



Dar Al Uloom University
College of Architectural Engineering and Digital Design
Program of Architecture

Visiting Team Report
Visit Three for Substantial Equivalency

Bachelor of Architecture

The National Architectural Accrediting Board
November 11-14, 2018

Year of visit two: 2016

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architecture profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Team Findings

1. Team Comments and Visit Summary

The NAAB SE team for visit 3 offers sincere appreciation to all of the members of the Dar Al Uloom University community who have engaged with us and supported our visit: the university administration (especially Rector Prof. Dr. Khalid Alhomoud, CEO Nawaf AlTuwaijri and Board President Dr. AlTuwaijri), the College of Architectural Engineering and Digital Design administration (in particular, Dean Mansoor Aljadeed, Chair Dr. Sultan Alotaibi, Program Head Dr. Anna Laura Petrucci, and Dr. Elsayed Amer), the faculty and staff, and especially the students. Their passion for architecture and strong commitment to their school is a hallmark of our visit. DAU is a young and ambitious university, and the enthusiasm of all parties to advance the college is palpable. Finally, the university's commitment to providing a professional education to females is notable and a source of pride for all.

The preparation of the team room was exemplary, and the team was able to work through its responsibilities with dispatch. New facilities, largely open and visible, are a resource. There is equivalence between working conditions on the male and female wings of the building. The diversity of the faculty, in terms of experience, education, and background, is noteworthy; they seem poised to elevate the program qualitatively. Engagement with a large professional community is evident through guest participation of professionals in school activities as well as professional support for training programs.

There is a clear emphasis to make a “real-world” connection in sections of the curriculum. Activities such as outreach workshops, attention to heritage culture, utilizing the Vision 2030 Development Plan as basis for Graduation Projects, and participation in conferences and meetings are all indicative of the commitment to the public engagement of the program.

Dar Al Uloom is a young and evolving university. It clearly values its professional program in architecture. It is working toward a definition of a unique culture that supports the community of the school. This is a noteworthy opportunity for all the constituents of the College of Architecture and Digital Design to both celebrate and move forward.

2. Conditions Not Met

I.1.4: Long-Range Planning
C.3: Client Role in Architecture
C.5: Practice Management

3. Causes of Concern

- a. **Heavy course load:** A heavy course load affects the length of program study for many students. The college is addressing the issue, and program has reduced the overall number of credit hours in response to lower-than-expected graduation rates. Continued examination of this issue is warranted.
- b. **Fab Lab spaces:** While new facilities provide a spacious and open learning environment, the team noted that the Fab Lab spaces are small, and primarily dedicated to digital fabrication equipment. There is only a small array of hand tools, but not any space dedicated to conventional making associated with a workshop. Faculty and students both described the need to enhance making by hand skills, and the team noted that the standard for three-dimensional work, especially models, could achieve a higher level of quality.
- c. **Leadership opportunities for students:** Leadership opportunities for students appear to be moving forward, but slowly. The team notes that the formation of a student professional organization, providing opportunities for student engagement in outreach, program governance, and affiliation with students from other universities, has not made significant progress in the 2-½ years since the previous NAAB visit. Clarifying the position of leadership in the design and building process will likely address issues in the Realm C -- Leadership and Practice -- Student Performance Criteria.

- d. **Clear and published standards for faculty evaluation, promotion, salary adjustments and the like:** Among the faculty there appears to be uncertainty regarding clear and published standards for evaluation, reappointment, promotion, practice opportunities, and salary adjustment. The team was not able to assess compensation with respect to other programs in the Kingdom. The team notes that all parties to the institution expressed the need to hire qualified faculty on the female side.
- e. **Design curriculum:** There are two elements of the design curriculum that the team calls attention to in a general manner:
 - While there are a number of projects of high quality, the development of sectional ideas of architecture, both spatially and in terms of vertical building assemblies, is not as refined as expected.
 - While thorough site analysis of projects is evident throughout the studio program, the meaningful integration of the architecture project into larger planning strategies, and local landscape design elements could move further.

4. Progress Since the Previous Visit

1.3.1 Statistical Reports

Visit Two Team Assessment (2016): Statistical reports do not provide the appropriate information. The APR provides some, but not all, of the necessary statistical reports. Yet to be included are:

- Program student characteristics.
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit.
 - Percentage who complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Number of faculty promoted each year since the last visit
 - Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed

Visit Three Team Assessment (2018): MET. Clear compliance with this criterion is indicated in the APR.

I.4 Policy Review

Visit Two Team Assessment (2016): The visiting team did not find the following documents in the team room or in the APR for review:

- Personnel policies, including:
 - Position descriptions for all faculty and staff
 - Rank, tenure, and promotion
 - Reappointment
 - Social equity or diversity, as appropriate
 - Faculty development, including, but not limited to, research, scholarship, creative activity, or sabbatical
- Square meters per student for space designated for studio-based learning
- Square meters 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 programs where SPC are expected to have been met in educational experiences in non-substantially equivalent programs

- Policies on use and integration of digital media in the architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resource collection development

Visit Three Team Assessment (2018): MET. The documents required by Appendix 4 of the Conditions for Substantial Equivalency were provided in the team room.

II.2.2 Professional Degrees and Curriculum

Visit Two Team Assessment (2016): Not Met. The degree program is as follows:

- 34% general studies, (consisting of 21% general education [preparatory] courses and 13% college requirement courses)
- 61% professional studies
- 5% electives

With only 5% of the courses in electives, students may not be able to complete minors or develop areas of concentration, inside or outside the program.

Visit Three Team Assessment (2018): MET. The curriculum has been revised to increase the number of General Studies courses to 32% of the academic curriculum, which meets the 30% threshold. The number of elective courses increased from 4 to 6.

A.4 Technical Documentation

Visit Two Team Assessment (2016): Not Met. The NAAB Matrix that the visiting team reviewed did not reference specific courses as meeting this criterion. In response, the visiting team sought examples of technical documentation in ARC 402-*Construction Documents 1*, ARC 402-*Construction Documents 2*, and the work of the design studios. While the technical drawings of a mosque prepared for ARC 402-*Construction Documents 2* in 2014 indicated that care and attention had gone into the preparation of a set of working drawings and the studio work contained compelling graphic representations of design, the visiting team found no examples of the preparation of an outline specification by DAU students. Further evidence indicated that not all DAU students had prepared models, and those that were exhibited in the team room did not demonstrate sufficient investigation of the assembly of material concepts to satisfy this criterion. In addition, the visiting team noted that the first lecture of the fifth-year ARC 511-*Graduation Project* is a basic introduction to the use of models entitled “Making Models,” a topic more appropriately covered far earlier in the curriculum.

Visit Three Team Assessment (2018): MET. Technical Documentation is covered in the following courses: ARC 214 and ARC 303; but the primary evidence was found in the projects done for ARC 402 and ARC 412. Outline specifications are covered via the usage of “Bills of Materials” on each drawing rather than a formal written documentation/description of the products incorporated in the project as a whole.

