self-assessment form is currently under review by the CAC.
- Coordinator's report: Each studio course and each sequence of courses that falls under the same category (history and theory, professional practice, environmental courses, technical courses…) were assigned a coordinator to synchronize among all faculty concerned. The coordinator would submit a report by the end of the term to the chair of the department, also evaluating the accomplishment of the SLOs across different sections of the course, or across the sequence of courses. The CAC is currently working on improving the forms used for this assessment allowing the coordinators to prepare a general assessment matrix that highlights where and to what extent the PCs & SCs covered in the course are addressed. The general assessment matrix will serve as a basis for the coordination and as a road map to read the course file and find evidences related to the NAAB criteria.
- Students course evaluations: Students' evaluation of the courses is collected through the 'end of term survey' that is run by the university department of institutional research and assessment (DIRA). They consist of 3 major sections: evaluation of the course, evaluation of teaching practices, and comments. The CAC reviewed this survey related to the architecture courses and recommended the addition of some questions that would allow a better assessment of PCs and SCs.
- Students exit surveys: The students exit survey is a survey filled by graduating students every year. The survey addresses a total of 9 sections covering aspects ranging from the learning environment to the learning outcomes of the program. Data collected through this survey is extremely valuable as they capture the overall experience of the students and without reference to a specific course or faculty. The CAC revisited the survey and proposed to add new items under specific sections in order to collect relevant data related to PC1, PC3, PC4, PC7, PC8 & SC1. The revisited survey was conducted for the first time at the end of Spring 2022
- External jurors' feedback: Guests jurors are invited to attend all studios final reviews, and to participate in the evaluation of the students' work by assigning grades according to the rubrics developed by the department.
- Employers' feedback: A survey is filed by the internship providers for the students of ARCH501 & ARCH502. The employer's feedback brings valuable input about our

student's performance in the workplace and their acquired skills that could provide evidence for PC1, PC6 & SC2.

As soon as we resumed the work on the 2020 NAAB Conditions, it was evident that all these efforts need to be adjusted to fit the new Program and Student Criteria system, and need to be better documented in order to serve as evidence of assessment and actions taken based on this assessment. Therefore, the Curriculum Assessment Committee (CAC) in collaboration with the assessment officer of the school, the academic assistant of the program, and the university department for institutional research and assessment developed a digitized system to collect, archive and assess all course files using the TK20 University Assessment Solution. The TK20 offers a wide range of services, including: assessment planning, student portfolio, faculty qualification, strategic planning, field experience, survey, course binder & rubric builder. The solution also builds existing and customized reports as necessary.

For each course offered during the term, the following documents will be collected on the TK20 system:

- Course file submitted by the faculty teaching the course
- Self-assessment report also submitted by the faculty teaching the course
- Coordinator's report
- Students' evaluation

This system serves as a means to consolidate information regarding each course into one location. It therefore provides a space for assessors (Chairs, Associate Chairs and the Director of Foundation) to have an overview of key information regarding a course's delivery and be able to assess it.
The procedure consists of 10 steps to be undertaken by the assessment officer, the academic assistant, the faculty, the coordinator and the chair engaging thus the department at different levels. It is worth mentioning that the student's evaluations will also be taken into consideration in this process of assessment and will be inserted by the assessment officer on the platform. The process results in an overall rating for the instructor computed based on 3 main numerical input from the student's evaluations (20%), the coordinator's report (40%) and the chair's evaluation (40%).

Course Delivery Assessment Process		
Step 1	Assessment Officer	Circulate a timeline of the Course Delivery process to all.
Step 2	Academic Assistants	Send an email to the Faculty – TK20 is open for Course File Submission. Each faculty is provided with login credentials.
Step 3	Faculty	Input Basic Course Information and Course File Content
Step 4	Academic Assistants	Check that all the course data is input and Course File Content have been uploaded — Reminders are sent to Faculty that are late/have incomplete files
Step 5	Faculty	Amend/ Re-upload course data/file as needed
Step 6	Academic Assistants	Re-checks the late/ incomplete course files — Course file submission closed to faculty
Step 7	Assessment Officer	Upload student evaluations
Step 8	Coordinators	assess course deliveries to be reviewed by the administrators
Step 9	Administrators	Assess course deliveries including coordinators' assessments
Step 10	Assessment Officer	Shares the final assessments and recommendations with the Dean

This system was implemented for few courses as a testing phase and will be communicated to all faculty in the coming period.

In addition to the course delivery assessment process, upon the lack of diverse evidence sought within the curriculum or through existing departmental sources, a 'Google Form' survey addressing the faculty, the students & the staff will be conducted to collect data related to PC5 & PC7. The google form surveys allow to target directly sources of information that might not be accessible through the existing tools and to address a more inclusive population (faculty, staff & external visitors). The google forms will be further developed in due time (at least 2 years before the scheduled assessment) by the 2 assessment faculty assigned to each criteria.

All the assessment tools mentioned above will be revised periodically and their assessment is already accounted for in the self-assessment timeline.

Frequency of Assessment:

The assessment process of the Architecture program is made at two levels:

1. A continuous assessment of all courses at the end of each term (faculty self-assessment and recommendations submitted by the course coordinators), providing valuable input for continuous improvements at the level of the course delivery and course coordination. Changes and adjustments that result from this assessment do not require the approval of the University Curriculum Council.
2. A long term assessment based on the NAAB Conditions addressing all PCs and SCs over a 4 to 6 year period, taking into consideration the results and recommendations of the continuous assessment process that is made at the end of each term. This process may lead to major changes in the program.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

