Visiting Team Report

American University of Sharjah
Department of Architecture

B.Arch.

Visit Dates: March 14-16, 2022

National
Architectural
Accrediting
Board, Inc.

Visting Team Report (VTR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	**American University of Sharjah**
Name of Academic Unit	Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture 159 Undergraduate Semester Credit Hours ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2013
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	George Katodrytis Head of the Department of Architecture
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. Varkki Pallathucheril Dean, College of Architecture, Art and Design
Chief Academic Officer of the Institution	Dr. Juan M. Sanchez Provost and Chief Academic Officer
President of the Institution	Dr. Susan Mumm Chancellor

I. Summary of Visit

a. Acknowledgments and Observations

Our team would have welcomed an in-person visit to the American University of Sharjah (AUS), but the COVID-19 global pandemic permitted only a virtual interaction. None-the-less, this was a productive visit and the team owes its success to the members of this academic community. It was apparent to us that the students, faculty and staff have all risen to the challenges presented by the current world health crisis. The level of concern and empathy for one another's situation was expressed in virtually every meeting with members of AUS.

The team wishes to thank Provost Juan Sanchez, PhD and Dean Varkki Pallathucheril, PhD, for their candor and insights into the B Arch program. In particular, we want to recognize the efforts of Professor George Katodrytis, Head of the Department of Architecture, whose efforts in preparation in advance of and during the visit made the work of the team efficient and enjoyable. It was very clear that the administrative leadership at AUS was very much aware of the unique attributes and strengths of the program, importantly that they continue to work in earnest to elevate the status of architecture both on and off campus.

The NAAB team observed a strong sense of community within the architecture program shepherded by the faculty. They are extremely passionate about the academic growth and development of the College of Architecture, Art and Design (CAAD) students. The faculty is diverse in culture, background, experience and expertise which enriches the student and teaching experience described as a "culture of making." The faculty consists of regional and international educators, committed to the curriculum despite the many challenges of navigating through the COVID-19 pandemic, and a more recent reduced 4-day teaching week.

In addition to more required female representation in the faculty as observed by the NAAB team, the faculty themselves outlined necessary commitments, funding and resources by AUS to help them be better equipped. These include more opportunities afforded to them for academic enrichment and research through conferences and symposia. Despite these recent challenges, the rigor and dedication of the faculty is exemplified through the excellence of the student work.

It was quite evident that the administrative staff views the CAAD as a well respected college within the American University of Sharjah. Staff repeatedly cited the program's recognition for the quality of its faculty, and specifically the students. The relationships between the department's leadership and the administrative leadership are collegial, and recognize the healthy tension that exists between the role of individuals, while working together toward the goals of supporting the students and faculty in the program.

Acknowledging the challenges presented to all over the past two years during the COVID-19 pandemic, the administrative staff exhibited confidence in new approaches and means to support students' holistic education from recruitment to graduation and beyond. Staff described a commitment to undergraduate student employment, research and innovation funding, student exchange programs, and diversity initiatives. Areas of innovation include Information Systems, the Library system, advising, and research opportunities.

The students are an extremely articulate, visionary, and dedicated group of individuals. This widely diverse group, who hold a healthy and respected relationship with the administration, faculty, and staff, are welcomed to challenge and contribute their ideas to the unique CAAD community. As described by students, the CAAD community is well known at the American University of Sharjah for their willingness to learn and lend a hand. Diversity in the respect to AUS pertains to gender equity. Currently, 86% of the CAAD student body consists of women. These women contribute insightful ideas to architecture that traditionally have not been seen. The

students recognize that the culture of this school provides ample opportunities to learn to be leaders through collaboration among their peers and faculty, opportunities for professional development, and understanding the implications of design. Graduates of AUS are prized in the region for their readiness to go to work and work hard, and for their abilities to integrate design and systems.

The team found the B Arch curriculum to be a strong reflection of the dedication of the students, faculty and staff, to the aims of professional education. Not only did the student work illustrate technical proficiency, but the work was exemplary of the high-standards of design excellence promoted in the program. While in prior visits, integrative design may have presented challenges, the student work exhibited during this visit confirmed high-level ability to address design challenges in aesthetic, technical, and professional dimensions simultaneously. From the team's perspective the curriculum appears to meet all of the program and student criteria set forth in the 2020 NAAB Conditions for Accreditation.

For architecture programs accredited by the NAAB, the 2020 Conditions for Accreditation represent a significant departure from prior models used in our discipline. The NAAB's model for curricular assessment, in particular, challenges programs to develop a cyclical process for methodically reviewing and evaluating courses and coursework with the intention of facilitating continuous improvement. The faculty will need to work together with their leadership to develop new models of assessment that meet this challenge.

b. Conditions Not Achieved (list number and title)

5.3 Curricular Development

II. Progress Since the Previous Site Visit

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

Previous Team Report (2013): Although the visiting team found laudable evidence of technical documentation in the areas of drawings and models, no evidence of written outline specifications prepared by students was available despite being listed in the course descriptions for ARC 402 *Design Studio VI* and ARC 463 *Professional Practice*.

Team Assessment :

This condition is now met. Evidence was provided in the syllabus for:

- ARC 382 (Architectural Detailing)

Evidence of written specifications prepared by students was found in:

- ARC 402 (Architectural Design Studio VI)
- ARC 463 (Professional Practice)

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

Previous Team Report (2013): Student work from ARC 301 *Architectural Design Studio III*, ARC 401 *Architectural Design Studio V*, and ARC 272 *Site Planning* fail to show student ability at the requisite level.