B.2 Accessibility

Visit Two Team Assessment (2016): Not Met. The program indicated that evidence of this ability could be found in ARC 304-*Landscape and Site Planning*, 403-*Housing and Urban Development*, 411-*Comprehensive Design Studio 2*, and 414-*Principles of Urban Planning*. Since student performance at an ability level is required, the visiting team primarily reviewed design course evidence. The evidence was not yet consistent enough in the Comprehensive Design Studios and Graduation Project to assess this criterion as met.

Visit Three Team Assessment (2018): MET. Accessibility is being minimally addressed in ARC 304 - *Landscape and Site Plan* as it pertains to urban planning and accessible cities.

B.3 Sustainability

Visit Two Team Assessment (2016): The program indicated that the criterion is met in ARCH 305-*Mat. & Const. Assemblies*, ARC 311-*Inter. Design Studio 2*, ARC 404-*Environmental Control*, and 511-*Graduation Project*. ARCH 404 adequately introduces the subject, but the robust evidence of the ability as evidenced in the design projects is inconsistent and often weak. The visiting team assesses this ability as **Not Met**.

Visit Three Team Assessment (2018): MET WITH DISTINCTION. Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 305 Materials and Construction Systems, ARC Intermediate Design Studio 2, ARC 404 Environmental Controls, ARC 501 Advanced Design Studio, ARC Graduate Project Resource and ARC 511 Graduation Project

B.4 Site Design

Visit Two Team Assessment (2016): The program indicated that the SPC is met in 11 courses. The visiting team found evidence of significant understanding of soil mechanics in ARC 415-*Soil Mechanics & Foundations*, of site design principles and analysis in ARC 304-*Landscape and Site Planning*, and of urban/site design principles in ARC 403-*Housing & Urban Design*. However, the team found that, within the design studio projects, evidence of an ability to apply an understanding of and maximize the opportunities of site characteristics was typically weak, as evidenced by upper-level projects without topography, vegetation, sidewalks, workable parking, or vehicular circulation. Thus, this SPC is **Not Met**.

Visit Three Team Assessment (2018): MET. The team's assessment is qualified improvement to that of the previous visiting team: while components of the Site Design process, such as surveying and landscape / site planning, are taught in individual courses (ARC 415-*Soil Mechanics & Foundations*, and ARC 304-*Landscape and Site Planning*), the synthesis of these elements into studio projects is sporadic. Yet this assessment is an improvement from the 2016 visit, and enough to demonstrate compliance.

B.6 Comprehensive Design

Visit Two Team Assessment (2016): Not Met. The visiting team reviewed student work from the fourth-year design studios and the graduation project indicating that many architecture students at DAU are able to comprehend the technical aspects of design, systems, and material selection and to integrate them as required by this criterion. The team did not, however, find this successful integration to be present in all the student work, and some projects exhibited noticeable omissions of required material. Further, most of the projects reviewed failed to demonstrate that site planning principles were integrated in any meaningful fashion into designs as required by this criterion.

Visit Three Team Assessment (2018): MET. Evidence from the 4th and 5th year studios (ARC 401, 411, 501, and 511) demonstrate compliance with this criterion. From 2016, when six of the 11 items comprising Comprehensive Design were not met, the 2018 team found that 10 of 11 were met, and that this cumulative criterion is now MET.

B.7 Financial Considerations

Visit Two Team Assessment (2016): Not Met. Construction cost estimating is addressed in a lecture in ARC 512-*Professional Practice*. In addition, students at DAU are required to summarize financial considerations as part of their research work in ARC 502-*Graduation Project Research*. However, examples of this work reviewed by the visiting team were too superficial to indicate that all of the architecture students had gained this requisite understanding. Further, there was no evidence of other aspects of the financial considerations of architecture beyond cost estimating (such as life-cycle costs).

Visit Three Team Assessment (2018): MET. Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 404 Environmental Control, ARC 417 Project management and ARC 512 Professional practice.

B.11 Building Service Systems Integration

Visit Two Team Assessment (2016): The NAAB Matrix in the DAU APR indicated that evidence for this criterion was met in the student work prepared for ARC 314-*Sanitary & Technical Installations*, ARC 406-*Lighting & Acoustics*, and the advanced design studios. In addition, the visiting team found related evidence in

ARC 404-*Environmental Controls*. The team observed that several aspects of this criterion were extensively treated. These included plumbing considerations and acoustics and lighting, with acoustics and lighting being addressed in a lecture in ARC 404 and in ARC 406. Studio design work indicated an understanding of vertical transportation. While this evidence indicates a commitment to teaching building systems integration, the visiting team found no evidence of an understanding of electrical systems (beyond lighting) and fire protection systems, so this criterion was judged as **Not Met**.

Visit Three Team Assessment (2018): MET. Clear evidence that this criterion is met is found in the Advanced Design Studio (ARC501), and Graduation Project (ARC511).

C.1 Collaboration

Visit Two Team Assessment (2016): Not Met. The program indicated that evidence of this ability could be found in ARC 213-*History of Architecture*, 401-*Comp. Design Studio 1*, and 411-*Comprehensive Design Studio 2*. Evidence of collaboration with others is found in these design courses, consistently during research and analysis, and often during design. However, evidence of “multi-disciplinary teams to successfully complete design projects” is not yet evident.

Visit Three Team Assessment (2018): MET WITH DISTINCTION. There are many opportunities for collaboration inside and outside the classroom. The students frequently meet with each other to perform peer reviews. There are also regular instances where the students collaborate with each other for site analysis, graphic input, as well as presentation practice. Evidence was found in: ARC 401 - Comprehensive Design Studio 1, ARC 411 - Comprehensive Design Studio 2; Evidence also found in: ARC 501 - Advanced Design Studio, ARC 511 - Graduation Project. Additionally, several of the studios involved students from the Interior Design program. This program is only offered to female students.

C.5 Practice Management

Visit Two Team Assessment (2016): Not Met. The program indicated evidence of understanding could be found in ARC 512-*Professional Practice*. While ARC 512-*Professional Practice* is a robust course, the visiting team found this particular understanding is not evident in the course outcomes.

Visit Three Team Assessment (2018): NOT MET. Evidence of student achievement at the prescribed level was not found in student work. Course 415 Arch Program only addresses construction project management and course 512 primarily addresses contracts and ethics- no mention of activities related to management of a practice.

II.4.1 Statement on Substantially Degrees

Visit Two Team Assessment (2016): Not Met. The DAU website includes language announcing the NAAB visit, and includes the following language: “NAAB is the sole agency that accredits the architecture programs inside the United States.” The program has not yet received substantial equivalency, so cannot include all of the language found in NAAB Conditions for Substantial Equivalency, Appendix 6.

