NAAB

National
Architectural
Accrediting
Board, Inc.

2023 Visiting Team Report

Lebanese American University
School of Architecture & Design

B.Arch.

Continuing Accreditation Visit
March 13-16, 2023

Contents

I.   Summary of Visit

The team would like to thank Provost Dr. George Nasr, Dean Dr. Elie Haddad, Chair Dr. Maroun Daccache, and Associate Chair Ms. Roula Khoury, faculty, students and staff for their dedication and commitment to making the visit rewarding and welcoming. The team extends special thanks to Michella Bou Nader for a high level of attentiveness to the many additional requests for information. The team also want to thank faculty for their extensive preparation of materials that resulted in a clear and complete Architecture Program Report, a well-organized team room with numerous examples of evidence as well as a focused schedule for our virtual visits. Students are to be commended for their participation in meetings and for classroom presentations of very high-level design projects many of which were focused on marginal populations and real insights as to the human impact of architectural design. These efforts facilitated the team's work before and during the visit, allowing the team to work proactively with the department to efficiently address questions and complete our assessment.

The team began the virtual visit with a careful review and exploration of the materials provided in the APR which provided many links to additional materials as well as a video of the new state of the art facilities in Beirut and Byblos. From January through the beginning of the visit, the school responded quickly to the requests for clarifications and additional materials. During the visit, the values of this program towards sustainability and community were evident in a curriculum that provided both practical as well as high-level technical skills with a focus towards making a difference in community through design.

The team met dedicated faculty, many of whom are also local practitioners and some who were alumni. An impressive curriculum demonstrates the use of "action research methodology," allowing students access to stakeholders and the direct view of the consequences of policies and social responsibility verified through data and applied to their design choices. The passion and dedication of students towards architectural education was evident during classroom visits and in discussions about internships and community development. The culture between the two campuses appears to be seamless and there is a range of experiences for all students that include participating in assessment reviews, attending lectures, workshops, mentoring, and representation on the student council. Over Zoom, alumni from all over the world provided the team with insights as to how this program supports graduates with learning and work opportunities beyond graduation.

The meetings with the assessment teams, Title IX coordinator, research faculty, DIRA and IESR allowed us to understand LAU's commitment to the process of assessment, social diversity, and the integration of the school within the fabric of both the Beirut and Byblos campuses and its place in the University. Even over our virtual ZOOM visit, the juxtaposition of a community with a place with deep historic roots, modern theoretical approaches, and a sense of collegiality among administrators, faculty, staff, and students was evident.

The visit followed the tragedy of the Beirut explosion which coincided with an economic crisis, the disruptions of the pandemic and the construction of new facilities in both campuses. Despite these challenges, the school initiated and developed a new six-year assessment process to meet NAAB 2020 conditions. They provided a clear explanation of where they were in this ongoing process and their commitment to meeting NAAB criteria. Strong financial support by the University helped the school rise from this trifecta to become more united and stronger in their focus on design, research, sustainability, and the assessment process.

    a. Conditions with a Team Recommendation to the Board as Not Achieved *(list number and title)*

        SC.5 Design Synthesis

II. Progress Since the Previous Site Visit

<u>2014 Conditions Not Met</u>

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.

- The program must describe its 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.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

Previous Team Report (2019): 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: http://www.lau.edu.lb/about/governance-policies/policies/code_of_ethics.pdf

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

2023 Team Analysis:
The program describes its institutional goals and university regulations for diversity and inclusion in the APR (pg.3-4) and shared its policy on diversity and inclusion. Institutional, college, and program-level policies are in place regarding affirmative action. The Gender Equality Plan is described in the APR and includes an analysis of existing conditions, planning, implementation, and monitoring of inclusion throughout the university. This plan outlines an ongoing training program now instituted for all new and existing faculty. The Arab Institute for Women has a physical space as well as financial resources. This institute has recently revised parental leave to allow for more flexibility in staffing. The Title IX Office at LAU provides information, confidential discussions, training/awareness materials, and networking regarding eliminating gender discrimination and sexual harassment or misconduct for the LAU community. This information is posted on the website along with a link to submit complaints. A new Gender Expert has been hired to focus on the area of Gender equity and inclusion. A new Gender Equity plan is now in the assessment phase and will be presented to the President of the University in

spring 2023. The university has appointed a permanent ad-hoc Gender Committee with representation from across the institution. Since the last visit, LAU has hired ten new full-time and adjunct faculty (five females and five males). In addition, two female academic assistants have been hired at the Beirut campus. Human, physical, and financial resources have been directed to social equity throughout the university and were evident in the materials reviewed by the team as well as interviews with the Gender Expert and Title IX coordinator.

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.

Previous Team Report (2019): 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.

2023 Team Analysis:
Evidence of student achievement at the prescribed level was found for both campuses for Environmental Systems in ARCH 422 and ARCH 424 in the VTR and during the team's visits with faculty and students in these classes.

The syllabus and assignments for ARCH 422 Climate and Energy include lectures and readings on passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, and solar systems. Student learning outcomes (SLOs) provided in the syllabus align with these topics and with the NAAB 2020 Conditions. Grading for this course assigns points based on students' knowledge of climate, thermal comfort, environmental factors, active and passive strategies, and an integrated representation of this knowledge.

The syllabus and assignments for ARCH 424 Building Systems includes lectures and readings on active heating and cooling. The SLOs for this class requires students to demonstrate the adequate selection of mechanical systems (active heating and cooling). Student work is not required for the 2020 Conditions; however, additional materials for these classes were provided as evidence in the team room for ARCH 422, SC5 and SC6, and show strong examples of student work that meets B.6. Grading criteria is provided in the syllabus and percentages of grades based on teamwork and individual contributions are outlined as measured against learning outcomes.

This course will be evaluated for continuous improvement and additional changes as part of the assessment cycle this year. Current assessment metrics include faculty and student self-assessments, grades, rubrics and class surveys. This review occurred in the middle of their current 2020 Conditions assessment process. Continuous input based on coordinators reports and faculty course reviews have aligned the syllabus for these courses to the 2020 Conditions and the Assessment Committee will meet in spring of 2023 to submit the assessment recommendations for future changes to this course. (See Section 5.2 Planning and Assessment).

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.

Previous Team Report (2019): Evidence of student achievement at the prescribed level was not consistently found in student work prepared for ARCH424 - Building Services. Evidence for communication, security, Lebanese American University Visiting Team Report October 12-16, 2019 21 and fire protection systems were not consistently found between sections of these courses taught at both Byblos and Beirut.

2023 Team Analysis:
Evidence of student achievement at the prescribed level was found in ARCH 424 Building Systems, which includes lectures, reading, assignments, and rubrics on all building service systems. The SLOs for this class require students to demonstrate the selection of mechanical and electrical systems as well as water and waste management. Student performance criteria include the ability to demonstrate the application of environmental systems and building service systems: including communication service and fire protection services. Student assignment five (5) focuses on signaling (communications), plumbing, and fire prevention systems and accounts for 10% towards their grade. The curriculum is coordinated between both campuses (APR pg. 4). Grading criteria is provided in the syllabus and percentages of grades based on teamwork and individual contributions are outlined.

This review occurred in the middle of their current 2020 Conditions assessment process. Continuous input based on coordinators reports and faculty course reviews have aligned the syllabus for these courses to the 2020 Conditions and the assessment committee will meet in spring of 2023 to submit the assessment recommendations for future changes to this course. (See 5.2 Planning and Assessment).

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.

Previous Team Report (2019): 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.

2023 Team Analysis:
Evidence of student achievement at the prescribed level was found in ARCH 581 Professional Practice, which includes lectures. readings, assignments, and rubrics on the Stakeholders Role in Architecture. Key stakeholders were identified in lectures from entitlement, through design, production, and construction phases. The SLOs are now in alignment with 2020 Conditions for this course require students to explain the architect's responsibilities involved in the profession and to demonstrate understanding of safety and legal responsibilities towards the public. Evidence was also found in the advanced studio work, demonstrating programming for social, cultural, and user needs.

This review occurred in the middle of their current 2020 Conditions assessment process. Continuous input based on coordinators reports and faculty course reviews have aligned the syllabus for these courses to the 2020 conditions and the assessment committee will meet in spring of 2023 to submit the assessment recommendations for future changes to this course.(See 5.2 Planning and Assessment).

III.   Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2023 Team Analysis:
In spite of great challenges that included COVID, a severe economic and political crisis, and the explosion at the port of Beirut, the program made extensive changes to its buildings and curriculum (APR pg.5-8). These challenges include:
- Infrastructure changes: The renovation of an existing building dedicated to the School of Architecture & Design in Beirut was completed in fall 2021. Some improvements were also made to the Byblos facility, including a new shop and 3D printers. Evidence of this new facility was provided in the video tour of the buildings. The new facilities were shown to the team by video and from floor plans.

- COVID: Curricular changes to all online formats due to COVID were developed to provide greater access to all students, which increased the number of national and international speakers hosted by the school. Many of these initiatives were evidenced by the large number of international speakers and lectures provided each semester.
- Economic and Political Crisis since 2019. During the severe economic crisis in Lebanon, LAU was able to maintain its faculty and staff and increase its financial aid to students to counter both the impact of the economic crisis along with COVID shutdowns. Support from the university included funding from endowment funds, grants through NGOs, and USAID and US State Department Support.
- The Explosion of the Beirut Port, August 4, 2020. This manmade disaster resulted in focused collaborative initiatives between the school and the city. The school, along with the Order of Engineers, led initiatives that re-envisioned the destroyed areas, generating new scenarios for communal urban life which resulted in exhibits and architectural insertions into the fabric of the city by students and faculty. The team saw this in presentations of research and student work.

These challenges delayed the school's assessment planning. Despite the enormity of these issues, after receiving the initial accreditation letter in May 2020, the school began the planning for this accreditation visit during COVID lockdown. A new Curriculum Assessment Committee (CAC) was formed. A full description of this process is described in the VTR (p.5.2 Planning and Assessment). The school's first phase of planning for the academic year 2020-2021 was to compare the previous and current Conditions, highlight the differences, and understand the approach/philosophy of the new conditions. During this year they attended several workshops on assessment that were organized by Dr. Herb Childress in collaboration with the ACSA. Then in 2021 (March – October), they attended the online training sessions provided by NAAB. In fall 2021, the CAC presented the first curricular matrix based on the SLOs of the established courses of the program. In spring 2022, the benchmarks were set, and they started the collection and aggregation of data that was submitted for the review in January 2023. The fall of 2022 was the first year that the school started its assessment process and the third year of a continuous five-year cycle.

IV.   Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
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.
- 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.
- 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).

2023 Team Analysis:
The program described its Mission and Context in the APR and the team observed virtually, the strength, integration, and continuity of an established architecture program which served two campuses, one in the historic medieval city of Byblos and the other in urban Beirut. Examples of faculty

research, a rich curricula, student and faculty work, active international alumni, mandatory internships and a burgeoning APX program can verified that the administration, faculty, and students actively reflect the mission of the school to encourage *"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."* The provost in the team's introductory meeting expressed his strong support for the school, particularly the work that they have accomplished in Beirut. 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 observed during the visit and described in the APR, there are three major connections with the University that demonstrate the school's role and placement in relationship to its academic context in the University. The Center for Innovative Learning (CIL) supports faculty and provides training, classroom observation, software and studio space and equipment for recorded lectures. Faculty observed how important this resource was particularly throughout the pandemic when all classes were delivered on virtual platforms. The University Department of Institutional Research and Assessment (DIRA) provides support for the assessment process and members of the assessment committee meet with DIRA staff on a regular schedule. The Institute for Environmental Studies & Research, (IESR) encourages and supports research by both faculty and students and is fully integrated into the school's pedagogy. Faculty publications, school lectures and community outreach support the integration of IESR within the school. As evident during the visit and described in the APR LAU provides a rich academic environment with many examples of faculty and student participation within the University.