Team Assessment :

This condition is now met. Evidence was provided in the syllabus for:

- ARC 271 (Introduction to Landscape)
- ARC 402 (Design Studio VI)
- ARC 463 (Professional Practice)

Evidence of ability at the requisite level was found in the student work in:

- ARC 402 (Design Studio VI)

2009 Student Performance Criterion B.5 Life Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.*

Previous Team Report (2013): The visiting team found that AUS architecture students are exposed to life-safety systems in ARC 451 *Environmental Controls Systems*; however, the studio work for ARC 402 *Architectural Design Studio VI* failed to demonstrate the basic principles of life-safety at the ability level.

Team Assessment :

This condition is now met. Evidence was found in the syllabi for:

- ARC 451 (Environmental Controls)
- ARC 402 (Architectural Design Studio VI).

Evidence of ability at the requisite level was found in the student work in:

- ARC 402 (Architectural Design Studio VI).

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

A.2. Design Thinking Skills

A.4. Technical Documentation
A.5. Investigative Skills

A.8. Ordering Systems

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.7. Environmental Systems

A.9. Historical Traditions and Global Culture *B.9.Structural Systems*

B.5. Life Safety

Previous Team Report (2013): The student work reviewed by the visiting team was insufficient to demonstrate that all students in the accredited program gained the ability to produce the requisite comprehensive design. Some of the individual student projects examined displayed meaningful deficiencies in life safety design, structural systems, accessibility, and site design.

Team Assessment :

This condition is now met. Evidence was found in the syllabi and student work for:

- ARC 301 (Architectural Design Studio III)
- ARC 302 (Architectural Design Studio IV)
- ARC 402 (Architectural Design Studio VI)

III. Program Changes

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

Team Assessment :

Program changes were described in the APR relative both to the 2014 NAAB Conditions in the 2018 Interim Program Report and the 2020 NAAB Conditions in the APR. Most of these changes were documented in the 2018 Interim Program Report and were enacted in response to conditions not met in the previous visit. Attempts were also made to stabilize faculty member recruitment and retention as well as to enhance the diversity (particularly gender diversity) of the professoriate. Currently the female faculty makeup 15% (3 out of 20) of the regular faculty members.

IV. Compliance with the 2020 Conditions for Accreditation

The Curriculum and Assessment Committee worked to ensure that sustainability and environmental performance were addressed in all studios. Course outcomes have been revised across the board to reflect the 2020 NAAB Conditions. Special attention was given to PC.7 Learning and Teaching Culture in the revised curriculum to ensure its inclusion in all coursework.

The program continues to work on the implementation of assessment procedures in support of the 2020 NAAB Conditions for Accreditation. As of this writing, a process for assessment compliant with the 2020 Conditions has yet to be fully implemented. The program continues to identify assessment points, assessment methods, benchmarking, data collection and analysis, in service of subsequent program improvement.

1—Context and Mission

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

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

[X] Described

[ ] Not Described

Program Response: [NOTE: Staff to copy Summary Statement from APR]
The American University of Sharjah (AUS) aspires to be globally recognized for outstanding and innovative accomplishments that have a positive and distinctive impact on the region and beyond. It is a comprehensive, independent, nonprofit, coeducational institution. Based on an American model of higher education it integrates liberal arts and professional programs and is grounded in the culture of the United Arab Emirates (UAE). All instruction is delivered in person and on campus with recent exceptions because of the pandemic.

A relatively young country, the UAE presents challenges and opportunities for design intervention. Inland areas are arid deserts with, for much of the year, high temperatures and dust. Coastal areas also experience high humidity. Design in the UAE must also address questions of local identity amidst globalizing forces.

AUS's Bachelor of Architecture (BArch) program is housed in the Department of Architecture, part of the College of Architecture, Art and Design (CAAD). CAAD is closely aligned with and supportive of AUS's mission. However, it is uniquely defined by its studio culture as well as a culture of making and craft. CAAD is well equipped, fitted out, and staffed to support these cultures.

The BArch program aims to foster in students creative and critical thinking to shape the built environment through participation in the profession of architecture. Through its goals and outcomes, it contributes to AUS's mission and CAAD's commitment to skills, competence, regional and cultural awareness, and the production of humane environments. It thrives in its broader institutional and community context.

Analysis/Review *(Instructions to the team: write a brief summary of the program's context and mission that the team observed during the visit. Limit: ½ page)*:

American University of Sharjah (AUS) offers an American model of higher education in an architecturally, urbanistically, environmentally, and culturally dynamic region of the world. The multi-disciplinary College of Architecture, Art and Design (CAAD) houses allied disciplines grounded in a culture of making and craft. The Bachelor of Architecture (BArch) program articulates aspirations to:

- provide students with a comprehensive understanding of the historical and theoretical forces that shape architecture

- prepare future architects to make contributions to improving the built environment through leadership, personal engagement and professional practice while respecting human diversity and adhering to ethical standards.
- provide students with the knowledge and skills necessary to conceive, develop and communicate complex design proposals
- foster critical thinking and cultivate an approach to design that values the role of research, analysis and experimentation
- promote a critical understanding of building technologies and their impact on the built environment

The Architecture Program Report (APR) describes 11 learning outcomes for BArch graduates (at an ability level) that form a comprehensive benchmark for student (and faculty) performance. The APR also describes six ways in which institutional and geographic context have influenced the program's pedagogy and development, including studio culture, CAAD's culture of making, the context of a comprehensive university and the value of General Education, disciplinary work that requires students to "display a mastery in their area of specialization," the harsh climatic conditions of the region, and a call to ethical behavior and civic responsibility.

