Program Self-Evaluation Report

Qatar University

March, 24 – 26 2025

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National Architectural Accrediting Board, Inc.

NAAB

Program Self-Evaluation Report (PSER)

Institution	**Qatar University**
Name of Academic Unit	**Department of Architecture and Urban Planning**
Degree(s) program proposed for the International Certification Designation	**Bachelor of Architecture (B.Arch.)**
Program Administrator- Name, mailing address, email, and telephone	**Dr. Raffaello Furlan** **Head, Department of Architecture and Urban Planning** **Address: Qatar University, College of Engineering, Department of Architecture and Urban Planning P.O.Box 2713, Doha, State of Qatar** **Email: rfurlan@qu.edu.qa** **Telephone: +974 4403 4353**
Head of academic unit- Name, mailing address, email, and telephone	**Dr. Khalid Kamal Naji** **Dean, College of Engineering** **Address: Qatar University, College of Engineering, P.O.Box 2713, Doha, State of Qatar** **Email: knaji@qu.edu.qa** **Telephone: +974 4403 4100**
Chief Academic Officer of the Institution Name, mailing address, email, and telephone	**Prof. Ibrahim Mohamed Alkaabi** **Vice President of Academic Affairs** **Address: Qatar University, Administration Building, P.O.Box 2713, Doha, State of Qatar** **Email: vpacademic@qu.edu.qa** **Telephone: +974 4403 4000**
President/Rector of the Institution- Name, mailing address, email, and telephone	**Dr. Omar Al-Ansari** **President of Qatar University** **Address: Qatar University, Administration Building, P.O.Box 2713, Doha, State of Qatar** **Email: president@qu.edu.qa** **Telephone: +974 4403 3003**
Name and email address of individual to whom International Certification questions should be directed	**Dr. Mohd Faris Khamidi** **NAAB-PSER Coordinator** **Address: Qatar University, College of Engineering, Department of Architecture and Urban Planning P.O.Box 2713, Doha, State of Qatar** **Email: mohd.khamidi@qu.edu.qa** **Telephone: +974 4403 4357**

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Table of Contents

PART ONE (I), SECTION 1: INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

I.1.1 History and Mission:

Introduction to Qatar University

Qatar University is Qatar's first institution of higher education to be recognized as a national university. Furthermore, this university has the distinction of being the largest in the country in terms of student enrollment. The creation of a College of Education in 1973 was the first step in creating the groundwork for the University. In the institution's initial year, 150 students were admitted, including 57 males and 93 females. This accomplishment is significant, especially given the country's relatively small population. The nation's rapid advancement has highlighted the importance of extending the College to provide additional areas of specialty in response to the needs of citizens.

Therefore, in the year 1977, Qatar University was established as a national institution of higher education pursuant to an Emiri decree (Law Number 2). This decree led to the establishment of four colleges within the university, namely the College of Education, the College of Humanities & Social Sciences, the College of Sharia, Law & Islamic Studies, and the College of Science.

Qatar University is an intellectual and scholarly community characterized by open discussion, the free exchange of ideas, respectful debate, and a commitment to rigorous inquiry. All members of the University - faculty, staff, and students - are expected to advance the scholarly and social values embodied by the University.

Qatar University Vision
To be a pioneer in achieving the profound impact of education and research, and in supporting the comprehensive, sustainable development of the State of Qatar.

Qatar University Mission
Qatar University is a beacon of thought and creativity, with an Arabic-Islamic identity and a global outlook. The University aims to cultivate a conscious, influential generation that aspires to have a constructive impact. It is a center for innovation and for the development of knowledge-based solutions that respond to major national challenges in support of the sustainable human, social, economic, and environmental development of the State of Qatar.

In order to remain relevant as the nation progresses, QU formulated its first strategic plan in 2009, for a period of four years from 2010 to 2013. To keep with the continuous growth, the university has completed the implementation of the third Qatar University Strategy 2018 – 2022 titled ‘From Reform to Transformation’. As of now, QU is now embarking on the journey of the next phase of strategic plan 2023 – 2027.

The Chief Strategy and Development Office (CSDO) develops the Strategic Plan, which facilitates in the gathering, analysis, planning, assessment integration, and accreditation of the institution. As the university's central repository for statistical information, the office responds to information requests from internal and external clients, as well as conducting research on topics of interest to the university decision-making process in order to further enhance institutional effectiveness.

The University Strategic Plan can be accessed via this link.

The College of Engineering was established in 1980, followed by the College of Business and Economics. As the university progresses and heading towards the 21st century, the pharmacy program was added to the university's academic offerings in 2006, making it the first of its kind in Qatar. In 2008, the college formally established the program as the College of Pharmacy. Qatar's inaugural national College of Medicine was inaugurated in 2014, and the College of Health Sciences was established in 2016.

The College of Engineering (CENG)

The College of Engineering (CENG) at Qatar University (QU), initially was established with four programs and less than 50 students. Over the years, the college has grown to become a flagship for QU with nine undergraduate programs, seven master programs, and one PhD program with more than 5000 students. The engineering sector is dynamic and changes rapidly as technology advances. Expanding the College of Engineering enables QU to provide a varied range of specialized programs that meet current and future industry demands in the context of the 21st century. This guarantees that graduates are well prepared and equipped with the most recent knowledge and skills.

The College of Engineering currently offers nine undergraduate programs as follows:

- Architecture
- Chemical Engineering
- Civil Engineering
- Computer Science
- Computer Engineering
- Electrical Engineering
- Industrial and Systems Engineering
- Mechanical Engineering
- Mechatronics Engineering

There are currently six departments within the College of Engineering administering all these programs. All the engineering undergraduate programs are accredited by the Engineering Accreditation Commission (EAC) of ABET, except the Computer Science Program is accredited by the Computing Accreditation Commission (CAC) of ABET.

CENG Vision
The College of Engineering will be recognized in the region for its outstanding education, research, and community engagement, and for the quality of its socially responsible graduates.

CENG Mission
The mission of the College of Engineering is to prepare globally competent and socially responsible graduates by providing high quality education. The college through its quality programs and partnerships fosters research and scholarly endeavors that advance knowledge and contributes to the welfare of the country.

Extending the CENG vision and mission statement, and in the fulfillment of the 21st century higher education requirements, five strategic objectives have been outlined as follows:

Strategic Objective 1:
Prepare globally competent and socially responsible graduates by providing quality education.

Strategic Objective 2:
Establish Effective partnerships that can add value and contribute to the college programs.

Strategic Objective 3:
Foster research and scholarly endeavor that advance knowledge.

Strategic Objective 4:
Contribute to the welfare of the country.

Strategic Objective 5:
Create an enriching supportive working environment for the college community

CENG aspires to be known throughout the region for its exceptional education, research, and engagement with the community, as well as the quality of its socially responsible graduates. As a result, CENG's strategic plan is founded on the university's aims of developing great multidisciplinary education and research programs and contributing to Qatar's welfare through community service.

B.Arch. Program History

In 2006, the Architectural Engineering program was established exclusively for female students, with the inaugural graduating cohort taking place in the academic year 2009-2010. A decision was made to redesign the curriculum as an Architecture program, admitting the inaugural class in 2009 and concentrating on female students, following a reassessment of the program.

As a result, a decision was reached to terminate the Architectural Engineering Program provided by the Department of Civil and Architectural Engineering, currently referred to as the Department of Civil and Environmental Engineering. The newly established Architecture Program is administered by the Department of Architecture and Urban Planning (DAUP).

The B. Arch. program is a five-year professional degree that includes 160 credit hours of significant professional and technical content and is primarily taught by instructors from the Department of Architecture and Urban Planning (DAUP). Due to this historical beginning, some of the technical engineering courses offered in the B.Arch. program are still taught by the engineering faculty members such as structural course and environmental control system course.

As an institution that advocates continuous learning, DAUP offers two post-graduate programs, i.e. a two-year Master of Urban Planning and Design (MUPD) and Ph.D. in Architecture or Urban Planning.

(1) Master of Urban Design and Planning (MUPD)
The MUPD degree offers a professional education in the fields of urban planning and design where graduates will apply their skills in a variety of roles and subject areas from private industry to non-profit organizations to public service in government.
The MUPD program:
- Provides students with key knowledge about every aspect of urban planning and design including sustainability, resilience, Geographical Information Systems (GIS), landscape planning in arid regions, integrated land use, transportation planning, environmental impact assessment, and much more.
- Emphasizes the development of students' abilities to analyze, assess, assimilate, and apply critical thinking for interdisciplinary planning and design process for the urban environment in Qatar, the GCC/Middle East, and elsewhere in the world.

(2) Doctor of Philosophy (Ph.D.)
The Doctor of Philosophy (Ph.D.) in Architecture and Urban Planning was offered for the first time in Fall 2015. The mission of the doctoral program in the College of Engineering is to provide students with intensive advanced training in research that leads to the highest level of scholarly achievement and enables them to conduct independent research to address new challenges as innovators. The Ph.D. program is research-intensive where student can choose between two focus area, i.e. Architecture or Urban Planning.
The Ph.D. program is designed to enhance students' competencies in contributing to the existing body of knowledge and the innovation and creation of new knowledge and techniques. Students are expected to equip themselves with strong theoretical and methodological foundations and develop their ability to conduct independent research.

Significant number of our B.Arch. program graduates, continues their education to the Master level and some even undertake studies at the Ph.D. level.

Back to the undergraduate program, it is worth noting that the Bachelor of Architecture Program, B.Arch., was developed in accordance with the recommendations of the International Union of Architects (UIA) through the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Charter for Architectural Education, also known as UIA-UNESCO. Following the NAAB criteria and standards, it translates current international and regional trends into a balanced and responsive curriculum. The content and delivery of the program is dependent on the continuously evolving worldwide higher education in architecture, while placing a considerable emphasis on regional issues.

21st century architecture education context

The context of architectural education in Qatar is distinctively exceptional due to its location in a fast-growing urban setting with intense design and construction activities. Embracing itself to become relevant in the 21st century setting, Qatar has initiated its National Vision 2030.

The primary objective of propelling the country into a highly advanced country by 2030, capable of sustaining its own growth and providing an excellent standard of living for its citizens and future generations. The National Vision 2030 addresses five major challenges facing Qatar:

1) Modernization and preservation of traditions
2) The needs of the current generation and of future generations
3) Managed growth and uncontrolled expansion
4) The size and quality of the expatriate labor force and the selected path of development
5) Economic growth, social development, and environmental management

The state of Qatar aims to achieve this through the four pillars of Qatar National Vision 2030 as shown in Table I.1.1.1.

This rapid expansion has occurred mostly during the previous decade, attracting local and foreign architectural, engineering, and construction specialists from all over the world, mainly for the upgrading of numerous infrastructures and buildings for Qatar to host the FIFA World Cup in 2022. This has substantially increased the relevance and uniqueness of the QU B.Arch. degree, as it is the only architectural program offered by Qatar University's College of Engineering through the Department of Architecture and Urban Planning. In this context of 21st century architecture education, where global trends and resistant practices coexist, both students and faculty are constantly exposed to and involved in a wide range of activities and discourse cultural and philosophical positions manifested in the work of international architects, seminar series, and workshops right where they are located, namely Doha and Qatar.

Table I.1.1.1 Four pillars of Qatar Vision 2030 (Source: Qatar National Vision 2030)

Pillar	Focus area	Development goal
1	Human development	Development of all its people to enable them to sustain a prosperous society
2	Social development	Development of a just and caring society based on high moral standards, and capable of playing a significant role in the global partnership for development.
3	Economic development	Development of a competitive and diversified economy capable of meeting the needs of, and securing a high standard of living for, all its people for the present and for the future.
4	Environmental development	Management of the environment such that there is harmony between economic growth, social development and environmental protection

The program has successfully received 6-year NAAB International Certification (ICert) in 2018 and is committed to ensure the quality of the program remains intact and further improved

based on recommendations made by NAAB from time to time. This is crucial to ensure a successful NAAB ICert renewal visit scheduled in 2025.

B.Arch. Program Vision and Mission Statement

Parallel to the vision and mission statements of Qatar University and College of Engineering, the Department of Architecture and Urban Planning (DAUP) aspires to be a regional and international leader in architectural education, research, and practice - championing innovation while remaining firmly anchored in cultural identity and deeply committed to sustainable development. We envision architecture as a transformative discipline that shapes resilient, inclusive, and future-ready environments - spaces that not only reflect the unique identity of societies but also address the pressing environmental, social, and technological challenges of our time.

In alignment with this vision, DAUP has cultivated a broader commitment to fostering a dynamic, forward-thinking educational model. At DAUP, experienced practitioners/Adjunct Lecturers, and Faculty Members co-teach and share a unified commitment to bridging the gap between academia and professional practice. This collaborative approach enriches the integration of theoretical knowledge with practical expertise, ultimately enhancing the overall learning experience for our students.