☒ **Described**

2—Shared Values of the Discipline and Profession (*Guidelines*, p. 6)

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. (p.7)

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. (p.7)

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. (p.7)

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. (p.8)

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. (p.8)

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. (p.8)

☒ **Described**

2023 Team Analysis:
Design: In the APR (pg.13) and confirmed in virtual site visit meetings, reviews of student works, and curriculum, LAU's design philosophy is holistic and addresses the importance of well-being, identity and relationship to place and culture. Design takes a central role in the curriculum as demonstrated in a curricular sequence that begins with introductions to visual perception and continues through advanced design studios. 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 planning, etc. in a way to provide solutions to human needs (APR pg.21).

Environmental Stewardship and Professional Responsibility: In response to the 2019 NAAB visit, the program provided a series of required new courses that focused on environmental stewardship, and professional responsibility. A newly renamed Institute for Environmental Studies & Research (IESR) addresses the environmental needs of the region through research initiatives. Optional programs include workshops, lecture series, and student clubs that the students can participate in to promote the ethical aspects of designing for environmental stewardship. Evidence was found in the APR (pg.14), class visits, and curriculum.

Equity, Diversity, and Inclusion initiatives: Course curricula and student work for the advanced design classes demonstrate a commitment to understanding difficult human conditions and environments while researching topics that address local, regional, and global concerns. Conversations with faculty describe curriculum that includes student participation on issues such as Palestinian refugees, religious sect divides, and social justice. The university hired a Gender Expert to focus on the area of gender equity and inclusion. Human, physical, and financial resources have been directed to social equity. There are a range of pathways in which students can participate that include attending lectures, workshops, mentoring, representation on student council, clubs, the AIAS chapter and the regular review of the Studio Culture policy (APR pg.14-15).

Knowledge and Innovation: Initiatives were described for the university and school in the APR (pg.15-16) to encourage faculty research. Meetings with members of the Institute of Environmental Studies and Research, that replaced the former Urban Planning Institute, demonstrated strong support for faculty and students. These include workshops, seminars, and lectures with innovative speakers from around the world. New building facilities include new digital labs and tools available to students. LAU presented published articles by faculty from the past three years; and several faculty members maintain active, award-winning architectural practices. LAU was involved in the reconstruction of neighborhoods damaged by the Beirut Port blast of 2020, which collaborated with numerous civic and professional organizations in a revisioning of the city.

Leadership, Collaboration, and Community Engagement: As evidenced in student presentations, curricula, and as described in the APR (pg.16), leadership opportunities are provided through the program, university, and at individual levels through core program disciplines into a holistic education. The Professional Practice course provides opportunities to learn leadership and management skills within the AIAS LAU Chapter (active since February 2016) and serves as a tool to develop leaders with different global and local communities. They hold chapter seminars and design competitions; as well as serving at a National Level in the roles of Middle East Ambassador, Council of Global Representatives, and Governance Committee. Students are also part of the Learning Culture Committee within the university, which promotes inclusive engagement spearheaded by AIAS, NCARB, and Model UN. As for community

engagement activities initiated through the studios and urban planning courses, LAU provided evidence through studio course visits that embody Action Research Methodology. This gives students access to stakeholders and direct insight into consequences of policies and social responsibility through design choices and how changes in policies affect these communities. The APR also mentions the way in which LAU worked along with different NGOs after the Port Blast of August 2020: participating in reconstruction projects and assessing damages to the neighboring affected communities.

Lifelong Learning: In the APR (pg.17), LAU describes a comprehensive education that highlights the importance of staying abreast of the latest ideas and technologies. The new architecture building in Beirut and the renovation of the existing building in Byblos have updated fabrication labs and access to advanced technology. The curriculum reflects the gamut of architectural knowledge from a cultural, social, environmental, economic, and built context. The faculty provides a model of developing habits for lifelong learning through their combined academia and practices. LAU notes that Alumni have pursued master's degrees at major schools including Harvard, Columbia, Penn, and Yale. The visiting team's conversation with alumni reinforced that graduates pursue further educational opportunities in the US and Europe.

LAU's website lists events throughout the year: Events Archive | The LAU School of Architecture and Design. LAU also maintains an alumni website that includes a Keep Learning Lecture Series:(Keep Learning Lecture Series | Special Programs | Alumni | Lebanese American University) - LAU . International students, local and international internships, travel opportunities, and minors in many disciplines reflect the program's commitment to life-long learning and the benefits of architectural thinking beyond the studio. The program aims at providing a platform for graduate specialization for students interested in continuing their education.

3—Program and Student Criteria (*Guidelines*, p. 9)
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.

3.1 Program Criteria (PC) (*Guidelines*, p. 9)
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. (p.9)

☒ **Met**

2023 Team Analysis:
LAU in the APR (pg.20-21) describes how the program introduces students to the path to licensure in both Lebanon, and the United States. LAU notes that the 'Career Path course' is covered by the Professional Practice (ARCH 581) course in the fall of the fourth year providing a thorough overview of the AXP process as evidenced in the course outline. LAU provided a list of seventy-seven firms that provide internships during the summer of the fourth year and the fall of the fifth year. Students are required to submit a final report on their internship which includes a description of the firm, time sheets and both student and employer feedback on this experience.

Location of information:
- Fourth Year: ARCH 581 Professional Practice
- Fourth Year ARCH 582 Professional Practice 2
- Fourth Year: ARCH 501 Internship I
- Fifth Year: ARCH 502 Internship II

- Career Development website for the School of Architecture at LAU: ARCH 501 and 502

"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 APR (pg.20) also notes that they highlight the advantage of an NCARB certificate.

In ARCH 581 Professional Practice I, students work in groups to study a given urban plan and conduct a zoning and building code review. This class is taught concurrently to Design VII and allows this information to be used in studios as they move forward.

Also noted in the APR is an acknowledgment that not all students are expected to develop their careers within 'the strict boundaries of the discipline' and that the skill sets developed through the program allow students to access other peripheral fields to architecture.

The APR notes, and as was verified in on-site conversations, that awareness of career development is reinforced through mandatory internship seminars. The LAU School of Architecture & Design provides architectural Internship advising and guidance information, links to the broader University Career Development website and links to key information from the AIA and NCARB websites.

Evidence, Benchmarks:
1. Faculty Evaluation of Students Work (ARCH 581 – Professional Practice I)
   a. SLO 3: Demonstrating understanding of safety and legal responsibilities towards the public.
      - Benchmark: B average of all students on KPI criteria for SLO
2. Students' Evaluation of Internship (ARCH 501 – Internship I)
   a. SLO 3: Fulfilling the Internship report and training log requirements
      - Benchmark: Average of 3 on a 4 degree scale (4 = best)
3. Faculty Evaluation of students work (ARCH 582 – Professional Practice II)
   a. SLO 1. Originate a business plan and structure for starting a practice
   b. KPI-1 Workshop – 2 A. Firm planning (including legal Structure.)
   c. KPI-2 Workshop-2-B Starting and Running a Firm (Including Financial Planning)

Aggregated Data:
ARCH 581 Avg. SLO3=3.43 Avg. SLO 4=3.43
Aggregated data is not completed for ARCH 582 and although 582 was not listed as a point of assessment in the APR for PC1, the team decided that the valuable curriculum and insights gained through this second Internship course can be applied and measured in the future for PC2.

The team was impressed with the program's two professional practice courses, along with a mandatory internship. The curriculum of these programs, the connections to career counseling, the evidence of alumni, and the evaluations by both employers and faculty demonstrate a relevant assessment (SLO3 directly applies to the path of being licensed) of high achievements. The APR indicates that they are in the process of attaining all of the data. Recommendations for PC.1 will be in year five, 2025-2026. See chart in Section 5.2.

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. (p.9)

☒ **Met**

2023 Team Analysis:

Evidence of the school's design curriculum and structure is demonstrated throughout a sequence of design studios. Seminars, workshops, symposia, guest lectures, juries, community projects, mandatory internships and international studios provide a broad exposure to design thinking. A virtual studio visit to both campuses verified the consistency of learning experiences for all students. In parallel to the design studios, theoretical, technical, and representational courses are mandatory- culminating in ARCH 531 Design VII. Evidence of the coordination of learning objectives throughout course syllabi, readings, and requirements were found in the team room.

Location of information:
- FND 236 Design Studio II
- ARCH 331 Design Studio III
- ARCH 332 Design Studio IV
- ARCH 431 Design Studio V
- ARCH 432 Design Studio VI
- ARCH 531 Design Studio VII
- ARCH 532 Design Studio VIII

Evidence:
Specific SLOs and KPIs mapped to the 2020 conditions were listed for each of these courses. The types of evidence included student course evaluations and instructors' evaluations of student work.

Instructors' assessment of students' grades are based on specific SLOs (e.g. identify the site's complexity according to the research, prepare the project program strategy, identify design strategies). On student work, students must earn a B or higher; the class average for the course.

Evidence/ Benchmarks:
The assessment matrix provided for this PC provides two sub-criteria as two main points of assessment.
PC2.1 The role of design in shaping the built environment.
PC 2.2 Integration of multiple factors in the design process (context, scale).

PC2.1 FND 236
1. Student Course Evaluation (DIRA) FND 236 Design Studio II.
   a. SLO 1. Demonstrate critical and synthetic aptitudes in addressing architectonic design queries
   b. SLO 4. Address design investigations through an active engagement of thinking, drawing and making
      - Benchmark: Average of 3/4 on a 4-degrees scale (1-worst to 4-best
      - Aggregated Data: Mean(Avg.) =3.42

PC2.1 ARCH 331 Design Studio III.
1. Student Course Evaluation (DIRA) ARCH 331. ARCH 332.
   a. SLO 2. Generate a concept for a design approach
   b. SLO 3. Develop an architectural project from a specific concept
      - Benchmark: Average of 3/4 on a 4-degrees scale (1-worst to 4-best) LAU has established benchmarks for SLOs and KPIs that map to the 2020 Conditions. On student course evaluations, students must assess the course according to each SLO, and the evaluation average must be 3 or higher (out of 4).
      - Aggregated Data: Avg. SLO 2= 3.14.SLO 3=3.09

PC2.1 ARCH 332 Design Studio IV.
1. Student Course Evaluation (DIRA) ARCH 332
   a. SLO 2. Apply relevant theoretical principles in architectural projects

- Benchmark: Average of 3/4 on a 4-degrees scale (1-worst to 4-best worst to 4-best)
- Aggregated Data: Mean(Avg.) = 3.36

PC. 2.2 ARCH 431 Design Studio V
1. Instructor's Evaluation of Student Work ARCH 431
- KPI: Define design strategy according to site conditions and program requirements.
- B grade as a class average
- Aggregated Data: Avg. KPI 3.03

PC.2.2 ARCH 432 Design Studio VI
1. Instructor's Evaluation of Student Work ARCH 432
- KPI: Elaborate a design approach in relation to site and program.
- B grade as a class average
- Aggregated Data: Avg. KPI 2.97

PC.2.2 ARCH 531 Design Studio VII
1. Instructor's Evaluation of Student Work ARCH 432
- KPI: Ability to make design decisions within a complex project
- B grade as a class average
- Aggregated Data: Avg. KPI 2.99

PC.2.2 ARCH 532 Design Studio VIII
1. Instructors Evaluation of Student Work ARCH 532
- KPI: Develop a multidisciplinary strategy addressing a community ne
- B grade as a class average
- Aggregated Data: Avg. KPI 3

Assessment materials reviewed by the team as source for the aggregated data included templates of course evaluation surveys, coordinators reports, course syllabus, grading sheets/rubrics, and briefs of graded work.