The program integrates local and global practitioners into the classroom through project reviews, guest visitors, and lecturers. Active student organizations such as American Institute of Architecture Students (AIAS) and Tau Sigma Delta (TSD) have active engagements in the program. CAAD's Gallery brings professional and academic exhibitions from all over the world to the school. The school is well positioned to engage students in global studios and coursework, including a recently established program in Barcelona, Spain. Faculty members are supported by funding for global travel in conjunction with research. More recently CAAD organized a conference on representation to bring international scholars to campus.

2—Shared Values of the Discipline and Profession

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

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

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.

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.

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.

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.

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.

[X] Described

[ ] Not Described

Analysis/Review *(Instructions to the team: write a brief summary of the program's response to the shared values based on material provided in the APR and information gathered during the visit. Limit: 1 page total.)*:

Design: The program is defined by two curricular components: core principles and advanced study. The initial year features a two-semester college-wide foundational core principles sequence, followed by a discipline specific six-semester course sequence that features studio courses at the center of the curriculum. *Design thinking* is a major theme of the core principles sequence, engaging problem-finding, non-linear systematic iterations, prototyping and testing, and learning from iterations and failure. This theme is continued iteratively throughout upper levels of studio courses. *Safer design* is another component of how the program engages this shared value, which includes occupant safety, perceptions of safety, and ability to remove themselves from life-threatening situations. *Humane design* develops the designer's understanding of "a stimulating and rewarding relationship between buildings and people." *More equitable design* advocates for "the needs and wants of individuals not typically represented" in the design process. *Resilient and sustainable design* embraces the idea that these two concepts are mutually interdependent and fundamental to our future. *Integrated Design* is understood as the interdependencies that exist "among various design decisions" and their resolution in "a comprehensive manner."

Environmental Stewardship and Professional Responsibility: The AUS Strategic Plan 2020-2025 articulates the importance of "environmental care," thus the idea of this value is shared university-wide.

All AUS students take IEN 301 (Innovation and Entrepreneurship Mindset) that seeks to inculcate a "mindset imbued with sustainability principles. Six required studio courses and two required lecture courses focus on material that is inclusive of this shared value. ARC 463 (Professional Practice) addresses the ethical responsibilities in this shared value. Finally, though not mentioned in the response, but indicated elsewhere in the APR, the extreme climate conditions of UAE make AUS uniquely positioned to develop competency in this area.

Equity, Diversity, and Inclusion (ED&I): This shared value is described principally in the context of AUS policy, procedures, and data collected that define the institution's performance and commitment to ED&I. The AUS Mission, "fosters a community that celebrates diversity, and whose members are committed to the ideals of open intellectual inquiry, ethical behavior, and civic responsibility." The institution advocates for diversity through the Code of Conduct (AUS Student Handbook), the code of professional conduct, ethics, and conflicts of interest (AUS Faculty Handbook), Student Recruitment Policy, and Academic Support Center (assisting students with disabilities). Faculty diversity is measured as "approximately 50% of faculty members …from North America but about 50 other countries are measured in the [University's] faculty body." CAAD outpaces the university in the proportion of female students. CAAD's original studio culture policy sought to create a positive and respectful environment. Notably, the description of this particular shared value did not include coursework in support of ED&I.

Knowledge and Information: AUS provides a context in which the work of faculty members in a creative discipline is measured by the production of exemplars, that are validated by peers and independent third-parties, through awards and critical recognition. In 2020 and 2021 six faculty members were recognized by the Association of Collegiate Schools of Architecture (ACSA) awards programs, likewise BArch students have received recognition in the Global Undergraduate Awards and ACSA. CAAD supports faculty and student work through its fabrication and digital labs, seed grant funding opportunities for faculty members, and dissemination of student work through the funding of competition entry fees.

Leadership, Collaboration, and Community Engagement: CAAD's foundation year underpins the spirit of collaboration by integrating students from all of the Colleges into cross-disciplinary studios. Minors permit BArch students to supplement their professional education with areas of expertise outside of architecture. BArch students' studio education is supplemented by work with engineering consultants in design-build and sponsored studios. Commercial and non-profit entities have sponsored studios bringing outside experts to work with students. Students have access to the AUS Office of Student Affairs, Student Leadership Program, that encourages students to develop leadership skills.

Lifelong Learning:CAAD encourages students to pursue graduate studies and BArch graduates have attended many well-recognized programs globally. CAAD has partnered with local entities to provide a post-baccalaureate fellowship program to act as a bridge between undergraduate studies and post-professional degree graduate work. Public lecture series featured an alumnus respondent, which generated greater alumni participation in learning after graduation.

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

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

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was provided in the course outcomes des cribed in syllabi for the following course:

- ARC 463 (Professional Practice)

A dedicated Internship Coordinator is available to the students and offers a plethora of available career opportunities that meet the demands of the profession and the interests of the students.

