American University of Sharjah
College of Architecture, Art and Design

Architecture Program Report for 2013 NAAB Visit for Continuing Accreditation

Bachelor of Architecture [159 credits]

Year of the Previous Visit: 2010
Current Term of Accreditation: Three-year term

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Table of Contents

Part Four.   Supplemental Information

    1.   Course Descriptions

    2.   Faculty Resumes

    3.   Visiting Team Report [insert year of report] (VTR)

    4.   Catalog (or URL)

Part One (I).   Institutional Support and Commitment to Continuous Improvement

I.1.   Identity & Self-Assessment

I.1.1.   History Mission

Historical Overview:
The Emirate of Sharjah, situated between the shores of the Arabian Gulf and the Gulf of Oman, is a varied landscape with beaches, arid countryside, desert and mountains. In 1998, Sharjah was designated as the cultural capital of the Arab World by UNESCO. Along with the six other emirates that comprise the United Arab Emirates (UAE) the country is characterized by robust economic growth, civility in public life, political stability, and the progressive investment of resources in public services such as education, health and housing. In the last 30 years the UAE has been the site of rapid and extensive urban development and construction.

Islam is the official religion of the state, and Arab Islamic culture predominates in the UAE. The nation is also distinguished by its tolerance toward its large expatriate communities, which comprise diverse nationalities, cultures and religious beliefs.

The American University of Sharjah (AUS) was established in 1997 with the aim of becoming the premier institution of higher education in the Gulf region. AUS aims to achieve and maintain preeminence as a coeducational institution based upon American models and grounded in the history and culture of the Arab Gulf region. The core mission of the University positions it as part of a larger process of the revitalization of intellectual life in the Middle East.

The University is licensed in the United Arab Emirates by the Ministry of Higher Education and Scientific Research and it is accredited by the Middle States Commission on Higher Education (US) The six undergraduate programs offered by the College of Engineering are accredited by the Accreditation Board for Engineering and Technology, Inc. (ABET). The Bachelor of Science in Business Administration is accredited by the AACSB. The Bachelor of Architecture degree is accredited by the National Architectural Accrediting Board (NAAB). All instruction (except languages) is in English, the lingua franca of the UAE.

During its short history since its founding in 1997 AUS has achieved remarkable enrollment growth and academic distinction. AUS now has approximately 5,500 undergraduate and graduate students representing 78 nationalities, 350 full-time faculty and over 500 full-time staff. AUS is a non-profit, coeducational institution of higher education formed on the American model and provides an ideal setting for the promotion of cross-cultural understanding. Student applicants are considered on the basis of their qualifications regardless of race, color, gender, religion, disabilities, age or national origin. As of 2011-2012 the College of Arts and Sciences, the College of Engineering, the College of Architecture, Art and Design and the School of Business and Management offer bachelor's degrees in 26 programs of study, minors in 42 programs, and master's degrees in 13 programs. Information on available minors for architecture students is in the AUS Undergraduate Catalog included as supplemental material.

The University is located 10 miles from the center of Sharjah City and 15 miles from the city of Dubai. The campus occupies 316 acres and includes 11 academic buildings; administration, library and athletic buildings; and accommodations for faculty, staff and students. Academic buildings are equipped with state-of-the-art science, engineering and language laboratories, digital studios, digital fabrication equipment and computer facilities.

Program History and Evolution:
The initial planning for American University of Sharjah began in July 1996. At that stage plans did not include a school of architecture but did include a Faculty of Fine and Experimental Arts. In Spring 1997, a Faculty of Applied Arts and Design was formed with the intention to attract

prospective students. It offered majors in interior design, environmental design, graphic design, illustration, multimedia, ceramics and glass, and jewelry. As a significant number of prospective students indicated an interest in architecture, the university planning committee added architecture as a major within the College of Engineering.

In July 1997, the university planning team reorganized the academic structure and established a College of Applied Arts and Architecture, distinct from the College of Engineering. Degree programs were established in the following majors: architecture, interior design, multimedia and visual communications. Early in 1998, the administrative unit was renamed the College of Architecture and Design, followed shortly thereafter by the adoption of the title, the School of Architecture and Design (SA&D).

The concept of a common foundation year for the four majors was established from the outset. During 1998-99, the SA&D expanded to a faculty of 11 members and redirected curricular requirements to integrate digital media as an educational and design tool, first in architecture and then in quick succession throughout all other majors.

In May 2000, UAE Ministry of Higher Education and Scientific Research granted accreditation-eligible status for six degrees: Bachelor of Architecture, Bachelor of Interior Design, Bachelor of Science in Design Management, Bachelor of Science in Heritage Management (phased out), Bachelor of Science in Multimedia Design, and Bachelor of Science in Visual Communication.

In Spring 2001, SA&D moved into a new building and the number of students enrolled expanded to 333. On May 31, 2001, the first AUS commencement saw the graduation of 16 SA+D students: four in interior design, four in multimedia design and eight in visual communication. At the second AUS commencement a year later, the number doubled to 32, with six students receiving the Bachelor of Architecture degree. The number of graduates has steadily risen and now approximately 32 to 38 architecture students have been graduating each year in the last four years.

In November 2003, the Commission for Academic Accreditation (CAA) of the UAE reviewed the architecture, architectural studies and interior design programs' applications for full accreditation. On June 22, 2004, ministerial decrees issued by Sheikh Nahyan Bin Mubarak Al Nahyan, Minister for Higher Education and Scientific Research, granted a full five year accreditation to the five undergraduate degree programs offered by the School of Architecture and Design. In June 2009 the Bachelor of Architecture program received re-accreditation by the Ministry of Higher Education and Scientific Research.

In March 2004 the Middle States Commission on Higher Education's visiting team prepared a report and recommendation on AUS's accreditation in the United States of America. In June 2004 AUS was granted initial accreditation by the Middle States Commission on Higher Education in the United States of America. In July 2009 the Middle States Commission on Higher Education reaffirmed the accreditation of AUS until July 2019.

In November 2008 the Bachelor of Architecture (BArch) program received NAAB candidacy status followed by full NAAB accreditation in June 2010.

The School of Architecture and Design became the College of Architecture, Art and Design, (CAAD), on June 1, 2009. The buildings housing CAAD were fully renovated in 2009 and 2010. New, state-of-the art lab facilities for digital fabrication, ceramics, and interactive design along with upgrades to the wood, metal, print making, and photography labs were completed in summer 2010.

Mission and Culture

The American University of Sharjah is an "American" university not only in its formal academic and organizational characteristics but also in the recognition that the total culture and philosophy of the educational community is as significant as the formal program of study. All programs at AUS share a commitment to a liberal arts core. Students learn from the classroom as well as from life in a coeducational, multicultural and multinational environment. From its inception, AUS was envisioned as a place that would "feel" like an American campus. AUS integrates liberal studies and professional education to provide its graduates both breadth and specialization. As stated in the catalog, AUS is expected also to be thoroughly grounded in Arab culture and to be part of a larger process of the revitalization of intellectual life in the Middle East.

In keeping with its mission, AUS offers students an education that will enable them to comprehend, engage and contribute to a complex and dynamic world. Education at AUS encompasses art, poetry and from the study of past civilizations as well as the latest skills and technologies that are fundamental for success. The University aims to develop future leaders with a firm understanding of how society has reached its present state. The combination of traditional and innovative teaching methods provides an educational environment in which students can realize their individual potential and pursue their goals.

Supporting the University mission, the College of Architecture, Art and Design provides a comprehensive learning environment that inspires students, faculty and alumni to make significant contributions to the Gulf region and the global community. The College advances architecture, art and design by promoting a culture of research, scholarship, innovation, and entrepreneurship.

CAAD goals include:
- Offer a comprehensive and challenging array of degrees at the undergraduate and graduate levels, including inter- / trans-disciplinary projects, joint programs, and minors open to students and faculty at CAAD and the broader university.
- Promote research, scholarship, service, and recognized achievements by CAAD faculty, students and alumni.
- Foster responsible engagement with civil and civic societies, mutually beneficial partnerships with professional and industrial entities, and innovative collaborations with other AUS Colleges, external universities and global institutions.
- Develop sustained, complex and broad-based humanitarian projects at the local, regional and global levels that are design-focused, immersive, educational, meaningful and impactful.
- Continued development and engagement with craft, new technologies and techniques, sustainability, and excellence in teaching, with flexibility and growth in CAAD facilities that evolve as we do.

CAAD's agenda engages the local, regional and global context through rigorous studio-based curricula balanced with technical skills, design and strategic thinking and ample room for intellectual curiosity both within and beyond the professional degree offerings. Following the mission of the university, contextual, historical, theoretical and technical disciplinary knowledge are merged with the liberal arts and sciences across all programs in the College. Every degree offering at CAAD includes a minimum of 42 credit hours of general education along with 12 or more hours of free elective credit. This combination allows the BArch program to meet the minimum of 45 credit hours required by NAAB.

The College of Architecture, Art and Design engages visual, experiential and material culture through the design of relevant, sustainable and meaningful places, objects, surfaces, services and systems. The College also seeks to advance creative, professional and academic standards, processes and achievements.

The six degree-programs currently housed in CAAD constitute a significant and diverse resource that enhances student learning by engaging the ever-changing boundaries of particular disciplines. The Foundations Program establishes a common base for future collaborative, inter- and trans- disciplinary education. All students entering the College share a first-year experience providing a broad introduction to design taught by faculty in both departments.

Elective offerings that are open to all majors reinforce dialogue across the disciplines and strengthen bonds formed in the first-year Foundations Program. The common studio-based pedagogy along with recent curricular revisions have created logistical and pedagogical alignments between the departments that effectively set the stage for new inter- and trans-disciplinary courses and projects. Extensive lab facilities in the College provide additional capacity for shared exploration and a newly funded Design-Build Lab will enable the College to embark on significant outreach and engagement in the local and regional community through full-scale installations and environments.

At the program level there is a palpable desire to prepare the next generation of local and regional leaders who can communicate the value of architecture at all scales. Beyond narrowly defined disciplinary skills architecture students at AUS are exposed to new ways of seeing the world and provided with the intellectual tools required to make their place in that world. The ability to imagine, develop and articulate an agenda in architecture is at the core of our teaching.

The institutional focus on integrating professional education and liberal studies provides a rich intellectual context for architecture and design education that is unique in the Middle East and North Africa (MENA). A fundamental difference between the Bachelor of Architecture program at AUS and others in the region is the curriculum model. Most programs in the MENA region tend to follow curricular structures that more closely parallel structural and/or architectural engineering programs in the United States.

In contrast, the Bachelor of Architecture program at AUS is not narrowly defined in terms of the polemics associated with style, function or disciplinary propriety. Rather, the program is focused on a comprehensive and synthetic approach to critical practice in the discipline. Core design fundamentals, (basic design skills, critical thinking, sensitivity to site/culture/climate, materials and tectonics), are combined with new technologies within the context of local, regional and global history and theory.

The Bachelor of Architecture program aims to: (from 2011-12 AUS Catalog)
- 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

Mutual Benefits: University, College, Department and Program
The architecture program benefits from the American style of co-education at AUS which is liberal and focused on the development of critical thinking and future leaders. In addition, the program benefits from the variety of General Education courses offered by the University as well as a wide spectrum of free elective options. Architecture faculty have the opportunity to compete for

research funding offered by the institution as well as engage in new initiatives and research efforts across the university. Meanwhile, the architecture program has become a standard bearer for the University and the College; the program's stature in the region is reaffirmed annually as CAAD students and recent graduates regularly capture a lion's share of local and regional awards and competitions.

At the College level the program benefits from the diverse and multi-disciplinary setting in design. All first-year students experience a shared design foundations program. In terms of design and art courses, laboratory facilities are well equipped and serve to support a variety of hands-on learning experiences. The College's community and outreach engagement is rich and diverse. The Bachelor of Architecture, a professional degree in which practical knowledge is blended with a liberal education, attracts some of the highest-achieving students on campus in terms of high school performance and English-language ability demonstrated by Test of English as a Foreign Language (TOEFL) scores. Many of these same top students who are not admitted into the second year of the architecture program following the Foundations year, elect to enroll in one of the College's other programs.

The program contributes to the culture and to the profession of architecture in the UAE and the Gulf region through its lecture and exhibition series, internship program and faculty engagement along with the contributions of our students and alumni. The outreach activities of the program include exhibitions in the College's dedicated gallery and lectures in the College's lecture hall, on topics related to architecture and urbanism involving practicing architects and planners. These activities are open to the university community and serve to enrich campus life.

Architecture students and graduates are regularly recognized through regional and international award programs. The architecture program offers electives on design and design history open to the rest of the institution. Study abroad programs represent another vehicle of the institution's outreach program in the region as well as internationally. The Architecture program encourages and provides opportunities and unique synergies for co-taught courses or activities occurring as a result of the relationship between the program and the institution. The scholarship, research and practice engaged by the College's faculty contribute to the broader University initiative aimed at increasing scholarly production.

I.1.2.   Learning Culture and Social Equity

Learning Culture Policy
The College of Architecture, Art and Design instituted the CAAD Learning Culture Policy in fall 2010. This document acknowledges the core values of empathy, diversity and respect shared across all programs in the College. The Learning Culture Policy is incorporated into the CAAD Syllabus Template and thereby included in the syllabus for each course offered in the Department of Architecture.

The policy states:

> Learning is a social as well as a physical and aesthetic act. Every effort should be made to maintain a professional atmosphere, socially and physically conducive to intellectual development, production and academic exchange. Our actions should exemplify the most positive attitudes towards empathy, diversity, and respect for one's colleagues, of one's environment, and ultimately of one's self.

> The CAAD building is the primary place for students, staff and faculty to work, communicate, think and learn. All members of our CAAD community must ensure that we serve as a model of mutual respect, consideration and support. Our academic mission

requires that all students and faculty conduct themselves in a professional manner. The following guidelines will ensure a safe, secure, and supportive learning environment.

Respect for others is the fundamental expectation for all students, staff and faculty in the College. Basic empathy for colleagues, staff and faculty will guide the role of noise, socialization, and propriety in the College.

Studio Culture Policy and Survey
Faculty, Staff, Students and Administrators in the Department of Architecture participated in the development of a new Studio Culture Policy in 2011-2012. A department task force was formed to develop the base document and solicit input from all stakeholders. Incorporating comments and feedback from all constituents the document was formally adopted on May 15, 2012. In addition, the task force worked to develop a Studio Culture Survey that enables feedback and assessment on an annual basis.

Ultimately, the goal of a positive studio culture can be achieved only by the stakeholders' full appreciation of the benefits, as well as a long-term commitment to meeting these objectives. As such, the policy document is not expected to remain static. At least once each academic year, the student government and/or American Institute of Architecture Students (AIAS) will conduct an informal roundtable session on this Policy with interested students and the Head of Department. This assembly will review the studio culture climate in the College, noting successes and shortcomings. Following this session, the student government is encouraged to develop specific recommendations/suggestions for both the implementation of various aspects of this document, as well as possible revisions.

Similarly, at least once each academic year the faculty will devote meeting time for a similar review, discussion, and recommendations for revisions to the College's Studio Culture Policy. Both the faculty and the administrative council will also address implementation strategies.

The Studio Culture Policy is made available to students and faculty on the University's website http://www.aus.edu/info/200170/college_of_architecture_art_and_design/453/naab_accreditation/ and, beginning in fall 2012, it is referenced in the syllabus of each course offered in the department.

End-of-Semester Policy
The Department of Architecture acknowledges that conflicting course schedules and submission deadlines can cause undue stress on the students and impede their ability to manage their time effectively. The department has worked proactively to minimize institutional conditions that interfere with the student's ability to balance course requirements. Discussions with students and faculty revealed a number of inefficient practices leading to conflicting or overlapping deadlines in required courses, as well as ineffective coordination between faculty members.

The End-of-Semester Policy in Fall 2010 was developed to acknowledge the equal importance of seminar, lecture and studio-based coursework. The policy establishes specific times for final project submissions in all courses and ensures that students have adequate time to focus on each course and submission.

The year-level coordination effort embedded in this policy acknowledges the fact that deadlines in all required courses need to be structured to ensure that students do not have multiple assignments due on, or near, the same date. Year-level coordinators are responsible for communicating with all faculty teaching within a given year -level prior to the start of the semester in order to align deadlines and submission dates.

Similarly, the policy acknowledges the equal importance of seminar, lecture and studio-based coursework. The policy establishes specific time periods for final project submissions in all courses and ensures that students have adequate time to focus on each course and submission.

The End of Semester Policy states:
> 1) All non-studio, required courses will refrain from having any assignments or projects due between the end of week 13 of the semester and the final exam period.
>
> 2) All year-level coordinators will work with faculty in required courses to ensure that the student workload and deadlines are distributed across the semester.
>
> 3) All studio assignments will be due no less than 12 hours prior to the start of any mid-term or final review.
>
> 4) All courses will be held for the entire 15 weeks of the semester.
>
> 5) In-class presentations may occur during the final 3 weeks of the semester provided that the assigned content, (research, presentation, text, etc), is completed and submitted prior to the end of week 13.
>
> 6) Non-studio courses must utilize the scheduled final exam period for an exam, presentation or project/paper submission. This will decrease congestion during the semester and also allow for the material delivered in lectures after week 13 to be reviewed and tested, thereby encouraging student attendance in the final weeks of the semester.
>
> 7) All studio work will be due by the last day of class. Portfolios are due by noon on the make-up final exam date.
>
> NOTE: Studio Coordinators will also serve as Year-level Coordinators, per item #2 above.

Diversity
Diversity at the American University of Sharjah is addressed in a holistic manner distinct in many ways from quantitative approaches common in North America and more reflective of the role that diversity plays in the United Arab Emirates and at the American University of Sharjah. Information on specific racial identification is not collected, as diversity is understood as a broader issue encompassing culture and experience.

The mission statement of the American University of Sharjah states that AUS is, "Based on an American model of higher education and grounded in the culture of the Gulf region, AUS fosters a community that embraces cultural diversity and whose members are committed to the ideals of open intellectual inquiry, ethical behavior and social and civic responsibility."
The AUS Strategic Plan states that, "AUS fosters a diverse and culturally vibrant community that embraces the ideals of open intellectual inquiry, ethical behavior, and social and civic responsibility and that provides meaningful engagement for students, faculty, staff, alumni and the public."

Diversity in the student body is also addressed by the student recruitment unit which is an integral component of the Office of Enrollment Management (OEM). AUS brings together a diverse group of students who share a strong desire for intellectual growth and who will challenge each other through their diverse backgrounds, styles of learning, areas of excellence, and goals for the future.

Diversity is an explicit goal articulated in the Student Recruitment Policy as a mandate to, "Recruit students from various ethnic background and education systems." Enrollment figures indicate that the University has been successful in attaining this goal. As of fall 2011, 78 nationalities were represented in the student body; 19% are Emirati and the rest of the top ten include Jordan (12%), Egypt (9%), Syria (7%), Pakistan (7%), Palestine (6%), India (6%), Kingdom of Saudi Arabia (5%), Iran (4%), and Iraq (3%). Other nationalities make up 22% of the population. In terms of gender, the student body at AUS is 54% male and 46% female.

The AUS Academic Support Center (ASC) provides university-level support to students with short-term mobility disabilities and those with learning disabilities. The ASC provides disability contracts that are based on North American standards related to accommodations for students with diagnosed learning disabilities. The contracts are established in consultation with the Associate Dean of the relevant school/College and provides for measures such as additional time for assignments and extended periods for tests and exams that may be conducted outside of regular classrooms.

Faculty diversity is key to the success of AUS. As of the 2011-12 academic year there are 353 full-time undergraduate and graduate faculty at AUS (53.5% of faculty members are from the US or Canada and 45 other countries are represented in the faculty body).This broad range of cultures and backgrounds evidence the fact that diversity is a defining characteristic of the American University of Sharjah and of the United Arab Emirates. CAAD and the Department of Architecture share the University's commitment to diversity and are committed to maintaining excellent performance in this area.

The department explicitly seeks to recruit and hire faculty with a broad range of diverse interests, expertise and backgrounds. While generally successful, we are conscious of challenges unique to our context. While all academic institutions encounter recruitment challenges, those faced by the American University of Sharjah faces particular recruitment challenges above and beyond those encountered by all academic institutions. For example, mid-career colleagues are often concerned about educational possibilities for children and, being unfamiliar with the primary and secondary educational systems in the United Arab Emirates, may experience some hesitation in moving to the Middle East. The majority of qualified candidates for faculty positions at CAAD have neither lived in nor visited the Middle East before, and there may be misconceptions that range from questions about acceptable everyday behavior to perceived challenges associated with gender.

Despite these challenges the department has engaged in rigorous efforts to recruit diverse, well-qualified faculty members for available positions, with particular emphasis on increasing representation of women. Faculty and administrators attend conferences and symposia to identify potential candidates and engage in dialogue about the College and the program. Combined with our NAAB accreditation these efforts have succeeded in raising awareness and increasing the applicant pool.

While distance and travel logistics make it difficult to invite candidates to campus during the interview process, CAAD faculty and administrators work collectively to engage faculty from other universities at conferences in an effort to provide information and answer questions. Faculty have worked proactively to identify potential candidates and nurture latent interest through dialogue in an effort to overcome hesitation based on a lack of information. Women on our faculty make an effort to contact potential female faculty to create an avenue for open dialogue regarding life in Sharjah.

In an effort to codify our position on this topic the Department of Architecture appointed a Diversity Policy Task Force in spring 2012 charged with soliciting input and developing text that articulates the department's position. The resulting document was completed and accepted by the faculty on May 15, 2012.

This policy is publically available on our website
http://www.aus.edu/info/200170/college_of_architecture_art_and_design/453/naab_accreditation/

University Policies
Guidelines related to student and faculty codes of conduct may be found online at:
- AUS Undergraduate Catalog- http://viewer.zmags.com/publication/a148f1f8
- Student Handbook-http://www.aus.edu/downloads/file/68/student_handbook_2011-2012#.T1cMSJie1oE
- Faculty Handbook-http://www.aus.edu/downloads/file/347/aus_faculty_handbook#.T13RApie1oE
- Staff Handbook- http://www.aus.edu/downloads/file/472/staff_handbook#.T1cNkZie1oE
- Student Code of Conduct- Student Handbook, Section 2.5.1, pg. 32
- Grievance- Student Handbook, Section 2.3.3, pg. 24
- Academic Integrity- AUS Catalog, pg. 22
- EEO Policy- Staff Handbook, pg. 16 and Faculty Handbook, Section 2.C on pg 16
- Architecture Department Diversity Policy http://www.aus.edu/info/200170/college_of_architecture_art_and_design/453/naab_accreditation/

I.1.3. Responses to the Five Perspectives

A. Architectural Education and the Academic Community
The American University of Sharjah is uniquely situated in the Gulf region and provides a venue for academic engagement both within the community of the university as well as with the local and regional community at large. The Department of Architecture offers the only NAAB accredited institution outside of North America. The College attracts a culturally diverse student body from the region including the Middle East, North Africa and Asia. The faculty is represented by professionals from the United States as well as the Middle East. The university's proximity to such diverse, regional cultures, and its ability to engage with other academic and cultural institutions in this part of the world, provide a unique opportunity for the College and AUS to have a significant impact on the growth and development of the built environment in rapidly expanding urban areas.

Within AUS, architecture students are actively engaged with other colleges/schools; the College of Arts and Sciences, the College of Engineering and the School of Business and Management provide opportunities for the students to broaden their knowledge beyond their specific, degree-based curriculum. Furthermore, students from other colleges/schools enroll in courses in CAAD, broadening the academic overlap across the university and providing more opportunity for interdisciplinary work to occur. Architecture faculty also work directly with faculty from other departments to advance research agendas and broaden the impact the architecture school has on the development of the university as a whole.

Faculty within the architecture program have worked with various cultural and governmental institutions within the United Arab Emirates and abroad, providing the opportunity for the College and AUS, as an academic setting, to implement ideas within the broader realm of public space. The College has actively engaged institutions such as the Sharjah International Airport, The Bank of Sharjah, The City of Sharjah and the Sharjah Art Foundation to provide the College and the public with a venue for interaction leading to the development of broader planning initiatives for the community. The work of the faculty has also been exhibited in the local community as a way to promote awareness of our program and its contribution to society beyond the university setting.

CAAD continues to serve as a setting for academic events and conferences that promote the interaction of the program with institutions and professionals beyond the university and the regional community. In 2011, CAAD initiated Design Week, a biennial, week-long design conference inviting professionals and academics from leading institutions in the United States and other parts of the world. Guests included architectural educators and leading practitioners. Lectures and workshops were organized to provide students and faculty the opportunity to work directly with the guests on specific design-related problems. Additionally, Design Week guests travelled around the UAE to see specific sites with faculty and students. Professionals from local communities were invited to participate in activities, as well. In the summer of 2011, a robotics workshop was organized in CAAD's lab facilities that brought guests in from North America to develop strategies for using rapid-prototyping processes to benefit our particular program. Guests worked with faculty and students to explore the various possibilities of how these tools can be better adapted to our specific pedagogical needs. In the spring of 2012, architecture faculty and students participated in Salone Satellite, marking the first time our College has been chosen to present work at this prestigious event. Faculty and students have participated in other academic and professional events such as Design Days, and faculty have presented work at numerous international conferences and symposia. The College has also been represented at the Association of Collegiate Schools of Architecture's annual conference. The program is working to increase the number of public lectures by invited professionals and academics; these lectures are open to the university community as well as the general public.

The architecture faculty and students contribute to the College and university governance structure and provide support for the program and the university through participation in various committees and task forces. Faculty from the architecture program hold positions on the university's faculty senate body and on university-level committees. Architecture faculty hold positions on committees such as the College Administrators Committee (CAC), CAAD Curriculum Committee, Graduate Education Committee, IT/Facilities Committee, Departmental Curriculum Committee, Advising Committee, NAAB Committee, Bylaws Committee, Foundations Committee, Faculty Personnel Committee (FPC), Awards and Sabbatical Committee, Master of Urban Planning (MUP) Committee, Mentorship Committee, Study Abroad Committee and the Interior Design Steering Committee. Furthermore, specific task forces are set up to address certain immediate needs at the College level. In 2011-12, faculty held positions on various task forces such as the CAAD Advising Task Force, Foundations Curriculum Task Force, Promotion Criteria Task Force and the Learning Culture Task Force. The program is represented at the upper levels of administration within the university and a current faculty member is serving as the Vice Provost for Undergraduate Affairs and Instruction.

Architecture faculty continue to participate in interdisciplinary work across the university as well as work with faculty from the other programs within our College. Interdisciplinary work by faculty has been recognized internationally.

Teaching remains the primary means by which the faculty support the mission of the institution. The program's curriculum has undergone a significant improvement over the last three years. New courses are being developed and implemented, and faculty members are making critical contributions to the development of pedagogy and improved methods of disseminating knowledge to the students. Study abroad programs such as the Milan, Italy summer studio (begun during the summer of 2011) extend student learning opportunities.

Faculty members continue to pursue scholarly and creative work in addition to their teaching responsibilities. Numerous faculty have published significant work and presented material at peer reviewed conference venues. Faculty members also hold professional registrations in the United States and memberships in other regulatory agencies abroad.

The various staff members in CAAD play an indispensable role in coordinating and facilitating the day-to-day operations of the College as well as coordinating special events that occur within the

College and the university throughout the year. The College's staff fulfills critical roles as liaisons between faculty and administrators and the College and the broader university community. Staff also ensures that students are supplied with all necessary information regarding their enrollment in the program and all other administrative requirements of the student body. Staff members ensure that the program's facilities are operating efficiently and promote a safe and clean working environment conducive to teaching, learning and all academic endeavors.