The mission of the Department of Architecture is guided by the core values of Cultural Identity and Sustainability. It focuses on:

- Preserving and Evolving Cultural Identity: Promoting a deep understanding of local and regional heritage to inspire architecture that reflects and evolves community identity, encouraging creativity rooted in history and place.

- Promoting Sustainable Practices: Integrating environmental responsibility, climate responsiveness, and resource efficiency in teaching, research, and community activities, preparing students to design for ecological, social, and economic balance.

- Delivering Excellence in Education and Research: Offering a rigorous, studio-based education that blends theory and practice, fostering critical thinking, creativity, and integrity. Research addresses local urban challenges and global sustainable design.

- Engaging with the Community and Profession: Acting as a platform for collaboration and leadership in the architectural profession, contributing to the built environment through partnerships, public programs, and outreach.

The overall framework of the DAUP / B/Arch. strategic plan will be laid out in section I.1.5 Long-Range Planning. Moreover, several academic approaches, student and faculty endeavors, and projects are manifestations of this DAUP / B.Arch. strategic plan.

B.Arch. Program Educational Objectives (PEO) and Learning Outcomes

The mission of the B.Arch. program aims to foster critical thinking and develop the capability to significantly improve the built environment through active participation of its graduates in the profession of architecture in Qatar and the region. Three key objectives are:

PEO 1:
Striking a balance between different types of knowledge an architect needs and to graduate architects who can play multiple roles within Qatari society and can compete with their counterparts.

PEO 2:
Striving to graduate architects who are able to, efficiently and effectively, deal with the realities of the Qatari local context exemplified by its culture and society and the regional context of the building industry.

PEO 3:
Striving to graduate architects who are well versed in developing design ideas, and in materializing those ideas into practical design and building solutions while utilizing up to date information technology in design.
The classification of the three key objectives of the B. Arch. program stems from the widely acknowledged taxonomy of educational objectives developed by educational theorists under the headings of Cognitive, Affective, and Psychomotor. Therefore, the objectives of the program are to integrate knowledge-based and skill-based pedagogies in a balanced manner needed to graduate responsive architects:

- Cognitive: Provide high quality education that prepares students to assume professional roles in architecture by offering sound knowledge in design theories and applications, building technology, social, cultural and environmental factors, and the application of information technology.
- Affective: Prepare students to work effectively in multi-disciplinary teams within the building industry by providing knowledge in built environment related disciplines relevant to ethical responsibilities and professional obligations in architecture.
- Psychomotor: Prepare students to acquire and develop creative problem solving and lifelong learning skills including critical thinking and assessment of existing environments, active and experiential learning for developing design concepts and solutions, and communication and presentation of those ideas to peers, clients, decision makers, and the public.

These three key PEOs of B.Arch. program are then aligned with the Qatar University vision and mission statement as shown in Table I.1. 1.2, as well as the six core values. This is pertinent, in order to become the leading provider of education and research for the disciplines of the built environment in the Middle East, our faculty, staff, and students are demanded to fulfill this mission together via

M1 Excellence in teaching and its delivery;
M2 Exemplary dissemination of knowledge in scholarly research and artistic production;
M3 Exploration in the advancement and application of professional knowledge; and
M4 Expertise in service to the industry, local community, and human societies worldwide.

Table I.1.1.2 Mapping of Program Educational Objectives to Qatar University Mission

B.Arch. Objectives / QU Mission	PEO 1 (knowledgeable graduates)	PEO 2 (graduates for local needs)	PEO 3 (contemporary proficient graduates)
M1 teaching and its delivery	X		
M2 knowledge in scholarly research and artistic production	X		
M3 advancement and application of professional knowledge			X
M4 service to the industry, local community, and human societies worldwide		X	

The aforementioned PEOs are broad and generic statements that encapsulate the overarching goals and objectives of the whole B.Arch. curriculum. The program delineates its overarching objectives, which encompass educating students and preparing them for the careers that they will take after graduation.

Young professionals' development through holistic B.Arch. program curriculum

The B.Arch. program's holistic curriculum is designed so that graduates become well-rounded professional architects in the future. Thus, emphasis is placed on Student Learning Outcomes (SLOs) that are applied at the course level. It is a more particular and detailed framework that guides instructors in developing instructional strategies, evaluations, and learning exercises to ensure that students meet the course's distinct learning objectives. SLOs in the B.Arch. program explain the precise skills, knowledge, and competences that students are expected to exhibit at the end of a specific course or stage of the program. In other words, SLOs break down the wider PEOs into particular, quantitative assertions about what individual students should be able to accomplish in terms of skills, knowledge, and abilities.

The objectives of the Bachelor of Architecture program are translated into a number of learning outcomes. These outcomes are directly related to the profession of architecture, the way in which it is practiced, and the knowledge components necessary for such a practice. The following list of outcomes represents the minimum learning outputs expected and therefore they are not exclusive. Specific exercises and individual and group projects may achieve additional outcomes:

- Ability to conceptualize and coordinate designs, addressing social, cultural, environmental and technological aspects of architecture.
- Ability to recognize the dialectic relationship between people and the built environment in the GCC/Arab region. Ability to recognize diversity of needs, values, behavioral norms, social patterns as they relate to the creation of the built environment. Ability to recognize diversity of needs, values, behavioral norms, social patterns as they relate to the creation of the built environment.
- Ability to utilize cutting edge building technology in design.
- Ability to apply visual and verbal communication skills at various stages of architectural design and project delivery processes.
- Ability to apply and integrate computer technology in design processes and products.
- Ability to critically analyze building designs and conduct post-occupancy evaluation studies.
- Ability to employ architectural research methods including data collection and analysis to assess and propose improvements in existing built environments.
- Ability to work collaboratively with teams of architects and various interdisciplinary design teams involved in the building industry.
- Ability to learn from several disciplines, including humanities, social and physical sciences, engineering and technology, environmental science, creative arts, and liberal arts.

These SLOs define the knowledge and skills that students are expected to acquire during their architectural education, where they are rigorously aligned with and mapped to the NAAB Student Performance Criteria or SPC. This alignment ensures that the program effectively addresses the core competencies and objectives identified by the accrediting body and will be further discussed in section II.1.1 Student Performance Criteria (SPC).

The Architecture Program's Benefit to the University

Integrated study of liberal arts and specific discipline of architecture

The Department of Architecture and Urban Planning (DAUP) is the only academic unit in the country offering degrees in architecture. The B.Arch. program is offered only to female students. As a discipline that brings together many cultural and technical fields, it creates links between other programs in the college and university, and has a good potential for more interdisciplinary, interdepartmental, and intercollege collaborations.

As a professional field, the program through the department has established many collaboration initiatives with the industry and government organizations, and takes part in many conferences, debates, community initiatives and professional meetings. During the professional summer

training program (or internship), students and faculty develop ties with architectural firms, museums, project, management offices, and the Facilities and General Services Department of the university.

DAUP faculty members have also participated in campus planning committees and have undertaken architectural research studies or design studios that are related to the university campus, thereby offering professional expertise and creating new knowledge about the campus planning and its architectural qualities. In this respect, during the period between 2010-2012 a team of faculty members and student researchers has developed a campus wide comprehensive study for “space utilization reallocation.”

Another team of faculty and students has developed a campus-wide wayfinding, accessibility and parking study. Some of these studies have contributed to the making of informed decisions relevant to campus expansions and the introduction of new buildings and shaded walkways. Furthermore, in 2017-18, several faculty members participated in the design charrette for the university's new multi-purpose hall, which was finished in 2020 and successfully hosted its inaugural Qatar University graduation ceremony in 2021.

Over the past few years, faculty members have been engaged in outreach and consulting services through representing the university in government committees, contributing to resolving construction disputes and court cases, and offering visioning studies to real-estate development companies.

Locally and regionally, the increased visibility of the B.Arch. program in the media greatly fosters the university’s position and invigorates its image. Magazine and newspaper articles, TV and radio reports in Arabic, English, and French cover the wide range of public events that the Department faculty organize or participate in. Through a series of annual professional events co-organized with Non-Government Organizations such as QGBC-Qatar Green Building Council, Qatar Architect’s Hub, National Association of Women in Construction (NAWIC) of Qatar, among others, students have effectively positioned their design studio work within the local professional community. In these events, students present studio outcomes related to thematic issues adopted including architectural interventions in historic cores and dense urban contexts and environmentally friendly facilities for eco-tourism development.

Since its inception, faculty and students are also present in high profile events. Notably when Qatar hosted the COP18 Conference of Parties on Climate Change held in Doha in December 2012 and this has become a culture of learning and discovery for both students and faculty members.

The international outreach of the program and the department is articulated through conference participation, research partnerships, architectural field trips and invited lectures or juries worldwide. In October 2019, Qatar National Museum hosted Gulf Architecture Conference and Exhibition 2019 in collaboration with DAUP, Liverpool University and Arab Engineering Bureau. And very recently, selected faculty members, graduates and students participated in the 57th ISOCARP World Planning Congress hosted by Qatar Ministry of Municipality in collaboration with International Society of City and Regional Planners from 7 – 11 November 2021. In these events, DAUP faculty contributed to the peer review process, moderation of the sessions and presented the results of their research work on latest trends in architecture and urbanism in the Gulf region. The selected students also presented their Senior Project works in a special session for young professionals.

In 2023, DAUP in partnership with the Department of Civil and Architectural Engineering (of CENG) in organizing the Second International Conference on Civil, Infrastructure and Construction (CIC2023) from 5 – 8 February 2023 at Qatar University. CIC2023 had attracted around 200 papers presentation and specifically under Theme 3: Sustainable Architecture and Urban Planning for Society Wellbeing, about 40 presenters from local and abroad presented their research works. Some of the topics are related to architectural design challenges and solutions for hot and arid climate; healthy building, Indoor Environmental Quality and post Covid19 building design; heritage building conservation, adaptive reuse and circular design;

urban mobility and Transit-Oriented Development for sustainable transport; and last but not least disaster risk reduction and resilient cities.

Student Contribution to Research Discovery

The discovery of knowledge has further strengthened research skills among students to nurture well-rounded graduates, DAUP is exploring a multitude of relevant research topics under our theme and developing proposals with a variety of academic, educational, and industry collaborators in the local, regional, and international contexts that involved student participation.

For undergraduate research grants, DAUP faculty members have succeeded in securing QU Student Grants (internal) and Undergraduate Research Experience Program (UREP), founded by the Qatar National Research Foundation in recent years. Followings are the list of faculty members who led the research projects:

QU Student Grants, 2017 - 23

- Dr. Raffaello Furlan - QUST-1-CENG-2023-878. Assessing the status of Transit-Oriented Development in Doha's 'Education City'.
- Dr. Raffaello Furlan - QUST-2-CENG-2022-502. A Conceptual System Dynamics Model of TODs in Qatar.
- Dr. Madhavi Indraganti - QUST-2-CENG-2021-186. Part A: Assessment of occupant satisfaction and indoor air quality during the COVID pandemic – field measurement of particulate matter (PM0.5 – PM10).
- Dr. Madhavi Indraganti - QUST-2-CENG-2021-188. Part B: Assessment of occupant satisfaction and indoor air quality during the COVID pandemic – field measurement of volatile organic compound pollutants (TVOC).
- Dr. Mark David Major – QUST - 2 - CENG - 2020-16. Configuration and Use in Building Evaluation (CUBE3): Space Syntax Modeling of Layout in the Main Library at Qatar University.
- Dr. Mark David Major – QUST - 2 - CENG - 2019-12. Complexity and Use in Building Evaluation (CUBE2): The Modular Case of the BCR Corridors at Qatar University.
- Dr. Raffaello Furlan – QUST - 1 - CENG - 2019-21. Urban-Design Key-Principles for the Urban Regeneration of TODs along the Al-Wakrah Metro Corridor.
- Dr. Raffaello Furlan – QUST - 2 - CENG - 2019-17. Masterplan for the Urban Regeneration of Transit Villages in Doha envisioned through Green Urbanism.
- Dr. Fodil Fadli – QUST - 2-CENG - 2018 - 1. Smart Cities-EW Management Platform.
- Dr. Fodil Fadli – QUST - 2-CENG - 2018 - 2. In-Between: Transforming Negative Spaces via InnovApps as a Smart Urban Design Tool (SUDET).
- Dr. Ahmad Mohamed Ahmad – QUST - 2 - CENG - 2018-7. BIM Cluster: Comfort & Use in Building Evaluation (CUBE): Informational Modeling and Post-Occupancy in the Built Environment.
- Dr. Madhavi Indraganti – QUST - 2 - CENG - 2018-8. Thermal Comfort Cluster: Comfort & Use in Building Evaluation (CUBE): Informational Modeling and Post-Occupancy in the Built Environment.
- Dr. Mark David Major – QUST - 2 - CENG-2018-9. Post-Occupancy Cluster: Comfort & Use in Building Evaluation (CUBE): Informational Modeling and Post-Occupancy in the Built Environment.