Guest reviewers and internship reports are also used as part of assessment indicators. The Department of Institutional Research and Assessment (DIRA) analyzes and disseminates data and develops course surveys relating to assessment and accreditation. The APR indicates that "although aggregated data is available, recommendations for PC.2 and a full assessment has not yet been completed. The program plans to complete the assessment by the end of year two (2022-2023). See chart in Section 5.2."

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. (p.9)

☒ **Met**

2023 Team Analysis:
In its APR (pg.24-26) LAU describes how it balances the teaching of sustainability while teaching current construction practices, which it identifies as being unsustainable. It also describes raising awareness of sustainability, adaptability, and resiliency with exploring new construction practices and the actions of architects. LAU has three courses that students must take: ARCH 422 Climate and Energy, ARC 424 Building Services, and ARCH 511 Advanced Building Systems, which work together to address this PC across the curriculum. The syllabus for ARCH 422 includes PC.3 fully in the syllabus. The syllabi for 424 and 511 have the 2014 NAAB Student Performance Criteria.

LAU describes their assessment of the PC through students' self-evaluation of student learning objectives (SLOs) of their courses, graduating students' exit survey that evaluates the program against an SLO, and instructor's self-assessment relative to the SLOs.

They have developed sub-criteria to PC.3:
PC.3.1 holistically understands the dynamic between built and natural environments; and
PC.3.2 enables future architects to mitigate climate change by leveraging ecological, advanced building performance, adaptation and resilience principles in work and advocacy.

The two sub-criteria have SLOs associated with each of them, depending on the course they are assigned to. For example, PC.3.2 in ARCH 422 has SLO4 Develop an adequate environmental system for a climate responsive design solution. In ARCH 424, SLO1 demonstrates an adequate selection of mechanical systems of heating, ventilation, and air-conditioning in a given context; SLO2 demonstrates an adequate selection of methods of water and sanitary management in a given context; and SLO3 demonstrate an adequate selection of methods of lighting and electrical management in a given context. In ARCH 511, SLO2 Integrate contemporary construction issues (such as sustainability, efficiency and adaptability, etc.) into architectural details.

According to the PC3 Assessment Matrix.xlsx found in the team room, assessment of PC.3.1 and PC.3.2 for ARCH 424 and 511 will be done through graduating student exit surveys and student course evaluations. In the team room, we found evidence of the exit surveys and student course evaluations. Assessment of PC.3.1 and PC.3.2 for ARCH 422 is done via faculty evaluation of students' work and student course evaluation. The SLOs for ARCH 422 are:
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.
- Visiting Team note: The evaluation of different passive and active solutions instills in students a wholistic understanding of the dynamic between built and natural environments. During classroom observations, students demonstrated how they collaborated to develop computer, measurable data for a building that was then used to compare, size and select a heating system for their projects.

SLO 4. Develop an adequate environmental system for a climate responsive design solution.
In the team room, the team found evidence of grading rubrics and assignment briefs for ARCH 422.

LAU has established benchmarks for each assessment evidence. On student course evaluations, students must assess the course according to each SLO, and the evaluation average must be three (3) or higher (out of four). For ARCH 422, students must earn a B or higher as the class average for the course. The APR indicates that recommendations for PC.3 will be at the end of year three 2023-2024. See chart in Section 5.2.

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. (p.9)

☒ **Met**

2023 Team Analysis:
As evidenced in student presentations, curricula, and as described in the APR (pg.26-28), history and theory work as essential elements of the curriculum. The curriculum covers international and regional trends in addition to urbanism and urban planning throughout major culture centers. This program is based on the idea that history and theory work in par with the design studios' core ideas and projects, in order to enrich and impact students' work.

LAU prepares students with an introductory course FND 281, a contemporary and focused class in design that presents the history of design and architecture within art and culture. Followed then by

ARCH 371 History 1 (prehistoric until 17th century), ARCH 372 History 2 (Neoclassicism until 20th century), ARCH 361 Theory 1 (explores Ching's, Form, Space and Order until the 19th century), and ARCH 362 Theory 2 (focus on the '-isms' of the 20th century.) The subsequent classes have a focus on both history and theory. These include ARCH 441 Regional Architecture, ARCH 463 Landscape Architecture, ARCH 541 Urban Planning, and ARCH 461 Contemporary Trends.

Subcategories:
PC4.1 History and theory courses are well covered with fundamental knowledge which includes landscape architecture and urban planning. The program provides a good understanding and a solid framework for particular architectural movements and ideas. Global issues are presented to students in design classes and precedents and historic research is incorporated into their studio work.

PC4.2 Social, cultural, economic and political areas are covered by the exploration of seven main cultural hubs. Students examine the microcosms the components are explored within the lense of regional, landscape, and urban planning themes.

Location of Information
- FND 281 Design Culture
- ARCH 361 - Theory 1
- ARCH 362 - Theory 2
- ARCH 371 - History 1
- ARCH 372 - History 2
- ARCH 441 - Regional Architecture
- ARCH 461 - Contemporary Trends
- ARCH 541 - Urban Planning 1

Evidence and Benchmarks:

KPI that described Research and Architectural Design Strategies:

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:

Student Evaluation of the Faculty and Staff on the SLO and faculty course evaluations:

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]
   a.   Scores for the Understanding SLO at the student course evaluation survey (Run by DIRA)
        i. Benchmark - Avg. 3 on a 4 point scale
   b.   Faculty Self-Evaluation on the Course KPI:
   c.   Faculty assessment of a student's work in relation to the KPI based on Rubrics.
        • Benchmark: B- grade as class average for the selected KPI's

The APR indicates that the recommendations based on the assessments for PC.4 will be at the end of year six 2026-2027. See chart in Section 5.2.

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. (p.9)

☒ **Met**

2023 Team Analysis:
The APR (pg.28-30) describes architectural research as at the core of all design studios including precedents, case studies, and analysis. The APR describes the process of design as design thinking, based on research, with a solution coming through trial and error. They note that this is being 'gradually complemented' within the school by exposure to new methodologies in research, based on design theory and on practice. They also note the school's strategic plan is to expand its graduate programs, contributing to the objective of supplementing the institution's role in new methodologies.

As the APR notes, architects today require integrated knowledge and skills; thus, a multidisciplinary, transdisciplinary, and interdisciplinary learning environment is important. As a result, they 'test and disseminate' evidence-based interdisciplinary integration of research, practice, science, data collection, knowledge sharing, experience, and service learning with other programs and specifically in senior level design studios and courses on urbanism and other electives (Climate and Energy ARCH 422, Advanced Building Systems ARCH 511, Final Research Project ARCH 631, and Final Project ARCH

632). They note 'we aim to achieve a substantial curriculum alignment' over the next cycle with this approach.

There is also an emphasis placed on research during optional summer workshops given by the Department of Architecture & Interior Design and the IESR. Encouraging students to take these and how to provide KPIs for assessment is being evaluated.

In meetings with faculty and members of DIRA, the team was impressed at how much research was embedded in the program.

Location of information:
- ARCH 422 Climate and Energy
- ARCH 511 Advance Building Systems
- ARCH 631 Final Project Research
- ARCH 632 Final Project

Evidence:
SLOs and KPIs for this course are matched to B.6 criteria. Similar learning outcomes that coincide with the 2020 conditions include the following:
> ARCH 422: Ability to demonstrate the principles of environmental design, how design criteria can vary by geographic region, and the tools used for performance assessment.
> ARCH 511: Advanced detailed drawing and models for innovative solutions.
> ARCH 631: Research development. Site/Urban analysis, morphology, architectural typology, economics, social study, perception, zoning and infrastructure, etc.
> ARCH 632: Syllabus and course focus

Benchmarks:
Faculty evaluation of students' work

      a. Faculty assessment of students work in relation to the components of rubrics (identify the site's complexity according to the research, prepare the project program strategy, identify design strategies).
            i. Benchmark: ARCH 631 and ARCH 422: B- grade as class average for the course.
            Survey addressing faculty and staff.
      b. Survey to be developed
            i. Benchmark: Average of 3 on a 5-degree scale (5=best)

The APR indicates that recommendations for PC.5 will be at the end of year four 2024-2025. See chart in Section 5.2.

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. (p.9)

☒ **Met**

2023 Team Analysis:
The APR (pg.30-32) notes that while the curriculum develops students' individual capacities and design skills. It balances this with an emphasis on collaboration in Design VIII and the final project research where, typically, students work in small groups around selected themes. During the visit, the team visited ARCH 422 Climate and Energy in which students described how they divided up to provide data for energy modeling, sun shading and building regulations for the entire class for their advanced design studios collaborating to complete term projects.

The APR notes that both professional practice courses introduce students to the role of the architect throughout the project including working with communities, AHJ (Authority Having Jurisdiction), consultants, and contractors. It also notes that 'Both Internship I & II as co-curricular programs allow interns to put the curricular knowledge to work.' This was verified in the team's virtual site visit in discussions about internship.

The APR also includes extra-curricular activities (LAU AIAS and the Design Club) as a way for students to develop leadership skills.

Location of information:
The APR notes that L&C is disseminates throughout the program with an emphasis on:
- ARCH 581 Professional Practice I
- ARCH 501 & 5012 Internship I & II

Evidence and Benchmarks:
Data is collected on a yearly basis with a review for making improvements.
1. Faculty Evaluation of Students Work (ARCH 581 – Professional Practice I)
   a. SLO2 Understand fully the architect's responsibilities involved in a project.
      i. Benchmark: Achieve a B average of all students on the KPI criteria for the SLO
2. Employer's Evaluation of Interns' Skills and Knowledge (ARCH 501 – Internship I)
   a. SLO1 Take part in a multidisciplinary team on a design project.
      i. Benchmark: Achieve an 80/100 average on the Employers' Feedback of all Interns on the initiatives, creativity, management skills and teamwork.
3. Student's Evaluation of Internship (ARCH 502 – Internship II)
   a. SLO2 Demonstrate professional skills in a construction process.
      i. Benchmark: Average 3 of 4 (4 = best).

The APR indicates that   recommendations for PC.6 will be provided at the end of year four, 2024-2025. See chart in Section 5.2.

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. (p.9)

☒ **Met**

2023 Team Analysis:
LAU currently has a Studio Culture Policy in place. The Studio Culture Policy is dated August 2022 and was found in the team room. The policy lists Studio Core Values and Guidelines for Improving Studio Culture. These include opportunities for discussion and feedback and an appendix of policies and procedures. The policy provides a framework for fostering optimism, respect, collaboration, and innovation. Students are informed of this policy yearly in the professional practice classes.

In response to PC.7, the school formed a new Teaching and Learning Committee, made up of faculty, students, and staff. The goal of the committee is to assess the existing Studio Cultural Policy and transition it to a Learning and Teaching Culture Policy. As stated in the APR, confirmed in a meeting with the Teaching and Learning Committee, and with evidence in the Digital Team Room, the committee has assessed the current studio policy by issuing a survey to faculty, staff, and students. The survey results were broken down by constituents (e.g. student, faculty, or staff) and were summarized for each group. According to the survey summary and confirmed by the Committee, the committee is meeting in spring 2023 to review the current Studio Cultural Policy with the goal to develop a Teaching and Learning Culture Policy by the end of spring 2023.

The APR indicates that benchmarks for the recent survey were not set. The survey will be used to establish how to best proceed with a new Teaching and Learning Culture Policy. LAU has scheduled the assessment of PC.7 to be in Year 6 (2027).

The APR indicates that recommendations for PC.7 will be at the end of year six 2026-2027. See chart in Section 5.2.