Visit Three Team Assessment (2018): MET. At this time the statement found in Appendix 6 has not been used in DAU promotional materials. Once and if the school is granted Substantial Equivalency the statement will need to be included in literature as well as the website.

II.4.2 Access to NAAB Conditions and Procedures

Visit Two Team Assessment (2016): Not Met. The visiting team could not find these documents linked to the DAU website.

Visit Three Team Assessment (2018): MET. Both the 2012 NAAB Conditions for Substantial Equivalency and the current edition of the NAAB Procedures for Substantial Equivalency are posted on the DAU website under the Accreditation tab, 2014 Visit.

II.4.3 Access to Career Development Information

Visit Two Team Assessment (2016): Not Met. Beyond information provided in the Professional Practice course, and the mention by students and in the APR of a Career Day, the visiting team did not find evidence of resources related to a career in architecture.

Visit Three Team Assessment (2018): MET. Information was found on the CADD website “Professional Expectations,” including a description of possible job opportunities within the field of architecture and related professions.

II.4.4 Public Access to APRs and VTRs

Visit Two Team Assessment (2016): Not Met. The visiting team did not find evidence of the most recent APR or the report from the first visit on the website.

Visit Three Team Assessment (2018): MET. The team found that public access to the APR and VTR from the 2016 NAAB second visit and the 2014 NAAB First visit is available on the college website. In addition, hard bound reports are in the dean’s and chair’s offices, and in the library.

II. Compliance with the Conditions for Substantial Equivalency

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The substantially equivalent degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence.

Visit Three Team Assessment (2018): The mission and history of CADD (College of Architecture Engineering and Digital Design) within Dar Al Uloom University is well documented in the APR. The university's mission statement is prominently posted throughout the facilities. There was no evidence of an individualized mission statement and vision for CADD. (See I.1.4 Long-range Planning for further discussion.)

I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and nontraditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community (faculty, staff, and students) are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The substantially equivalent degree program must first describe how social equity is defined within the context of the institution or the country in which it is located and then demonstrate how it provides faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

Visit Three Team Assessment (2018):

Learning Culture:

Students, faculty, and administration clearly value each other, and understand that they all play integral roles in the development of this new professional program. There is a culture of respect among all participants. The college is an important component of the university to its leadership. The faculty has an open door policy and is fully dedicated to the students' progression through the program. The faculty advisor ratio is 1:20.

Social Equity:

DAU is the first private university in Saudi Arabia to admit females into its professional programs, and takes great pride in this fact. Even though there is physical separation much of the time between the male students and female students, there is equivalent access to resources, facilities, and program staff and leadership. Social engagement as well as academic is treated in an equitable manner. (This is referenced in the APR as Section I.1.4 “Studio Culture” and I.1.5 “Social Equity”)

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architecture Education and the Academic Community.** *That the faculty, staff, and students in the substantially equivalent degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical, and liberal arts–based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

[X] The program is responsive to this perspective.

Visit Three Team Assessment (2018):

Dar Al Uloom University comprises six colleges focused primarily on professional programs—law, business, medicine, dentistry, and architecture among them—in several buildings in close proximity to each other. Professional standards and accreditation requirements are the primary drivers for the curricula of these programs. While interaction between the academic units of the campus is not extensive, there is positive interaction informally among students of different programs, and for meaningful if somewhat limited support for faculty to engage in research and outreach efforts by the university administration.

- B. Architecture Education and Students.** *That students enrolled in the substantially equivalent degree program are prepared to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.*

[X] The program is responsive to this perspective.

Visit Three Team Assessment (2018):

The students of the College of Architectural Engineering and Digital Design (CADD) have formed an informal peer-to-peer mentorship program that crosses between years as well as the three disciplines in the women’s studies. This group has informal reviews before midterms, finals, and other deadlines throughout the semester. The students also participate in the Student Advisory Council, which welcomes students at any time to offer help in their academic or professional careers. Also, each student is assigned to an academic advisor who takes responsibility for responding to student inquiries on academic and personal matters. The advisor to student ratio is 1:20. The dean also holds regular meetings with male and female students to listen to their requests. The elected Student Council is organized to convey messages of any kind between the students and the administration at all levels. (APR Section 1.1.6.2)

- C. Architecture Education and the Regulatory Environment.** *That students enrolled in the substantially equivalent degree program are provided with a sound preparation for the transition to licensure or registration. The school may choose to explain in the APR the degree program’s relationship with the process of becoming an architect in the country where the degree is offered, the exposure of students to possible internship*

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching, 1990.

requirements, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure or registration since the previous visit.

[X] The program is responsive to this perspective.

Visit Three Team Assessment (2018):

The APR addresses the process to achieve licensure for Architecture students with a Bachelor degree in Saudi Arabia.

(This is identified in the APR Section 1.1.6.3 Architectural Education and Professional Registration.)

- D. Architecture Education and the Profession.** *That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.*

[X] The program is responsive to this perspective.

Visit Three Team Assessment (2018):

The team finds that the students have many opportunities to interact with both local and international members of the profession. Recently, a workshop was held with architects from Zaha Hadid's office where student work was reviewed. The students were very enthusiastic about the Tuesday Talks, which introduce a variety of architecture-related subjects. The students also are afforded numerous opportunities to visit the construction sites of local projects. They also are required to participate in a two-month noncredit internship. Alumni indicated that they are well-prepared to enter into the professional world.

(This is identified in the APR Section 1.1.6.4 Architectural Education and the Profession.)

- E. Architecture Education and the Public Good.** *That students enrolled in the substantially equivalent degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.*

[X] The program is responsive to this perspective.

Visit Three Team Assessment (2018):

Both academic and outreach activities demonstrate that this perspective is met. Graduation projects are typically real-world programs based on public development priorities, allowing students to connect directly with current issues. Public outreach programs, including workshops on heritage sites, are regular components of the program.

(This is identified in the APR Section 1.1.6.5 Architectural Education and the Society.)

1.1.4 Long-Range Planning: *A substantially equivalent degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes do not meet the standards as set by the NAAB.

Visit Three Team Assessment (2018):

The team did not find that the program has established its clearly stated multiyear objectives for continuous improvement, and the timetable for their implementation. There is a comprehensive process for data collection (see I.1.15 Self-Assessment Procedures below), but the translation of that assessment into a systematic program to properly inform planning and decision making for implementation, and to share that planning process with the constituents of the college, is not evident.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing toward its mission.*
- *Progress against its defined multiyear objectives (see I.1.4 Long-Range Planning) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes meet the standards as set by the NAAB.