2019 - UREP 26th Cycle

- Dr. Madhavi Indraganti - UREP26-034-2-010. Evaluation of bio-climatic conditions and human thermal perceptions outdoors in Qatar (University precincts).
- Dr. Madhavi Indraganti - UREP26-034-2-011. Indoor environmental quality assessment through occupant thermal comfort surveys in residential buildings in Qatar.

2018 - UREP 25th Cycle

- Dr. Madhavi Indraganti - UREP25-040-2-018. Investigation of occupant thermal comfort in higher education learning environments in Qatar.

- Dr. Mark David Major – UREP 25-002-5-001 - Space, Time and Natural movement in old Doha (STAND): The morphological case of Souq Waqif.

2016 - UREP 23rd Cycle

- Dr. Raffaello Furlan – UREP 23-065-5-001. Sustainable Urbanism for the Urban Regeneration and Preservation of the Cultural-Heritage Site of the Souq Waqif in Doha (State of Qatar).

2015 - UREP 22nd Cycle

- Dr. Raffaello Furlan – UREP 22-005-5-003. The Urban Regeneration of Third Places in Contemporary Islamic Cities.

2014 - UREP 21st Cycle

- Dr. Raffaello Furlan – UREP 21 – 036-5-006. The Dawn of Doha's Renaissance in Qatar: Urban Design Strategies for Achieving Social Sustainability in Msheireb Downtown Doha.
- Dr. M. Salim Ferwati –UREP 21. Modeling Al-Zubarah: Architectural Visualization of the Historical and Archaeological Knowledge about Urban Heritage of Qatar.
- Dr. Ahmad Mohamed Ahmad – UREP 21-092-6-008. Disability Inclusiveness Assessment of University Buildings in Qatar.

Based on this accounting, approximately up to 80 students have participated in DAUP research grants from 2017-2023 for an average of 15 students participating in DAUP research at any time on an annual basis. This is not including graduate students and recent graduates formally hired as Research Assistants (RAs) on larger grants such as the National Research Priorities Program (NPRP), QU SEED/Collaborative Grants, and other grants.

B.Arch. Program Benefits to the Community

As the only architectural program at undergraduate level in Qatar and being internationally recognized through International Certification of National Architectural Accrediting Board (NAAB) since 2018, DAUP has been playing an active role and relationship within its academic context and university community. This context is summarized below:

1) High Quality Education:
   NAAB's International Certification demonstrates that the B. Arch program meets the accrediting body's stringent educational standards. This international certification indicates the program's dedication to providing students with a high-quality architecture education that will prepare them for successful careers in the profession.
2) Global Recognition
   NAAB's International Certification strengthens Qatar University's B. Arch program's international credibility and prestige. Graduates from internationally recognized programs often have an advantage when seeking employment or pursuing further education abroad.
3) Attracting Talented Faculty
   The architecture program has thus far attracted experienced and highly trained faculty members eager to contribute to an internationally certified program by NAAB. The DAUP Faculty profiles include over a dozen nationalities and feature highly experienced professional architects as part-time lecturers. This aids in upholding the program's academic excellence in accordance with current professional standards.
4) Research and Innovation
   DAUP faculty members are also engaging in research and innovation in the field of architecture and urban planning. Faculty members specialize in their respective research initiatives and contribute to advances in architectural theory and practice, mainly in the following research priority areas:
   i) Built Environment & Energy Efficiency
   ii) SMART & Digital Built Environment
   iii) Architectural & Urban Studies
   iv) Heritage & Socio-Cultural Identity

5) Alignment with University-Wide Initiatives:
Since its inception, the B. Arch program has aligned its goals and objectives with Qatar University's Strategic Plan, in particular core values like 'Social Responsibility' that promotes positive and proactive engagement with community, grounded in a sense of its aspiration and needs.

Moreover, the B.Arch. program subscribes to the continuous quality assurance process administered by the University's Academic Planning and Quality Assurance Office, housed in the Office of the Vice President of Academic Affairs (VPAA). This includes academic planning, learning outcomes assessment, curriculum enhancement, academic program review and ultimately academic program accreditation.

Outreach Programs / Campaigns

1) Off-Campus Opportunities

The university has a Student Exchange Section, which is responsible for organizing, initiating and facilitating the processes of travel of incoming and outgoing exchange students between Qatar University and other educational institutions from outside the State of Qatar. It is the center for any QU student who plans to experience any educational opportunity or who plans to travel to benefit from any of the educational opportunities available through Qatar University such as conferences, educational, cultural and sports trips.

Qatar University students have access to a wide range of programs and trips, including the Off-Campus Educational Opportunities and Exchange Program section. This unit, under the Office of the VP of Student Affairs, facilitates travel for incoming and outgoing exchange students, offering various categories of educational opportunities. The following categories of Off-Campus Educational Opportunities (OCEO) can be identified:

- Conferences for which students prepare research or educational papers under the supervision of a faculty member.
- Educational-Cultural Excursion trips where students will discover the culture of another country, and be exposed to different ways of life.
- Community / Learning service trips outside Qatar.
- Exchange educational-cultural trips where chosen students of QU will visit a reputable educational institution and in return some of their students will visit Qatar University.
- Official representation of QU in sports, recreational or educational activities.
- For credit exchange programs or study abroad opportunities.

A few students are enthusiastic about this opportunity, such as the previous QU-AIAS President, Sara Al-Baker (Year 5) who had participated in various international events as follows:

- ITEX 2022 , (33rd International Invention, Innovation &Technology Exhibition) in Kuala Lumpur, Malaysia (May, 2022) – won Gold Medal award for her entry
- USLS (11th University Scholars Leadership Symposium Humanitarian Affairs Asia) in Bangkok, Thailand (August, 2023)
- The Cultural and Social Forum for GCC Girls in Dubai, UAE (September, 2023)

More details about this student's participation are here.

2) On-Campus Opportunities

The Student Activities Department at Qatar University offers a range of cultural, artistic, social, and sports activities to enhance the character of university students, fostering responsibility and loyalty through programs overseen by qualified supervisors.

The department aims at fostering a number of educational goals and behavioral objectives that include:

- emotional, physical, mental and behavioral development of QU students,
- awareness of oneself by discovering strengths and weaknesses,
- problem-solving skills and abilities,
- communication proficiency, and
- leadership characteristics.

The department creates an appropriate university atmosphere through participation in different events, activities, and programs.

The sections affiliated to the student's activities department are:

- The Student Development Section at QU offers guidance, learning experiences, and support for students in clubs, organizations, publications, and community service programs, fostering academic and social growth.
- Sports and Recreation provides quality sports, modern facilities, and recreational programs for diverse student populations, promoting physical wellness, belonging, and pride in the university and society.
- The Annual Events and Special Projects Section organizes various student activities, programs, and events, including cultural villages, Annual Play, Talents Show, Family Fun days, lectures, exhibitions, and workshops.
- The Center of Volunteerism and Civil Responsibility aims to equip QU students with the necessary knowledge and skills to become responsible citizens in a global, multicultural society.

I.1.2 Learning Culture:

Design studio as Integral part of learning culture

The department views the design studio as a crucial space for creative exploration, interaction, and assimilation in architectural design. It views the studio as a critical inquiry site where budding professionals can develop their creative skills and develop values, cultural, and philosophical viewpoints. The B.Arch. program's learning culture emphasizes that architectural education goes beyond just imparting knowledge and skills, but also involves the formation of values, cultural, and philosophical perspectives.

The studio simulates a proactive learning environment by utilizing the synthetic nature of the professional architecture process. Students evaluate the practicality of design interventions from the first architectural design project, allowing them to practice their abilities for professional practice. They also test possibilities with peers and instructors, make proposals, and present their schemes at reviews and pin-ups. As projects and themes covered by critics grow, students experience a clear pattern of construction and process management agendas, setting a solid foundation for course treatments of professional practice issues.

The Curriculum Committee at DAUP developed a guidance paper for the design studio of the B.Arch. program, which was made available to professors and students at the start of the academic semester, coinciding with the initiation of the first architectural design studio in the program.

The following are general principles in establishing the guide of studio environment:

- Students and faculty share responsibility for making the studio environment respectful and conducive to effective learning, time management, commitment, and discipline.
- The studio is a learning setting to explore the multifaceted nature of architecture as a major part of student's design education comes into focus.
- Design is a process and a product. Therefore, studio processes should develop students' ability to think clearly toward forming justified opinions and making responsive and sensible decisions and judgments.

- A sense of self-reliance, independence, and discipline should be a characteristic of students' attitudes in the studio.
- The most valuable design ideas and insights emerge from dialogical processes, including interaction with peers, faculty, client representatives, users, and the thought process.

Instructors and students are provided with essential guidance by the document. The 'mid-term course evaluation' procedure allows students to provide feedback each semester, and their feedback is considered for future improvement. All course instructors are required to adhere to the assessment submission deadline based on the number of even or odd weeks, depending on whether the course is classified as a Graphics and Design Studio (GADS) or non-GADS course. This is to prevent students from becoming overburdened by an excessive number of submissions during a specific week.

Implementation and Measure of Effectiveness of Learning Culture Policies

All students are expected to understand the aims and objectives of the course and develop strategies for the development and interpretation of project briefs. Several content and skill assessment guidelines are the mechanism for describing the assessment of students. While courses and studios have specific rubrics and assessment criteria, the assessment process of studio projects reflects several guidelines.

- Context and theory: How well has the student observed the brief, i.e., the aims and objectives of the project, research, analysis of precedence, theme of project, identification, documentation, and analysis of project aims, broad research, and translation of ideas?
- Technology: This includes structural and construction systems as well as environmental control systems.
- Representation technique: Media, scale, and documentation of the project. Well-executed, clearly annotated, appropriate representation for scale, drawings, material, etc., and innovative representation techniques.
- Communication: Professionally able to interact with design intent, logic, with precise information.

The details of the effectiveness of learning culture will be further elaborated in section I.1.6 Assessment.

Participative Process to Establish Learning Policies

The entire department deliberates on most course-related matters within numerous committees and task teams established for this purpose. As an example, studio policies are formulated and refined by the department's Curriculum Committee in collaboration with its Graphics and Design Studio (GADS) taskforce members, incorporating input from all studio instructors. A faculty member serving as the design studio instructor is tasked with conveying policies and issues between the committee and the students. Studio policies encompass instruction, learning, assessment, cooperation, accessibility, and academic integrity.

The committee also creates the design studio vision, making sure that students are exposed to a variety of learning opportunities across the program's several studios. Every design studio has a theme that addresses a variety of factors and touches on an important topic. In the year five, students are prepared to handle the Comprehensive Design and Senior Graduation Project by the end of Studio VI. Additionally, the policies are periodically reviewed. Beginning in the Fall 2024 semester, the updated Architectural Design Studio Framework for the B.Arch. program will be used to ensure that NAAB SPCs are evenly distributed among the GADS courses and that pedagogical focus is placed on particular architectural topics, such as the fundamentals of architectural design, architecture and culture, architecture building systems and assemblies, architecture and regulations, etc.

The DAUP Curriculum Committee (CC) is responsible for ensuring the synchronization of these three documents to provide guiding policies for an effective learning culture in the B.Arch. program delivery. The documents are available in the following DAUP webpage:

1) DAUP Architectural Design Studios – Guidance Document
2) B.Arch. program – Design Studio Diagram
3) B.Arch. program - Design Studio Framework

DAUP CC revamped a peer-review procedure to facilitate constructive input among course instructors, enhancing their teaching materials and the selection of design studio projects. The quality of student results has improved, particularly in comparison to the 2020-21 period, which was marked by many challenges due to the Covid-19 pandemic.

The peer-review has three phases comprises of the following details:

Table I.1.2.1 B. Arch. program Peer-Review format

Phase	Activity	Task(s)	Week Review	Committee Members
1	Course organization	Each course syllabus adheres to the approved framework, and all elements, such as submission deadlines, comply with the established rules.	Between week 0 to 1	All faculty members and TA involving in the courses.
2	Course educational contents	Each course instructor presents their course delivery, emphasizing how the planned assessments will fulfil the designated SPCs.	Between week 2 and 3	All faculty members and TA involving in the courses. The Curriculum Committee members form the main review panel.
3	SPC quality assurance	To systematically evaluate student submissions and furnish feedback to the course instructor, facilitating improvements to ensure the attainment of NAAB SPCs by the final submissions.	Between week 8 and 12	Appointed committee led by Dr Fodil Fadli.

The B.Arch. program peer-Review process is depicted in Figure I.1.2.1, highlighting the focus on a continual quality improvement cycle, specifically in attaining the designated NAAB SPCs.