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. (p.9)

⊠ **Met**

2023 Team Analysis:
The program describes how it furthers and deepens student understanding of Social Equity and Inclusion for the University and School in the APR (pg.3, 33-34). Student work for the advanced design classes demonstrate a commitment to understanding difficult human conditions and environments researching topics addressing local, regional, and global concerns and topics that include social justice, equal access, and community participation.

Location of information:
- FND 281 Design Culture
- ARCH 532 Design Studio VIII
- ARCH 541 Urban Planning I

Evidence is found in Syllabi, readings and assignments:
- FND 281: SLO2: Demonstrate an ability to research and analyze topics that show the interrelationships of art and design to culture. SL05: Demonstrate a broad understanding of design as an activity rooted in its cultural and temporal contexts.
- ARCH 532 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
- ARCH 541 SLO3. Understand the contextual relations between architecture and culture. SLO4. Recognize the role and responsibility of the architect in urban planning. KPI 1: Develop a multidisciplinary strategy addressing a community-based project. KPI 2: Develop the project addressing the complexity of the context

Faculty evaluation of students' work and student course evaluations are described as the type of evidence in the assessment matrix. Faculty assessments of components of the grading rubric for courses ARCH 532 a C+ grade as class average for selected KPIs, lectures covering PC8 principles in specific courses, a minimum of 1 - 2 lectures or 10% of total number of lectures. LAU set a benchmark of 3 or higher on a 4-degree scale for the student course evaluations.

Aggregated Data:
Referenced to the syllabus and the template of the Course Evaluation Survey of ARCH 532, 541 and FND 281 courses in Beirut and Byblos.
ARCH 532: Data not available for SLO 1 separately but the Avg for all SLO = 3.33
ARCH 541: AVG SLO3 and SLO4 = 3.4
FND 281: AVG SLO2 = 3.45, SLO5=3.22

ARCH532: Avg. per KPI unavailable, final course Avg = 80.34 =B syllabus, grading rubric, brief of the grading rubric used as evidence.
ARCH 541: SLO3 and SLO4 8 out of 18 = 45% syllabus and course material.

FND 281: SLO2 and SLO5: 2 out of 15 13.33% syllabus and course materials

ARCH 532 Average per KPI not available, final course avg. 80.34 = B syllabus of the graded work used as evidence and grading rubric.
.
The APR indicates that although aggregated data is available for PC.8 a full assessment has not yet been completed. The program plans to complete the assessment by the end of year two 2022-2023. See chart in Section 5.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
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. (p.10)

⊠ **Met**

2023 Team Analysis:
The APR (pg.35-36) notes that the importance of public health, safety and welfare is the fundamental and collective responsibility of architects and that this responsibility is instilled throughout the program, across design studios, and with a specific emphasis in the following courses:
- ARCH 432 Design VI: integrates structural systems, life safety codes and accessibility requirements.
- ARCH 422 Climate & Energy: includes the importance of interior environmental qualities.
- ARCH 424 Building Services: how environmental systems impact health, safety and comfort and their relationship to codes.
- ARCH 511 Advanced Building Systems: application of safety codes and envelope assembly systems.
- ARCH 581 Professional Practice I: how architectural design complies with code requirements.

In addition, the APR and in meetings with students and alumni that visit firms and by attending guest lectures, students augment this curricular work.

Evidence and Benchmarks:
1. LAU uses student course evaluations for each specific SLO. The survey happens at the end of term. Benchmarks for all below: Average of 3 or higher out of 4 (4 = best).
   a. ARCH 432 Design VI
      i. SLO1 Develop an architectural program in correlation to site conditions and accessibility.
      ii. SLO3 Integrate building life safety codes, regulations and criteria.
   b. ARCH 422 Climate and Energy
      i. SLO1 Understand the notions of thermal comfort.
      ii. SLO2 Identify sustainable design strategies and their impact on building form.
      iii. SLO3 Evaluate passive and active solutions.
   c. ARCH 424 Building Services
      i. SLO1 Demonstrate an adequate selection of mechanical systems of HVAC in a given context.
      ii. SLO2 Demonstrate an adequate selection of methods of water and sanitary management in a given context.
      iii. SLO3 Demonstrate an adequate selection of methods of lighting and electrical management in a given context.
   d. ARCH 511 Advanced Building Services
      i. SLO1 Analyze the impact of unconventional construction materials/systems on architectural structure and form.
   e. ARCH 581 Professional Practice I

  i.   SLO1 Outline the requirements of local and international building and urban codes.
  ii. SLO 3 Demonstrate understanding of safety and legal responsibilities towards the public.

2. Instructor's evaluation of students' work. Grade given by instructor following the assessment in relation to the relevant KPIs in the rubrics. LAU established a benchmark for a final course average grade to be a B or better for specific KPIs.
   a. ARCH 432 Design Studio VI KPI: Project Development: define a structural approach in design; and integrate accessibility, life safety criteria and building regulations.
   b. ARCH 511 Advanced Building Systems: KPI relevant to safety and code applications.
   c. ARCH 581 Professional Practice I: KPI relevant to code applications.
3. Instructor's evaluation of students' work base in an assessment of the whole term. Benchmark is a B as a class average.
   a. ARCH 422 Climate & Energy
   b. ARCH 424 Building Services

The APR indicates that the assessment for SC1 will be at the end of year four 2024-2025. See chart in Section 5.2. While the team recognizes that there is no assessment data yet, the team considered this met based on the evidence, the assessment benchmarks, grading, rubrics, and the continuous assessment process that the school was engaged in.

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. (p.10)

☒ **Met**

2023 Team Analysis:
A holistic sequence of courses combined with mandatory internships make this series a strong aspect of the LAU curriculum (APR pg.37-38). Course syllabi, lectures, an extensive list of readings (including the Architecture Student's Handbook for Professional Practice, the NCARB model rules of Conduct, sample AIA contract documents) and assignments for ARCH 581 Professional Practice 1 and ARCH 582 are among the sources of curricular evidence for this learning outcome. Note that the team found PC.1 and SC 2. Are both primarily assessed through the coursework in the Professional Practice Classes and the mandatory Internships.

Location of information:
  ● ARCH 581 Professional Practice I
  ● ARCH 582 Professional Practice II

Evidence and benchmarks:
Faculty assessment of students' performance with respect to the course SLOs 1,2,3 (ARCH 582 – Professional Practice II)
    SLO 3,4: Demonstrating understanding of safety and legal responsibilities towards the public.
      i. Benchmark: B average of all students on KPI criteria for SLO
      Students' Evaluation of Professional Practice I (ARCH 581 – Professional Practice I)
    SLO 3: Fulfilling the Internship report and training log requirements
      i. Benchmark: Average of 3 on a 4 degree scale (4 = best)

Aggregated Data:
ARCH 581 Avg. SLO3=3.43 Avg. SLO 4=3.43 syllabus, Template of the course evaluation survey (DIRA).

Aggregated data is not completed for ARCH 582 but will be based on the syllabus of the course and briefs of graded assignments.

The APR indicates that although aggregated data is available for SC2, recommendations will be provided at the end of year four 2024-2025. See chart in Section 5.2.

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. (p.10)

☒ **Met**

2023 Team Analysis:
The APR (pg.38-39) notes that 'the program ensures that students gain an understanding of the principles of life safety, land use, and current laws and regulations. The team found evidence of this in course syllabi, student work, assignments, assigned readings, and learning objectives whether or not these sites may be local, regional, European or in the US. Required course material in the ARCH 581 are the fundamentals of zoning ordinances, the IBC, and the local Building Codes and Laws of Lebanon.

In ARCH 581 Professional Practice I students work in groups to study a given urban plan and conduct a zoning and building code review. This class is taught concurrently to Design VII and allows this information to be used in studios as they move forward in their careers. Alumni working in a variety of global practices, both traditional and nontraditional, reported during the visit that their education helped them fit into their current job positions.

Location of Information:
- ARCH 581 Professional Practice I

Evidence and benchmarks:
1. Faculty evaluation of students' work (ARCH 581 Professional Practice I)
   a. Faculty assessment of students work in relation to SLO1: Outline the requirements of local and international and urban codes.
      i. Benchmark: B grade as class average for each phase.
2. Students' Evaluation of their understanding of specific SLOs (ARCH 581 Professional Practice I)
   b. Score given by students via end of course evaluation run by DIRA. SLO 3: Demonstrate understanding of safety and legal responsibilities toward the public.
      i. Benchmark: Average of 3 or higher on a 4 degree scale (4 = best)

KPIs related to these SLOs for the course:
KPI - 1: Zoning ordinances principals, writing and Enforcement; Zoning change process including application, hearing with community involvement, and appeal if needed.
KPI – 2: International Building Code Principles and implementation; IBC review and check.
KPI – 3: Local building codes & laws principles and implementation; Local building codes & laws review and check.

Aggregated data:
ARCH 581 Faculty evaluation of student work. Workshop 2 = A-, Workshop 3 = A, Workshop 4 = A.
ARCH 581 Student course evaluation (DIRA) Avg SLO 3 and KPIs related to course. = 3.43.

The APR indicates that recommendations for SC3 will be at the end of year four 2024-2025. See chart in Section 5.2.

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. (p.10)

☒ **Met**

2023 Team Analysis:
The APR (pg.39-41) describes students acquiring an understanding of established and emerging technologies through a series of courses offered during the 3rd year and integrated in their upper-level design courses.

Courses included in the assessment of SC.4:
    A. Structural principles and systems
        i. ARCH 411 Structural Design
    B. Building technologies and assemblies
        i. ARCH 421 Materials & Methods of Construction
        ii. ARCH 423 Building Technology
    C. Building technology and assemblies are further developed in
        i. ARCH 481 Construction Documents
        ii. ARCH 511 Advance Building Systems
        iii. ARCH 531 Design Studio VII

Evidence, Benchmarks:
Data is collected and evaluated yearly. An assessment of SC4 requirements is reviewed every four years.
    1. Students' Evaluation of their understanding of specific SLOs in specific courses
        A. Score given by students via end of course evaluation run by DIRA.

        Evidence: ARCH 411 Structural Design: SLO2 – explain adequate selection of a structural system and its implications,
        Aggregated data: 3.80 based on the syllabus of ARCH 411 and templates of course evaluation survey.

        Evidence: ARCH 421 Material & Methods of Construction: SLO 2 Examine a selection of materials and their method of assembly in a given context and SLO 3 Analyze the impact of construction materials/systems.
        Aggregated Data: Avg SLO 2 and 3 = 3.26. Based on the Syllabus of ARCH 421 and template of course evaluation survey.

        Evidence: ARCH 423 Building Technology: SLO1 Compare various roles of building enclosures and SLO2 Develop a range of building enclosures and their assembly details.
        Aggregated Data: AVG = 3.50 based. Syllabus of ARCH 423 and template of course evaluation survey
            • Benchmark: Average of 3 or higher on a 4 degree scale (4 = best) for each SLO
    2. Faculty evaluation of students' work
        A. Grade given by faculty following assessment of the student's work in relation to specific SLOs.

        Evidence:
        i. ARCH 481 Construction Documents: KPIs of SLO2 demonstrating decision making in construction system, material and finishes selection.
            • Aggregated Data: Class Avg. B+ avg of 4 sections. Based on syllabus of ARCH 511, graded work requirements.

    ii. ARCH 511 Advance Building Systems: KPIs of SLO2 relevant to architectural detail in relation to the integration of contemporary construction issues (such as sustainability, efficiency, and adaptability).
- Aggregated Data:
1. Class Avg. A- avg of 4 sections. Based on syllabus of ARCH 511, brief of assignment used for evidence and grading rubric.
2. ARCH 531 Design Studio VII: 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.
3. Aggregated Data:
4. Class Avg. B avg of 4 sections. Based on syllabus of ARCH 511, grading rubric and brief of the assignment used for the evidence.