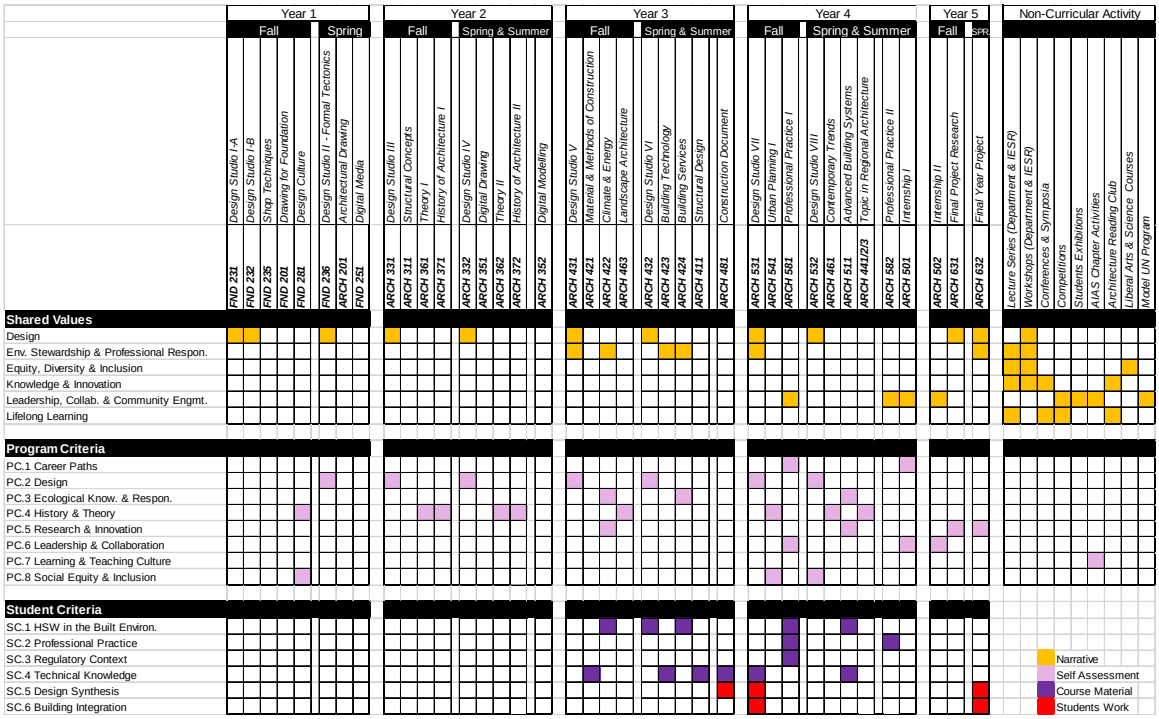
A systematic assessment process is the foundation of continuous development in the curriculum and enhancement of student learning outcomes. It helps identifying areas that need improvement and addressing them in the most suitable ways.

Two major tasks were assigned to the CAC for integrating the NAAB Program and Student Criteria in the assessment process:

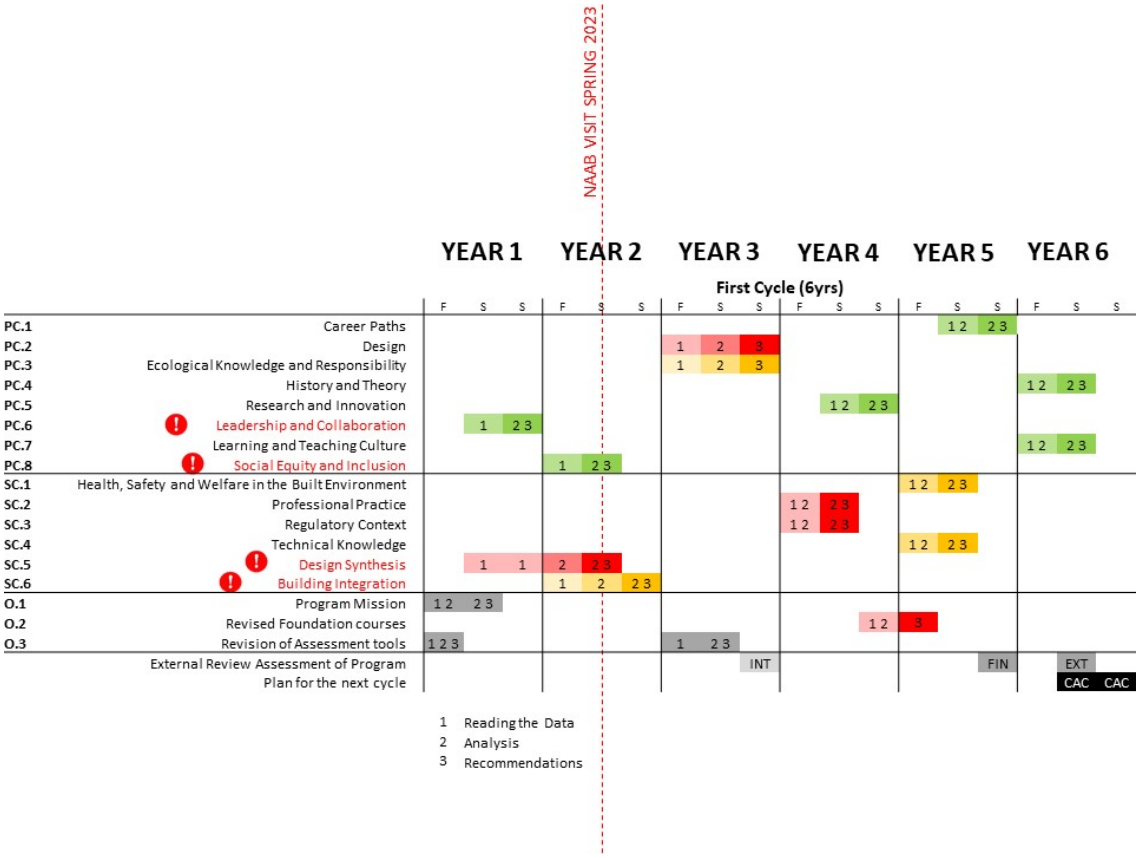
1. Mapping the courses and extra-curricular activities to the new matrix of PCs, SCs and Shared Values based on the SLOs of each course.
2. Developing a plan/ timeline to conduct the full self-assessment cycle for all PCs and SCs.

A periodic self-assessment process designed by the CAC and conducted by the faculty has been put in place to plan for change, growth, and improvement over time. The plan is based on 8 program and 6 student fixed criteria set by the NAAB that will be periodically assessed in addition to other complementary criteria set by the department that can be changed or modified as the program and activities evolve. The CAC developed a matrix matching each of the NAAB program and student's criteria with the curriculum and other activities conducted at the school. This mapping will serve as a road map for the self-assessment and will be constantly updated along the process.

Curriculum map available on the following link:
https://sard.lau.edu.lb/images/PC-SC%20Matrix%20-%202020%20Conditions%20-%20LAU.xlsx



A six-year plan to conduct the full self-assessment cycle for all PCs and SCs was developed. This generous first cycle is anticipated to allow the department to get better acquainted with the process and anticipating some delays due to several factors including technical support during the crisis and the integration of new full time faculty. The next cycles will be reduced to 4 years.



