Holy Spirit University of Kaslik (USEK)

Faculty of Fine and Applied Arts

Architecture Program Report for 2019 NAAB Visit Three

Current Term of Accreditation: Substantial Equivalency

Master in Architecture (193 semester credits - 6 years)

Undergraduate 138 semester credits + Graduate 55 semester credits

January 2019

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Table of Contents

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY & SELF-ASSESSMENT

I.1.1 History and Mission

The University

USEK Background: USEK was founded in 1938 as an independent private Catholic institution, by the Lebanese Maronite Order (OLM) who serves Higher education in monasteries since the 18th century. The University was founded before the first Lebanese Law of Higher Education promulgated in 1961, and by that date, the Lebanese State recognized USEK as a private Higher Education Institution in Lebanon, according to the Law of Higher Education in Lebanon.

Initially, the delivered programs were limited to humanities including a Faculty of Theology considered by the Catholic Church as a platform for theology and liturgy teaching in the Middle East.

In 1997, USEK board decided to adopt the U.S. credit system and started to benchmark its programs with U.S. institutions. USEK is currently offering 163 programs (Undergraduate, Masters and Doctoral) that are all following an American-style education and a program framework (including design, delivery and evaluation) comparable to programs offered by U.S. institutions. Accordingly, more and more courses are delivered in English.

All academic programs offered by USEK are published in the University Catalogue and on the University website (http://www.usek.edu.lb/en/academics). Each program is described by its mission derived from the institutional mission, the educational objectives, the learning outcomes, the curricular map and program mapping of courses with the learning outcomes.

USEK has always been subject to voluntary external evaluations. It is the first university outside Europe to be elected as associate member of the European University Association (EUA), and to receive the European Institutional Accreditation by the European agency evalag[1] in 2012 (renewed in 2017).

Program accreditation is also a strategic priority at USEK where all programs are being evaluated/accredited by external accreditation and quality assurance agencies. In 2016, USEK received the ABET Accreditation for nine Computing and Engineering programs, and in 2017 the EVALAG International Accreditation for eight Humanities and Social Sciences programs, the AACSB Eligibility for Business Programs and the NAAB Eligibility for the Architecture Program. In 2018, three additional sciences and engineering programs received the ABET accreditation and the USEK Business School officially became a candidate for AACSB Accreditation.

The international academic reputation resulting from quality assurance is embodied in the continuous academic development and in the internationalization strategy of the university where more than 200 cooperation agreements/memberships are established with renowned universities and associations worldwide and in U.S., such as CHEA International Quality Group, Association of Governing Boards (AGB), Association of International Educators (NAFSA) and others. In addition, the Holy Spirit University Foundation which is an American non-profit organization based in U.S., has dedicated its efforts to support and promote the University mission in various forms.

As for its positioning in Lebanon, the Arab and MENA region and the World, USEK is considered:

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[1] evalag EVALUATIONSAGENTUR BADEN – WÜRTTEMBERG member of EQAR (European Quality Assurance Register), ENQA (European Association for Quality Assurance in Higher Education).

- One of the outperforming universities of the MENA region, *University Governance Screening Card by the World Bank in 2013*
- Among the Top 5 Universities in Lebanon, *QS Arab Region University Rankings 2019* (up 3 ranks compared to 2017)
- Number 34 in the Arab region, *QS Arab Region University Rankings 2019* (up 27 ranks compared to 2017)
- Among the Top 700 Universities in the World, *first entry in QS World University Rankings 2019*
- Number 1 Most Sustainable and Green University in Lebanon, *UI GreenMetric World University Rankings 2018* (for the second consecutive year)
- Number 8 Most Sustainable and Green University in the Arab World, *UI GreenMetric World University Rankings 2018*
- Number 180 Most Sustainable and Green University in the world, *UI GreenMetric World University Rankings 2018* (up 59 ranks compared to 2017)

The University received the GAIA Award 2018 for the protection of the Mediterranean environment and the IBEF "Energy Ambassador of The Year 2018" Prize.

USEK is strongly engaged in U.S. Higher Education Quality System and highly committed to its dissemination through organizing and hosting pioneering and various events such as, but not limited to: "The 2017 ABET Accreditation Seminar – First MENA Region Edition" in collaboration with ABET (October 2017) and "Catholic Higher Education in Lebanon and the Middle East: Advancing Mission and Leading Innovation" in collaboration and with the presence of the President of the Association of Catholic Colleges and Universities (September 2018). In 2019, USEK will be organizing and hosting the American Institute of Architecture Students (AIAS) Second International Conference (link) and "Accreditation for Reshaping Business Education in the MENA Region" in collaboration with the Association to Advance Collegiate Schools of Business (AACSB) (link)

USEK Mission: Since its founding, USEK seeks, and in accordance with the Article 92 of the Constitutions of the OLM (ed. 2012) and the social teaching of the Catholic Church on universities, to contribute to the development of all its students through quality educational programs and research in various fields of study. By providing a high quality American-style education to its students, USEK intends to prepare future leaders for innovation, professional growth and life-long learning, in Lebanon, within the Middle East and throughout the world. USEK is committed to a faith-based educational development of its students rooted in the Catholic tradition whereby spiritual values and ethics as well as respect for cultural and religious pluralism are promoted.

Faculty of Fine and Applied Arts

History: The decision to create the Faculty of Fine and Applied Arts was taken in 1973 by the Lebanese Maronite Order and the scheme was directly established and developed until the 28th of October 1974, when the faculty, officially started its academic programs and activities. Aiming to be multidisciplinary, the Faculty of Fine and Applied Arts started offering Architecture, Interior Architecture and Graphic Design programs. Several other departments were initiated later on, such as Advertising, Visual and Performing Arts, and Sacred Art.

November 15, 1980 saw its first 63 students graduate. The number of students has increased considerably throughout the years, to reach the actual number of 1,896 students.

The Faculty of Fine and Applied Arts consists of the following departments:
- Department of Architecture
- Department of Design and Interior Architecture
- Department of Sacred Art, Heritage and Conservation
- Department of Visual Communication
- Department of Digital Media, Cinema and Television
- Contemporary Art

Mission of the Faculty of Fine and Applied Arts: The main mission of the Faculty of Fine and Applied Arts is to prepare tomorrow's qualified, creative, and sophisticated experts, who are willing to participate in the improvement of their communities, and to contribute to the progress of humanity by using the top-level quality and intercultural education they acquired at USEK. Our Faculty members instill their knowledge and proficiency in our students, giving them spirit, leadership abilities, sustainable social and environmental responsibilities, as well as passion and innovation. We are also keen on arousing our students' civic responsibility, honesty, reliability and loyalty as well as their sense of commitment, openness and tolerance.

Furthermore, and since we are located in the heart of a region known historically for its immeasurable value, we are driven to be worthy of this noble heritage by working with all our means to safeguard and protect our patrimony.

Vision of the Faculty of Fine and Applied Arts: The Faculty of Fine and Applied Arts vision is closely connected to its core values.
We strongly believe that we can broaden our prestigious regional reputation to a higher scale. Hence, we aim to become a prominent institution on a global level by providing exceptional teaching, in a way that shapes professional leaders, who are willing to commit for the development of humankind and well-being.
Moreover, in order to capitalize on our national culture, which is based on multiplicity, we aspire to modify the actual local perception and show the richness it offers, rather than its complexity, through the implementation of a multidisciplinary approach, as well as by developing constructive criticism.

Core Values: The core values of the Faculty of Fine and Applied Arts follow the same principles USEK is committed to, as they guide the student towards these principles, and arouse ethics on all levels. They are as follows:
- Freedom of thought and expression
- Respect for others' rights, differences, and dignity
- Total integrity and honesty
- Social commitment and responsibility
- Dedication, passion and excellence in performance
- Patrimony protection

Department of Architecture

Mission of the department of Architecture: The mission of the Architecture Department at the Holy Spirit University of Kaslik (USEK) is to prepare students for a profession in architecture by offering a program that provides them with an educational experience in architectural history and theory, structures and materials, building technology, vernacular and regional studies, with a strong focus on heritage preservation and social and environmental responsibility.

The most important aspect of our program is to foster a curriculum that provides students with the necessary tools to be responsive to human needs, environmental conservation and to be socially responsible. The department plays a significant role in introducing and engaging the students in multiple disciplines through thematic and experimental workshops that enriches and diversifies students' horizons while taking into account our cultural identity.

Currently there are 1,200 students enrolled in the program and we typically graduate about 200 students annually. According to the latest statistics, the number of registered architects in Lebanon is 8,613 and 1,319 are USEK graduates. Hence, 15% of the registered architects in Lebanon are USEK graduates.

In 2014, USEK became an international affiliate member of the Association of Collegiate Schools of Architecture (ACSA), United States. In 2016, the department launched the USEK Chapter of the American Institute of Architecture Students, the 11th AIAS chapter in the region.

In April 2018, by decision of the French Minister of Culture, the Diploma of Master in Architecture awarded by USEK Faculty of Fine and Applied Arts was recognized as the equivalent to the French Diploma in Architecture. The French Diploma in Architecture allows its holder to practice as a salaried architect in France and offers the opportunity to enroll at the training course for "the training of the graduate architect to provide services in person". This training provides the opportunity for its holder to be enrolled in the registry for the exercise of the profession of an independent architect.

This recognition is valid for a period of 5 years as of the academic year 2015-2016 (see attached official recognition).

Furthermore, many partnerships and collaborations are established within the framework of the Architecture program:

United States	University of Idaho
Canada	Laval University
Cyprus	Eastern Mediterranean University Famagusta
France	Université Sorbonne Nouvelle Paris III – UFR Arts et Médias École Nationale Supérieure d'Architecture(ENSA) Clermont-Ferrand École Spéciale d'Architecture (ESA) – Paris École Nationale Supérieure d'Architecture de Strasbourg (ENSAS) École Nationale Supérieure d'Architecture de Toulouse (ENSA) Laboratoire "Identités Complexes" – Strasbourg University of Strasbourg École Nationale Supérieure d'Architecture de Paris La Villette (ENSAPLV) Laboratoire Gerphau École Nationale Supérieure d'Architecture de Paris Malaquais École d'Urbanisme de Paris
Hungary	Pazmany Peter Catholic University
Belgium	Saint-Lucas Brussels Faculty of Architecture
Italy	Istituto universitario di architettura di venezia (IUAV) Sapienza Università di Roma - Facoltà di Architettura Università Degli Studi Roma Tre Politecnico di Milano
Tunisia	Université Ibn Khaldoun
United Arab Emirates	American University of Sharjah

I.1.2 Learning Culture and Social Equity

Learning Culture

The architecture department at USEK has established a draft Studio Culture Policy (see appendix 1 and link on the website) to raise the students' well-being and to create an environment based on transparency, enthusiasm, positive attitude, ethics, respect, personal enrichment, commitment, creativity and innovation amongst faculty, staff and students. The mentioned values will prepare students for their practice in the architectural profession and will help the department to graduate students that are committed to the society and personal welfare as part of USEK mission and the mission of the Faculty of Fine and Applied Arts.

The Studio Culture Policy has been developed in collaboration with faculty members based on their experiences with students in studio courses. Starting Spring 2018, it's being shared with the program's stakeholders through:

- Presenting and discussing it at the beginning of every semester during the departmental meetings as well as in the coordinators/faculty members' meetings.
- Mailing the studio policy at the beginning of every semester to all students registered in the architecture studio courses.
- Pinning it up inside the architecture studio, allowing it to be available for students and faculty members.

This policy will continue to be discussed, evaluated and revised by both faculty and students at the beginning of every academic year. Faculty will be proposing enhancements for this policy during departmental meetings. Students will have the opportunity to give feedback on this policy through representatives in the program's advisory board and through face-to-face discussions with the head of department.

Plagiarism is not tolerable in the Faculty of Fine and Applied Arts. All assignments, papers, projects, art works, reports and thesis must be the student's own work. Student can refer to other people's work, however, they have to precisely and accurately credit their sources according to the APA style, used at USEK. This is further detailed in the article H2 - Academic Integrity available in the Academic Rules and Student Life published on the website: http://www.usek.edu.lb/Site/ListingBlocks.aspx?pageid=2780.

Turnitin checker program is available to the students; they can use it before submitting their work. Violating this rule leads to a disciplinary council action.

Social Equity

As stated in its mission "USEK is committed to a faith-based educational development of its students rooted in the Catholic tradition whereby spiritual values and ethics as well as respect for cultural and religious pluralism are promoted". USEK values and promotes equity and diversity amongst faculty, staff and students and refuses any kind of discrimination. Also, USEK emphasizes diversity and inclusiveness in strategic thinking and priorities (Strategic Plan 2018-2022 Strategic Goal A.5. http://www.usek.edu.lb/en/about-usek/strategic-planning).

Students' admission, and faculty and staff recruitment processes adopted by the University and applied in the Architecture Department clearly support equity and nondiscrimination by offering equal opportunities for all individuals regardless of their age, gender, religion, nationality or any kind of differences.

Also, as indicated in section I.1.1, the Architecture Department defined "Respect for others' rights, differences, and dignity" as one of its core values, and considers diversity amongst its students, faculty

and staff as a support for the quality of education in the architecture program, especially since the University is located in a multicultural environment nationally and regionally.

Moreover, faithful to the mission of the Lebanese Maronite Order, the Holy Spirit University of Kaslik is committed to help, through the Social Service Office, every student facing personal, relational, family, financial or medical difficulties without any discrimination related to religion, culture or nationality (check Student Services in section I.2.1).

Concerned with contributing to a democratization of the higher education, and struggling with the exclusion to it in youth living in remote areas, the Holy Spirit University of Kaslik (USEK) has carried out the creation of three Regional University Centers (RUC): Zahle RUC located in the Bekaa Valley; Chekka RUC located in North Lebanon; Rmeich RUC located in South Lebanon.

I.1.3 Response to the Five Perspectives

A. Architectural Education and the Academic Community

The Department of Architecture at USEK has always recognized the importance of collaboration between higher education institutions for the advancement of the discipline, sharing knowledge and best practices, staff development and students exchange.

In this context, the department has established different partnerships with institutions around the world (section I.1.1), in addition to the international affiliate membership of the Association of Collegiate Schools of Architecture (ACSA) in United States.

Also, during the last four years, several opportunities have been offered to faculty members to gain experiences in different universities as part of faculty exchange initiatives with these institutions:

2018
- Inspireli Awards: Jury member in a global student contest in architecture (faculty member for 2018: Alphonse Kaï and faculty member for 2019: Antoine Fichfich)
- Università Degli Studi Roma Tre - Italy: Participation to the final review (faculty member: Zafer Sleiman)
- Ecole d'Urbanisme Paris Est Créteil - France: Two Urban Design Conferences (faculty member : Richard Khalil)
- Pazmany Peter Catholic University – Hungary: Archeology Conference (faculty member: Hany Kahwaji)
- Committee of European Archeologists: Participation in the annual meeting held in Barcelona (faculty member: Hany Kahwaji)
- École Polytechnique Privée Ibn Khaldoun : Conference on Lebanese architecture (faculty member : Joseph Nasr)
- École Nationale Supérieure d'Architecture de Paris Malaquais : Conference in an international seminar (faculty member : Joseph Nasr)

2017
- Université Grenoble - Alpes - France: Urban Design Conference (faculty member: Richard Khalil)
- Roma Tre University – Italy: Final Review invitees (faculty members: Paul Zgheib and Zafer Sleiman)
- Ibn Khaldoun University of Architecture – Tunis: Collaboration in the Architecture Workshop (faculty member: Joseph Nasr)
- University of Naples Federico II - Italy: Mediterranean Workshop 2017 - Participation in the conferences (faculty member: Joseph Zaarour)
- Union of Arab Universities – Jordan: Learning New Technologies in Architecture Program (faculty member: Joseph Zaarour)

- Urban Thinkers Campus – Dubai - UAE: Urban Design Conference (faculty member: Richard Khalil)

2016
- Catholic University of Budapest - Hungary: Collaboration in the Architecture and Archeological workshop (faculty member: Hany Kahwaji and Nohra Abi Rizk)
- Eastern Mediterranean University – North Cyprus: Collaboration in the Maronite Heritage Buildings Workshop (faculty member: Fouad Gabriel)
- Université Laval - Canada: Final Review invitee and Conference (faculty member: Antoine Younan)
- American University of Sharjah - UAE: Collaboration in the Urban Planning and City Design Workshop (Abdul Halim Jabr and Georges Katodrytis)

2014

- Ecole d'Architecture de Strasbourg - France: Final Review invitee (faculty member: Antoine Younan)

Also, the department is continuously offering its students several opportunities to enrich their academic career through the partnerships with international institutions and projects with the local community described in section I.1.3.E.

Workshops for students abroad:

- 2018 – International Workshop in the University of Ibn Khaldoun in Tunis – Christia Zoghbi, Hadi Abou Hamdan, Corine Eid, and Jawad Abou Hamdan.
- 2018 – Workshop and archeological excavation for a month in Pazmany Peter Catholic University –Tonia Makhoul, Riwa Howayek, Fabien Kassouf, Simon Tayeh, Noha Abdallah, and Estelle Khalil.
- 2017 - Workshop in the Baikal Winter University of Irkutsk in Russia – Thierry Zgheib, Celine Fadel and Christian Sleiman.
- 2016 - Workshop on buildings archeology in the Catholic University of Budapest – Ruddy Abou Zeid, Marc Samarani, Carla Chlela, Cynthia Aoun, Elias Doumit, Georges Nehme.
- 2016 - Workshop in the Baikal Winter University of Irkutsk in Russia – Imad Sakr.
- 2015 - Workshop on buildings archeology in the Catholic University of Budapest – Valerie Wakim, Maya Bechara, Rihab Haidar, Amine Alam, Nadim Keyrouz, Gaelle Stephan.
- 2015 - Workshop on Intercultural Architecture in Roma Tre University – Italy – 20 students.
- 2015 - Workshop in the Baikal Winter University of Irkutsk in Russia – Ralph Nassif, Joan Sakr, Tarek Hobeika.
- 2014 - Intensive course in AA VS Dubai on Aggregate systems – Expocity 2020 – Elias Soueidi.
- 2014 - Workshop on "Risk and Town Planning" at Ishinomaki in Japan – Teddy Touma.
- 2014 - Workshop in the Baikal Winter University of Irkutsk in Russia – Ihab Daakour, Antoine Fadel, Vanessa Houeiss, Serena Ibrahim.
- 2014 - Workshop on Buildings Archeology in the Catholic University of Budapest – Remie Maalouf, Elie Nasr.
- 2014 - Workshop "Architecture and vision" in Bormazo Italy – Andrea Awaida and Elias Farah.
- 2014 - Workshop on Italian Architecture in Campus Magnoli – Italy – 26 students.
- 2013 - Workshop on Buildings Archeology in the Catholic University of Budapest – Chantal Maksoud, Gretta Laurina Al Asmar.
- 2012 - Workshop in the Baikal Winter University of Irkutsk in Russia – Jad Hachem, Evangelo Abboud, Christelle Choueih, Vanessa Maroun and Anthony Zgheib.