Benchmark:
- C+ grade average of all students work on each of the KPI criteria for the SLOs assessed.

The APR indicates that assessment for SC4 will be completed at the end of year five (2025-2026). See chart in Section 5.2.

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. (p. 12)

⊠ **Not Met**

2023 Team Analysis:
For SC.5 Design Synthesis LAU initially directed the team to ARCH 481 Construction Documents, ARCH 531 Design VII, and ARCH 632 Final Project. LAU provided six examples of randomly selected student work that spanned the three courses. After the Zoom discussions, LAU also directed the team to ARCH 422 Climate and Energy, ARCH 424 Building Services, ARCH 511 Advanced Building Systems, and ARCH 581 Professional Practice. In a live-class visit, LAU showed the team student work from ARCH 431 Design V and ARCH 422 Climate and Energy.

LAU established 3 sub-criteria for SC.5:
- SC.5.1 ability to make design decisions.
- SC.5.2 Synthesis of requirements and conditions: user requirements, regulatory requirements, site conditions, and accessible design
- SC.5.3 Integration of environmental systems

LAU assigned sub-criteria to ARCH 481, 531, and 632, and assigned SLOs to each sub-criteria for each course. For example, ARCH 531 has sub-criterion SC5.2 and has created SLO1 Identify design strategies addressing the complexity of the project and SLO2 Develop structural systems through architectural details. When an SLO has key performance indicators (KPI) associated with it, then it is assessed through faculty evaluation of student work. For example, ARCH 531 SLO2 has two KPIs: KPI1 Ability to make design decisions within a complex project; and KPI2 Assess different structural systems for the design project. When a SLO does not have KPIs associated with it, then assessment is done through student course evaluations or faculty self-assessment of course. For example, ARCH 531 SLO3 Develop environmental systems through architectural details is assessed through student course evaluations and faculty and coordinator assessments of the course.

LAU has established benchmarks for each sub-criterion. For student course evaluations, the benchmark is to have a rating of 3 or higher (out of 4). For individual KPIs, the class average is to be a B- or better as based on the grading rubric. As per their assessment schedule (see chart in Section

5.2), SC.5 was assessed by the time of the visit.

LAU's CAC assessed SC5 and provided an assessment report SC5 Analysis and Recommendations.pdf that was found in the team room. The assessment report summarized their assessment of ARCH 481, ARCH 531, and ARCH 632. The report notes that all set benchmarks have been met and the CAC made recommendations. Their recommendations include setting up student evaluations so that there are separate questions for each course's SLO(s), linking the KPIs to the SLOs, and developing KPIs for SLO3. The recommendations made particular note of making sure that the KPIs in ARCH 531 should "cover the regulatory requirements, accessibility design, and the measurable environmental impact on the design." The steps after the CAC's report include discussions in departmental meetings and then implementation by the department chairperson.

The recommendations in the report follow what the visiting teams have noted about LAU's assessment structure for SC.5. The visiting team has noted that sub-criterion SC5.3 Integration of environmental systems does not align with NAAB's language for SC.5, in particular the portion that states the "consideration of the measurable environmental impacts of their design decisions." In addition, the assessment plan includes SLOs that do not align with SC.5. For example, ARCH 531's SLO2 Develop structural systems through architectural details is not relevant to SC.5. In discussion with CAC and the program Chair, the assessment of SC.5 was completed under the previous NAAB conditions and had not been updated to reflect the 2020 Conditions. This is consistent with provided course syllabi found in the team room that reference previous NAAB Student Performance Criteria (SPC).

The randomly selected student work from ARCH 481, 531, and 631 demonstrated a synthesis of user requirements, regulatory requirements, and site conditions. In the student work from those courses, the team noted inconsistencies in student work addressing accessible design and could not find consideration of measurable environmental impacts of their design decisions. In the live-class presentation of ARCH 431 and 422 Climate and Energy students demonstrated considerations of measurable environmental impacts of their design decisions through calculations of carbon impact, calculating window sizes for daylighting, calculating cooling through cross ventilation, and heat-load calculations. LAU faculty described the actual synthesis of these elements occurring in ARCH 431 Design V; however, randomly selected design examples were not yet available for this new sequence.

The visiting team noted that the program has responded to a number of recent changes in a short amount of time. This includes quick changes in teaching and learning due to Covid-19, economic and political crises in Lebanon, the Port of Beirut explosion, and updating its program from the NAAB 2014 Conditions (under which it received its initial accreditation) to the 2020 Conditions. In discussions with administration, the updating of the program to the 2020 Conditions was not able to happen until 2021.

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. (p. 12)

⊠ **Met**

2023 Team Analysis:
The APR (pg.43-44) notes that Building Integration is explored in the senior level design studios and mainly tested in the Comprehensive Design VII studio. Students are to demonstrate in-depth knowledge in project management and experience in design development with an application of construction systems. Design projects are complemented by lecture components which provide students with specific knowledge. The team saw evidence that students were able to demonstrate the integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Location:

- ARCH 531 Design Studio VII – a comprehensive studio that integrates the questions of structure, building assemblies and environmental systems. Design proposals are developed into a full-detailed solution.
- ARCH 632 Final Year Project – students are to develop their design proposal into a comprehensive design project.
- ARCH 631 Final Project Research

Evidence:
Data is collected and evaluated yearly. An assessment of SC6 requirements is reviewed every 4 years.
1. Students' Evaluation of their understanding of specific SLOs in specific courses. Score given by students via end of term course evaluation run by DIRA. Location of Evidence:

    a. ARCH 531 Design Studio VII: SLO2 – Develop structural systems through architectural details; SLO3 - Develop environmental systems through architectural detail; SLO4 - develop building assembly details.
        i. Benchmark: Average of 3 on a 4 degree scale (4 best) for each SLO.
        ii. Aggregated data: Avg for All SLO = 3.304 based on the syllabus and template of the course evaluation.
    b. ARCH 632Final Year Project: SLO 2 – developed a design proposal into a full comprehensive architectural design project.
        i. Benchmark: Average of 3 on a 4 degree scale (4 best) for each SLO.
        ii. Aggregated data: Avg for All SLO = 3.018 based on the syllabus and template of the course evaluation.

2. Faculty evaluation of students workGrade given by faculty following assessment of the student's work in relation to Grading Rubric
    a. ARCH 531 Design Studio VII: KPI1 Ability to make design decision within a complex project; KPI 2 Assess different structural systems
        i. Benchmark: C+ grade average of all students work on the KPIs assessed.
        ii. Aggregated data: Avg for All SLO = 3.23 based on the syllabus and template of the course evaluation.
    b. ARCH 632 Design Studio X: KPI1 Ability to make design decision within a complex project; KPI 2 Assess different structural systems
        i. Benchmark: C+ grade average of all students work on the KPIs assessed.
        ii. Aggregated data: Avg for All SLO = 3.07 based on the syllabus and template of the course evaluation.
    c. ARCH 531 and ARCH 632: Component 2 of the grading rubric.
        i. Benchmark: :C+ grade average of all students work on the KPIs assessed. Based on Grade given by Faculty following the assessment of the student's work in relation to the relevant KPIs.
        ii. Aggregated Data: Avg for KPI of ARCH 531 is 3.35 and for ARCH 632 it is 3

The APR indicates that although aggregated data is available recommendations for SC6. will be at the end of year two 2022-2023. See chart in Section 5.2.

4—Curricular Framework (*Guidelines*, p. 13)
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 (*Guidelines*, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

☒ **Met**

2023 Team Analysis:
LAU is accredited by the NECHE. LAU provides a copy of its accreditation letter, dated 26 April 2016, in the APR. LAU's website states that it is accredited by NECHE. NECHE's website lists LAU on its website as being accredited (https://www.neche.org/institution/lebanese-american-university/)

Professional Degrees and Curriculum (*Guidelines*, p. 13)

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. (p.13)

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. (p.14)

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. (p.14)

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.

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.

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.

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.

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.

⊠ **Met**

2023 Team Analysis:
On its website, LAU lists its five-year B.Arch. as its professional degree accredited by the National Architecture Accrediting Board (NAAB). The website and APR list that 169 credits, after the freshman year, are required for the degree with 135 of those credits in the major, and that the degree can be completed in five years. At least 48 credits of Liberal Arts & Sciences (LAS) courses are required. The program requires students to take twelve credits of Architecture & Interior Design electives and three credits of Art elective.

The degrees M.Arch. and D.Arch. are not offered by the program.

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)
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.
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.
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.

☒ **Met**

2023 Team Analysis:
4.3.1 The school recognizes that students enter their program in many ways and has provided a thorough description of the paths for transfers to the Architecture program in the APR (pg.54- 56) and provided examples of transcript and portfolio reviews during the virtual site visit. Prior academic preparatory education is reviewed by The School of Architecture and Design Admissions and Student Affairs [ASA] committee for all applicants. All informational materials are provided through a web portal with links from the School of Architecture to the Admissions office with links to assistance for financial aid and applications. https://sard.lau.edu.lb/admissions/

In addition to a Lebanese Baccalaureate, freshman may be admitted with an International Baccalaureate certificate, or one year of the CEGEP from Canada. Standards include SAT tests, GPA 2.5, proficiency in English, and any remedial Math classes. Sophomore applicants are required to have completed similar requirements to freshman applicants and may be accepted with diplomas from other countries - Canada, Great Britain, and Taqjihi (secondary exam in Jordan or Palestine). There is no portfolio review for these student applicants, and they will begin the NAAB professional program at the Foundation class level with their admittance.

4.3.2 The program does not rely on preparatory educational experience to prove that admitted students have met certain NAAB accreditation criteria for applicants with fewer than 24 credits. Applicants who transfer with over 24 credits must have a cumulative GPA average greater or equal to 2.5. Only students with credits from an art or related curriculum are required to submit a portfolio. All transfer student portfolios are reviewed by a School of Architecture committee. Since 2019 thirteen transfer cases coming from an architecture program with more than 24 credits applied to LAU. Eleven students were accepted, based on their GPA and portfolio. Typically, transferring students–with or without a portfolio–enter the Foundation program and may receive credits for architectural courses.

4.3.3 The program has demonstrated the evaluation of baccalaureate-degree or associate-degree content through the admissions process. According to the APR (pg.66) all accepted students to the program are assigned academic advisors to develop their course plan, understand the degree evaluation, the evaluation process and its implications for the length and cost of a professional degree program before accepting an offer of admission through the admissions process. Only first and second year design studio courses are considered for transfer credits, and it is rare that these courses are accepted as substitutions for the courses that meet NAAB criteria after the review by the department.

5—Resources

5.1 5.Structure and Governance *(Guidelines, p. 18)*
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.
- 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.

☒ **Described**

2023 Team Analysis:

LAU School of Architecture and Design is one of seven main academic units at LAU. Within the school is the Department of Architecture and Interior Design and Department of Art and Design. The dean is in charge of the school, and the chair is in charge of departments. There is a Director of Foundational Programs, which supports all lower-level studios and the directors of the school's two institutes.

Key personnel include the Program Administer; Dr. Maroun El-Daccache Chair of the Department of Architecture & Interior Design; Dr. Elie Haddad, Dean and the Chief Academic Officer of the Institution; and Dr. George Nasr, Provost. The administrative structure is found in the APR (pg.57).

The school is governed by a set of bylaws https://sard.lau.edu.lb/images/19-10-04%20SArD%20Bylaws%20- %20Approved%20by%20President.pdf and reiterate what is found in the APR. LAU institutional, presidential office, and provost office organization charts can be found on-line. The school faculty can participate in the University Faculty Senate, as well as other standing university councils and committees. This information is found in both the APR and the University website. There are a series of committees at the school and department level that faculty members are also asked to serve.