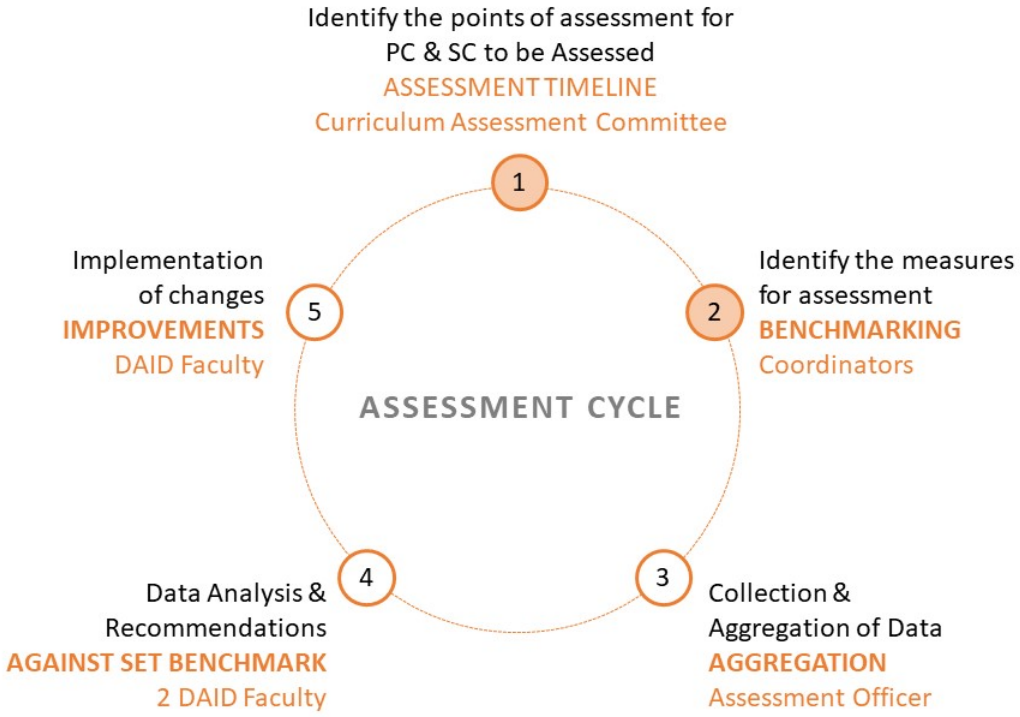
The timeline above includes all 14 criteria set by the NAAB in addition to other items set by the department and the recruitment of an external expert to review the program's self-assessment process.

SC5 & SC6 covered through capstone courses (ARCH531 & ARCH632) are given priority as these courses reflect the program's mission, vision and learning outcomes and thus their assessment will reflect challenges and weaknesses to be addressed in other assessments. Other criteria and considerations such as the assessment of PC6, PC8, the program mission and vision and the course delivery procedure are also given priority in the first cycle.

NB: A succession of assessments directly or indirectly related to SC5 & SC6 have been highlighted in red and orange respectively on the timeline. Other assessments deemed more independent but equally important are highlighted with the green color.

The timeline is based on a logic that will keep the faculty body constantly involved in the self-assessment process but without exhausting it in order to fulfil other departmental tasks. The CAC proposes to run simultaneously 3 assessments at a time during the Fall or Spring semester and only 2 during the summer. Every assessment will require 2 faculties to read the data, analyse it and draft the recommendations to the Department. The 2 assessors will consult with the coordinator if needed and rely on the data aggregated by the assessment officer and placed in a folder online before the assessment starts. This balance will constantly keep 4 to 6 faculty involved in the self-assessment process.

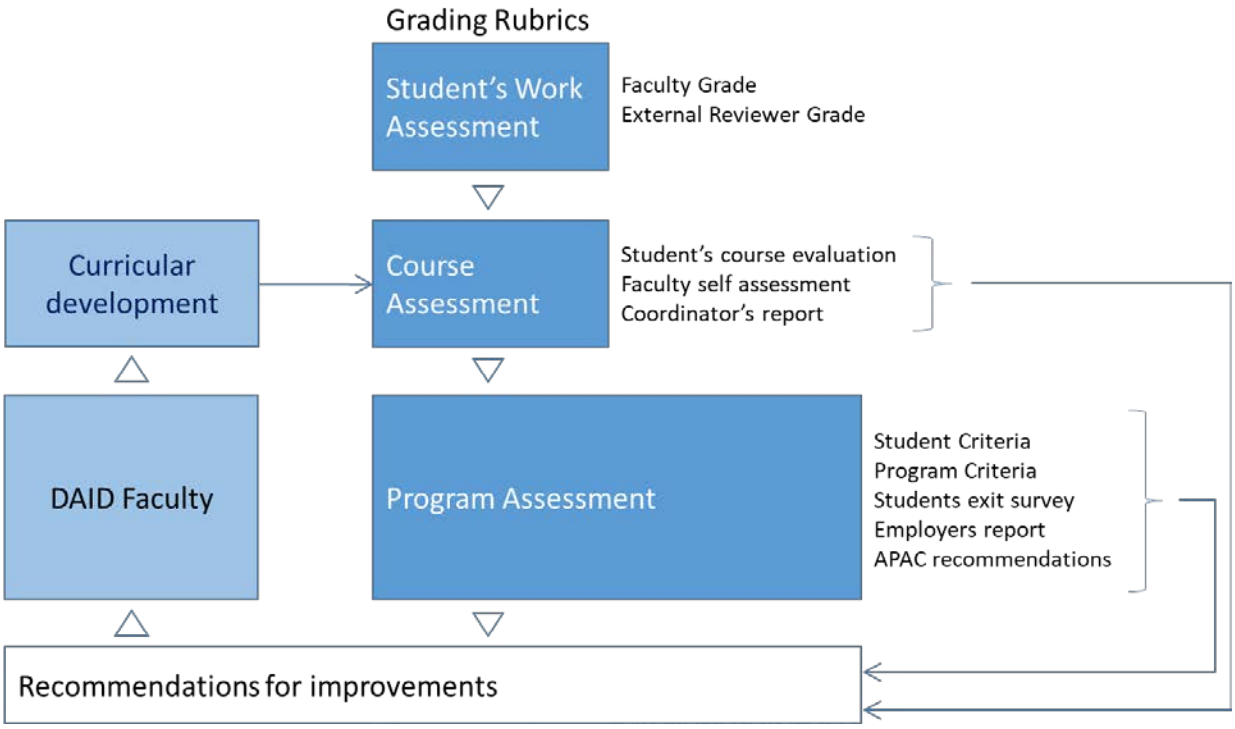
The below cycle of assessment has been developed by the CAC:



The Assessment of each PC, SC or other relevant item is part of an assessment cycle that includes 5 phases:

Phase	Champion	Action
Phase 1	CAC	Identifying the points of assessment for each PC and SC by mapping each criterion on a general curriculum matrix
Phase 2	Coordinators	Identifying the measures for assessment of each PC and SC and setting their benchmarks
Phase 3	Academic Assistant, DIRA, and Assessment Officer	Collecting and aggregating the required data
Phase 4	Two assigned Faculty members for each PC and SC CAC	Analysing the data against the set benchmarks and recommending actions for improvement. Preparing a compiled report of all recommendations to be submitted to all architecture faculty.
Phase 5	DAID chair, coordinators, and architecture faculty body. The University Curriculum Council should approve major changes in the curriculum when applicable.	Approving and implementing the recommended changes.