B. Architectural Education and Students

The Department of Architecture at USEK puts efforts to developing their students' personal skills and life-long learning to become leaders in their profession and the community. Students are encouraged to participate in competitions and earn awards on the national and international levels which allows them to share knowledge with students with different backgrounds and to prove their distinctiveness and the unique identity of their program.

Below is a list of the latest prizes awarded to the department's students:

International:
- 2018 – Mediterranean Mimar Sinan Prize – Between 73 diploma projects submitted from different countries widely spread on the Mediterranean, two of the four equivalent prizes were won by Cindy Moukarzel and Catherine El Skaff.
- 2014 - International Union of Architects (UIA) – Durbin – South Africa: Between 714 projects solving the problem of traditional commercial areas in Durbin, Rita Soueidi won the Third Prize.

Regional:
- 2018 – Omrania & Associates and the Center for the Study of the Built Environment - Award for the best architectural graduation projects across Arab students: Between 210 entries, 40 universities from 11 countries in the Arab world (Egypt, Iraq, Jordan, Lebanon, Palestine, Saudi Arabia, Sudan, Syria, United Arab Emirates, Morocco, and Kuwait) Maria Bassil won the First Prize.
- 2018 – Omrania & Associates and the Center for the Study of the Built Environment - Award for the best architectural graduation projects across Arab students: Between 210 entries, 40 universities from 11 countries in the Arab world (Egypt, Iraq, Jordan, Lebanon, Palestine, Saudi Arabia, Sudan, Syria, United Arab Emirates, Morocco, and Kuwait) Catherine El Skaff won the Honor Prize.
- 2018 – Isustain Architectural Award – Between 250 entries from Jordan, Palestine and Lebanon Universities, Andre Badr won the First Prize.
- 2017 - Omrania & Associates and the Center for the Study of the Built Environment - Award for the best architectural graduation projects across Arab students: Between 213 entries, 47 universities from 11 countries in the Arab world (Algeria, Bahrain, Egypt, Iraq, Oman, Palestine, Saudi Arabia, Sudan, Syria, United Arab Emirates and Yemen), Anabelle Saleh won the Third Prize.

National:
- Jaderji Award – The most important Lebanese award for development of Arab and Regional Architecture, delivered by the Lebanese Order of Engineers and Architects for new graduate students:
  - 2017 - Reine Chahda, First Prize.
  - 2016 - Vanessa Houeiss, First Prize and Alexandre Zein, Third Prize.
  - 2015 - Teddy Touma, First Prize and Marianne Ghrayche, Third Prize.
  - 2012 - Rayan Abou Rahal, Second Prize and Sabine Ghaby, Third Prize.
  - 2011 - Patrick Abou Khalil, First Prize.

In this context, the AIAS USEK Chapter was launched in Fall 2016 to foster the leadership skills between students and to widen their opportunities to participate in competitions and to get involved in international architecture projects.

- 2018 - First AIAS International Conference – Dubaï: Marc Samrani, Vanessa Chamlian, Samantha Soueidan, Cynthia Nahas, Cynthia Antablian, Simone Kehdeh, Maria Bassil, Christelle Azzi, and Maria Tannoury attended the conferences and participated to the workshops.

- 2018 - *"Go Green"*: A competition for the most sustainable project organized by the AIAS USEK Chapter 11 with the presence of a jury composed of two LEED Architects and Consultants and the former president of AIAS USEK Chapter 11.
- The department will be hosting the Second AIAS International Conference from March 5 to March 9, 2019. It will launch a debate between students and professionals against a backdrop of conferences, roundtables and workshops. The theme "Layer 21" aims to showcase various Lebanese cities and the many civilizations that were impacted by them, as well as to explore the urban palimpsest, which highlights the authentic and complex identity of modern-day Lebanon.

C. Architectural Education and the Regulatory Environment

The program is focused on students' transition from internship to licensure by introducing them to the requirements for registration in the Order of Engineering and Architecture, knowing that graduates are automatically eligible to apply for registration in the Order upon successfully completing their curriculum.

The University has also appointed Mr. Michael Hughes as Architectural Licensing Advisor from August 1st, 2016 for a period of 18 months. Mr. Hughes has done three-day visits to USEK every semester to offer information sessions to introduce students to the licensure requirements in the US.

Mr. Robert Karam, Associate Dean of the Faculty of Fine and Applied, is now serving the role of the Architectural Licensing Advisor by offering faculty and students needed information sessions.

D. Architectural Education and the Profession

The program puts a strong focus on the preparation of the students for professional life by encouraging them to engage in the professional practice while pursuing their education, giving them the required knowledge on the economy and market requirements and helping them understand the role of architects in professional teams and in building the community.

This is done by different means:

- A professional internship in their last two years of study, giving them strong experience and knowledge by being involved on the activities of professionals in architectural firms as well as on construction sites.

- Transfer of knowledge and experience of professors that are practicing in the profession in parallel to their teaching activities. Below is a list containing prizes and competitions awarded to our faculty and alumni:

  o 2018 – Arab Architect Awards – delivered by the Lebanese Order of Engineers and Architects, Organization of Arab Architects, Federation of Arab Engineers, UIA, Union of Mediterranean Architects – to the best executed projects executed after 2010 by Arab architects practicing around the world: between 215 projects presented, the project of Alphonse Kaï (Faculty) was nominated among the 35 shortlisted projects in the single housing category.
  o 2017 - Lebanese Architect Awards – delivered by the Lebanese Order of Engineers and Architects to the best executed projects by Lebanese architects from 2000 to 2017: 450 projects were presented, 32 were selected. Among the 32 projects, seven faculty and alumni were nominated in different categories and one won the first prize in the Architecture and Restoration category.
    - Antoine Fichfich (Faculty) – First Prize for the Architecture and Restoration category.
    - Marwan Zgheib (Alumni) – Nominated.
    - Alphonse Kaï (Faculty) – Nominated.
    - Antoine Younan (Faculty) – Nominated.

- ▪ Josephina Charabati and Mirna Lahoud (Faculty) – Nominated.
- ▪ Marwan Bassmagi (Alumni) – Nominated.
- ▪ Joe Gitani (Alumni) – Nominated.
- ▪ Charles Hadife (Alumni) – Nominated.
- o 2017 – Competition for the construction of the Club of Engineers and Architects in Zahle:
  - ▪ Rachid Seif (Alumni) – First Prize
- o 2017 – Union Internationale des Architectes (UIA): Mr. Elie Khoury ran for election of the vice president position in Seoul.
- o 2016 – Competition for the construction of the Club of Engineers and Architects in Safra:
  - ▪ Rachid Seif (Alumni) – First Prize.
- o 2013 – Competition for the construction of Halat Municipal Complex:
  - ▪ Bechara Mouannes (Faculty) – First Prize.
- o 2007 – Competition for the construction of the Lebanese Order of Engineers buildings in regional areas delivered by the Lebanese Order of Engineers:
  - ▪ Antoine Younan (Faculty) – First Prize for the regional building of Zahle.
  - ▪ Zaman Aoun (alumni) – First Prize for the regional building of Sidon.
- o Samples of awards won by a sampling of USEK alumni and faculty: these awards were chosen in a wider list that could be delivered on request:

▪ Marwan Zgheib (Alumni)	2016-2017	Project: "K Galleria Kaslik" – Status: 5 Stars Winner, Category: Best Retail Architecture in Lebanon, Organizer: International Property Awards Dubai – UAE
	2015	Project: "Wall Stadium Doha - Qatar", Status: Winner, Category: Architectural Review & MIPIM, Location: Cannes - France
	2014	Project: "The Ring House – Atelier – Riyadh Saudi Arabia" – Status: Winner, Category: Best Future Building of the Year - Drawing Board, Organizer: Leading European Architects Forum, Location: Düsseldorf/Neuss, Germany
	2012-2013	Project: "Golden West Bay Tower Doha - Qatar", Status: Platinum Winner – Category: Architecture, Building & Structure Design, Organizer: OMC Design Studios SRL, Location: Como - Italy
	2012	Project: "The Rock Stadium Al-Ain – UAE" – Status: Gold Winner, Category: Architecture - Conceptual (Professional), Organizer: Farmani Group, Location: Los Angeles – USA
	2012	Project: "Qatar Navigation Tower Doha – Qatar" – Status: Winner, Category: Best International High-Rise Architecture, Organizer: International Property Awards, Location: London – UK
	2008	Project: "ALDAR Headquarters Abu Dhabi - UAE" – Status: Winner, Category: Best futuristic design, Organizer: Building Exchange Conference, Location: Valencia - Spain
	2008	Project: "The Gate Doha – Qatar", Status: Winner, Category: Best High Rise Architecture in Qatar and Best Development in Qatar, Organizer: International Property Awards, Location: Dubai - UAE
▪ Alphonse Kaï (Faculty)	2017	Mont Mema Residential Village – International Property Award – London (best Real Estate Development Award)
	2014	Beach House – Lebanon – International Property Awards – London (best single house Arabia)

- Series of conferences and seminars provided at USEK by professionals on the challenges and essentials of professional practice in the field.
  o 2017: Professional Career Seminar with Marwan Zgheib and Abdul Halim Jabr
  o 2015: Meeting between the academicians and the professionals of architecture

- Students in their final project reviews face professionals from different disciplines that highly value their architecture expertise.

E. Architectural Education and the Public Good

We encourage our architecture students to become aware of their responsibility towards the surrounding community in particular, and the society in general. We strongly believe that architects are a major key in protecting the environment in multiple ways; whether in terms of aesthetics or in terms of preservation, by building ecologically or by shaping healthy spaces. We work to develop in our students, highly responsible spirits through:

- Specific courses, starting from general education courses that are required in the Architecture program: Societies and Environment, Sociology, Anthropology, Youth and Society, and in all other levels with courses like Civic Engagement, Urbanism, and Sustainable Architecture Workshop.
- Faculty are equally engaged in public sector workshops, by which they transfer the need to be active and engaged citizens, show they are responsive to a changing world, and share their knowledge of environmental, social and the challenges of the economy in professional practice. A short list of representative examples includes:
  - Municipalities:
    o 2018 – *Zouk Mikaël*: Restoration of traditional houses.
    o 2018 – *Halat*: Architecture competition between students on a pedestrian bridge and bus stop.
    o 2017 – Jounieh: Urban analysis, architectural interventions and restoration of many houses.
    o 2017 – Reifoun: Restoration of traditional houses.
    o 2017 – Khreibeh: Urban analysis.
    o *2016 – Hadath el Jebbe Municipalities Union*: Urban heritage analysis.
    o *2016 – Ajaltoun*: Restoration of traditional houses.
    o *2015 – Zouk Municipalities Union*: Urban and traditional houses analysis.
    o *2015 – Becharre:* Urban heritage analysis.
  - Ministries:
    o 2017 – Ministry of Foreign Affairs: Restoration of 33 medieval churches.
    o 2017 – Ministry of Culture: Museum of Beirut: Urban and architectural history.
  - Lebanese Army:
    o 2016 – Several projects: hospitals, museums.
  - General Security Forces:
    o 2018 – Project of a training school in Damour
  - Baalbek and Deir El Ahmar Diocese:
    o 2018 – Rehabilitation project of an archeological site in Al Assi
- Other workshops:
  - o 2018 – Workshop at USEK on Intercultural Architecture in Beirut *"Places en reunion"* led by Chris Younes (Founder and Associate member of Laboratoire GERPHAU – France).
  - o 2018 – Workshop at USEK on architecture theory *"L'habiter entre exil et resilience"* led by Jacques Boulet.
  - o 2017 – Workshop at USEK on Intercultural Architecture in Beirut led by Chris Younes.

- o 2016 – Workshop at USEK on scalable prototype containers (Part II) – Execution of a real prototype container (scale 1/1) – in collaboration with École Polytechnique de Lausanne and Business and Engineering Faculties of USEK.
- o 2015 – Workshop at USEK on scalable prototype containers in Anfeh North Lebanon (Part I) in collaboration with École Polytechnique de Lausanne and Business and Engineering Faculties of USEK.
- o 2014 – Finding sustainable solutions to preserve the environment – *Warkawater 2.0* Workshop at USEK in collaboration with Architecture and Visions, Italy, the Italian Embassy in Beirut and USEK Faculty of Sciences.
- o 2014 – Workshop at USEK on *"Sustainable interventions"* in collaboration with the NGO *Organisation du développement Durable* (ODDD).
- o 2013 – Workshop at USEK: Finding solutions in time of crisis by building shelters in Tacloban and by preparing sustainable and scalable prototype containers, in collaboration with École Polytechnique de Lausanne and Fribourg University.
- Studio workshops:
  - o 2019 – Participation of USEK architecture students in the ACSA competition "*Timber in the city*"
  - o 2018 – Participation of USEK architecture students in the ACSA competition *"Designing healthy places"*
- 2018 – 2020: Grant from the Hungarian Government for restoration and excavation of 33 medieval historical churches in Lebanon, in collaboration with the Ministry of Foreign Affairs and managed by USEK:
  - o Academic aspect: a cooperation between Pazmany Peter University of Budapest and USEK implicating professors and students from both universities in order to excavate and study some of the churches included in the project.
  - o Professional aspect: 7 faculty members are executing and supervising the implementation of the project.
  - o 2018 – Archeological dig implicating 5 students and 1 professor from USEK, and 5 students and 5 professors from PPCU on Eddeh, Behdeidet, Chikhan and Hardin churches.
- Exhibitions:
  - o 2018 – 5 students participated in the exhibition of student projects organized by the Arab Architects Award between 16 participating faculties of Architecture in Lebanon.
  - o 2017 – "*Architectural Heritage of Reifoun*" in collaboration with Reifoun Municipality.
  - o 2017 – "*Heritage of urban and architectural modernities in the Arab world*" hosted by USEK in collaboration with UNESCO World Heritage Center and the Arab Center for Architecture.
  - o 2016 – *"Architectural Heritage of Ajaltoun"* in collaboration with Ajaltoun Municipality.
  - o 2014 – "*Sustainable interventions*" in collaboration with the NGO *Organisation Du Développement Durable* (ODDD).
- Conferences:
  - o 2019 – "*Evolution future de la ville de Jounieh*" given by Antoine Fichfich in the Municipality of Jounieh
  - o 2018 – "*Du vernaculaire au vernaculaire*" given by Antoine Fichfich in the international seminar *Prix Gaia* held at USEK
  - o 2018 - "*Les maisons traditionnelles libanaises*" given by Antoine Fichfich in the Municipality of Zouk Mikaël
  - o 2018 – "*Ville augmentée, homme instrumenté*" given by Joseph Nasr in the international seminar *Technology and society: mutations, progress and reactions* held at USEK
  - o 2017 – "*L'architecture, principe actif d'un écosystème*" in collaboration with the design firm Architecture-Studio – France.

- o 2016 – Conference on Social Sustainable Practices by Pierre Sfeir and Nourhan Moukahal.
- o 2014 – Conference "*Inclusive Environment*" in collaboration with Fundación Promoción Social de la Cultura.
- o 2014 – Conference *"Virtual Reconstruction of Roman Archeological Sites"* by Alessandro Furlan in collaboration with the Italian Cultural Institute in Lebanon.
- o 2013 – Conference and Launching of the Holcim Award for Sustainability, in collaboration with Holcim University.
- Colloquium and international conferences:
  - o 2017 – *"Modern Heritage in Lebanon: opportunity or threat"* in collaboration with UNESCO Beirut Office.
  - o 2014 – *"Backup policy of urban and architectural heritage of Beirut"* in collaboration with the Lebanese Ministry of Culture.
  - o 2014 – *"Security on the sites: towards a modern Lebanese law"* in collaboration with USEK Faculty of Law.

I.1.4 Long-Range Planning:

In the beginning of 2018, USEK launched its second strategic planning 2018-2022 "SP1822" which is based on several strategic orientations reflected in the University mission. Based on a higher education and cultural tradition in the Lebanese Maronite Order (OLM), this SP1822 is a step forward in USEK's evolution as an institution of distinction and is divided into seven strategic areas that contain each a set of goals to lead the institutional debates and activities:
- Area A. Identity and Mission
- Area B. Governance and Institutional Effectiveness
- Area C. Academics
- Area D. Faculty, Teaching and Learning, and Research
- Area E. Students and Graduates
- Area F. Alumni, Fundraising, and Internationalization
- Area G. Campus

To support the achievement of its strategic plan, the University has adopted the institutional assessment software Tk20 by Watermark, since 2014. All academic and administrative units in USEK use this software to define their goals and objectives in alignment with the University's strategic goals. Units are also able to continuously add their activities associated with their goals and objectives, and generate annual activity reports.

In addition, highly committed to its Strategic Planning 2018-2022, USEK is stepping towards the future opportunities and challenges with strong determination and participation of all stakeholders. On January 15, 2019, thirty participants among whom the dean and associate dean of the Faculty of Fine and Applied Arts participated in the Workshop on "Implementing and Sustaining a Culture of Integrated Planning in Higher Education" offered in collaboration with the Society for College and University Planning based in United States.

USEK Strategic Plan 2018-2022 including the strategic directions and goals per area is available on the website: http://www.usek.edu.lb/en/about-usek/strategic-planning.

Strategic Plan 2018-2012 - Architecture Department

Introduction

This plan is a general mapping on where we are today and what we intend to be in the future. It shows what has been achieved until now on one hand, and draws, on the other, an ambitious yet coherent image of our faculty's future aspirations. At the crossroads between our valuable past, full of

dedication to teaching, research and students' assistance, and our progressive vision, whose main goals are to combine academic excellence, research expansion, and advanced professional integration, we want to sharply define tomorrow's objectives that commit us to reality even if, at this point, it may appear as just an aspiration. A sharp inventory, crowned by a large yet rational strategic plan, with a strong willpower and hard-work drive, will certainly direct us into a safe harbor.