Staff can participate on LAU's Staff Advisory Council, as listed on the APR and confirmed through the University's website. The staff serve on some School committees and attend an annual meeting with the dean.

Students can participate at the university through the Student Council. The LAU AIAS chapter was established in 2016 to engage students. Students are invited twice a year to a general meeting with the Chair and Student Liaison Officer to share their thoughts. Graduate students fill out an exit survey to assess their experience at the University.

The department established a new Teaching and Learning Cultural Committee to improve studio culture and promote new pedagogical models. This committee includes faculty, students, and staff.

5.2 Planning and Assessment *(Guidelines, p. 18)*
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.
- 5.2.2   Key performance indicators used by the unit and the institution.
- 5.2.3   How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4   Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5   Ongoing outside input from others, including practitioners.

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.

☒ **Demonstrated**

2023 Team Analysis:
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.
The school provided a multiyear strategic objective for the assessment cycle that includes a six-year assessment cycle of all fourteen criteria set by NAAB as part of a multiyear strategic objective. This process began in May of 2020 and the second academic year of implementation. The APR (pg.70) describes an assessment process that is integrated into the larger institutional strategic planning and assessment efforts that allows the faculty to continually be involved in an assessment process while

maintaining other departmental requirements. Yearly, the CAC will simultaneously have three assessments at a time during the fall or spring semester and two during the summer. Every assessment will require two faculty to read the data, analyze it and draft the recommendations to the department.

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). Some of the major strategic initiatives in this plan include that LAU maintain its NAAB accreditation and enrollment. In addition, the program is reviewing the creation of an M.Arch. program. The plan includes a continuous improvement of the assessment process. LAU also plans on increasing research initiatives. These include increasing publications of scholarly works and exhibits by faculty, as well to develop more real case studies regionally and in Lebanon that include environmental issues.
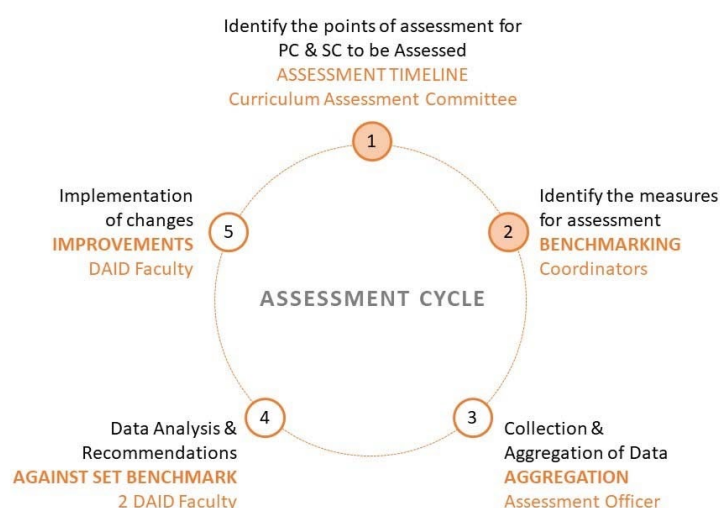
The Assessment of each PC, SC or other relevant item is part of an assessment cycle that includes 5 phases:

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 points of assessment for each PC and SC by mapping each criterion on a general curriculum matrix 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	Analyzing 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. .

The following chart summarizes the relation between the different assessments and curriculum development:
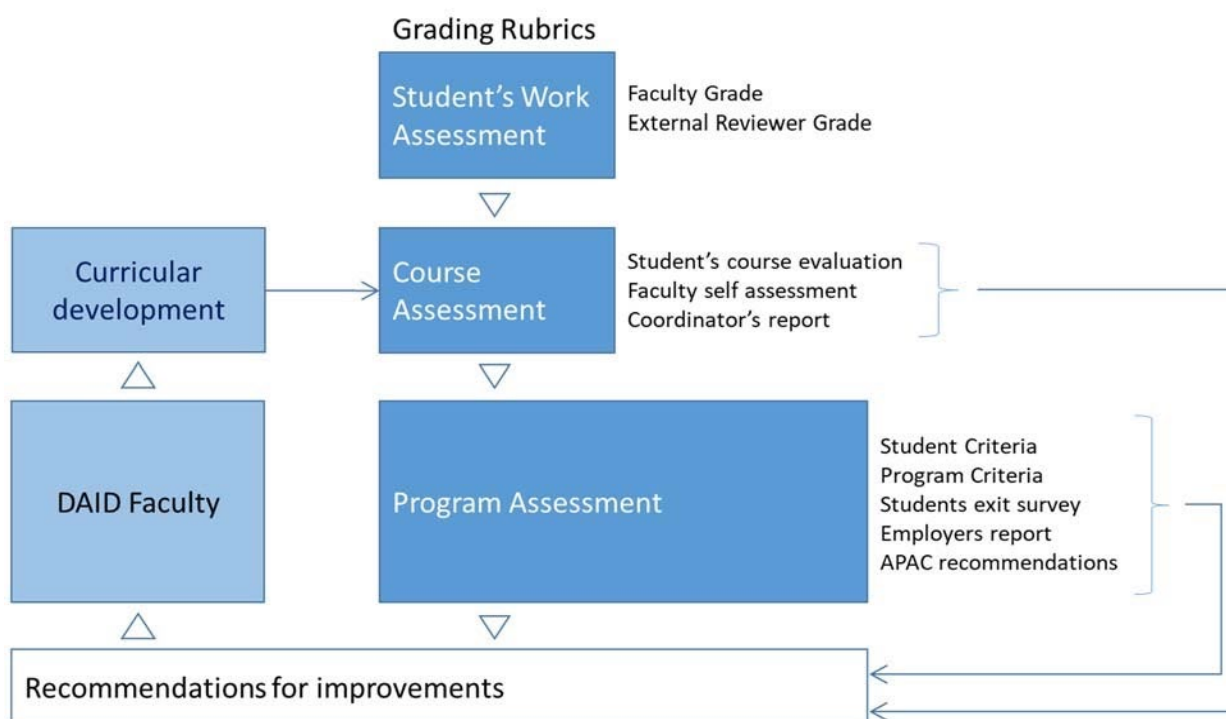
As shown on the graph above the curricular development is the responsibility of the Architecture Program faculty. Faculty will then report all collected information to the CAC who in turn will finalize a common compiled report to be presented to the Architecture Program Faculty. It would be for the faculty to review and suggest any changes to the SLO.

The implementation of recommended changes is followed by an update of the PC/SC matrix, as assessment points may shift throughout the curriculum whenever changes are made to the program.

5.2.2. Key performance indicators used by the unit and the institution. Key Performance Indicators are used for institutional effectiveness to identify performance targets and work out corresponding action plans. These will monitor the progress and achievement of the University/School goals, initiatives, and

objectives. The KPIs are measured yearly by the university department of institutional research and assessment. Other main areas are addressed in the APR (pg.64-63) among these are key indicators for the teaching and learning environment, research, school visibility, and student employability.

In reference to key indicators for specific NAAB criteria, the program described a five-phase assessment cycle as confirmed in the APR and in meetings with over 10 members of the various assessment committees. In the meeting with the assessment committee various data rich documents were displayed as evidence of their progress to date.
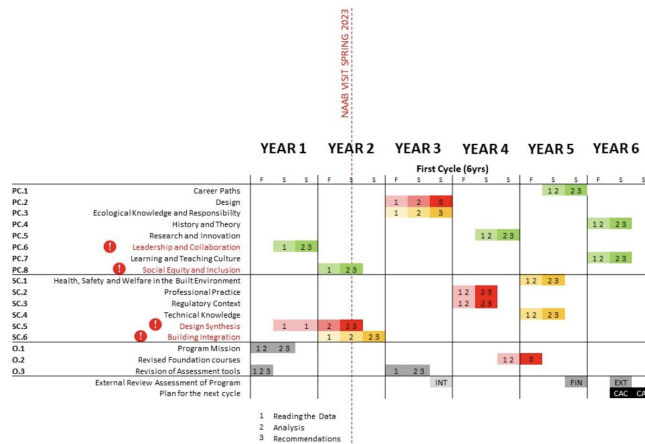
Phase One: As described in the APR (pg.73), and evidenced in participation of members of this cycle, the continuous yearly assessment cycle is as follows: The dean works on the long range plans and program objectives and follows up with the CAC. The chair provides curriculum mapping and sets of the data collection procedure and platform as well as oversees the assessment process. Coordinators identify benchmarks for PC and SC assessment and assure compliance with the data collection procedure. The assessment officer assists the CAC in the overview of this process and aggregates the necessary data for the assessment. Faculty assigned for PC and SC assessment identifies the benchmarks and recommends changes to the program as needed. The faculty body and chair provide input on the process, provide continuous raw data and verify the results of the assessment approving the changes proposed and implementing the changes. Although the team did not closely review supporting metrics and mean values that were used to make these changes, it was evident that this process is thorough and ongoing.

The LAU APR lists the school's assessment plan for the courses' sub-criteria, SLOs, and the benchmarks. As per the team's discussion with AASC, CAC, and DIRA, the program's primary assessments include faculty and reviewer assessment of student work and coordinator assessments of courses. Secondary assessments include student and faculty self-evaluations. Guest reviewers and internship reports are also used as part of assessment indicators. The Department of Institutional Research and Assessment (DIRA) analyzes and disseminates data and develops course surveys relating to assessment and accreditation. Evidence was provided in the team room for all criteria of both primary and secondary materials.

5.2.3. How well the program is progressing toward its mission and stated multiyear objectives.
The first phase of planning for the academic year 2020-21 was to compare the 2014 NAAB Conditions to the 2020 Conditions, highlighting the differences, and to understand the new approach and philosophy of the new conditions. By the fall of 2022 most Conditions were mapped to the PC and SC criteria. Throughout the fall and winter, there was a continuous process of reviewing and collecting data for all of the NAAB criteria. SC.5 was one of the few criteria to have completed a full assessment cycle. The program's schedule is on track to complete assessments and make recommendations for this spring for courses slated for assessments in year two.

Other stated multiyear objectives that have been achieved besides the mapping of courses for the 2020 NAAB conditions, are an increase in female faculty and staff, an increase in research and publications by faculty, and a greater connection through courses and exhibitions such as the one for the Beirut Port explosion.

NAAB VISIT SPRING 2023

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		First Cycle (6yrs)					
		F S	F S	F S	F S	F S	F S
PC.1	Career Paths					1 2 2 3	
PC.2	Design			1 2	3		
PC.3	Ecological Knowledge and Responsibility			1 2 3			
PC.4	History and Theory						1 2 2 3
PC.5	Research and Innovation				1 2 2 3		
PC.6	Leadership and Collaboration		1 2 3				
PC.7	Learning and Teaching Culture						1 2 2 3
PC.8	Social Equity and Inclusion		1 2 3				
SC.1	Health, Safety and Welfare in the Built Environment					1 2 2 3	
SC.2	Professional Practice				1 2 2 3		
SC.3	Regulatory Context				1 2 2 3		
SC.4	Technical Knowledge					1 2 2 3	
SC.5	Design Synthesis		1 1	2 2 3			
SC.6	Building Integration		1 2	2 3			
O.1	Program Mission	1 2 2 3					
O.2	Revised Foundation courses	1 2 3			1 2 3		
O.3	Revision of Assessment tools	1 2 3		1 2 3			
	External Review Assessment of Program			INT		FIN	EXT CAC CAC
	Plan for the next cycle						

1 Reading the Data
2 Analysis
3 Recommendations

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities. In spite of great challenges that included COVID, a severe economic and political crisis, and the explosion at the port of Beirut, the program made extensive changes to its buildings, and curriculum (APR pg.5-8). The challenges to this program are described in Section III. Program Changes in this VTR.