Below a chart summarizing the relation between the different assessments and curriculum development:



As shown on the graph above the curricular development 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 implementation of recommended changes should always be followed by an update of the PC/SC matrix, as assessment points may shift throughout the curriculum whenever changes are made to the program.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

The assessment process leading to the improvement of the curriculum is the result of a collective work at the school and departmental levels. Below is a list of the roles and responsibilities of all parties concerned:

1 **AASC - Dean**	Oversee the NAAB Accreditation process Work on the long range plans & Objectives of the Program Follow up on the Progress of the CAC
2 **CAC - Chair**	Curriculum Mapping according to the new criteria of the NAAB Design an Assessment plan Set up a Data collection procedure & platform Overview the Assessment process
3 **Coordinators**	Identify Benchmarks for PC & SC assessment. Ensure Compliance with data collection procedure
4 **Assessment Officer**	Assist CAC in the overview of the Assessment process Aggregate the necessary data for the assessment
5 **Faculty Assigned for PC & SC Assessment**	Identify Benchmark for PC & SC Assessment Analyse Data Recommend changes to the program if needed
6 **Faculty Body - Chair**	Provide input on assessment process and procedures Provide Continuously Raw Data Verify the results of the assessment Approve the changes proposed Implement the changes

It is important to note that the self-assessment process relies mainly on the input of the students, faculty, coordinators and staff. However, it is the responsibility of the faculty body to approve any amendments to the curriculum, which in turn must be approved at the University level, and externally by accrediting agencies in case it involves any significant changes in the structure of the curriculum or the total number of credits.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

The School of Architecture and Design has been successful in recruiting qualified faculty over the past recent history. Since its inception in 2009, the School has been adding yearly to its faculty body. More specifically, the Department of Architecture & Interior Design currently has 16 full-time faculty, 9 adjunct faculty, 1 visiting faculty and 15 part-time faculty. Faculty hiring is done through an institutionally approved search process:
http://sard.lau.edu.lb/files/procedures-for-hiring-new-faculty.pdf

The University as a whole is committed to equal employment opportunity and affirmative action as outlined in the following policies.
https://www.lau.edu.lb/about/policies/personnel_policy_faculty_section.pdf

https://www.lau.edu.lb/about/policies/personnel_policy_staff_section.pdf

The architecture program full-time faculty body is composed of faculty of different ranks who fulfill their teaching and research duties according to their expertise. Faculty CVs are available on the following link:
https://sard.lau.edu.lb/news-events/images/2022_Faculty_Resumes.pdf

Faculty ranks and duties can be found in the Personnel Policy – Faculty Section
https://www.lau.edu.lb/about/policies/personnel_policy_faculty_section.pdf

Faculty-Course Matrix:
https://sard.lau.edu.lb/images/Faculty%20course%20Matrix%202019-2022.xlsx

Faculty profiles:
https://sard.lau.edu.lb/departments/architecture-interior-design/faculty-staff.php

The School of Architecture and Design was the pioneer at the University level in enacting various paths for faculty: Tenure track, for those who are fully committed in terms of time to the educational mission, participating in administrative duties, as well as contributing to scholarship; Non-Tenure Track mostly for professionals who have their own practice (and we have a good number of active professionals on board) and Adjunct for those whose main focus is the practice but would like to contribute as well to the pedagogical mission. These multiple options allow for a good balance between professionals and academics and a range of cases in between, as well as for a diversity of experts to be present in the School.

The standard teaching load for the faculty is 18 credits per year for all ranks. Faculty who have administrative duties are subject to credit release in order to work with less pressure and meet the administrative duties and have time for their research activities.

The School is also well staffed with a number of administrative assistants, lab supervisors, shop supervisors, in addition to the assessment officer, and other staff members. The University has been very supportive to any demands for additional staff as the need arises.

Our Students are supported with all the necessary facilities in the department and in the university as a whole on both campuses: advising, facilities such as dedicated smart design studios, workshop, laser and fabrication labs, computer labs with the needed software, Library services, and counseling, health and mental help services supported from the student's services office. https://www.lau.edu.lb/experience/

LAU AIAS team is also available to support the students on different levels. https://www.instagram.com/aiaslau/

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

One of the faculty members, who joined the department as an adjunct faculty in Fall of 2015 was subsequently offered a full-time position in Fall of 2019, in addition to maintaining his appointment as the LAU Licensing Advisor.

Roger Skaff has been crucial in this capacity as Licensing Advisor, given his practice in both Lebanon and the USA, and his work with some of the major international companies. He has been instrumental in introducing improvements to the Internship program as well as to the Professional Practice courses that he coordinates. After virtually attending the 2021 NCARB Licensing Advisors Summit, Mr. Skaff worked on empowering the emerging architects for leadership and community engagements and raised the bar in the Professional Practice workshops to simulate agile practices toward a sustainable profession.

In his teaching role and responsibility for the internship program and the 2 main professional practice courses, Skaff introduced revisions to these courses, which included additional emphasis on the stakeholders' roles, architect's legal responsibilities toward the public and the clients, etc... A slight divergence has taken place toward introducing the implementation of new advanced technologies such as AI and its impact on the practice. Also, the advantages of adopting Building Information Modeling (BIM) were introduced, mainly from a management perspective.

During the past couple of years, Skaff adopted a Guided Internship Model to outweigh the shortage of in-office or on-site attended internship opportunities caused by the pandemic. This initiative was meant to cover the "ARCH-501 Internship I" either online or in hybrid modes. In Summer 2021, the internship addressed the sustainability topic with preparation sessions for the LEED GA Exam given by a local sustainability consultancy firm. In Summer 2021, a reputable international consultancy and management firm presented an overview of the entire practice and engaged the interns with details of the steps that the project goes through from inception to handing over. This model has proven to be very successful as more interns of the same year requested it for "ARCH-502 Internship II" and interns of summer 2022 expressed interest in it as well.

All the above along with consistent informative sessions about the licensure path has increased the number of LAU students with AXP records every year. The migration of many LAU graduates to the USA and other countries in the past few years due to the challenging economic situation in Lebanon played a role as well. Our surveys show that 6% of our 2019 graduates and 8% of our 2020 graduates have found positions in the USA. Close to fifteen (15) graduates so far have registered with NCARB, reached high numbers of reported AXP hours, and are very close to sitting for the ARE.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

Faculty Development

LAU has grown from a small teaching oriented college to a university devoted to both teaching and high-quality research during the past 30 years. In its growth and development, LAU has not lost its core focus on the education of the whole person. Yet, as research became an ever-increasing aspect of university life, LAU introduced procedures and mechanisms to support robust tracks of research. These procedures included establishing the Office of Graduate Studies and Research and the promotion of a culture conducive to quality research, ethics, compliance and grants application. Moreover, LAU is now emphasizing a spirit of collaborative research where faculty members collaborate on research and recognize their colleagues' work and intellectual contribution in their own work.

The Strategic Research Review Committee (SRRC) was established as an ad-hoc committee in 2019, mandated by the Provost to review various applications for research funding, in order to ensure that research support provided to faculty is directly correlated with the strategic plan of enhancing LAU's visibility and rankings. The committee reviews applications from all schools for various types of research funding, such as travel grants, summer fellowships, submission and publication fees, and hiring RAs. The SRRC makes its recommendations directly to the Provost on these funding applications.