Goal 1: Support the Substantial Equivalency process in progress and initiate new ones for other programs.

Objectives 2018-2019:

- Give a full power to the NAAB Substantial equivalency's on-going process in order to fulfill the requirements that followed the second official visit.

Goal 2: Enhance partnerships with the local and the global community and institutions.

Objectives 2018-2019:
- Expand the interdepartmental relations as well as the local and international academic and professional institutions.

Goal 3: Develop the management, employees, faculty, and students' communication ability at different levels.

Objectives 2018-2019:
- Improve the internal communication flow and quality between all the faculty members.
- Enhance the students' communication skills in presentations and public speaking.

Goal 4: Constantly update all programs in order to keep up with the industry.

Objectives 2018-2019:
- Organize a program committee to audit the current programs and work on their improvement.
- Design new programs related to the departments, based on the market's needs.

Goal 5: Define the instructors' profile and give on one hand recommendations for the recruitment process accordingly, and on the other hand, support dedicated faculty members who are willing to keep up-to-date in both their field and in teaching and learning new methods.

Objectives 2018-2019:
- Give incentives to faculty members to participate in workshops, conferences, and research works that keep them informed of their field and the teaching and learning of new innovations.
- Provide the instructors with the necessary coaching and workshops with both academicians and professionals.

Goal 6: Ensure a continuous advising and support the students from admission until graduation.

Objectives 2018-2019:
- Assist the students in their academic choices, including their orientation, selections of minors, and international exchange.
- Follow up consistently with each student's registration by the advisor.

Goal 7: Equip a workshop space for architecture and design students.

Objectives 2018-2019:
- Create more effective facilities on campus for architecture and design students by equipping workshops with the compulsory material.
- Appoint qualified technicians to assist the students in their craft techniques and projects achievements.
- Develop a hard material specimens' library.

I.1.5 Self-Assessment Procedures

As part of the preparation of the new program framework adopted by the University, the Architecture Department defined the Master in Architecture program educational objectives and outcomes.

The program's educational objectives describe what graduates are expected to attain within a few years after graduation, and are as follows:

1. The Master in Architecture program qualifies its graduates to become registered professional architects and allows them to grow into active members of different civil societal bodies through ethical and social engagements that improve the livelihood of their communities.

2. Graduates will be able to have leading professional roles as both entrepreneurs and efficient members of projects that are larger and in more complex architectural settings.

3. In addition to conceptual design, execution, site development and management, graduates will be able to employ their architectural education to adapt and evolve existing requirements by engaging in heritage preservation and restoration, scenography, building technology, urban planning, landscape and sustainable architecture, and development in a professional and ethical manner.

4. Graduates will be able to lead teams as well as be effective team members who can work and communicate effectively with diverse team members to identify and solve problems and make responsible recommendations.

The program outcomes describe what students are expected to know and be able to do by the time of graduation. The program outcomes of the Master in Architecture are directly related to NAAB SPC realms, which facilitated the preparation of the SPC matrix. These outcomes are as follows:

a. Students will be able to interact between different components (social, theoretical, cultural, and contextual) in the process of design thinking, and communicate clearly with the appropriate tools and media.

b. Students will be able to comprehend that projects can be built both by respecting the environmental charts and by transmitting technical information.

c. Students will be able to gather and comprehend the essential value of research within the design process, analyzing and evaluating the different options related to the predesign issues, and synthesizing the different scenarios related to different analysis in integrating architectural solutions. Solutions must respond to different environmental issues.

d. Students will be able to understand the typical career path of an architect and the means of progressing. They will recognize and preserve the valuable role of different partners and disciplines by the application of legal codes, professional responsibilities, and ethical values.

The process of evaluation of the above objectives and outcomes is described in the below section.

A. **Program Self-Assessment:**

USEK Process of Student Outcomes Comprehensive Evaluation for Continuous Improvement

Student outcomes along with the assessment data sources are identified and described in the university-wide adopted Process of Student Outcomes Comprehensive Evaluation for Continuous Improvement. It is based on annual internal and external collection and analysis of evidence and data. Evaluation of assessment data is regularly undertaken by the program faculty. The faculty reviews the raw data collected from each of the data sources shown in the figure below and prepares an analysis for the results, relates it to the program outcomes and develop implementation strategies are during semester retreat.
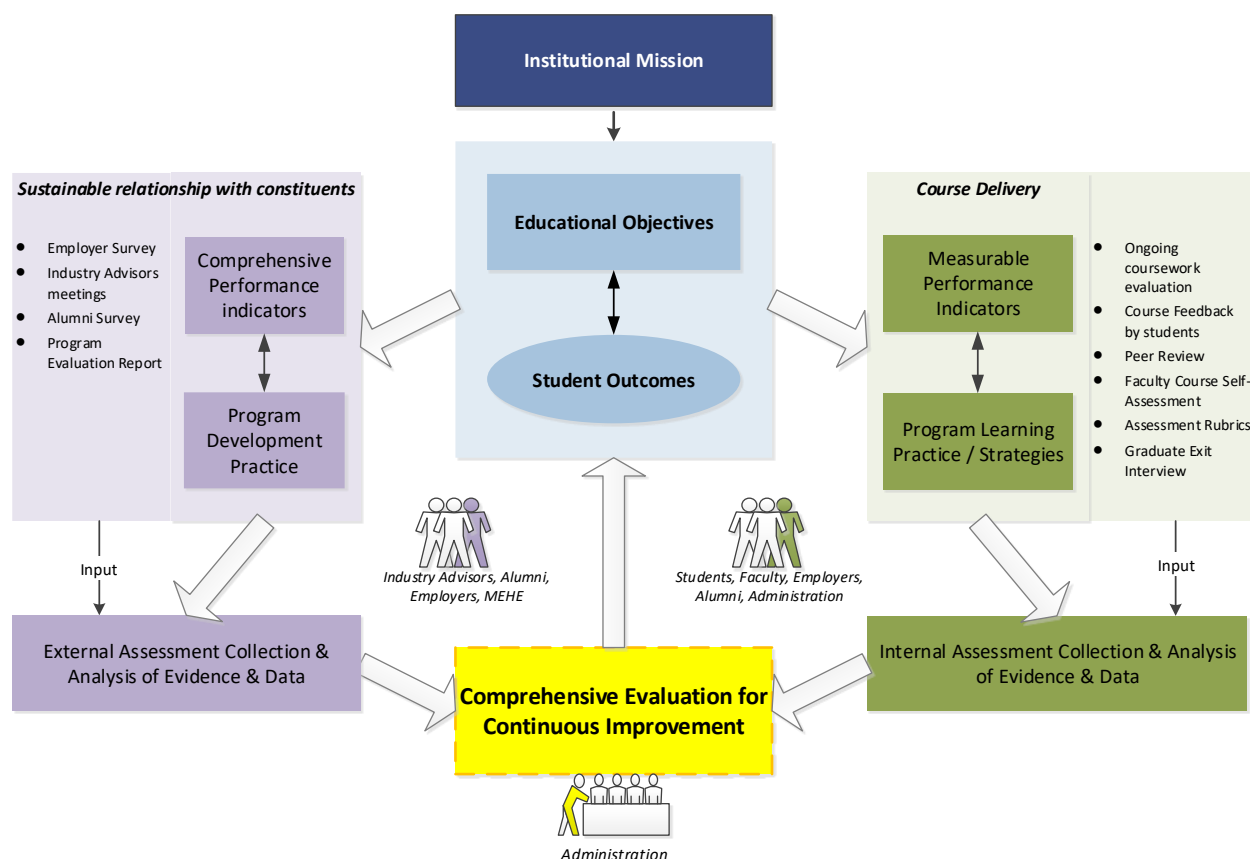
Figure 1 - Process of Student Outcomes Comprehensive Evaluation for Continuous Improvement

Internal assessment collection and analysis of evidence and data: The collection and analysis of evidence and data is linked to the course delivery and the surveys filled during the semester:

- **Ongoing course work evaluation:** According to the University grading system, the evaluation of a student registered in a course generally takes place according to the following scale:
  - Attendance and Positive Participation: 10%
  - Quizzes, Research and/or Projects: 50 to 55%
  - Final Exam: 35 to 40%

  It is noteworthy that this evaluation is applicable for courses given as lectures "C", Tutorial Classes "TD", Practical Works "TP", in addition to Courses and Practical Works "CTP". As for Projects "P", Theses "TH", Corporate Internship or Medical Internship "S", and Seminar "SM", they sometimes follow a specific regulation limited to the final assessment of the course (presentation of the final project, thesis defense, internship report, etc.).

- **Final Project Assessment Rubric:** "Final Project Assessment Rubrics" are used to explicitly assess the achievement of student performance criteria. They lead to the final grade of the student being more specific, detailed, and disaggregated than a grade. This rubric provides clear information about how well students performed and a clear indication of what they need to accomplish in the future to better their performance.
  Currently, this rubric is used during the juries to assess the final capstone projects. There are two rubrics used: one for the Project Advisor and another one for the Jurors.

- **Course Feedback by Students (CFS):** The objective of students' feedback is to perceive the quality of the teaching sessions given by an instructor within a semester to ensure the optimal attainment of student outcomes. The results of this evaluation are sent to the President, the heads of academic units as well as the faculty automatically through the adopted system BLUE, an American Style Online evaluation tool purchased in December 2011 that complies with the highest international standards designed to fully automate course evaluation implementations, from start to finish, in an extremely straightforward and autonomous process and that ensures full students participation. The evaluation uses a scale from 1 to 4 and is based on the following criteria: Students' self-reflection questions, General evaluation of the course, Organization of teaching course content by the instructor, Teaching skills of the instructor, Evaluation of learning methods adopted by the instructor, Overall satisfaction of the course delivered by the instructor.

- **Peer Review of Teaching (PRT):** PRT is an important form of assessment in which instructors give feedback to one another on teaching and learning in their courses. PRT offers the unique perspective of another instructor who knows the program and the field of study well, and who has experience in working with students. This perspective positions the peer reviewers to focus on features of teaching and learning that are distinct from features that might be identified from other perspectives such as student feedback or other. The "Instructional Environment" and the "Course Materials Evaluation" are the main review focuses of PRT.

- **Faculty Course Self-Assessment (CSAF):** This assessment aims to incite faculty reflection about the course effectiveness and environment that affect teaching. The goal is to encourage coming across with ideas and rules that inform the practice of instruction. This reflection will be discussed to commend strengths, identify areas for development, and focus on planning for improvement in at least one area of instructional performance. It helps the faculty to evaluate the course learning outcomes described in the syllabi. After submitting the final grades of their courses taught, instructors can go online and complete the "Course Self-Assessment by Faculty" survey for each of their courses at the end of the semester. Answers are determined in terms of instructional activities in the given course or based on the general approach taken to teaching. The self-assessment by faculty includes the following criteria: Faculty qualifications related to this course, Professional development, Classroom instructional performance, Achievement of objectives / Demonstration of outcomes, Recommended changes for improvement, other comments and ideas by the faculty.

- **Graduate Exit Interview:** This survey is meant to gather information about graduating students' USEK experience, how satisfied they are with their programs, the program completion time, their comments and suggestions. The Graduate Exit Interview contains the following Criteria: Professional Occupation, Student Satisfaction, Completion Time, Comments and Suggestions.

External Assessment Collection and Analysis of Evidence and Data:

As per the strategic plan of the University, all program educational objectives should be subject for review periodically. This process includes the annual review of program educational objectives varying between one to three years' frequency to ensure that they remain consistent with the institutional mission and the program's constituents. Since these objectives focus on what graduates are expected

to attain within a few years after graduation, its assessment data source is gathered from the external constituents such as the employers, alumni and Industry Advisors:

- **Alumni - Program Feedback Survey:** The purpose of the Alumni survey is to gather data to help determine the extent to which the Program Objectives were being achieved and get feedback on alumni overall satisfaction with their USEK experience, post-graduation employment and/or further education, the importance of various skills and abilities they have acquired for employment and/or further education. The University facilitates this activity by providing the programs with alumni contact information and an on-line survey tool. For the first time launched in 2015, the survey was sent to all the classes of graduates. Currently, this survey is being collected yearly for two different classes of graduates.

- **Working together events and Employer Perception Questionnaire on Programs Objectives and Outcomes:** The aim of this event that takes place yearly is to meet employers and introduce them to our educational objectives and the architecture program. Moreover, this event highly contributed to share with professional market representatives their reflections on USEK graduates experience in their career path, discuss their suggestions and build a focus group that will take part in fostering the continuous improvement of the programs in order to meet the needs of constituencies. The survey is designed for each program and contains three main sections: 1) Organizational profile, 2) Evaluation of the Program Educational Objectives and 3) Evaluation of the Program Outcomes.

- **Feedback from Industry Advisors:** Feedback from Industry Advisors is gathered regularly through the various means of connections with architecture firms, "Working together" events and program's advisory board meetings:
  - o **"Working together events":** This event aims at meeting the graduates' employers and introducing them to our educational objectives and architecture programs. It is organized every two years with a large scale of participants. Two Working together events took place to date: February 2016 and March 2018.
  - o **Program's advisory board meetings:** Starting Fall 2018, the industry advisors are taking part in the program's advisory board that meet once every semester. The Program's advisory board recently met in January 2019 along with the student and faculty representatives.

Figure 2 - Working Together events: February 2016 and March 2018

Figure 3 - Advisory Board Meeting January 2019

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The Architecture department includes 14 full-time faculty members and 78 part-time faculty members. These faculty members are characterized by their experience in the professional market since most of them are architects that have managing roles in national and international architecture practices. A large number of these faculty members earned their degrees from international universities in Europe and USA. Faculty members' degrees and experiences are adequately diverse to cover all subjects in the curriculum.

During the academic years 2016-2017 and 2017-2018, Mr. Michael Hughes, Head of the Architecture department in the American University of Sharjah, was appointed as Architectural Licensing Advisor. After the completion of this contract, Mr. Robert Karam, Associate Dean of the Faculty of Fine and Applied, is serving the role of the Architectural Licensing Advisor by offering faculty and students workshops in the following purposes:
- Assisting interns pursuing licensure as an architect in the United States: Explaining the qualifications and understanding of Architectural Experience Program, the Architectural Registration Exam, and the differing requirements for licensure in the United States.
- Helping supervisors assist interns through licensure: explaining to faculty members and advisors the requirements of the Architectural Experience Program and licensure in the US so they are able to assist students in this matter.
- Advising architects on reciprocity and NCARB Certification.

Check Appendix 3 for faculty resume.

Check Appendix 4 for Faculty matrix (equivalency between old and new course codes are included in Appendix 6).

It's important to mention that basic design and technical drawing courses (ARCH205, ARCH210, and ARCH225) are offered by faculty members from the interior design department.

In addition to full-time and part-time faculty members, the Architecture Department welcomes every semester a number of academics and professionals that take part of the juries for senior projects presentations (ARCH680A/B). These visits also include a series of meetings and discussions that allows the department administration to benefit from the expertise and knowledge of these individuals to improve the teaching methodologies and research to keep up with the profession's needs and updates.

Below is a list of professionals and academics that visited the Architecture department during the last two years:

Fall 2018-2019
- **National**
- Marwan Zgheib, Principal of MZ Architects
- Elie Khoury, President of Architects Branch – Order of Engineers and Architects of Beirut
- Naji Assi, Professor – American University of Beirut
- Georges Feghali, Professor – Lebanese University
- Elie Gebrayel – CEO of ERGA Group Sal
- **International**
- Antoine Chaaya, Partner and Director of RENZO PIANO Building Workshop
- Pierre Litzler, Director of Faculty of Arts – University of Strasbourg
- Gregory Spaw – Professor, American University of Sharjah

- Andre Vladimir Heiz, Design theoretician and semiotics professor at l'École Cantonale d'art de Lausanne
- Ruedi Baur, International Graphic Designer and researcher, he is a worldwide lecturer in several universities (ENSAD-Paris, Strasbourg, Head-Geneva, Parsons New School – USA, Luxun Academy of Shenyang – China, CAFA – Pekin, China, the École international de Percé – With Laval University - Canada, etc). He is the founder of several research platforms and studios such as Design-2-Context, integral Context, Integral Ruedi Baur & Associates.
- Jacques Boulet, Architect, Professor at the École Supérieure d'Architecture of Paris –la Villette, in critics and theory of architecture
- Chris Younes, Philosopher, Professor at the École Nationale Supérieure d'Architecture of Paris - La Villette and at the École Spéciale d'Architecture – Paris. Former director of the Gerphau research laboratory and of the international net PhiLAU.

Spring 2017-2018
- **National**
- Joe Abou Kasm, President of Architects Branch, Order of Engineers and Architects of Tripoli
- Georges Samrani, CEO of GES Consulting Firm
- Fawzi Nasr, Chairperson of Architecture Department – Académie Libanaise des Beaux-Arts
- Joseph Saad, President of the Association of Architects – Order of Engineers and Architects of Beirut
- Antoine Charbel, Director of Architecture Program – Lebanese University
- Georges Feghali, Professor – Lebanese University
- Sylvia Yammine, Professor – Académie Libanaise des Beaux-Arts
- Antoine Lahoud, Professor – Lebanese American University
- Marwan Zgheib, Principal of MZ Architects
- Roger Skaff, ALUMNI President of US Architecture Graduates in the Middle East
- Christiane Sfeir, Chairperson of Architecture Program – Lebanese University
- Elie Gebrayel, CEO of ERGA Group Sal
- Lamia Yammine, Professor – Lebanese University
- Elie Khoury, President of Architects Branch – Order of Engineers and Architects of Beirut
- Jean-Pierre Asmar, Dean of Architecture Program, Notre-Dame University

- **International**
- Antoine Chaaya, Partner and Director of RENZO PIANO Building Workshop
- Roueïda Ayache, Partner Architect – Architecture Studio
- Juan Roldan, Professor – American University of Sharjah
- Pierre Litzler, Director of Faculty of Arts – University of Strasbourg
- Ozgur Dincyurek, Dean of Faculty of Architecture – Eastern Mediterranean University
- Pierre Vercey, Professor – Faculty of Arts – University of Strasbourg
- Marcus Zepf, Dean – Ecole d'Urbanisme de Paris
- Gilles Debs, Architect – France
- Paola Marrone, Professor - Università degli Studi Roma Tre
- Daniel Payot, Philosopher, Professor of Arts theory and aesthetics, past president of Marc Bloch University. Researcher in Art philosophy applied on Architecture.