The supportive provost of the university described that the excellence of the faculty, dean and enthusiastic students are a main strength of this program. The assessment program involves a wide array of staff, faculty, and members of DIRA fully committed to this process. The newly created design sequence that combines climate, energy and building systems culminating in ARCH 531 Design VII is an example of excellence in environmental, regulatory requirements, and building systems with design integration. Career planning, the AXP program, and the professional practice sequence with mandatory internships provide excellent career opportunities available to LAU students. From the team's meetings with alumni, a group that included former students with jobs around the world, it was evident that these students in both traditional and non-traditional practices were able to navigate a wide array of options based on their education.

Other strengths include the new Diversity, Equity and Inclusion initiatives, changes in faculty, new hires, and curricular development. There is a strong link to communities and community planning in Lebanon and in the region. LAU's faculty have created opportunities in this economically strained city. This is evident in LAU's collaboration with the Order of Engineers & Architects that resulted in the "Beirut Urban Declaration", after the port explosion, and student projects focused on the resettlement of Palestinian refugees, site and climate research for urban settlements, and the understanding of the morphology of designing in ancient and historic sites. New building renovations have increased the opportunity to work with innovative technologies. The challenges of the pandemic created an opportunity for new online learning initiatives.

5.2.5 Ongoing outside input from others, including practitioners. Ongoing input to the school includes external reviewers, lecturers, international and local internships, external recognition from *student* competition awards, research, guest presentations, and exhibits. The Architecture Program Advisory Committee, which meets regularly, provides feedback from practitioners. External reviewers are invited to the studios and juries and are part of student assessments. Firms host internships for LAU students and provide evaluations used to assess student work. The Architecture Program Advisory Committee includes outside practitioners who meet regularly to assess the school and suggest new directions. External reviewers are invited to different Design Studio juries and other technical courses and their reviews are part of the student and course assessments. Internship firms send evaluations for each student practicing at their firm to help assess students' professional work. External reviewers are invited to review certain courses or the whole program to make recommendations for changes.

All the assessment efforts that are implemented at the departmental level result in changes and adjustments at the program level following coordination meetings with the concerned parties. A few examples include the following: The assessment of the Foundation program resulted in re-structuring the design studio with a greater focus on architecture. 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 course content, avoiding the 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 (*Guidelines*, p. 19)
The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:
- 5.3.1   The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 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.

☒ **Demonstrated**

2023 Team Analysis:
As noted in the APR, LAU adjusted its self-assessment of the curriculum from meeting the 2014 NAAB Conditions to the 2020 NAAB Conditions. The CAC in collaboration with the School and University staff moved to using TK20 University Assessment Solution. This system will collect course files, self-assessment reports, course coordinator reports, and students' evaluation in one place so that multiple assessors can have access to the information. LAU has two levels of assessment: 1) continuous assessment of all courses at the end of the term. This includes faculty self-assessment and coordinator assessment for continuous improvement for course delivery and coordination. 2) a long-term assessment in which all PCs and SCs are rotationally evaluated over a four to six year period for more substantive program changes. The latter of these assessments is associated with sub condition 5.3.1.

 5.3.1. The program has provided a clear relationship between course assessment and curricular development, focused around NAAB PCs and SCs. First, LAU has provided a curriculum matrix that identifies where in the curriculum and non-curricular activities the Shared Values, PCs, and SCs can be found. Second, LAU provided a six-year plan to fully assess the PCs and SCs, and it incorporates evaluations of the program's mission, foundation courses, and assessment. Their assessment cycle includes: 1) assessment timeline 2) benchmarking 3) data aggregation 4) analysis of data against benchmark, and 5) improvements.

5.3.2. LAU has provided information on the roles and responsibilities of the people involved in setting the curricular agendas and initiatives. These include the Dean, Chair, Coordinators, Assessment Officer, faculty assigned to PC and SC assessment, and the general faculty, and the roles that each of those have on the assessment. The faculty assigned for PC and SC assessment can recommend changes if needed, and the faculty are to approve the proposed changes. Any amendments to the curriculum need to be approved at the University level.

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)
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.

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.

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

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.

☒ **Demonstrated**

2023 Team Analysis:
5.4.1 The APR (pg.74) describes the standard teaching load for faculty as 18 credits per year with credit release for administrative duties. The school is also staffed with administrative assistants, lab and shop supervisors, and an assessment officer as well as other staff. There are currently 16 full-time faculty, 9 adjunct faculty, 1 visiting faculty, and 15 part-time faculty. In the conversation with staff, it was noted that the school loves to have visiting professors as there is a lot of interest from students who get exposed to different cultures. Recent visiting professors have come from Turkey, Italy, and England.

5.4.2 In the APR (pg.75) and third day conversations, LAU describes the role of their licensing advisor who is a full-time faculty and who is licensed in Nevada. He has attended the NCARB Licensing Advisor Summit, coordinates the Internship program and teaches the Professional Practice courses. Consistent with this emphasis on licensure, there are an increasing number of students with NCARB records. Many of the graduates of LAU migrate out of Lebanon due to the economic crises and have found positions in Europe and the US. The number of students immigrating to the US rose from 6% in 2019 to 8% in 2020.

5.4.3 From the APR (pg.76-77) and from the first day conversations, the team heard that staff are supported to pursue professional development and that there are clear tenure and promotion criteria and that, overall, it's a very clear process.

Funds have been allocated to assist with research proposals and there's a lot of encouragement to publish. Staff are also encouraged and supported to attend conferences, training, and other professional symposia. There is a Strategic Research Review Committee that was established in 2019 at the University level to review applications for research funding to align with the University's goals of enhancing LAU's visibility and rankings. This funding includes travel grants, summer fellowships, submission and publication fees, and hiring assistants. On day three, the visiting team heard about the increase in publications from faculty at LAU's school of Architecture and Design from 2011-2013 when very little was published, to 2020-2022 when there were over 25 publications.

5.4.4 From the APR (pg.78-79) and from the meeting with LAU staff, the team understand there are multiple avenues for student support and counseling.
These include:
- Advising: Upon admission every student is assigned a faculty advisor for advice on course selection.
- Academic Advising: Parallel to faculty advisors, academic advising helps students with academic difficulties and issues.
- Professional and Career Guidance: Career Counselors help students explore career options, develop planning skills, identify career goals and create job plans.
- Counseling Services: This office is designed to help students with academic, personal, and emotional concerns.

- Academic Support - Writing Center: Enhances writing by helping students to be more effective communicators.
- Student Activities: A division of Student Affairs offers a wide range of student activities such as clubs and athletics.
- Internship: This is an important part of the School of Architecture curriculum that exposes students to NCARBs AXP experience criteria and includes resume writing, portfolio preparation, a list of approved employers, interview prep, and follow through guidance and evaluation.

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 to mitigate the economic crisis, 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.

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.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)
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.
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.
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.
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.
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.

☒ **Demonstrated**

2023 Team Analysis:
5.5.1 This commitment is reflected in the launch of the first Gender Equity Plan (GEP) in February 2022, and the hiring of a new Gender Expert and Title IX officer. Physical resources include the space given to the Arab Institute for Women as well as additional financial support. The team met with the Title IX coordinator and Gender Expert and confirmed University support for the distribution of human, physical, and financial resources. Support of the Title IX office extends to staff as well as students and faculty. 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. 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/. The Title IX

Office currently conducts trainings, workshops, and gender awareness campaigns. to promote awareness of the benefits of gender and discrimination. They have received complaints about discrimination and harassment and have launched investigations that yield real consequences. The Title IX Office is focused on gender equality broadly defined (women's empowerment, gender identity, & sexual orientation).

5.5.2 The GEP plan comprises different phases to be completed by the spring of 2023. Each phase will include specific actions: Analysis; Planning; Implementation; and Monitoring. The first step of the 2017 proto plan was the creation of LAU's Title IX Office in late 2018. To date, a full Campus Climate Survey (HEDS, a leading DEI survey in the US) is underway. This a key part of the University's self-assessment of support for gender equality as well as diversity, inclusion, and accessibility. Faculty and staff are encouraged to promote gender and other types of diversity in applications to open positions. Since the last visit, LAU has hired 10 new full-time and Adjunct faculty divided equally (five females and five males). In addition, two female academic assistants have been hired in Beirut.   The APR (pg.80) provided charts describing gender distribution at the program. Since 2017 the increase in female enrollment continues to outnumber male enrollment at the University, school and program level. The percentage of female students is above 60% of the architecture students. LAU is committed to having a widely diverse population of students that includes a diversity of economic background. To this effect, the university has deployed a generous financial aid program, benefiting 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).

According to the most recent annual report for 2021, the demographics of the faculty includes the following information about the gender distribution for the program. Male faculty include 1 tenured professor, 4 full time associate professors, 6 full time assistant professors, 9 part time assistant professors and 3 adjunct professors. Female faculty include 4 full time professors, 8 part time assistant professors and 2 adjunct professors. This resulted in totals of 23 Male professors to 14 female professors. As noted above there has been some increase in the hiring of female instructors.

5.5.3. In the APR (pg.81) the program described that hiring is done following established HR procedures that require prerequisites (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. The GEP report will strengthen any weaknesses in its hiring processes. 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.

5.5.4. During meetings with faculty and staff and in the APR (pg.81-2), the team learned that 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 an 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 can 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.

In response to economic challenges during COVIS - 19, 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 tried 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 (*Guidelines*, p. 21)
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.
    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.
    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.
    5.6.4   Resources to support all learning formats and pedagogies in use by the program.

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.

⊠ **Demonstrated**

2023 Team Analysis:
5.6.1. From the APR and additional information dated January 27, 2023, and in meetings, the physical resources support the B.Arch. program equitably on both the Beirut and Byblos campuses. In addition, the program has an office in NYC to respond to administrative functions in the US. Both campuses in Lebanon have common educational facilities for all university students (such as libraries, student centers, gyms, etc.) and are specific to the Architecture program, operating as one integrated entity. Included on both campuses, in buildings dedicated to Architecture, are studios, digital computer and printing labs, digital 3D fabrication labs, woods and metals lab, faculty offices and exhibition space. Classrooms are common to the whole university. All workshops/labs are open M-F form 8:00am – 8:30pm and studio and lecture rooms are open throughout the week until 11 pm.

5.6.2. The APR describes dedicated design studios on each campus equipped with smart LCD access, dedicated student desks, smart classrooms, exhibition rooms, computer labs and fabrication labs. From the video in the APR, the team saw multiple types of learning taking place in multiple settings.

5.6.3. From the APR and in meetings it was noted that there are dedicated faculty offices for both full-time and adjunct faculty and that there are specific office hours for students to meet with faculty. It is also noted that the University libraries facilitate research for faculty and offer resources for student research.

5.6.4 The APR describes a responsive University to the needs of the program. They have allocated the necessary budget for the educational needs of the school including the regular upgrade of equipment and software as well as the recently opened new building on the Beirut campus. In addition, the University provides resources, through the library, to support the needs of the faculty for educational materials and support. Through COVID, the IT support was provided to move to online learning in hybrid, synchronous, and asynchronous modes.

The Center for Innovative Learning at LAU supports faculty with training opportunities. Of note are studios on each campus where faculty can record lectures, interview or other video-based course content, a light-board for demonstrating problem solving in recorded lectures, Wacom terminals to rapidly record handwritten problem-solving, high-quality Jabra microphones, multimedia design support, instructional design support, support of educational software such as Blackboard, Panopto and Articulate, and classroom observation and mentoring.