The architecture program is fully committed to a holistic education. As a component of the College of Architecture, Art and Design, the program benefits from its close proximity to other disciplines within the College, promoting trans-disciplinary activity among faculty and students. Furthermore, the program endeavors to ensure that students receive a comprehensive, liberal arts education through general education requirements as well as elective requirements that encourage students to enroll in courses outside of the department in all Colleges/schools on the AUS campus. Likewise, the department offers courses that are available to students from other Colleges/schools. Many architecture students, in addition to their major, are acquiring minors in other areas. Furthermore, the curriculum is continuously evaluated to ensure the healthy growth of the program and to provide a platform for the development and dissemination of knowledge within the entire university community.

B. Architectural Education and Students

The unique social and political challenges facing the Gulf region and the Middle East, more broadly, position the American University of Sharjah to directly engage with issues of cultural diversity that foster an acute awareness of the broader implications of globalization. AUS is recognized as a leading academic institution serving the larger Middle East and North Africa (MENA) region. Its role in bringing together a diverse student population challenges the ideas of individuality and collaboration to contribute to a vital intellectual life throughout the region. The institution fosters the notion of individual intellectual liberty and the necessity of respect for differing ideas and values as a means to achieve a rich and productive academic community. Through its faculty and resources, AUS provides students with an environment that engages diversity at local, regional and global scales. In addition to the university campus serving as an academic home for an extremely diverse population, initiatives such as study -abroad programs also serve to provide students with exposure to other cultures and societies.

Student immersion into such a dynamic academic setting necessitates developing the ability to work effectively with others while instilling values of proactive intellectual behavior to solve problems. Students are exposed to the possibilities of interdisciplinary research through the architecture program's curriculum structure, and increasingly complex studio problems that address a breadth of social and environmental issues require the ability of students to communicate effectively with one another. The liberal academic model of the university provides an educational experience that promotes awareness and understanding of other disciplines and the importance of collaboration and leadership. Furthermore, students gain the knowledge and confidence necessary to make decisions that will determine the course of their academic and professional futures.

Architecture's role in the urban environments of emerging markets as well as challenges posed by increasingly complex relationships between nature and the built environment present the design professional with an ever-increasing array of practice opportunities, from building design to highly specialized areas such as fabrication, material development and real estate economics and development. The evolution of the profession drives the program's mission to expose students to a range of opportunities that bridge the gap between multiple disciplines and introduce the students to various professional realms through pedagogy, problem solving and the College's involvement with professionals outside of the institution. Interdisciplinary work on campus is encouraged through examples set by faculty as well as a core curriculum that exposes students to the different disciplines. The program's exceptional lab facilities provide tools for exploring the possibilities of different fabrication techniques and material possibilities. Invited

lecturers expose students to professionals from different disciplines and illustrate the various degrees of specialization possible with the knowledge that the students are acquiring through their education. Within the studio sequence, increasingly complex design problems address issues of scale and constructional challenges that necessitate research of and engagement with critical contextual issues of the environment and sustainability—specifically the challenges of building in extremely hot, arid environments.

Ultimately, the learning environment established by the architecture program and CAAD, as well as AUS, requires that the students recognize the challenges posed to them and the choices that must be made to confront those challenges. A rigorous academic environment necessitates developing the ability to process knowledge systematically to engage in thoughtful and deliberate decision-making. Through design as research, students acquire the understanding that the act of learning is a constant necessary to the life-long evolution of professional and intellectual endeavors.

C. Architectural Education and the Regulatory Environment
The diversity of AUS students is unique and provides a rich and culturally diverse. Our students come from a vast number of countries; each with its own unique set of requirements for the licensing of architects. Many of the students' countries of origin have no formal licensing requirements.

Engineer-led and contractor-led design-build firms dominate the design and construction industry throughout the Middle East. As the only NAAB-accredited school of architecture outside of North America, the AUS offers the rare opportunity for graduates to pursue licensure in the United States. The Department supplements this effort by assigning an Intern Development Program (IDP) Coordinator to provide the information needed to enroll in IDP. Students are introduced to the requirements of IDP at the earliest point they are eligible to enroll. At AUS, this occurs in the second year of the curriculum as the first year Foundations Program provides a gateway to enrollment into the Department of Architecture.

All curricular activities are based on an American model of education from the Foundations Program design coursework through the fifth year. Students are introduced throughout their architectural education to the relationship between course-specific learning outcomes to the practical application of these acquired skills in practice.

Through guest speakers, invited critics, and various design community activities, students are repeatedly asked to recognize the cultural context of their studies and to appreciate the varying professional settings in which architects operate throughout the Gulf region and beyond.

Every student is required to participate in an internship experience as a requirement of the accrediting body of the country, the Ministry of Higher Education and Scientific Research of the United Arab Emirates. The University supports this requirement through a specifically designated internship coordinator and is required to publish an Internship Manual that brings together institutional policies and procedures relating to internships and other experiential learning.

The IDP Coordinator delivers information on IDP at least once a year to students in the form of a guest lecture in one of the required courses for each year level and also the required Professional Practice seminar. Additionally, the IDP Coordinator leads an online chat room through a Blackboard Learning Community that provides downloadable documents and forms. It also provides a forum for students to discuss requirements, ask questions, and give feedback on internship experiences.

D. Architectural Education and the Profession

It is a primary goal of the Department of Architecture to provide a comprehensive education that will enable its graduates to make significant contributions to the Gulf region and the broader global community through conscientious participation in practice.

The American University of Sharjah operates in a unique setting. Located in the Emirate of Sharjah, the campus exists in a suburban context. Just outside of Dubai, the towers are visible in the distance. And, while the University offers all the student life activities, lectures, and clubs one would expect of a large undergraduate institution, its proximity to one of the most interesting architectural laboratories in the world offers a particularly rich relationship to the professional community.

As the only NAAB accredited institution in a region dominated by architectural programs housed in engineering schools, AUS is able to draw on the professional community for participation in design reviews, guest speaker opportunities, and lectures. The University also finds itself able to capture prominent lecturers as they travel through the region while pursuing work and completing commissions in Dubai and Abu Dhabi.

While AUS students are drawn primarily from the Gulf region, the interface with the professional communities of Dubai and Abu Dhabi offer students a truly global perspective into the practice of architecture.

The delivery of many Student Learning Criteria in Realm C: Leadership and Practice have been reorganized and are now delivered in ARC 463, Professional Practice. In addition to several guest speakers from the professional community, the course is centered on a group case study project that challenges students to perform an in-depth interview of a local firm and understand the challenges of professional practice, the architect's role in society and the specific challenges of practicing in the region.

The curriculum changes implemented in Fall 2012 include new course offerings that will focus on issues specific to the discipline of architecture. The revised curriculum includes three new courses that introduce and develop skills unique to the profession of architecture. The outcomes these classes align with the 2009 NAAB Criteria including: Community and Social Responsibility, Ethics and Professional Judgment, Legal Responsibilities, Leadership, Practice Management, Project Management, Client Role in Architecture, and Collaboration.

Beyond these curricular components, six members of the faculty are licensed architects and participate in the professional community through the AIA Middle East and various other organizations.

E. Architectural Education and the Public Good
Students at the American University of Sharjah are prepared to be active and engaged global citizens. They are responsive to the needs of a changing world by acquiring the broad knowledge needed to recognize, understand, and manipulate the complex systems that drive environmental, social, and economic challenges.

The architecture department fosters a community that embraces the ideals of open intellectual inquiry, ethical behavior, and social and civic responsibility. We develop life-long learners who are engaged, productive, and effective members of society.

As mentioned earlier, the unique multi-cultural community at AUS is made up of students from countries throughout the Middle East and North Africa. Many of our students are coming from places of great instability and, in some cases, crisis. For our students, the notion of citizenship and societal contribution is amplified.

The Department of Architecture is committed to ensuring its relevance to the community and context within which we exist and operate. The faculty aim to productively engage the forces that shape the built environment in the region and are dedicated to educate future architects able to develop conceptual frameworks adequate to make sense of the forces that shape the built environment.

Several faculty achievements and initiatives highlight the program's commitment to the role of the architect. The following are recent examples:

- Professor Ginger Krieg Dosier incorporates innovation in building materials and construction methods into her building technology classes. Her work looks at the impact of construction technology on climate change and their impact on society. Her Bio-Bricks initiative was awarded the 2010 Metropolis Next Generation Prize
- The documentary film "The Floating Life of Dubai Creek" by Professor Tim Kennedy was recently awarded the 2011 Best Film Award at the Ares Film and Media Festival in Syracuse, Italy and was selected for screenings at the Dubai International Film and the New York International Film Festival. The film portrays the fragile ecosystem of the Dubai Creek and the complex social structure of its inhabitants
- Professor Tonya Sweet is currently organizing a Habitat for Humanity build experience in Ghana
- The Department of Architecture has just been successful in securing a revolving grant fund of $80,000 each year for a Design-Build Lab. This initiative has enormous potential for community outreach opportunities and is being developed by Department Head Michael Hughes and the faculty
- The ESCAN Sharjah Housing Competition invited AUS to participate in exploring housing solutions for Emiratis through the Takween Studio coordinated by Professor William Sarnecky
- Habitat for Humanity build experience in Mongolia coordinated by Professors Eirik Heintz, Kevin Sweet, and Tonya Sweet
- Design workshop at Palestinian Refugee Camp in Amman, Jordan coordinated by Professors George Katodrytis and Kevin Mitchell

I.1.4.   Long Range Planning

Given the relative youth of the Department of Architecture, which concluded its 15th year in spring 2012, the history of the program is essentially defined by efforts to build a cohesive and consistent curriculum that provides students with the knowledge, skills and abilities to enter practice in the region and beyond. Planning to date has, by necessity, considered short- to medium-term concerns. Initially, planning efforts were aimed at the articulation, implementation and refinement of the initial program structure and pedagogy.

After the decision to seek NAAB accreditation in 2005, the processes related to candidacy and initial accreditation have been the focus of departmental efforts for the past 7 years, thereby accounting for nearly half of the history of the Department of Architecture.

In this way the department's history is the history of the university and the department's evolution parallels the development of the institution. Initially, links to American institutions such as the American University in Washington DC and Texas A&M University allowed AUS to benefit from the experience of established universities. After the establishment phase, AUS sought and was awarded independent accreditation by the Middle States Commission on Higher Education (MSCHE) in 2004. The University was subsequently re-accredited by the MSCHE for a 10-year period beginning in 2009. Additionally, degree programs across the institution have received accreditation for professional programs in engineering (ABET, Inc) and business (AACSB).

In 2010, AUS engaged in a strategic planning process that resulted in a 10-year plan. The plan will be examined annually in order to evaluate progress toward the stated goals. The AUS Strategic Plan can be found online at;
http://www.aus.edu/info/200129/why_aus/70/strategic_plan#.T3Ko--2e1oE

Future strategic plans will also be developed by the university community, with input from both internal and external stakeholders. The strategic planning process begins with a review of the university mission and goal statements for any necessary revisions and/or additions. Once this review is complete and the mission and goal statements have been reviewed by the Chancellor and the university community and approved by the AUS Board of Trustees, the strategic planning process begins. When the university has developed a draft strategic plan, it is widely distributed for suggestions to the university and its constituencies. After review of all suggestions, a final strategic plan is approved by the AUS Board of Trustees.

In 2011 the Chancellor appointed Dr. Cindy Dutschke as Director of Institutional Effectiveness and Planning. Under Dr. Dutschke's guidance the University has implemented a new system for evaluating and ensuring quality assessment and institutional effectiveness across the institution. The Quality Assessment/Institutional Effectiveness (QA/IE) process at the American University of Sharjah involves three tiers of planning and assessment:

1) The first tier, the University Strategic Plan, serves as the master plan of the university.

2) The second tier operates at the academic program or administrative unit level and includes the Annual QA/IE Plan (an outcomes assessment cycle in which faculty and staff identify the most appropriate outcomes for specific academic programs or administrative units) and the intensive UAE Commission for Academic Accreditation (CAA) five-year review of all academic programs.

3) The third tier occurs at the course level and includes the planning and assessment that occurs each time a course is taught.

All three tiers include setting desired outcomes, determining the extent to which those outcomes are met, and using the results of the evaluation in making changes based on continuous quality enhancement and/or improvement. In addition to ensuring self-improvement, the QA/IE process is also used in response to external requests for accountability. The QA/IE process allows AUS to document efforts in setting goals, measuring attainment of those goals, and using the results to make changes to continually improve student learning and institutional services.

The University subscribes to the belief that the most effective planning and evaluation systems are those that are systematic, continuous, and comprehensive. This does not imply, however, that assessment of all elements of the system should be scheduled annually. Instead, the various activities in a comprehensive planning and evaluation system should be undertaken at periodic intervals that make sense under the given circumstances.

For example:
- Development of a university strategic plan, which occurs at the university level, is established on a ten-year cycle and will include review and revision (if necessary) of the university mission statement. Progress toward the goals of the strategic plan is evaluated annually.
- Intensive academic program evaluations occur at five-year intervals and involve an in-depth evaluation of every aspect of the program (faculty, current students, and alumni). These evaluations will use external reviewers to assist in the process.
- Evaluation of academic programs and administrative units as they are related to the quality assurance/effectiveness of the institution occurs on an annual cycle through the

development and evaluation of QA/IE plans that are made up of several outcomes that are examined during a particular annual cycle.

- Evaluation of course content, student achievement in that course and the quality of instruction occurs each time the course is taught, i.e., at the conclusion of the course instruction at the end of a semester.

When such activities are scheduled in a systematic process, the results of these very diverse assessment efforts can be integrated into a comprehensive, QA/IE plan and serve as a strong basis for plans directed at institutional improvement.

A University Assessment Committee (UAC), composed of a liaison from each College/school and from each vice-chancellor area and chaired by the Director of Institutional Effectiveness and Planning, serves as an advisory body to the university by taking an active role in the planning of a sound QA/IE plan for the benefit of all units of the university, both academic and administrative. Additionally, this committee will serve as a review body for all plans (including the strategic plan) and assessment reports of the university.

As part of the annual evaluation of progress toward the goals in the strategic plan, the Office of Institutional Effectiveness and Planning gathers data from various resources and prepares an *Annual Progress Report,* with the help of the UAC that is presented to the senior administration and to the university community. This report includes an analysis of QA/IE in fulfilling its mission statement and its goals.

The nature and scope of long-range planning in the department is evolving from the initial phases of institution building and NAAB accreditation toward ongoing, cyclical planning and assessment processes. This effort mirrors developments at the university and college level.

In 2010 CAAD participated in a Strength, Weaknesses, Opportunities and Threats (SWOT) analysis and strategic planning initiative. This procedure led to development of a 10-year plan and a re-articulation of the College's mission and goals. This work informed the most recent curricular revision process begun in 2010 and completed in 2011 and approved in 2012 for implementation in the 2012-13 Undergraduate Course Catalog.

The current department mission statement was developed by the faculty in April 2005. In 2006-07 the department held a series of strategic planning retreats aimed at developing and approving departmental goals and objectives. These were later reviewed and revised in a strategic planning session on April 2, 2008 and will be reviewed every 5 years. The next review would normally be scheduled for spring 2013, but has been rescheduled for fall 2013 in order to avoid conflicting with the NAAB re-accreditation visit. In advance of this review the department will conduct a focused SWOT analysis and strategic planning process. The results will inform a review and possible revision of the department's mission, goals and objectives. During this review the assessment of effectiveness of the existing mission, goals and outcomes will inform any revision.

As mentioned in the introduction, the department has been primarily focused on short- and medium-term efforts to develop and refine the curriculum and to ensure that the goals to attain accreditation by the UAE Commission for Academic Accreditation and NAAB were met. Given that accreditation-related goals have been met, the department recognizes the need to develop and implement processes that facilitate long-range planning. The processes will be structured with a view toward data gathering and analysis that is required for regular accreditation cycles: five years for the UAE CAA; annually for the NAAB report; and 6 years for NAAB re-accreditation. The department seeks to employ accreditation requirements to organize a cycle of self-assessment to ensure that long-range planning is integrally linked to processes of data collection, analysis, and documentation of continual improvement.

The department currently employs a variety of formal and semi-formal internal opportunities for discussions amongst faculty. Department faculty meetings constitute the primary venue for discussion and occur at least once a month during the academic year. Issues are brought forward to the faculty in a number of venues, ranging from regularly scheduled, formal planning discussions such as the Faculty Design Review and the Pedagogical Retreats, described below, to informal discourse among individual faculty that may then be placed on a meeting agenda. The Curriculum Committee augments the faculty meeting and serves as the primary vehicle for developing curricular proposals for further discussion, review, and action.

The Head of Department is also involved with planning at the college level through weekly meetings of the College Advisory Committee (CAC). The CAC is composed of the Dean, Associate Dean and Heads of Department. Issues addressed at the CAC are engaged during department faculty meetings as appropriate.

The pursuit of NAAB accreditation has inspired significant long-range planning leading to substantial curricular revision in two phases. First, in 2008-09 the BArch degree was restructured to move from 172 to 159 credit hours. Subsequently, in 2011-12, the 159 credit-hour curriculum was further refined to address a number of perceived opportunities exposed through the College and departmental level long-range planning process mentioned above.

As a result, the new curriculum endeavors to leverage the multi-disciplinary nature of the College's long-range plan by providing a structural framework capable of accommodating student and faculty exchange across programs and departments. All programs in the College, including architecture, now have an overlap in the fall of fourth or fifth year to facilitate multi-, trans- and cross-disciplinary studios. Similarly, the College has moved away from major electives in favor of free electives. This move is to encourage our students to explore a range of course offerings and educational opportunities beyond their core discipline. These revisions will be assessed during the coming semesters to determine whether they have a positive effect onteaching and learning.

Since fall 2010, a series of formal and informal discussions at the college level led to a series of departmental 'pedagogical retreats'. These retreats focused on a simple question, "What do we want to do?" and the faculty dialogue focused on brainstorming at the broad scale of pedagogy. The goal was to allow faculty to think expansively about the department, methods/opportunities for teaching, and untapped potentials for improving our student's education. The discussion consciously precluded operational issues, logistical challenges or immediate questions of implementation.

In fall 2010 the department implemented a new end-of-semester review in which all faculty participate in an evaluation and discussion of the semester's work. The primary goal of the Faculty Design Review, (discussed further in Section I.1.5), is to embed techniques associated with SWOT analysis within the normal cycle of the academic year. In this way strategic planning and self-evaluation occur regularly in a participatory fashion involving all faculty.

Given the relative youth of the institution and the necessary focus on building the program, the department is now at a point in its evolution where faculty can consider the transition to processes that facilitate long-range planning. The upcoming UAE CAA re-accreditation process requires a comprehensive self-study report to be submitted in Spring 2013 in advance of the Fall 2013 team visit. The architecture program will use this self-study as an opportunity to develop a long-range planning process that includes the articulation of specific milestones that correspond to multiple accreditation cycles, (e.g. 10 years, which is two UAE CAA re-accreditation cycles). The intermediate UAE CAA report would then allow an opportunity for critical reflection on progress made and potential measures for addressing areas where progress did not meet expectations.

Preparation of the 2013 UAE CAA Self-study and Team Visit will provide our first opportunity to utilize and integrate the new WEAVE Online software system administered by the Office of Institutional Effectiveness and Planning. Faculty working on the UAE CAA accreditation committee participated in WEAVE Online training in fall 2012.

The Five Perspectives on architectural education articulated by NAAB have played a role in the department's discussions and are being used to structure long-range planning. The Head of Department, faculty and curriculum committee, share responsibility for long-range planning in response to the Five Perspectives and these topics are becoming instrumental in the development of curricula, pedagogy and new initiatives. Increasingly, the Five Perspectives serve to structure discussion during the Faculty Design Review and to date, they have been considered in relation to the curricular revision process.

The Five Perspectives are also affecting the development of new initiatives in the department and College related to faculty development, the learning environment, interdisciplinary collaboration, professional engagement and licensure and community outreach as described in Section I.1.3, *Response to the Five Perspectives*, Section I.1.5, *Self-Assessment* and Section III.3.1, *Summary of Responses to the Team Findings.*

I.1.5.   Program Self-Assessment

The department's self-assessment procedures and methods operate in conjunction with aspects of long-range planning described in Section I.1.4.

These procedures are developed to align with requirements for a self-study document that must be submitted every five years to secure re-accreditation from the UAE CAA. In addition to the self-study required by the UAE CAA, the preparation of annual and cyclical documentation for NAAB provides structured opportunities for self-assessment.

At the institutional level, AUS has initiated a rigorous program for quality assessment and institutional effectiveness. During the 2011-2012 academic year, the AUS Office of Institutional Effectiveness and Planning has implemented new procedures and practices related to outcomes based decision-making that is guided by an annual QA/IE Plan, course evaluation and program accreditation.

QA/IE Plans serve the following purposes:

- To demonstrate a commitment to systematic examination of the quality of all that the institution does to improve itself.
- To celebrate institutional successes
- To genuinely engage faculty, administrators, and students in the day-to-day reflection of answering the following questions:
    - "Why do we do what we do the way we do?"
    - "How do we use what we learn from that self-reflection process to influence research agendas, policy discussions, curriculum improvements, purposeful out-of-classroom experiences, and resource allocations?"

WEAVE Online is being used to provide a user-friendly, web-based program that makes QA/IE tracking accessible, iterative and, ultimately, more useful. The WEAVE Online program contains areas for the University Mission, program/course/unit mission, program goals, program outcomes, means of assessment, criteria for success, actual results, a statement of how those results will be used to improve the program/unit, and action plans. Taken together the process will allow the program to create clear links between strategic planning, self-assessment and decision making

for continuous improvement. WEAVE Online will be used for assessment at the program level. Course-level assessment will continue to be managed at the department level using course files and student course evaluations.

Each year the department will participate in the development of an annual QA/IE Plan that will answer the following questions:
- What is the academic program or administrative unit trying to do?
- How well is it doing it?
- How does it know how well it is doing or not doing?
- How can it improve what it is doing?

The QA/IE Plan will contain:
- Clear and explicitly stated outcomes
- Clear and identifiable performance standards or criteria
- An overview of the systematic use of assessment methods--direct and indirect, qualitative and quantitative--to gather and analyze information to determine the extent to which outcomes are achieved
- Examples of the timely use of assessment results to improve administrative functions such as planning, budgeting, and personnel decisions, as well as to improve academic activities such as teaching, research, and service

Mission Statement
> The Department of Architecture aims to foster critical thinking and develop the capability to significantly improve the built environment through participation in the professions of architecture and interior design.

The mission statement along with the program goals and program outcomes provide a framework for formal and semi-formal assessment in the Department of Architecture.

This mission, (approved by the faculty of the Department of Architecture, April 16, 2005), derives from and works in conjunction with the mission of the College and the university. The architecture program has distinguished itself in the region by developing a design-oriented curriculum based on innovative teaching/learning paradigms. While most architecture programs within the region are affiliated with engineering schools offering an architectural engineering degree, the architecture program at AUS is housed within the College of Architecture, Art and Design and is well positioned to excel as the region's premier architectural design program.

Goals and Objectives
Through a series of retreats (January 2006-May 2007), the Department of Architecture faculty developed and approved the departmental goals and objectives. These were later revised on April 2, 2008.

The goals and associated objectives of the Department of Architecture are to:

- Enhance students' understanding of ethical standards and pursuit of leadership roles in the profession.
  Objectives:
  - To synthesize acquired knowledge and develop innovative ideas
  - To develop an ability to identify issues in existing practice
  - To define individual professional goals
  - To develop an understanding of standards of professional practice

19

- Facilitate students' transition from passive acquisition of knowledge to critical and constructive modes of thinking.
  Objectives:
    - To develop skills essential to effective critical thinking
    - To encourage the continuous transfer and transformation of knowledge

- Foster approaches to design that value the role of experimentation, analysis, and synthesis.
  Objectives:
    - To build a body of knowledge relevant to the field and provide structured opportunities for application
    - To develop the ability to apply pertinent aspects of that body of knowledge to design activity
    - To generate design responses through various scales and processes of making
    - To enrich design through an understanding of historical and contemporary precedents

- Productively engage the forces that shape the built environment in the region
  Objectives:
    - To cultivate an understanding of regional influences within a global framework
    - To develop an ability to consciously respond to the environmental and social extremes existing within the region.

- Expand students' awareness of social, political, and economic issues
  Objectives:
    - To develop social/professional activism
    - To develop an ability to promote humanitarian and environmental values

- Foster self-initiative and self-confidence to achieve intellectual autonomy
  Objectives:
    - To develop independent, self-directed achievements in design

Learning Outcomes

The Bachelor of Architecture program prioritizes the education of the individual student and development of his/her intellectual and creative abilities. The study of architecture investigates principles and applications of technology, art, humanities, engineering, physical and social sciences, business and management. Architectural design, finally, is the synthetic practice that links and gives significant form to these interdisciplinary contributions.

The Bachelor of Architecture program aims to prepare students for leadership roles in the profession of architecture. The focus of the program is on architectural design, but the curriculum seeks to address all aspects of the profession.

Faculty members of the Department of Architecture developed the stated learning outcomes with the intention to test and revise this self-assessment tool through annual review and evaluation informed by faculty and student feedback. These learning outcomes are included in course descriptions and students' course evaluation forms were revised to include their assessment of the learning outcomes.

Upon completion of the Bachelor of Architecture program, graduates should be able to:

- Apply historical precedents to inform and enrich the design process
- Describe how personal design work relates to historical traditions and design theory
- Explain the diversity of roles in contemporary architectural practice
- Demonstrate an understanding of the standards of professional practice

- Analyze and explain the cultural role that the architectural profession plays within regional and global contexts
- Demonstrate an understanding of the principles of universal design
- Demonstrate the ability to employ traditional means of representation, computer-aided design, digital modeling and digital fabrication to develop and communicate design ideas
- Articulate, present and discuss design proposals in verbal, written and graphic form
- Employ research, analysis and iterative processes to inform and enrich the process of design
- Engage in critical self-reflection in order to evaluate the design process and its results
- Demonstrate the ability to integrate structural, constructional and environmental control systems into a comprehensive building design proposal
- Analyze and explain the relationship between building design and environmental sustainability
- Demonstrate an understanding of how traditional and contemporary building technologies have been developed to respond to environmental challenges

Self-Assessment in the Department

Many of the procedures for long-term planning discussed in Section I.1.4 also serve the self-assessment procedure in the department. For example, accreditation visits, curricular review and development, pedagogy retreats and faculty discussion at regular faculty meetings provide regular, formal opportunities for self-assessment.

In practice, these formal cycles are augmented by the normal operation of the program and the daily interaction between colleagues invested in the program. This ongoing dialogue creates an environment of collegial discussion among faculty and between faculty and administrators that leads to ongoing, near constant evaluation of what we are doing, how we are doing it, and how we can improve our efforts.

At present, the Department of Architecture utilizes the following tools to assess the level of achievement of the program outcomes:

- Design Studio Critiques
- Student Course Evaluations
- Course File and Course Assessment Report
- Faculty Design Reviews to assess the progressive nature of learning outcomes in the studio sequence (faculty only)
- Faculty Pedagogical Retreat
- Student Summer Internship Report
- Summer Internship Partner Report
- Faculty Annual Reports (required by all faculty to document their role in curriculum implementation and their suggestions for improvements in the department environment, goals and program outcomes)
- Graduating Student Exit Survey
- Employer Survey
- Alumni Survey

Issues identified by these mechanisms translate to formal processes governed by department, College and university policy. For example, ideas and challenges revealed during the Faculty Design Review, public studio critiques, faculty discussion during regular department meetings and less-formal dialogue amongst colleagues informs curricular revision and new program development formally pursued through processes defined by the departmental bylaws, College policy and the university governance.