Fall 2017-2018
- Marwan Zgheib, Principal of MZ Architects
- Sylvia Yammine, Professor – Académie Libanaise des Beaux-Arts
- Joseph Saad, President of the Association of Architects – Order of Engineers and Architects of Beirut
- Roger Skaf, ALUMNI President of US Architecture Graduates in the Middle East
- Fawzi Nasr, Chairperson of Architecture Department – Académie Libanaise des Beaux-Arts
- Antoine Charbel, Director of Architecture Program – Lebanese University
- Georges Feghali, Professor – Lebanese University

- Jean-Pierre Asmar, Dean of Architecture Program, Notre-Dame University
- Elie Gebrael, CEO of ERGA Group Sal
- Lamia Yammine, Professor – Lebanese University
- Joe Abou Kasm, President of Architects Branch, Order of Engineers and Architects of Tripoli
- **International**
- Shikwan Yang, Founder at Shikwan yang Architectural Practice
- Gilles Debs, Architect – France
- Ozgur Dincyurek, Dean of Faculty of Architecture – Eastern Mediterranean University

Faculty Hiring

The recruitment process of Faculty members consists of numerous selection steps. After the initial pre-selection phase, the head of the academic unit initiates the recruitment request and submits it to the Provost for preauthorization. As per the recruitment procedures in force at USEK, all the requests for candidate recruitment are evaluated by two committees:

- Firstly, by the **Ad hoc Selection Committee**, who interviews and assesses the candidate's teaching abilities and skills and his/her language proficiency level through a teaching demonstration that should be prepared in advance, along with supporting materials such as presentation, video, activities. The purpose of the interview and the teaching demonstration is to make sure that the candidate meets the following requirements indicated in the Rubric of Assessment for Part Time Faculty Selection:

- High language proficiency level (according to the course assigned).
- Adequate pedagogical content knowledge of the relevant discipline/course.
- Appropriate teaching methods and skills.
- Ability to engage the audience in the learning process.
- Willingness to align his/her teaching methods with the course learning outcomes in order to reach the objectives of the curriculum.
- Good understanding of the constructive feedback and assessment.
- Willingness to dedicate his/her time to teaching and course preparation and to respect the deadlines of the university academic calendar.
- Ability to use and explore the instructional technologies.
- Willingness to be part of the professional development programs/practices implemented at USEK.
- Good understanding of the USEK mission and culture, and has the ability to accept cultural differences and diversity.

- Secondly, the candidate is evaluated by the **Peer Committee** who evaluates his/her file and the authenticity of the relevant diplomas and working experience, in order to give him/her a certain rank. Faculty members are then paid in accordance with the hierarchy of this rank.
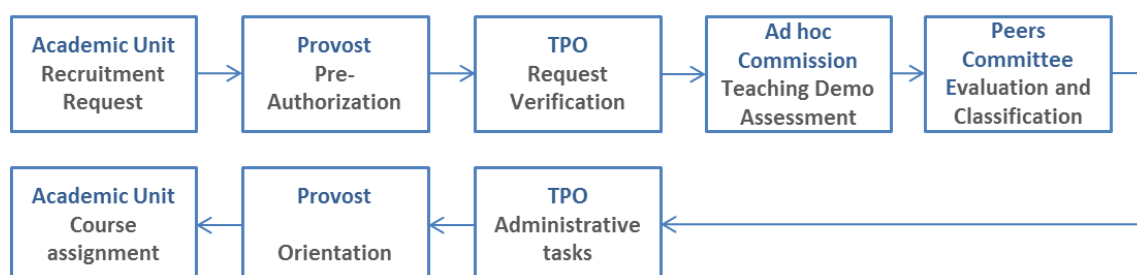
Figure 4 - Process of selection of perspective Faculty members

In order to be accepted to a full time position, the teacher should first be employed part time and have a good academic and administrative record. For the first time, FT Faculty are appointed for one

year. This appointment is then renewed by one year followed by contract renewals of three-year terms.

| Academic Unit Request to tenure faculty member | | Provost Pre-Authorization | | TPO File preparation | | Peers Committee Evaluation and Classification | | President Final decision |

Figure 5 - Full-time faculty member engagement process

Full-time faculty members are divided into five academic ranks: Assistant Lecturer, Lecturer, Assistant Professor, Associate Professor or Professor, knowing that tenure is not applicable at the University. In addition to the teaching hours, full-time faculty must provide students with support, in their research or laboratory work, participate in pedagogic meetings and Diploma Juries, assist in examination surveillance and any other activities demanded by the head of the unit. The number of attendance hours should not be less than 30 hours, for the three ranks of professors and 35 for lecturers and assistant lecturers. These attendance hours are divided into the five working days of the week. Full-time faculty benefit from 20 days paid leave yearly.

Eligible Full-time Faculty members can also apply for Professional Development Leave and take a semester off from normal academic duties for scholarly research and study. They should have at least the rank of Assistant Professor, have a minimum six years of full-time service and be engaged in research activities. The relevant policy will be highly reflected in the new Faculty Bylaws which is currently being approved by the Board of Trustees.

Part-time faculty are required to teach the course(s) included in the contract signed at the beginning of the semester between faculty and the University.

All full-time Faculty members are subject to a yearly self-reflection by themselves and performance evaluation by the Dean and bi-annual appraisal. They have to express their opinion in accordance to a series of criteria and have to submit a yearly report to the University President, detailing their academic and research activities, as well as their general contribution to the development of the Academic Unit. The reports are then submitted to the Peer Committee for evaluation. The promotion or the renewal of the Faculty member's work contract depends on this evaluation.

In order to increase incentives and Faculty member welfare, the University has implemented a new salary scale and increased financial benefits for full-time Faculty members and their families.

All information related to faculty (recruitment, promotion, retirement, etc.) is published in the current version of the Faculty Bylaws. The new version of Faculty Bylaws will be available in April 2019.

Human Resource Development

Administrative staff development

The University supports the continuous professional development of administrative and technical staff through: evaluation, rewards, training and scholarships.

Evaluation of administrative and technical staff is achieved through the Performance Evaluation Survey by the manager and the Self-reflection Survey by the employee. Both results are analyzed and used for developing the HR action plan. Action plans could vary from training to a promotion or a job rotation; there could also be an incentive, depending on the level of performance of a designated employee.

For more adequacy of the staff to perform institutional services provided to the program, USEK offers many benefits to its staff such as more than 75% reduction on university fees for themselves as well as for their children enrolled in the university, yearly holidays, annual leave, etc.

Administrative staff and faculty members are given the opportunities to go on travel missions that mainly consist of participating in trainings and conferences as well as benchmarking good practices at other international universities.

Faculty Members Development - Research, Learning and Teaching Excellence

The University is committed to attract highly qualified Faculty members and to work on their continuous professional development. On the University level, several opportunities have been offered to both full-time and part-time faculty in this matter:

- Offering the Post-Graduate MA / Certificate in Learning and Teaching for Higher Education that was launched in 2017-2018;
- Offering continuous education programs to develop teaching and learning such as the following programs completed during the last three years:
    o Chester Postgraduate Program of Teaching and Learning (U.K.)
    o Online Certificate in Teaching and Learning with Norwich University (U.S.)
    o The Professional Educator Program with the University of Texas at Austin (U.S.)
- Organizing Workshops and Training Sessions:
    o Integrated course design by Dee Fink & Associates
    o On-line course design by the University of Oklahoma
    o Cultivating and Implementing Teamwork Workshops
    o "E-ready for the upcoming semester?" (a workshop organized at the start of each semester to promote the use of e-learning, online grading and evaluations)
    o Providing Free English Courses, in order to develop language skills
    o A series of Active Learning workshops (e.g. *Is the learning happening when we teach?* and *Making learning happen through activity in the university classroom*)
    o New Program Framework and Catalogue in TK20
    o Program and Learning Assessment Workshops
    o E-portfolio management
    o Summer training sessions on different topics such as: Use of high-quality rubrics for assessment of student learning; Use of technologies in classrooms; Workshop design; Distance Learning; Active learning;
- Offering Faculty Induction: LTEC organizes at the beginning of every semester an orientation workshop for the new part-time instructors in order to explain to the new hired candidates all the procedures and rules related to USEK Governance, Teaching and Institutional Effectiveness;
- Providing faculty traveling support to enable them to participate in international academic and scientific activities;
- Offering a platform to develop Faculty e-portfolio;
- Offering a wide range of resources to develop the teaching and research activities of Faculty members.

On May 22nd, 2015, the University launched the pioneering Learning and Teaching Excellence Center (LTEC) aiming at strengthening the delivery of University programs in teaching and learning with the collaboration of American universities. Furthermore, in November 2018, USEK inaugurated the Learning and Teaching Excellence Center's Studio "USEK LTEC Studio". This Studio is the first of its kind in Lebanon as it is equipped with the Learning Glass technology, an innovative approach to lecture capture that has proven to be of great support to traditional classes, hybrid and online courses.

Figure 6 - Learning and Teaching Excellence Center (LTEC)   **Figure 7 - USEK LTEC Studio**

LTEC facilitates and supports new innovations in teaching and helps faculty to teach more efficiently and effectively while ensuring that all students are becoming a part of a learning community that address current and future educational needs of the University.

LTEC organizes institutional and departmental workshops and consultations in order to enhance student learning and recognize excellence in teaching.

Also, the University highly supports faculty in their research activities mainly by:

a. Supporting in the use of instructional technology and taking advantage of e-learning Moodle open source platform which is required for all Faculty members. The University offers many training sessions on e-learning and online teaching all over the year and collaborates with eminent universities and organizations in the United States (such as the University of Oklahoma, Dee Fink and Associates, George Mason University, and Norwich University) to provide consultancy on instructional technology and on-line teaching to the concerned units.
b. Offering full-time and part-time Faculty members a wide range of resources and materials required to develop their teaching and research activities (computers, books, databases, laboratories, etc.);
c. Supporting full-time Faculty members in developing research and raising funding from local and international associations. Also, the Higher Center for Research at USEK offers funding for research activities developed by Faculty;
d. Supporting the professional development of faculty on both institutional and departmental levels and encouraging their mobility to actively participate in professional workshops and seminars organized outside and inside Lebanon;
e. Providing scholarships and funding for academic development programs with the collaboration of key international strategic partners.

On the departmental level, faculty members Architecture Department are continuously supported by the University to participate in academic and research activities on the national and international levels (refer to section I.1.3.A for a sample of these activities). The requests for faculty members' participation in such events are initiated by the dean and approved by the University President.

Furthermore, the Holy Spirit University of Kaslik is leading the national project "Professional Standards Framework for Excellence in Teaching and Learning in Lebanese Universities / E-TALEB" that aims at developing Lebanese Professional Standards in Teaching and Learning and cooperating for innovation and exchange of good practices and experiences relevant to similar international frameworks. As part of this project, USEK supported seven universities in Lebanon to develop, equip and inaugurate their Teaching and Learning Excellence Centers.

The project details could be found at the following link: www.etaleb.org

Student Services

The University supports students on different levels: academic, personal, professional, etc. This is done through different units that are responsible for assisting students during their education at USEK. In 2015, USEK became the first university in Lebanon and the region to gain Matrix accreditation for its student support services that include the following offices:

Admissions Office

The mission of the Admissions Office is to welcome candidates, USEK students and their parents or teachers in order to inform and guide them in their chosen major, in their potential reorientation and in their occupational choice. The office organizes orientation days mainly addressed to high-school students in Grades 9 to 12 who wish to know about the different majors and specializations available at USEK and about the education regulations in force. These orientation days are held in local and foreign high schools, as well as on USEK's four campuses. Visitors are provided with helpful brochures during these days, which help guiding new USEK students in the administrative process.

Registrar Office

The Office of the Registrar at USEK is privileged to serve students from the moment they apply to USEK to the time of their graduation.

As part of its activities, the Registrar's Office is responsible for issuing student IDs, as well as official academic transcripts and certificates. It manages requests such as readmission, interruption of studies and change of academic program or of campus, in accordance with the regulations in force. Moreover, it supervises the registration process and updates the catalogue, in addition to organizing and managing course and final exam schedules.

The Office of the Registrar takes joy in being the interpreter of USEK's academic policies and the steward of all student records from application to degree conferred.

The Registrar Office offers the following services to students:
- Deliver ID cards to students;
- Admission of continuing education students, free listeners and cross-registration students;
- Deliver certificates, official transcripts, course descriptions and diplomas;
- Update and modify the students' personal information;
- Handling of all forms such as: readmission, change of program, change of campus, change in personal information, withdraw, interruption of studies, term withdraw, double major and exemption.

Student Affairs Office

The mission of the Student Affairs Office is to further the students' success, help them with any problems they face and involve them in all campus activities based on USEK's mission and rules.

The Student Affairs Office offers the following services to students:

- Organize a wide selection of many social and cultural activities;
- Organize Orientation Days for new students;
- Act as a link between students and all departments and faculties;
- Assist students in submitting absence petitions for midterm and final examinations;
- Offer on-campus student jobs;
- Manage the university residence for female students;
- Provide first-aid services through the Infirmary;
- Manage lost and found objects;
- Disseminate information among students;
- Make referrals to appropriate services and assist students in resolving problems involving university policies, systems or procedures.

Social Service Office

In keeping with the mission of the Lebanese Maronite Order, USEK is committed to helping every student facing personal, relational, family, financial or medical difficulties without any discrimination related to religion, culture or nationality.

The Social Service office offers the following services to students:
- Financial aid programs;
- Student job opportunities;
- Spreading the payment of tuition fees;
- Personal and family counseling;
- Orientation towards other student support offices on campus;
- Orientation towards external specialized experts and/or institutions.

USEK Counseling Center (UCC)

UCC provides the following services to all students of the Holy Spirit University of Kaslik (USEK), whether on campus or in Regional University Centers:
- crisis intervention and orientation
- confidential short-term counseling
- groups and workshops
- psychoeducational programs (awareness raising and prevention)

University students might find it particularly difficult to go through this period of adjustment without support. The psychologist's mission is to address their developmental, relational, and emotional concerns.

International Affairs Office (international students' services)

The International Affairs Office runs the university international relations and develops internationalization modes to meet the new challenges of globalization. It manages partnerships, supports international cooperation and promotes student mobility.

The International Affairs Office offers the following services:

- Activities and events to promote the culture of internationalization at USEK;
- Activities for International students;
- Administrative support provided to academic and administrative units (signature of agreements, memberships, mobility, international projects);
- Dissemination of opportunities abroad and administrative support for students, faculty and administrative staff (scholarships, call for proposals, conferences abroad, etc.);
- Information sessions and campus tours for International students upon their arrival;
- Information sessions to encourage USEK students to study abroad;
- Intercultural and international events on campus in order to provide all USEK students with an international experience;
- Personal assistance provided by the International Affairs Office to guide USEK students to choose their host university abroad and to find scholarships;
- Resources, workshops and trainings provided to academic and administrative staff to encourage their engagement in the internationalization process.

Careers Services Office

The Career Services Office (CSO) at the Holy Spirit University of Kaslik (USEK) helps current students and recent USEK graduates in their educational and career choices in planning and promoting professional and personal success. Moreover, it encourages them to develop their potential in order to meet market expectations on the national, regional and international level.

The CSO offers students advice about the following career development areas:

- Mapping education
- Exploring all career options
- Understanding the career development process
- Gaining knowledge about adapting to working life
- Identifying local, regional and international opportunities, acquiring internship / work experience, and developing skills to compete in the labor market
- Learning how to foster connections with the USEK Alumni

Quality Assurance and Institutional Effectiveness Office

The Quality Assurance and Institutional Effectiveness Office (QA-IE) supports the University to achieve its mission by assessing and continuously improving administrative and academic performance and supporting the various units of the University to provide excellent educational experience for the students.

As part of the assessment strategy adopted by the University, the QA-IE office manages surveys to gather students' feedback on their programs, courses and campus life. The results of these surveys and students' comments are shared with instructors, academic and administrative units according to their responsibilities for analysis and action planning.

I.2.2 Administrative Structure and Governance

The current governance structure reflects upon the university bylaws ratified in 2015 (Amendments to Bylaws last ratified on 2010). The re-examination of the Bylaws strengthened our vision of the structure of governance, which remains, in spite of its amendment, respectful to certain organizational traditions that are the pillars of our evolution.

The chart below presents the administrative chain of responsibility related to the University and the academic program offered by a specific faculty:
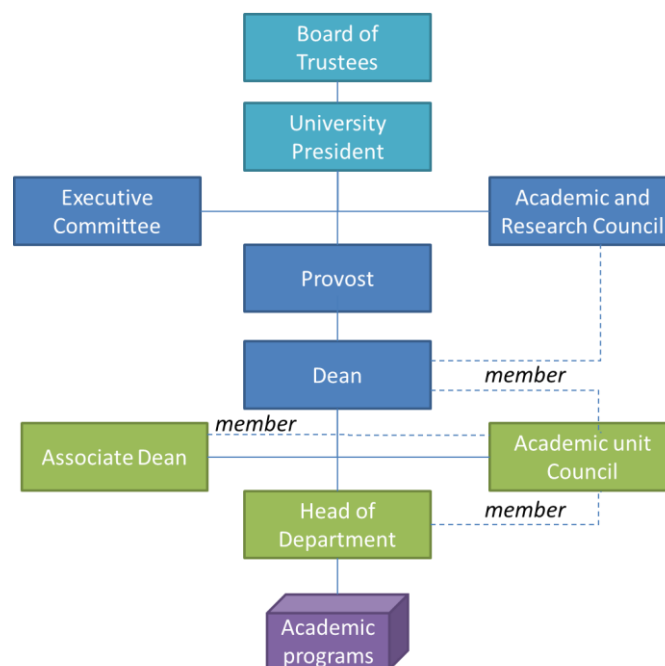
Figure 8 - Administrative chart

- Rev. Fr. Prof. Georges Hobeika, University President
- Prof. Georges Yahchouchi, Provost, Member of the University Academic and Research University Council, Member of the Executive Committee

- Dr. Paul Abi Khattar Zgheib, Dean, Member of the Academic and Research Council, Member of the Academic Unit Council
- Mr. Robert Karam, Associate Dean, Member of the Academic Unit Council
- Prof. Antoine Fichfich, Head of Department, Member of the Academic Unit Council, Member of the Admission Committee

The responsibilities of the University Academic and Research Council mainly rely on approving the student selection policy and criteria, the academic rules, the academic calendar, the proposals of institutional partnerships, decisions for creating new centers of research, proposals of establishing or amending curricula, and proposals for amending the Faculty bylaws and the criteria of promoting Faculty members. This Council gives its opinion on proposals for creating new Academic Units. Also, it is up to this Council to ratify the university bylaws or, eventually, to amend them.