5.7 Financial Resources *(Guidelines*, p. 21)
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.

☒ **Demonstrated**

2023 Team Analysis:
LAU provided information about the SArD budget, breaking the total annual budget into operating and capital. Due to the country's economic and political struggles, and the disasters that the city has faced, the Visiting Team is not surprised to note that the total budget approved for the 2019-2020, 2020-2021, 2021-2022 academic years has decreased from $10.97 million to $7.93 million. The team found that the projected budget for 2022-2023 is anticipated to be $8.59 million. During this time, however, Architecture's budget has gone from $4.7 million to $4 million, and is projected to increase to $4.5 million for 2023. The capital investment in the architecture program has increased; it was $26k for 2018-2019, $156k for 2019-2020, and then $397k for 2020-2021. No capital spending is indicated for 2021-2022. According to the APR, LAU is committed to allocating the financial resources needed for the Architecture program to increase its academic standards and quality of education.

Enrollment at LAU's Beirut campus has increased every year to 148 (fall 2022, est.) from the 95 in fall 2019; however, enrollment at Byblos has decreased every year to 89 (fall 2022, est.) from 254 in fall 2019. The APR attributes the change in enrollment to the economic and political struggles of the region.

LAU does offer scholarships, grants, and financial aid to keep its education accessible for students from diverse backgrounds. Given the economic pressures, support from donors has helped. The University Development Office is also developing a fundraising campaign for future support. The provost described the University's strong financial support for the Architecture program in team meetings.

5.8 Information Resources *(Guidelines*, p. 22)
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.

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.

☒ **Demonstrated**

2023 Team Analysis:
As confirmed by the library staff, architecture students, faculty, and staff have physical and digital access to four libraries, Joseph G. Jabbra Library (1987) and the Health Sciences Library (2013) in Byblos, the Riyad Nassar Library founded 1934 in Beirut, and digital access to the New York Academic Center Library. The libraries provide an attractive and comfortable environment that helps encourage the exchange of ideas and communal learning. As evidenced on their webpages, available services and the

APR (pg.87-90), the Lebanese Libraries RNL, JGJL and HSL currently house 245 desktops, 111 laptops, and 13 iPads, electronic information classroom, and conference rooms (with videoconferencing).

LAU libraries are serviced by 16 professionals and 15 paraprofessionals supported by the Assistant Provost for Educational Resources and Innovation. A survey conducted at the LAU libraries in 2017 reported that 83-87% of faculty and staff agreed that library staff members are knowledgeable, approachable, welcoming, courteous, polite and helpful and they were qualified and enthusiastic experts in knowledge management, research, information literacy, and information technology. Special collections include Women and Gender Collection, Audio/Visual collection, Islamic Art and Architecture, Practice Teaching, as well as a wide selection of Art and Architecture books, journals, and papers. The libraries have an annual budget of $1,792,150 to maintain the collection that 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. Through meetings with the students and library staff the services, facilities, and schedule provided are adequate and outreach to the students in various forms are made to help guide and attract the students to the services the libraries provide.

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 (*Guidelines*, p. 23)
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.

☒ **Met**

2023 Team Analysis:
The APR (pg.91) the narrative and links for the LAU landing page where statements for the NAAB Accredited program are found. On this website, NAAB Accreditation | The LAU School of Architecture & Design, is found a brief description of admissions, the B.Arch. program, financial Aid, NAAB Accreditation, and contact information. This page includes a link to the NAAB webpage National Architectural Accrediting Board (naab.org) and a second link (https://sard.lau.edu.lb/about/accreditation/naab.php) that directs you to the exact language for the NAAB Conditions and Procedures 2020 Edition.

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)
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)

☒ **Met**

2023 Team Analysis:

The LAU program makes all the required documents available to all students, faculty, staff, and the public via the program's website.

The link in the program website in the APR (pg.91) (https://sard.lau.edu.lb/about/accreditation/naab.php) directs you to related links to past accreditation visits, conditions and procedures where the following documents are available.

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 (2014 Conditions and Procedures): (https://sard.lau.edu.lb/files/naab-2015-procedures-for-accreditation.pdf)

6.3 Access to Career Development Information *(Guidelines, p. 23)*
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.

☒ **Met**

2023 Team Analysis:
The program demonstrated that students and graduates have access to career development and placement services as described on their website Career Development Information | The LAU School of Architecture & Design.

The Career Portal provides them access to resources, resume building and portfolio assistance, internships, job vacancies, mentoring and advising, and support for local and international job searches, they also provide an overview of the NCARB AXP through the lens of their local market and access to Scholarships. As talked with alumni and students in the 2023 visit, the school serves as a link between the students and their goals which helps them reach a wide selection of goals from publishing research papers to actively participating in competition and urban studios. The school provides a good environment and enough infrastructure to support and guide their students to reach their individual goals.

6.4 Public Access to Accreditation Reports and Related Documents *(Guidelines, p. 23)*
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

☒ **Met**

2023 Team Analysis:
The program provides a link to each of the documents above as evidenced on the APR (pg.92) and access to each document was available through the programs landing page through the NAAB Accreditation (NAAB Accreditation | The LAU School of Architecture & Design), Title IX (Diversity, Equity and Inclusion | The LAU School of Architecture & Design), and Studio Culture does not appear to be linked within the website through the landing page but it can be found through the search bar. This document has been provided in the APR (pg.92) https://sard.lau.edu.lb/images/SArD-Studio-Culture-Policy%20-%202022.pdf.

Students are informed of the studio culture policy yearly in Professional Practice Classes and discussed each semester as part of their studio classes.

6.5 Admissions and Advising *(Guidelines, p. 24)*
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

☒ **Met**

2023 Team Analysis:
In the APR and verified through on-line website links, the program states its application requirements the steps to apply as a Freshman and Sophomore. The SArD lists on its website the admissions requirements for a passing general average for high school grades, Lebanese Baccalaureate paths and passed levels in mathematics and physics, relative academic rankings (10% above their school average), and a minimum passing grade of C+ for physics and mathematics and a minimum 2.5 GPA. The Architecture requirements are different from the other requirements in the school.

In the APR, any transferring SArD majors with less than 24 transferable credits will be considered as new students. Any transferring SArD major with more than 24 transferable credits will be studied on a case-by-case basis. Any transferring SArD major from a design program with more than 24 transferable credits will need to submit a portfolio and will be studied on a case by case. LAU has transfer agreements with other universities to accept equivalent courses.

For transferring non-studio ARCH courses, the Architecture Chair, in consultation with faculty, uses course information (e.g. course descriptions, etc.) to determine if the course can be transferred. As described in the APR and confirmed in discussions with admissions staff and faculty, in transferring studio courses, the Architecture Chair, in consultation with a group of faculty, will review the applicant's portfolio to determine studio placement. In almost all cases, transferring students have to take freshman foundation and architecture studios, despite having previous architecture studio experience. LAU will

not transfer design studios in the third year and above. The Visiting Team notes that according to the matrix provided by LAU although Shared Values and Program Criteria are associated with first- and second-year design studios, the values and PCs are not exclusively linked to those courses. In other words, all of the shared values, PCs, and SCs can be found in the 300-level curriculum and higher.
In the APR and confirmed by LAU's website, there are links for financial aid and scholarships and the steps needed to apply. The APR describes the value that LAU places on student diversity, recruiting from Lebanon's public and private schools, and the university's non-discrimination policies. The APR states that there is a financial aid budget to support diversity of economic classes.

6.6 Student Financial Information *(Guidelines, p. 24)*

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

☒ **Met**

2023 Team Analysis:
According to the APR (pg.66) and confirmed during staff meetings with admissions, all accepted students to the program are assigned academic advisors who among other tasks provide information to students on the implications for the length and cost of a professional degree program. All students have access to an initial estimate for tuition. Meeting the challenges of the pandemic and the economic crisis in Lebanon, the school relied on its pool of donors and benefactors, the alumni, as well as the generous contributions of USAID and State Department support to American institutions around the world. Statistics from the annual report show that enrollment remained the same from 2020 to 2021 due to strong financial aid packages provided during this period.

The school reported as additional materials to the APR that it does not provide any specific information about fees or supplies as these fluctuate on a weekly basis in the current situation. A general overview of fees are provided upon admission. The school offers all students free printing every term (subject to a certain quota), as well as recycled supplies for the workshop materials, in an effort to reduce the cost of supplies to a minimum. The library offers access to hardcopy books and digital copies free of charge, as well as access to digital journals.

V. Appendices

Appendix 1. Conditions Met with Distinction

PC 3. Ecological Knowledge and Responsibility
The program demonstrates excellence in ecological knowledge and responsibility. The curriculum raises the awareness of sustainability, adaptability, and resiliency while exploring new construction practices and measurable outputs from computer simulations.

PC 4. History and Theory
The program demonstrates an excellence in architectural history and urbanism that is strongly framed by diverse social, cultural, economic, and political forces, nationally and globally.

SC 2. Professional Practice
The program demonstrates an excellence in architectural professional practice, providing a holistic sequence of courses combined with mandatory internships, locally and internationally, and a growing AXP program.

6.3 Access to Career Development Information Resources
The program demonstrates excellence in career development through mentoring and a complete web portal which provides them access to resources, resume building and portfolio assistance, internships, job vacancies, mentoring and advising, support for local and international job searches.

Appendix 2. Team SPC Matrix

PROGRAM AND STUDENT CRITERIA MATRIX

Course Columns by Year

Year 1 — Fall: Design Studio I-A (FND 231), Design Studio I-B (FND 232), Shop Techniques (FND 235), Drawing for Foundation (FND 201), Design Culture (FND 281)
Year 1 — Spring: Design Studio II - Formal Tectonics (FND 236), Architectural Drawing (ARCH 201), Digital Media (FND 251)

Year 2 — Fall: Design Studio III (ARCH 331), Structural Concepts (ARCH 311), Theory I (ARCH 361), History of Architecture I (ARCH 371)
Year 2 — Spring & Summer: Design Studio IV (ARCH 332), Digital Drawing (ARCH 351), Theory II (ARCH 362), History of Architecture II (ARCH 372), Digital Modelling (ARCH 352)

Year 3 — Fall: Design Studio V (ARCH 431), Material & Methods of Construction (ARCH 421), Climate & Energy (ARCH 422), Landscape Architecture (ARCH 463)
Year 3 — Spring & Summer: Design Studio VI (ARCH 432), Building Technology (ARCH 423), Building Services (ARCH 424), Structural Design (ARCH 411), Construction Document (ARCH 481)

Year 4 — Fall: Design Studio VII (ARCH 531), Urban Planning I (ARCH 541), Professional Practice I (ARCH 581)
Year 4 — Spring & Summer: Design Studio VIII (ARCH 532), Contemporary Trends (ARCH 461), Advanced Building Systems (ARCH 511), Topic in Regional Architecture (ARCH 441/2/3), Professional Practice II (ARCH 582), Internship I (ARCH 501)

Year 5 — Fall: Internship II (ARCH 502), Final Project Research (ARCH 631)
Year 5 — SPR: Final Year Project (ARCH 632)

Non-Curricular Activity: Lecture Series (Department & IESR), Workshops (Department & IESR), Conferences & Symposia, Competitions, Students Exhibitions, AIAS Chapter Activities, Architecture Reading Club, Liberal Arts & Science Courses, Model UN Program

Criteria Rows

Shared Values
- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

Program Criteria
- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria
- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

Legend
- **Narrative** (yellow/gold)
- **Self Assessment** (light pink)
- **Course Material** (purple)
- **Students Work** (red)

Appendix 3. The Visiting Team

Team Chair, Practitioner Representative
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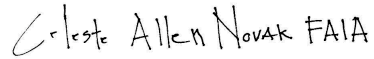Raleigh, NC
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## VI.	Report Signatures

Respectfully Submitted,

Celeste Allen Novak FAIA

Celeste Novak, FAIA, LEED AP
Team Chair

Dana Gulling, ACSA
Team Member

Margaret Parsons, FAIA, NCARB, ALEP, LEED AP BD+C
Team Member

David Rosa Rivera
Team Member