The department's curriculum is reviewed and evaluated on a regular basis by the department curriculum committee and by the faculty as a whole during faculty meetings and the semi-annual faculty design reviews held at the end of each semester.

Individual course proposals as well as substantial curricular revisions are created, reviewed and edited by department and College faculty curriculum committees, HOD, Associate Dean and Dean internally before being sent to the University Undergraduate Curriculum Committee and the Vice Provost for Undergraduate Affairs and Instruction. Throughout the process faculty seek input from all constituent groups and study best practices at peer institutions.

The 2011-2012 curricular revision process serves as another example of the way in which self-assessment procedures are applied to effect change and improvement. The revision occurred over the course of 12 months and included discussions across a range of venues and topics. Input from faculty design reviews and faculty pedagogical retreats occurred in parallel with dialogue between colleagues at department faculty meetings; these discussions informed the specific areas for revision. The department faculty also worked with the Dean to align department and College-level goals. Internally, the department Curriculum Committee led the revision process while individual faculty members were recruited to augment the curriculum committee and contribute insight related to coursework in their area of expertise. Drafts of the revision along with particular sub-topics were discussed monthly at departmental faculty meetings.

Design Studio Critiques
Public design studio critiques augment the course evaluations and serve to enhance discussion at the Faculty Design Review. The department organizes midterm and final reviews to ensure in-depth faculty participation. The HOD visits each review to assess performance firsthand. In addition, the program actively solicits the participation and insight of visiting critics drawn from the local and global professional community in order to gauge performance.

The Department of Architecture regularly receives visiting faculty who provide effective feedback from professionals who teach at other comparable programs in North America. The department also invites local and regional practitioners and alumni to participate in studio reviews throughout the year and especially to review final projects. Their input on the student work and the program as a whole provides an important self-assessment tool.

Course Evaluations
The University mandates formal student evaluation of all courses for content and teaching. These evaluations involve a section with multiple- choice questions, which are machine-scored, and a short answer section.

All courses in the department are evaluated each semester by both faculty and students. The University recently linked all student course evaluations to pre-registration resulting in a near-100% response rate. The faculty member, as well as the Head of Department and the Dean of the College review course evaluations in order to assess achievement, consistency and student insight. These course evaluations are also reviewed as part of the annual review by the HOD and Dean and also included in the application for tenure and promotion.

Course File and Course Assessment Report
The course file, and specifically the Course Assessment Report contained in the file, provides a self-assessment opportunity for faculty to reflect and report on teaching and learning in relation to course objectives. At the end of each semester, faculty members submit course files for each course taught. Course files for all courses taught are available to all faculty and administrators via the department's intranet and provide evidence of learning outcomes achieved. Each course file includes:

- Course syllabus, policies, requirements, evaluation criteria and schedule

- Course assessment by faculty
- Student grades in all assignments
- Required readings
- Representative student work for all course requirements (tests, exams, assignments, projects, etc.); each representative assignment includes samples of high and low pass.
- Miscellaneous course related material

The Course Assessment Report, contained within the course file, includes a series of questions regarding the instructor's assessment of the course. The questions include:

- Were the Learning Outcomes appropriate for the course?
- To what extent were the Learning Outcomes met?
- List the CAAD and/or University resources that contributed to your course; were the resources available and appropriate for the course?
- Were the assessment tools appropriate for meeting the Learning Outcomes?
- Was the balance of assessment appropriate?
- Are the prerequisites appropriate for the course?
- Discuss any relevant problems of the course that may have been barriers to learning.
- Were the NAAB performance criteria appropriate for the course? Were all of the performance criteria met?
- Were the Department goals appropriate for the course?

The answers to these questions provide a wealth of information. The HOD reviews responses during annual evaluations and the information provides valuable insight to the individual class as well as broader curricular issues regarding teaching effectiveness, curricular refinement, and the assessment of objectives and outcomes. Potential problem areas are referred to the appropriate committee or working group. In some cases, problems are referred to the Associate Dean or Dean. In addition, the Course File and Course Assessment Reports are archived and shared through a website accessible to all faculty. This has proven to be a valuable resource for faculty teaching a course for the first time

Faculty Design Review

The Faculty Design Review is a new self-assessment tool introduced in fall 2010. The Faculty Design Review occurs over the course of one day at the end of each semester and typically lasts for nine hours. Examples of high and low pass work from each studio year-level is displayed and participating faculty provide an overview of the pedagogical and curricular intent.

In these sessions, the faculty presentation is followed by a discussion on strengths, weaknesses and opportunities for improvement. The presentations are followed by general conversation amongst all faculty regarding each year level. The process provides a venue for reflection and also an awareness of shared objectives between year levels.

Over the course of the day each studio year-level is presented and links, or potential links, are made between year-levels, as well as between studios and required courses that deliver specific performance criteria. Following the discussion, outcomes inform further discussion amongst the year-level coordinators, the curriculum committee and the Head of Department.

Prior to the implementation of the Faculty Design Review, individual faculty had little opportunity to survey the broad spectrum of student work. After three semesters focused on the design studios faculty have gained a better understanding of the overall sequence as manifest in the teaching methodologies deployed by their colleagues.

In spring 2012 the format for the Faculty Design Review was revised to include more focus on the required, non-studio courses. Studio work was exhibited as a backdrop, but the presentations and discussion addressed required courses responsible for student performance criteria. Moving forward the Faculty Design Reviews will focus on studio courses in the first meeting of the year and non-studio courses in the second meeting.

Faculty Pedagogical Retreat
As described previously in this section, the department instituted a new faculty pedagogical retreat in fall 2010. These retreats are both speculative in terms of planning and reflective in terms of self-assessment. As a form of self-assessment the retreats provide an opportunity to review focused on a simple question, "What do we want to do?" and the faculty dialogue focused on brainstorming at the broad scale of pedagogy. The goal was to allow the faculty to think expansively about the College, methods/opportunities for teaching, and untapped potentials for improving our student's education. The discussion was consciously not about operational issues, logistical challenges or immediate questions of implementation.

For many faculty members, these fundamental and expansive discussions had not occurred since the founding of the department. Many faculty noted that this was the first time they were asked to consider the broad agenda of the departmental mission independent of any immediate crisis or pending deadline. As a result there was some initial effort required to overcome the tendency to focus on short-term issues or 'problems'.

The revisions in the 2012 curriculum were a direct result of these discussions. In addition the faculty established a shared commitment to "making" that is beginning to influence course development and outreach opportunities capitalizing on the new CAAD Labs facilities established in 2010. In fall 2011 CAAD received funding from the university to establish a new full scale Design-Build Lab that is now under development.

Moving forward the pedagogical retreat will become a permanent component of the department's long-range planning process. Designed to operate off cycle and in between the schedule of major accreditation visits the pedagogical retreats will allow for critical reflection on the core mission of the department.

Internship
To qualify for the Bachelor of Architecture degree, students must fulfill the internship requirement prior to graduation. Each student must complete 200 hours of internship during the summer after their third or fourth year of study. The primary purpose of the internship is to expose students to the profession and give them an opportunity to apply their academic knowledge in a practical setting.

During their internship, students must have at their workplace a designated internship supervisor, a person whom the CAAD Internship Director can communicate with as necessary. During Internship, students will keep a journal of work experience (sketches, drawings, documents, notes, photographs, samples of work, etc.) as well as weekly time sheets signed by the supervisor. Students are expected to contribute to the workplace as dedicated professionals in terms of work ethics, good working relations with supervisors and colleagues as well as punctuality in the office.

The student's Final Report includes a diary and description of the training activities and the type of work carried out by the student during the Internship and must clearly demonstrates the student's contribution to the various projects. The Final Report should include descriptive text of projects that the student was involved in, as well as copies of notes, sketches, drawings, photographs, site visits, etc.

The internship also provides important feedback and communication with the profession. Employers evaluate the students' ability to advance ideas through design development, effectively collaborate with colleagues and critical learning and thinking skills. Their findings are included in the CAAD Internship Evaluation survey completed by the student's internship supervisor.

Faculty Goals and Objectives Outline (FGOO)
At the start of the Fall 2010 semester the College instituted the Faculty Goals and Objectives Outline. This outline, and discussions pertinent to it, should:

- Provide faculty with the opportunity to outline their vision for scholarly and professional development, while providing for greater discussion and understanding of Departmental, college and university visions, desires and needs
- Generate an understanding of the kind of activities, initiatives and aspirations for consideration in pursuit of the faculty member's intentions in the short, medium and long terms
- Cultivate a conscientious reflection and ongoing discussion by faculty with the department and College so as to position each in relation to personal and institutional visions, missions, goals, objectives and initiatives
- Identify the kind of individual, departmental or College support needed or desired to best achieve the agreed upon goals and objectives

While the format of the outline is left open, and the document will likely evolve, it should include the following components:

- Vision: an outline of professional/creative/service/scholarly goals, objectives and initiatives for the academic year and beyond, in the context of the faculty member's and institution's long-term aspirations and needs
- Relevance: the specific relevance of the faculty member's individual intentions to the mission and enhancement of the department, program, College, university, profession, and/or community
- Outcomes: the potential outcomes and benefits of the professional/creative/service/scholarly goals, including possible venues and timeframes for peer review, publication, exhibition and/or other forms of dissemination
- Support: a description of appropriate resources, contextual to the department, College and university, desired to help attain the goals and objectives

In terms of procedure:
- The FGOO must be submitted to the Head of Department and Office of the Dean by the beginning of the 3rd week of class in Fall Semester, and a time to discuss the outline must be held within the following four weeks of the semester. The meetings will be an opportunity to exchange ideas on the outline, and modifications must be resubmitted to all offices noted above
- The Head of Department shall make a copy of the FGOO available to all relevant Directors and Coordinators, such as the Director of Graduate Architecture and Urbanism, and the Coordinator of Foundations. Any appropriate Director or Coordinator shall participate in the meeting with the Head of Department. However, administrative oversight and authority remain with the Head of Department
- The FGOO will be considered a complementary document to the Faculty Annual Report, Course/Faculty Assessments and Course Files and may be taken into consideration, together with these submissions, at end-of-the-year faculty performance evaluations
- The FGOO may also be taken into consideration, along with the Research and Scholarship Abstract and Database, in In-Depth and Promotion Reviews

Faculty Annual Report
In conjunction with the Faculty Goals and Objectives Outline, the Faculty Annual Report (FAR) provides an assessment tool for evaluating annual faculty performance.

The primary purpose of the appraisal process is to develop and improve employee performance. The appraisal is based on the interaction of at least two persons. The process is a continuous feedback loop of which periodical and annual reviews are an integral part. These reviews are times during which Dean, Department Head and faculty are encouraged to have formal interaction aimed at measuring and improving performance. Throughout the process the focus should be on desired achievements and the support required to achieve these outcomes. As AUS has a culturally diverse workforce, managers as well as employees should be cognitive of cultural values and belief systems that might affect the outcome of any discussion.

In the FAR faculty are assessed in the areas of teaching, research and service based on the following rankings:

Excellent – This is when an employee has made significant and exceptional contributions to advance the position of the department and/or university towards excellence and prominence. Only a small percentage of employees will consistently exhibit the level of excellence required to receive this rating.

Exceeds Expectations – This is going beyond what is expected; i.e., consistently exceeding all assigned goals and being instrumental in the department's success. The employee receiving this rating has performed in an exemplary manner. It means anticipating needs and taking the initiative to provide more than is expected or required of their job.

Meeting Expectations – This is doing what is expected of a fully qualified and experienced employee in the job. Meeting expectations is successfully accomplishing established goals and objectives, i.e., "Key Results Expected" and satisfactorily demonstrating the related job competencies. This rating implies that the employee is competently performing the duties of the job.

Below Expectations – This generally means that the employee either has not met some of the agreed upon goals or has not demonstrated the required competencies of the job. Competencies can be demonstrated with varying levels of proficiency and it is usually a poorly demonstrated competency that causes the poor quality of the outcome. For example, an individual whose primary role is customer service may accomplish his/her objectives, but customers may complain about the employee being harsh and inconsiderate and do not wish to deal with him or her. Improvement is necessary to meet the expectations of acceptable performance.

Unsatisfactory – The employee has failed to achieve "Key Results Expected" and/or has not performed to expectations related to job competencies. Unsatisfactory may be defined as being incompetent in a required area or being unable or unwilling to perform assigned tasks.

Graduating Student Exit Survey
The exit survey is administered by the Office of Institutional Effectiveness and Planning and provides important feedback on student perceptions regarding courses, resources, and the effectiveness of learning outcomes as well as their intended career plans.

Alumni Survey

The department is in regular contact with alumni and other members of the architecture profession. Outreach to alumni and practicing professionals provides a rich source of constructive feedback on the College's curricula. To date, however, there has been no systematic effort to survey alumni to solicit their input regarding the value and applicability of the education they received while studying architecture at AUS. The Department of Architecture Alumni Committee has been charged with creating an alumni survey to be conducted at fixed intervals.

I.2.   Resources

I.2.1.   Human Resources & Human Resource Development

Faculty Matrix

Spring 2011

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number
Brian Andrews		ARC 302	
Mohammed Balila		ARC 302	
Richard Hay		ARC 402	ARC 434
Eirik Heintz		ARC 302	
Michael Hughes		ARC 202	
Ahmed Mokhtar			ARC 454
Mona El Mousfy		ARC 202	
Amer Moustafa		ARC 506	
George Katodrytis		ARC 506	
Tim Kennedy			ARC 272
Ginger Krieg		ARC 506	ARC 232
Ahmed Mokhtar			
Samia Rab			ARC 225
Mehdi Sabet			ARC 463
William Sarnecky		ARC 202	
Kevin Sweet		ARC 402	
Jason Ward		ARC 402	

Fall 2011

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number
Joseph Colistra		ARC 401	ARC 463
Michael Hughes		ARC 201	
Eirik Heintz		ARC 301	
George Katodrytis		ARC 505	
Ahmed Mokhtar			ARC 455
Nadia Mounajjid			ARC 325
George Newlands		ARC 301	
Samia Rab			ARC 325

Jay Randle		ARC 505	ARC 227
Mehdi Sabet		ARC 401	
William Sarnecky		ARC 401	
Kevin Sweet		ARC 201	
Faysal Tabbarah		ARC 201	
Stephen Velegrinis		ARC 505	
Jason Ward		ARC 301	

Summer 2011

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number
Michael Hughes	Co-taught summer studio in Milan, Italy	ARC 505	
George Katodrytis	Co-taught summer studio in Milan, Italy	ARC 505	
Kevin Mitchell	Co-taught summer studio in Milan, Italy	ARC 505	

Spring 2012

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number
Joseph Colistra		ARC 402	ARC 354
Michael Hughes		ARC 202	
Mona El Mousfy		ARC 202	
George Katodrytis		ARC 506	
Cristiano Luchetti		ARC 402	
Ahmed Mokhtar			
George Newlands		ARC 302	ARC 232
Jay Randle		ARC 506	
William Sarnecky		ARC 402	ARC 434
Kevin Sweet		ARC 202	
Faysal Tabbarah		ARC 302	
Stephen Velegrinis			ARC 272
Jason Ward		ARC 302	ARC 344

Faculty Resumes
Faculty resumes are located in Part IV Section 2.

EEO/AA
The American University of Sharjah is fully committed to equal opportunity at all levels without discrimination on the basis of race, gender, religion, age (within the constraints of UAE Labor Law), physical ability, family status, or national origin. In addition, discrimination is prohibited on any other basis prohibited by law that applies to the faculty member's employment at the University. As a university formed on American models, AUS will give priority to candidates who have substantial experience in American models of higher education.

AUS is committed to the principles of fair employment and the elimination of all vestiges of discriminatory practices that might exist, and is free from unlawful discrimination and harassment.

The University has unambiguous guidelines regarding hiring and admissions processes in the context of maintaining diversity. Admission and recruitment in the College of Architecture, Art and

Design are bound by university policies and practices and fully support their objectives. The university and College clearly state their commitment to non-discrimination in all official promotional materials and mailings to prospective students and faculty applicants. The ethnic, racial and linguistic diversity of the AUS campus as well as the gender balance of students, faculty and staff show the effectiveness of these social equity policies.

The administrative structure of the university supports faculty representation and access to the formulation of policy and procedure at the program, the department and the college levels. Elected faculty committees review curriculum and program development and participate in faculty recruitment and promotion decisions.

There are numerous means by which faculty and students participate in the formulation of policies and procedures, including student representation at college faculty meetings and the Student Council. Staff participation is exhibited through a variety of means as well. One College staff member attends all College and department faculty meetings, and the assistant to the dean conducts weekly meetings with the members of the staff associated with the College.

Please see Section I.1.3 along with the University's EEO Policy on pg. 16 of the Staff Handbook and Section 2.C of the Faculty Handbook.

Diversity
In addition to the information contained in Section I.1.2, the Department of Architecture developed and approved a new diversity policy in spring 2012. The statement codifies the approach to diversity that has been in practice since the beginning of the department.

The new policy can be found online at:
http://www.aus.edu/info/200170/college_of_architecture_art_and_design/453/naab_accreditation/

The department faculty and College administration have acknowledged the need to work proactively to recruit new faculty that represent a broad range of cultures and backgrounds. Similarly, the department is aware that while our student body is approximately 75% female, our male faculty account for 75% of the teaching staff.

In 2009-10 few women applied to the faculty search and no women were advanced to the short list.

Over the past two years the faculty, HOD and Dean have made a concerted effort to increase awareness of the program and the local culture to encourage female applicants to apply for open faculty positions. Collectively, we have sought to overcome perceived stereotypes, particularly among women in the US and Western Europe, by attending conferences to visit with potential candidates and share information about academic and social life in the UAE.

In 2011-12 we received 135 applications, including approximately 45 female candidates, and five women were included in the short list. In addition one female candidate was included on the short list for the director of foundations.

Building on this improvement, the administration is working to develop more opportunities for formal and informal recruitment through an enhanced program of invited lectures, workshops (such as DesignWeek), and visiting critics for final reviews. We believe that increasing the number of people who can experience the College and the culture first hand will help us convey the true, positive nature of our context to a wider audience.

Faculty Appointment, Promotion and Tenure
The Architecture Program fully supports and complies with the official policies set out by the AUS Faculty Handbook in its faculty search procedures and appointments. These procedures apply to

full-time faculty positions and can be found in the faculty handbook, Chapter 2, Section C. The handbook is located at http://www.aus.edu/download/downloads/id/347/aus_faculty_handbook.

Below are relevant excerpts from the faculty handbook regarding the appointment of faculty:

> The University is fully committed to equal opportunity at all levels without discrimination on the basis of race, gender, religion, age, family status, or national origin. In addition, discrimination is prohibited on any other basis prohibited by law that applies to the faculty member's employment at the University. As a university formed on American models, AUS will give priority to candidates who have substantial experience in American models of higher education.

> All appointments to faculty ranks are made by the Chancellor on the recommendation of a College, school, department or other appropriate academic or administrative unit with the concurrence of the appropriate Dean and the Provost. The University does not normally promote faculty at the time of initial appointment. Those with substantial professional experience who are new to academia may be appointed to the rank of Associate Professor.
> Notification of appointment is made by letter from the Chancellor. This letter of appointment specifies (a) academic unit, (b) rank, (c) salary and related financial conditions, (d) benefits and (e) the length and type of contract. Previous correspondence between the Head or Dean and the prospective faculty member concerning these matters is unofficial and not binding on the University.

Procedures for promotion are also based on the faculty handbook and can be found in Chapter 6 Section C.2. Full promotion procedures can be found in the handbook as referenced above. Below is an excerpt on the eligibility of faculty for promotion.

> A faculty member is considered for promotion to higher rank based on demonstrated excellence in teaching, scholarly activities and service, and normally becomes eligible to apply for promotion after a period of five years in the preceding rank with a minimum of one year under faculty contract at AUS. When a new faculty member has approved post-terminal degree professional experience that relates to the intended area of teaching and scholarly activities, the Dean of the hiring unit, with approval of the Provost, may award a maximum of two (2) years of credit toward promotion eligibility at AUS. This credit must be documented in the initial AUS employment contract signed by the incoming faculty member. Additionally, at least three (3) years of full-time teaching experience must be evidenced to be eligible to apply for promotion.

Initial regular faculty appointments are for three years after which faculty may be reviewed for a second three-year contract. Following the second three-year contract faculty are reviewed again for consideration of a four year rolling contract.

> The four-year rolling contract is a mutually acknowledged expectation of continuing employment. A four-year rolling contract is renewable each year based on annual evaluation of the faculty member's performance. If the outcome of the annual evaluation of the faculty member with a four-year rolling contract is not positive, the faculty member will complete the remaining three years of his/her contract before termination.

All contract types and definitions may be found in Chapter 2 Section A of the above referenced faculty handbook.

Lectures, Exhibitions and Visiting Critics

Lectures, CAAD, 2010—2011 Academic Year

- Lecture by Design faculty Ludmil Trenkov titled "youGuide, A Platform for connecting people through places," Oct 2010
- Lecture by Design faculty Clement Vincent titled "Les Grecs du Roi – The Coming of a Greek Script Font in France's Sixteenth Century," Oct 2010
- Lecture by Design faculty Gaurang Desai titled "Design, Design Research and Design Education: New Challenges and Directions," October 2010
- Performance by sound artist Ziad Antar titled "VideoWorks," Oct 2010
- Lecture by Juan Velasco (Senior Graphics Editor, National Geographic Magazine) titled "Information Graphics in Design for Editorial," Apr 2011
- Lecture by Lara Khoury titled "Breaking the Barrier in Arabic Type Design," Apr 2011
- Lecture by David Armstrong titled "Cinema—A Human Approach to Topography," Apr 2011
- Lecture by Bill Taylor titled "The Three R's in Conservation—Reflect, Restore, Resurrect," May 2011

Lectures, Department of Architecture, 2010—2011 Academic Year
- Lecture by Ilona Maier titled "Office Code—Building Connections Between European Cultures and Workplace Design," Oct 2010
- Lecture by the Head of Architecture Department Michael Hughes titled "Tectonic Landscapes," Oct 2010
- Exhibition by Architecture faculty Brian Dougan titled "Italia 2010: Una Mostra di Disegni," Nov 2010
- Lecture by students titled "Summer 2010: A Presentation by Brian Dougan and Students," Nov 2010
- Presentation of projects by Media x Design Lab, Swiss Federal Institute of Technology (EPFL) and CAAD architecture students, Nov 2010
- Lecture by architecture faculty Brian Andrews titled "Form and Detritus," Nov 2010
- Lecture by architecture faculty Jason Ward titled "Work.," Dec 2010
- Lecture by architecture visiting faculty Ahmed Khadier titled "Learning To See, To Understand and To Express—Reflections on the Journey from AUS to Harvard and Back," Dec 2010
- Lecture by Sumaya Dabbagh and Panel Discussion (chaired by Simon Crispe of WS Atkins) titled "Architecture and Identity: Dubai's Distorted Reflections," Dec 2010
- Lecture by CAAD architecture students titled "Amman Lab II," Dec 2010
- Lecture by CAAD alumnus Salem Al- Qassimi titled "Arabish," Dec 2010
- Presentation by Dr. Farouk Yaghmour, jury member of the 1st Award cycle (2008); Suha Al-Salamain from the American University of Sharjah, Award winner of the 3rd Award cycle (2010); Farah Kassab from the American University of Beirut, third prize Award winner of the 2nd Award cycle (2009); Tahereh Rajabi from the American University of Sharjah, honorable mention Award winner of the 2nd cycle (2009), titled "Omrania / CSBE Student Award for Excellence in Architectural Design in Amman, Jordan," Mar 2011
- Lecture by interior design faculty Robert Reid titled "Inspiration, Innovation and Intervention—A Holistic Approach to Design," Mar 2011
- Lecture by Alessandro Petti and Sandi Hilal titled "Architecture and Revolt—On Refugee Camps and the Reshaping of the Middle East Political Space," Mar 2011
- Lecture by CAAD alumna Lamya Gargash titled "The Last Seven Years," Apr 2011
- Seminar by the RIBA Gulf Chapter CPD (Continuing Professional Development) titled "Contractual Liability and Potential Pitfalls for Architects," May 2011
- Lecture by Michele Arnaboldi, Apr 2011
- Lecture by Stephen Luoni titled "Problems in Organized Complexity," Apr 2011

- Lecture by Jim Williamson titled "Imagination / Representation," Apr 2011
- Lecture by Michael Fox titled "Interactive Architecture: Getting Smaller and Getting Smarter," Apr 2011
- Lecture by Robert Corser titled "Many Small Parts: Dilemmas of Multiplication," Apr 2011
- Lecture by Jeremy Ficca titled "Material Divulgence," Apr 2011
- Film screening by architecture faculty Tim Kennedy titled "The Floating Life of Dubai Creek," May 2010
- Lecture by architecture alumnus Abdullah Al-Shamsi of SHAPE Architecture Practice+Research titled "Poke.Like.Comment," May 2011
- Lecture by South American architects at AUS titled "The Cube in the Desert," by Javier Artadi and "Archi-tecture and Colors of Peru," by Oscar Gonzalez Moix, May 2011
- Lecture by Eric Tomich of SOM titled "Burj Khalifa: A Case Study in Collaborative Design and Engineering," May 2011
- Lecture by Catarina Cana of OMA titled "Winning Competitions and Completing Projects Worldwide: OMA, SANAA, Herzog & de Meuron," May 2011

Exhibitions, CAAD, 2010—2011 Academic Year
- Exhibition by UAE artist Mohamed Abdullah (Abu Lehia) titled "Unlimited Arts," Dec 2010
- Exhibitions by UAE artist Mohammed Yousif titled "Nature to Nature" March—April, 2011
- Exhibition of student work of CAAD Design Week, April 2011
- Graduation Show, titled "6 Degrees," June 2011

Exhibitions, Department of Architecture, 2010—2011 Academic Year
- Exhibition of projects by Media x Design Lab, Swiss Federal Institute of Technology (EPFL) and CAAD architecture students, Nov 2010
- Exhibition by CAAD architecture students titled "Amman Lab II," Dec 2010
- Exhibition of selected graduating projects of The Omrania / CSBE Student Awards, Feb 2011

Lectures, CAAD, 2011—2012 Academic Year
- Lecture by Rania Ezzat titled "Artist and citizen of the World," February 2012
- Lecture by design faculty Shoaib Nabi Ahmad titled "Socially Responsive Communication Design," March 2012
- Roundtable discussion, "The Big Project: Designing the Cities of the Future" in association with the AIA Middle East, April 2012

Lectures, Department of Architecture, 2011—2012 Academic Year
- Lecture by Rafael Torrelo Fernandez titled "Architectural Explorations—Student Thesis Projects from The Universidad Politecnica de Madrid," October 2011
- Lecture by Steven Ehrlich, FAIA, RIBA; titled "Multicultural Modernism," December 2011
- Lecture by architecture faculty Samia Rab titled "Designing Culture in the 21st Century," January 2012
- Lecture by alumnus Mustafa El Sayed of Zaha Hadid Architects titled "ZHCDRG Zaha Hadid Computation & Design Research Group," April 2012
- Lecture by architecture faculty Jay Randle titled "All I Really Need to Know I Learned From the Ancient Greeks," May 2012

Exhibitions, CAAD, 2011—2012 Academic Year
- Design Days Dubai 2012, work exhibited by CAAD students during the inaugural Dubai event, March 2012
- Exhibition titled "Spaces of Letter Exhibition" in association with the Sharjah Calligraphy Biennial 2012, May 2012

Exhibitions, Department of Architecture, 2011—2012 Academic Year
- Exhibition by architecture students titled "L'Avventura Dei 18 Studenti;" featured work completed by students participating in the ARC 505 summer program in Milan, Italy
- Exhibition of ARC 505 student work from the Bank of Sharjah sponsored studio in Fall of 2010.