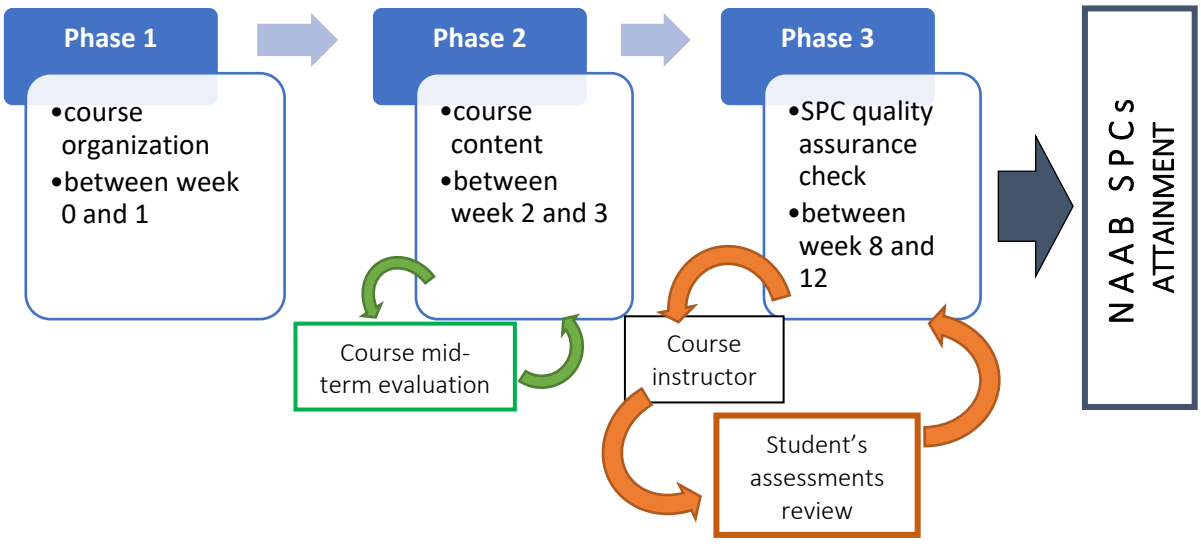

Figure I.1.2.1 B.Arch. program revamped peer-review process

The peer-review process has been essential for maintaining high-quality teaching materials and evaluating student work effectively especially in the High Pass (HP) and Minimum Pass (MP) categories. Some strategies that have been deployed to strengthen this approach are as follow:

1) Establish Clear Review Procedures
   The taskforce defines a clear process for peer review, including timelines, submission guidelines, and criteria for evaluation. Having a structured procedure ensures consistency and transparency.
2) Peer Observation and Feedback
   Encourage faculty members to observe each other is teaching materials and provide constructive feedback. This can enhance teaching methodologies and classroom effectiveness.
3) Workshops and Training
   From time to time, DAUP organizes training sessions on relevant topics related to teaching pedagogy. This can help faculty members develop the skills needed to be effective in their teaching and learning delivery.
4) Digital Platforms (SharePoint) for Submission and Review
   DAUP utilizes Microsoft SharePoint digital platform for the submission and review of teaching materials and student submissions. This streamlines the process and makes it easier to track changes and comments. Moreover, any faculty members can explore works of other students to gauge their learning outcomes attainment level.
   This digital platform is also practical for external experts or professionals from the field of architecture in the program review process. Their input can provide valuable insights and industry relevance.
5) Encourage Self-Reflection
   Encourage instructors to reflect on their teaching techniques and materials before submitting them for peer evaluation. This could result in more proactive improvements.
6) Document Review Outcomes
   Keep track of the outcomes of the evaluation and the activities performed in response to the suggestions. This documentation helps in tracking progress and accountability.

Implementation of this participative strategy among DAUP faculty members has significantly supported positive learning culture, in particular continuous improvement in teaching and learning delivery and the overall quality of architectural education.

Policies and procedures for grievances related to harassment and discrimination.

In order to ensure a conducive teaching and learning environment, QU has established policies and procedures for grievances related to harassment and discrimination.

Harassment Policy
Qatar University prohibits discriminatory harassment. The university defines discriminatory harassment as conduct that conditions a person's employment, enrollment as a student, or participation in QU activities on that person's age, citizenship, color, disability, gender (whether or not sexual), national origin, political affiliation, race, religion, sexual orientation, or veteran status unless otherwise permitted or required by applicable law. The University is committed to preventing any form of harassment or misconduct from occurring, and to reporting any violations to the authorities concerned, as indicated in the Student Code of Conduct Bylaws.

Student Complaint
The Office of Vice President for Student Affairs has a commitment to ensuring that all complaints are resolved using a clear, fair and reliable management process. The University treats complaints seriously and ensures all processes are clear, prompt, confidential and fair to all parties.

Thus, the QU community can easily submit a complaint, whether it is an academic or non-academic, through the Complaint System on myBanner Self-Service. The system gives the opportunity to check the complaint status online by assigning each complaint with a unique code for future references.

Faculty and Staff Complaint

Similarly, faculty or staff who are facing specific issue related to social equity has an official channel to lodge complaints via the https://mybanner.qu.edu.qa/PROD/twbkwbis.P_GenMenu?name=homepage.

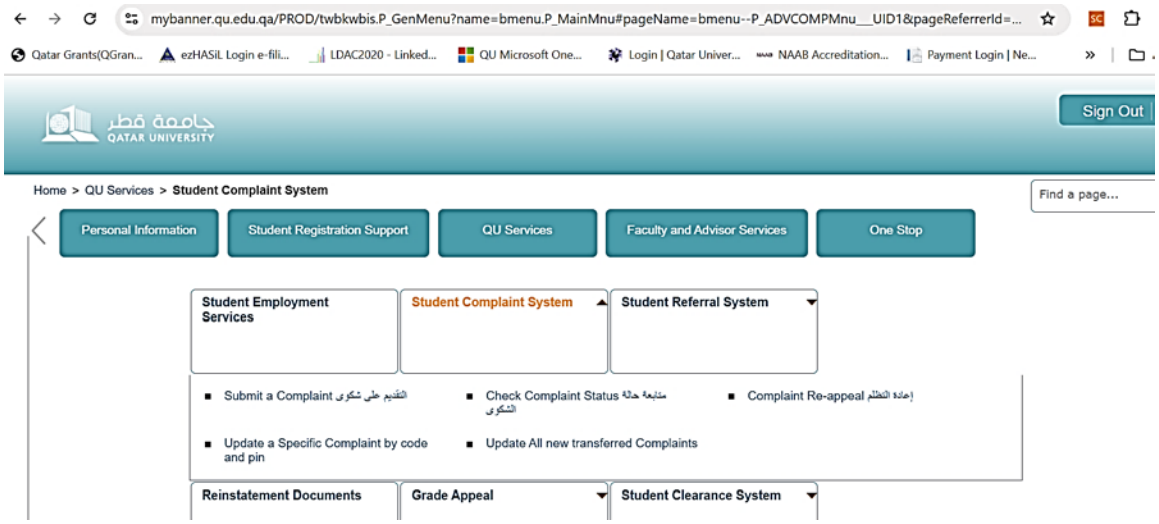

Figure I.1.2.2 Screenshot of Student Complaint System in QU myBanner Self-service

Student Code of Conduct

This Student Code of Conduct aims to provide all students at Qatar University with clear principles and standard of conduct. In this regard, violations of the code of conduct may be of an academic or non-academic nature, and extends to students who represent the university in sponsored events and activities such as conferences, sports teams, or clubs off-campus.

Qatar University expects its students to follow the highest standards of conduct and adhere to them in their interaction with their instructors, peers, faculty members, staff, and the wider university community at large. The university also requires all students to act maturely and responsibly in their interaction with each other, as well as assume the responsibilities and accountability expected from a Qatar University community member.

Thus, students are expected to not engage in a behavior that compromises their own integrity or the integrity of the Student Code of Conduct. While the University strongly encourages its students to express themselves freely, this freedom should not infringe on the rights of others or the principles, policies, and values of Qatar University.

From the above perspective, Qatar University emphasizes the importance of clearly affirming the students' rights and responsibilities, and guarantees the following student rights:

Students' Rights

- Obtain the academic and non-academic opportunities available within the university provided that those opportunities align with the university's standards and conditions;
- Practice freedom of thought and expression without infringing on the freedom of others;
- Receive equal opportunities, regardless of race, color, gender, religion, age, or special health conditions (disability);
- Guarantee the confidentiality of their university records as not to be shared with any other party without their written consent.

Students' Responsibilities

Students are expected to:

- Contribute to the support and preservation of the teaching and learning environment of the university;
- Show respect for all individuals at Qatar University;
- Adhere to all institutional regulations, policies and procedures;
- Make the best efforts in all academic endeavors;
- Act responsibly;
- Demonstrate commitment to the quest of learning and knowledge acquisition;
- Abide by the appropriate dress code according to the rules and regulations of the university;
- Acknowledge the provisions of these Bylaws, and the applicable consequences of any breach to these Bylaws or other rules and regulations applicable to the university community.

Detailed policies on academic integrity for students are here.

I.1.3 Social Equity:

Qatar places a strong emphasis on social equity, inclusivity, and cohesion as part of its national vision and development strategies. The government has implemented several policies and initiatives to promote these values:

(1) Social Development Pillar: Part of Qatar National Vision 2030, focusing on family cohesion, women's empowerment, and cultural diversity.
(2) Social Protection Strategy: Aims to improve social services accessibility and quality, ensuring justice and equal rights for all.
(3) Integration and Inclusivity: Efforts to integrate people with disabilities, expand volunteering, and enhance civic participation.
(4) Legislative Measures: Policies to prevent racial discrimination and human trafficking, ensuring legal protection for all residents.

These initiatives reflect Qatar's commitment to creating a harmonious and inclusive society, promoting social equity, and ensuring that all individuals have equal opportunities and rights.

The Ministry of Education and Higher Education of Qatar is instrumental in promoting diversity and acceptance by providing teachers / instructors with the necessary training to eliminate discrimination. Additionally, the ministry implements a variety of programs.

- Policies against racial discrimination are designed to promote inclusivity and protect students by implementing guidelines, training, reporting protocols, and promoting multicultural education.
- Initiatives for Gender Equality aim to empower female students, increase their participation in traditionally male-dominated disciplines through scholarships and mentorship, create conducive learning environments, and implement gender-sensitive pedagogy and curriculum. Gender-based discrimination is explicitly prohibited by legal frameworks.
- Addressing Disability Discrimination: Policies are designed to facilitate the integration of students with disabilities into mainstream schools by offering personalized support through IEPs and customized teaching strategies. Collaboration with NGOs, teacher training, specialized personnel, and assistive technologies are essential components.
- Qatar prioritizes an inclusive environment that respects diverse religious identities through educational initiatives that promote awareness and respect for various religious practices and an increasingly inclusive curriculum, based on religion and belief.

As a continuation of its Vision and Mission statement, Qatar University embraces fairness, diversity, and integrity in its Core Values.
“Qatar University is an intellectual and scholarly community characterized by open discussion, the free exchange of ideas, respectful debate, and a commitment to rigorous inquiry.”

Most specifically concerning the following Core Values such as:

Diversity: Qatar University embraces diversity that respects religious and cultural tenets and considers a diverse faculty and student body a source of strength that enriches its educational and work environment.
Social Responsibility: Qatar University promotes positive and proactive engagement with the community, grounded in a sense of its aspirations and needs.
Integrity: Qatar University is committed to integrity and the highest ethical standards of honesty, fairness, transparency, responsibility, and accountability.

Qatar University's Commitment to Diversity, Social Equity, and Inclusion includes:

- Recognizes diversity as a key strength for educational success and excellence.
- Views diversity as a core value that respects religious and cultural tenants.
- Encourages a diverse population of students, faculty, and staff from all nationalities, cultures, colors, religions, and age groups.
- Prohibits discrimination against members in teaching, learning, research, or services.
- Ensures equal opportunities and fair treatment without regard to race, gender, nationality, age, disability, religion, political belief, or social origins.
- Treats existing members and applicants equally based on qualifications, abilities, and skills.
- Aims to achieve a sustainable environment committed to Diversity, Equity, and Inclusion.

Initiatives for Diversity and Inclusion

DAUP is the only academic unit in the State of Qatar offering a degree in architecture to female students. This opens up many opportunities for a culturally rich educational environment that advocates diversity and inclusivity. As a discipline that brings together many cultural and technical fields, it creates links between other programs in the college and university, and has a good potential for more interdisciplinary, interdepartmental, and intercollege collaborations.

The program, which is a professional discipline, has established numerous collaboration initiatives with industry and government organizations and participates in numerous conferences, debates, community initiatives, and professional meetings throughout the department. Students and faculty establish connections with the university's Facilities and General Services Department, project management agencies, architectural design firms, and museums (including the Qatar Museum) during the professional summer training program.

Exploration in the advancement and application of professional knowledge

DAUP annually maintains a regular program of extra-curricular activities to promote student learning and professional achievement. Please refer to the DAUP LinkedIn webpage (https://www.linkedin.com/in/qudaup/recent-activity/all/) and Instagram account (https://www.instagram.com/architecture_qu/) for more details on our activities.