The academic programs administration is supported by the role of the Provost who serves as the Academic Chair. He oversees the academic units, enrollment, undergraduate and graduate education, continuous education, diversity and inclusion, Planning and Institutional Research, and a range of programmatic and student support services. He also provides vision for strategic planning to further enhance the academic mission of the University. He continuously reviews the academic programs with the collaboration of Faculty members and dedicated committees to ensure that they are initiated and maintained to directly support the needs of the community.

At the faculty level, the Council of the Academic Unit is composed of the Head of the Academic unit, the Head of the Doctoral Commission, the Associate Dean, the Heads of Departments or Heads of Studies Programs. The Academic Unit Council judges the equivalence of studies concerning the admission of students and looks into and proposes development for the student selection requirements, files of students on probation, curricula, proposals of inter-University conventions, Proposals of conventions with the private or public sector, research projects and programs, academic and scientific events. It is up to the Academic Unit Council to ensure the implementation of study regulations inside the academic unit.

In this context, and in the purpose of organizing the teaching tasks between the faculty members of the Architecture program, the department appointed a number of faculty to be course coordinators of different subjects in the curriculum. The role of these coordinators includes the following:

- Application of the department's policy and syllabus, learning outcomes to each course on his responsibility,
- Feedback the head of department on regular basis,
- Sharing the work with all the members of the team, mainly design projects preparation. All members have to participate to this task as part of their duties,
- Collecting the grades and check them with the head of department before communicating them to students,
- Peer Reviewing,
- Insuring the leveling of teaching methodology between all sections,
- Course file control and collection.

Input from the faculty concerning the guidance of the program is mainly received through regular faculty meetings. In addition, faculty collaborate with the Head of Department, and course coordinators with any observations or concerns they may have. Students have the opportunity to suggest changes and improvements in the program and courses through the surveys Course Feedback by Students and Graduate Exit survey described in section I.1.6. Also, students are represented by six members of the newly formed program's advisory board in which they can express their experiences within the program and suggest improvement actions accordingly.

I.2.3 Physical Resources:

Offices

The Architecture Department is located in the Faculty of Fine and Applied Arts building (C Building). Adequate space is provided for the Dean's office and secretary/reception space with copier in the first floor of the building C. Associate Dean's Office is located in the second floor of the same building.

The Head of Department's office, and additional offices for full-time faculty members of the Architecture department are located in the 1st Floor of the building C. A shared office is available for Part-time faculty in the 3rd floor, and a faculty room is located in the 1st floor for all faculty members to take breaks between classes.

All of the offices are in the same building, which enables regular faculty interaction. Each faculty is provided a computer and printer to support instruction, advising, and research. Standard software, such as Microsoft Office is on each machine. Each office has an individual phone line.

A meeting room for around 15 to 20 people is available for the department. For larger meetings, adequate conference rooms can be reserved.

Classrooms and physical resources

The architecture department has different type of classes, depending on each type of course needs. They are all accessible for wheelchairs by elevators and are equipped with AC units.

Lecture classrooms

Most of classrooms are located in Building C, on level 1 to 3, with a seating capacity of 20 to 45. They are equipped with tables and chairs facing the teacher's desk, an LCD projector, and a Wi-Fi connection. Other technology auxiliaries may be installed upon the lecturer's request (laptops, sound systems, etc.).

Figure 9 - Classrooms

Auditoriums lecture classrooms

These auditoriums are stepped halls with a seating capacity of 58 to 150. They are equipped with tables and benches facing a raised teaching platform with a desk and connections to the LCD projector.

One of these classrooms is interactive. It allows through technology auxiliary, video and high speed internet connection to interact with other spaces: universities, campuses and countries. Each seated place has a speaking microphone connected to the network.

Some of these classrooms are also equipped with a blackboard learn learning management system.

Figure 10 - Auditorium Classrooms

Workshops – Studio Space

All workshops are located in Building C, on levels 2, 3, and 4, with a seating capacity of 28 to 100. They are all equipped with drawing tables, a Wi-Fi connection and an LCD projector.

Figure 11 - Workshops

Copy center and other facilities

We are currently in the process of mounting an on-campus copy center that will be operational beginning spring 2019 on the Faculty of Fine and Applied Arts' ground floor in which the students will be able to print and mount their documents while experimenting the technical equipment available in the center. A technician will be present Monday to Friday from 8am till 10pm to assist the students when needed.

The available equipment in the on-campus copy center is the following:

Computers, CAD plotter MFP, a trimmer, a color laser printer, flatbed scanner and A3 copier, laser engraver, 3D printers (Ultimaker 2+ -20cm object and a Delta WASP 20 40 Turbo 2 – 40cm object), a server and switch, a patch panel, a screen, a hard drive) and other facilities such as a working space for the students and the technician.

Technical facilities are also offered to students by off-campus shops that are independent supply stores and working spaces at a five-minute walking distance from the department. These shops provide the needed services for preferential prices and are open for additional hours upon request of faculty or student's with respect to individual course deadlines.

The available equipment in these off-campus shops is the following: copiers, printers (regular, PVC and foam board), plotters, modeling equipment, a 3D printer, laser cutters, routers and flat bed, as well as other fabrication facilities such as regularly-used material, and a working space for the students. Workshop technicians are available to operate, supervise or help when needed.

Computer laboratories

The faculty has two computer laboratories of 25 working stations each, connected through a network system. One of the labs, has all workstations facing the teaching area, while the other one is an interactive lab with students' desks set in U shape, with the teaching area on a side raised platform.

Figure 12 - Computer Laboratories

Both labs are equipped with the Citrix XenApp 3D VDI technology that provides key functionalities for the students such as:

- Anywhere access to licensed software such as AutoCAD, Revit, 3D max and Maya
- No need to buy expensive computers to run the above software (any tablet or laptop works)
- Improved IT efficiency
- Secured Data

Every unit operates on the latest Window version and includes the following specs:

1. **Computer specs**

- HP Z230 workstation
- 32B Ram
- 1T HDD
- Core i7 CPU 3.5Ghz
- 4G ATI display adapter

2. **Software programs**
   - Auto Desk 2015: AutoCAD, 3D Max, Revit
   - Adobe Master collection CS6: Photoshop, Illustrator, InDesign and Acrobat
   - Microsoft Office 2013 : Word, Excel and PowerPoint
   - Eset Nod Antivirus

Any other needed software could be installed within five working days, upon the teacher's request to the technical support coordinator.

3. **Others**
   Each lab is also equipped with:
   - One main desktop, connected to an LCD ceiling mounted projector connected to the instructor desktop
   - An A3 flatbed Image Scanner

Photo laboratory

The faculty has a photo lab equipped with:

- A dark room with a capacity of 12 working students. It is equipped with diffusion modular enlargers of (4x5)", (6x6)" and (6x7)" and other accessories on each working unit, such as enlarger timers and easels.
- A film developing room with material for manual processing as well as Jobo semi-automatic processing
- Digital cameras
- Sinar analog camera (4x5)"
- A photo studio for digital printing with computers with calibrated Eizo screens.

A digital lab has been lately equipped and is now operational.

Figure 13 - Photo Lab

The building plans are provided in Appendix 5.

I.2.4 Financial Resources:

USEK is a private Catholic University that has a full autonomy in the budgeting activities. More than 90% of its source of funding comes from student tuition fees, noting that the Lebanese Government does not provide private universities, including USEK, with any financial support. The revenues are expected to finance the operating expenses, as well as the investments aimed at developing the university. Important activities and real estate projects are sometimes done by fundraising. It is worth mentioning that USEK had never experienced budget deficiency.

Preparation of the Budget Report: The preparation of the yearly budget report consists of several steps described in the figure below, knowing that the budget is prepared according to the academic year (August 1st - July 31st). The budgeting of academic units takes into consideration increasing or decreasing annual base budgets to reflect changes in hiring new faculty members and staff, needs of new programs and program changes, salary enhancements, professional development activities for staff, laboratory equipment, extracurricular activities, learning resources, and operating expense budgets.
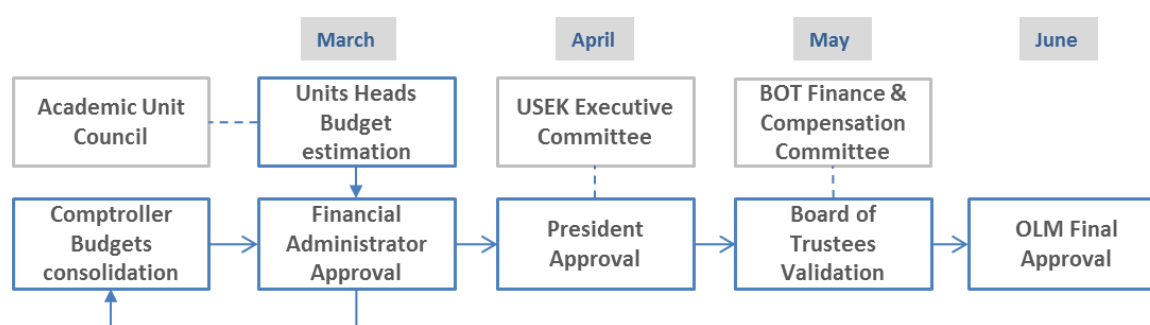
Figure 14 - Budget preparation
The budget is prepared according to the academic year (August 1st - July 31st)

All projects that require funding from the University during the year, that are not included in the yearly budget, should be submitted by the program administrators (head of department and dean) to the financial administration for approval. These requests are also approved by the University president.

Moreover, the University considers consolidation strategies where expenses and investments can be funded by the University global revenues. In other terms, the program sustainability is guaranteed by the governing board and the institutional commitment to support the programs and their development activities. USEK has fully supported and funded other schools who have been in deficit, a rare phenomenon, which may happen due to low enrolments or other factors.

Operating revenues and expenditure: The Architecture program has never experienced budget cuts restricting it in reaching its intended objectives, as the Administration knows it's one of the oldest programs in USEK and it recruits nearly 16% of the students at the University. Furthermore, the University is continuously supporting the program to enhance the growing needs of the students and faculty and to realize the proposed developments derived from the continuous assessment process such as:
- Building new classes and studios
- Increasing the number of Full-time faculty
- Supporting innovation through the funding of activities and events
- Supporting the organization of conferences that enrich the education of students and give faculty opportunities for research and development
- Encouraging students' excellence through providing opportunities for mobility
- Supporting students' participation in different national and international competitions

- Acquiring all the new spaces, library resources and material that are essential in architectural education

The financial institutional support for the program contributes to the attainment of all intended student outcomes.

The tables below cover the unit's revenues and operating costs over the last two academic years along with the figures for the current year until today and the forecasting for the current and next year:

Operating Revenues	2016-2017	2017-2018	2018-2019 *As of December 31, excl. Spring and summer enrollments*	2018-2019 Budget	2019-2020 Forecast
Tuition and fee	18,466,175.00	17,689,389.00	7,948,434.00	17,733,897.29	16,360,018.37
Less: Financial Aids & Scholarships*	-3,551,351.50	-2,463,223.58	-1,715,639.43	-3,293,869.36	-3,063,298.50
Net Tuition and fee	*14,914,823.50*	*15,226,165.42*	*6,232,794.57*	*14,440,027.93*	*13,296,719.87*
Auxiliary Activities Income	495.64	2,816.81	1,025.00	0.00	0.00
Research Income	66,302.51	10,000.00	349,277.14	466,000.00	0.00
Total Operating Revenues	**14,981,621.65**	**15,238,982.23**	**6,583,096.71**	**14,906,027.93**	**13,296,719.87**

An average of 20% of the total revenues goes for the financial aids and scholarships.

Table 1 - Operating Revenues (Faculty of Fine and Applied Arts)

Operating Expenses	2016-2017	2017-2018	2018-2019 *As of December 31, excl. Spring and summer enrollments*	2018-2019 Budget	2019-2020 Forecast
Wages & Teaching remuneration	3,642,026.26	3,822,115.98	1,360,493.89	3,592,000.00	3,373,000.00
Material & consumables	4,893.58	3,346.93	8,106.45	10,000.00	10,000.00
Research and Studies[2]	4,396.29	11,059.70	2,636.21	15,000.00	15,000.00
Auxiliary Activities Expense	10,306.76	0.00	0.00	0.00	0.00
Institutional Support					
Transportation & Communication	11,409.74	8,803.69	2,769.07	10,000.00	10,000.00
Maintenance	4,843.62	4,113.08	1,095.49	6,000.00	6,000.00
External Services & Consultancy	792.70	1,432.83	0.00	0.00	0.00
Office Supplies	53,268.49	44,163.20	18,518.03	42,000.00	36,000.00
Staff Cost	423,296.78	423,901.97	161,343.90	440,000.00	440,000.00
Taxes & Similar Charges	776.99	3,070.38	1,284.37	2,000.00	2,000.00
Total Institutional Support	*494,388.32*	*485,485.15*	*185,010.86*	*500,000.00*	*494,000.00*
Marketing & Advertising Exp.	29,451.42	36,126.37	2,792.96	25,000.00	25,000.00
Infrastructure-Related Expenses	59,790.76	42,587.72	16,845.02	22,000.00	22,000.00
Depreciation and Provision	207,825.48	250,707.93	58,335.90	260,000.00	260,000.00
Total Operating Expenditure	**4,453,078.87**	**4,651,429.78**	**1,634,221.29**	**4,424,000.00**	**4,199,000.00**

Table 2 - Operating Expenditure (Faculty of Fine and Applied Arts)

Around 80% of the operating expenses are dedicated to wages and teaching remuneration including the support for participating in national and international conferences and symposiums in architecture field. Examples on these conferences are found in Section I.1.3.A.

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[2] Excluding library expenses that is allocated institutionally.

Also, as part of the continuous support of the University for students' excellence, several opportunities for students' mobility were created and funded by USEK in last three years, in addition to the participation in several competitions (list of mobility opportunities and competitions included in section I.1.3.B).

Statement of earnings	2016-2017	2017-2018	2018-2019 As of December 31, excl. Spring and summer enrollments	2018-2019 Budget	2019-2020 Forecast
Total Operating Revenues	14,981,621.65	15,238,982.23	6,583,096.71	14,906,027.93	13,296,719.87
Total Operating Expenditure	4,453,078.87	4,651,429.78	1,634,221.29	4,424,000.00	4,199,000.00
Change In Net Assets From Operations	10,528,542.78	10,587,552.45	4,948,875.42	10,482,027.93	9,097,719.87
Other Income					
Exceptional Revenues	239,532.49	244,682.30	86,557.86	182,164.73	163,507.28
Interest and Financial Earnings	0.00	-34.34	0.00	0.00	0.00
Interest and Financial Charges	75.48	-11.04	0.00	0.00	0.00
Income Before Unusual Items	10,767,999.80	10,832,211.44	5,035,433.28	10,664,192.66	9,261,227.15
Non Operating Revenues	17.50	894.57	0.00	0.00	0.00
Non Operating Charges	4,682.59	3,000.00	275,743.10	201,000.00	5,000.00
Increase In Net Assets For The Year	10,763,334.71	10,830,106.01	4,759,690.18	10,463,192.66	9,256,227.15

Table 3 – Statement of Earnings (Faculty of Fine and Applied Arts)

The financial resources of the University are expected to be continuously growing to meet USEK challenges. The revenues coming from students' fees provide stable resources due to the periodical slight adjustment of fees (which are still considered less than the market price or the fees of other private universities in Lebanon.) The University is currently working to diversify its sources of revenue and fundraising strategies by strengthening links with local and international donors, and empowering the role of the Alumni. Some important activities and real estate projects are made possible by fundraising. For example, the use of the Selim Sfeir Building[3] was funded by a donation from Bank of Beirut.

The below table provides with the enrollment figures for the last four years. We note that the latest decrease in the number of students from 1,318 to 1,131 is due to two phenomena:

1. Economic situation and decrease in enrollments in all programs across private universities: In the last few years, Lebanon has been facing many economic challenges for the different levels of the society. This factor has resulted in the decrease in enrollments across private universities.
2. Reconsideration of the enrollment capacity in the Architecture program: In order to maintain high level of quality education and to avoid saturation in the field, the Department of Architecture limited the enrollment capacity in order to reach an overall enrollment of 1,000 students. The department, which has a strong reputation in the region, became more selective

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[3] The Selim Sfeir Building is adjacent to the Building C where the Faculty of Fine and Applied Arts was hosted during the recent building project. This renovation led to the extension of the building adding the 4th floor where the Workshop spaces were established.

with the high number of applicants willing to enroll in the program by orienting applicants with low admission results to other programs.

Enrollment	Fall 2015/16	Fall 2016/17	Fall 2017/18	Fall 2018/19
1st-Year students	152	218	225	94
Bachelor	1264	1062	880	699
Master	98	89	438	432
Total enrollment	1362	1351	1318	1131
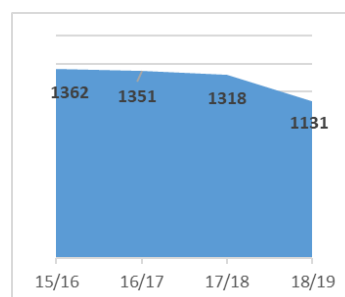
Table 4 – Enrollments (Architecture Program)

The below table provides with the credit fees for the Architecture program over the last four years:

Academic year	Architecture Program		Registration fee	Credit fee	
2015-2016	BS	MS	$150	$310	$340
2016-2017	BS	MS	$150	$310	$340
2017-2018	BS	MS	$150	$325	$360
2018-2019	BS	MS	$150	$335	$375

I.2.5 Information Resources:

A. Library

Library Profile

As a center of intellectual inquiry, the USEK Library shares with the rest of the University an aspiration to "contribute to the welfare of the human being, all human beings, throughout education, research and publication in all fields of knowledge."