Student Admission into the Degree Program
Freshman students are admitted to the degree program through a "gateway" process between first and second years. This process involves the evaluation of student performance based on their cumulative grade point average; foundations design studio grade point average and a portfolio score. All students are required to submit a portfolio at the end of their first year. Emphasis is placed on studio performance and compensates for potential weaknesses in non-major courses. Based on the established ranking system, top-performing students are automatically admitted based on GPA while lower-tier students are more carefully evaluated based on a variety of criteria. For additional information on admission requirements, please refer to Appendix X.

Freshman advising
Students at the freshman level are advised as a group as to degree requirements in the architecture program. A variety of issues such as academic integrity, credit hours, contact hours and pre-requisites are explained. Students are also advised on the requirements of the foundation year and the need to compete for the limited seats in the second year studios. The registration process is clarified during advising and CAAD staff registers freshman students. Individual advising continues to occur throughout the year.

Advising for sophomores and above
Advising in architecture is administered by a small core group of academic advisors. Each semester, prior to preregistration, advising sheets are created for each year level that outline the essential information for the registration process. An outline of required courses and timings is included along with recommendations of general education requirements and possible major electives. In addition to the advising sheets that are handed to all students in the studio, an advising session is scheduled that allow advisors to meet with each group of students to go over the information on the advising sheet and answer any questions they might have. All advisors are available to students during office hours throughout the semester for advising and assessment of on-line degree evaluations. Most of the information students would need in order to make informed decisions about courses and curricula is located in the catalog and is also available on-line.

Each semester, special topics courses, major electives and other College/school free electives are advertised prior to pre-registration on the bulletin board outside the administrative offices. Faculty teaching these courses produce posters with course descriptions, learning outcomes, timings and other pertinent information to help students decide what elective courses to take. Faculty teaching these courses are also listed so that students can approach them with any questions.

In the semester prior to graduation, degree audits are conducted by advisors and the Office of the Registrar to ensure requirements are met.

Other/Probationary advising
The AUS Academic Support Center (ASC) provides students assistance in academic matters through group and individual advising. The Center works directly with reinstated students,

students on academic probation, and students with other academic difficulties, such as students with physical challenges who face learning obstacles, or students with specific learning disabilities. The ASC works with faculty members to identify "at-risk" students, follow their progress through the degree program and provide advising and support as necessary. The center coordinates and tracks student retention and the progress of first-year students. The ASC also reviews petitions from students seeking reinstatement following academic dismissal from the university.

Personal advising/counseling

The University Health Center (UHC) at AUS provides educational, supportive and consultative health care to all students in order to complement their academic experiences on campus and provide a healthy and safe learning environment. With three full-time physicians, five full-time nurses and a counselor, UHC student services include referrals to specialists in all fields; contraception education and counseling; health education programs including counseling and preventative medicine and general psychological counseling.

Student Learning and Counseling Services (SLCS) offers comprehensive support to students to enhance their success at AUS. The staff at SLCS is dedicated to assisting students in their pursuit of academic and personal growth, helping them gain a better understanding and appreciation of themselves, and supporting them as they make important decisions about their lives.

Career Guidance

The AUS Office of Development and Alumni Affairs (ODAA) Career Services provides continuous support, advice and guidance for current students - freshmen, sophomore, junior and seniors - in order to help them secure rewarding professional careers and internship opportunities. This is conducted through comprehensive preparatory programs, workshops, conferences, seminars and training courses that enhance and improve job search and preparation, interviewing skills, employment contract negotiation skills, career-planning skills and CV writing skills among many others. Furthermore, through the informal network of faculty contacts, the Department of Architecture provides access to employment opportunities at various firms throughout the region as well as the global market.

At CAAD career guidance occurs through internship preparation, Intern Development Program (IDP) information sessions and informally through conversation between the students and their academic advisor or studio professors. Students who seek career guidance can also be put in touch with many of our alumni who work locally in the profession.

Internship Placement

A non-credit-bearing Internship is required for all undergraduate students at CAAD (Architecture, Interior Design, Visual Communication, Multimedia and Design Management). Students must successfully complete an Internship during summer after the 3rd year of their studies. The purpose of the Internship is to expose students to the profession and give them an opportunity to apply their gained academic knowledge into practice.

Stage 1: Preparing for Internship

Students are expected to prepare their CVs, compile a portfolio of their design work and begin searching for an internship placement with companies/firms whose primary professional work is related to the student's major. It is possible to find internship placements in a large or small firm in the UAE, the Gulf Region or other parts of the world with a professionally registered and reputable company. Lists of companies/firms that may be interested in accepting student interns will be shared to all by email.

Companies/firms will normally ask for an applicant's CV, portfolio of work as well as for an interview before any offer for placement is made. They may also ask for an official letter from the CAAD Internship Office in which the College formally expresses support for the student's request for internship placement. Once an offer for internship is made and accepted by the student the Student Internship Placement form needs to be completed and submitted to the CAAD Internship Office by the student.

All students will have to be registered for summer Internship. It is the responsibility of the students to do so and to verify this on the AUS Banner system. Students do not pay tuition to register for the Internship but are responsible for an AED 200 administrative fee.

Stage 2: Undertaking Internship
This stage will take place during the summer (June through September). The timing is agreed between the firm and the student intern. The required minimum duration of the Internship is 5 continuous weeks (200 hours) in a single firm.

While doing their internship, students must have at their workplace a designated internship supervisor that serves as a liaison to the CAAD Internship Office. During Internship, students must maintain a journal of work experience (sketches, drawings, documents, notes, photographs, samples of work, etc.) as well as weekly time sheets signed by the supervisor. Students are expected to contribute to the workplace as dedicated professionals in terms of work ethics, good working relations with supervisors and colleagues as well as punctuality in the office.

Phase 3: Submitting Internship documentation
To complete the Internship requirements, each student must make a final submission of required documents to the CAAD Internship Office of the following:
1. Internship placement information
2. A one-page reflection paper
3. Student intern weekly timesheets signed by the supervisor
4. Evaluation of student intern performance by the supervisor (confidential)

The final submission must be prepared and submitted by the student intern to the CAAD Internship Office by a predetermined date during the fall semester.

Evaluation
Evaluation of the work performed during internship will be based on all the required documents submitted. The student internship grade will be either Pass or Fail.

Facilitation of Student Research, Scholarship and Creative Activities
The Department of Architecture provides students with many opportunities for scholarship beyond the classroom and studio through participation in faculty-led research and creative work both on campus and off campus through study abroad programs.

Faculty Led Research
ESCAN Sharjah Emirati Housing competition: $55,000USD stipend/invited competition; team comprised of 5 faculty members, 16 students from architecture, interior design, graphic design and urban planning; 9-week summer session
Form, Furniture & Graphics: Fall 2011 faculty-led elective seminar exploring the reciprocal confluence of 2D graphics/typography and 3D form-making in the context of furniture design
Salone Satellite 2012, Milan Italy: Booth design and fabrication for the CAAD Salone Satellite entry employing principles explored in the Form, Furniture & Graphics course. Four current students and four recent alumni fabricated and exhibited their furniture work at the booth.

Research-based Workshops, Department of Architecture
Rendering, architecture faculty Brian Andrews (in association with DesignWeek 2011)
Imaginary Practices, Jim Williamson (in association with DesignWeek 2011)
Tectonic Detail, Michele Arnaboldi (in association with DesignWeek 2011)
Urban Design, Stephen Luoni (in association with DesignWeek 2011)
Sustainable Interiors, architecture faculty Robert Reid and Mehdi Sabet (in association with DesignWeek 2011)
Robotics Workshop architecture faculty Kevin Sweet, summer 2011
Topological Modeling, architecture faculty Faysal Tabbarah, summer 2012

Research-based Workshops, CAAD
Interactive Design, Michael Fox (in association with DesignWeek 2011)
Calligraphy, Majid Alyousef (in association with DesignWeek 2011)
Adaptations, Lara Assouad Khoury (in association with DesignWeek 2011)
Calligraphy, Majid Alyousef (in association with DesignWeek 2011)
Interactive Design, Michael Fox (in association with DesignWeek 2011)
Film Production, David Armstrong (in association with DesignWeek 2011)
XYZ 3D Type, Yara Khoury (in association with DesignWeek 2011)
Parametric Modeling, Gehry Technologies (in association with DesignWeek 2011)
CNC Router+Furniture, Robert Corser (in association with DesignWeek 2011)
Utilizing the Kuka Robotic Arms, Jeremy Ficca (in association with DesignWeek 2011)
Fiberglass, Basel Shuhaibe (in association with DesignWeek 2011)
Hardware, design faculty Tonya Sweet (in association with DesignWeek 2011)
Pottery, architecture faculty Brian Dougan (in association with DesignWeek 2011)

Study Abroad
Seeing in Italy: Drawing Experience in Italy, May/June 2012
CAAD study tour to North Germany, Switzerland and Austria, November 2010
Amman Lab Workshop, July/August 2010
Italian Study Abroad Program, Milan; June/July/August 2011
Amman Lab Workshop, April 2011
CAAD visit to Qatar, April 2012
ARC 493 Seeing/Drawing History in Italy, July 2012
Italian Study Abroad Program, Milan; June/July/August 2012

Facilitation of Student Organizations and Honorary Societies
The Department of Architecture in conjunction with CAAD provides support and encouragement for student involvement in various student organizations at AUS campus as well as academic and professional memberships beyond campus. Additionally, the department is working to establish membership in professional honor societies. Architecture students have strong student government representation within AUS through their student council representative. Students in the Department of Architecture have established a local chapter of AIAS to represent the College; during the summer of 2010, the College financially supported student travel to the AIAS Grassroots Leadership Conference. The College is currently organizing a chapter of Tau Sigma Delta.

I.2.2.   Administrative Structure & Governance

The College of Architecture, Art and Design is a major academic component of the university and enjoys a degree of autonomy that is comparable to that of other professional architectural programs in North America. Decisions affecting academic affairs and allocation of resources are made by the University's Provost, and are subject to approval of the Chancellor and the Board of Trustees. The chief administrative officer of each College and school is an academic dean. The

other Colleges/school of the university are the College of Arts and Sciences, the School of Business and Management and the College of Engineering.

The Dean and Associate Dean each serve 12-month terms. The Associate Dean and Head of Department are 50 percent administrative positions, with the expectation that he/she will teach a half load each academic year, or nine credit hours.

The Department of Architecture is an academic component of the College of Architecture, Art and Design. The Department of Architecture is administered by the Head of the Department.

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│                          DEAN                            │
│                     Peter Di Sabatino                    │
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                            │
┌─────────────────────────────────────────────────────────┐
│                    ASSOCIATE DEAN                        │
│                    Dr. Ahmed Mokhtar                     │
└─────────────────────────────────────────────────────────┘
        │                   │                     │
┌──────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ ARCHITECTURE │   │ DESIGN DEPARTMENT│   │  URBAN PLANNING  │
│  DEPARTMENT  │   │                  │   │                  │
│              │   │ Design Management,│  │ Master of Urban  │
│ Architecture,│   │ Multimedia Design,│  │    Planning      │
│ Interior     │   │ Visual            │  │                  │
│ Design       │   │ Communication     │  │ Coordinator:     │
│              │   │                   │  │ Jerry Kolo       │
│ Head: Michael│   │ Head: David Hewit │  │                  │
│ Hughes       │   │                   │  │                  │
└──────────────┘   └──────────────────┘   └──────────────────┘
        │                   │                     │
┌──────────────┐   ┌──────────────────┐   ┌──────────────────┐
│  ARC Faculty │   │   DES Faculty    │   │   UPL Faculty    │
└──────────────┘   └──────────────────┘   └──────────────────┘

                                          ┌──────────────────┐
                                          │   FOUNDATIONS    │
                                          │ Coordinator:     │
                                          │ Dr. Ahmed Mokhtar│
                                          └──────────────────┘
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Faculty Governance

Faculty are responsible for creating and maintaining the departmental bylaws which provide governance structure, assign responsibility for various duties, and describe procedures and rules for departmental governance. These bylaws are superseded by the AUS Faculty Handbook and any CAAD policies.

Curriculum development is initiated by faculty and expanded on by the Curriculum and Assessment Committee (created in spring 2012). This standing committee is comprised of three members – one elected by departmental faculty and two appointed by the Head of Department. The Curriculum and Assessment Committee is a recommendation body to faculty and is responsible for the oversight of course/program assessment efforts and curriculum development and implementation. The committee provides recommendations that are voted on by department faculty during departmental meetings. Students and staff are welcome to initiate ideas and provide input to the Curriculum and Assessment Committee on all topics related to the curriculum.

Degree Programs Offered in the Department of Architecture
Bachelor of Architecture
Bachelor of Interior Design

I.2.3. Physical Resources

Description of Physical Plant
The CAAD facilities consist of two contiguous architecture and design buildings (AD1 and AD2) centered on dome covered atria. The AD1 and AD2 buildings collectively house the lecture hall, class and seminar rooms, exhibition galleries, resource labs, studios, offices and storage. All architecture students are provided with a permanent studio workspace of their own. The facility supports interaction between students and faculty of different programs, and all labs and classrooms are shared.

Studios for the Department of Design are located in AD1 while AD2 houses the Department of Architecture, the Foundations program and faculty offices. Seminar rooms, resource labs and exhibition galleries are shared by both departments and are located in both buildings. A 96-seat lecture hall in AD1 provides space for large classes and guest lectures. Both departments share three dedicated computer labs and the Department of Architecture provides computers in the second year studio for Architecture and Interior Design students. A printing output lab dedicated to the printing needs of both departments accommodates prints of every possible size in color and black and white. The basement of AD1 and a portion of AD2 is dedicated to the CAAD Labs which house facilities for traditional wood and metal work, ceramics, an interactive lab, prototyping machines, various computer numerically controlled (CNC) machines including two robotic arms, a full darkroom, a print lab, a materials library and a photo studio.

Changes to Facilities: Proposed or Since Last Visit
Since the last NAAB visit CAAD has added a large fabrication workshop now called CAAD Labs. The previous workshop was expanded nearly 250% by expanding the wood shop, the metal shop, adding a ceramics lab, an interactive lab and a large number of computer numerically controlled machines. The list of added CNC machines is:
- Three 3D printers (powder, plastic and epoxy)
- A second laser cutter
- A large (1m x 3m, 400w) laser cutter that can cut metal
- Two 3D routers
- A hot wire foam cutter
- Two robotic arms

All of AD2 was remodeled and to provide for more design studios and to add new fire exits.

Computing Resources

CAAD Software
- CAAD provides central access to network-licensed and individually licensed software to all CAAD faculty, staff, students, labs and studios.
- Currently purchased software includes:
- <u>3D rendering software:</u> Rhinoceros 3D, VRay for Rhino, 3D Max
- <u>3D Simulation software:</u> Adobe Maya
- <u>CAD/CAM software:</u> MasterCAM
- <u>ARC/GIS drawing:</u> AutoCAD Architecture, Revit, ARCGIS, Digital Project, Bentley Academic, IES VE Pro

- <u>Design software:</u> Adobe Design Premium 5.5 and Master Collection 5.5
- Students at CAAD can also purchase Microsoft software, such as Windows 7 Professional and Microsoft Office Professional 2010, at a reduced rate from the Microsoft education licensing (Volume Licensing agreements) program.
- The Academic Computing Department is part of the academic division at the American University of Sharjah. The team manages and distributes software from a number of site licenses and bulk purchase schemes for the University.

CAAD hardware
- High end computational workstations in architecture labs/studios (with on-site business service support for all workstations).
  - 56 high-end Dell Precision workstations for 2nd year Architecture studio
  - 25 high-end Dell Precision workstations for Architecture computer lab.
  - 29 iMacs' for general Mac Lab
  - 36 high-end iMacs for the CAAD interactive labs
- Smart classroom for digital education.
- Faculty laptop program for greater flexibility and mobility in the learning environment.

Printing
- Wide range of network based color printers available for printing to all faculty/staff and students.
- Graphic design wide format plotters for professional photography printing.
- Wide format plotters entails:
- Two HP Designjet z6100ps and two HP Designjet 5000ps for graphical design printings.
- Two HP Designjet 4000ps and one HP Deisgnjet T1300ps for architectural/GIS printing.
- One HP Designjet 1000cm for wide-format sheet printings.
- High volume plotters for quick architectural/GIS printings.
- High resolution tabloid/wide format scanners for archiving documents/portfolios.

Library software and hardware
- 174 computers available in the Library for patron use
- Laptops check out system for mobile use within the Library
- High resolution scanners & high volume printers available in each floor for student and faculty use.
- Network/licensed software available for patron use are:
  - Adobe Design Premium CS5.5
  - Microsoft Visual Studio 2010
  - Microsoft Office 2010
  - Microsoft Project Professional 2010
  - Microsoft Expression Design 3
  - Maple 11
  - Minitab 16
- Information Commons (IC) Help Desk, staffed by IC staff and student assistants, to provide computing and technology assistance in the following areas:

Wired and Wireless network description
- AUS wired/wireless network is available free to faculty, staff, students and invited guests and offers a flexible way to access the internet and online resources from wireless Access Points across the University campuses using a laptop or smart phones.
- The wireless network runs on 802.11n technology and improves rogue Access Point (AP) and intrusion detection, central management operations and guest access services.

Storage

- Store your files in online network folder so you can access them from anywhere with the AUS network or Intranet connection.
- CAAD Network folder space entails:
  - Personal Network folder (U Drive):
- 5GB for staff and
  - 50GB for faculty
  - CAAD faculty/staff shared folder (caad$): 75GB
  - CAAD student/faculty shared folder (classes$): 800GB

Email description

- AUS email address consists of your username followed by "@aus.edu". If your username is ayman your e-mail address will be ayman@aus.edu. For students, it will consist of your ID number followed by "@aus.edu".
- AUS email is accessible via online web portal (mailspot.aus.edu) or configured in PC/Mac desktop/laptops via MAPI/IMAP web protocol.
- Email quota entails:
  - Faculty/Staff (@aus.edu): 3.5GB
  - Student (@aus.edu): 500MB
  - AUS alumni email (@alumni.aus.edu): 10GB

VPN service

- Access the University's computer network is available from off-campus using secured VPN connection.
- You must be a AUS member of faculty, staff or student to use the service, as you will need your central username and password.
- VPN access download and configuration is available from vpn.aus.edu

Fileshare service

- Fileshare service is similar to the web service www.yousendit.com. The AUS File Sharing Facility takes a file you'd like to share from your computer, copies it to a unique Holding Area on the File Sharing Facility server, then emails instructions for retrieving that file to whomever you specify. The recipient(s) then download your shared file from the File Sharing Facility server to their computer using a Web browser.
- After a period of time, the file is automatically deleted. This service can be used for both on and off campus use as a replacement for attachments in emails or FTP servers.

IT Support available for CAAD students

- Set up and configuration of new machines (laptops/desktops)
- Maintenance and Support for lab equipment and software
- Installation of software
- Training on common desktop applications
- Troubleshooting software, hardware and network issues
- Troubleshoot and provide printing support in CAAD Print Labs
- Planning and consultation support for student computer competencies, program activities, instructional technology, Computer Center usage, classroom space, and workshops.

Banner

- Web enabled interface for students, Faculty, and staff to view class schedule and assign grades for courses taught every semester.
- Short descriptions of courses and schedules for classes held each semester.
- People involved with various teams surrounding the banner Project.
- Students use the Banner portal to:

- o register for classes.
- o display & print out class schedule.
- o view holds.
- o display & print out grades & transcripts.
- o Print Degree Audits
- o View Student's Records

iLearn
- With the state-of-the-art online technologies, students and faculty enjoy a wide range of course management tools in an intuitive and a secure online environment.
- You will be able to use iLearn, the campus-wide virtual learning environment, to effectively manage both your course tasks and requirements online.
- iLearn offers tools for course documents access, assignment management, online learning collaboration, learning groups coordination, online assessments, learning performance benchmarking and much more.
- Students use iLearn every day to facilitate their learning activities and extend the learning experience beyond the concrete walls of the traditional classroom.
- With iLearn, faculty have tools to engage and motivate learning by broadening access to content, connecting learning communities and promoting student collaboration both inside and outside the classroom.

Video portal
- AUS Library offers a service for Faculty to encode material to digital format for use in iLearn.
- The Streaming Video Reserves service provides digitization of video intended for educational use through iLearn to students currently enrolled in the class.
- Faculty may request streaming video for use in current semester courses. Requests must be submitted using the Streaming Videos Reserves Form. The form and material to be digitized can be submitted to library staff at the Circulation & Reserves Desk.
- The following formats can be digitized: DVD, VHS and video from some external devices.
- Material to be digitized must be owned either by the library or by the person requesting the digitization. Third-party copies, recordings, or transfers, including rentals or personal recordings of television broadcasts cannot be digitized.
- Video is digitized and placed on the video portal server. Links to the video are then provided to faculty which can be posted in iLearn for the duration of the semester. Copies of digitized material will not be provided.

Replacement cycle description
- To insure the university's computer hardware remains consistent with current technology, the replacement of faculty, staff, and lab computers follows a clearly defined process.
- All computers and hardware are on a three-to-four-year replacement cycle.
- The Academic Computing determines replacement of computers in labs and any other reorganization of the remaining lab computers.

Recognized Issues with Facilities
Not applicable.

I.2.4. Financial Resources

Revenue/Expense Category	FY 2009 - 10 (Actual Expenses)	FY 2010 - 11 (Actual Expenses)	FY 2011 - 12 (Actual Expenses)	FY 2012 - 13 (Budget)	FY 2013 - 14 (Estimate)
Revenue					
UG Student Tuition (CAAD Majors)	36,063,430	41,003,718	45,805,820	47,638,053	49,543,575
UG Tech Fee (CAAD Courses)	598,220	455,720	583,045	606,367	630,621
Sale of Supplies	13,040	18,577	12,988	13,507	14,048
Fees and Fines	29,913	30,653	74,658	77,644	80,750
Revenue Total	**36,704,603**	**41,508,668**	**46,476,511**	**48,335,572**	**50,268,994**
Expenditures					
Salaries, Benefits and Allowances					
Salaries	11,216,818	12,502,674	13,410,178	13,723,436	13,860,670
Employee Benefits and Allowances	4,243,217	4,896,281	4,974,901	5,124,920	5,176,169
Salaries, Benefits and Allowances Total	**15,460,035**	**17,398,955**	**18,385,078**	**18,848,356**	**19,036,840**
Operating Expenditures					
Stationery, Office and Instructional Supplies	191,221	398,845	291,550	247,169	249,641
Office Furnishings	221,364	80,327	60,415	29,690	29,987
Computer Software	145,960	460,912	112,007	191,109	193,020
Printing and Institutional Promotion	9,143	0	77,735	9,118	9,209
General Services	0	1,464	334	335	338
Repairs and Maintenance	386,547	107,218	102,768	209,741	211,838
Travel Local and Foreign	116,981	100,611	175,643	134,030	135,370
Recruitment Costs*	61,439	102,820	161,504	132,162	133,484
Internet/Telephone/ Postage	9,816	16,764	23,277	8,157	8,238
Faculty Training and Development Capital Expenditures	124,306	267,465	165,225	275,250	278,003
Faculty Research Grants	6,556	138,443	7,752	89,240	90,132
Other Operating Expenditures	404,823	232,649	251,973	173,600	175,336
Operating Expenditures Total	**1,678,156**	**1,907,519**	**1,430,184**	**1,499,601**	**1,514,597**
Capital Expenditures					
	1,838,968	607,209	311,607	679,000	685,790
Capital Expenditures Total	**1,838,968**	**607,209**	**311,607**	**679,000**	**685,790**

Expenditures Total	18,977,158	19,913,683	20,126,870	21,026,957	21,237,226

* Recruitment Costs are centralized under the Provost's Office. Amounts listed are only approximate and are not guaranteed for FY 2012-13 and FY 2013-14.

Revenues include amounts received during the Academic Year (Fall and Spring semesters). Expenditures are based solely on direct costs charged to individual UG departments within CAAD, combined with Dean's Office expenses allocated using a ratio of UG (CAAD majors) tuition vs. GR (CAAD) tuition revenue.

Costs per Undergraduate Student in FY 2012

School/College (Major)	AY Cost per UG FTE (AED)
College of Architecture, Art and Design	43,150
College of Arts and Sciences	34,061
College of Engineering	42,661
School of Business and Management	41,309

UG Student FTE number is based on registered credit hours at School/College. FTE = 30 registered credit hours per Academic Year (AY) (Fall and Spring).

All above expenditures represent only direct expenses of the School/College. They do not include indirect costs, overhead and other administrative costs.

One-Time Capital Project Expenditures	Amount (AED)
AD1 Renovation	
FY 2009 - 10	2,499,126
AD2 Renovation and CAAD Labs	
FY 2009 - 10	17,827,926
FY 2010 - 11	6,265,134
FY 2011 - 12	255,995
Total AD2:	**24,349,055**
Grand Total:	**26,848,181**

Currency conversion: USD 1.00 = AED 3.68

The American University of Sharjah (AUS) owns its land, infrastructure and buildings, which have been funded by the Government of Sharjah through the generosity of His Highness Sheikh Dr. Sultan Bin Mohammad Al Qassimi, Member of the Supreme Council of the UAE, Ruler of Sharjah and President of AUS.

AUS allocates 20% of its annual UG and AA (Achievement Academy) tuition revenue towards Student Aid. Student Aid is awarded merely based on financial need, regardless of the program the student is enrolled in. In FY 2011 - 12 Student Aid actual expense amounted to AED 73,446,629 and for FY 2012 - 13 the Financial Aid budget is currently set at AED 80,699,088.

Beginning September 2012 AUS will begin paying for Water and Electricity usage, which until then has been waived. The cost of utilities is estimated to be around AED 23.5m in FY 2012 - 13 and around AED 31.3m in FY 2013 - 14.

I.2.5. Information Resources

General Information
The resources and services of the AUS library have been developed in accordance with the library's mission statement, which emphasizes the library's commitment "to providing library services to reflect, support, and fulfill the institutional goals" of the university. The *Library Development Plan* provides direction to ensure that adequate resources, facilities, services, staffing, and financial support are available. The plan is reviewed annually to update progress and identify any new directions required to support the university's developments. Progress is reported annually through the library's annual report.

Collections
Library resources provide direct support for: student research at the undergraduate level; faculty teaching; basic graduate student and faculty research in program areas; general information, readership and lifelong learning needs of the university community. In order to ensure that students are exposed to a range of information and learning formats, the library has developed a blended collection of traditional print materials, multimedia, and digital resources. The print and media collections grow by approximately 8,000 items per year, and online resources are added as required for program support. The library's *Collection Development Policy* guides the selection of material so that adequate support is provided to all information needs of the university. Subject guides identify specific ranges of collection support for each program area, and are updated regularly to reflect program changes.

The library collection consists of approximately:
- 126,000 book and media items
- 270 print journals plus thousands of full-text journal literature
- 115,000 e-books (includes owned plus leased books)
- 50+ online databases

The library uses the Library of Congress classification system and subject headings and the online catalog can be accessed via the library homepage. The collection is shelved on "open stacks" suitable for browsing and self-service. General Collection books and media items are available for loan in accordance with the library's circulation policies.