For the list of faculty publications refer to Faculty Publications & Research:
https://sard.lau.edu.lb/images/22-09-20%20Faculty%20Publications%202018-2021.pdf

While 'Research' is often limited at the university level, across all universities worldwide, to publications that advance the 'knowledge' in the field, and that contribute to university rankings, the School of Architecture & Design has continuously advanced the cause of architectural research to also include professional practice which is recognized in one way or another through published projects (in print or online) competitions won or awarded, among other forms of practice. This form of research has been recognized at LAU through inclusion in the promotion of faculty, both in the tenure and non-tenure tracks, and through news stories that are featured on the School website.

See for example:
https://sard.lau.edu.lb/news-events/news/2022/re-design-of-beirut-port-and-its.php

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 section 5 of the Faculty Orientation Handbook: https://sard.lau.edu.lb/news-events/images/2022_Faculty_handbook.pdf
   Although this process was completely frozen over the years 2019-2022, due to Covid, this will resume as of academic year 2022-2023. In parallel, many faculty members attended online conferences and webinars during this period, on various topics.
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. Primarily, our faculty have been engaged, as mentioned already, in assisting the local authorities, through several NGO's, in responding to the major catastrophe of the Beirut Port explosion (August 2020)
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 scholarship

and/or practice, as a necessary step 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. 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. This participation was activated online for juries held during the Covid pandemic.

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 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/

Staff Development

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

Dean's Office	
Michella Bou Nader	Senior Executive Assistant
Lea Karam	Lead Assessment Officer
Mayssam Ezzeddine	Senior Academic Assistant

Academic Assistants	**Department**
Nagham Naim	Architecture & Interior Design
Rania Al-Souki	Architecture & Interior Design
Ramona Khalife	Foundation Program

Staff	
Jad Njeim	Arch. / Interior Computer Labs (Byblos)
Bilal Saade	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)

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

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

A wide range of support services is available to students in the Architecture program. All information is available on the LAU student website: https://www.lau.edu.lb/experience/.

Below is a listing of the main services:

- *Advising*

Upon acceptance and entry to the architecture program every student is assigned a faculty advisor. The advisor is available all year long to offer advice on curricular issues, course selection and registration and petitions.

- *Academic 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.
https://www.lau.edu.lb/experience/career-guidance/academic-advising.php

- *Professional and 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.
https://www.lau.edu.lb/experience/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.

https://www.lau.edu.lb/experience/health/counseling.php

- *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 see on student activities see
https://www.lau.edu.lb/experience/activities.php

- *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.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

With the strong support of LAU's president Dr. Michel Mawad, the University launched its first-ever Gender Equality Plan (GEP) in February 2022. The GEP aims to draft a specific set of actions to foster gender equality across the LAU community, taking stock of what already exists, addressing challenges, and filling gaps. The idea for such a plan was first championed by Dr. Lina Abirafeh, Executive Director of the Arab Institute for Women, whereby she drafted a proto-Gender Equality Plan in 2017. The GEP comprises different phases, each including specific interventions: Analysis; Planning; Implementation; and Monitoring and will be completed by spring 2023. The first step of the 2017 proto-plan was the creation of LAU's Title IX Office in late 2018.

The Title IX Office supports gender equality at LAU through conducting trainings and workshops; promoting awareness of the benefits of gender equality through awareness campaigns; receiving complaints about discrimination and harassment and launching investigations that can yield real consequences. The Title IX Office is focused on gender equality broadly defined (women's empowerment, gender identity, & sexual orientation). The University has publicly announced the GEP and is supporting it with staff, student, and faculty

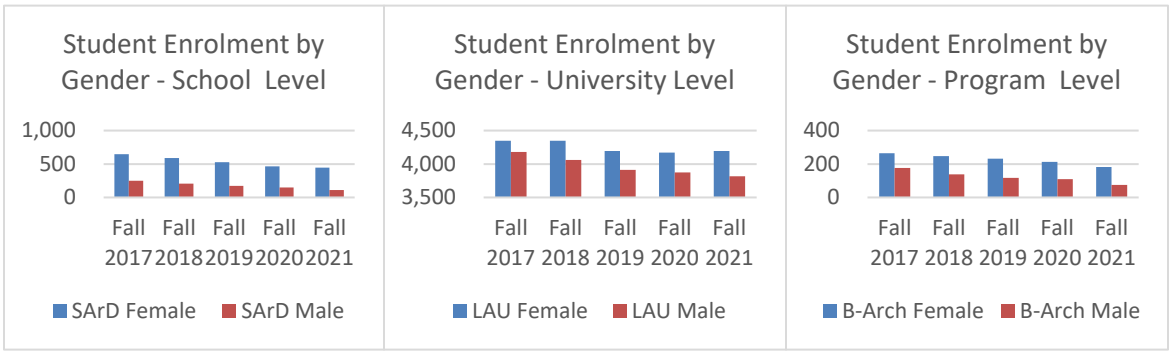
time as well as providing financial resources to conduct assessment activities. Physical space is given to the Arab Institute for Women as well as financial support. The Gender Expert role was created in June 2021 to further the work of the Title IX Office by focusing more on curricular and extracurricular mainstreaming of gender equality. https://titleix.lau.edu.lb/

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

The GEP will propose plans for better supporting the diversity of LAU's faculty and staff in early 2023, following a full Campus Climate Survey (HEDS, a leading DEI survey in the US) that is a key part of the University's self-assessment of support for gender equality as well as diversity, inclusion, and accessibility. In the meantime, faculty and staff continue to encourage gender and other types of diversity in applications to open positions. Title IX and the Gender Expert role seek to raise awareness about the benefits of diversity (e.g., better outcomes for product/service development in faculty-student collaborations in the MEPI VIP+ program). Work to diversify departments and programs is often initiated at the school level.

The trends of students gender distribution at the program, school and university levels are represented in the below charts:



A domination of female students is evident throughout the three charts

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

While LAU prides itself on having a widely diverse population of students, as far as gender and confession, the latter being a critical factor in Lebanon and the region, the main challenges is also to maintain a balance of students from different economic backgrounds, especially in these times of economic crisis. For this the university has deployed a generous financial aid program, benefitting largely students from middle and lower class income families. LAU offers extensive financial aid to better support merit regardless of ability to pay,

making over $100 million available through financial aid for AY2022-23 (https://www.lau.edu.lb/apply/financial-aid/faq.php).