The USEK Library aims to enrich the student learning experience; it encourages exploration and research at all levels and provides access to an array of scholarly resources. The Library seeks to empower students to foster intellectual growth in an information age that produces leaders of the next generation in Lebanon and the Middle East.

The Library continues to embrace change and thrives on diversity to support professional growth and opportunity, and to reward flexibility and innovation.

The USEK Library supports and nurtures the mission and vision of the University, namely, the education of the youth and the building of a humanist culture. As such, the mission of the USEK Library is to support the research, teaching, and learning needs of the University community by providing comprehensive collections, services, facilities and expertise.

The Holy Spirit University of Kaslik Library includes the Main Library in the Kaslik campus, as well as libraries in the Regional University Centers (Chekka and Zahle). All campuses are connected to the University IP range, as such have access to all subscribed electronic resources.

There are two centers affiliated to the Library: Digital Development Center and Conservation and Restoration Center. The mission of these two centers is to preserve, digitize and promote Lebanese cultural and ethnic heritage.

Library Partnerships and Collaborations

In the spirit of collaborative development, open communication and collegiality, USEK Library strives to enrich its efforts to fulfill its mission to "expand its network through national and international initiatives and partnerships".

1. International Collaborations
   - e-corpus
   - The World Digital Library
   - Hill Museum & Manuscript Library
   - I-Revues
   - e-ktobe
2. National Consortia
   - Lebanese Academic Library Consortium (LALC)
   - Lebanese ILL/DD Services – LIDS
3. International Consortium
   - WorldShare Interlibrary Loan
4. Professional Memberships
   - Lebanese Library Association (LLA)
   - American Library Association (ALA)
   - The International Federation of Library Associations and Institutions (IFLA)
   - Islamic Manuscript Association
   - Institut du Monde Arabe
   - MELCom International
   - Medical Library Association (MLA)
   - North American Serials Interest Group (NASIG)
   - Société d'études Syriaques
   - Oral History Society

For more details: http://www.usek.edu.lb/library/english/library-partnerships

Library Premises

Located in the main pavilion, south of the campus, the Library occupies a surface area of 3,230 m^2 divided into two basement levels, a ground floor, and one story.

Ground Floor (Surface area 500 m2)

- Reception desk
- Technical Services Department
- Director's office
- Executive Director's office
- Reading Room 1 holds collections in theology and liturgy, philosophy and human sciences, literature and languages, music, sacred arts, history and archeology

Basement Level 1 (N-1) (Surface area 1,100 m^2)

- Reading Room 2 holds collections in fine and applied arts, agricultural and food sciences, sciences and engineering, medicine, law and business
- Other resources: microforms, CDs, and DVDs
- Multipurpose Room
- Digital Development Center
- Conservation and Restoration Center
- Center for Written Heritage Conservation

Basement Level 2 (N-2) (Surface area 1,170 m^2)

- Bound periodicals and Newspapers
- Old publications (pre-1970)
- Archives vault
- Manuscripts and Rare Books vault
- Donors' gallery: holding donated, private collections

Opening Hours

1. Kaslik campus:
   - Monday – Wednesday – Friday: 07:30 am – 07:00 pm
   - Tuesday – Thursday: 07:30 am – 10:00 pm
   - Saturday: 09:00 am – 03:00 pm
2. Regional University Center of Chekka: Monday – Friday: 08:00 am – 04:00 pm
3. Regional University Center of Zahle: Monday – Friday: 08:00 am – 04:00 pm
4. Summer and holiday hours vary.

For more details: http://www.usek.edu.lb/library/english/library-hours

Services

1. Borrow & Renew: To allow USEK users to borrow materials from the Library and intercampus loans
2. Borrow from Other Libraries: To allow USEK users to obtain books, e-book chapters, journal articles, conference papers not available at USEK Library
3. Place materials on Reserve (faculty members): To reserve books and other print and non-print items which are required material for coursework. These items are placed behind the Circulation Desk within the Library and are issued for shorten loan periods
4. Suggest a Purchase: To allow students and faculty members to provide suggestions for the purchase of books and other materials that would improve our collection
5. Reserve a Study Room: To allow USEK users to make use of rooms for group work, faculty consultations
6. Request Research Support: To provide USEK users with the support and assistance needed to meet their information needs:
   - Research appointments: Make an appointment with a librarian for in-depth help with your research paper or assignment;
   - Research Workshops: Join a workshop to learn about using library resources research databases, scholarly research process, citation styles and other topics;
   - Research guides: Use for help finding discipline specific resources;
   - Cite your sources: Learn how to cite your references properly;
   - Avoid plagiarism: Tips and guidance on how to avoid plagiarisms in your research papers.
7. Request Instructional Support (faculty members): To collaborate with librarians to ensure that students develop the information literacy skills they need to become efficient, effective, and fluent users and producers of information
8. Copy/Print/Scan: To provide USEK users with copy facilities by recharging their accounts
9. Reserve a Library Tour: To become better acquainted with the library premises, services and resources
10. Off-Campus Access: To be able to access the Library electronic databases from anywhere in the world.

For more details: http://www.usek.edu.lb/library/english/services

Architecture Collection: Current status

- Printed Books: 2,500
- Printed Periodicals: 23
    - Architect Monthly Magazine
    - Architectural Design
    - Architectural Digest
    - Architectural Record
    - Architecture and Urbanism
    - Architecture intérieure créé
    - Art et décoration
    - Art in America
    - Detail
    - Domus
    - El Croquis
    - Frame
    - Future Arquitecturas
    - Interior Design
    - Journal of Design History
    - Landscape Architecture
    - L'Arca International
    - L'Architecture d'aujourd'hui
    - Le Moniteur architecture. AMC
    - Le Moniteur des travaux publics et du bâtiment
    - Plan: architecture and technology in detail - ITALIAN EDITION
    - The Architectural Review
    - The Japan Architect
- National Newspapers:
    - L 'Orient le jour
    - Daily Star
    - AnNahar
    - AL Hayat
    - Al Ballad
    - Ad Dabbour
- International Newspapers:
    - Le monde
    - Times
    - Osservatore romano

Search Resources:

To be able to find the necessary credible resources for research, assignment, and career development:
1. Library Catalog: To search for material available in the library
2. Find a title: To be able to locate electronic journals found in the Library electronic resources:
    - EJournals:
        - ✓ **Architecture**: 213 titles
        - ✓ **Gardens, Landscape Architecture & Parks:** 34 titles
    - EBooks:
        - ✓ **Architecture:** 1,178 titles
        - ✓ **Gardens, Landscape Architecture & Parks:** 159 titles
3. SearchALL: To be able to search all the electronic resources provided by the library, as well as open access resources, form one search box as a discovery tool.
4. Electronic Resources: To search for electronic resources in books, journals, statistics...:

- Reference Sources
  - Britannica Online
  - Credo Reference
  - Grove Art Online
  - Merriam-Webster's Unabridged Dictionary
  - Oxford Dictionaries Online
  - Oxford Handbooks Online
  - Oxford Reference Premium
  - ProQuest Dissertations & Theses Global
  - Universalis
  - World Who's Who
- News
  - An-Nahar Archive Information System (ANAIS) Online
  - An-Nahar Newspaper Archives
  - L'Orient-Le-Jour
  - Multi Data Online
  - Newspaper Source Plus
  - PressReader
- Multidisciplinary Sources
  - Academic Search Ultimate
  - AlManhal
  - Humanities International Complete
  - JSTOR
  - Project MUSE
  - ProQuest Central
- E-Books
  - EBSCO eBook Academic Collection
  - ProQuest Ebook Central
- E-Journals
  - Cambridge Journals Online
  - Oxford Journals Online
  - Sage Journals Online
  - SpringerLink
  - Taylor & Francis Journals
  - Wiley Online Library
- Specialized Sources
  - Access Engineering Library
  - American Society of Civil Engineers (ASCE) Library
  - Art & Architecture Complete
  - Material ConneXion
  - Religion & Philosophy Collection
  - ScienceDirect
  - Scopus
- Open Access
  - Gallica
  - Open Dissertations: EBSCO Open Dissertations
  - Sweets
  - TRIP
  - Open DOAR
  - CORE: UK Open-Access Repositories
  - HAL L'archive ouverte pluridisciplinaire
  - Directory of Open Access Journals: DOAJ
  - Directory of Open Access Books: DOAB

- ✓ Bibliography of the History of Art (BHA) & Répertoire international de la littérature de l'art (RILA)
- ✓ Catena: Digital Archive of Historic Gardens + Landscapes
- ✓ Cities/Buildings Database
- ✓ Great Buildings Online
- ✓ NYPL Digital Gallery
- ✓ SAH Archipedia: https://sah-archipedia.org/
- ✓ UNHABITAT: http://unhabitat.org/
- ✓ Project for Public Space (PPS): http://www.pps.org/
- ✓ This Big City: http://thisbigcity.net/
- ✓ Planetizen: http://www.planetizen.com/
- ✓ InformeDesign: http://www.informedesign.org/
- ✓ TED Talks - Architecture: http://www.ted.com/search?q=architecture
- ✓ TED Talks - Interior Design: http://www.ted.com/search?q=interior+design
- ✓ Selector.com: http://selector.com/au
- ✓ Cities and Buildings Databases: http://content.lib.washington.edu/buildingsweb/index.html
- ✓ Emporis: http://www.emporis.com/images
- ✓ RIBApix: http://www.ribapix.com/index.php
- ✓ Buildings by Frank Gehry: http://architecture.about.com/od/greatbuildings/ig/Buildings-by-Frank-Gehry/
- ✓ Photography and Architecture: http://photographyandarchitecture.com/
- ✓ Great Buildings Online: http://www.greatbuildings.com/
- ✓ ArchNet: http://www.archnet.org/
- ✓ WikiArquitectura: https://en.wikiarquitectura.com/
- ✓ Trove (National Library of Australia): https://trove.nla.gov.au/
- ✓ archINFORM: http://eng.archinform.net/index.htm
- ✓ Architectural Record: http://archrecord.construction.com/video/
- ✓ Architectural Videos: http://www.architectural-videos.com/
- ✓ ArchDaily: http://www.archdaily.com/category/videos/
- ✓ Architectural Digest: http://www.architecturaldigest.com/video
- ✓ MIT Videos: http://video.mit.edu/channel/school-of-architecture-planning/
- ✓ MIT Architecture on Vimeo: https://vimeo.com/47845783
- ✓ Architecture Interviews: http://www.archdaily.com/tag/archiculture/
- ✓ MIT Lectures in Architecture: http://video.mit.edu/channel/school-of-architecture-planning/
- ✓ MIT Videos - Urban Studies and Planning: http://video.mit.edu/channel/urban-studies-and-planning/
- Future Subscriptions: Under study and trials
  - ✓ ArtSource
  - ✓ ARTstor
  - ✓ Avery Index to Architectural Periodicals
  - ✓ BuildingGreen Suite
  - ✓ MADCAD.COM
  - ✓ Masters of Architecture
  - ✓ NFPA (National Fire Protection Association) Standards
  - ✓ OnArchitecture Video Database
  - ✓ Pidgeon Digital
  - ✓ SAH Archipedia
  - ✓ Structurae

For more details: http://www.usek.edu.lb/library/english/search-everything

Tools

1. For Research: to assist users in completing different types of projects, assignments, and research:
   - Citation Styles and Management Tools: To allow users to manage and organize the bibliographic references found in the Library catalog and databases; and to prepare a bibliography or reference list automatically:
     - ✓ APA Style CENTRAL
     - ✓ EndNote Web
     - ✓ Refworks
   - Research Process: To provide material to guide users through every step of the research process: Sage Research Methods
   - Research Performance: To visualize research performance, benchmark relative to peers, develop collaborative partnerships and analyze research trends: Scival
   - Electronic text matching system: To assist users to detect unoriginal (plagiarized) work through an electronic software tool: Turnitin

2. For Collection Development: These tools, used by librarians, can also be used by faculty members and administrators to identify books and journal titles that are suitable for their subjects and ought to be included in the library collection:
   - Books In Print: To provide faculty members information about in-print, out-of-print, and forthcoming book, e-book, audio, and video titles, mainly English-language books worldwide
   - Electre: To provide faculty members information about in-print, out-of-print, and forthcoming book, e-book, audio, and video titles, mainly French-language books worldwide
   - Ulrichsweb: To provide bibliographic and publisher information on more than 300,00 periodicals of all types academic and scholarly journals, Open Access publications, peer-reviewed titles, popular magazines, newspapers, newsletters and more from around the world.
   - Choice Reviews Online: To provide faculty members with a premier source for reviews of academic books and digital resources of interest to scholars and students in higher education.
   - Journal Citation Reports: To allow faculty members to the evaluate and compare journals in the areas of science, technology, and social sciences, by showing the most frequently cited journals and the highest impact journals (impact factor) in a field.

Conclusion

USEK Library, in collaboration with the Architecture Department, will be studying the opportunities for widening and developing the architecture collection by benchmarking with other universities and by attending conferences and specialized seminars.

B. Computing Resources

USEK is a leading University in the Middle East; it is well recognized for its state-of-the-art technology that is primarily available for Students, Faculty and Staff.

We have the latest HP Converged Infrastructure coupled with Advanced Virtualized Blade Servers (Mix of Microsoft Windows Server, Linux, Oracle, Unix) connected through 10 Gbps Flex Fiber Channel to SAN Storage as well as Cloud Services.

We do offer the following for USEK Students:
- USEK email for life through @live accounts (5GB each) as well as 25 GB Sky Drive.
- Enhanced E-learning platform using Moodle that is well integrated with our Banner SIS (Student Information System);

- An Innovative "one of a kind" Mobile Application that is perfectly designed and engineered to facilitate students' life on Campus. The App provides vital information concerning Courses, Grades, Account Balance, Library, Campus Map, Athletics, Events, Social, Careers and so on;
- Access to all variety of Computing Resources including Thin Client desktops, advanced HP and Dell Workstations (Green Technology), etc.
- Wide range of available Licensed Software offered through Cloud Services such as Microsoft Office 365, AutoCAD, Vray, ProSim, Maya, Photoshop CS6, Programming tools and much more;
- Free WiFi access across the whole Campus including Gb local file sharing;
- Most Advanced Student Information System (Banner) from Ellucian, previously known as SunGard including its Self Service Web Interface (see also related information within the mobile app);
- USEK was the pioneer in installing OM4 Fiber Infrastructure along with the latest HP Flex Virtual Network (A series redundant Core, Distribution and Edge Switches), managed by IMC;
- "Seamless Application Access" through a unified password across one hundred and twenty applications;
- Advanced Campus Card System, providing high level security for our Community. Students can use their RF ID Card to print, lease or buy a book, even pay their petition fees, etc.
- The IT Strategy and its Vision are mainly aligned with the business needs; The USEK Innovation Club and its committee are involved in major strategic IT decisions;
- Automated services including online petition, password reset, and account enable or disable, etc.
- Free training for students on most advanced technologies;
- Community Portal (MyUsek) based on SharePoint 2013, providing valuable information for students as well as rich contents and updates on Campus activity calendar. Moreover, we have created sites for each USEK Community Member to promote or post their Resumes, etc.

In addition, USEK recently launched USEK MyDegree, the new Online Advising and Graduation Audit Platform, accessible by students who are enrolled starting Fall 2017. A video tutorial was made available to all students (Link: https://mydegree.usek.edu.lb/Dashboard/login.html).
With this achievement, USEK became the first university in Lebanon and among few institutions in the region to adopt this platform powered by Ellucian DegreeWorks which is fully integrated and real-time synchronized with the Student Information System Banner

Most of our development is based on Secure Web Applications for off Campus easy access.

All information resources that are specific to the architecture program are described in the computer laboratories specifications in section I.2.3.

PART ONE (I): SECTION 3 - INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports

Students

Table 3. Students distribution by gender

Term	Female	Male	Total
Fall 2016	639	712	**1351**
Fall 2017	638	680	**1318**
Fall 2018	569	562	**1131**

Table 4. Students distribution by Status

Term	Full-time	Part-time	Total
Fall 2016	1236	115	**1351**
Fall 2017	1237	81	**1318**
Fall 2018	1049	82	**1131**

Table 5. Students distribution by Religion

Term	Christians	Druze	Muslims	Undeclared	Total
Fall 2016	1176	14	86	75	**1351**
Fall 2017	1073	11	75	159	**1318**
Fall 2018	938	6	62	125	**1131**

Graduation 2017-2018: total of 185 graduates:
- 71% were admitted 6 to 7 years prior to graduation
- 29% were admitted 8 to 9 years prior to graduation

The University does not keep track of applicants' grades prior to their entry on their program.

Faculty
Full-time: 14
Part-time: 78

Table 6. Full-time Faculty Distribution by Rank

Rank	Nb. of Faculty Members
Lecturer	4
Assistant Professor	5
Associate Professor	4
Professor	1
Total	**14**

Table 7. Compensation raises for Faculty Members in the last year (Fall 2017 until Fall 2018)

Status	Nb. of Raises	Total Nb. of Faculty	% of Faculty with Raises
Full-time	12	14	86%
Part-time	35	78	45%
Total	**47**	**92**	**51%**

87 out of **92** Faculty members (**95%**) are registered architects in Lebanon

I.3.2 Faculty Credentials

The qualifications of faculty members of the Architecture department at USEK are highly contributing to the students' attainment of the Student Performance Criteria, within the mission of the Institution to provide students with quality educational programs.

Most of the faculty members have a high professional experience in the field and are practicing architecture in parallel to their teaching activities. A large number of faculty members are experienced lecturers, mentors and jurors in the academic field of architecture and have been teaching architecture for more than 10 years.

Also, a large percentage of the faculty members have graduated from highly reputable institutions from Europe and the US.

Please refer to the Appendix 3 for faculty resume.

PART ONE (I): SECTION 4 - POLICY REVIEW

All documentation that includes policies related to Part one of this report will be available to the team during Visit Three. A number of these policies are also accessible on the University website:

- Faculty Bylaws
- Students Regulations
- Student Participation Policy
- Scholarships and Financial Aids

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

II.1.1 Student Performance Criteria (SPC):

The focus of the Architecture program at USEK is to provide students a holistic learning environment and to develop their abilities to integrate into the architecture profession.