Facilities and Computers
The library building is located next to the Main Building in the center of the campus, with a total of 8,750 square meters of usable space on three floors. The facility houses an "information commons" computer environment; two computer classrooms for teaching information literacy and research skills; book, periodical and media collections; study spaces including group study and presentation rooms; media preview rooms; circulation/reserves and reference desks; self-checkout stations; university archives; library technical services; and library administration offices. The seating capacity is approximately 800 or nearly 20% of the current student population. Over 135 computer workstations provide students with "one-stop" technology convenience including full Internet access, Microsoft Office products, electronic research materials, library resources, specialized academic software, etc. For added convenience, 35 laptops are available for checkout and wireless coverage extends throughout the building. Scanners (A4 and A3), color and b/w printers and photocopying equipment are also available. Other facilities in the building

include: a faculty development center, video-conference classroom, bookstore, café, and testing center.

Archives
AUS Archives is a non-circulating repository for the institutional records of the University. These records represent the history, function, organization and structure of AUS. Archives' responsibility lies in collecting, maintaining, classifying, and preserving these records, and also making them available to researchers as necessary. Archival material consists of documents, photographs, DVDs, videos, posters, CDs and blueprints. A recent addition to the Archives has been masters theses submitted to the various colleges/schools of AUS.

Library Services
The full range of library services is provided to support student learning and faculty teaching and research activities: circulation, reference, reserves, information literacy program (delivered as part of academic writing courses), subject-specific information skills instruction, research assistance, document delivery, interlibrary loans, 24-hour remote access to online resources via the library home page, extended service hours during the academic year (90.5 hours), and library liaison with Colleges, Schools, and Departments.

Library Staff
The library staff consists of ten professional librarians, four library specialists (paraprofessional positions), nine library assistants and information technologists, four part-time library assistants and 31 student assistants.

All AUS librarians and library administrators hold accredited Master's Degrees in Library and Information Science from institutions accredited or recognized by the American Library Association. Annual goals form the basis of the performance appraisal process that measures librarian effectiveness, productivity and professional growth. Librarian goals are aligned with library goals (which are aligned with university goals) and a timeline for completion and measure of success is attached to each goal. Each librarian develops an action plan and the plan is reviewed by the librarian and supervisor throughout the year.

The library liaison to CAAD works closely with faculty to ensure that library collections and services meet the needs of students and faculty. She partners with faculty to teach students how to conduct research across a variety of formats.

Faculty and Student Participation
Librarians consult regularly with faculty and program and department chairs to ensure that program resource and access needs are met. Faculty members participate actively in the selection of material through both individual recommendations and departmental committee activities. The University Librarian is an ex-officio member of the University Undergraduate Curriculum Committee and the Graduate Program Council to inform program planning processes where information resources are concerned, and to be aware of potential program requirements. The library provides access to information beyond its own collection through cooperative agreements with other regional and international libraries and document service providers. These agreements serve primarily to augment access to research materials.
The library actively seeks recommendations for the library collection via a Suggest a Book link on the library homepage.

Visual Resources
In addition to its growing book, media and journal collections, the library provides access to the large digital image collection, ARTstor, a digital library of over one million images in art, architecture, the humanities, and social sciences. ARTstor includes a unique set of tools to view, present, and manage images for teaching and research purposes. Institutional or personal collections can be uploaded to ARTstor and made available to all or restricted to specific user

groups. The library also provides access to Grove Art Online with more than 6,000 searchable images from organizations including the Metropolitan Museum of Art, as well as 40,000 editorially selected image links to museums and galleries. CAAD also has a visual resources collection consisting of slides and digital images.

Subjects and no. of book titles:

Subject	No. of Titles				
	2001	2003	2007	2009	2012
HT166-169; HT170-177: Urban Design, City Planning	41	129	282	317	396
NA31-60: Encyclopedias, dictionaries	12	15	25	26	31
NA100-112: Architecture & the state, general works, preservation, economic aspects	12	19	35	39	45
NA120-130: Examination & licensing of architects	0	2	2	2	2
History NA 190-1555.5					
NA190-204: Historiography, general, style handbooks	10	23	36	44	56
NA205-209: Primitive; general vernacular	8	12	16	21	25
NA210-251: Ancient architecture: Middle East, Egypt, Babylonia, Persia, Asia Minor.	1	3	7	8	8
NA260-290: Classical Greece	8	14	28	29	30
NA295-340: Ancient Italy: General, Etruscan, emphasis on Rome, Pompeii	9	11	27	27	27
NA350-388: Medieval architecture: Early Christian, Carolingian, Byzantine, *Islamic*	20	43	60	64	67
NA490-497 Military architecture	2	2	3	4	4
NA510-575: Renaissance, 16th C.	1	2	4	4	5
NA590-600: Baroque, Rococo, Neoclassicism	5	5	6	7	7
NA603-682: 18th C-20th C	79	131	215	228	258
NA701-1614: Architecture of special countries, 16-20 C.	696	1121	1900	2132	2522
NA1995-2320: Architecture as a profession	36	60	102	114	130
NA2335-2360: Competitions	9	14	24	27	29
NA2400-2460: Museums, exhibitions	1	2	3	4	5
NA2500-2540.5: Theory, aesthetics, treatises	38	67	106	145	182
NA2541-2597: Special subjects in architecture, i.e. climate, energy conservation, environment, etc.	81	169	292	344	467
NA2599.5: Architectural criticism	1	2	3	4	9
NA2695-2728: Architectural drawing, CAD	71	108	140	161	195
NA2750-2817: Architectural design	75	116	174	200	264
NA2835-3070: Architectural details: works on regions or countries; interiors, domes, towers, etc.	18	49	75	104	144
NA3310-4050: Architectural decoration: classed by period, country, specific decoration of mosaics, etc.	17	21	37	41	47
NA4100-8480: Special Classes of Buildings					
NA4100-4145: Buildings classed by materials	10	17	32	40	54
NA4150-8480: Special classes of buildings: classed by form; by use: public, religious buildings; domestic; etc. by region or country and period	314	581	1087	1236	1528
NA9000-9428: Aesthetics of Cities; City Planning					
General works, history, special topics such as public squares, greenbelts, residential areas, skyscrapers, etc.	57	114	206	228	300
SB451-475: Landscape Architecture					
SB457.5-458.7: Special styles & types of gardens emphasis on Renaissance gardens, history of notable gardens of Western Europe, America, China, Japan	12	21	39	41	40
SB469: Landscape architecture: periodicals	5	6	10	11	14
SB470.7-472: Symbolism, general works	21	34	73	81	103
SB472.5: Landscaping industry	1	2	4	4	4

SB475.8-475.9: Special topics: water, hillside, etc.	4	5	8	9	7
TH 145-146: Building construction	13	24	21	22	28
TH 845-895: Architectural engineering. Structural engineering of buildings	3	9	19	31	46
TOTAL	**1691**	**2944**	**5101**	**5799**	**7079**

Multimedia Items
In response to faculty requests for additional visual resource materials, the library is actively enhancing its collections and adding new titles.

Electronic Books
Electronic books are primarily provided through e*brary*, a database of electronic books specifically targeting academic library users. *Ebrary* provides users with simultaneous, multi-user web-based access to a growing collection of 75,000+ full-text digital books, reports, and other authoritative content from leading publishers. The library also provides 11,800 electronic books in the field of information technology, desktop applications, software, and programming through *Safari Tech Books Online*.

Selected Print Journals
3D World
Abitare
AHSS Magazine (Architectural Heritage Society of Scotland)
Architect
Architectural Design
Architectural Digest
Architectural Heritage
Architectural Record
Architectural Review
Architecture and Urbanism (A+U)
arq: Architectural Research Quarterly
Casabella
Competitions
Conservation Bulletin (English Heritage)
Detail
Domus
El Croquis
Global Architecture - Houses
Harvard Design Magazine
Interior Design
International Journal of Architectural Computing
JA - the Japan Architect
Journal of Architectural Conservation
Journal of Architectural Education
Journal of Environmental Planning and Management
Journal of Planning Education and Research
Journal of the American Institute for Conservation
Journal of the Canadian Association for Conservation
Journal of the Society of Architectural Historians
Journal of Urban Design
Landscape Architecture
L'Arca International
Lotus International
Scotland in Trust

Studies in Conservation
Surface Design
Traditional Dwellings and Settlements Review
Urban Morphology

Access to Electronic Information/E-journals
The library has full-text access to 565 electronic periodicals in the subjects of Architecture, Art and Applied Arts. The library offers a wide range of information sources electronically, and provides links to all resources through its home page at http://library.aus.edu. The online library catalog provides detailed information regarding all resources owned, whether print or electronic, and in the case of the latter, provides direct links to full-text materials available online. Off-campus access to all electronic library resources is assured through an authentication proxy server that verifies users as members of the AUS campus community.

Through the **Journal Finder** link on the library homepage, users may browse electronic and print journals by title and subject and access articles directly.

Databases/E-journals
All database services and e-journals are available on the AUS Library website at http://library.aus.edu

Avery Architecture Index – a comprehensive index of journal articles published worldwide on architecture and design, archaeology, city planning, interior design and historic preservation. Offers access to more than 2,500 international journals, most of which are not indexed elsewhere, and more than 675,000 citations dating to the mid-18th century. Indexes the international scholarly and popular periodical literature as well as the publications of professional associations, US state and regional periodicals, and the major serial publications on architecture and design of Europe, Asia, Latin America and Australia.

Art Full Text – a comprehensive resource for art information featuring full-text articles, high-quality indexing and abstracting of over 600 periodicals (including 280 peer-reviewed journals), as well as indexing and abstracting of over 13,000 art dissertations and indexing of almost 200,000 art reproductions. The database also covers architecture and includes a database-specific thesaurus.

ARTstor Digital Library - provides more than one million digital images in the arts, architecture, humanities, and sciences with an accessible suite of software tools for teaching and research.

Grove Art Online – scholarly encyclopedia, covering both Western and non-Western art and visual culture. It features 45,000 signed articles, 23,000 subject entries, bibliographies, 21,000 biographies, 6,000 searchable images and 40,000 editorially selected image links to museums and galleries.

JSTOR – digital archive of 1,500+ academic journals, 1million+ images, letters, and other primary sources. Includes 31 titles in architecture and architectural history.

ProQuest Research Library – multidisciplinary subject coverage providing resources for both the basic needs and high-end requirements of students and researchers. Includes 5,000+ titles from 1971 onward and features a diversified mix of scholarly journals, trade publications, magazines, and newspapers.

Academic Search Premier (EBSCOhost) – multidisciplinary database provides full text for more than 4,600 journals, including 3,900 peer-reviewed titles. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for more than 1,000 titles.

Science Direct – covers authoritative titles from the core scientific literature with 2,500+ journals and 9 million+ full-text articles. Focus is on scientific literature, but also covers arts and humanities, and social sciences.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Program Student Characteristics

Race	2009			2010			2011		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Race and ethnicity unknown (N)	60	209	269	80	211	291	81	232	313
% of Total	22%	78%	100%	27%	73%	100%	26%	74%	100%

Demographics compared to the previous visit

Race	2009			2011			% Change		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Race and ethnicity unknown (N)	60	209	269	81	232	313	21	23	44
% of Total	22%	78%	100%	26%	74%	100%	35%	11%	16%

Demographics compared to the overall institution for Fall 2011

Race	CAAD			AUS			% of CAAD to AUS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Race and ethnicity unknown (N)	119	504	623	3000	2575	5575	-	-	
%	19%	81%	100%	54%	46%	100%	4%	20%	11.17%

Qualifications of all CAAD students admitted in Fall 2011

		Applications	Offers	Accepts
Fall 2011	Number	350	243	124
	Avg. GPA	3.68	3.67	3.68

Comparison of CAAD student qualifications in 2011-12 to Fall 2008

		Applications	Offers	Accepts
Fall 2008	Number	223	111	89
	Avg. GPA	3.80	3.83	3.84
Fall 2011	Number	350	243	124
	Avg. GPA	3.68	3.67	3.68

Time to Graduation

5 years B.Arch program	2009-2010	2010-11	2011-12
Percentage of matriculating students who complete the accredited degree program within 5 years	63%	74%	64%
Percentage of matriculating students who complete the accredited degree program within 150% of the normal time to completion (approx. within 6 years)	60%	76%	77%

Program Faculty Characteristics

	Fall 2009			Fall 2010			Fall 2011		
Race	Male	Female	Total	Male	Female	Total	Male	Female	Total
Race and ethnicity unknown	13	4	17	14	4	18	16	4	20
% of Total	76.5%	23.5%	100%	77.7%	22.2%	100%	80%	20%	100%

Demographics compared to those recorded at the time of the previous visit

	2009			2011			% Change		
Race	Male	Female	Total	Male	Female	Total	Male	Female	Total
Race and ethnicity unknown	13	4	17	16	4	20	3	0	3
% of Total	76.5%	23.5%	100%	80%	20%	100%	23%	0%	17.6%

Demographics compared to those of the full-time instructional faculty at the college overall for Fall 2011

Race	CAAD			AUS			% of CAAD to AUS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Race and ethnicity unknown (N)	35	5	40	267	86	353	-	-	-
% of Total	88%	13%	100%	76%	24%	100%	13%	6%	11%

Number of faculty promoted each year since the last visit.

Architecture faculty members promoted	
Academic Year	**CAAD promotions**
2009 -10	1
2010 -11	1
2011 -12	0

AUS faculty members promoted	
Academic Year	**Overall AUS**
2009 -10	26
2010 -11	36
2011 -12	17

Number of faculty receiving tenure each year since last visit

Architecture faculty members granted tenure (see section I.2.1 regarding tenure)	
Academic Year	**Number granted tenure**
2009 -10	4
2010 -11	2
2011 -12	3

AUS faculty members granted tenure[1]	
Academic Year	**Number granted tenure**
2009 -10	9
2010 -11	15
2011 -12	25

[1,3,4,5] The American University of Sharjah does not follow the tenure system; it instead offers rolling contracts to faculty. The figures above therefore indicate the number of rolling contracts provided to faculty for each year and not the number of faculty receiving tenure.

Compare to number of faculty receiving tenure at the institution during the same period.

Number granted tenure (see section I.2.1 regarding tenure)			
Academic Year	CAAD	AUS	%
2009 -10	4	9	44%
2010 -11	2	15	13.3%
2011 -12	5	25	20%

Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed

Faculty member	**Jurisdictions**	**2011 -12**	**2010 -11**	**2009 -10**
Michael Hughes	Georgia	●	●	
George Newlands	New Mexico	●		
William Sarneckey	New Mexico	●	●	●
Kevin Sweet	New Mexico	●	●	●
Mehdi Sabet	New York	●	●	●
Joseph Colistra	Colorado	●		
Eirik Heintz	Louisiana	●	●	●

I.3.2.   Annual Reports (2010 and 2011)

Part II (Narrative Report)
The narrative report in which a program responds to the most recent Visiting Team Report (VTR). The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB. In addition, this part is linked to other questions in Part I for which a narrative may be required. If a program had zero "not mets" in the most recent VTR or was "cleared of future reporting" in subsequent annual reports, no report is required in Part II.

Subsequent to the Visiting Team Report of February 26, 2010, the Bachelor of Architecture degree at the American University of Sharjah was awarded NAAB accreditation. As we understand it, the B.Arch degree at the American University of Sharjah is the first program outside the United States to seek and receive full NAAB accreditation. The initial term is for three years and the next visit will occur in the spring of 2013. The Visiting Team report cited three "conditions not met", three "causes of concern" and a further two "causes of concern" dating to the May 27, 2008 VTR.

Included below is a narrative description of changes in our program followed by information regarding our progress in responding to the outstanding concerns articulated by the Visiting Team.

DESCRIPTION OF CHANGES IN THE PROGRAM : 2011
Curriculum: Faculty in the Dept. of Architecture have proposed a revision to the Bachelor of Architecture (BArch) degree that will enhance and focus existing program goals, promote coordination and integration between required studio and lecture coursework, and provide an opportunity for students to participate

and significantly contribute to multi-and trans-disciplinary projects.

The proposed revision and realignment refines changes made to the curriculum during 2009-2010,which reduced credit-hour requirements from 172 to 159 for the 5-year BArch degree. In addition, the proposal leverages new opportunities afforded by changes to the NCARB (National Council of Architectural Registration Boards) professional licensing requirements and the NAAB (National Architectural Accreditation Board) guidelines for accredited programs in terms of the ARE format for NCARB and "ability" vs. "understanding" for NAAB.

The revised curriculum establishes a progressive structure of skills and theory that build on the preceding semester to achieve an effective education specifically focused on the professional discipline of architecture. Fundamental to this goal is the revision and/or elimination of some existing courses and the addition of some new courses. In addition, proposed realignments facilitate and enhance coordination opportunities between lecture courses and studio courses.

The proposal was submitted in November 2011 and if approved, as anticipated, it will go into effect in September 2012.

Significant proposed changes include:
1) Renewed emphasis on the importance of issues linking building and landscape design by expanding course content beyond the technical aspects typically associated with a narrow focus on site planning. A new course, "Introduction to Landscape" will replace "Site Planning" and this new course will be aligned with the ARC 201 "Architecture Studio I" to facilitate the introduction of landscape as a fundamental component of architecture. This integrated approach to architecture is a basic tenet of the Architecture Department at the American University of Sharjah.
2) Refocus the structures curriculum to focus on conceptual understanding, rather than the technical ability to execute structural calculations. Professional liability insurance typically prevents architects from doing calculations and explicitly requires collaboration with a licensed structural engineer. NAAB accreditation criteria reflect this contemporary reality in the recent change from the level of "ability" to the level of "understanding". Similarly, the sole licensing authority in the United States, (NCARB, the National Council of Architectural Registration Boards), has altered the registration exam to eliminate calculations in favor of conceptual understanding. In response, the "Structures for Architects" course has been revised explicitly linked, both in terms of the sequence of study and the course content, to the ARC 302 "Architecture Studio IV".
3) Refocus the environmental technology courses to focus on conceptual understanding and the ability to communicate and collaborate with professionals in the allied disciplines. Fundamental aspects, such as the effect of light, air, weather and orientation on building form and passive and site-specific strategies, will now be introduced earlier in the curriculum through a new class, "Architectural Principles".
4) Enhance curricular offerings that focus on issues specific to the discipline of architecture. The proposed curriculum includes three new courses that introduce and develop skills unique to the profession. Collectively, ARC 281 "Architectural Principles," ARC 382 "Architectural Detailing," and ARC 581 "Critical Practice and Contemporary Discourse" provide a new sequence that introduces both fundamental issues and skills as well as focused, advanced content previously missing from the curriculum.
5) Expand discipline specific history and theory courses from two to three. This proposal is based on a comparison with fifteen of the most widely respected programs in the U.S. The comparison revealed a range of three to seven required courses in history/theory, with the average being four. The new, proposed sequence includes ARC 222 "Modern Architecture and Urban Form," ARC 221 "Pre-Modern Architecture and Urban Form," and ARC 421 "Architectural Theory" that build upon broad knowledge acquired in the two, first-year "History of Design" courses.
6) Shift from "major electives" to "free-electives" to expand opportunities for student choice in regards to the pursuit of minors and self-defined intellectual inquiry.
Facilities: Following the 2010 upgrades and expansion of the new labs for wood, metal, clay and digital fabrication the Department is working with the newly appointed Lab Director to develop links between facilities, curriculum and course offerings that enhance student access and learning. In addition, the

College recently received a 300,000AED, (approx $80,000US), grant to initiate a new lab focused on full-scale design-build projects.

Faculty: New hires in the Department of Architecture for 2011-12 include Assistant Prof. Jason Ward and Visiting Asst. Professors George Newlands, Joe Colistra, and Faysal Tabbarah. A faculty search is now underway for faculty to begin in the fall semester of 2012.

DESCRIPTION OF CHANGES IN THE PROGRAM : 2010

At the level of the University, the School of Architecture and Design has been renamed and is now the College of Architecture, Art and Design. This move acknowledges and builds upon the College's existing faculty expertise, (mostly housed in the Department of Design), in the arts as well as existing coursework along with a desire to introduce new degree offerings in Art at the undergraduate and graduate level.

At the College level, the CAAD building underwent a $6.5 million renovation and remodel during the summer of 2010 that included the implementation of passive cooling strategies and high efficiency mechanical systems throughout the building. The passive cooling strategy included installation of new operable windows with exterior screens that shade the windows. Also included were upgrades to meet ADA and fire safety codes, new "smart" classrooms, a complete renovation of the lecture hall with state of the art AV equipment, additional exhibition and review spaces, and new furniture.

A series of new fabrication labs were also added to the newly renovated and upgraded wood and metal lab. New facilities include a Materials Lab and Library, an Interactive Lab, and a Wet Lab for clay along with the new $1.5 million Digital Fabrication Lab. The digital fabrication laboratory consists of two robotic arms, two 3D routers, a 400 watt large bed laser cutter, two small laser cutters, a 3D hotwire foam cutter, an industrial sized vacuum former and three different 3D printers.

The Department of Architecture received approval from the University, the Board of Trustees, and the UAE Ministry of Education for a credit hour reduction in the B.Arch degree program. The move reduces credit hour requirements from 172 to 159 for the 5-year B.Arch degree.

New hires in the Department include Head of Department Assoc. Professor Michael Hughes, Assistant Prof. Brian Andrews and Visiting Asst. Professor Jason Ward joined the Architecture program and Assistant Professor Robert Reid joined the Interior Design program.

1.4   *CONDITIONS NOT MET*

3.0   Public Information
To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditations.

2010 Visiting Team Assessment:
The following text is not included in the media publications of the university.
> *Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.*
>
> *The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented.*

Progress since the last visit: 2011 Report
The NAAB Response to AUS 2010 Annual Report stated the following--
"Satisfied; no further reporting required."

Progress since the last visit: 2010 Report
The required text for a NAAB accredited program has been included on the website and publications.

5.0   Studio Culture
The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

2010 Visiting Team Assessment:
This criterion is not met. The issue of time management as it applies to the faculty and the students is not adequately addressed. In addition, the policy should state a structured review process (annually, biannually, etc) by students and the faculty to assess its effectiveness.

Progress since the last visit: 2011 Report
The department's Studio Culture Task Force has been working to assess the current document and review 'best practices' in the policies of peer institutions.   Currently the task force is working through a draft document that will then be circulated to all constituent groups in the College for feedback. Subsequently, meetings with each group will provide an opportunity to hone the document and we anticipate that a final, revised document will be completed early in 2012.

In addition, the faculty have created a new "Year-Level Coordinator" position. This person serves to organize discussion among faculty in each year level prior to the beginning of each semester in an effort to minimize conflicts between deadlines and due dates. The goal is to ensure that students are provided with a reasonable schedule across all required courses.

Progress since the last visit: 2010 Report
The new Head of Department will initiate a self-study task force in the Spring of 2011 to address the concerns of the Visiting Team as well as look at the development of a broader "Learning Culture" policy that aggregates studio culture with other aspects of the department: seminar and lecture courses, study abroad, student government, undergraduate research opportunities, outreach, service, and extracurricular activities.

The HOD will work with members of the faculty, staff and students organizations to ensure participation by all constituent groups. The task force will begin with a review of the current policy, discussions with constituent groups, and an examination of best practices at peer institutions.

The membership of the self-study task force will form the membership of a new standing committee in the Department charged with regular review and assessment of the document and its effectiveness.

8.0   Physical Resources
The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

2010 Visiting Team Assessment:
Unlike many schools of architecture the quantity of physical space is not an issue at the SA+D. Ample

space is provided for offices, studios, lecture, seminar, classroom, media, and leisure needs. There are several computer labs and a well-organized woodshop. In addition to the onsite men's and women's dormitories, quality on-site faculty housing is provided as a standard benefit. Maintenance, renovation and expansion projects are on-going within the SA+D building; a partial renovation was completed in summer 2009 and plans for a second renovation/addition are in place for construction in summer 2010. Long term planning for the enlargement of the program includes the primary physical resources of the SA+D building.

But there are reasons why this criterion is not met. Neither the site nor the building is in compliance with ADA including the recently completed partial renovation at the building entry. We could find no evidence of a plan to bring the building or the site into compliance with ADA or that it was an administrative concern. Additionally, there are a number of tripping hazards associated with damaged site paving and the newly constructed feature stairs at the building entry for which we could find no plans for correction. The tripping hazards are of particular concern to the NAAB team for the safety of all, especially the many students who wear the *abaya* (robes).

Progress since the last visit: 2011 Report
During the renovation the front entry stair was rebuilt and the problem corrected. As a result we have experienced no tripping problems over the past 16 months.

Progress since the last visit: 2010 Report
Renovations completed in the summer of 2010 addressed the ADA compliance issues. In addition, fire safety and egress accommodations are now compliant with international codes.

13.29   Architect's Administrative Roles
Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts.

2010 Visiting Team Assessment:
ARC 561: Construction management delivered by the Department of Civil Engineering partially meets the requirement of "recommending project delivery methods" and student outcomes demonstrate a level of understanding.

The syllabus for ARC 462 covers the full NAAB requirement. However no evidence was found in the student outcomes for "obtaining commissions, negotiating contracts and selecting consultants".

Progress since the last visit: 2011 Report
The NAAB criterion, Architect's Administrative Roles, is one of the learning outcomes of ARC 463 Professional Practice. The material is conveyed through multiple modes of delivery. Readings are assigned covering this criterion; specifically, *"obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts."* These readings are supplemented by lectures reinforcing the topic. Students demonstrate their understanding of the material through examinations administered throughout the course and various homework assignments. Also, an in-depth Case Study is assigned that requires students to interview and prepare a report and presentation on the administrative methodologies of a local design firm. Examples of assignments and the course syllabus are attached to the end of this document as "Appendix 13.29".

Progress since the last visit: 2010 Report
As part of the new 159 credit hour curriculum implemented this year, a new course, ARC 463: Professional Practice, has been designed and deployed that specifically addressed this concern. The new course consolidates content from ARC 462 Design Management and ARC 561 Construction Management, both of which are no longer part of the curriculum.

1.5   *CAUSES OF CONCERN*
A. Absence of Bylaws
The team is concerned that there are no bylaws specific to the Department of Architecture that govern the various responsibilities and activities of the faculty. Departmental bylaws can be seen as a vital document in building institutional capacity for shared governance. A bylaws document will outline responsibilities and procedures that prepare the department to efficiently address change.

Progress since the last visit: 2011 Report
A task-force has been established to create a new set of bylaws specific to the Department of Architecture. A review of peer institutions along with an initial assessment of needs has been completed and a draft outline has been circulated to faculty for comment. We anticipate that a completed document will be finished by spring 2012.

Progress since the last visit: 2010 Report
The Department will begin an analysis of the bylaws at the University and Department level in the spring of 2011.

B. Faculty Evaluation Criteria
Faculty expressed concern and frustration over the lack of clear criteria for the assessment of their performance for promotion and advancement to a 4-year rolling contract. The department and school are encouraged to define their measures of performance in all the dimensions of creative activity that are typical for the discipline of architecture. The definition would not only add transparency to the process for new faculty but would also aid their colleagues across campus when asked to conduct faculty reviews for promotion and other awards.

Progress since the last visit: 2011 Report
The Department has established a Promotion Criteria Task Force charged with developing a policy for evaluating faculty performance in the area of scholarship. This policy will be completed in the fall 2012 semester for approval by the department faculty. Following departmental approval the document will be forwarded to the Dean and the Provost for administrative approval as per University policy. In addition, the task force is working on a venue matrix. This matrix is only intended to be illustrative and to serve as a metric for making judgments of particular dissemination venues for scholarship.

This work is seen as part of an overall and holistic effort to increase clarity and transparency in the department through shared governance and articulated policies and procedures. As such, it is linked to the development and implementation of the Mentorship Committee and mentoring procedures as described below in the section on "Faculty Mentoring and Orientation."