**Visit Three Team Assessment (2018):
MET WITH DISTINCTION**

DAU undertakes extensive self-assessment procedures. Both the university and the academic program utilize a variety of benchmarking tools, including comparisons of selected peer schools, surveys of students and faculty for courses, graduation project assessment, professional market studies, professional training indicators, and alumni surveys. At the university level, there are shared responsibilities for assessment managed by the office of the rector.
(Cross referenced in the APR Section 1.1.7, "Program Self-Assessment Procedures")

PART ONE (I): SECTION 2—RESOURCES

I.2.1 Human Resources and Human Resource Development

- **Faculty & Staff:**
 - *A substantially equivalent degree program must have appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Substantially equivalent programs must document the policies they have in place to further social equity or diversity initiatives appropriate to the cultural context of the institution.*
 - *A substantially equivalent degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *A substantially equivalent degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Substantially equivalent programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

[X] Human resources (faculty and staff) are adequate for the program.

Visit Three Team Assessment (2018):

The team found that the quantity of faculty, staff, and administrative personnel is adequate to support student learning. The workload of the staff seems to be fairly distributed among the faculty. Teaching assistants are employed to assist faculty who teach design studios.

The faculty and staff exhibit great diversity, both in ethnicity and gender. (Reference Table 13 in the APR.) It is noteworthy that there are an equal number of male and female faculty.

At this time, the issue of determining rank, reappointment, and promotion is being addressed. There is a recommendation that the school follow the model of its peer institution King Saud University. Clarity regarding expectations was voiced as a concern at the faculty meeting.

The team learned that the faculty and staff are generally approved to attend conferences and travel for research purposes by the university.

[Cross referenced in Section I.2.2 of the APR]

Visit Three Team Assessment: Students:

- *A substantially equivalent program must document its student admissions policies and procedures. This documentation may include but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time, first-year students as well as transfers within and outside of the university.*
- *A substantially equivalent degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human resources (students) are adequate for the program.

Visit Three Team Assessment (2018):

DAU provides its students with financial aid and scholarships through the Kingdom. The university is private, and it has been fortunate enough in the past to have had the necessary funds to help students with 50% of their school funding and believes that with the current economy, the government will be able to fund this once again. (Reference APR Section 1.7.11.1 Point 4.)

Information about applying to the program and for additional scholarships if necessary is available on the website at <https://dau.edu.sa/en/deans/deanship-of-registration-and-admission/about-admission-and->

² A list of the policies and other documents to be made available in the team room during a substantial equivalency visit is in Appendix 4 of the 2012 Conditions for Substantial Equivalency.

registration/. In addition, there is a student support center for students who need extra support through their studies.
(<https://dau.edu.sa/en/deans/deanship-of-registration-and-admission/vision-mission-goals/>).

The students have formed an informal peer-to-peer mentorship program that crosses over years as well as the three disciplines in the women's studies. This group holds informal reviews before midterms, finals, and other deadlines throughout the semester.

I.2.2 Administrative Structure & Governance

- **Administrative Structure:** *A substantially equivalent degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for substantial equivalency. Substantially equivalent programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

[X] Administrative structure is adequate for the program.

Visit Three Team Assessment (2018):

There are clearly delineated responsibilities in the CADD administration, and close coordination between these offices.

(This is referenced in the APR as Section I.2.6 "Administrative Structure and Governance")

- **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance as appropriate to the context and culture of the institution.*

[X] Governance opportunities are adequate for the program.

Visit Three Team Assessment (2018):

A Department Council addresses departmental and student issues, and faculty participate in governance decisions via membership in four standing committees. College administration participates in university governance issues through the rector's office.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program.

Visit Three Team Assessment (2018):

The studio spaces at DAU have glass walls to the hallway, which create an interactive environment between studios. Males and females have their own material lab as well as libraries; however, the female library has significantly fewer books than the male library. The male side has a lighting and acoustics library, but the female side does not.

I.2.4 Financial Resources: *A substantially equivalent degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program.

Visit Three Team Assessment (2018):

There is ongoing evidence that the CADD has received continuous financial support through its first decade to support new facilities, faculty positions, equipment, and programmatic elements. The budget is

administered centrally by the university, but the dean indicates that there has been no conflict between the academic unit and the university administration over funding. Both the board president and the CEO for the university confirmed that financial resources are available as needed for the program.

I.2.5 Information Resources: *The substantially equivalent program must demonstrate that all students, faculty, and staff have convenient access to literature, information, and visual and digital resources that support professional education in the field of architecture.*

Further, the substantially equivalent program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program.

Visit Three Team Assessment (2018):

The architecture-related volumes have increased substantially since the 2016 visit. A total of 4,597 volumes have been added. Although there is a male and a female library all of the resources are universally available (although more books are housed on the male side of the building than on the female side). Digital resources include an additional 60,000 volumes. Faculty may request new acquisitions and these are purchased in support of the courses that they teach.

PART I: SECTION 3—REPORTS

I.3.1 Statistical Reports. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
 - Number of students enrolled in the substantially equivalent degree program(s).
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit.
 - Percentage who complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Number of faculty by rank (e.g., assistant professor, associate professor)
 - Number of full-time faculty and part-time faculty
 - Number of faculty promoted each year since the last visit
 - Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed

[X] Statistical reports were provided and provide the appropriate information.

Visit Three Team Assessment (2018): Clear compliance with this criterion is indicated in the APR.

I.3.2 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.

In addition, the program must provide evidence through a faculty exhibit³ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last substantial equivalency visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

Visit Three Team Assessment (2018):

Faculty credentials are sufficient for the professional program. While no exhibition of faculty work was provided for visit 3 (similar to the circumstances of visit 2), CADD prepared a publication that updated faculty research, presentations (notably global in scope for many faculty), and other outreach activities. Furthermore, DAU has “established an agreement with the top national King Saud [University] for the faculty staff of DAU to be promoted according to the KSU procedures and scientific committees” (APR, p. 63).

³ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team’s ability to view and evaluate student work.

PART ONE (I): SECTION 4—POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 4 of the Conditions for Substantial Equivalency.

[X] The policy documents in the team room meet the requirements of Appendix 4.

Visit Three Team Assessment (2018): The documents required by Appendix 4 of the Conditions for Substantial Equivalency were provided in the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The substantially equivalent degree program must demonstrate that each graduate possesses the knowledge and skills defined by the Student Performance Criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the substantially equivalent degree program.

The criteria encompass two levels of accomplishment⁴:

Understanding—The capacity to classify, compare, summarize, explain and/or interpret information.

Ability—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes student performance criteria to help substantially equivalent degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of substantial equivalency, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

GENERAL COMMENTS BY THE VISITING TEAM:

The team room was generous in size and well organized, which made evaluation of the SPC efficient. In most cases, the binders provided adequate work to document student outcomes and were cross-referenced with the studio work. The program was clear about which courses were intended to address specific SPC.

Realm A: Critical Thinking and Representation

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

⁴ See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. L. W. Anderson and D. R. Krathwold, eds. (New York: Longman, 2001).