This includes department-level planning of extra-curricular activities such as the DAUP Public Lecture series and student-led planning for extra-curricular activities through the student association, the Qatar University chapter of the American Institute of Architecture Students (QU-AIAS). DAUP Public Lectures periodically occur on Mondays or Wednesdays every few weeks during the semester in which distinguished professionals are invited to speak to students on a diversity of topics related to the built environment.

DAUP Faculty (especially recently hired faculty in the particular academic year) also regularly participate in the lecture and research seminar series. In recent years, many well-known guest architects and academics have provided public lectures. The list is long but some of them are Ibrahim Jaidah, Patrik Schumacher, Billie Teshich, Cherif M. Amor, Hamza Zeghlache, Mei Chee Seong, representatives of DeVoto Design, Professor Madga Sibley of Cardiff University, Mohammed Elshafie, Kasper Oosterhuis, Hatem Ibrahim Djamel Boussaa, Djamel Ouahrani, M. Salim Ferwati, Mark David Major, Ahmad M. Ahmad, Madhavi Indraganti, Reza Mabadi, M. Faris Khamidi. Figure I.1.3.1 shows samples of public lecture posters for publicity.

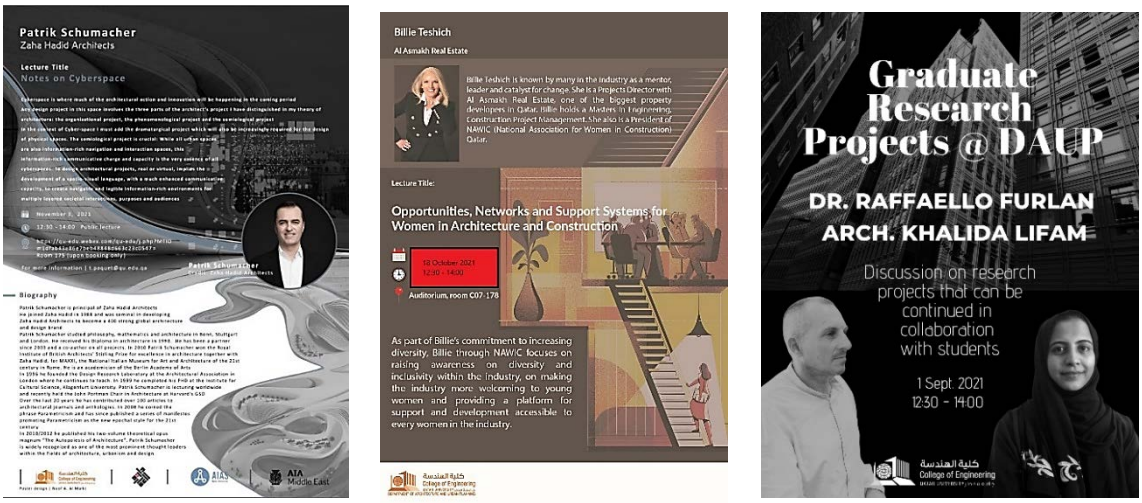

Figure I.1.3.1 Samples of Public Lecture posters for publicity

Student Body engagement with relevant Stakeholders

Our student association, QU-AIAS, is one of the largest, most active non-US based chapters of the American Institute of Architecture Students in the world today. QU-AIAS is an independent, non-profit, student-run organization dedicated to providing unmatched progressive programs, information, and resources on issues critical to architecture and the experience of education. The AIAS aims to promote excellence in architectural education, training, and practice; to foster an appreciation of architecture and related disciplines; to enrich communities in a spirit of collaboration; and to organize students and combine their efforts to advance the art and science of architecture. More activities organized by QU-AIAS can be found in the Instagram account https://www.instagram.com/aias.qu/ .

In departmental events, annual gatherings, and regional conferences, QU-AIAS fosters an appreciation of architecture, design, and related disciplines, giving students the opportunity to learn about global issues, meet students and professionals with similar interests, and interact with some of today's leading architects and designers.

QU-AIAS empowers our students to be good citizens on their campuses and in their communities. We organize students and combine their efforts to advance the art and policy of architecture by being the sole student voice in the collateral discussion and decision-making process that include The American Institute of Architects (AIA), The Association of Collegiate Schools of Architecture (ACSA), The National Council of Architecture Registration Boards (NCARB) and The National Architectural Accrediting Board (NAAB).

In the Spring semester of each academic year, DAUP and QU-AIAS organize an annual Architecture Day event (Figure I.1.3.2 and Figure I.1.3.3). Architecture Day is a day of celebration and recognition of the profession, department, and students. It is a departmental open day during which students from various cohorts interact with one another, receive recognition from their peers for their design studio work, and engage in the lively atmosphere of numerous programs that are presented during the event. Also, it offers students the chance to engage with architects in Qatar and members of the broader CENG community. University,

college, and professional colleagues in Doha attend these annual gatherings in significant numbers.

Figure I.1.3.2 Dignitaries attending the 13th Annual Architecture on 30 March 2022 at the QU C07 Women's Engineering Building

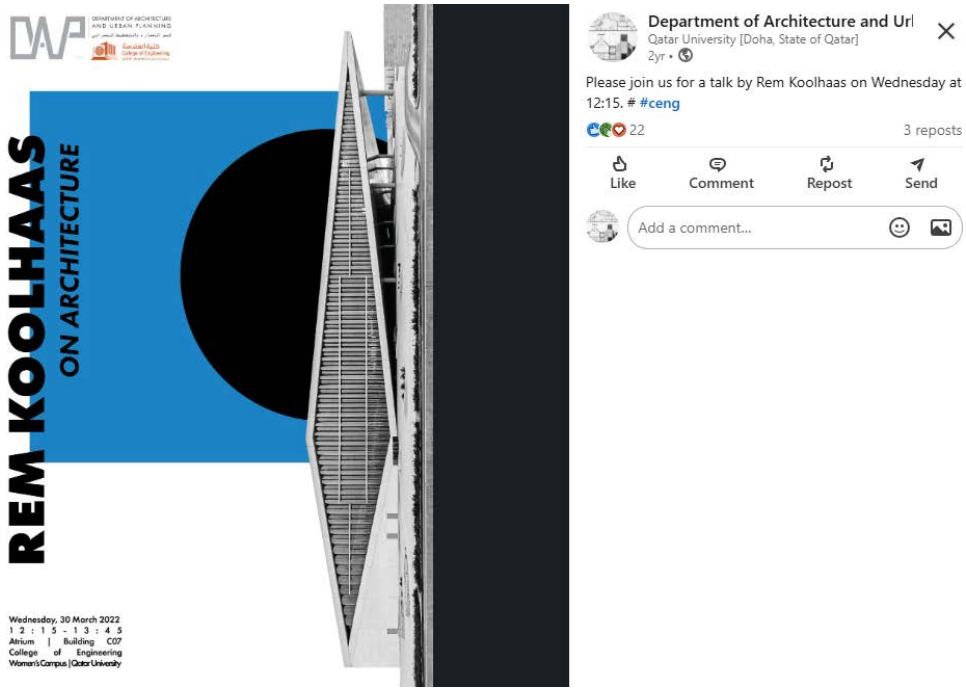

Figure I.1.3.3 Announcement for the talk by world renowned architect, Rem Koolhaas, who spoke at the 13th Annual Architecture Day organized by QU-AIAS and DAUP.

The 2024 Annual Architecture Day was held in the Mshereib Downtown area, which is located outside the QU campus, from February 25 to 28, 2024, for the first time. Her Highness Sheikha Al-Mayassa Bint Hamad Al Thani granted the national school of architecture in Qatar the opportunity to participate in the esteemed Design Doha Biennial, which was a result of her generous and cordial consent. This platform emphasizes and celebrates creative innovation, providing a substantial opportunity for B.Arch. program students and faculty to participate in

discussions regarding innovative architectural concepts and designs. Her Highness's generosity and support significantly enrich our academic endeavors and solidify our commitment to the advancement of architectural education and innovation.

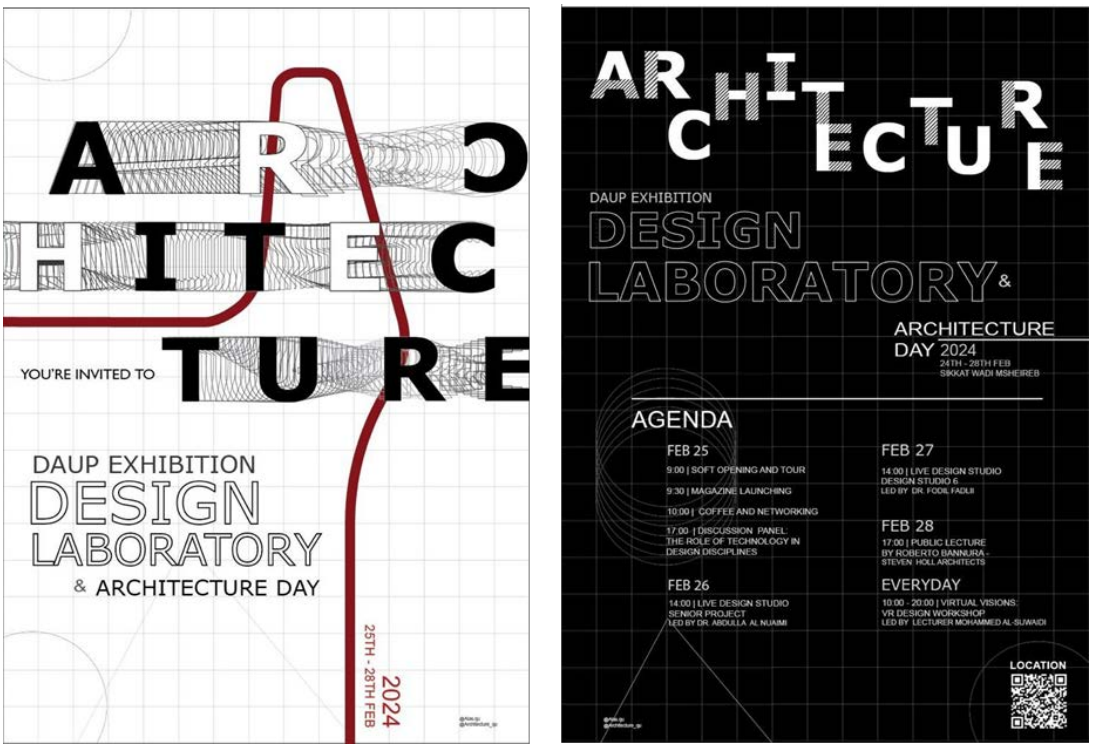

Figure I.1.3.4 Poster of DAUP Design Laboratory and Architecture Day 2024

Figure I.1.3.5 Snapshot of fifth year student works exhibited in the DAUP Design Laboratory and Architecture Day 2024

The projects that B.Arch. students have presented are a meaningful representation of the values that are already prevalent in the Qatari community. In their creative endeavors, the students make a concerted effort to embody the essence of Qatari identity. They do this by maintaining a delicate equilibrium between the incorporation of contemporary elements and the

reconnection with the rich tapestry of local traditions, culture, and ways of life, as well as the enduring heritage of the Arab world. These students are able to deftly weave together the threads of history and contemporary in their work, which ultimately results in a harmonious fusion that is in accordance with the historical roots and cultural ethos of the Qatari people.

Even with the obstacles posed by the global pandemic Covid19 in the years 2020-21, the majority of extracurricular activities have been limited to the webinar event. A notable event was the first-ever virtual Annual Architecture Day (12th edition) on 25 March 2021. This event featured video exhibitions from each student batch year and a panel discussion on "Architecture Education and Practice in the Age of COVID-19." The diverse panel included Ar. Ibrahim Jaidah (GCEO, Arab Engineering Bureau), Ar. Barbara Bachmann and Ar. Valentina Vita (Barbara Bachmann Interiors, Paris, France), Megha Taneja (Qatar AIA Middle East Representative), Sarah Al-Thani (Ashghal and distinguished DAUP alumnus), and Dr. Fodil Fadli (DAUP Department Head at the time). The discussion was moderated by third-year student and QU-AIAS Secretary Aljazi Al Banai, highlighting the importance of diverse perspectives and inclusive dialogue in the field of architecture.

Expertise in service to the industry, local community, and human societies worldwide

The distinctive settings of Qatar and its capital, Doha, present architecture students with great opportunities for acquiring a comprehensive understanding and practical experience within a global setting. Qatar's notable advancements in infrastructure and architectural development position it as a prominent global model for 21st Century architectural creativity and innovation. This can be evident with many constructed buildings and monuments by world-renowned architects like Alejandro Aravena, Rem Koolhaas, I.M. Pei, Arata Isozaki, Sir Norman Fosters, Jean Nouvel, and the late Zaha Hadid, among others.