Although evidence exists to support that this PC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was provided in the course outcomes de scribed in syllabi for the following courses:

- ARC 201 (Architectural Design Studio I)
- ARC 202 (Architectural Design Studio II)
- ARC 281 (Architectural Principles)
- ARC 301 (Architectural Design Studio III)
- ARC 302 (Architectural Design Studio IV)
- ARC 401 (Architectural Design Studio V)
- ARC 402 (Architectural Design Studio VI)
- ARC 501 (Architectural Design Studio VII)
- ARC 502 (Architectural Design Studio VIII)

Evidence was provided in the student projects for the following design studio courses:

- ARC 301 (Architectural Design Studio III)
- ARC 302 (Architectural Design Studio IV)

- ARC 402 (Architectural Design Studio VI)

Although evidence exists to support that this PC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was provided in the course outcomes described in syllabi for the following design studio courses:

- ARC 201 (Architectural Design Studio I)
- ARC 202 (Architectural Design Studio II)
- ARC 301 (Architectural Design Studio III)
- ARC 302 (Architectural Design Studio IV)
- ARC 401 (Architectural Design Studio V)
- ARC 402 (Architectural Design Studio VI)
- ARC 501 (Architectural Design Studio VII)
- ARC 502 (Architectural Design Studio VIII)

The team found studio courses supplemented and complemented by non-studio courses:

- ARC 271 (Introduction to Landscape)
- ARC 281(Architectural Principles)
- ARC 451(Environmental Control Systems)

Although evidence exists to support that this PC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not M et

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was provided in the course outcomes described in syllabi for the following courses:

- ARC 221 (Pre-Modern Architecture and Urban Form)
- ARC 222 (Modern Architecture and Urban Form)

- ARC 421 (Architectural Theory)

Although evidence exists to support that this PC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was provided in the course outcomes described in syllabi for the following courses:

- ARC 421 (Architectural Theory)
- ARC 502 (Architectural Design Studio VII)
- ARC 581 (Critical Practice and Contemporary Discourse)

The APR also described additional compliance with this criterion in option studios, prototyping and testing in CAAD's labs, as well as IEN 301 (Innovation and Entrepreneurship Mindset) a new required course focusing on design thinking and entrepreneurship.

Although evidence exists to support that this PC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was provided in the course outcomes described in syllabi for the following course:

- ARC 463 (Professional Practice)

Evidence was provided in the student projects for the following design studio course:

- ARC 402 (Architectural Design Studio VI)

Although evidence exists to support that this PC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was found in the course outcomes described in the following:

- All course syllabi

Additionally, the team identified evidence exhibiting a strong commitment to the values of this PC in meetings with:

- Students
- Faculty
- Staff

The Learning and Teaching Culture policy was developed during the pandemic. As time progresses the members of this community will need to engage in open dialogues regarding Learning and Teaching Culture as a "living policy" within the College.

Although evidence exists to support that this PC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was found in the course outcomes described in syllabi for the following courses:

- ARC 421 (Architectural Theory)
- ARC 463 (Professional Practice).

Additionally, in the student session, the team learned that projects based in the UAE provided students with tangible opportunities to explore the ramifications of their design work relevant to specific communities.

Research and documentation in the pre-design work illustrated elements of this criterion in the following design studio courses:

- ARC 301 (Architectural Design Studio III)
- ARC 402 (Architectural Design Studio VI)

Although evidence exists to support that this PC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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

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

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

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was found in the course outcomes described in syllabi for the following courses:

- ARC 402 (Architectural Design Studio VI)
- ARC 451 (Environmental Control Systems)
- ARC 463 (Professional Practice)

Although evidence exists to support that this SC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was found both in the course description and course outcomes described in syllabus for:

- ARC 463 (Professional Practice)

Evidence of student work meeting requirements was found in student projects included in course files for:

- ARC 463 (Professional Practice)
- ARC 402 (Architectural Design Studio VI)

Although evidence exists to support that this SC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was found in the course outcomes described in syllabi for the following courses:

- ARC 402 (Architectural Design Studio VI)
- ARC 463 (Professional Practice)

Although evidence exists to support that this SC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence was found in the course outcomes described in syllabi for the following courses:

- ARC 232 (Materials and Methods I)
- ARC 331 (Materials and Methods II)
- ARC 342 (Structures for Architects)
- ARC 382 (Architectural Detailing)
- ARC 451 (Environmental Control Systems)

Evidence of this criterion was also found to be integrated into the student work in the following design studio course:

- ARC 402 (Architectural Design Studio VI)

Although evidence exists to support that this SC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence in student work on how the program ensures that students develop the ability to make iterative design decisions bridging across prior coursework and demonstrating ability within architectural projects while demonstrating synthesis provided as follows:

- User requirements:
  - ARC 301 (Architectural Design Studio III). Assign 3, F21
  - ARC 302 (Architectural Design Studio IV), Assign 2, S21
  - ARC 402 (Architectural Design Studio VI), Assign 2, S21
  - ARC 402 (Architectural Design Studio VI), Assign 3, S21

- Regulatory requirements:
  - ARC 302 (Architectural Design Studio IV, Assign 1, S21
  - ARC 402 (Architectural Design Studio VI, Assign 1, S21
  - ARC 402 (Architectural Design Studio VI, Assign 2, S21
  - ARC 402 (Architectural Design Studio VI, Assign 3, S21
  - ARC 402 (Architectural Design Studio VI, Assign 4, S21