A.1. **Communication Skills:** *Ability to read, write, speak and listen effectively.*

[X] Met

Visit Three Team Assessment (2018): The ability to work with each other and communicate effectively was evident throughout their course work and presentations. Evidence was found in ARC 401 - Comprehensive Design Studio 1, ARC 411 Comprehensive Design Studio 2, ARC 501 Advanced Design Studio, ARC 511 - Graduation Project.

A.2. **Design Thinking Skills:** *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.*

X] Met

Visit Three Team Assessment (2018): Beyond the courses indicated in the matrix demonstrating compliance with this criterion, the team noted evidence in most studio courses.

A.3. **Visual Communication Skills:** *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

X] Met

Visit Three Team Assessment (2018): Evidence of student achievement at the prescribed level was found in student work prepared for courses DES 101 Design foundation 1, DES 102 Description drawing 1, DES 103 Digital Photo and Image Processing, DES 111 Design Foundation 1, DES 112 Descriptive drawing 2, DES 112 Digital media for Design, ARC 202 Building Construction 2, ARC 212 Graphic Communication, ARC 301 Inter. Design Studio 1, ARC 311 Inter. Design Studio 2, ARC 401 Comp. Design Studio 1.

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

[X] Met

Visit Three Team Assessment (2018): Technical documentation is covered in the following courses: ARC 214 and ARC 303; but the primary evidence was found in the projects done for ARC 402 and ARC 412. Outline specifications are covered via the usage of "Bills of Materials" on each drawing rather than a formal written documentation/description of the products incorporated in the project as a whole. Wall assemblies and roof assemblies were provided in small-scale models but not larger ones.

A.5. **Investigative Skills:** *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

[X] Met

Visit Three Team Assessment (2018): Most studio projects incorporate a substantial amount of documentation of different varieties: precedent, environmental conditions, site circumstances, etc.

A.6. **Fundamental Design Skills:** *Ability to effectively use basic architectural and environmental principles in design.*

[X] Met

Visit Three Team Assessment (2018): Basic architectural and environmental principles are primarily taught in the beginning studio courses. Evidence was found in: DES 101 - Design Foundation 1; DES 111 - Design Foundation 2; ARC 211 - Architectural Design 1; ARC 301 - Intermediate Design Studio 1; ARC 311 -

Intermediate Design Studio 2. Evidence also found in: ARC 102 - Descriptive Drawing 1, ARC 112 - Descriptive Drawings 2.

- A.7. **Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

[X] Met

Visit Three Team Assessment (2018): MET WITH DISTINCTION

The use of precedents is introduced as early as the 2nd year design studios. Evidence was found in ARC 201; ARC 213, ARC 301; ARC 302; ARC 311; ARC 312; ARC 313; ARC 401 as well as ARC 501.

- A.8. **Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

Visit Three Team Assessment (2018): Evidence of student achievement at the prescribed level was found in student work prepared for courses DES 101 Design Foundation, DES 113 Digital Media for Design, ARC 211 Architectural Design 1, ARC 212 Graphic Communication, ARC 301, Intermediate Design Studio 1, ARC 311 Intermediate Design Studio 2.

- A.9. **Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Met

Visit Three Team Assessment (2018): Evidence found in: ARC 201 - History of Architecture 1, ARC 213 - History of Architecture 2, ARC 302 - Theory of Architecture 1, ARC 312 - Architecture of Arabian Region, ARC 313 - Theory of Architecture 2, ARC 401 - Comprehensive Design Studio 1, ARC 414 - Principles of Urban Planning.

- A.10. **Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

Visit Three Team Assessment (2018): Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 403 Housing and Urban Design, ARC 411 Comprehensive Design Studio 2, ARC 413 Humanities in Architecture, ARC Principles of Urban Planning, ARC 502 Graduate Project Research, and ARC 511 Graduation Project.

- A.11. **Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

Visit Three Team Assessment (2018): Research is primarily based on extensive use of precedent and research in several of the advanced studio courses. There is less emphasis on research as it can be applied to form, environmental conditions, and human behavior in the studio courses, although there is clear evidence in the ARC 502 Graduation Project Research course.

Realm A. General Team Commentary: The program's curriculum is broadly based, which affords students engagement with multiple approaches to elements of the professional education. There is a high level of digital representation of project components, which often overshadows opportunities for analog (i.e., hand-based) methods. In particular, the three-dimensional presentation elements (i.e., models) did not achieve the same level of quality as the digital components. The extensive use of precedent carries through the entire curriculum in a positive manner.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B.1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

Visit Three Team Assessment (2018): All the elements of Pre-Design are exhibited in the research work performed in the first semester of the Thesis Project: ARC 502. Each student has developed a space program, site assessment, and a review of relevant codes and regulations that apply to their project.

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

[X] Met

Visit Three Team Assessment (2018): Evidence found in: ARC 304 - Landscape and Site Planning, ARC 501 - Advanced Design Studio, ARC 511 - Graduation Project.

B.3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Met

Visit Three Team Assessment (2018): MET WITH DISTINCTION
Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 305 Materials and Construction Systems, ARC Intermediate Design Studio 2, ARC 404 Environmental Controls, ARC 501 Advanced Design Studio, ARC Graduate Project Resource and ARC 511 Graduation Project.

B.4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Met

Visit Three Team Assessment (2018): The team's assessment is a qualified improvement to that of the previous Visiting Team: while components of the Site Design process, such as surveying and landscape / site planning, are taught in individual courses (ARC 415-Soil Mechanics & Foundations, and ARC 304-Landscape and Site Planning), the synthesis of these elements into studio projects is sporadic. Yet this assessment is an improvement from the 2016 visit, and enough to demonstrate compliance.

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

[X] Met

Visit Three Team Assessment (2018): Life Safety is addressed as far as the layout of fire protection systems and exit diagrams for projects in both ARC 501 Advanced Design Studio and ARC 511 Graduation Project. Lectures on fire protection systems including sprinklers and fire alarm systems were covered in ARC 314 Sanitary and Technical Installations.

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

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

A.9. Historical Traditions and
Global Culture

B.9. Structural Systems

B.5. Life Safety

[X] Met

Visit Three Team Assessment (2018): Evidence from the 4th and 5th year studios (ARC 401, 411, 501, and 511) demonstrate compliance with this criterion. From 2016, when six of the 11 items comprising Comprehensive Design were not Met, the 2018 team found that 10 of 11 were met, and that this cumulative criterion is now MET.

B.7 Financial Considerations: *Understanding* of 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.

[X] Met

Visit Three Team Assessment (2018): Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 404 Environmental Control, ARC 417 Project management, and ARC 512 Professional practice.

B.8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air

quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Met

Visit Three Team Assessment (2018): MET WITH DISTINCTION

Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 404 Environmental Control, ARC 406 Lighting and Acoustics.

B.9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Met

Visit Three Team Assessment (2018): Evidence found in: ARC 215 - Theory of Structure, ARC 216 - Statics, ARC 305 - Materials and Construction Systems, ARC 306 - Structural Analysis, ARC 315 - Concrete and Steel Systems, ARC 415 - Soil Mechanics and Foundations, and ARC 501 - Advanced Design Studio. Evidence was also found in ARC 511 - Graduation Project.