The design studio projects and the faculty and student research are all tailored to address the many environmental, social and economic challenges that Qatar is facing, and great care is given to cultivate a sense of responsibility and civic engagement to the students, and to make them aware of the impacts of architectural design in this evolving context. Each year, the King Medal—affiliated with the Architectural Research Centers Consortium (ARCC), of which DAUP has been a member for the past three years—is awarded to a student in recognition of outstanding research achievement.

Alongside studio projects and courses that engage with public interest in social and environmental contexts at multiple levels within the program, students are required to complete ARCT 212 Architectural Design Studio 2 (Climatic), ARCT 311 Architectural Design Studio 3 (Contextual), ARCT 410 Architectural Design Studio 4 (Complexity), ARCT 411 Architectural Design Studio 5 (Community), and ARCT 422 Research Methods in Architecture as core requirements.

Students and faculty members are involved in initiatives that directly address professional and public concerns. Over the last three years, faculty members have given public lectures to professional societies such as Qatar Society of Engineers, Qatar Architectural Hub, Qatar Museums, and Qatar Green Building Council, among others, on timely topics such as post-occupancy and performance evaluation of buildings, heritage building conservation, sustainable real estate development, and the challenges of sustainable urbanism.

Access and Inclusion through Localized Education Opportunities

DAUP's female-only admission policy contributes to broader national goals (forming part of one of the four key pillars in the Qatar National Vision, 2030) of expanding higher education access for women within Qatar. For many of the B.Arch. program students, pursuing tertiary education in an environment that is both geographically accessible and culturally affirming is a critical factor in their academic journey. By offering a rigorous architectural education locally, DAUP enables students—many of whom prefer not to study abroad—to remain close to their families and communities while engaging with a curriculum that respects and reflects their cultural identity. Importantly, students are also equipped with the skills and perspectives needed to

operate confidently in a global professional context. In doing so, the department contributes meaningfully to social equity by empowering a demographic that may otherwise face significant barriers to higher education.

This objective remains deeply valued at DAUP and continues to guide our mission and everyday practices. While the scope of this report does not allow for a comprehensive overview, we highlight below several key initiatives that reflect our ongoing commitment to advancing social equity:

(1) Since the Fall 2021 semester, DAUP has seen a significant transformation in its gender representation among faculty, reflecting the department's commitment to a **gender-inclusive recruitment** strategy. This strategy is directly aligned with the wider College of Engineering's Core Values, particularly that of, "Diversity: Qatar University embraces diversity that respects religious and cultural tenets and considers a diverse faculty and student body a source of strength that enriches its educational and work environment" (https://www.qu.edu.qa/en-us/about/diversity/Pages/default.aspx).
In the early years DAUP is a male-dominated faculty member, but has now grown to a team of seven female members, representing 45% of our current full-time faculty. Additionally, 75% of our Teaching Assistants are female, further reinforcing our support for women in academia. The teaching team is also strengthened by six part-time lecturers, half of whom are women, drawn from the pool of experienced professional architects working in Doha. Notably, the majority of female faculty and staff are younger than their male colleagues, bringing fresh perspectives, a high degree of adaptability, and an innovative spirit. This dynamic contributes to a vibrant, forward-thinking academic environment and supports our broader mission of fostering inclusive excellence within the department. Further, faculty members in general, hail from a wide range of nationalities and cultural backgrounds. This international academic team brings varied perspectives to teaching, research, and mentorship—exposing students to global architectural discourse, varying global perspectives and cross-cultural understanding.

(2) **Leadership** within DAUP reflects the department's commitment to inclusion, with female faculty members actively contributing to its academic and strategic development. Women currently serve as chairs of several key departmental committees, including the Curriculum Committee, Graduate Studies Committee, Peer Review Committee, and the Outreach Committee. The strong presence of female faculty members in leadership roles at DAUP provides significant benefits to students, particularly within the context of a female-only academic environment. These faculty members serve as visible role models, demonstrating that women can lead with confidence and impact in both academic and professional spheres. Their leadership helps foster an inclusive and supportive environment where students feel seen, represented, and encouraged to pursue their own ambitions. Beyond visibility, these leaders play a key role in shaping policies, curricula, and initiatives that reflect a deeper understanding of the experiences and aspirations of female students. Their involvement enhances mentorship opportunities, promotes student confidence, and supports the development of an academic culture that values equity, empowerment, and resilience.

(3) Since 2021, DAUP has significantly expanded its support for **research activities** led by and involving female faculty and students. The data can be found here.
Through key funding mechanisms such as the Undergraduate Research Experience Program (UREP) and Qatar University Internal Student Grants, the department has fostered a culture where young women are encouraged to engage in high-impact, faculty-mentored research. Amongst others, female faculty members—including Dr. Tarryn Paquet, Dr. Amina Al-Kandari, Dr. Goze Bayram, Dr. Madhavi Indraganti, and Dr. Hameda Janahi - have served as **lead investigators** on numerous projects addressing critical issues such as development in rapidly urbanizing areas, public space activation, inclusive design, accessibility in museums, indoor environmental quality, and post-pandemic urban wellbeing. These grants are intentionally structured to involve undergraduate and postgraduate students in hands-on research, providing

them with meaningful exposure to academic inquiry, critical thinking, and collaborative practice.

(4) DAUP is committed to fostering an inclusive learning environment that supports students with diverse needs, including those with **physical disabilities, neurodiversity learning styles, and varying life circumstances**. Since the 2023–24 academic year, the department has been based in the new H07 College of Engineering building—purposefully designed to accommodate students with special needs and ensure full accessibility. This aligns with Qatar University's policy to provide fair and reasonable accommodations for students with disabilities, supported by the Inclusion and Special Needs Support Center (specialneeds@qu.edu.qa). The department also recognizes the wide age range among students, with many balancing academic life alongside family responsibilities, many of whom are balancing academic work with parenting responsibilities. Faculty are responsive to the needs of student mothers and mature students, offering structured flexibility such as adjusted deadlines when justified, opportunities for one-on-one consultations, and academic planning support to help them balance family responsibilities with their studies. Further academic support is available through the Student Learning Support Center (SLSC), which offers peer tutoring, writing labs, academic workshops, and confidential counselling. Engineering students also benefit from the Engineering Success Oasis (ESO), which provides tailored tutoring, skill-building programmes, and support services throughout the semester.

I. 1.4. Defining Perspectives:

The following five perspectives offer programs the opportunity to define the means and methods most appropriate to their mission, history, and pedagogy to prepare students with a set of core values that are essential and fundamental to the practice of architecture. These values are held as perspectives instead of Student Performance Criteria, as they must transcend any one course and must be over-arching across the program.

Notes on the Perspectives

A. Collaboration and Leadership

In design studios, faculty members collaborate with professionals from major architecture firms and development corporations in order to address real design challenges and work with students on real projects. The instructors of the studio collaborated with the project architect in order to develop design alternatives for the site.

For example, in Fall 2024, ARCT 410 Architectural Design Studio V course has collaborated with QU alumni, Arch. Sara Al-Sada, Head of Architectural & Civil Engineering (Medical Facility) of Public Health Care Corporation (PHCC). In this course, students conduct master planning of a given study area within the theme of Community Health and Wellbeing. In this regard, Arch. Sara conducted lecture and briefing of Leabaib Health Centre facilities and attended design review and pin-ups.

Students enrolled in ARCT 410, in conjunction with ARCT 452 Contemporary Architecture in the Arab World, visited a research center known as Studio 18 on 5 September 2024. This research center is affiliated with the planning department of the Qatar Ministry of Municipality. Students were informed about the evolution of urban planning in Doha and the formulation of the Qatar National Master Plan concerning design principles and regulations.

Figure I.1.4.1 Representative from Primary Health Care Corporation briefing the students at Leabaib Health Center in Al-Daayen Municipality.

Figure I.1.4.2 Director of Studio 18 lecturing the students related to the evolution of Doha urban planning and Qatar National Master Plan.

B.Arch. students occasionally engage with professional architectural practices through direct feedback from practicing architects during the course teaching and learning process. On 29 September 2024, Mr. Ringo Tse, an Associate Principal at KPF (Hong Kong) Ltd., addressed students in ARCT 410 on the topic 'Urban Revitalization Masterplan — conceptualizing ideas into real design solutions.' He actively engaged in the design review, offering students pragmatic critiques and insights from a professional perspective.

Figure I.1.4.3 Snippets of guest speaker activities in the architectural design studio teaching and learning delivery

In the advanced ARCT 510 Comprehensive Design Studio course, students developed a project that facilitated interaction with a real client, site, and design program. A professional architect from the architectural practice is engaged as a part-time lecturer for this course to address integrated design systems. In this course, instructors work alongside part-time lecturers and other experts in the Architecture, Engineering, and Construction (AEC) field to mentor students throughout the design process. This ensures that the architectural concepts will be both pragmatic and beneficial when combined with various design systems, including structural, mechanical, electrical, plumbing, environmental, and building envelope systems. This integration must adhere to construction codes and standards. This necessitated inputs from numerous professionals and specialists across various areas.

Students enrolling in the Senior Project (ARCT 511 and ARCT 512) are highly encouraged to select projects with real clients and locations. They targeted prospective clients from

government agencies or real estate developers. During the planning phase, a large number of students select projects from a list of initiatives required by various government entities. In ARCT 511 Senior Preparation and Programming, students will lead design research on project identification, possible site and community users; construct analytical studies on community needs; and undertake precedent investigations, among other things. All these leadership qualities as a future lead architect are required to create the design project's initial mission and objectives.

In a broader sense, all architectural design studio courses, from ARCT 210 (Architectural Design Studio I) to ARCT 512 (Senior Project), require three major submissions, with students presenting their work during jury sessions. Regular jury sessions are scheduled as part of the design review and summative assessments, during which instructors and other experienced practitioners provide constructive criticism. This helps students improve their communication skills, capacity to convey and accept critique, and leadership in defending design decisions.

B. Design

The unique environments of Qatar and its capital, Doha, offer architecture students significant opportunity for gaining an extensive grasp and practical experience in a global context. Qatar's significant progress in infrastructure and architectural development establishes it as a leading global exemplar of 21st-century architectural inventiveness and innovation. This is visible in numerous buildings and monuments developed by prominent architects that were mentioned earlier. Students can attend lectures both within and outside of the university, as well as visit on-going construction sites and newly completed buildings with a wide range of contemporary architectural styles and trends.

The design studio projects and research are designed to tackle Qatar's environmental, social, and economic challenges. Students are encouraged to develop responsibility and civic engagement, understanding the impact of architectural design in the evolving context. The dynamic environment of Doha's emerging metropolis and the development of a knowledge economy prepares them for socially responsible professionals.

Architectural Design Studios

DAUP emphasizes the importance of architectural design studios as the core of architectural education. Design studios curriculum follows the Design Studio Framework and Design Studio Diagram as shown in the Figure I.1.4.4.

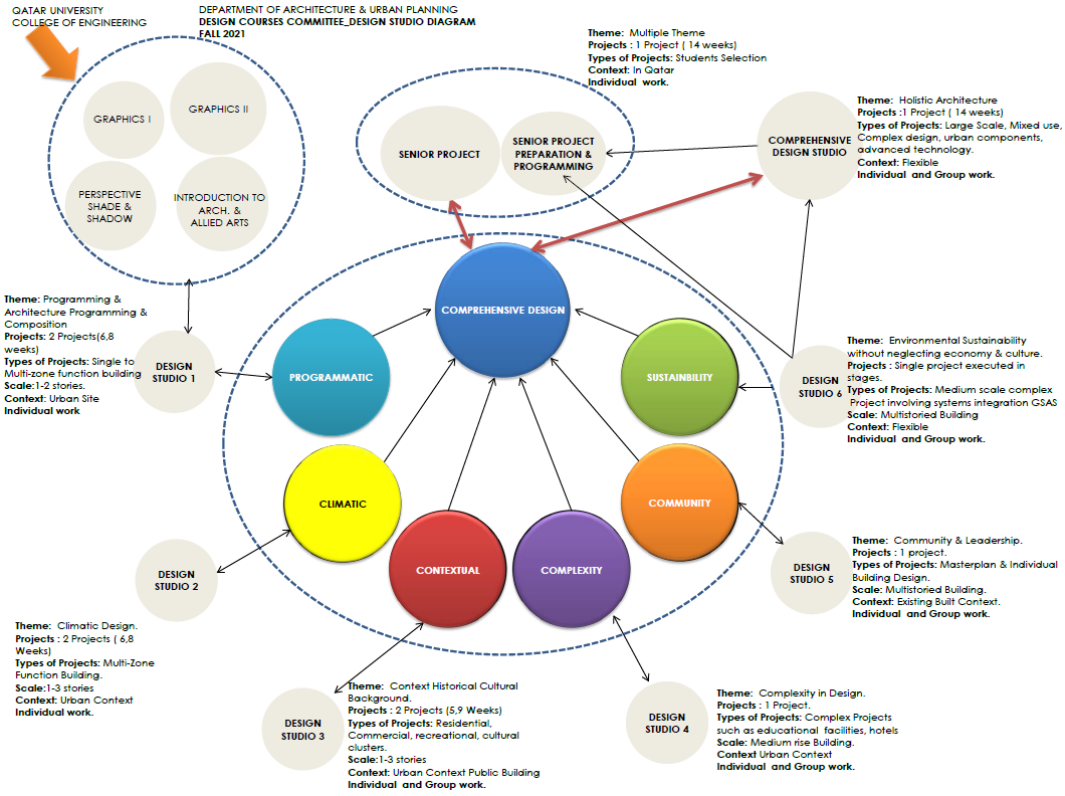

Figure I.1.4.4 B.Arch. program architectural design studio diagram

The architectural design studio (ADS) occupies the core of education for architects. This is evident in the time devoted to teaching architectural design and importance given to the design studio by both instructors and students. In essence, the design studio is a setting that continuously reinvents the societal role, design techniques, and tools of the architect in a professional industry. The design studio adopts a comprehensive approach by examining the macro and micro aspects of the surrounding world. It leverages the diverse range of design tools that are readily available while also critically reassessing historical precedents in light of accumulated human knowledge.