- Site conditions:
  - ARC 301 (Architectural Design Studio III), Assign 1,2, Mid-Term, F21
  - ARC 302 (Architectural Design Studio IV), Assign 2, S21, Midterm
  - ARC 302 (Architectural Design Studio IV), Section 02, P.1
  - ARC 402 (Architectural Design Studio VI), Assign 1, S21
  - ARC 402 (Architectural Design Studio VI), Assign 2, S21
  - ARC 402 (Architectural Design Studio VI), Assign 3, S21
  - ARC 402 (Architectural Design Studio VI), Assign 4, S21

- Accessible design:
  - ARC 301 (Architectural Design Studio III), Assign 3, F21 (1 example)
  - ARC 402 (Architectural Design Studio VI,) Assign 1, S21
  - ARC 402 (Architectural Design Studio VI), Assign 2, S21
  - ARC 402 (Architectural Design Studio VI), Assign 3, S21
  - ARC 402 (Architectural Design Studio VI), Assign 4, S21

- Consideration of the measurable environmental impacts of their design decisions:
  - ARC 301 (Architectural Design Studio III), Assign 2, F21
  - ARC 302 (Architectural Design Studio IV), Assign 1, S21
  - ARC 302 (Architectural Design Studio IV), Section 02, P.1
  - ARC 402 (Architectural Design Studio VI), Assign 1, S21
  - ARC 402 (Architectural Design Studio VI), Assign 3, S21

Although evidence exists to support that this SC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Evidence in Student Work on how the program ensures that students develop the ability to make iterative design decisions bridging across prior coursework and demonstrating ability within architectural projects while demonstrating integration provided as follows:

- Building envelope:
  - ARC 402 (Architectural Design Studio VI), Assign 1, S21
  - ARC 402 (Architectural Design Studio VI), Assign 3, S21
  - ARC 402 (Architectural Design Studio VI), Assign B1, S21
  - ARC 402 (Architectural Design Studio VI), Project A6 Final Review
- Systems and assemblies,
  - ARC 402 (Architectural Design Studio VI), Assign 1, S21
  - ARC 402 (Architectural Design Studio VI), Assign 3, S21
  - ARC 402 (Architectural Design Studio VI), Assign 5, S21
  - ARC 402 (Architectural Design Studio VI), Project A6 Final Review
- Structural systems:
  - ARC 402 (Architectural Design Studio VI), Assign 1, S21
  - ARC 402 (Architectural Design Studio VI), Assign 3, S21
  - ARC 402 (Architectural Design Studio VI), Project A6 Final Review
- Environmental control systems:
  - ARC 402 (Architectural Design Studio VI), Assign 1, S21
  - ARC 402 (Architectural Design Studio VI), Assign 3, S21
  - ARC 402 (Architectural Design Studio VI), Assign 5, S21
  - ARC 402 (Architectural Design Studio VI), Project A6 Final Review
- Life safety systems:
  - ARC 402 (Architectural Design Studio VI, Assign 1, S21
  - ARC 402 (Architectural Design Studio VI, Assign 3, S21
  - ARC 402 (Architectural Design Studio VI, Assign 5, S21
  - ARC 402 (Architectural Design Studio VI, Project A6 Final Review
- Measurable outcomes of building performance:
  - ARC 402 (Architecture Design Studio VI), Assign 1, S21
  - ARC 402 (Architectural Design Studio VI), Assign 3, S21
  - ARC 402 (Architectural Design Studio VI), Project A6 Final Review

Although evidence exists to support that this SC is met, assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement have not yet been implemented by the program. See section 5.3 Curricular Development for more information regarding the assessment process.

4—Curricular Framework

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

4.1 Institutional Accreditation

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)

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

AUS is accredited in the U.S. by the Middle States Commission on Higher Education since June 2004. The most recent affirmation of accreditation occurred in 2019. Evidence was found on the university's website as well as the Middle States Commission on Higher Education's website.

4.2 Professional Degrees and Curriculum

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

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

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.

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.

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

The team found evidence of this condition in the following documents:

4.2.1 Professional Studies: The team identified 21 required courses in the program listed in the 2021 AUS APR (pp. 50-51) as well as excerpts from the AUS Undergraduate Catalog in Appendix VII of the APR (pp. 46-50)
4.2.2 General Studies: General education requirements and learning outcomes were described in the 2021 AUS APR (pp. 51-52). This was augmented by material from the AUS Undergraduate Catalog (pp. 37-38 and 46-50) in Appendices V and VII of the APR
4.2.3 Optional Studies: The team identified a list of 11 different elective courses in the 2021 AUS APR (pp. 53-54). In addition to courses in architecture, students may augment their education with courses taken in other disciplines including the Department of Art and Design as well as the AUS Performing Arts program and the College of Arts and Sciences
4.2.4 Bachelor of Architecture: The team found the program's response to this condition in the text and table in the 2021 AUS APR (pp. 54-56)
4.2.5 Master of Architecture: Not Applicable
4.2.6 Doctor of Architecture: Not Applicable

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and

equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

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

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

The team found evidence of this condition in the following documents:

4.3.1: The 2021 AUS APR (pp. 57- 59) describes the process for transfer admission to the BArch program. Additionally, Appendix IV excerpts from the AUS Undergraduate Catalog 2021-22 (pp. 15-16) describes the process and requirements. for transfer admission. Student applications to transfer from another institution to AUS are administered by the undergraduate admissions office in collaboration with the B Arch program Head of Department (HOD).