Progress since the last visit: 2010 Report
While the University's Faculty Handbook covers the basic performance expectations for promotion and advancement, issues specific to the Department and the College will be reviewed as part of the analysis of the bylaws scheduled to begin in the spring of 2011.

C. Faculty Retention
The Department of Architecture faces a special challenge with retaining faculty; this will require an institutional response. The department and the school need to develop policies and faculty development programs that protect its investment in achieving excellence in teaching and creative activity among its junior faculty.

Progress since the last visit: 2011 Report
The Head of Department discussed this issue with NAAB administrators Andrea Rutledge, Keelan Kaiser and Ted Landsmark at the 2011 ACSA Administrators Conference in Los Angeles.   Specifically, NAAB representatives were asked if NAAB provided data or statistics on retention rates. In lieu of this information Ms. Rutledge, Mr. Kaiser, and Mr. Landsmark all agreed that the visiting team's assessment

was problematic because it lacked associated, objective criteria or data.

Unfortunately the VTR arrived during the summer of 2010 at a point when the Dept. was in transition between Department Heads. This circumstance led to our inability to challenge this cause of concern when it was first raised. However, at this point, in light of comments and guidance received at the 2011 ACSA Admin Conf and given the lack of data or statistics regarding faculty retention, we request that this 'concern' be removed such that we are no longer required to report on our progress in addressing this concern.

That said, we can report that the Department of Architecture did not have any 'regrettable' departures during the 2010-11 academic year. Three faculty members did, however, leave the department during the 2010-11 academic year.

Progress since the last visit: 2010 Report
Current statistics indicate that faculty retention at the University is at or below normative benchmarks for institutions in the United States.

In the Department of Architecture the average turnover rate is approximately 7.3% over the past five years. During that time span the Department has averaged 1.4 faculty departures per year against a faculty roster of 15 to 18. Of these departures, the majority left of their own accord and one of these faculty members returned to the Department after a three-year absence. One faculty member departed because their contract was not renewed.

The American University of Sharjah is monitoring faculty turnover at the institution with particular focus on regrettable departures. In the past five years the Department of Architecture has not had any regrettable departures. Some turnover in the faculty is of course healthy and may allow the department to evolve in new directions.

Additional CAUSES OF CONCERN dating to the VTR of May 27, 2008

Professional Degrees and Curriculum
VTR May 27, 2008:
The team is concerned that under the current curriculum students are required to take as many as 19 credits per semester and only in the first year and the final semester are students registered for less than 16 credits. The requirement for 172 credit hours is far in excess of the NAAB requirement for the B. Arch. (150 semester hours) and limits students' ability to take electives outside the school or to minor in other subjects. Further, students shared concerns that as architecture students with significantly higher course loads than their peers in other degree programs they are unable to engage in extra-curricular activities or university-wide programs.

While the APR alludes to a curriculum revision that would reduce the overall requirements, at the time of the visit that revision was still pending approval by the administration.

2010 Visiting Team Assessment:
This continues to be a concern. The curriculum change to 159 SCH has been approved by the department's and school's curriculum committees and is pending before the university's curriculum committee. It is expected to be approved and implemented for the student cohort that begins in the fall semester 2010. Once implemented the new curriculum should open the possibility for additional learning opportunities and thereby resolve this concern.

Progress since the last visit: 2011 Report
As noted in the 2010 report, the new 159 credit hour curriculum is now in place. Per University policy, students are allowed to graduate based on the catalog they came in on or the catalog in place at the time of their graduation. In this way, all of our current students can elect the new, 159 credit hour curriculum, thereby benefitting from the reduced load.

In addition, a second revision to this new curriculum has been submitted to the university curriculum committee for approval.   If approved, as expected, the revision would be implemented for the cohort that begins in the fall semester of 2012.

Among other things, this revision calls for a move away from "major electives" in favor of "free electives". This change provides students more choice in tailoring their education by taking courses and participating in minors beyond the degree program and across the university.

In addition, the revision realigns studios with related, required courses in order to facilitate cross-course content sharing and collaborative teaching opportunities.

Progress since the last visit: 2010 Report
The new 159 credit hour curriculum has now been approved and implemented.

Faculty Mentoring and Orientation
VTR May 27, 2008: The relative scale of the recruiting effort at AUS is larger than for most U.S. institution of similar size due to the growth of the student body, recent efforts by the administration to increase the quality of the faculty, and the difficulty of retaining faculty over long periods of time. The team acknowledges that the SA+D and the University have had a faculty mentoring policy since 2005 that provides a framework for mentoring new faculty within their first academic year. However, the team believes it is incumbent upon the institution to provide mentoring and adequate orientation to the university, SA+D, and the UAE from the moment new faculty arrive on campus.

2010 Visiting Team Assessment:
This continues to be a cause for concern. The mentoring program within SA+D is still emerging. When fully implemented and its effectiveness assessed the program will aid in new faculty adjustments to life in the school. However, there is an institutional need as well as a school responsibility to help prepare new faculty to the rigors of the contemporary academy and its demands for research and creative activity. This need for academic orientation becomes even more acute when a significant number of new faculty members have not previously worked in an Arab environment. Faculty need institutional assistance in negotiating the distinct challenges of developing the external partnerships and community relationships that are an integral component of the chancellor's vision for the university and SA+D. Finally the procurement of grants and external research funding are skills the typical architecture faculty member does not possess. They will need to be developed through a combination of orientation, mentoring, education, and institutionalized support.

Progress since the last visit: 2011 Report
As of Fall 2011, new faculty arrived on campus two weeks before the beginning of classes (prior to this new faculty arrived one week before the beginning of classes). The AUS New Faculty Orientation (NFO) was also expanded to a full week to include a comprehensive introduction to academic and non-academic life at the university. New faculty now have the opportunity to spend more time becoming integrated into the department prior to the start of classes.

With regard to the 2010 Visiting Team's concerns related to the acute need to address context-specific issues when a significant number of new faculty members have not previously worked in an Arab environment, the AUS NFO was expanded to include three sessions on teaching at AUS and a half-day cultural awareness session led by an Emirati consultant with a focus on adjusting to life in the United Arab Emirates. The AUS Faculty Development Center also introduced "Learning Communities" to support new faculty in Spring 2011 and a Faculty Teaching Certificate program was initiated in Fall 2011 and is available to all faculty.

The Office of Research & Graduate Studies (ORGS) was formed at AUS in Fall Semester 2010 to oversee faculty research and graduate programs. Vice Provost, Dr Gautam Sen heads the ORGS and he has considerable experience in the field of University research funding, both internal and external. In

addition, the Chancellor has doubled the amount of internal research funding available to faculty since the formation of ORGS, and the University's Faculty Research Grant (FRG) program has been revised and expanded. External research funding and opportunities are somewhat limited, but include the National Research Foundation, the Emirates Foundation, and consulting with individual companies and government agencies. In the fall of 2011 ORGS created a list of external grant opportunities, both within and outside the UAE, and distributed it to faculty by email and on iLearn. The University has appointed a Grants Writer within ORGS and is now able to provide faculty with individual assistance in producing external funding proposals.

At the College level we have entered the second year of the "Faculty Goals and Objectives Outline". Faculty prepare and update this 'living' document throughout the year in order to articulate, guide, and track their professional development. The document also serves as the basis for dialogue and mentorship with the Head of Department and Dean on an annual or semi-annual basis. While this is still a relatively new process, initial response has been positive and the administration has seen more, and more considerate, deliberation and articulation by the faculty on issues related to their research, scholarship and creative work. In addition, the formal opportunity to discuss these issues on a regular basis has improved the administrator's awareness of the faculty member's interests and trajectory.

At the departmental level, the new Mentoring Committee has completed their draft of a new mentorship policy and it is currently under review by the faculty. The draft outlines how the Department of Architecture seeks to provide a range of ongoing mentoring opportunities to junior faculty as they progress toward promotion and/or rolling contract.

As articulated in the draft, mentoring in the Department of Architecture is envisaged as a collective effort that will be managed by the departmental Mentoring Committee appointed by the Head of Department and comprised of faculty who are at the rank of Associate Professor or Professor and who are on a rolling contract. The Head of Department is an ex-officio member. In addition, new faculty will likely establish one-on-one mentoring relationships with longstanding members of the faculty; such kind of mentoring is highly desirable and encouraged but outside the scope of the Mentoring Committee.

It is in the Department's interest that faculty members settle in and succeed in their endeavors because 1.) a significant amount of time and funds are expended in recruiting faculty and bringing them to campus, and 2.) teaching and research at AUS is sufficiently different from the North American context. Though obviously connected to the various formal reviews and assessments described in the AUS Faculty Handbook, mentoring is distinct and without any of the contractual implications associated with mandated reviews. None of the notes, comments and advice generated in the course of mentoring shall appear in a candidate's dossier. Finally, we acknowledge that mentoring only seeks to increase the chances of success and does not guarantee successful outcomes.

Progress since the last visit: 2010
At the Department level revisions to the mentorship policy and practice are currently underway. The new mentoring program will be inclusive of faculty at all stages, from new hires to senior professors.

At the College level, as of this year all faculty members have prepared a "Faculty Goals and Objectives Outline". This document is reviewed with the HOD and the Dean annually and revised as necessary to reflect the faculty member's trajectory and evolution. The "FGOO" is living document that serves to articulate, guide and track faculty progress over the short, mid, and long term.

At the University level the Provost has hired a new Vice Provost for Research and Graduate Studies and a new Vice Provost for Undergraduate Affairs and Instruction who are working with the Office of Faculty Development to provide information and support for new faculty regarding research support and funding mechanisms available on campus. Further, the Office of Faculty Development worked with the Department of Human Resources to offer an extended menu of support services during New Faculty Orientation Week. The Office of Faculty Development is also providing faculty with regular seminars and training sessions on issues related to teaching, research, and service throughout the academic year.

APPENDIX 13.29
Item 1: Course Syllabus for ARC 463

ARC 463 | Section 01 | Professional Practice
Visiting Assistant Professor Joe Colistra
FALL 2011 September 19, 2011

Course Description:
Introduces the professional practice of architecture and interior design. Covers the fundamental knowledge of project management, client and consultant relationships, construction administration and the operations of a design business. Introduces the implications of time, budget and economic parameters in relation to the design process, professional ethics, social and political culture, and business management.

Course Outcomes:
Upon completion of the course, students will be able to:
- Make technically clear drawings and/or write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design. (2009 NAAB Criterion A2 Technical Documentation)
- Understand the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting. (2009 NAAB Criterion B7 Financial Considerations)
- Understand the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains. (2009 NAAB Criterion C3 Client Role in Architecture)
- Understand the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods. (2009 NAAB Criterion C4 Project Management)
- Understand the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice. (2009 NAAB Criterion C5 Practice Management)
- Understand the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities. (2009 NAAB Criterion C6 Leadership)
- Understand the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws. (2009 NAAB Criterion C7 Legal Responsibilities)
- Understand the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice. (2009 NAAB Criterion C8 Ethics and Professional Judgment)
- Understand the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors (2009 NAAB Criterion C9 Community and Social Responsibility)

Assessment Methods:
Homework, exams, group project, and participation.

Required Readings:
The American Institute of Architects, The Architecture Student's Handbook of Professional Practice, 14 Edition, John Wiley & Sons

Item 2: ARC 463 Assignment 01

Assigned: Wednesday, September 21, 2011
Due: Wednesday, September 28, 2011 at the beginning of class

Constructing a Fee Proposal
Students are to formulate a professional services fee structure for a variety of different types of project scales and types. Neatly organized on a sheet of paper, provide a fee structure for a project you have theoretically been commissioned to design. You have flexibility in formatting the proposal, however, the following must be indicated:

1. project phases with established duration/effort percentages
2. anticipated project team make up
3. establish a fee as a percentage of construction cost
4. provide a full breakdown of the fee per phase and consultant

Building Type: The project can be any building type beginning with the first letter of your last name. For example, Colistra could establish a fee for the following buildings: Community Center, Cathedral, Convention Center, Casino, etc.

Consultants: The number and type of consultants required to complete the selected building are up to you. At a minimum, your team must include a Civil Engineer, Structural Engineer, Mechanical Engineer, Plumbing Engineer, Electrical Engineer.

Budget: The project budget is to be established by usin the last three digits of your student ID number. For example 464 can be used as $4.64 M, $46.4 M, or $464M.

Item 3: ARC 463 Assignment 02

Assigned: Wednesday, September 28 2011
Due: Wednesday, October 5, 2011 at the beginning of class

Establish a Staffing Plan
Based on the fee structure completed for the last assignment, construct a staffing plan for the Construction Documents Phase of the design phase. Include projected hours for the architectural firm only. Neatly organized on a sheet of paper, provide the structure for staffing a project you have theoretically been commissioned to design. You have flexibility in formatting the proposal, however, the following must be indicated:

1. list the specific project type, budget, and overall fee
2. establish a projected duration for the CD's phase
3. list all anticipated personnel, their anual salaries, and a break out of their salary per hour
4. establish a multiplier
5. list billable rates for each staff person (assume the billable rates below are standard for your market and region)
6. establish projected hours/week, total hours
7. list breakdown of billings
8. make sure the CD's phase of the project is on budget!

Assumed billing rates:
Principal: $180/hr
Project Manager: $150/hr
ProjectArchitect: $125/hr
Intern: $75/hr
Admin: $50/hr

Item 4: ARC 463 Assignment 03

Assigned: Monday, October 17 2011
Due: Monday, December 28, 2011 at the beginning of class (group presentations to be scheduled)

Case Study
Central to the Professional Practice seminar experience is the thorough investigation of the day-to-day operation of a local design firm. In groups, students will conduct a case-study of different architecture or interior design firms practicing in the region. The purpose of this case study is to engage with practicing designers in order to learn about a particular firm's approach to professional practice. This assignment carries 15% of the final grade weight for each student.

The goal of this exercise is to learn about the practice of our profession through a discussion with local principals. Questions should include:

- What are the nature and challenges of practicing in the UAE?
- What has been the impact of the recent financial crisis?
- What are the local and regional contracting methodologies?
- What local laws and regulations impact the firm?
- How do project managers in the firm resolve conflicts with clients and contractors?
- Are there issues of practice that are distinct from practicing in a Western office?
- How would you characterize the style of management the firm practices?
- Do you have distinct values of practice that distinguish you from other firms?
- How do you primarily win commissions?
- Do you have any advice for architects and designers entering the field today?
- What most excites you about your profession?
- Do you have any regrets regarding your practice?

In addition to these questions, students should present background information on the firm including firm history, number of employees, number of principals, office locations, primary market sectors, anticipated plans for growth, etc.

The program's certification that all statistical data it has submitted to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies follows as a signed/sealed statement.

I.3.3.   Faculty Credentials
Information regarding faculty credentials, resume, and teaching assignments is provided in response to Section I.2.1.

In addition, faculty members teaching in the BArch program are required to hold at least a master's degree in the discipline. During the faculty search process preference is given to candidates educated in the top universities in North America, as well as diverse and significant professional and/or research experience.

Faculty in the Department of Architecture have diverse backgrounds and represent a wide range of expertise in specific areas of scholarship, but they also possess broad knowledge of the discipline that enables contribution across many areas in the curriculum. We have one faculty member dedicated to history/theory, one dedicated to technology, and one dedicated to foundations, but the majority of the faculty teach in the design studio sequence and are able to contribute to required coursework in at least two of the following areas: technology, foundations, and history/theory.

The standard teaching load for non-studio faculty is 3 lecture or seminar courses per semester. For studio faculty the normal load is one studio and one lecture or seminar course per semester.

I.4.   Policy Review

The program will provide a number of documents for review by the visiting team. Rather than being appended to the APR, they will be provided in the team room during the visit and available online. The documents that will be available are listed below:

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
    - Position descriptions for all faculty and staff
    - Rank, Tenure, & Promotion
    - Reappointment
    - EEO/AA
    - Diversity (including special hiring initiatives)
    - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio,
- classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum

Governance documents
- Department Bylaws
- Diversity Policy
- End of Semester Policy

Part Two (II).   Educational Outcomes and Curriculum

II.1.1.   Student Performance Criteria
Overview of Curricular Goals and Content
The undergraduate program is a ten semester, five-year curriculum with the initial two semesters as a foundation year in which potential students entering the Department of Design or the Department of Architecture compete for limited places in their chosen degree program. Students entering into the architecture undergraduate program after the first foundation year, take six core studio courses which are coordinated with required courses in order to connect knowledge from the required course to application in a design project. The final core studio of the fourth year is a comprehensive studio where students are expected to complete a design project that integrates knowledge of the major systems of an architectural project acquired from previous required courses and studios. In the final two semesters, students are expected to pursue personal or instructor interests through the two studios of their fifth year as well as free electives within the department or from the university.

Outline of Current Deficiencies in the Student Performance Criteria
Realm A
All SPC requirements in Realm A: Critical Thinking and Representation are met.

Realm B
B.3 Sustainability is met in ARC 455 but it has been recognized that all aspects of sustainability as listed in the NAAB requirements are not being met to their fullest. Alterations to the current content of the curriculum are taking place to ensure that all aspects of this criterion are met in the future, especially in a studio course, ARC 401.These changes are being sought with the elevation of this criterion from *Understanding* to *Ability* in the 2009 Conditions for Accreditation.

Realm C
C.1 Collaboration is met in ARC 232, ARC 272 and ARC 463. Previously this criterion was met through collaborative teaching in the second year architecture and interior design studios (ARC 201, IDE 201, ARC 202, IDE 202). With the restructuring of the interior design program, this link was altered and new methods to reintroduce interdisciplinary collaboration are being developed. In Spring 2013 the IDE 202 and ARC 202 studios will initiate a new curricular model highrlighting interdisciplinary collaboration.

Graphic Matrix
The following page is the Student Performance Criteria matrix for the five year Bachelor of Architecture program with all required classes listed. Each criterion has an indication of the primary course in which the NAAB required level of accomplishment is achieved and in some cases a secondary course is given as an alternative. The matrix was created through discussions and input from all faculty of the department.

			1st		2nd		3rd		4th		5th
			F		F	S	F	S	F	S	F	S

Course No.	Course Title		
DES111	Descriptive Drawing I	6-0-3
DES121	History of Material Culture I	3-0-3
DES 131	Design Foundations I	6-0-3
DES112	Descriptive Drawing II	6-0-3
DES122	History of Material Culture II	3-0-3
DES 132	Design Foundations II	6-0-3
ARC 201	Architectural and Interior Design Studio I	12-0-6
ARC 227	Design Principles of the Built Environment	3-0-3
ARC 202	Architectural and Interior Design Studio II	12-0-6
ARC 232	Materials and Methods: Rough	3-0-3
ARC 272	Site Planning	3-0-3
ARC 301	Architectural Design Studio III	12-0-6
ARC 341	Statics and Mechanics of Materials for Architects	3-0-3
ARC 302	Architectural Design Studio IV	12-0-6
ARC 344	Structural Design for Architects	3-1-3
ARC 354	Environmental Energies and Building Form	3-0-3
ARC 401	Architectural Design Studio V	12-0-6
ARC 425	Ideas in Architecture	3-0-3
ARC 455	Environmental Control Systems	3-0-3
ARC 402	Architectural Design Studio VI	12-0-6
ARC 434	Materials and Methods: Finish	3-0-3
ARC 463	Professional Practice	3-0-3
ARC 505	Architectural Design Studio VII	12-0-6
ARC 506	Architectural Design Studio VIII	12-0-6

Student Performance Criteria Matrix

Realm A: Critical Thinking and Representation

Criterion	Primary (●) / Secondary (○) course markers
A.1 Communication Skills (Ab)	● ARC 401; ○ ARC 505
A.2 Design Thinking Skills (Ab)	● ARC 227; ○ ARC 505
A.3 Visual Communication Skills (Ab)	● ARC 201; ○ ARC 202
A.4 Technical Documentation (Ab)	○ ARC 344; ● ARC 402; ● ARC 434
A.5 Investigative Skills (Ab)	● ARC 401; ○ ARC 505; ○ ARC 506
A.6 Fundamental Design Skills (Ab)	● ARC 201; ● ARC 202; ○ ARC 301
A.7 Use of Precedents (Ab)	● ARC 201; ● ARC 301; ○ ARC 302
A.8 Ordering Systems Skills (Un)	● ARC 201; ● ARC 202
A.9 Historic Traditions and Global Culture (Un)	● ARC 227; ● ARC 401
A.10 Cultural Diversity (Un)	● ARC 202; ● ARC 401
A.11 Applied Research (Un)	○ ARC 344; ● ARC 505; ● ARC 506

Realm B: Integrated Building Practices, Technical Skills and Knowledge

Criterion	Primary (●) / Secondary (○) course markers
B.1 Pre-Design (Ab)	● ARC 301; ● ARC 401
B.2 Accessibility (Ab)	● ARC 301; ○ ARC 341; ● ARC 401
B.3 Sustainability (Ab)	● ARC 455
B.4 Site Design (Ab)	● ARC 201; ○ ARC 302; ● ARC 401
B.5 Life Safety (Ab)	● ARC 401; ● ARC 402; ○ ARC 434
B.6 Comprehensive Design (Ab)	● ARC 402
B.7 Financial Considerations (Un)	● ARC 463
B.8 Environmental Systems (Un)	● ARC 354; ● ARC 455
B.9 Structural Systems (Un)	● ARC 341; ○ ARC 302; ● ARC 344
B.10 Building Envelope Systems (Un)	○ ARC 354; ○ ARC 402; ● ARC 434
B.11 Building Service Systems (Un)	● ARC 402; ● ARC 434
B.12 Building Materials and Assemblies (Un)	● ARC 232; ○ ARC 402; ● ARC 434

Realm C: Leadership and Practice

Criterion	Primary (●) / Secondary (○) course markers
C.1 Collaboration (Ab)	○ ARC 201; ● ARC 301; ● ARC 463
C.2 Human Behavior (Un)	○ ARC 201; ● ARC 301; ● ARC 354
C.3 Client Role in Architecture (Un)	● ARC 463
C.4 Project Management (Un)	● ARC 463
C.5 Practice Management (Un)	● ARC 463
C.6 Leadership (Un)	● ARC 463
C.7 Legal Responsibilities (Un)	● ARC 463
C.8 Ethics and Professional Judgment (Un)	● ARC 463
C.9 Community and Social Responsibility (Un)	● ARC 463

● Primary   ○ Secondary

I.2.   Curricular Framework

II.2.1. Regional Accreditation
The American University of Sharjah is accredited by the Middle States Association of Colleges and Schools (MSACS). In July 2009 the Middle States Commission on Higher Education reaffirmed the accreditation of AUS until July 2019.

CHE
MSA
Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

June 26, 2009

Dr. Peter Heath
Chancellor
American University of Sharjah
P. O. Box 26666
Sharjah
United Arab Emirates

Dear Dr. Heath:

At its session on June 25, 2009, the Middle States Commission on Higher Education acted:

> To reaffirm accreditation. The Periodic Review Report is due June 1, 2014.

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at *www.msche.org*. Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*. If the action for your institution includes preparation of a progress letter, monitoring report or supplemental report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be obtained from our website. Although the Commission is recognized by the U.S. Secretary of Education, any reference to accredited status by a foreign institution - whether or not chartered or licensed within the Middle States region - may not make reference to that recognition or imply that the Secretary's recognition of the agency extends to foreign institutions.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of American University of Sharjah. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Robert A. Schneider, Vice President.

Sincerely,

Peter F. Burnham
Chair

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.

II.2.2. Professional Degrees and Curriculum

NAAB-Accredited Degrees Offered
The Department of Architecture offers the following NAAB-Accredited professional degree programs:

Bachelor of Architecture: 5-year Undergraduate Architecture Program
(159 credit hours)

Outline of the Curriculum: Bachelor of Architecture (2010-2012)
In spring 2010 the Department of Architecture received approval from the University, the Board of Trustees, and the UAE Ministry of Education for a credit hour reduction in the B.Arch degree program. The move reduced credit hour requirements from 172 to 159 for the 5-year B.Arch degree. In addition to the information contained in Section II.2.2 the AUS Undergraduate Catalog contains additional information about the curriculum and the degree requirements. The 2011-2012 Undergraduate Catalog can be accessed online at
http://viewer.zmags.com/publication/a148f1f8#/a148f1f8/1.

The curriculum supports the department's mission to foster critical thinking and develop the capability to significantly improve the built environment through participation in the profession of architecture. The Bachelor of Architecture program aims to prepare students for leadership roles in the profession of architecture. The focus of the program is on architectural design, but the curriculum seeks to address all aspects of the profession.

The Bachelor of Architecture program gives priority to the education of the individual student and development of his/her intellectual and creative potential. The study of architecture investigates principles and engages a broad range of applications including technology, art, humanities, engineering, physical and social sciences, business and management. Architectural design, finally, is the synthetic practice that links and gives significant form to these interdisciplinary contributions.

General Studies:
All candidates for the Bachelor of Architecture degree at AUS must complete a minimum of 42 credits of general education requirements. Designed to ensure a broad educational foundation, this base is held in common among all graduates of the American University of Sharjah.

The general education requirements include:

English Language Competency	12 credit hours
Arabic Heritage	06 credit hours
Math/Statistics	06 credit hours
Science	06 credit hours
Humanities/Social Science	15 credit hours

The general education program at AUS has been subject to a multi-year revision process that will be fully implemented with the 2012–2013 Undergraduate Catalog. The program will continue to require students to complete a total of 42 credit hours across a range of subject areas. Key changes include a new Arts and Literature requirement as well as discipline-specific courses covering areas such as Ethical Understanding, Oral Proficiency, and a writing-intensive course within the major.

Major Electives:
All ARC and IDE courses not listed as major requirements count as major electives. In addition, specific electives offered within the College of Architecture, Art and Design can count as major electives when approved by the department.

Free Electives:
Students must complete a minimum of six (6) credits in any courses offered at or above the 100 level, excluding Math 103 and Math 111.

Curricular Sequence:
The foundations year is an autonomous one-year program that supports the common educational requirements for all fields of study within the College of Architecture, Art and Design. As such, the program provides the basic design education that will enable students to function on appropriate practical, theoretical and critical levels in their second year. All students in the College are required to successfully complete the major-required courses in this first year to be considered for advancement to the second year of their chosen major.

In the second year students are introduced to the elemental principles of architecture through exposure to fundamental compositional, technical, and analytical skills alongside the development of cogent verbal and graphic response to design problems. In the fall semester emphasis is placed on precedent analysis, landscape integration, and iterative exploration utilizing a variety of analog and digital media. In the spring semester emphasis is placed on the urban and cultural context along with the tectonic, tactile and material aspects of architecture. Experiential design is addressed through full-scale material studies and 3D computer modeling. During this semester students begin to combine theory, practice and communication skills in the conceptual development of a design.

Third Year introduces students to increasingly complex programmatic, technical and theoretical requirements that necessitate the coordinated integration of program, spatial organization, cultural conditions and structural strategies. Students explore issues of programming directly through the development of a specific building program based on the needs of the client/user as well as gaining a more comprehensive ability to synthesize the various compositional criteria of architectural design. Emphasis is placed on issues of accessibility as well as further development of fundamental design skills. Tectonic issues, as related to a specific design proposition, are confronted in the development of the building systems and structures. Topics introduced in the required courses are reinforced and applied in the design studios.

Fourth Year students develop a deeper understanding of advanced topics fundamental to the conceptual and technical production of Architecture. Technical courses introduce architectural projects that develop an articulate link between conceptual intent and constructed outcome. The design studio introduces integrated systems and strategies that address environmental issues posed by temperature variation, solar, wind, and water. A focused study of passive and active building systems concentrates on human comfort and qualitative experience. Project assignments foreground contextual and environmental issues posed by unique, regional, site issues and the spatial integration between interior and exterior.