The University seeks out talented high school students from across the country as well as through national (USAID-funded) and regional (MEPI-TL-funded) scholarships to ensure class, religious/sect, and gender diversity without imposing set quotas. As a matter of fact, the percentage of female students in the Architecture program is above 60% of the architecture students. This reflects a positive image of women empowerment at the program level.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

All hiring is done following established HR procedures that require pre-requisites (level of education, years of experience, etc.) being met rather than based decisions along the hiring process on gender, religion, age or other prohibited category (see Discrimination, Harassment, and Sexual Misconduct Prevention Policy at https://www.lau.edu.lb/about/policies/harassment_policy.pdf

We anticipate that the GEP Report will outline small and big steps that LAU can do to further support DEIA at the institution [NOTE: While the GEP is focused on supporting gender equality, supporting diversity, inclusion, and accessibility are seen as related goals]. The scheduled HEDS Campus Climate Survey will also provide us with solid knowledge of how students, faculty, and staff perceive support for DEIA at the institution. In addition, LAU's extensive 2019 HR Study sought to support LAU's highly competent workforce through the creation of new career ladders, internal equity amongst jobs and employees, and a sustainable promotion system that ensures transparency within well-defined career ladders.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

LAU has invested in technology to facilitate productivity among visually and/or hearing impaired faculty, staff, and students. Physical space (built and unbuilt) is reviewed for updates to be more accessible while new designs should conform to ADA Guidelines. Older buildings are retrofitted to be more accessible when financially and structurally feasible (e.g., adding external elevator to a building (Orme Gray on the Beirut campus).

On another level, students are offered support through counseling by the Deans of Students and specialized counselors. Students with learning difficulties have the opportunity to meet with counselors who follow up on their cases, individually.

As for faculty and staff, special committees such as the Faculty Welfare and Promotion Committee and the Faculty Grievance Committee attend to issues related to their work.

Among the major challenges faced by both faculty and staff was the economic crisis that had its heavy toll on everyone. The University moved swiftly and was among the first in the country to institute a salary mitigation procedure, whereby a part of the salary of each employee was paid in the US dollar, according to the pre-crisis rates of exchange, thus allowing faculty and staff to weather the storm much better than any other institution in the country.

It is also worth mentioning that during the COVID-19 pandemic and the shift to online learning, the University made an effort to support both faculty and students in various ways to ensure equity in access to resources, particularly in Lebanon where internet accessibility varies greatly. For instance, in Spring 2020, the Council of Deans approved providing faculty with an Internet connection at home, reimbursed by the University. Similarly, students who do not have reliable internet access or laptops at home were assisted with internet charges and provided with opportunities to take online exams on campus or to borrow laptops from the LAU library for their home use.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

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 respond to administrative functions in the US. The University campuses consist of more than 22 buildings. Even though the university operates as one integrated entity, each campus has its own set of facilities, such as library, student services offices, registrar, admissions, financial aid, etc… and gymnasium. For more information on LAU campuses and supporting locations: https://catalog.lau.edu.lb/2022-2023/university/campuses/

The University has committed ample resources to develop the School of Architecture & Design on both campuses, and architecture as one of its major programs with the greater number of students.

On the Beirut campus, where the School was suffering historically from the fact that its facilities were spread among 3 different buildings, the University made its commitment to dedicate a new structure, the Gezairi building to the School. This project was initiated in 2013 and completed finally in 2021, following several delays caused by the economic crisis and the Covid pandemic. It now hosts all the School programs in state-of-the-art facilities that include auditoria, a large workshop on the ground level, studios and classrooms, faculty offices as well as spaces for the Institutes. https://sard.lau.edu.lb/images/Gezairi%20Building.pdf

On the Byblos campus, the School benefitted from a dedicated building since its inception in 1994, which also includes all the required facilities, from the workshop to the computer labs, to studios and classrooms. This facility is continuously upgraded and fitted with up-to-date equipment to meet the needs of students and faculty.
http://sard.lau.edu.lb/files/plans-of-physical-resources-current-byblos-campus.pdf

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

Facilities on both campuses include dedicated design studios equipped with smart LCD access, dedicated desks to accommodate the students, smart classrooms, exhibition rooms, computer labs, and fabrication labs.

On the Byblos campus, the Architecture Hall has 7 smart dedicated design studios, 5 lecture classrooms, 2 computer Labs, and a workshop that includes 3D fabrication lab, laser lab, 3D printing lab, and wood workshop, and 10 faculty offices.

On the Beirut campus, the new Gezairi Building has 9 smart dedicated design studios, 3 lecture classrooms, 2 computer Labs, and a workshop that includes 3D fabrication lab, laser lab, 3D printing lab, and wood workshop, in addition to 10 faculty offices.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

In Byblos and Beirut, the department of architecture & Interior Design has dedicated faculty offices for full time and adjunct faculty with specific office hours assigned during the week to host students. University libraries facilitate the research for all faculty and offers various resources for student's research.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

The University has been very responsive to allocating the necessary budget to cover all the educational needs of the school, in terms of regular upgrade of equipment and software, as well as expansion needs, as stated earlier. In addition to that, the University provides ample resources, through the library, to support the needs of faculty for educational materials and support. This has been put to the test during the Covid pandemic when IT support was provided to move to online learning in different modes: hybrid, synchronous, and asynchronous.

LAU is committed as well to using the latest pedagogical innovations to support the best learning experience possible. The Center for Innovative Learning (CIL) (https://cil.lau.edu.lb/) provides multiple training opportunities to support faculty in their journey as educators. The CIL, housed under the Office of the Provost, provides the following resources for faculty:

- One classroom for workshops and specialized learning sessions, 7th floor of the RNL.
- Four state of the art studios – two on each campus – where faculty can record lectures, interviews, and other video-based course content.
- A light-board for writing out equations or demonstrating problem solving in recorded lectures.
- Multiple Wacom terminals for faculty to rapidly record "handwritten" problem solving sessions.
- High-quality Jabra microphones for recorded sessions.

- Support for faculty use of the following software:
  - Panopto – for recording video-based course content
  - Articulate – for creating interactive course content
  - Blackboard – the learning management system in use at LAU
  - And others, as noted under "Resources" at https://cil.lau.edu.lb/resources/online-learning.php
- Multi-media design support
- Instructional design support
- Classroom observation and mentoring support upon request
- Workshops, seminars, round-table discussions and other events throughout the year.

In addition to these resources and support functions, the CIL annually hosts a "Faculty Fellows" program for full-time faculty enthusiastic about designing or re-designing a course. Participation in the Faculty Fellows program is by application with the call for application being issued each spring.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

Online learning was only implemented during the Covid period. The university then deployed a very efficient IT system that helped all of the entities staff, faculty and students to work smoothly online. The use of blackboard was very helpful for the data access for students, and the WebEx online platform was very beneficial for the online classes and meetings. Starting Fall 2021, all courses resumed fully on campus for all architecture courses.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

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/procurements-subawards-subrecipient.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.

SArD Budget	Approved 2019-2020	Approved 2020-2021	Approved 2021-2022	Projected 2022-2023
Operating	10,665,711	9,151,450	7,702,334	8,407,382
Capital	301,000	213,000	224,850	184,500
Total	**10,966,711**	**9,364,450**	**7,927,184**	**8,591,882**

The 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.