4.3.2: The 2021 AUS APR (pp. 59) indicates that this condition is very rarely applicable to the AUS program as students do not regularly transfer into the BArch program. In the event of a transfer, the HOD of the BArch program verifies a candidate's educational experience by an examination of course syllabi and portfolio for placement in the AUS program. The assessment by HOD is communicated to the undergraduate admissions office on a transfer evaluation form and a proposed sequence of study is developed for the very few students who take this route.

4.3.3: The 2021 AUS APR (pp. 59-60) and Appendix IV excerpts from the AUS Undergraduate Catalog 2021-22 (pp 14, 48-49), as well as www.aus.edu/registrar/toc describe the process for obtaining advanced placement as well as the duration of a student's curriculum.

5—Resources

5.1 Structure and Governance

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

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

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.

[X] Described

[ ] Not Described

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

The team found evidence of this condition in the following documents:

5.1.1: The 2021 AUS APR (pp. 61-62) describes the administrative structure of the program, school, college and institution. AUS is governed by a Board of Trustees, with six committees, including a Student Life Committee. The Chancellor, who serves as an ex officio member of the Board of Trustees leads the University with various units reporting through the Provost and Chief Academic Officer and Chief Operating Officer.

The Department of Architecture, per Bylaws (Article V - Governance Structure) is structured around a Head of Department, standing committees, and year-level coordinators. Ownership of the curriculum lies with the Department faculty as a whole. Changes developed in the Curriculum and Assessment Committee must be discussed and approved by the faculty with majority voting.

5.1.2: The 2021 AUS APR (pp. 63-64) describes the governance structures of the department and the institution. The Faculty Organization Plan (FOP) describes the overall governance structure. The Faculty Assembly consists of academic personnel employed full time who hold the rank of professor, associate professor, assistant professor, instructor, or lecturer; and the Faculty Senate which is a representative body acting for the Assembly as a whole in legislative and advisory capacities.

The AUS Student Council (SC) is an elected body that articulates undergraduate students' views and interests in the university. The SC is dedicated to the continuous development and welfare of AUS undergraduate students. It is a vehicle for ensuring that undergraduate students can have a voice in formulating university priorities and policies. It provides support for the various student organizations and clubs, offering guidance, in an attempt to build a generation that is established on the notions of teamwork, dedication and responsibility.

5.2 Planning and Assessment

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

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

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.

[X] Demonstrated

[ ] Not Demonstrated

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

The team found evidence of this condition in the following documents:

5.2.1: The 2021 AUS APR identifies the Academic Affairs Committee, the Curriculum and Assessment Committee and the Head of Department as the three entities responsible for Planning and Assessment. The 2021 AUS APR illustrates how the BArch program's initiatives nest within and reinforce the objectives of the AUS Strategic Plan 2020-25.
5.2.2: The 2021 AUS APR identifies a number of performance indicators including rankings, student and faculty awards, alumni placement in graduate programs, placement in professional firms, and assessments by graduating students, internship employers, and alumni. Retention rates, monitoring at-risk students, and student assessments through the Learning Environment Survey are also tools used in this process.
5.2.3: The 2021 AUS APR describes the process for continuous improvement including Faculty Design Review, commentary from external professionals, stakeholder surveys, CAAD Learning Environment Survey, and the Planning & Self Study system, which permits assessment of course outcomes linked to departmental, college and university outcomes.
5.2.4: The 2021 AUS APR identifies the following elements in the context of strengths, challenges, and opportunities: curricular revision, environmental sustainability, advising and mentoring, student welfare, scholarly output, disseminating scholarly work, space management, digital resources, energy saving and waste reduction, student recruitment, and alumni as informing this subcondition.
5.2.5: The 2021 AUS APR identifies both formal and informal venues for external input, including practitioners, external critics at final reviews, collaborations with firms, public speaker series assessments, "Six Degrees" (a showing of student work encouraging dialogue with the profession), and an internship survey.

In addition to the above, the 2021 AUS APR cites learning outcomes assessments on a semester-by-semester basis, program outcomes assessments ranging from annually to once every five years, and learning environment and teaching outcomes, which range from every semester to once annually.

5.3 Curricular Development

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

[X] Not Demonstrated

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

The team found evidence of this condition in the following documents:

5.3.1: The 2021 AUS APR describes systems of faculty member initiated course self-assessment, Design Studio Critiques, Faculty Design Review, surveys for assessing program outcomes (graduating student exit survey, internship employer survey, employer survey, and alumni survey), as well as, student course evaluations, learning environment surveys, and faculty performance reviews as components of curricular development and assessment. Although the HOD shared plans and a calendar for assessment with the team in a separate document, a system of curricular review including assessment points, assessment methods, benchmarks, and data collection & analysis in support of subsequent program improvement has not yet been implemented by the program. Consequently, although there are vehicles present for assessing the program, the specific connection to the requirements outlined in the 2020 NAAB Conditions does not yet exist, resulting in the Visiting Team's determination that this condition is Not Demonstrated.

5.3.2: The 2021 AUS APR identifies the rolls of individual faculty members, members of the Academic Affairs Committee, the Curriculum and Development Committee, and the Head of Department as part of the curricular review process.

5.4 Human Resources and Human Resource Development

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

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

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.