The fourth year includes a comprehensive design project that synthesizes content and knowledge studied in previous semesters. Work in the design studio models expectations encountered in professional practice. While previous studios focused on developing and refining conceptual design skills and strategies, the comprehensive design studio extends beyond the schematic design phase and into design development and detailing. Students develop links between conceptual intent and the execution of design development drawings. The concurrent professional practice course addresses document management and organizational strategies, specification writing and collaboration

In the final, fifth year of the program students develop advanced design tools in response to complex architectural projects in a topic, capstone or collaborative studio setting. Projects involve research, experimentation, and specialized techniques leading to comprehensive solutions that address issues of program, context, building technology and/or fabrication. Projects engage architectural design at various scales ranging from conceptual investigations to full-scale fabrication and urban design.

Graphic Overview of B.Arch Curriculum: 2010-2012

Fall Semester			Spring Semester		
First Year					
DES 111	Descriptive Drawing	3	DES 112	Descriptive Drawing II	3
DES 121	Intro to Arch & Design History	3	DES 122	Mod Developments in Arch and Design	3
DES 131	Design Foundations I	3	DES 132	Design Foundations II	3
GER 001	Math/Statistics	3	GER 002	Writing and Reading Across the Curr.	3
GER 003	Academic Writing	3	GER 004	Arabic Heritage	3
Second Year					
ARC 201	Architecture Design Studio I	6	ARC 202	Architecture Design Studio II	6
ARC 227	Design Principles	3	ARC 232	Materials and Methods: Rough	3
GER 005	Physics for Architects	3	ARC 272	Site Planning	3
GER 006	English Competency	3	GER 007	English Competency	3
MJE 001	Major Elective	3	GER 008	Humanities/Social Science	3
Third Year					
ARC 301	Architecture Design Studio III	6	ARC 302	Architecture Design Studio IV	6
ARC 341	Statics and Mechanics	3	ARC 344	Structural Design for Architects	3
GER 009	Humanities/Social Science	3	ARC 354	Env Energies and Building Form	3
MJE 002	Major Elective	3	GER 010	Humanities/Social Science	3
			MJE 003	Major Elective	3
Fourth Year					
ARC 401	Architecture Design Studio V	6	ARC 402	Architecture Design Studio VI	6
ARC 425	Ideas in Architecture	3	ARC 434	Materials and Methods: Finish	3
ARC 455	Environmental Control Systems	3	ARC 463	Professional Practice	3
GER 011		3	MJE 004	Major Elective	3
Fifth Year					
ARC 501	Architecture Design Studio VII	6	ARC 502	Architecture Design Studio VIII	6
MJE 005	Major Elective	3	FRE 001	Free Elective	3
GER 012	Humanities/Social Science	3	FRE 002	Free Elective	3
GER 013	Math/Statistics	3	GER 014	Science	3

FRE	Free Elective
MJE	Major Elective
GER	General Education Requirement
ARC/DES	Required Architecture Course

Distribution of Curricular Requirements (2010-2012)

<u>General Studies</u>
General Education Requirements:	42 credit hours
Free Electives	<u>6 credit hours</u>
	48 credit hours

<u>Professional Studies</u>
Required Professional Courses	96 credit hours
Major Electives	<u>15 credit hours</u>
	111 credit hours

Minors open to BArch Students

The following minors are offered within the Department of Architecture:

> Minor in Architectural Studies
> Minor in Interior Design
> Minor in Landscape Architecture
> Minor in Urban Design
> Minor in Urban Planning

The following minors are offered within the College of Architecture, Art and Design:

> Minor in Design Management
> Minor in Film
> Minor in Illustration and Animation
> Minor in Photography
> Minor in Product Design

In addition, students may pursue other minors in other Colleges and schools within the university.

Outline of the Curriculum: Bachelor of Architecture (2012-2013)
In spring 2012 the faculty of the Department of Architecture, in the College of Architecture, Art & Design at the American University of Sharjah submitted a revision to the Bachelor of Architecture (BArch) degree that was approved by the University and will take effect in the 2012-2013 academic year.

The revision did not include any changes to the foundation year and these aspects of the new curriculum remain the same as those described above in reference to the 2010-2012 curriculum.

The revision and realignment refined previous changes made to the curriculum during 2009-2010, which reduced credit-hour requirements from 172 to 159 for the 5-year BArch degree.

The new curriculum that will be implemented from Fall 2012 onward was designed to enhance and to focus on existing program goals, promote coordination and integration between required studio and lecture coursework, and provide an opportunity for students to participate and significantly contribute to multi and trans- disciplinary projects.

The revised curriculum is built upon an established foundation year and provides a disciplinary-specific education. While maintaining a studio- based model of learning, the proposed revision provides for a more logical and focused sequence of study, allowing students to develop a greater theoretical understanding and enhanced skill sets to apply to increasingly complex design problems.

Distribution of Curricular Requirements (2012-2013)

General Studies
General Education Requirements: 42 credit hours
Additional CAAD General Studies Courses   6 credit hours
Free Electives   15 credit hours
                                               63 credit hours

Professional Studies
Required Professional Courses   99 credit hours

Graphic Overview of the Curriculum: 2012-2013

Fall Semester			Spring Semester		
First Year					
DES 111	Descriptive Drawing	3	DES 112	Descriptive Drawing II	3
DES 121	Intro to Arch & Design History	3	DES 122	Mod Developments in Arch and Design	3
DES 131	Design Foundations I	3	DES 132	Design Foundations II	3
GER 001	Math/Statistics	3	GER 002	Writing and Reading Across the Curr.	3
GER 003	Academic Writing	3	GER 004	Humanities/Social Science	3
Second Year					
ARC 201	Architecture Design Studio I	6	ARC 202	Architecture Design Studio II	6
ARC 271	Introduction to Landscape	3	ARC 232	Materials and Methods I	3
ARC 281	Architectural Principles	3	ARC 222	Modern Architecture and Urban Form	3
GER 005	Physics for Architects	3	FRE 001	Free Elective	3
GER 006	English Language Competency	3	GER 007	English Language Competency	3
Third Year					
ARC 301	Architecture Design Studio III	6	ARC 302	Architecture Design Studio IV	6
ARC 331	Materials and Methods II	3	ARC 342	Structures for Architects	3
GER 008	Humanities/Social Science	3	ARC 382	Architectural Detailing	3
GER 008	Math/Statistics	3	GER 010	Humanities/Social Science	3
			FRE 002	Free Elective	3
Fourth Year					
ARC 401	Architecture Design Studio V	6	ARC 402	Architecture Design Studio VI	6
ARC 421	Architectural Theory	3	ARC 463	Professional Practice	3
ARC 451	Environmental Control Systems	3	GER 012	Science	3
GER 011	Arabic Heritage	3	FRE 003	Free Elective	3
Fifth Year					
ARC 501	Architecture Design Studio VII	6	ARC 502	Architecture Design Studio VIII	6
ARC 581	Contemporary Discourse	3	GER 013	Humanities/Social Science	3
GER 012	Humanities/Social Science	3	GER 014	Humanities/Social Science	3
FRE 004	Free Elective	3	FRE 005	Free Elective	3

FRE	Free Elective
MJE	Major Elective
GER	General Education Requirement
ARC/DES	Required Architecture Course

II.2.3. Curriculum Review and Development

Curricular changes in the Department of Architecture, including review, revision, and augmentation, can be initiated in a variety of ways including proposals from individual faculty, discussion in faculty meetings and reviews, deliberations in committee meetings or through recommendations from the Head of Department. In addition, curricular review and assessment is institutionalized within the long-range planning and self-assessment procedures outlined in Section I.1.4 and Section I.1.5. In all cases, whether the impetus comes from faculty dialog, planning processes or assessment activities, the initial discussions transition to a formal sequence guided by department, College and university procedures and shepherded, primarily, by the Department of Architecture Curriculum and Assessment Committee, (DCAC).
The DCAC is charged with oversight of course/program assessment efforts and curriculum development and implementation. The committee coordinates assessment processes, reviews and evaluates proposed modifications to the curriculum, completes course approval forms (CAFs) for new, modified and cancelled courses, coordinates learning outcomes and ensures that all course and degree program revisions are supported by evidence resulting from assessment.

The Curriculum and Assessment Committee consists of three members. One member is elected by the department faculty, the other two are appointed by the HOD. The HOD serves on the committee as an ex-officio member.

As with all matters of policy, all committees in the department act in an advisory capacity to the faculty and the committee's deliberations are brought to the faculty for input, discussion, revision, and approvals. Ultimately, through voting rights and procedures, faculty are fully invested in the business of the committee.

Proposals for new or revised courses require a course approval form, (CAF), and the process includes a review by the HOD, the College Curriculum Committee, the Associate Dean of CAAD, the Dean of CAAD and the University Undergraduate Curriculum Committee. Each level of the review process works to ensure that the proposed change aligns with academic and accreditation standards for completeness, available resources, and university policy.

The 2011-12 members of the Department of Architecture Curriculum Committee are as follows:

Kevin Sweet, Committee Chair	Assistant Professor of Architecture
George Katodrytis	Associate Professor of Architecture
Mehdi Sabet	Associate Professor of Architecture
Brian Dougan	Associate Professor of Architecture
Robert Reid	Assistant Professor of Interior Design
Samia Rab (Fall)	Associate Professor of Architecture

The current members of the College Curriculum Committee are as follows:

Amir Berbic, Committee Chair	Assoc. Professor of Visual Communications
Ahmed Mokhtar	Associate Dean
Brian Dougan	Associate Professor of Architecture
Kevin Sweet	Assistant Professor of Architecture
Samia Rab (Fall)	Associate Professor of Architecture

Members of the 2011-12 University Undergraduate Curriculum Committee are as follows:

Kevin Mitchell	Chair, Office of Graduate and Undergraduate Programs
Lina El-Khouri	Office of the Registrar
Daphne Flannagan	University Library
Ibrahim El-Sadek	College of Arts and Sciences
Harris Breslow	College of Arts and Sciences
Paul Williams	School of Business and Management
Sajid Khan	School of Business and Management
Hany El-Kadi	College of Engineering
Mohamed El Tarhuni	College of Engineering
Ahmed Mokhtar	College of Architecture, Art and Design
Jack Swanstrom	College of Architecture, Art and Design
Abdul-Rahman Al-Ali	AUS Faculty Senate
Virginia Bodolica	AUS Faculty Senate

II.3. Evaluation of Preparatory/Pre-professional Education
Not applicable.

II.4. **Public Information**

II.4.1. Statement on NAAB-Accredited Degrees

The NAAB statement is available on the university's web site at
http://www.aus.edu/info/200170/College_of_architecture_art_and_design/453/naab_accreditation
and in the Undergraduate Catalog. The latest version of the statement has been submitted to the
university and will appear in the 2012-2013 Undergraduate Catalog.

II.4.2. Access to NAAB Conditions and Procedures

The 2009 NAAB Conditions and Procedures are available as a pdf download at
http://www.aus.edu/info/200170/College_of_architecture_art_and_design/453/naab_accreditation
/2#.T6oe1-v9Png.

II.4.3. Access to Career Development Information

Access to Carrer Development information is available on the university's web site at
http://www.aus.edu/info/200170/College_of_architecture_art_and_design/453/naab_accreditation
/3#.T6ofFOv9Png. From this page there are direct links to the following information:
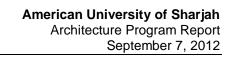
> ARCHCareers.org
> National Council of Architectural Registration Boards (NCARB)
> The American Institute of Architects (AIA)
> The Amercian Institute of Architecture Students (AIAS)
> The Emerging Professional's Companion (EPC)

II.4.4. Public Access to APRs and VTRs

Access to CAAD's APRs and VTRs are available as pdf downloads at
http://www.aus.edu/info/200170/College_of_architecture_art_and_design/453/naab_accreditation
/2#.T6ogC-v9Png.

II.4.5. ARE Pass Rates

No students to date have attempted to take the ARE.

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Part Three.   **Progress Since Last Site Visit**

1.   **Summary of Responses to the Team Findings [2010]**

A.   **Responses to Conditions Not Met**

Condition 3.0: Public Information

Comment from previous VTR (2010)
The following text is not included in the media publications of the university:

Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented.

Response from Program (2012)
The required text for a NAAB accredited program has been included on the website and publications. The NAAB Response to AUS 2010 Annual Report stated the following--"Satisfied; no further reporting required."

Condition 5.0: Studio Culture

Comment from previous VTR (2010)
This criterion is not met. The issue of time management as it applies to the faculty and the students is not adequately addressed. In addition, the policy should state a structured review process (annually, biannually, etc) by students and the faculty to assess its effectiveness.

Response from Program (2012)
Following extensive work by a faculty committee and input from students, staff and administration the department has approved and implemented a new Studio Culture Policy effective May 3, 2012. The faculty committee worked to assess the current document and review 'best practices' in the policies of peer institutions.

In addition, the faculty have created "Year-Level Coordinators". The coordinator serves to organize discussion among faculty in each year level prior to the beginning of each semester in an effort to minimize conflicts between deadlines and due dates. The goal is to ensure that students are provided with a reasonable schedule across all required courses. Also, please see the new End-of-Semester Policy in Section I.1.2 of the APR that further and more specifically addresses concerns of time management.

Condition 8.0: Physical Resources

Comment from previous VTR (2010)
Unlike many schools of architecture the quantity of physical space is not an issue at the SA+D. Ample space is provided for offices, studios, lecture, seminar, classroom, media, and leisure needs. There are several computer labs and a well-organized woodshop. In addition to the onsite men's and women's dormitories, quality on-site faculty housing is provided as a standard benefit. Maintenance, renovation and expansion projects are on-going within the SA+D building; a partial renovation was completed in summer 2009 and plans for a second renovation/addition are in

place for construction in summer 2010. Long term planning for the enlargement of the program includes the primary physical resources of the SA+D building.

But there are reasons why this criterion is not met. Neither the site nor the building is in compliance with ADA including the recently completed partial renovation at the building entry. We could find no evidence of a plan to bring the building or the site into compliance with ADA or that it was an administrative concern. Additionally, there are a number of tripping hazards associated with damaged site paving and the newly constructed feature stairs at the building entry for which we could find no plans for correction. The tripping hazards are of particular concern to the NAAB team for the safety of all, especially the many students who wear the *abaya* (robes).

Response from Program (2012)
Additional renovations completed in the summer of 2010 addressed the visiting teams concerns. As a result of the CAAD building renovation we have experienced no tripping problems over the past two years.

In addition, the AUS Campus Development Office has provided the following statement:

> AUS Campus Development Office
> Statement on Accessibility, April 18, 2012
>
> The American University of Sharjah constructed its first building in 1997 with a number of buildings constructed in the successive years. The buildings on the campus where constructed with accordance to the local statutory requirements at the time. The Campus Development Department over the past year has undertaken a vital standpoint in aligning the campus buildings and urban fabric with the International Building Code (IBC2011) and in particular the American Disabilities Act Guidelines. Subsequently the university has commissioned a number of complying renovation projects in addition to the undertaking of a university wide assessment of the existing facilities.
>
> The high-level accessibility compliance inspection was undertaken to assess the current state of the College of Architecture, Art and Design (CAAD) and the conclusive results have been documented and included as part of the university wide renovation master plan.
>
> The university is currently in process of preparing a ten-year master plan to renovate the campus with the CAAD buildings' accessibility works planned for completion over the next two years. The strategy consists of modifying the exterior accessible routes, building thresholds and compliance of accessible toilets within the building. As part of the master plan a compliance task force will continue the identification and remediation of issues over the life of the renovation project.

Condition 13.29: Architect's Administrative Roles

Comment from previous VTR (2010)
ARC 561: Construction management delivered by the Department of Civil Engineering partially meets the requirement of "recommending project delivery methods" and student outcomes demonstrate a level of understanding.

The syllabus for ARC 462 covers the full NAAB requirement. However no evidence was found in the student outcomes for "obtaining commissions, negotiating contracts and selecting consultants".

Response from Program (2012)
As part of the new 159 credit hour curriculum implemented in fall 2012, a new course, ARC 463: Professional Practice, was designed and deployed that specifically addressed this concern. The new course consolidates content from ARC 462 Design Management and ARC 561 Construction Management, both of which are no longer part of the curriculum.

The NAAB criterion, Architect's Administrative Roles, is one of the learning outcomes of ARC 463 Professional Practice. The material is conveyed through multiple modes of delivery. Readings are assigned covering this criterion; specifically, *"obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts."* These readings are supplemented by lectures reinforcing the topic. Students demonstrate their understanding of the material through examinations administered throughout the course and various homework assignments. Also, an in-depth case study is assigned that requires students to interview and prepare a report and presentation on the administrative methodologies of a local design firm. Examples of assignments and the course syllabus are included course file for ARC 463.

B.   Responses to Causes of Concern

Absence of Bylaws

Comment from previous VTR (2010)
The team is concerned that there are no bylaws specific to the Department of Architecture that govern the various responsibilities and activities of the faculty. Departmental bylaws can be seen as a vital document in building institutional capacity for shared governance. A bylaws document will outline responsibilities and procedures that prepare the department to efficiently address change.

Response from Program (2012)
The department faculty approved a new set of bylaws specific to the Department of Architecture on May 15, 2012 following an extensive process that included a review of peer institutions along with a review of current and previous AUS documentation, and an assessment of needs. Numerous drafts were created and circulated to faculty for comment and significant discussion occurred over the course of multiple faculty meetings between spring 2011 and spring 2012.

Faculty Evaluation Criteria

Comment from previous VTR (2010)
Faculty expressed concern and frustration over the lack of clear criteria for the assessment of their performance for promotion and advancement to a 4-year rolling contract. The department and school are encouraged to define their measures of performance in all the dimensions of creative activity that are typical for the discipline of architecture. The definition would not only add transparency to the process for new faculty but would also aid their colleagues across campus when asked to conduct faculty reviews for promotion and other awards.

Response from Program (2012)
The department established a Promotion Criteria Task Force charged with developing a policy for evaluating faculty performance in the area of scholarship. This policy was completed and approved in the December 2011 by department faculty members. Following departmental approval the document was forwarded to the Dean and the Provost for administrative approval as per University policy. In addition, the task force created a venue matrix that is intended to be illustrative and to serve as a metric for making judgments regarding the quality of particular dissemination venues for scholarship.

This work is seen as part of an overall and holistic effort to increase clarity and transparency in the department through shared governance and articulated policies and procedures. As such, it is linked to the development and implementation of the Mentorship Committee and mentoring procedures as described below in the section on "Faculty Mentoring and Orientation."

<u>**Faculty Retention**</u>

Comment from previous VTR (2010)
The Department of Architecture faces a special challenge with retaining faculty; this will require an institutional response. The department and the school need to develop policies and faculty development programs that protect its investment in achieving excellence in teaching and creative activity among its junior faculty.

Response from Program (2012)
Current statistics indicate that faculty retention at the University is at or below normative benchmarks for institutions in the United States.

In the Department of Architecture the average turnover rate was approximately 7.3% over the five years between 2005 and 2010. During that time span the Department averaged 1.4 faculty departures per year against a faculty roster of 15 to 18. Of these departures, the majority left of their own accord and one of these faculty members returned to the Department after a three-year absence. One faculty member departed because their contract was not renewed.

The American University of Sharjah is monitoring faculty turnover at the institution with particular focus on "regrettable" departures. Between 2005 and 2010 the Department of Architecture did not have any regrettable departures.

Continuing this trend, the Department of Architecture did not have any 'regrettable' departures during the 2010-2011 or 2011-2012 academic year. Three faculty members did, however, leave the department during the 2010-11 academic year and three left at the end of 2011-12.

Some turnover in the faculty is of course healthy and may allow the department to evolve in new directions.

The Head of Department discussed this issue with NAAB administrators Andrea Rutledge, Keelan Kaiser and Ted Landsmark at the 2011 ACSA Administrators Conference in Los Angeles. Specifically, NAAB representatives were asked if NAAB provided data or statistics on retention rates. In lieu of this information Ms. Rutledge, Mr. Kaiser, and Mr. Landsmark all agreed that the visiting team's assessment was problematic because it lacked associated, objective criteria or data.

Unfortunately the VTR from the previous site visit arrived during the summer of 2010 at a point when the Department. was in transition between Department Heads. This circumstance led to our inability to challenge this cause of concern when it was first raised. However, at this point, in light of comments and guidance received at the 2011 ACSA Admin Conference and given the lack of data or statistics regarding faculty retention, we request that this 'concern' be removed such that we are no longer required to report on our progress in addressing this concern.

C. Additional CAUSES OF CONCERN dating to the VTR of May 27, 2008

<u>**Professional Degrees and Curriculum**</u>

Comment from previous VTR (2008)
The team is concerned that under the current curriculum students are required to take as many as 19 credits per semester and only in the first year and the final semester are students registered for less than 16 credits. The requirement for 172 credit hours is far in excess of the NAAB requirement for the B. Arch. (150 semester hours) and limits students' ability to take electives outside the school or to minor in other subjects. Further, students shared concerns that as architecture students with significantly higher course loads than their peers in other degree programs they are unable to engage in extra-curricular activities or university-wide programs.

While the APR alludes to a curriculum revision that would reduce the overall requirements, at the time of the visit that revision was still pending approval by the administration.

Comment from previous VTR (2010)
This continues to be a concern. The curriculum change to 159 SCH has been approved by the department's and school's curriculum committees and is pending before the university's curriculum committee. It is expected to be approved and implemented for the student cohort that begins in the fall semester 2010. Once implemented the new curriculum should open the possibility for additional learning opportunities and thereby resolve this concern.

Response from Program (2012)
The new 159 credit hour curriculum is now in place. Per University policy, students are allowed to graduate based on the catalog they came in on or the catalog in place at the time of their graduation. In this way, all of our current students can elect the new, 159 credit hour curriculum, thereby benefitting from the reduced load.

In addition, a second revision to this new curriculum has been submitted and approved by the university undergraduate curriculum committee. The revision will be implemented for the cohort that matriculates in the fall 2012.

<u>**Faculty Mentoring and Orientation**</u>

Comment from previous VTR (2008)
VTR May 27, 2008: The relative scale of the recruiting effort at AUS is larger than for most U.S. institution of similar size due to the growth of the student body, recent efforts by the administration to increase the quality of the faculty, and the difficulty of retaining faculty over long periods of time. The team acknowledges that the SA+D and the University have had a faculty mentoring policy since 2005 that provides a framework for mentoring new faculty within their first academic year. However, the team believes it is incumbent upon the institution to provide mentoring and adequate orientation to the university, SA+D, and the UAE from the moment new faculty arrive on campus.

Comment from previous VTR (2010)
This continues to be a cause for concern. The mentoring program within SA+D is still emerging. When fully implemented and its effectiveness assessed the program will aid in new faculty adjustments to life in the school. However, there is an institutional need as well as a school responsibility to help prepare new faculty to the rigors of the contemporary academy and its demands for research and creative activity. This need for academic orientation becomes even more acute when a significant number of new faculty members have not previously worked in an Arab environment. Faculty need institutional assistance in negotiating the distinct challenges of developing the external partnerships and community relationships that are an integral component of the chancellor's vision for the university and SA+D. Finally the procurement of grants and

external research funding are skills the typical architecture faculty member does not possess. They will need to be developed through a combination of orientation, mentoring, education, and institutionalized support.

Response from Program (2012)
As of Fall 2011, new faculty arrived on campus two weeks before the beginning of classes (prior to this new faculty arrived one week before the beginning of classes). The AUS New Faculty Orientation (NFO) was also expanded to a full week to include a comprehensive introduction to academic and non-academic life at the university. New faculty now have the opportunity to spend more time becoming integrated into the department prior to the start of classes.

With regard to the 2010 Visiting Team's concerns related to the acute need to address context-specific issues when a significant number of new faculty members have not previously worked in an Arab environment, the AUS NFO was expanded to include three sessions on teaching at AUS and a half-day cultural awareness session led by an Emirati consultant with a focus on adjusting to life in the United Arab Emirates. The AUS Faculty Development Center also introduced "Learning Communities" to support new faculty in Spring 2011 and a Faculty Teaching Certificate program was initiated in Fall 2011 and is available to all faculty. The faculty teaching certificate program is recommended to junior faculty as part of the mentoring process organized by the department Mentorship Committee.

The Office of Research & Graduate Studies (ORGS) was formed at AUS in Fall Semester 2010 to oversee faculty research and graduate programs. Vice Provost, Dr Gautam Sen heads the ORGS and he has considerable experience in the field of University research funding, both internal and external. In addition, the Chancellor has doubled the amount of internal research funding available to faculty since the formation of ORGS, and the University's Faculty Research Grant (FRG) program has been revised and expanded. External research funding and opportunities are somewhat limited, but include the National Research Foundation, the Emirates Foundation, and consulting with individual companies and government agencies. In the fall of 2011 ORGS created a list of external grant opportunities, both within and outside the UAE, and distributed it to faculty by email and on iLearn. The University has appointed a Grants Writer within ORGS and is now able to provide faculty with individual assistance in producing external funding proposals.

At the College level we have entered the third year of the "Faculty Goals and Objectives Outline". Faculty prepare and update this 'living' document throughout the year in order to articulate, guide, and track their professional development. The document also serves as the basis for dialogue and mentorship with the Head of Department and Dean on an annual or semi-annual basis. While this is still a relatively new process, initial response has been positive and the administration has seen more, and more considered, deliberation and articulation by the faculty on issues related to their research, scholarship and creative work. In addition, the formal opportunity to discuss these issues on a regular basis has improved the administrator's awareness of the faculty member's interests and trajectory.

At the departmental level, the new Mentorship Committee has completed a new mentorship policy and it was approved by the faculty on December 20, 2012. The policy outlines how the Department of Architecture provides a range of ongoing mentoring to junior faculty as they progress toward promotion and/or rolling contract.

As articulated in the policy, mentoring in the Department of Architecture is a collective effort that will be managed by the departmental Mentoring Committee appointed by the Head of Department and comprised of senior faculty. The Head of Department is an ex-officio member.

2.   Summary of Responses to Changes in the NAAB Conditions

The department has focused on new strategic efforts in response to Section I.1.4 of the 2009 NAAB Conditions. The departmental bylaws adopted in May 2012 include a provision for the creation of an Academic Affairs Committee which will be responsible for review, implementation and oversight of strategic planning processes. This marks an important phase in the development and maturity of the department through the adoption of a formal assessment cycle that will allow the department to analyze, evaluate and, when necessary, implement revisions to a strategic plan.

The elevation of criteria B.3 Sustainability to an ability led to increased content delivery in both ARC 354 and ARC 455. In addition efforts are underway to engage issues related to sustainability in the fourth year studio sequence. In the revised curriculum beginning in Fall 2012, ARC 281(Architectural Principles) will provide an early introduction to fundamental architectural responses that address the relation between environmental conditions and human comfort, such as passive design strategies responding to temperature, solar radiation, and wind movement.

The elevation of criteria B.5 Life Safety to an ability led to increased content delivery in ARC 402 and ARC 455.

The addition of C.4 Research influenced the development of a new research based course, ARC 581, Critical Practice and Contemporary Discourse.

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Part Four: Supplemental Information
    1. **Course Descriptions**

2. **Faculty Resumes**

3. *Visiting Team Report* (*VTR*) from the previous visit

4. **Catalog URL**

http://viewer.zmags.com/publication/a148f1f8#/a148f1f8/1.