The “Department of Architecture & Interior Design” is the home of both the architecture and 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. Starting with the academic year 2011-12, 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 criterion adopted by the University’s Comptroller’s Office.

Approved Budget of the Architecture Program:

Program Budget [Architecture]	Approved 2019-2020	Approved 2020-2021	Approved 2021-2022	Projected 2022-2023
Operating	4,674,095	4,307,079	3,997,024	4,442,845
Capital	43,500	20,000	20,000	22,500
Total	**4,717,595**	**4,327,079**	**4,017,024**	**4,465,345**

Architecture Program Expenditures:

Amounts in US$ [Architecture]	2018-2019	2019-2020	2020-2021	2021-2022
Total Expenditures (excluding financial aid)	2,529,151	1,887,195	1,569,090	NA
Financial Aid	2,015,340	2,357,786	2,907,512	NA
Total Expenditure	**4,544,491**	**4,244,981**	**4,476,602**	NA
Total Capital Investment	**26,592**	**156,394**	**397,295**	NA

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. For AY 2022-23, more than $100 Million were allocated for scholarships and financial aid packages to help alleviate the unprecedented economic and financial crisis the country is going through.
https://www.lau.edu.lb/apply/financial-aid/
https://www.lau.edu.lb/about/policies/financial_aid_policy.pdf

In addition, our international collaboration with educational institutions allowed some supplementary support. For AY 2021-23, Kent State University has granted full scholarship for 4 architecture students to join as exchange students is in Spring 2022.

Below is an extract from the last annual statistical report regarding the financial aid figures for AY 2020-21:

	PERCENTAGES OF STUDENTS RECEIVING AID	AVERAGE AMOUNT BY TYPES OF AID
a. Institution		
Federal Grants	N/A	N/A
State/Local Grants	N/A	N/A
Institutional Grants	67%	$9,755
Student Loans	12.98%	$2,753
b. Architecture Program		
Federal Grants	N/A	N/A
State/Local Grants	N/A	N/A
Institutional Grants	70%	$9,576
Student Loans	17%	$2,538

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 2019-2020

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 Iraq, enrollment took a downhill turn, compared to previous years. The last three years in Lebanon have witnessed as well an economic and financial crisis that also affected the enrolment figures and caused a drop in the number of students. This drop-in enrollment is not only exclusive to LAU, but has affected all other schools

of architecture in the country. At LAU, given the robust structure we have, the support from donors, as well as the USAID programs, we have been able to weather this storm so far and maintain a healthy enrolment.

	Fall 2019	Fall 2020	Fall 2021	Fall 2022 (subject to change)
Beirut Campus	95	127	136	148
Percentage Change	**-**	***33.7%***	***7.1%***	***8.8%***
Byblos Campus	254	195	120	89
Percentage Change	**-**	***-23.2%***	***-38.5%***	***-25.8%***
University Wide	349	322	256	237

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. The Gezairi building is now occupied by the School of Architecture and Design, providing 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.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

LAU is home to four libraries, the Riyad Nassar Library (RNL) (https://libraries.lau.edu.lb/about/beirut.php) in Beirut Campus, the Joseph G. Jabbra Library (JGJL) (https://libraries.lau.edu.lb/about/byblos.php) and the Health Sciences Library (HSL) (https://libraries.lau.edu.lb/about/health-sciences.php) on the Byblos Campus, and the New York Academic Center Library (NYAC) (https://libraries.lau.edu.lb/about/nyac.php) in New York Campus. RNL was founded in 1934, JGJL was founded in 1987, HSL and NYAC Library were each founded in 2013. RNL has a space of 8,000 square meters, JGJL 6,540 square meters and HSL 800 square meters.

The mission of the libraries is to support and enhance teaching, learning and research through providing quality services and resources, anticipating and responding to emerging technologies and enriching the intellectual and cultural life of the LAU community.

LAU Libraries maintain affiliations with local, regional and international associations and organizations. These include the Lebanese Library Association (LLA) since 1995, the American Library Association (ALA) since 1985, the American International Consortium of Academic

Libraries (AMICAL) since 2004, the Lebanese Academic Library Consortium (LALC) since 2002, the Lebanese Interlibrary Loan/Document Delivery Services consortium (LIDS) since 2007, and OCLC since 2008.

The libraries provide an attractive and comfortable environment that helps to facilitate the exchange of ideas and communal learning. RNL, JGJL and HSL currently house 245 desktops, 111 laptops, and 13 iPads, electronic information classroom, and conference rooms (with videoconferencing). Several group study rooms (GSRs), most of them equipped with LED TV and white board, are available for collaborative study. There are currently 5 GSRs in RNL, 11 in JGJL, and 3 in HSL.

Strategic Plan 2019-2023

The LAU Libraries Strategic Plan 2019-2023 is an exciting and ambitious vehicle that provides the framework necessary for the library to meet the continuously evolving needs of its community, in both the physical and virtual environments.

The plan is set around three pillars and each pillar has a number of objectives. Guided by the ideas embedded in the library mission statement and the four identified SP pillars, the library vision statement was drafted.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

Personnel

LAU libraries are serviced by 16 professional and 15 paraprofessional staffs supported by the Assistant Provost for Educational Resources and Innovation. Our qualified and enthusiastic library staff are experts in knowledge management, research and information literacy, and information technology. In a survey conducted by the LAU libraries in 2017, 83-87% of faculty and staff (Appendix 29.6.3-LAU Libraries Survey of Faculty and Staff), and 77-79% of students (Appendix 29.6.4-LAU Libraries Survey of Students) agreed that library staff members are knowledgeable, approachable, welcoming, courteous, polite and helpful.

Collection

In line with the LAU Libraries' mission, the collection covers material related to LAU's curricula as well as to multicultural matters. It includes in addition to the traditional print book or journal, audiovisual materials, maps and a rich and unique collection of online resources be it journals or books, as well as several special collections such as:

- The Julinda Abu Nasr Women and Gender collection
- Children's collection
- Audio/Visual collection
- Closed circulation collection
- Islamic art and architecture collection
- Practice teaching
- Jawdat Haidar collection

The collection encompasses a total of 395,914 printed volumes, 630,928 electronic books, 139,693 full text electronic journals, 168 online databases, 17643 audiovisual materials, and 7531 items held in the LAU repository (LAUR). The LAU Libraries annual budget in 2021-2022 amounts to $1,792,150.