The design strategy in the curriculum is based on a multi-stage process; the design process takes into consideration the complexity of architecture design and building technologies. The thematic design studios, based on different aspects and architecture thematic (Urban, Archeology, Social and Civic engagement, Intercultural, Heritage) engage students to understand different methods of analysis according to their affinities and how to choose between those methods to achieve their target.

In both undergrad and graduate levels, thematic research workshops and courses are an active partner for design studios. The workshops dissect, analyze, synthetize and instruct, while the design studios revise, evaluate, experiment and implement; a complex yet fruitful combination, that gives excellent results in the curriculum and allows our graduates to win many national and international awards.

This culture in the curriculum and the collaboration between design, technical courses and research labs have helped the department in mapping courses with NAAB Student Performance Criteria and will stay our aim for long range actions.

Realm A: Critical Thinking and Representation.

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

Reading and writing communication skills are evaluated in the course ARCH540 - Graduation Project Thesis. Speaking and listening are evaluated in the final project presentation ARCH680A.

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.*

Design is one of the strengths of the Architecture program at USEK. Students have shown through their projects their ability to analyze and interpret information against different criteria as part of the design process. This is evidenced through the series of design studios throughout the curriculum especially in ARCH485 - Design Studio V and ARCH670 - Senior Project I.

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.*

Traditional graphics are shown in ARCH215 - 2-3D Representation Skills, digital graphics and other representational media are shown in ARCH680A - Senior Project II - A.

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.*

Technical documentation is covered by the course ARCH475 - Construction Document, on which the requirement of written outline specification sheets has been introduced starting Fall 2018.

Moreover, the affiliation of the department in Material Connexion helps students to improve their skills in technical documentation.

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

This criterion is mainly covered by the course ARCH540 - Graduation Project Thesis and supported by ARCH505 - Architecture Research Methodology. The syllabi of these two courses have been improved to include active learning and team work after doing some benchmarking with American standards.

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

The evidence on this criterion is found in ARCH445 - Design Studio III and it's also shown in ARCH450 - Design Studio IV.

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.*

The use of precedents is applied in the projects in the undergraduate level specifically ARCH485 - Design Studio V and ARCH490 - Final Design Studio, supported by graduate level projects ARCH570 - Master Architecture Design Studio I, ARCH580 - Master Architecture Design Studio II and ARCH670 - Senior Project I.

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.*

This criterion is covered by ARCH225 - Basic Design II and ARCH350 - Design Studio II.

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.*

History and heritage preservation is part of the mission of the Faculty of Fine and Applied Arts. The program covers this criterion through two courses ARCH310 - History and Theory of Architecture I and ARCH410 - History and Theory of Architecture II.

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.*

The course ARCH460 - Urbanism I covers the cultural, social and spatial diversity criterion.

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

Applied Research is covered by the Graduation Project Thesis (ARCH540) supported by Architecture Research Methodology (ARCH505).

Realm B: Integrated Building Practices, Technical Skills, and Knowledge.

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.*

The program's curriculum has a strong focus on Pre-design starting from undergraduate level in ARCH445 - Design Studio III and going through the graduate level ARCH670 - Senior Project I. This criterion is also supported by ARCH230 - Architecture Analysis and Perception and ARCH470 - Standards, Codes and Building Laws.

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.*

The accessibility codes are reviewed in ARCH470 - Standards, Codes and Building Laws, and it was also implemented in ARCH485 - Design Studio V starting Spring 2018.

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.*

Students in this program have a sensibility about sustainable efforts taught throughout the curriculum, and they have the opportunity to take an optional theme within their master's studio on sustainable and environmental issues.

The syllabi of the courses ARCH420 - Sanitary and Mechanical Equipment and ARCH425 - Electrical and Lighting have been changed and will be applied starting Spring 2019 to cover this criterion.

Furthermore, to increase students focus on Sustainability, an award entitled "Go Green" has been launched by the AIAS - USEK chapter, in collaboration with the program administration, to reward the best senior project for each year. For the 2017-2018 cohort, the first award of 1000$ was granted to Miss Maria Bassil, who also won the Omrania Award for the same project (check section I.1.3.B)

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

Students work on this criterion in studios ARCH445 - Design Studio III and ARCH450 - Design Studio IV.

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

This criterion is covered in the Final Design Studio (ARCH490) and has been implemented in ARCH475 - Construction Document since Fall 2018.

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.5. Life Safety*
A.9. Historical Traditions and Global Culture	*B.8. Environmental Systems*
	B.9. Structural Systems

The ability to produce a comprehensive project is found in ARCH490 - Final Design Studio and ARCH680A - Senior Project II - A

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.*

The students can choose one of three required optional courses from the Professional Practice group (ARCH550 - Construction Management and Scheduling, ARCH535 - Working Documents for Project Management, FIN501 - Essential of Finance) where they will find an understanding of financial consideration.

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.*

Students in this program have a sensibility about environmental systems taught throughout the curriculum.

The syllabi of the courses ARCH420 - Sanitary and Mechanical Equipment and ARCH425 - Electrical and Lighting have been changed and will be applied starting Spring 2019 to more extensively cover this criterion.

Starting Fall 2018, a specialized consultant was engaged and assigned the mission to control all senior students projects to comply with the environmental issues.

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.*

This criterion is found in ARCH320 - Structural Design and supported by ARCH490 - Final Design Studio.

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.*

The basic understanding of building envelope systems comes from ARCH330 - Building Technologies and shown in ARCH475 - Construction Document, supported by an elective course ARCH530 - Architecture Detailing that includes building skin.

B.11 Building Service Systems: *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.*

Courses ARCH420 - Sanitary & Mechanical Equipment and ARCH425 - Electrical & Lighting cover this criterion in addition to ARCH475 - Construction Document.

B.12 Building Materials and Assemblies: *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.*

This criterion is covered in ARCH330 - Building Technologies and ARCH475 - Construction Document. Additionally, the affiliation of the department in Material Connexion helps students to improve their knowledge in building materials and assemblies.

Realm C: Leadership and Practice

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

The collaboration criterion is shown in ARCH465 - Urbanism II where students work on projects in groups in collaboration with municipalities. This criterion is also supported by the required optional graduate level workshops that include group work in all courses.

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

This criterion is shown in ARCH540 - Graduation Project Thesis, ARCH570 - Master Architecture Design Studio I and ARCH580 - Master Architecture Design Studio II.

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.*

Students get an understanding of the client role in architecture during the semester in ARCH485 - Design Studio V. The design and subjects of projects have been reordered in Fall 2018 to more extensively cover this criterion.

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

Essentials of project management are understood in ARCH545 - Professional Internship.

C.5 Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, negotiation, mediation, and arbitration, and recognizing trends that affect practice.*

This criterion will be covered in a seminar offered during the first week of Spring 2019 within the Professional Internship (ARCH545).

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.*

This criterion is covered in a seminar offered during the first week of Spring 2019 within the Graduation Project Thesis (ARCH540) (the course was not offered during Fall).

C.7 Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by local or national ordinances or laws regarding: registration or licensure, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and preservation and accessibility laws.*

This criterion is covered in ARCH470 - Standards, Codes and Building Laws in which the Lebanese Code for architects is offered (text book is now available in both Arabic and English).

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

This criterion is covered by the Graduation Project Thesis (ARCH540), supported by the General Education course HUM610 advised to all architecture students.

C.9 Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest and to improve the quality of life for local and global neighbors.*

This criterion is shown in ARCH460 - Urbanism I and ARCH465 - Urbanism II.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 National Authorization

When the first Lebanese Law of Higher Education was enacted in 1961, only seven private universities (including USEK) were granted a charter and given the legal privilege to be part of two main entities in the Ministry of Education and Higher Education in Lebanon (MEHE): The Higher Education Council in charge of licensing new Higher Education Institutions and The Equivalence Committee in charge of licensing decrees for study programmes.

All the programmes delivered by USEK are recognized by the Ministry. The University Charter is available in Appendix 9.

USEK has also a European Institutional Accreditation by evalag[4], Germany. The initial accreditation was granted in December 2012 or a five-year period and in June 2017, the Accreditation Commission of evalag officially reaccredited USEK, thus re-awarding the evalag international label for Institutional Accreditation for another five years until 2022 (see Appendix 10).

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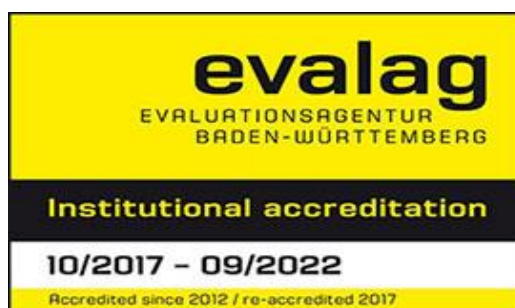
[4] evalag EVALUATIONSAGENTUR BADEN – WÜRTTEMBERG member of EQAR (European Quality Assurance Register), ENQA (European Association for Quality Assurance in Higher Education) and EUA (European University Association).

The University is Affiliate member of the European University Association since April 2011, Associate member of the International Network for Quality Assurance Agencies in Higher Education since 2011 and Member of the American Council for Higher education Accreditation – International Quality Group since December 2012.

USEK is one of the three universities in Lebanon to be considered "outperforming for sharing good practices" by the World Bank Report on University Governance in the MENA region[5].

USEK has earned international accreditations for a number of programs in different disciplines:

- Twelve Computing, Engineering, and Science Programs are accredited by ABET;
- Eight undergraduate programs from the Faculty of Letters and Faulty of Philosophy and Humanities were awarded the evalag international label for program accreditation by the accreditation commission of evalag, Evalag-Baden-Württemberg http://www.evalag.de;
- The School of Business is now officially candidate for the AACSB accreditation.

II.2.2 Professional Degrees and Curriculum

Since 2000, changing to the American Credits System, the pedagogical committee found the opportunity to upgrade the program and to push it to an international level, the upgrade consisted on:

- Developing the "core courses ", consisting of a group of mandatory courses for all students, distributed with harmony between design, technical, research, history and theory and management.
- Different "academic elective blocks" distributed between the two levels (undergraduate and graduate), helping the students to reinforce their knowledge in each field, according to their affinity with a mandatory number of credits from each block.
- General education courses to help students in their general culture and self-assertion
- Sports and civic engagement

This diversity in the program gave our alumni the opportunity to integrate and to access high level positions in local and international firms. Regular benchmarking and industry feedback were welcomed and helped assess the program on a continuing basis.

Also, in 2014, and after getting the decree from the Lebanese Ministry of Education and Higher Education, the program shifted from the degree DES in Architecture to the Master in Architecture that is divided into two parts: undergraduate level and graduate level. Check Appendix 6 for the equivalency between the DES courses and the Master courses.

In the first four years (undergraduate level) the academic elective credits are reduced and the general education courses are mainly advised, while in the fifth and six year (graduate level), the academic elective courses became a major part of the curriculum and distributed on different blocks: Technical and Professional, Thematic Research Workshops and Theory and Social Engagement. The core courses of the Master degree include Thematic Design Studios, supported by the Thematic Research Workshops, Research Methodology and Thesis, Ethics and Social Behavior and The Senior Design Project represent the capstone for the whole architecture program.

As for the General Education Courses (45 credits), some have been presented as "required for the architecture program", the department considered that those courses could help strengthen the general culture and knowledge for the architecture students. The diversity of the other courses complies with the university policy for the General Education Program. To comply with some of the

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[5] Reference: Universities through the Looking Glass: Benchmarking University Governance to Enable Higher Education Modernization in MENA – Report by the World Bank, 2012

NAAB SPCs new courses have been added to the curriculum in the core courses and the academic elective blocks to insure their coverage.

Currently, the Master in Architecture program at USEK consists of undergraduate and graduate courses and requires students to acquire 193 credits to graduate structured in the below categories:

Category	Undergraduate	Graduate	Total
General Studies*	36 cr.	9 cr.	45 cr.
Professional Studies	95 cr.	34 cr.	129 cr.
Student Chosen Optional Studies	7 cr.	3 cr.	10 cr.
Required Optionals	-	9 cr.	9 cr.
Total	**138 cr.**	**55 cr.**	**193**

*In addition to the 45 credits of general studies (23% of the total number of credits), students are considered earning general education in their Lebanese Baccalaureate (equivalent to Freshman year with a total of 30 credits) as indicated in Part Two (II): Section 3 of this report.

This program is offered in Zahle RUC where students are able to take 102 credits of their studies and then they continue their degree in the main campus Kaslik. Also, students in Chekka RUC are able to take 88 credits of their studies and then they continue their degree in the main campus Kaslik. See appendices 2.1 and 2.2 - Branch Campus Questionnaire.

Below is the curriculum of the Master in Architecture program in its different categories (Check Appendix 7 for courses descriptions):

Undergraduate Level

General Studies

Course Number	Course Title	Credits
ARS430	Traditional Religious Architecture	3
GEENG3	English Communication	3
GEHIS3	History of Lebanon	3
GESCH3	Sciences & Health	3
GESPT1	Sports	1
GESRO3	Religious Sciences	3
GESCH3	Sciences and Health	3
SOC217	Civic Engagement	2
ECO222	Macroeconomics	3
MAT216	General Mathematics	3
AVP203	Introduction to Photography	3
DAA250	Sketching	3
DAA241	General History of Art	3
General Studies - Total credits		**36**

Professional Studies

Course Number	Course Title	Credits
Undergraduate		
ARCH205	Basic Design I	2
ARCH210	Technical Drawing	2

ARCH215	2-3D Representation Skills	2
ARCH220	Vernacular Architecture	4
ARCH225	Basic Design II	2
ARCH230	Architecture Analysis and Perception	4
ARCH235	Strength of Materials I	3
ARCH310	History and Culture of Architecture I	3
ARCH315	CAAD	2
ARCH320	Structural Design	2
ARCH330	Building Technologies	2
ARCH335	Strength of Materials II	3
ARCH340	Reinforced Concrete I	3
ARCH345	Design Studio I	6
ARCH350	Design Studio II	6
ARCH405	Architecture Schematic I	2
ARCH410	History and Theory of Architecture II	3
ARCH420	Sanitary and Mechanical Equipments	2
ARCH425	Electrical and Lighting	2
ARCH440	Reinforced Concrete II	3
ARCH445	Design Studio III	6
ARCH450	Design Studio IV	6
ARCH455	Architecture Schematic II	2
ARCH460	Urbanism I	3
ARCH465	Urbanism II	3
ARCH470	Standards, Codes and Building Laws	2
ARCH475	Construction Document	3
ARCH485	Design Studio V	6
ARCH490	Final Design Studio	6
Professional Studies - Undergraduate credits		**95**

Student Chosen Optional Studies

Course Number	Course Title	Credits
AGP410	Infographic	2
ARCH325	Virtual Reality in Architecture	2
ARCH355	Geographic Information Systems	2
ARCH360	Soil Mechanics	2
ARCH365	Safety and Physical Disability Regulations	2
ARCH430	Stereotomy	2
ARCH435	Acoustics and Insulation	2
ARCH480	Building Modeling and Information	2
ARCH482	Surveying	2
ARCH484	Landscape Architecture	3
ARCH486	Architectural Heritage Buildings	3
ARCH487	Intercultural Contexts Studies	3
Optional Studies – Total credits		**7**

Graduate Level

General Studies

Course Number	Course Title	Credits
HUM610	Professional Ethics and Social Behavior	3
SOC210	Introduction to Anthropology	3
SOC201	Introduction to Sociology	3
General Studies - Total credits		**9**

Professional Studies

Course Number	Course Title	Credits
Graduate		
ARCH505	Architecture Research Methodology	3
ARCH510	Theory and Critic of Contemporary Architecture	3
ARCH540	Graduation Project Thesis	3
ARCH545	Professional Internship	1
ARCH570	Master Architecture Design Studio I	6
ARCH580	Master Architecture Design Studio II	6
ARCH670	Senior Project I	6
ARCH680A	Senior Project II - A	6
ARCH680B	Senior Project II - B	0
Professional Studies - Graduate credits		**34**

Required Optionals

Course Number	Course Title	Credits
Professional Practice		**1 course out of 3**
ARCH550	Construction Scheduling and Management	3
ARCH535	Working Documents for Project Management	3
FIN501	Essential of Finance	3
Research Workshops		**2 courses out of 7**
ARCH610	City, Landscape and Territory Workshop	3
ARCH615	Architecture and New Technologies Workshop	3
ARCH620	Sustainable Architecture Workshop	3
ARCH630	Built Heritage Workshop	3
ARCH635	Archeology and Restoration Workshop	3
ARCH640	Aesthetic Theorizing and Poetics of Architecture	3
AVS625	Architecture, Visual Arts and Communication Workshop	3
Required Optionals – Total credits		**9**

Student Chosen Optional Studies

Course Number	Course Title	Credits
ARCH515	Complex Buildings Structural Systems	3
ARCH520	Intelligent Buildings	3
ARCH530	Architecture Detailing	3
ARCH645	Intercultural Architecture	3
Optional Studies – Total credits		**3**

II.2.3 Curriculum Review and Development

In addition to the results of the above assessment tools, a new advisory board has been created in Fall 2018 to evaluate the attainment of the Architecture program's outcomes and objectives and to propose modifications and enhancements to the curriculum accordingly. This board includes:

- The dean and associate dean of the Faculty of Fine and Applied Arts,
- The head of the Architecture department,
- Five Full-time and two Part-time faculty members from the department,
- Students representatives (one representative for every year of study),
- Four representatives from the professional market.

This board meets twice a year to evaluate the program's curriculum from the different stakeholders' viewpoint, review the progress towards the strategic plan of the department and to produce a list of recommendations for enhancement.

The output of internal and external assessment collection, and analysis of evidence and data, are reported to the administration that approves and implements the changes according to the "New/Updated Program Framework Form" and the relevant "New/Updated Course Syllabus".

The process of creation or modification of programs and courses are described below:

Request for Program Modification

Proposal of creation of new programs or modifications of current programs are discussed by the Academic Unit Council and submitted to the Provost for comments and approval. The Provost makes sure that the proposal fits with the university program framework. The proposal is submitted to the University Council in the case of creation of a new program. If approved, the request is them submitted to the Ministry of Education and Higher Education to obtain the Decree.