5. **Annual Reports**

Part II (Narrative Report)
The narrative report in which a program responds to the most recent Visiting Team Report (VTR). The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB. In addition, this part is linked to other questions in Part I for which a narrative may be required. If a program had zero "not mets" in the most recent VTR or was "cleared of future reporting" in subsequent annual reports, no report is required in Part II.

Subsequent to the Visiting Team Report of February 26, 2010, the Bachelor of Architecture degree at the American University of Sharjah was awarded NAAB accreditation. As we understand it, the B.Arch degree at the American University of Sharjah is the first program outside the United States to seek and receive full NAAB accreditation. The initial term is for three years and the next visit will occur in the spring of 2013. The Visiting Team report cited three "conditions not met", three "causes of concern" and a further two "causes of concern" dating to the May 27, 2008 VTR.

Included below is a narrative description of changes in our program followed by information regarding our progress in responding to the outstanding concerns articulated by the Visiting Team.

DESCRIPTION OF CHANGES IN THE PROGRAM : 2011
Curriculum: Faculty in the Dept. of Architecture have proposed a revision to the Bachelor of Architecture (BArch) degree that will enhance and focus existing program goals, promote coordination and integration between required studio and lecture coursework, and provide an opportunity for students to participate and significantly contribute to multi-and trans-disciplinary projects.

The proposed revision and realignment refines changes made to the curriculum during 2009-2010,which reduced credit-hour requirements from 172 to 159 for the 5-year BArch degree. In addition, the proposal leverages new opportunities afforded by changes to the NCARB (National Council of Architectural Registration Boards) professional licensing requirements and the NAAB (National Architectural Accreditation Board) guidelines for accredited programs in terms of the ARE format for NCARB and "ability" vs. "understanding" for NAAB.

The revised curriculum establishes a progressive structure of skills and theory that build on the preceding semester to achieve an effective education specifically focused on the professional discipline of architecture. Fundamental to this goal is the revision and/or elimination of some existing courses and the addition of some new courses. In addition, proposed realignments facilitate and enhance coordination opportunities between lecture courses and studio courses.

The proposal was submitted in November 2011 and if approved, as anticipated, it will go into effect in September 2012.

Significant proposed changes include:
1) Renewed emphasis on the importance of issues linking building and landscape design by expanding course content beyond the technical aspects typically associated with a narrow focus on site planning. A new course, "Introduction to Landscape" will replace "Site Planning" and this new course will be aligned with the ARC 201 "Architecture Studio I" to facilitate the introduction of landscape as a fundamental component of architecture. This integrated approach to architecture is a basic tenet of the Architecture Department at the American University of Sharjah.
2) Refocus the structures curriculum to focus on conceptual understanding, rather than the technical ability to execute structural calculations. Professional liability insurance typically prevents architects from doing calculations and explicitly requires collaboration with a licensed structural engineer.   NAAB accreditation criteria reflect this contemporary reality in the recent change from the level of "ability" to the

level of "understanding". Similarly, the sole licensing authority in the United States, (NCARB, the National Council of Architectural Registration Boards), has altered the registration exam to eliminate calculations in favor of conceptual understanding. In response, the "Structures for Architects" course has been revised explicitly linked, both in terms of the sequence of study and the course content, to the ARC 302 "Architecture Studio IV".

3) Refocus the environmental technology courses to focus on conceptual understanding and the ability to communicate and collaborate with professionals in the allied disciplines. Fundamental aspects, such as the effect of light, air, weather and orientation on building form and passive and site-specific strategies, will now be introduced earlier in the curriculum through a new class, "Architectural Principles".

4) Enhance curricular offerings that focus on issues specific to the discipline of architecture. The proposed curriculum includes three new courses that introduce and develop skills unique to the profession. Collectively, ARC 281 "Architectural Principles," ARC 382 "Architectural Detailing," and ARC 581 "Critical Practice and Contemporary Discourse" provide a new sequence that introduces both fundamental issues and skills as well as focused, advanced content previously missing from the curriculum.

5) Expand discipline specific history and theory courses from two to three. This proposal is based on a comparison with fifteen of the most widely respected programs in the U.S. The comparison revealed a range of three to seven required courses in history/theory, with the average being four. The new, proposed sequence includes ARC 222 "Modern Architecture and Urban Form," ARC 221 "Pre-Modern Architecture and Urban Form," and ARC 421 "Architectural Theory" that build upon broad knowledge acquired in the two, first-year "History of Design" courses.

6) Shift from "major electives" to "free-electives" to expand opportunities for student choice in regards to the pursuit of minors and self-defined intellectual inquiry.

Facilities: Following the 2010 upgrades and expansion of the new labs for wood, metal, clay and digital fabrication the Department is working with the newly appointed Lab Director to develop links between facilities, curriculum and course offerings that enhance student access and learning. In addition, the College recently received a 300,000AED, (approx $80,000US), grant to initiate a new lab focused on full-scale design-build projects.

Faculty: New hires in the Department of Architecture for 2011-12 include Assistant Prof. Jason Ward and Visiting Asst. Professors George Newlands, Joe Colistra, and Faysal Tabbarah. A faculty search is now underway for faculty to begin in the fall semester of 2012.

DESCRIPTION OF CHANGES IN THE PROGRAM : 2010

At the level of the University, the School of Architecture and Design has been renamed and is now the College of Architecture, Art and Design. This move acknowledges and builds upon the College's existing faculty expertise, (mostly housed in the Department of Design), in the arts as well as existing coursework along with a desire to introduce new degree offerings in Art at the undergraduate and graduate level.

At the College level, the CAAD building underwent a $6.5 million renovation and remodel during the summer of 2010 that included the implementation of passive cooling strategies and high efficiency mechanical systems throughout the building. The passive cooling strategy included installation of new operable windows with exterior screens that shade the windows. Also included were upgrades to meet ADA and fire safety codes, new "smart" classrooms, a complete renovation of the lecture hall with state of the art AV equipment, additional exhibition and review spaces, and new furniture.

A series of new fabrication labs were also added to the newly renovated and upgraded wood and metal lab. New facilities include a Materials Lab and Library, an Interactive Lab, and a Wet Lab for clay along with the new $1.5 million Digital Fabrication Lab. The digital fabrication laboratory consists of two robotic arms, two 3D routers, a 400 watt large bed laser cutter, two small laser cutters, a 3D hotwire foam cutter, an industrial sized vacuum former and three different 3D printers.

The Department of Architecture received approval from the University, the Board of Trustees, and the UAE Ministry of Education for a credit hour reduction in the B.Arch degree program. The move reduces credit hour requirements from 172 to 159 for the 5-year B.Arch degree.

New hires in the Department include Head of Department Assoc. Professor Michael Hughes, Assistant

Prof. Brian Andrews and Visiting Asst. Professor Jason Ward joined the Architecture program and Assistant Professor Robert Reid joined the Interior Design program.

1.4 *CONDITIONS NOT MET*

3.0 Public Information
To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditations.

2010 Visiting Team Assessment:
The following text is not included in the media publications of the university.
> *Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.*
>
> *The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented.*

Progress since the last visit: 2011 Report
The NAAB Response to AUS 2010 Annual Report stated the following--
"Satisfied; no further reporting required."

Progress since the last visit: 2010 Report
The required text for a NAAB accredited program has been included on the website and publications.

5.0 Studio Culture
The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

2010 Visiting Team Assessment:
This criterion is not met. The issue of time management as it applies to the faculty and the students is not adequately addressed. In addition, the policy should state a structured review process (annually, biannually, etc) by students and the faculty to assess its effectiveness.

Progress since the last visit: 2011 Report
The department's Studio Culture Task Force has been working to assess the current document and review 'best practices' in the policies of peer institutions.   Currently the task force is working through a draft document that will then be circulated to all constituent groups in the College for feedback. Subsequently, meetings with each group will provide an opportunity to hone the document and we anticipate that a final, revised document will be completed early in 2012.

In addition, the faculty have created a new "Year-Level Coordinator" position. This person serves to organize discussion among faculty in each year level prior to the beginning of each semester in an effort to minimize conflicts between deadlines and due dates. The goal is to ensure that students are provided with a reasonable schedule across all required courses.

Progress since the last visit: 2010 Report
The new Head of Department will initiate a self-study task force in the Spring of 2011 to address the concerns of the Visiting Team as well as look at the development of a broader "Learning Culture" policy that aggregates studio culture with other aspects of the department: seminar and lecture courses, study abroad, student government, undergraduate research opportunities, outreach, service, and extracurricular activities.

The HOD will work with members of the faculty, staff and students organizations to ensure participation by all constituent groups. The task force will begin with a review of the current policy, discussions with constituent groups, and an examination of best practices at peer institutions.

The membership of the self-study task force will form the membership of a new standing committee in the Department charged with regular review and assessment of the document and its effectiveness.

8.0   Physical Resources
The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

2010 Visiting Team Assessment:
Unlike many schools of architecture the quantity of physical space is not an issue at the SA+D. Ample space is provided for offices, studios, lecture, seminar, classroom, media, and leisure needs. There are several computer labs and a well-organized woodshop. In addition to the onsite men's and women's dormitories, quality on-site faculty housing is provided as a standard benefit. Maintenance, renovation and expansion projects are on-going within the SA+D building; a partial renovation was completed in summer 2009 and plans for a second renovation/addition are in place for construction in summer 2010. Long term planning for the enlargement of the program includes the primary physical resources of the SA+D building.

But there are reasons why this criterion is not met. Neither the site nor the building is in compliance with ADA including the recently completed partial renovation at the building entry. We could find no evidence of a plan to bring the building or the site into compliance with ADA or that it was an administrative concern. Additionally, there are a number of tripping hazards associated with damaged site paving and the newly constructed feature stairs at the building entry for which we could find no plans for correction. The tripping hazards are of particular concern to the NAAB team for the safety of all, especially the many students who wear the *abaya* (robes).

Progress since the last visit: 2011 Report
During the renovation the front entry stair was rebuilt and the problem corrected. As a result we have experienced no tripping problems over the past 16 months.

Progress since the last visit: 2010 Report
Renovations completed in the summer of 2010 addressed the ADA compliance issues. In addition, fire safety and egress accommodations are now compliant with international codes.

13.29   Architect's Administrative Roles
Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts.

2010 Visiting Team Assessment:
ARC 561: Construction management delivered by the Department of Civil Engineering partially meets the requirement of "recommending project delivery methods" and student outcomes demonstrate a level of understanding.

The syllabus for ARC 462 covers the full NAAB requirement. However no evidence was found in the student outcomes for "obtaining commissions, negotiating contracts and selecting consultants".

Progress since the last visit: 2011 Report
The NAAB criterion, Architect's Administrative Roles, is one of the learning outcomes of ARC 463 Professional Practice. The material is conveyed through multiple modes of delivery. Readings are assigned covering this criterion; specifically, *"obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts."* These readings are supplemented by lectures reinforcing the topic. Students demonstrate their understanding of the material through examinations administered throughout the course and various homework assignments. Also, an in-depth Case Study is assigned that requires students to interview and prepare a report and presentation on the administrative methodologies of a local design firm. Examples of assignments and the course syllabus are attached to the end of this document as "Appendix 13.29".

Progress since the last visit: 2010 Report
As part of the new 159 credit hour curriculum implemented this year, a new course, ARC 463: Professional Practice, has been designed and deployed that specifically addressed this concern. The new course consolidates content from ARC 462 Design Management and ARC 561 Construction Management, both of which are no longer part of the curriculum.

1.5 *CAUSES OF CONCERN*
A. Absence of Bylaws
The team is concerned that there are no bylaws specific to the Department of Architecture that govern the various responsibilities and activities of the faculty. Departmental bylaws can be seen as a vital document in building institutional capacity for shared governance. A bylaws document will outline responsibilities and procedures that prepare the department to efficiently address change.

Progress since the last visit: 2011 Report
A task-force has been established to create a new set of bylaws specific to the Department of Architecture. A review of peer institutions along with an initial assessment of needs has been completed and a draft outline has been circulated to faculty for comment. We anticipate that a completed document will be finished by spring 2012.

Progress since the last visit: 2010 Report
The Department will begin an analysis of the bylaws at the University and Department level in the spring of 2011.

B. Faculty Evaluation Criteria
Faculty expressed concern and frustration over the lack of clear criteria for the assessment of their performance for promotion and advancement to a 4-year rolling contract. The department and school are encouraged to define their measures of performance in all the dimensions of creative activity that are typical for the discipline of architecture. The definition would not only add transparency to the process for new faculty but would also aid their colleagues across campus when asked to conduct faculty reviews for promotion and other awards.

Progress since the last visit: 2011 Report
The Department has established a Promotion Criteria Task Force charged with developing a policy for evaluating faculty performance in the area of scholarship. This policy will be completed in the fall 2012 semester for approval by the department faculty. Following departmental approval the document will be

forwarded to the Dean and the Provost for administrative approval as per University policy. In addition, the task force is working on a venue matrix. This matrix is only intended to be illustrative and to serve as a metric for making judgments of particular dissemination venues for scholarship.

This work is seen as part of an overall and holistic effort to increase clarity and transparency in the department through shared governance and articulated policies and procedures. As such, it is linked to the development and implementation of the Mentorship Committee and mentoring procedures as described below in the section on "Faculty Mentoring and Orientation."

Progress since the last visit: 2010 Report
While the University's Faculty Handbook covers the basic performance expectations for promotion and advancement, issues specific to the Department and the College will be reviewed as part of the analysis of the bylaws scheduled to begin in the spring of 2011.

C. Faculty Retention
The Department of Architecture faces a special challenge with retaining faculty; this will require an institutional response. The department and the school need to develop policies and faculty development programs that protect its investment in achieving excellence in teaching and creative activity among its junior faculty.

Progress since the last visit: 2011 Report
The Head of Department discussed this issue with NAAB administrators Andrea Rutledge, Keelan Kaiser and Ted Landsmark at the 2011 ACSA Administrators Conference in Los Angeles.   Specifically, NAAB representatives were asked if NAAB provided data or statistics on retention rates. In lieu of this information Ms. Rutledge, Mr. Kaiser, and Mr. Landsmark all agreed that the visiting team's assessment was problematic because it lacked associated, objective criteria or data.

Unfortunately the VTR arrived during the summer of 2010 at a point when the Dept. was in transition between Department Heads. This circumstance led to our inability to challenge this cause of concern when it was first raised. However, at this point, in light of comments and guidance received at the 2011 ACSA Admin Conf and given the lack of data or statistics regarding faculty retention, we request that this 'concern' be removed such that we are no longer required to report on our progress in addressing this concern.

That said, we can report that the Department of Architecture did not have any 'regrettable' departures during the 2010-11 academic year. Three faculty members did, however, leave the department during the 2010-11 academic year.

Progress since the last visit: 2010 Report
Current statistics indicate that faculty retention at the University is at or below normative benchmarks for institutions in the United States.

In the Department of Architecture the average turnover rate is approximately 7.3% over the past five years. During that time span the Department has averaged 1.4 faculty departures per year against a faculty roster of 15 to 18. Of these departures, the majority left of their own accord and one of these faculty members returned to the Department after a three-year absence. One faculty member departed because their contract was not renewed.

The American University of Sharjah is monitoring faculty turnover at the institution with particular focus on regrettable departures. In the past five years the Department of Architecture has not had any regrettable departures. Some turnover in the faculty is of course healthy and may allow the department to evolve in new directions.

Additional CAUSES OF CONCERN dating to the VTR of May 27, 2008

Professional Degrees and Curriculum
VTR May 27, 2008:
The team is concerned that under the current curriculum students are required to take as many as 19 credits per semester and only in the first year and the final semester are students registered for less than 16 credits. The requirement for 172 credit hours is far in excess of the NAAB requirement for the B. Arch. (150 semester hours) and limits students' ability to take electives outside the school or to minor in other subjects. Further, students shared concerns that as architecture students with significantly higher course loads than their peers in other degree programs they are unable to engage in extra-curricular activities or university-wide programs.

While the APR alludes to a curriculum revision that would reduce the overall requirements, at the time of the visit that revision was still pending approval by the administration.

2010 Visiting Team Assessment:
This continues to be a concern. The curriculum change to 159 SCH has been approved by the department's and school's curriculum committees and is pending before the university's curriculum committee. It is expected to be approved and implemented for the student cohort that begins in the fall semester 2010. Once implemented the new curriculum should open the possibility for additional learning opportunities and thereby resolve this concern.

Progress since the last visit: 2011 Report
As noted in the 2010 report, the new 159 credit hour curriculum is now in place.   Per University policy, students are allowed to graduate based on the catalog they came in on or the catalog in place at the time of their graduation. In this way, all of our current students can elect the new, 159 credit hour curriculum, thereby benefitting from the reduced load.

In addition, a second revision to this new curriculum has been submitted to the university curriculum committee for approval.   If approved, as expected, the revision would be implemented for the cohort that begins in the fall semester of 2012.

Among other things, this revision calls for a move away from "major electives" in favor of "free electives". This change provides students more choice in tailoring their education by taking courses and participating in minors beyond the degree program and across the university.

In addition, the revision realigns studios with related, required courses in order to facilitate cross-course content sharing and collaborative teaching opportunities.

Progress since the last visit: 2010 Report
The new 159 credit hour curriculum has now been approved and implemented.

Faculty Mentoring and Orientation
VTR May 27, 2008: The relative scale of the recruiting effort at AUS is larger than for most U.S. institution of similar size due to the growth of the student body, recent efforts by the administration to increase the quality of the faculty, and the difficulty of retaining faculty over long periods of time. The team acknowledges that the SA+D and the University have had a faculty mentoring policy since 2005 that provides a framework for mentoring new faculty within their first academic year. However, the team believes it is incumbent upon the institution to provide mentoring and adequate orientation to the university, SA+D, and the UAE from the moment new faculty arrive on campus.

2010 Visiting Team Assessment:
This continues to be a cause for concern. The mentoring program within SA+D is still emerging. When fully implemented and its effectiveness assessed the program will aid in new faculty adjustments to life in the school. However, there is an institutional need as well as a school responsibility to help prepare new

faculty to the rigors of the contemporary academy and its demands for research and creative activity. This need for academic orientation becomes even more acute when a significant number of new faculty members have not previously worked in an Arab environment. Faculty need institutional assistance in negotiating the distinct challenges of developing the external partnerships and community relationships that are an integral component of the chancellor's vision for the university and SA+D. Finally the procurement of grants and external research funding are skills the typical architecture faculty member does not possess. They will need to be developed through a combination of orientation, mentoring, education, and institutionalized support.

Progress since the last visit: 2011 Report
As of Fall 2011, new faculty arrived on campus two weeks before the beginning of classes (prior to this new faculty arrived one week before the beginning of classes). The AUS New Faculty Orientation (NFO) was also expanded to a full week to include a comprehensive introduction to academic and non-academic life at the university. New faculty now have the opportunity to spend more time becoming integrated into the department prior to the start of classes.

With regard to the 2010 Visiting Team's concerns related to the acute need to address context-specific issues when a significant number of new faculty members have not previously worked in an Arab environment, the AUS NFO was expanded to include three sessions on teaching at AUS and a half-day cultural awareness session led by an Emirati consultant with a focus on adjusting to life in the United Arab Emirates. The AUS Faculty Development Center also introduced "Learning Communities" to support new faculty in Spring 2011 and a Faculty Teaching Certificate program was initiated in Fall 2011 and is available to all faculty.

The Office of Research & Graduate Studies (ORGS) was formed at AUS in Fall Semester 2010 to oversee faculty research and graduate programs. Vice Provost, Dr Gautam Sen heads the ORGS and he has considerable experience in the field of University research funding, both internal and external. In addition, the Chancellor has doubled the amount of internal research funding available to faculty since the formation of ORGS, and the University's Faculty Research Grant (FRG) program has been revised and expanded. External research funding and opportunities are somewhat limited, but include the National Research Foundation, the Emirates Foundation, and consulting with individual companies and government agencies. In the fall of 2011 ORGS created a list of external grant opportunities, both within and outside the UAE, and distributed it to faculty by email and on iLearn. The University has appointed a Grants Writer within ORGS and is now able to provide faculty with individual assistance in producing external funding proposals.

At the College level we have entered the second year of the "Faculty Goals and Objectives Outline". Faculty prepare and update this 'living' document throughout the year in order to articulate, guide, and track their professional development. The document also serves as the basis for dialogue and mentorship with the Head of Department and Dean on an annual or semi-annual basis. While this is still a relatively new process, initial response has been positive and the administration has seen more, and more considerate, deliberation and articulation by the faculty on issues related to their research, scholarship and creative work. In addition, the formal opportunity to discuss these issues on a regular basis has improved the administrator's awareness of the faculty member's interests and trajectory.

At the departmental level, the new Mentoring Committee has completed their draft of a new mentorship policy and it is currently under review by the faculty. The draft outlines how the Department of Architecture seeks to provide a range of ongoing mentoring opportunities to junior faculty as they progress toward promotion and/or rolling contract.

As articulated in the draft, mentoring in the Department of Architecture is envisaged as a collective effort that will be managed by the departmental Mentoring Committee appointed by the Head of Department and comprised of faculty who are at the rank of Associate Professor or Professor and who are on a rolling contract. The Head of Department is an ex-officio member. In addition, new faculty will likely establish

one-on-one mentoring relationships with longstanding members of the faculty; such kind of mentoring is highly desirable and encouraged but outside the scope of the Mentoring Committee.

It is in the Department's interest that faculty members settle in and succeed in their endeavors because 1.) a significant amount of time and funds are expended in recruiting faculty and bringing them to campus, and 2.) teaching and research at AUS is sufficiently different from the North American context. Though obviously connected to the various formal reviews and assessments described in the AUS Faculty Handbook, mentoring is distinct and without any of the contractual implications associated with mandated reviews. None of the notes, comments and advice generated in the course of mentoring shall appear in a candidate's dossier. Finally, we acknowledge that mentoring only seeks to increase the chances of success and does not guarantee successful outcomes.

Progress since the last visit: 2010
At the Department level revisions to the mentorship policy and practice are currently underway. The new mentoring program will be inclusive of faculty at all stages, from new hires to senior professors.

At the College level, as of this year all faculty members have prepared a "Faculty Goals and Objectives Outline". This document is reviewed with the HOD and the Dean annually and revised as necessary to reflect the faculty member's trajectory and evolution. The "FGOO" is living document that serves to articulate, guide and track faculty progress over the short, mid, and long term.

At the University level the Provost has hired a new Vice Provost for Research and Graduate Studies and a new Vice Provost for Undergraduate Affairs and Instruction who are working with the Office of Faculty Development to provide information and support for new faculty regarding research support and funding mechanisms available on campus. Further, the Office of Faculty Development worked with the Department of Human Resources to offer an extended menu of support services during New Faculty Orientation Week.   The Office of Faculty Development is also providing faculty with regular seminars and training sessions on issues related to teaching, research, and service throughout the academic year.

APPENDIX 13.29
Item 1: Course Syllabus for ARC 463

ARC 463 | Section 01 | Professional Practice
Visiting Assistant Professor Joe Colistra
FALL 2011 September 19, 2011

Course Description:
Introduces the professional practice of architecture and interior design. Covers the fundamental knowledge of project management, client and consultant relationships, construction administration and the operations of a design business. Introduces the implications of time, budget and economic parameters in relation to the design process, professional ethics, social and political culture, and business management.

Course Outcomes:
Upon completion of the course, students will be able to:
- Make technically clear drawings and/or write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design. (2009 NAAB Criterion A2 Technical Documentation)
- Understand the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting. (2009 NAAB Criterion B7 Financial Considerations)
- Understand the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains. (2009 NAAB Criterion C3 Client Role in Architecture)
- Understand the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods. (2009 NAAB Criterion C4 Project Management)
- Understand the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice. (2009 NAAB Criterion C5 Practice Management)
- Understand the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities. (2009 NAAB Criterion C6 Leadership)
- Understand the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws. (2009 NAAB Criterion C7 Legal Responsibilities)
- Understand the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice. (2009 NAAB Criterion C8 Ethics and Professional Judgment)
- Understand the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors (2009 NAAB Criterion C9 Community and Social Responsibility)

Assessment Methods:
Homework, exams, group project, and participation.

Required Readings:
The American Institute of Architects, The Architecture Student's Handbook of Professional Practice, 14 Edition, John Wiley & Sons

Item 2: ARC 463 Assignment 01

Assigned: Wednesday, September 21, 2011
Due: Wednesday, September 28, 2011 at the beginning of class

Constructing a Fee Proposal
Students are to formulate a professional services fee structure for a variety of different types of project scales and types. Neatly organized on a sheet of paper, provide a fee structure for a project you have theoretically been commissioned to design. You have flexibility in formatting the proposal, however, the following must be indicated:

1. project phases with established duration/effort percentages
2. anticipated project team make up
3. establish a fee as a percentage of construction cost
4. provide a full breakdown of the fee per phase and consultant

Building Type: The project can be any building type beginning with the first letter of your last name. For example, Colistra could establish a fee for the following buildings: Community Center, Cathedral, Convention Center, Casino, etc.

Consultants: The number and type of consultants required to complete the selected building are up to you. At a minimum, your team must include a Civil Engineer, Structural Engineer, Mechanical Engineer, Plumbing Engineer, Electrical Engineer.

Budget: The project budget is to be established by usin the last three digits of your student ID number. For example 464 can be used as $4.64 M, $46.4 M, or $464M.

Item 3: ARC 463 Assignment 02

Assigned: Wednesday, September 28 2011
Due: Wednesday, October 5, 2011 at the beginning of class

Establish a Staffing Plan
Based on the fee structure completed for the last assignment, construct a staffing plan for the Construction Documents Phase of the design phase. Include projected hours for the architectural firm only. Neatly organized on a sheet of paper, provide the structure for staffing a project you have theoretically been commissioned to design. You have flexibility in formatting the proposal, however, the following must be indicated:

1. list the specific project type, budget, and overall fee
2. establish a projected duration for the CD's phase
3. list all anticipated personnel, their anual salaries, and a break out of their salary per hour
4. establish a multiplier
5. list billable rates for each staff person (assume the billable rates below are standard for your market and region)
6. establish projected hours/week, total hours
7. list breakdown of billings
8. make sure the CD's phase of the project is on budget!

Assumed billing rates:
Principal: $180/hr
Project Manager: $150/hr
ProjectArchitect: $125/hr
Intern: $75/hr
Admin: $50/hr

Item 4: ARC 463 Assignment 03

Assigned: Monday, October 17 2011
Due: Monday, December 28, 2011 at the beginning of class (group presentations to be scheduled)

Case Study
Central to the Professional Practice seminar experience is the thorough investigation of the day-to-day operation of a local design firm. In groups, students will conduct a case-study of different architecture or interior design firms practicing in the region. The purpose of this case study is to engage with practicing designers in order to learn about a particular firm's approach to professional practice. This assignment carries 15% of the final grade weight for each student.

The goal of this exercise is to learn about the practice of our profession through a discussion with local principals. Questions should include:

- What are the nature and challenges of practicing in the UAE?
- What has been the impact of the recent financial crisis?
- What are the local and regional contracting methodologies?
- What local laws and regulations impact the firm?
- How do project managers in the firm resolve conflicts with clients and contractors?
- Are there issues of practice that are distinct from practicing in a Western office?
- How would you characterize the style of management the firm practices?
- Do you have distinct values of practice that distinguish you from other firms?
- How do you primarily win commissions?
- Do you have any advice for architects and designers entering the field today?
- What most excites you about your profession?
- Do you have any regrets regarding your practice?

In addition to these questions, students should present background information on the firm including firm history, number of employees, number of principals, office locations, primary market sectors, anticipated plans for growth, etc.

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