[X] Demonstrated

[ ] Not Demonstrated

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

5.4.1: The 2021 AUS APR describes that faculty are expected to balance their teaching and scholarly work and engage in service, which includes other activities that advance learning, scholarly reputation, and administrative effectiveness at the department, college, university and community level. The AUS *Faculty Handbook* prescribes the three aspects of the responsibilities (teaching (50 to 80%), scholarly work (10 to 35%), and service (5 to 25%).

During the visiting team's session with the faculty, challenges to balance workload were identified stemming from increased contact time required for preparation and delivery of virtual learning during the COVID-19 pandemic, and recent government changes to a four-day work week. With time, the program is adapting to these challenges.

5.4.2: The 2021 AUS APR indicates that faculty for Professional Practice performs the duties of the Architect Licensing Advisor as prescribed by NCARB. The Architect Licensing Advisor's role is to serve as an information resource for licensure candidates and architects on required components of licensure; provide guidance along the transition to becoming a practicing architect; and advise and assist licensure candidates with the NCARB programs and processes. In a team meeting with the HOD, the program was reminded that Licensing Advisors are required to have continuing training with NCARB in order to serve in this role.

5.4.3 The 2021 AUS APR describes Faculty Development Grants (FPDs) funds which are distributed annually by the Office of the Provost and administered through the Office of the Dean.All full-time non-visiting faculty are eligible to apply for funding to cover the cost of attending academic and professional conferences where they have a paper accepted. The AUS *Faculty Handbook* describes the circumstances under which faculty are eligible for sabbatical leaves.

AUS provides a training catalog annually and encourages staff to seek training in topics such as emotional intelligence, motivation and negotiating skills training, etc. Many training opportunities for staff are run by internal entities such the IT Department, the Health Center, and the Counseling Center.

During the visiting team's session with the faculty, they expressed concerns that travel funding was curtailed during the COVID-19 pandemic. In another conversation between the team and the HOD, guarantees were made that funding would return for in person conferences once the restrictions of the pandemic are lifted.

5.4.4 The 2021 AUS APR describes a range of support services for students provided at many levels: the program and its faculty, the college, and the university:

- The Director of the Foundations Year program is their principal advisor and helps them navigate the challenges of transitioning from high schools to university study, including career counseling as they navigate their first year of design study.
- Upon entering the B Arch Program, students receive academic advice during the program from two program faculty who are designated advisors.
- Mentorship and advising on career choices are the collective responsibility of the program faculty.
- For the required internship, a member of the program faculty is appointed Internship Advisor.
- CAAD introduces students to a number of opportunities and venues through inclusion of principals and staff of local architecture firms, leading to employment post graduation.
- The University Counseling Services (UCS) enhances and promotes the psychological wellbeing of students, faculty, staff and their dependents by providing evidence-based best practices in prevention and intervention services and programs in a supportive, safe and welcoming environment.
- The Academic Support Center (ASC) provides academic advising and support services to students who face academic challenges or have a documented disability. ASC coordinates with faculty members to identify "at-risk" students and offer them appropriate forms of support.

5.5 Social Equity, Diversity, and Inclusion

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

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

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.

[X] Demonstrated

[ ] Not Demonstrated

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

The team found evidence of this condition being demonstrated as follows:

5.5.1: The 2021 AUS APR (pp. 83-84) identifies the following:

- Human: Diverse nationalities enrolled at the Department of Architecture; a slight increase in female student enrollment to an already dominant female student body; an increase of female faculty members including visiting faculty.
- Physical: All buildings and facilities comply with local and international regulations concerning individuals with disabilities.
- Financial: Merit-based scholarships, financial grants, tuition grants made to ensure equitable admission for all students.

5.5.2: The 2021 AUS APR (pp. 84-86) identifies various initiatives and programs to increase diversity (particularly female faculty). The 2021 AUS APR demonstrates a strong commitment to these initiatives to sustain the presence of women in the classroom. These include female lecturers/ speakers and visiting faculty.

5.5.3: The 2021 AUS APR (p. 86) identifies the combination of diversity of nationalities and preponderance of female students enrolled at AUS. Enrollment data confirms that AUS is successful in attaining and sustaining their mandate to recruit students from various ethnic backgrounds and education systems.

5.5.4: The 2021 AUS APR (pp. 86-87) identifies AUS' commitment to "foster a community that celebrates diversity" and as referenced in the *AUS Faculty Handbook*.

5.5.5: The 2021 AUS APR (pp. 87-88) identifies various resources and procedures to address these conditions and requirements primarily through the AUS Academic Support Center (ASC). The ASC provides university-level support for students with short term mobility disabilities and with learning differences.

5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

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.

[X] Demonstrated

[ ] Not Demonstrated

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

5.6.1: The College of Architecture, Art and Design has a gracious amount of studio space available for its students in a contemporary building.

5.6.2: The College of Architecture, Art and Design contains several types of learning rooms that foster the need of different gathering and learning types. As shown through the Virtual Tour video, CAAD contains lecture halls, seminar spaces, designated areas for informal student gathering, formal areas for student meeting, study rooms, computer labs, maker space shops, and equipment including CNC, laser cutting, and printing machines.

5.6.3: The College of Architecture, Art and Design designates places for staff meetings. Some rooms are dedicated offices, while others act as designated meeting places.

5.6.4: In recent years, the College of Architecture, Art and Design has utilized in person and virtual formats to follow along with the ever changing norms of education. Meeting resources include access to softwares that enable virtual collaboration, and programs needed by the student in order to support and develop their learning. Recently, a new library delivery system, both for literature and physical building materials, has been made available to aid the students in their research.