B.10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

Visit Three Team Assessment (2018): The referenced courses: ARC 303, ARC 402, ARC 404 and ARC 412 all address facets of the building envelope. The team also found further evidence in the ARC 511 Graduation Project that students selected appropriate facade and roof assemblies including the use of triple-glazed window systems and green roofs.

B.11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems

[X] Met

Visit Three Team Assessment (2018): Clear evidence that this criterion is met is found in the Advanced Design Studio (ARC501), and Graduation Project (ARC511).

B.12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

[X] Met

Visit Three Team Assessment (2018): Materials and assemblies are evident in third- and fourth-year studio projects. ARC 402 in particular demonstrates compliance with this criterion.

B: General Team Commentary: Since the last visit, the school has made significant progress in teaching research methodologies and the components of technical building design. Most important, assignments are now carefully structured to cover the full range of issues necessary for a comprehensive design project, including sustainable design issues, building programs, design concepts, structure, mechanical systems, and cost estimating. Student final presentations for all design studios include thoughtful site and building plans, detailed wall sections, perspective renderings, and key details. These changes were the result of concerted direction on the part of departmental administration with syllabus development and teaching on the part of studio faculty. The result is the transformation of what was once a weakness of the program into a defining strength. Students can now graduate the program confident that they are able to address architectural design through a vigorous, integrated, comprehensive design process in the professional world.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C.1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

[X] Met

Visit Three Team Assessment (2018): MET WITH DISTINCTION

There are many opportunities for collaboration inside and outside the classroom. The students frequently meet with each other for peer reviews. There are also regular instances where the students collaborate with each other for site analysis, graphic input, as well as presentation practice. Evidence was found in: ARC 401 - Comprehensive Design Studio 1, ARC 411 - Comprehensive Design Studio 2; Evidence also found in: ARC 501 - Advanced Design Studio, and ARC 511 - Graduation Project.

C.2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

[X] Met

Visit Three Team Assessment (2018): Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 414 Humanities in Architecture and ARC 415 Principles of Urban Planning.

C.3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

[X] Not Met

Visit Three Team Assessment (2018): The courses that were listed on the NAAB SPC Matrix as addressing the client role in architecture—ARC 417 Project Management, ARC 502 Graduation Project Research, and ARC 512 Professional Practice—do not address how architects relate to their clients: owners, user groups or the public. ARC 417 Project Management is essentially about construction project management and does not deal with the role of a client during design. In the projects developed for the Graduation Project, the client is the Saudi Arabian government. There is no indication of involving the users or other clients in the projects. In ARC 512 Professional Practice, the use of contracts with clients is taught but no other aspects of client or owner interaction.

- C.4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods

[X] Met

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Visit Three Team Assessment (2018): It is evident that students learn the basics of project management in their nonstudio courses. Evidence was found in ARC 417 Project Management, ARC 512 Professional Practice; and ARC 502 Graduate Project Research.

- C.5. Practice Management: *Understanding* of 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.

[X] Not Met

Visit Three Team Assessment (2018): Evidence of student achievement at the prescribed level was not found in student work (NOTE: Course 415 Arch Program only addresses project management and course 512 primarily addresses contracts and ethics; there is no mention of activities related to management of a practice)

- C.6. Leadership: *Understanding* of 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.

[X] Met

Visit Three Team Assessment (2018): The program considers this criterion met by ARC 417 (Project Management), and the Professional Practice course (ARC 512). Evidence indicates that there is a focus on project management issues more than leadership in ARC 417. Leadership is a topic in the course goals for ARC 512, but is not listed as a lecture topic in the detailed schedule. There is significant emphasis on ethics in ARC 512, which has a leadership component. Finally, the APR lists multiple community service initiatives that provide opportunities for leadership development in the context of the community.

- C.7. Legal Responsibilities: *Understanding* of 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.

[X] Met

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Visit Three Team Assessment (2018): Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 417 Architectural Program and ARC 512 Professional Practice.

C.8. **Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

[X] Met

Visit Three Team Assessment (2018): The team found that the topics of ethics and professional judgment were taught in ARC 512 Professional Practice. The referenced document was the 2012 AIA Code of Ethics and Professional Conduct.

C.9. **Community and Social Responsibility: *Understanding* of 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.**

[X] Met

Visit Three Team Assessment (2018): The students learn how to work in the interest of the public based on the project outlines as well as learning about the history of architecture and practice-based lectures. Evidence was found in ARC 411 Comprehensive Design Studio 2, ARC 502 Graduate Project Research, ARC 512 Professional Practice; ARC 201 History of Architecture, ARC 311 Intermediate Design Studio 2, ARC 401 Comprehensive Design Studio 1, ARC 414 Principles of Urban Planning, ARC 501 Advanced Design Studio 1, and ARC 511 Graduation Project.

<p>Realm C. General Team Commentary: The program continues to provide instruction in areas of leadership and professional practice that are critical in providing a solid foundation for its graduates as they move into professional practice. It appears that the program has provided increased opportunities for community involvement and leadership through participation in highly visible competitions, community workshops, and exhibitions.</p>

PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

II.2.1 National Authorization: *The institution offering the substantially equivalent degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a federal ministry or other type of agency.*

[X] Met

Visit Three Team Assessment (2018): *Dar Al Uloom University is accredited by the National Center for Academic Accreditation and Evaluation of the Kingdom of Saudi Arabia for November 2017-October 2021.*

II.2.2 Professional Degrees and Curriculum: *For substantial equivalency, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. This includes a curricular requirement that substantially equivalent degree programs must include general studies, professional studies, and electives.*

Curricular requirements are defined as follows:

- **General Studies.** *A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.*

This requirement must be met at the university or tertiary school level. Post-secondary education cannot be used to meet this requirement. At least 20% of the credits in the professional architecture degree must be outside architectural studies either as general studies or as electives with other than architectural content.

- **Professional Studies.** *The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.*
- **Electives.** *A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.*

[X] Met

Visit Three Team Assessment (2018): *The curriculum has been revised to increase the number of General Studies courses to 32% of the academic curriculum, which meets the 30% threshold. The number of elective courses increased from 4 to 6.*

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the substantially equivalent degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that architects authorized to practice in the country where the program is located are included in the curriculum review and development process.

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[X] Met

Visit Three Team Assessment (2018): Building on the extensive self-assessment processes, there is a robust curricular review and course development system at DAU. The curriculum has been reviewed and revised based on conclusions of the 2016 VTR.

PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Part Two, Section 1, above), the program must demonstrate that it is thorough in the evaluation of the preparatory education of individuals admitted to the NAAB substantially equivalent degree program.