All USEK programs and diplomas are recognized by the Ministry of Higher Education in Lebanon.
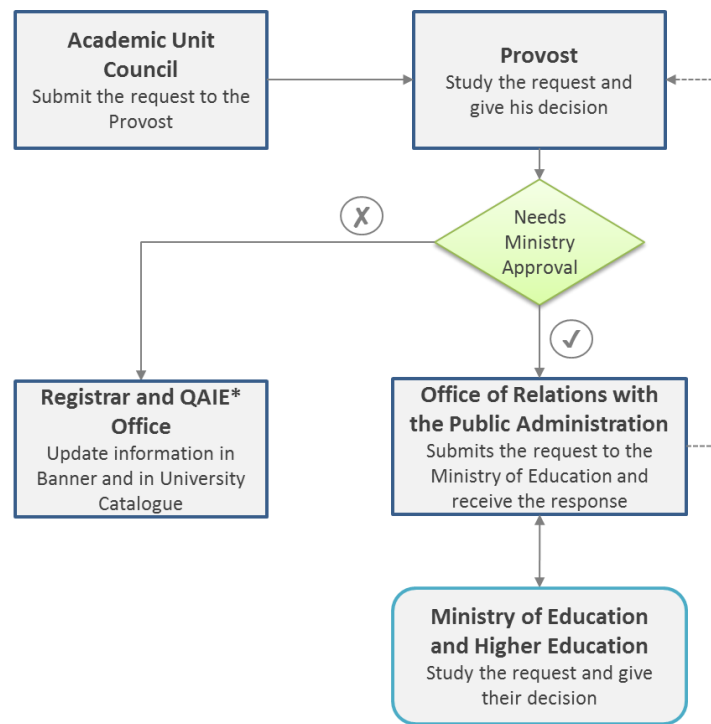
* Quality Assurance and Institutional Effectiveness

Figure 15 - Request for Program Modification Process

Request for Course Creation or Modification

Proposition of course modification or creation is studied in the Academic Unit Board and submitted to the Program Commission for accessibility and approval. The university also adopts a common syllabus design, whose contents are approved by the Head of the Department and the Academic Unit Council.
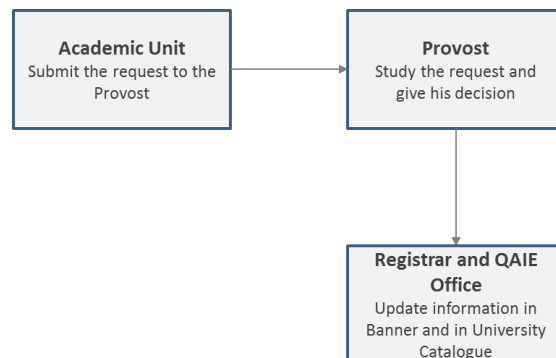

Figure 16 - Request for Course Creation or Modification Process

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

USEK has a similar admission policy to other American-style universities concerning the recognition of the Lebanese Baccalaureate as equivalent to a full Freshman Year if the student has fulfilled the freshman courses requirements.

Students holding the Lebanese Baccalaureate are eligible for consideration for admission to the **sophomore** class at USEK. All Lebanese students holding the Lebanese Baccalaureate admitted in **sophomore** level are granted 30 credits based on their Baccalaureate strand (see table below).

Students are only admitted at the undergraduate level after earning their Lebanese baccalaureate diploma. No admission is considered for students outside USEK to the graduate level. Students transferring to the architecture programs are able to earn credits for General Education and Elective

courses only. Professional studies courses cannot be considered earned in other programs or institutions.

Students that are eligible to apply to the Master in Architecture program at USEK should have completed one of the three following sections of the Lebanese Baccalaureate: Life Sciences - LS, General Sciences - GS, Sociology and Economics – SE (Students holding the Lebanese Baccalaureate section Literature and Humanities - LH are not admitted into the program). Also, applicants should fulfill the following requirement: Scores Redesigned SAT I (Evidence-Based Reading and Writing +Math): ≥ 1200 or USEK Engineering Entrance Exam ≥ 75/100 or USEK Math Entrance exam≥ 70/100.

Freshman students who successfully completed at least 30 credits may receive equivalency from the Ministry of Education and Higher Education to the Lebanese Baccalaureate and be admitted accordingly. Below is the number of credits and the types of subjects that the Lebanese Baccalaureate and the freshman year are covering by students admitted in Architecture Program at USEK:

Table 8. Lebanese Baccalaureate Part II contents per strand

	Leb. Bac. Eco/Sco. (SE)	Leb. Bac. Life Sciences (LS)	Leb. Bac. General Sciences (GS)
Humanities	6 cr.	9 cr.	9 cr.
Natural Sc.	9 cr.	15 cr.	12 cr.
Social Sc.	9 cr.	0 cr.	0 cr.
Mathematics	6 cr.	6 cr.	9 cr.
Total	30 cr.	30 cr.	30 cr.
Notes & References	Repartition of the 30 credits granted at USEK as equivalent to the Leb. Bacc. Part II per discipline giving the number of weekly hours at school and percentages for each discipline (total of school weekly hours=35h)		

According to the regulations of the Lebanese Ministry of Education the above-mentioned subjects includes the following topics:
- Humanities: Languages, Literature, Philosophy, History
- Natural Sciences: Biology, Chemistry, Physics, Geology, Astronomy, Nutrition
- Social Sciences: Psychology, Sociology, Anthropology, Economics, Geography…
- Mathematics.

PART TWO (II): SECTION 4—PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
The statement on the Substantial Equivalency status is found on the University website on the following link: http://www.usek.edu.lb/en/about-usek/accreditation.

II.4.2 Access to NAAB Conditions and Procedures
A link for the Substantial Equivalency procedures is found on the University website on the following link: http://www.usek.edu.lb/en/about-usek/accreditation.

II.4.3 Access to Career Development Information

The USEK Career Services Office (CSO) helps current students and recent USEK graduates in their educational and career choices in planning and promoting professional and personal success.

Moreover, it encourages them to develop their potential in order to meet market expectations on the national, regional and international level.

The Career Services Office (CSO) provides guidance as well as resources to current students and recent USEK graduates for their life-long career development by guiding them in their choice of career options and developing effective career life planning skills.

It offers a comprehensive career counselling program to support students in their academic and career development. The ultimate aim is to build confidence in career planning and mature decision-making by increasing self-awareness, clarifying interests, identifying key skills, upholding values, diversifying cultural and personality preferences as well as promoting career exploration.

II.4.4 Public Access to APRs and VTRs

The APR and VTR for Visit Two are available on the [Accreditation](#) page of the University website under section *"Ongoing Substantial Equivalency - Architecture Program"*

PART THREE (III): SUMMARY OF RESPONSES TO THE TEAM FINDINGS FROM VISIT TWO

After receiving the VTR from Visit Two, the department of architecture at USEK created an action plan to address the Not Met and Not Yet Met conditions, in addition to the two causes of concern raised by the visiting team. These actions are summarized in the two sections below and outlined within the relative sections in Part One and Part Two of this report.

It's worth mentioning that, as a response on the remark stated within section I.1 of the VTR, the department equipped a larger room that will serve as a team room for the Visit Three and that will be adequate for a team of four experts.

PART THREE (III): SECTION 1 - RESPONSES TO CONDITIONS NOT MET

III.1.1 Conditions Not Met

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

Visit Two Team Assessment: Although the team found evidence that this criterion was met in student high-pass work in ARCH475 Construction Document and Internship, Architectural Drawings for a residential project, adequate evidence was not found in minimum-pass work. The team also found some evidence in ARCH 490 – Final Design Studio, but, again, this was determined not to be adequate in minimum-pass studio work.

Program Response: Starting Fall 2018, this criterion has been introduced into the course ARCH475 - Construction Document, in which students are now required to develop a Comprehensive Fire Emergency Evacuation plan (FEEP).

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.5. Life Safety*
A.9. Historical Traditions and Global Culture	*B.8. Environmental Systems*
	B.9. Structural Systems

Visit Two Team Assessment: While the team attempted to review this criterion in a holistic manner in reference to ARCH490 – Final Design Studio, the preponderance of sub-categories under Criterion B.6 that were either Not Met (B5) or Not Yet Met (A4, B2, B3, B8) led the team to the conclusion that the Comprehensive Design criterion is Not Met.

Program Response: This criterion is associated with SPCs that were considered Not Met (B5) and Not Yet Met (A4, B2, B3, B8). With respect to these specific criteria please refer to the relative responses in sections III.1.1 and III.1.2.

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.*

Visit Two Team Assessment: This criterion is Not Met. The team reviewed the curriculum and student work in ARCH485 – Design Studio V, as well as in other courses, but did not find evidence that students had developed an adequate or thorough understanding of the Client Role in Architecture.

Program Response: The design and subjects of projects in ARCH485 - Design Studio V have been reordered in Fall 2018 to cover this criterion.

C.7 Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by local or national ordinances or laws regarding: registration or licensure, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and preservation and accessibility laws.*

Visit Two Team Assessment: The course in which this material is delivered (ARCH470 – Standards, Codes, and Building Laws) presents a unique challenge to the program, in that it is required by law in Lebanon to be provided and documented entirely in Arabic (the official national language). The team was forced to conclude that this criterion is Not Met. Although the NAAB should recognize that the delivery of the course in Arabic is not likely to change, translation of course materials and student work in preparation of a subsequent visit would furnish a visiting team the evidence necessary to perform an evaluation of this SPC.

Program Response: An English version of the Lebanese Codes and Building Laws is currently available for students and faculty and it will be available for the visiting team during NAAB Visit Three for Substantial Equivalency. Also, the department will provide the visiting team with student work as well as any other course materials such as syllabi or class handouts translated to English as evidence on the attainment of this criterion.

III.1.2 Conditions Not Yet Met

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.*

Visit Two Team Assessment: Although the visiting team found the evidence that the aspects of making technically clear drawings and making a variety of effective models, the criterion is not yet met because the program will not have introduced curriculum on preparing outline specifications until the spring of 2018. Therefore, this criterion is Not Yet Met.

Program Response: Starting Fall 2018, students are required to produce written outline specification sheets (including list of Materials, Ironmongery, details, etc…) as part of the course ARCH475 - Construction Document.

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.*

Visit Two Team Assessment: The APR has indicated that this SPC will be incorporated into the Studio Sequence beginning Spring 2018, in studio courses such as ARCH485. Codes are reviewed in ARCH 470 – Standards, Codes, and Building Laws. However, since this SPC must be demonstrated at the level of Ability, it and therefore exhibited in studio work, it is Not Yet Met.

Program Response: Starting Spring 2018, this criterion has been implemented in ARCH485 - Design Studio V. The relative evidence will be provided during Visit Three at the level of Ability.

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.*

Visit Two Team Assessment: The APR indicates that the courses ARCH420 – Sanitary and Mechanical Equipment and ARCH 425 – Electrical and Lighting will be changed to cover this criterion. Although the APR states that "students in this program have a sensibility about sustainable efforts taught throughout the curriculum," this must be demonstrated at the level of Ability in the studio sequence. This criterion is therefore Not Yet Met.

Program Response: The syllabi of the courses ARCH420 - Sanitary and Mechanical Equipment and ARCH425 - Electrical and Lighting have been changed and will be applied starting Spring 2019 to

cover this criterion. Evidence that shows an ability of sustainability in the student's design proposals will be provided during Visit Three.

Furthermore, to increase students focus on Sustainability, an award entitled "Go Green" has been launched by the AIAS - USEK chapter, in collaboration with the program administration, to reward the best senior project for each year. For the 2017-2018 cohort, the first award of 1000$ has been granted to Miss Maria Bassil, who also won the Omrania Award for the same project (check section I.1.3.B)

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.*

Visit Two Team Assessment: This criterion is Not Yet Met. The program indicates that it is to be covered in three separate elective courses, among which every student must take one course. However, one of these courses, ARCH550 – Construction Management and Scheduling, will not offer this content until spring 2018 (and therefore not all students are exposed to or do course work related to this content), and evidence via student work was not provided for the other two courses aside from the curriculum.

Program Response: The course ARCH550 was offered during the last two semesters Spring and Fall 2018. Evidence on this criterion will be available for the visiting team from the three elective courses covering Financial Considerations, including student work exhibits.

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.*

Visit Two Team Assessment: The APR indicates that the course content for ARCH 420 – Sanitary and Mechanical Equipment and ARCH 425 – Electrical and Lighting will be changed to cover this criterion, taking effect in fall 2018. Therefore, this SPC is Not Yet Met.

Program Response: The syllabi of the courses ARCH420 - Sanitary and Mechanical Equipment and ARCH425 - Electrical and Lighting have been changed and will be applied starting Spring 2019 to cover this criterion. The relative evidence will be provided during Visit Three.

Furthermore, starting Fall 2018, a specialized consultant has been engaged and assigned the mission to control all senior students projects to comply with the environmental issues.

C.5 Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, negotiation, mediation, and arbitration, and recognizing trends that affect practice.*

Visit Two Team Assessment: The APR indicated that this criterion will be covered in a seminar within the Professional Internship (ARCH545) starting fall 2018. This SPC is therefore Not Yet Met. The program will need to consider how this can be satisfied in an internship context, in which the student is presumably in a different professional setting.

Program Response: This criterion will be covered in a seminar offered during the first week of Spring 2019 within the Professional Internship (ARCH545). The relative evidence will be offered to the team during Visit Three.

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.*

Visit Two Team Assessment: The APR indicated that this criterion will be covered in a seminar within the Graduation Project Thesis (ARCH540) starting fall 2018. Therefore, this criterion is Not Yet Met.

Program Response: This criterion will be covered in a seminar offered during the first week of Spring 2019 within the Graduation Project Thesis (ARCH540) (the course was not offered during Fall). This seminar will also include a case study to allow the department to have student work as evidence on the attainment of this criterion.

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

Visit Two Team Assessment: The APR indicates that this criterion will be covered in a seminar within the Graduation Project Thesis (ARCH 540) starting fall 2018. Therefore, this SPC is Not Yet Met.

Program Response: Evidence on this criterion will be available within the Graduation Project Thesis (ARCH540). The choice of themes on Social and Ethical engagement towards the profession and community within the graduation thesis for the term Spring 2018 will allow the department to provide evidence on this criterion.

PART THREE (III): SECTION 2 - RESPONSES TO CAUSES OF CONCERN

a. Chekka Regional Campus:

Visit Two Team Assessment: The team visited the Chekka regional campus on the first day of the visit. Because this was the last day of the Easter vacation, only a few students were present to see the team, and no classes or studios were under way. The team took note of the small size of the library facilities, and although the information resources of the department here are satisfied through lending from Kaslik and digital resources available to all students, this registered as a concern. A new building is under construction on the Chekka campus that promises to significantly enhance the program's ability to serve students here; however, it appears that completion of this facility is two to three years in the future.

Program Response:

To address this concern raised during Visit Two for Substantial Equivalency, the department reduced the number courses offered in the Regional University Center of Chekka from 102 to a total of 88 credits that include 36 credits for General Education and 52 credits of lecture courses, all listed in Appendix 2.1. The department is now offering all design studio courses at the main campus Kaslik (including Design Studio I, Design Studio II and Design III previously offered in RUC Chekka)

Students from RUC Chekka are able to attend their courses offered in the main campus Kaslik while benefitting from a shuttle service that is available in times that best fit with the student's course schedules facilitating their transportation from Chekka to the main campus until they complete their undergraduate level courses.

It's noteworthy that all the core books and material necessary for the architecture undergraduate level courses are available in the library of the RUC Chekka either in printed or electronic format with access for both students and faculty. Other material is provided to students from the main campus within 24 hours from submitting their request.

b. Workshop:

Visit Two Team Assessment: Print and Physical Model-building Facilities are located in a commercial enterprise across the street from the campus. While this is convenient, it does not appear to be optimal as the program continues to mature. Although the workshop provides most of the resources for printing and model-building that architectural students need, the setting does not provide students with the best opportunity to learn for themselves how to operate equipment that they may need to use in professional settings after they graduate. Also, as a commercial operation, the facility (and there are other similar facilities used by students) has deadlines to meet and deliverables to provide for other clients.

Program Response: As a response to this concern, the department is currently establishing an on-campus copy center that will be operational beginning spring 2019 on the ground floor of Building C that houses the architecture department's classrooms, studios and offices. In this center, students will be able to print and mount their documents while experimenting the technical equipment available in the center. A technician will be present during the working hours to assist the student when needed.

Students will be able to access the following equipment available in the on-campus copy center from Monday to Friday 8am till 10pm:

Computers, CAD plotter MFP, a trimmer, a color laser printer, flatbed scanner and A3 copier, laser engraver, 3D printers (Ultimaker 2+ -20cm object and a Delta WASP 20 40 Turbo 2 – 40cm object), a server and switch, a patch panel, a screen, a hard drive) and other facilities such as a working space for the students and the technician.

Technical facilities are also offered to students by off-campus shops that are independent supply stores and working spaces at a five-minute walking distance from the department. These shops provide the needed services for preferential prices and are open for additional hours upon request of faculty or student's with respect to individual course deadlines.

The available equipment in these off-campus shops is the following: copiers, printers (regular, PVC and foam board), plotters, modeling equipment, a 3D printer, laser cutters, routers and flat bed, as well as other fabrication facilities such as regularly-used material, and a working space for the students. Workshop technicians are available to operate, supervise or help when needed.

PART FOUR (IV): SUPPLEMENTAL INFORMATION

Supplemental Information are available on:
- Courses Descriptions
- Faculty Resumes
- Visiting Team Report (VTR) from Visit Two
- University Catalogue

Timeline for Achieving Substantial Equivalency

Candidacy Application submission

July 2016

Visit One

October 2016

Decision on Visit One

August 2017

Architecture Program Report (APR) for Visit Two

January 2018

Visit Two

April 2018

Decision on Visit Two

July 2018

Architecture Program Report (APR) for Visit Three

January 2019

Visit Three

April 2019

Decision on Visit Three

July 2019

List of Appendices

Appendix 1. Studio Culture Policy

Appendix 2. Branch Campus Questionnaire

       2.1 Regional University Center Chekka

       2.2 Regional University Center Zahleh

Appendix 3. Faculty resume

Appendix 4. Faculty matrix

Appendix 5. Building Plans

Appendix 6. Equivalency between old and new course codes

Appendix 7. Courses Descriptions

Appendix 8. SPC Matrix

Appendix 9. USEK Charter

Appendix 10. Certificate of European Institutional Accreditation by evalag

List of Figures

List of Tables