Design studio instructors must ensure their architectural project brief aligns with the design studio diagram and framework, detailing the complexity of students' projects throughout their B.Arch. program.

<u>Year 1:</u>

- Focus on graphical skills and emphasizing fundamental principles of design.
- Projects are small-scale and involve input that is more individual and some group works.

<u>Years 2 and 3:</u>

- Emphasizing on climatic responsive design and design programming.
- Design projects become more complex, incorporating multiple zones and functions.
- The scale of projects increases, with students tackling low-rise buildings.
- Group work is introduced, fostering collaboration and communication skills.

Year 4:

- Projects involve mid-rise buildings and explore urban design concepts and masterplan.
- Complexity further increases, with projects often demanding integration of diverse elements like mixed-use developments.

Year 5:

- Comprehensive design refers to a bridging course or capstone project that applies design skills and integrates systems to create a practical and environmentally sensitive building design. The goal of this program is to provide students with the essential skills and knowledge required to successfully complete the entire Senior Project.
- The larger scale is reached, with projects potentially encompassing context of entire districts.
- Independent research and specialization are encouraged, allowing students to delve deeper into specific design approaches.

In general, the program systematically presents students with projects that need greater levels of complexity, scale, and collaboration as they proceed. By the time students reach their final year, they will have acquired the necessary skills and knowledge to effectively address real-world architectural challenges. The world is changing fast around Qatar and us. As a young and fast-developing country, Qatar is eager to absorb newest, most advanced technologies available. It is the task of the DAUP to embed these new technologies into the curriculum of the B.Arch. program in the most meaningful and resilient manner.

The Architectural Design Studio Framework, Project Sequences, and Enhancement Week

The B.Arch. program Architectural Design Studio Framework, summarized in Table I.1.4.1, was reviewed last year by the DAUP Curriculum Committee and the updated version has been implemented from AY 2024-25, Fall 2024 semester onwards. The aim of this document is to ensure that NAAB SPCs are consistently distributed across GADS courses depending on the complexity requirements. In addition, each semester, pedagogical emphasis is placed on specific architectural topics, such as the fundamentals of architectural design, architecture and culture, architecture building systems and assemblies, architecture and regulations, so on and so forth.

Based on an assessment done by the DAUP Curriculum Committee, peer-review committee and external program reviewers, architectural design studio projects used a flexible sequencing in line with the 'design as a process' approach used in studio instruction around the world. Enhancement week has been integrated into the design studio process due to its effectiveness and practicality in giving students sufficient time to improve their design outcomes. In this regard, the "Enhancement Week" concept was designed and implemented to allow students to correct and improve the quality of their design projects based on the comments and criticisms received during preliminary and pre-final juries (Table I.1.4.2).

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Table I.1.4.1 Updated version of Architectural Design Studio Framework

	DAUP Design Studio Framework									
Year	**Year 1**		**Year 2**		**Year 3**		**Year 4**		**Year 5**	
Semester	**Semester 1**	**Semester 2**	**Semester 3**	**Semester 4**	**Semester 5**	**Semester 6**	**Semester 7**	**Semester 8**	**Semester 9**	**Semester 10**
Courses	ARCT 110	ARCT 111	ARCT 211	ARCT 212	ARCT 310	ARCT 311	ARCT 410	ARCT 411	ARCT 510	ARCT 511
	ARCT 120	*ARCT 210*								ARCT 512
Studio Architecture Scope	User	Space	User Space	User Space Context	User Space Context Assembly	Expanded User Space Context Assembly	Expanded Users Expanded Spaces Context Assembly	Expanded User Expanded Space Expanded Context Assembly	Semi-Student Design Expanded User Expanded Space Expanded Context Assembly	Student Design Expanded User Expanded Space Expanded Context Assembly
Studio Name	**contemplation**	**composition**	**combination**	**contextual**	**constitution**	**complexity**	**communistic**	**comprehensive**	**capacity**	**competency**
Typology Options	not to repeat the previous semester from the zoning options									
Course Name	Graphic Communication (1) Graphics – Manual	Graphic Communication (2) Graphics – CAD	Architectural Design Studio (2) Climatic	Architectural Design Studio (2) Climatic	Architectural Design Studio (3) Contextual	Architectural Design Studio (4) Complexity	Architectural Design Studio (5) Community	Architectural Design Studio (6) Sustainability	Comprehensive Design Studio	Senior Project Preparation and Programming
Student Performance Criteria	**A.1, A.3, A.5**	**A.1, A.4, A.5**	**A. 2, A.3, A.4**	**A. 2, A.3, A.4**	**A.1, A.2, A.4**	**A.1, A.5**	**A. 3, A.6, A.7, A.8**	**A.4, A.6**	**B. 1, B.2, B.3, B.4**	**A.4, A.6, A.7, A.8**
			B.2, B.3	**B.2, B.3**	**A.5, A.7**	**B.1, B.2, B.3**	**B.2, B.3, B.4**	**B.1, B.2, B.3**	**B.5, B.6, B.9, B.10**	**B.1, B.2, B.3, B.4, B.10**
			B.6, B.7	**B.6, B.7**	**B. 2, B.3, B.4**	**B. 4, B.5, B.8**	**C. 1**	**B. 6, B.8, B.10**	**C.2, C3**	**C.1, C.2, C3**
							D. 1	**C.2, C3**		**D.1**
Total SPCs	**3**	**3**	**7**	**7**	**8**	**8**	**9**	**10**	**10**	**13**
Architectural Communication	H	H	H	H	M	M	H	H	H	H
Architectural Design Fundamentals	H	H	H	H	H	H	M	M	M	M
Architecture and Culture	L	L	H	H	M	M	H	M	M	M
Architectural Analysis	L	L	H	H	M	M	H	H	M	M
Architecture Building Systems and Assemblies	L	L	L	L	M	M	M	H	H	H
Architecture in Practice	L	L	L	L	L	L	M	M	H	H
Architecture and Regulations	L	L	M	M	H	H	H	H	H	H
Architecture and Context	L	L	M	M	H	H	H	H	H	H
Studio Theme	-	-	Innovative and Inventive Architecture	Innovative and Inventive Architecture	Conventional Domestic Architecture	Conventional Non-Domestic Architecture	Civic, Cultural, and Heritage Architecture	Advanced and Technical Architecture	Executable Architecture	Adaptive Architecture "transformative" and "responsive"
Pedagogical Objectives										
Number Projects	2	2	2	2	1	1	1	1	1	1
Scale of Project	-	-	500-1,000 sqm	500-1,000 sqm	1,000 - 5,000 sqm	1,000 - 5,000 sqm	2,500 - 10,000 sqm	2,500 - 10,000 sqm	5,000 - 15,000 sqm	-
Digital Zone	No	Yes	Manual	Manual	Mixed	Mixed	Mixed	Mixed	Yes	Yes
Non-Digital Zone Focus in Project			cd+sd	cd+sd	cd	cd	cd	cd	-	-

Legend: H = High Focus | M = Medium Focus | L = Low Focus

cd = Conceptual Design Phase; sd = Schematic Design Phase (Design Development Phase)

In this context, the "Enhancement Week" concept was developed and implemented to allow students to fix and improve the quality of their design projects based on feedback and criticism received during preliminary and pre-final juries (Table I.1.4.2). In actuality, the enhancement week's labor and effort are incorporated into the redesigned grading rubrics-system for design projects based on SPC achievement levels.

Table I.1.4.2 The Studio Framework-Project Sequences and Enhancement Week

ADS FRAMEWORK			
Duration	Task		
3 weeks	Case Studies COLLABORATION	Precedent Reviews	
3 weeks	Individual Design COMMITMENT	Concept Reviews	Submission 1
3 weeks	Schematic Design ALL SYSTEMS IN PLACE	Building Systems Review	Submission 2
5 weeks	Comprehensive Design SYTHESIS + REPRESENTATION	Final Jury	Submission 3
1 weeks	ENHANCEMENT WEEK	Final Grading	

The extended hours spent in the studio should be productive. The one-on-one tutoring strategy (apprenticeship) is highly important and unique to architecture education. This project-based approach has proven to be effective as a cutting-edge method for teaching and learning.

The design studio has many strengths, which form inherited characteristics of a long tradition in architectural education, including:

- Expert evaluation of the design projects
- Integration of hybrid, technical, and theory courses in the design studio
- Exchange of ideas and criticism (design review)
- Interim, mid-term, and final review system (jury)
- Stimulation of collaboration and mutual-support between students
- Hybrid usage of explorative manual techniques as well as innovative digital technologies

Every semester, B.Arch. program students are exposed to range of thematic issues across the design studios. The selected themes include programmatic (ARCT 211), climatic (ARCT 212), contextual (ARCT 310), complexity (ARCT 311), community (ARCT 410), sustainable design aspects (ARCT 411), and comprehensive (ARCT 510), offer an opportunity to invoke socio-cultural, environmental, and economic responsibility issues. The use of a real context and a real location is stressed at various levels for all studio projects since it promotes the development of design ideas related to real-life concerns while moving beyond treating design as an academic exercise. Understanding and responding effectively to client expectations and goals is another crucial part of studio instruction.

Students' learning activities in lecture-based courses, studios, and outside of formal learning environments are energized by a variety of learning processes. This is founded on the premise that offering numerous learning opportunities for understanding professional obligations and applying theory to practice is critical. Instructors in lecture and theory-based courses promote student participation in discussions and use internet technologies like Blackboard to increase communication. Teamwork is stressed across all studios, with at least one phase of the project (in each design studio) requiring students' joint effort, typically during pre-design research and precedent studies similar to the one they are now executing.

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C. Professional Opportunity

The B.Arch. program places significant emphasis on the dynamic nature of the architectural profession in Qatar and the Gulf region within a global context. This includes the recognition of emerging architectural services, complex building types and activities, and an increasing focus on place making.

Moreover, the program acknowledges the importance of addressing specific contextual factors that are unique to the region. This leads to several fundamental principles that aim to establish a harmonious relationship between architectural education and the architectural profession. These principles are evident in various curricular and extracurricular activities conducted by both the faculty and the students, with the goal of fostering strong connections between architectural pedagogy and architectural practice.

In their senior year, students are anticipated to produce work of a professional standard. The ARCT 510 Comprehensive Design Studio aims to integrate these elements precisely within the context of Qatar, as seen by the course's defined learning outcomes. This is further enhanced by Senior Project Preparation and Programming course (ARCT 511) and the Senior Project course (ARCT 512) that allow students to achieve design outcomes required at the professional level.

Since B.Arch. program inception, the two-summer internship program (ARCT 400 and ARCT 500), serves as a significant element that connects pedagogy with practical application required by architecture profession. This combination provides students with a valuable opportunity to comprehend the essence of architectural services, the interplay between architecture and other fields in the production of architectural works, and the operational procedures inherent in professional work, such as collaboration, time management, and the interdisciplinary contributions to the development of the built environment.

These two courses are handled by two different instructors that work closely to ensure the students achieved the intended learning objectives. The courses are offered during the summer vacation period (from early June to end of July). Students are required to complete a minimum of seven weeks of training. The primary distinction between the two levels of internship courses is the organization / company to which they are expected to be assigned during the training. For example, ARCT 400 is more focused on the design office, while ARCT 500 is more focused on the construction-related firm. The learning outcomes for these two courses are as follows:

<u>ARCT 400</u>

(1) Comprehend organizational setup, attracting work, understanding client and consultant relations, partnering, business planning, financial management, and dispute resolution;
(2) Ability to conduct feasibility studies, surveys, reporting, understand design process & programming and produce design brief;
(3) An understanding of legal requirements, creating conceptual sketches, capacity to develop detailed design drawings, and create working drawings, coordinate consultant landscape, and interior design drawings;
(4) Exposure to manual and digital production of drawings and models in Weekly Reports and Final Portfolio;
(5) Ability to work as part of a team with initiative, tenacity, motivation, and time management to produce good quality work and to be positive to supervision; and
(6) Ability to have good social relations, and communicate effectively through written and verbal communication with technical competence.