In the event a program relies on the preparatory educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the substantially equivalent degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

Visit Three Team Assessment (2018): Transfer students from “other universities or among the DAU programs” are evaluated through a course audit system for credit and placement. A maximum of two-thirds of the previous credits earned can apply to the DAU professional degree.

PART TWO (II): SECTION 4—PUBLIC INFORMATION

II.4.1 Statement on Substantially Equivalent Degrees

In order to promote an understanding of the substantially equivalent professional degree by prospective students, parents, and the public, all schools offering a substantially equivalent degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Substantial Equivalency, Appendix 6.

[X] Not yet applicable

Visit Three Team Assessment (2018): At this time the statement found in Appendix 6 has not been used in DAU promotional materials. Pending the decision on Substantial Equivalency, the statement will need to be included in literature as well as the website.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:

The 2012 NAAB Conditions for Substantial Equivalency

The NAAB Procedures for Substantial Equivalency (edition currently in effect)

[X] Met

Visit Three Team Assessment: Visit Three Team Assessment: Both of the 2012 NAAB Conditions for Substantial Equivalency and the current edition of the NAAB Procedures for Substantial Equivalency are posted on the DAU website under the Accreditation tab, 2014 Visit.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of substantially equivalent degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[X] Met

Visit Three Team Assessment (2018): Information was found on the CADD website “Professional Expectations.”

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of substantial equivalency in architecture education, the program is required to make the following documents available to the public:

The final decision letter from the NAAB

The most recent APR

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

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their web sites.

[X] Met

Visit Three Team Assessment (2018): The team found on the CADD web site public access to the APR and VTR from the 2016 NAAB second visit and the 2014 NAAB First visit. In addition hard bound reports are in the dean's and chair's office.

III. Appendices

Appendix 1. Program Information

- A. History and Mission of the Institution and the Program
See APR, page 6
- B. Long-Range Planning
- C. Self-Assessment
See APR, page 21

Appendix 2. Conditions Met with Distinction

I.1.5: Self-Assessment Procedures: There are myriad self-assessment procedures in place to review the curriculum and program, involving all constituents of the college.

A-7: Use of Precedent - The extensive use of precedent carries through the entire curriculum in a positive manner.

B-7 Sustainability – The team was impressed that the SPC level of understanding was exceeded and demonstrated a level of ability. Influences of biomimicry, living façade and roof technologies were researched and applied to design work.

B-8 Environmental Systems – The SPC prescribed a level of understanding, Student work actually demonstrated a level of *ability* in integrating both active and passive systems into their work.

C.1. Collaboration - There are many opportunities for collaboration inside and outside the classroom. The students frequently meet with each other to peer reviews. There are also regular instances where the students collaborate with each other for site analysis, graphic input, as well as presentation practice.

Appendix 3. Visiting Team

Team chair, representing ACSA
David Mohny, FAIA
Dean, Michael Graves College
Kean University
Union, NJ 09083

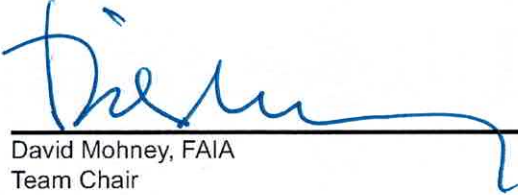
Representing AIA
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IV. Report Signatures

Respectfully submitted,



David Mohny, FAIA
Team Chair



Denis Henmi, FAIA
Team Member



Janet Hansen, AIA
Team Member



Nicole Gerou
Team Member

Dear Janet,
Greetings,

Thank you very much for sending the Visiting Team Report. First, I would like to express our sincere appreciation to your cooperation through the whole process of the NAAB Substantial Equivalency. We also would like to thank the Visiting Teams who visited our school in the three visits, who came from long distances to help our school to the better education environment. Special thanks to the Visiting Team of the third visit, they did a very professional and successful visit and worked very hard since they arrived in Riyadh in the late evening of November 9 until they left Riyadh Airport after the midnight of 14th of November. They did a tremendous effort in the evaluation of our program. Everybody in our school and university, the students, faculty, and the College and University Administrators were extremely happy and excited about the visit. Special thanks to the team head, David Mohney and the team members Denis Henmei, Janet Hanson and Nicole Gerou. We will never forget those people.

Regarding the report, we would like to clarify some points,
First, regarding the causes of concerns;

A- Heavy course load: A heavy course load affects the length of program study for many students. The college is addressing the issue, and program has reduced the overall number of credit hours in response to lower-than-expected graduation rates. Continued examination of this issue is warranted.

Regarding the reduction of the Program credit hours, this issue has been highly considered since it was raised by the visiting team report of the second visit. The program has taken the process of reducing the credit hours, but this new plan to get implemented it has to go through some process such as, the University Council, the Board of Trustees Council, the evaluation by two of Governmental Universities selected by the Ministry and finally the ministry approval. However, we will assure you that this issue will be seriously followed up by the college administration until it gets implemented.

B- Fab Lab spaces: While new facilities provide a spacious and open learning environment, the team noted that the Fab Lab spaces are small, and primarily dedicated to digital fabrication equipment. There is only a small array of hand tools, but not any space dedicated to conventional making associated with a workshop. Faculty and students both described the need to enhance making by hand skills, and the team noted that the standard for three-dimensional work, especially models, could achieve a higher level of quality.

Concerning the fab Lab Spaces, the college has plenty of open spaces, especially in front of the model-making lab. We will take this issue into consideration and work for enlarging the space for the Model-making Lab.

C- Leadership opportunities for students: Leadership opportunities for students appear to be moving forward, but slowly. The team notes that the formation of a student professional organization, providing opportunities for student engagement in outreach, program governance, and affiliation with students from other universities, has not made significant progress in the 2-6 years since the previous NAAB visit. Clarifying the position of leadership in the design and building process will likely address issues in the Realm C -- Leadership and Practice -- Student Performance Criteria.

Since the previous visit, the program has organized a number of workshops and public lectures and the students from all the governmental and private architectural programs were invited and attended these events. Between those organized workshops, the one was operated by Zaha Hadid office. Also, the famous architect in the Arab Region, Rasem Badran supervised another one. And some of our graduates who work as teaching assistants in our architecture program are forming a group of Saudi Architects, called Harfeen. They organized many seminars and workshops at DAU, those workshops were operated by Famous architects from both the Arabs and European architects.

In addition, our students have participated in many National competitions and achieved several prizes, and the Visiting Team has reviewed all these competitions, workshops and lectures. Additionally, we have the students' council who has regular meetings with the College and Program Administration to work as a link between the students and the college in order to solve the problems and participate in the decisions that lead to the development and progress of the program and the college. The college will also work seriously to activate the training program, both locally and internationally. We also invite practitioners to participate in teaching and attend the design juries to develop the students understanding with the practice in the Saudi market. All the above-mentioned actions and activities can develop the leadership personality of our students in Practice.