5.7 Financial Resources

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

[X] Demonstrated

[ ] Not Demonstrated

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

The 2021 AUS APR (p 92) describes reported revenues and expenditures from FY2019 and FY2020, and an estimate for FY2021 and forecast for upcoming FY2022 and FY2023.

5.8 Information Resources

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

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.

[X] Demonstrated

[ ] Not Demonstrated

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

The team found evidence of this condition in the following documents:

5.8: The 2021 AUS APR identifies the AUS Library holdings and resources related to the Bachelor of Architecture program. This is found in Appendix VII. Sufficient evidence of resources, architecture books, etc., and access to library staff is documented. As a response to COVID-19 and online teaching, the library has started a delivery system program where literature and physical building materials will be delivered to students as requested.

The AUS Virtual Tour provides visual evidence of AUS Library facilities and resources.

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

The Statement on NAAB-Accredited Degrees with the exact language found in the *NAAB Conditions for Accreditation, 2020 Edition, Appendix 2* is found at the program's website: https://www.aus.edu/caad/about/accreditation

6.2 Access to NAAB Conditions and Procedures

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

a) *Conditions for Accreditation, 2020 Edition*

b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)

c) *Procedures for Accreditation, 2020 Edition*

d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Access to NAAB Conditions and Procedures outlined in 6.2.a-6.2.d are found at the program's website: https://www.aus.edu/caad/about/accreditation

6.3 Access to Career Development Information

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

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

The team found evidence of this condition in the following documents:

6.3: The 2021 AUS APR identifies the Career Development Unit (CDU) and the Office of Advancement and Alumni Affairs (OAAA) as the main resources meeting this requirement.

CAAD provides access to career development information and placement assistance within the college itself for their students. The college's efforts in this area are best described above in section 5.4.4: Support Services available to students, e.g academic and personal advising, mental well-being, placement, etc. Important skills such as portfolio preparation and interviews are addressed in the curriculum. The college itself maintains a database of employers that provide internships and permanent employment opportunities for graduates.

(https://www.aus.edu/life-at-aus/student-life/student-support-services/career-services)

At the university level, the CDU and the OAAA provide career development and placement services through the AUS Career Portal. Through the CDU, students have access to many tools that help them refine their skills and develop a thoughtful career plan.

6.4 Public Access to Accreditation Reports and Related Documents

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

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

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

c) The most recent decision letter from the NAAB

d) The Architecture Program Report submitted for the last visit

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

f) The program's optional response to the Visiting Team Report

g) Plan to Correct (if applicable)

h) NCARB ARE pass rates

i) Statements and/or policies on learning and teaching culture

j) Statements and/or policies on diversity, equity, and inclusion

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

Public Access to Accreditation Reports and Related Documents outlined in 6.4 are found at the program's website: https://www.aus.edu/caad/about/accreditation

6.5 Admissions and Advising

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

a) Application forms and instructions

b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

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

d) Requirements and forms for applying for financial aid and scholarships

e) Explanation of how student diversity goals affect admission procedures

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

The team found evidence of this condition in the following documents:

> **6.5:** The 2021 AUS APR identifies the AUS Undergraduate Catalog (Appendix IV)) and the AUS website for admissions (https://www.aus.edu/admissions/forms-and-publications) as the main resources meeting this requirement.

Admission to all AUS undergraduate programs is processed through the Office of Enrollment Management/Undergraduate Admissions. Information on admission requirements; admissions-decisions procedures, including policies and processes for evaluation of secondary school certificates, placement tests, etc. were found in the AUS Undergraduate Catalog: (https://www.aus.edu/sites/default/files/ug_catalog_20-21.pdf). Similarly, the Catalog describes requirements for transfer advance placement consideration, transfer student requirements, and other admissions categories, including applicants with mobility issues.

6.6 Student Financial Information

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

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.

[X] Met

[ ] Not Met

Team Assessment *(Instructions to the team: write a brief summary of where evidence was found)*:

6.6.1 Students have access to current resources and advice for decision making about financial aid through access to academic affairs and financial resource staff. Administrative staff is available to students and can connect students with a financial aid advisor.

6.6.2. The program demonstrates access to an initial estimate of tuition, fees, books, supplies and materials is available though “Undergraduate Tuition and Fees” page on the university’s website: https://www.aus.edu/admissions/bachelors-degrees/undergraduate-tuition-and-fees

IV. Appendices:

Appendix 1. Conditions Met with Distinction

(List number and title; include comments that describe the basis for the team's assessment)

SC.5 Design Synthesis and SC.6 Building Integration The team was impressed with the breadth and depth of student work illustrated in these two Student Criteria. It was clear that the studio work that supports SC.5 and SC.6 was supported by coursework completed by students over the course of their entire education, not just work within the ARC 301, ARC 302 and ARC 402 studios, which were identified in the 2021 AUS APR as the points of assessment. The work demonstrated the benefits of iterative teaching and learning that values aesthetics and technical proficiency simultaneously. This achievement on the part of the students and faculty is particularly laudable in light of the fact that SPC B.6 Comprehensive Design was found to be insufficiently addressed in both the 2009 and 2013 accreditation cycles.

Appendix 2. The Visiting Team

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V. Report Signatures

Respectfully Submitted,

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