The table below shows the Architecture & Visual Arts library holdings:

Resource Type in Architecture & Visual Arts	Number of Collection
E-JOURNALS	**1141 eJournals**
Architecture	
Arts & Crafts	
Fine Arts - General	
Gardens, Landscape Architecture & Parks	
Decorative Arts	
Drawing, Design & Illustration	
Painting	
Photography	
Print Media	
Sculpture	
Visual Arts - General	
BOOKS	**8021 Books**
E-BOOKS	**8628 eBooks**
Architecture	
Arts & Crafts	
Fine Arts - General	
Gardens, Landscape Architecture & Parks	
Decorative Arts	
Drawing, Design & Illustration	
Painting	
Photography	
Print Media	
Sculpture	
Visual Arts - General	
ONLINE DATABASES	
Architecture & Visual Arts Databases	**3 Databases**
Art & Architecture Source	
ARTstor	
NYPL Digital Gallery	Open Access
Multidisciplinary Databases containing Architecture & Visual Arts titles	**8 Databases**
ProQuest Central	
JSTOR	
Project Muse	
Academic Search Ultimate	

Taylor & Francis Online	
eBook Academic Collection (EBSCOhost)	
EBook Central	
DOAJ Directory of Open Access Journals	Open Access

Services

All of the library units are dedicated not only to providing access to information, but also to assisting information seekers in developing successful strategies for finding and evaluating information for a full range of needs.

LAU Libraries play a major role in information literacy. Two asynchronous information literacy modules were developed namely “Research Process” and “Copyright/Plagiarism and APA Style”. Moreover, several information literacy sessions are scheduled at the beginning of each semester, aiming at introducing basic and advanced searching skills. Research consultation is offered to the LAU community either face-to-face or online via WebEx.

WhatsApp and Online Chatting services are also provided, enabling instant virtual assistance. Research guides are developed, providing the LAU community with hands-on information to support their learning process.

The daily active “Inter-Campus Loan” service presents the LAU Libraries to their clientele as one entity concerned with catering for their needs in compliance with the mission of the university. “Interlibrary Loan and Document Delivery Service” (ILL/DDS) is provided free of charge to current students, faculty, and staff. Lockers rental service is also available to students in RNL, JGJL, and HSL.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

https://sard.lau.edu.lb/about/accreditation/naab.php

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

a) Conditions for Accreditation, 2020 Edition
https://sard.lau.edu.lb/images/2020-NAAB-Conditions-for-Accreditation.pdf
b) Conditions for Accreditation in effect at the time of the last visit:
https://sard.lau.edu.lb/files/2014-naab-conditions-for-accreditation.pdf
c) Procedures for Accreditation, 2020 Edition
https://sard.lau.edu.lb/images/2020-NAAB-Procedures-for-Accreditation.pdf
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit):
https://sard.lau.edu.lb/files/naab-2015-procedures-for-accreditation.pdf

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

https://sard.lau.edu.lb/students/career-development-information.php

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
2019 Annual Statistical Report: https://sard.lau.edu.lb/images/NAAB_ARS_2019.pdf
2020 Annual Statistical Report: https://sard.lau.edu.lb/images/NAAB_ARS_2020.pdf
2021 Annual Statistical Report: https://sard.lau.edu.lb/images/NAAB_ARS_2021.pdf

b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit: NA

c) The most recent decision letter from the NAAB:
https://sard.lau.edu.lb/files/naab-accreditation-letter-may2020.pdf

d) The Architecture Program Report submitted for the last visit:
https://sard.lau.edu.lb/files/architecture-program-report-initial-accreditation-2019.pdf

e) The final edition of the most recent Visiting Team Report, including attachments and addenda: https://sard.lau.edu.lb/files/vtr-2019.pdf

f) The program's optional response to the Visiting Team Report:
https://sard.lau.edu.lb/files/sard-response-to-vtr-2020.pdf

g) Plan to Correct (if applicable): NA

h) NCARB ARE pass rates: https://www.ncarb.org/pass-the-are

i) Statements and/or policies on learning and teaching culture
Studio Culture Policy:
https://sard.lau.edu.lb/images/SArD-Studio-Culture-Policy%20-%202022.pdf

j) Statements and/or policies on diversity, equity, and inclusion:
Title IX page on LAU Website: https://titleix.lau.edu.lb/
About Title IX – Equity and Inclusion at LAU: https://titleix.lau.edu.lb/about/
Related policies: https://titleix.lau.edu.lb/resources/policies.php

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

a) Application forms and instructions:
Freshman: https://www.lau.edu.lb/apply/freshman.php
Sophomore: https://www.lau.edu.lb/apply/sophomore.php

b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing: https://sard.lau.edu.lb/admissions/

c) Forms and a description of the process for evaluating the content of a non-accredited degrees:

1. Applicants to any SArD major entering at the First Year level with less than 24 credits of transferable credits will be considered as New Students, to be evaluated among the pool of New Students. All applicants should have obtained at their previous university a cumulative GPA or equivalent average of ≥2.5 [≥75/100]
2. Applicants to any SArD major coming from a non-SArD program with more than 24cr of transferable credits will be studied on a case by case: Information on school/college grades, diplomas and other information would be required for proper evaluation. All applicants should have obtained at their previous university a cumulative GPA or equivalent average of ≥2.5 [≥75/100].
3. Applicants to any SArD major coming from a design program with more than 24 credits of transferable credits will be studied on a case by case: Information on school/college grades, diplomas and other information would be required for proper evaluation, following the below criteria:
   - All applicants should have obtained at their previous university a cumulative GPA or equivalent average of ≥2.5 [≥75/100]
   - Each applicant would be required to submit an A-4 size portfolio [NO MODELS], showing ALL projects completed at the original institution in DESIGN STUDIOS and TECHNICAL COURSES, properly labeled and separated by categories [see portfolio requirements].
   - All transfer students requesting to transfer Design Studio courses will have their portfolio reviewed by a department committee in order to determine transfer equivalencies. Studio Projects will be evaluated according to different criteria than regular courses: studio work would receive appropriate transfer equivalence; provided that the student received a passing grade on these studios at the original institution, and that the content/quality of the studio in question is comparable.

NOTES:

- Only 1st and 2nd year design studio courses would be considered for transfer, no design studio course from the 3rd year and above would be transferred.

- Approval of Transfer is NOT guaranteed even if the student meets all the requirements specified, but will depend on the availability of openings in the desired major [if the class sections at the appropriate level are full, the application will NOT be accepted]

For a comprehensive list of requirements, refer to this link:
https://sard.lau.edu.lb/files/table-transfer-other-universities-2021.pdf

d) Requirements and forms for applying for financial aid and scholarships:
https://www.lau.edu.lb/apply/financial-aid/

e) Explanation of how student diversity goals affect admission procedures
LAU recruits widely across Lebanon's public and private schools as well as in the MENA region. While merit is the single most important criterion in admission requirements (high school grades, SAT, English language), the university is committed to principles of diversity, equity and inclusion, as is evident in the student body. LAU does not discriminate according to gender, race, sexual orientation, or nationality, and offers support services to students with special needs, including physical disability. LAU campuses are havens for tolerance, transparency and freedom of expression, despite sectarian and political divisions within Lebanon and the region. Of great significance is the substantial financial aid budget allocated to students from all walks of like to ensure that all qualified needy students will have the opportunity to attend LAU.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

https://www.lau.edu.lb/apply/financial-aid/

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

https://www.lau.edu.lb/fees/2022-2023/