D- Clear and published standards for faculty evaluation, promotion, salary adjustments and the like: The Team mentioned that among the faculty there appears to be uncertainty regarding clear and published standards for evaluation, reappointment, promotion, practice opportunities, and salary adjustment. The team was not able to assess compensation with respect to other programs in the Kingdom. The team notes that all parties to the institution expressed the need to hire qualified faculty on the female side.

We respect the team opinion, but we might have more clarifications in this regard.

Regarding the evaluation of the faculty members, there is a clear policy for the faculty evaluation such as; the students evaluate Faculty members at the end of each semester. Dar Al Uloom University is accredited by the National Center for Academic Accreditation and Assessment (NCAAA), the evaluation of faculty members is one of the most important criteria for the institutional accreditation. There are also many practices carried out by the university, colleges and academic departments to assess academic performance through the participation of all stakeholders using direct and

indirect methods to implement a 360-degree feedback (multi source assessment). For example, at the end of each semester, students evaluate the faculty member and the curriculum through the Course Evaluation Survey. The head of the academic department and the Dean College review the results of this survey. This survey is not enough. Where the faculty member and the coordinator of the course work to prepare the course file for each course, the course file includes all the activities carried out by the faculty member during the teaching process, this file reflects the performance in the courses he taught in the current semester. The quality committee in the department reviews the course file and the performance report is submitted to the head of the academic department for monitoring the quality of the teaching. The policies and procedures adopted by Dar Al Uloom University in evaluating faculty members provide important practices, including peer review to allow colleagues to evaluate each other's performance. There are also direct assessment models for the performance of the faculty members, such as Self-Evaluation Form. In addition, head of the department and the Dean College fill FER (Faculty-Member Evaluation Report) at the end of the academic year as an annual performance report for each faculty member, including his performance in teaching, scientific research and community service. All faculty member evaluation tools aim to identify strengths and weaknesses and develop improvement plans to help faculty members improve their teaching performance for the purpose of improve the level of educational services provided to students. All these policies are announced, applied and available on the faculty's shared folders. The results of the evaluation are highly confidential. Any faculty member is entitled to receive the result of his assessment and to provide feedback on this outcome.

Also, in terms of the faculty participation in the national and international events, there is written announcements that faculty are encouraged to attend conferences and publish their research work in journals on the expense of the DAU. DAU has developed a strategic plan for scientific research 2017-2022. This plan adopts a set of strategies and initiatives to increase the productivity of scientific research at the university, as well as to support and fund faculty members research that helps them obtain academic promotion. The Deanship of Graduate Studies and Scientific Research has established a systematic framework to raise the level of productivity of faculty members. Each college has a committee for scientific research. This committee is directly linked to the Deanship of Graduate Studies and Scientific Research. The faculty member submit a request for funding the scientific research to this committee and in turn shall submit the application to the Deanship. Procedures for supporting and financing scientific research are clear and announced to all faculty members. The Deanship also organizes the Annual Scientific Research Forum, which aims to recognize the efforts of distinguished researchers in scientific research. This great interest of the University for Scientific Research comes in line with the achievement of its mission and the achievement of the standard No. 10 "Scientific Research." of NCAAA standards , It has been mentioned previously that the University is accredited.

There are also published documents for the scale of salaries and it is well known for all faculty members in the university according to the rank of each, for example:

- 1- Teaching Assistant starts from 6000 to 10000 SR , based on the years of experiences.
- 2- The Lecturer starts from 8000 to 12500 SR, based on the years of experiences.
- 3- The assistant professor starts from 12500 TO 20000 SR, based on the years of experiences.
- 4- The associate professor starts from 16000 to 25000 SR, based on the years of experiences.
- 5- The full professor starts from 25000 to 30000 SR , based on the years of experiences.

Putting in mind that the rate is ; 1US dollar = 3.75 RS.

Additionally, the university pays air ticket to all faculty members to visit their home countries during the summer vacation. Faculty members and staff are also paid during the whole summer vacation. Additionally, DAU pays 70 days maternity leave for and one hour breast feeding daily to the female faculty and staff .

Regarding the comparison between the salaries at DAU and the other universities in the Kingdom of Saudi Arabia, all the private universities pay more than the governmental universities with about 30% , and all the private universities are more or less the same in terms of the faculty salaries.

For the promotion, the university has done a mutual educational agreement with King Saud University, the biggest and the most famous university in the region. This agreement includes the promotion of the DAU faculty members by the scientific council of KSU. We encourage our staff and faculty to apply for promotion and submit their documents to DAU university and which transfer his or her work to the KSU and which in turn transfer the documents to the Department of Architecture to follow the same process for promotion that are applied to KSU faculty members and staff.

Regarding the recruitment of female faculty to the female section, yes, this issue is highly considered by the Higher Administration of the University and the College and Program administration is to continue recruiting more of PhD holders to the female section. We have 11 faculty members in the female section, 4 of them are PhD holders and 7 master degrees holders with long practical experiences, they all worked in practice before joining the program. Therefore, our intention is to

increase the number of PhD holders with qualified academic and practical profile for the female section.

E. Design curriculum: There are two elements of the design curriculum that the team calls attention to in a general manner: while there are a number of projects of high quality, the development of sectional ideas of architecture, both spatially and in terms of vertical building assemblies, is not as refined as expected. While thorough site analysis of projects is evident throughout the studio program, the meaningful integration of the architecture project into larger planning strategies, and local landscape design elements could move further.

We will work to better cover this remark.

Not met criteria;

C.3 Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains. [X] Not Met

Visit Three Team Assessment (2018): The courses that were listed on the NAAB SPC Matrix as addressing the client role in architecture—ARC 417 Project Management, ARC 502 Graduation Project Research, and ARC 512 Professional Practice—do not address how architects relate to their clients: owners, user groups or the public. ARC 417 Project Management is essentially about construction project management and does not deal with the role of a client during design. In the projects developed for the Graduation Project, the client is the Saudi Arabian government. There is no indication of involving the users or other clients in the projects. In ARC 512 Professional Practice, the use of contracts with clients is taught but no other aspects of client or owner interaction.

Concerning to the criteria of Client Role in Architecture, in the design studios, from ARC 211 to ARC 511, the graduation projects, we take the projects that are owned by either public agencies or private sector and private developers. Most of our projects have real sites and what we used to do is to send our students to the clients or bring the clients to our school to talk about the project and its needs, elements, users, and future development. We also, invite those owners to attend the juries, hoping that such projects are to be implemented. In addition, it happens that some of the projects were behind offering jobs to our graduates.

Finally, as the college of Architectural Engineering and Digital Design at DAU, we accept the report and the Visiting Team comments but we wanted from the above-mentioned explanations to clarify some of the points that needed more clarifications to the Team.

However, we would like to thank you again Janet Rumberger for your great efforts during the NAAB process with our program. Our thanks are also extended to the NAAB Visiting Teams for helping us for better educational program.

Yours truly,

Prof. Mansour Al-Jadeed