<u>ARCT 500</u>

(1) Comprehend client, consultant, project manager, contractor relations, partnering, project delivery, financial management, and dispute resolution methods;
(2) Have knowledge of legal and technical design requirements and an understanding of the development of working drawings and shop drawings;
(3) Preparation of specifications and contract documents and an understanding of tendering;

(4) Exposure to project scheduling and time management methods;
(5) Exposure to site supervision, workmanship quality, material certification, safety inspection, and construction methods; and
(6) Comprehend the duties of architects and project managers related to contracts, delays and financial claims, completion and rectification, and the issue of completion certificates.

Internships serve an important role in the integration of professional experience into architecture education. Some of the benefits of internship or summer training program are as follows:

1) Real-World Application:
   Internships allow students to apply theoretical information learned in the classroom to actual architectural projects. This hands-on experience helps to close the gap between academic learning and practical practice.

2) Professional Exposure:
   Internships provide students with professional exposure to the daily operations of architectural businesses, enabling them to gain a comprehensive understanding of the dynamics of the field. Students get profound understanding of office culture, collaboration, client engagements, and project coordination. This include networking opportunities for their future employment potential.

3) Development of Practical Skills:
   Architectural internships facilitate the development of crucial practical skills required in the discipline, including drafting, model making, and computer-aided design (CAD), and project documentation. This hands-on training complements the theoretical understanding obtained in academic environments.

4) Understanding Codes and Regulations:
   Within a professional environment, students acquire knowledge about building codes, zoning laws, and other lawful and regulatory facets of architecture. Acquiring this knowledge is essential for creating architectural design that adhere to life safety and regulatory requirements.

5) Professional Ethics:
   Internships provide students with an opportunity to gain first-hand experience and understanding of the ethical aspects involved in architectural practice. They acquire knowledge regarding their obligations towards clients, communities, and the entire profession.

6) Portfolio Enhancement:
   The successful completion of internships contributes practical experience to a student's portfolio, therefore, increasing their competitiveness in the job market after graduation.

Nevertheless, these two courses are presently designated as zero-credit courses, while being essential components of the graduation criteria for students. The DAUP Curriculum Committee has recognized the significance of assigning credit hours to these courses and has suggested amendments of these two courses to CENG and Qatar University.

Annually, the DAUP Outreach Committee organizes Career Day, featuring numerous professional architects from diverse governmental agencies and design firms in Qatar who present lectures on the professional trajectories of architects from graduation to licensure.

To top it off, all final-year students must pass the Exit Exam, which is part of ARCT 531 Ethics and Professional Practice course. This Exit Exam is designed to mimic the actual professional exam to become license architect in Qatar, administered by the Ministry of Municipality. ARCT 531 course covers the following topics as part of the course learning outcomes:

(1) To enable students to understand ethics related to the architectural professional practice;
(2) To enable students to understand different aspects of professional practice; and make them aware of diverse professionals and organizations involved in the building industry;
(3) To provide students with clear understanding on different professional relationships between various parties related to the profession;
(4) To impart students the knowledge on their ethical and legal responsibilities towards public health, safety and welfare, property rights, accessibility and other factors influencing design, construction and architectural practice;
(5) To introduce and clarify various professional services provided during the different phases of building projects; and
(6) To solve different practical problems of economic decisions related to the project, and to acquire knowledge on the types of professional fees charged during the project implementation.

This is consistent with the standards for measuring professional achievement in the B.Arch. program, namely in the field of Professional Practice, as described in the NAAB Student Performance Criteria (SPC). B.Arch. program graduates of Qatar University are recognized by the government of Qatar in particular the Ministry of Education and Higher Education.

The curriculum of the B.Arch. program includes courses that enrich the students' architectural background and provide a solid foundation for their training as professional architects as socially responsible professionals with the AEC domain. Students are exposed to a variety of learning experiences that enable them to develop a comprehensive background of the field. Besides architectural design studios, courses related to allied arts, architectural history and theory, building technology and construction, structures and engineering services, environmental sustainability, urban studies, and landscape, as well as professional oriented courses such as comprehensive design, senior project and professional practice are offered.

The multicultural framework of Qatar significantly enriches the interactions between education and professional practice, particularly within the teaching community. Many faculty members possess extensive experience in architectural pedagogy, research, and professional practice across various countries, highlighting their commitment to integrating instructional and professional elements. This approach acknowledges the importance of student design proposal within studio environments. The discussion emphasizes the need for instructional strategies that address the unique characteristics of specific settings while promoting dialogue on global influences and differing perspectives.

In addition to this, general studies courses in architecture program seek to offer students with a well-rounded education by exposing them to a diverse variety of subjects outside of the core architecture curriculum. These courses may encompass the humanities, social sciences, natural sciences, mathematics, and liberal arts.

Students in the B.Arch. program may choose various electives to develop a specialized area of interest and competence beyond the main architectural discipline, although still within the built environment sector. This, together with a sequence of general courses, facilitates the comprehensive growth of students. The following are some of the popular elective courses selected by B.Arch. students over the past five years:

- ARCT 351 Creativity and Innovation – (selected 5 times)
- ARCT 421 Introduction to Urban Design and Planning – (selected 5 times)
- ARCT 450 Interior Design Workshop – (selected 5 times)
- ARCT 520 Landscape Architecture – (selected 5 times)
- ARCT 551 Historic Preservation and Conservation – (selected 4 times)
- ARCT 350 Arts in Architecture – (selected 3 times)
- ARCT 420 Environment-Behavior Studies – (selected 3 times)

Based on the value of experiential and active learning, the curriculum is also complemented by other activities that take place outside the learning settings such as architectural field trips, both locally and internationally; where students visit projects and building sites and engage with professionals. These are becoming a distinctive feature of the program.

In previous years, the annual architectural field trip for the senior students takes the students for a week to a country or city, where they visit architectural schools and participate in architectural tours led by architects and faculty. Some of the places were Bahcesehir University in Istanbul and Universiti Putra Malaysia in Kuala Lumpur. However, due to the pandemic Covid-19 global restrictions, this field trip was not able to be organized and will definitely continue in the near future.

D. Stewardship of the Environment

The department and the B. Arch. program prioritize the ethical responsibilities of architecture as a profession, safeguarding the public while enhancing students' comprehension of the principles, procedures, and processes that regulate its activity. Three essential elements of the B.Arch. program educate prospective architects with the regulatory framework and the intricacies of the profession and its demands. This aligns with the strategic plan of the DAUP / B.Arch. program, particularly pillar three, which focuses on promoting sustainability and innovation in architectural research and practice.

As early as Year 2, course like ARCT 220 Climate and Architecture exposes students to the importance of geographical location and climatic responsive design and from thereon, this principle will be applied in all architectural design studio courses. There are also a series of courses in Building Construction, Services, and Technology (18 credit hours) coupled with a series of Civil Engineering Related Courses (16 credit hours). In addition to the content of knowledge delivered through the construction and technology courses, faculty members take advantage of building and construction sites in Doha where students are exposed to the technicalities of construction processes in actual sites. The Civil Engineering related courses involve theories of structures, surveying for architects, understanding different types of structures in relation to architectural forms, and construction and project management. These courses consider the responsibility of the profession to the public in designing and managing structurally sound buildings with respect to the protection of the environment.

The component of law and sustainable practices are constituted in two courses offered in the final year, i.e. ARCT 510 Comprehensive Design Studio and ARCT 531 Ethics and Professional Practice. The comprehensive design studio address and show evidence of a student's ability to coordinate technical systems coupled with health, safety, and accessibility standards through the application of relevant codes. While requiring an understanding of the environmental and cultural context, the comprehensive design studio aims to enable students to integrate a wide spectrum of issues into a single project. The ethics and professional practice course provide students with an introduction to the technical aspects of contracts and administration within a standard professional setting. It covers topics such as office management, client relations, ethical practices, and other pertinent professional issues and routine practices.

Extending the required course work is the third component, which are the compulsory internship training during two summers, i.e. ARCT 400 and ARCT 500, which forms an integral element of the curriculum. B. Arch. students have to undergo compulsory training with a licensed practicing/ teaching architect in an architectural/construction firm during 12 weeks in two consecutive summers at the end of the third and fourth year and before enrollment into the fifth year. During this period, students are expected to obtain sufficient exposure to the profession of architecture as undertaken in a professional architects' office and on a typical construction site. The department has developed a manual, which outlines the objectives of the training and details out the various areas in which students are expected to gain knowledge. The manual aims to help students as well as the trainers in perceiving the objectives, content and the expected outcomes by the end of the training period. The document details out the requirements, objectives, assessment methods and expectations envisaged for the summer internship.

By completing both summer internship, students are expected to comprehend organizational setups and client relations in professional practice; exposure to the entire design process from predesign studies and programming to the production of detail design and working drawings; coordination with specialized consultants of other disciplines, exposure to contract documents, construction processes, project management, site supervision, claims, and dispute resolution. This professional process workflow will provide students with relevant exposure and experience for cultivating stewardship of the environment and natural resources.

Over the course of the last decade, an environmental awareness initiative was established and executed under the guidance of DAUP faculty members. This program involved student visits to multiple high schools, during which they conducted presentations on the topic of sustainability. Additionally, the students created and distributed educational materials aimed at fostering environmental understanding among teenagers, with a focus on addressing pertinent issues and concerns. This kind of exposure, among others, has prepared B.Arch. program students and eventual graduates to be sensitive on environmental awareness and sustainability issues, and be encouraged to assume responsibility as leaders and professionals in the society.

Some opportunities that B.Arch. students had involved are as the following details:

- 'AlAddam Youth Ambassadors' program by Qatar Ministry of Sports and Youth;
- 'Dealing with the Media' program by Al Jazeera Media Institute;
- 'Art of Debate and Argument Building' program by Qatar Debate Center;
- 'Leadership, Advocacy, and Peacebuilding' workshop by the American Embassy in Qatar;
- Cultural and Social Forum for girls of (G.C.C.C) with the Qatar Ministry of Youth and Sports, in Dubai, United Arab Emirates;
- 11th University Scholars Leadership Symposium USLS in Bangkok, Thailand; and
- 38th WAGGGS world conference, in Nicosia, Cyprus.

E. Community and Social Responsibility

Qatar University has always defined itself as an organic member of the greater Qatari community, and it works to maintain a consistent link between its development and that of society. As an engaged member of the community, the university strives for a combination of stability and continuity on the one hand, and flexibility and responsiveness to changing requirements on the other. To satisfy the increased demand for qualified graduates, the institution continues to prioritize capacity building.

One of the B.Arch. program educational objectives is to "Striving to graduate architects who are able to, effectively and efficiently, deal with the realities of the Qatari local context exemplified by its culture and society and the regional context of the building industry".

Faculty members in DAUP make significant contributions to the university and the professional community in Qatar through committees and activities both within and outside the university, including strategic planning, research and graduate studies, curriculum development and assessment, campus planning and building utilization, and institutional planning. Faculty annual evaluation includes community service as a key component in demonstrating the importance of this service to the department, institution, and university.

The DAUP also invites students to participate in the university's many communities and learning service programs. Through the activities of the student club, i.e. American Institute of Architecture of the student's chapter (QU-AIAS), advised by one of the faculty members, students organize related events and activities, which include building kiosks from recycled materials, and visiting secondary and primary schools to share knowledge on recycling materials. Other cultural events include Qatari cuisine and storytelling, and handcrafts. Activities outside learning settings generate the spirit of both collaboration and competition and contribute to students' holistic development.

I.1.5 Long-Range Planning:

The department's goal focuses on ongoing enhancements while also developing new initiatives that embody advancements in teaching and pedagogy, research, service, and practice. This is articulated in the department strategic plan, which was initially developed in November 2010. As this is an evolution process due to many reasons, the department's strategic plan is always aligned with college and university strategic plans. The head of department serves as main representative (for DAUP) of the strategic planning committee of the CENG, and faculty members from the department serve as members of the strategic planning committee of the college or as members of focus groups at the college and university levels.

In recent years, DAUP has evaluated and updated its strategic plan to ensure its relevance to 21st-century educational and professional practices, particularly within the Gulf Cooperation Council (GCC) region.

Guiding Principles for the Strategic Plan

The strategic plan is organized according to various sets of goals and their accompanying objectives. This is reinforced by the strategic targets' clear definitions of vital components of the strategic pillars. These are the details of the mission and vision statement of DAUP that was presented earlier in this document.

In short, the DAUP / B.Arch. strategic plan can be summarized based on this conceptual diagram (Figure I.1.5.1).

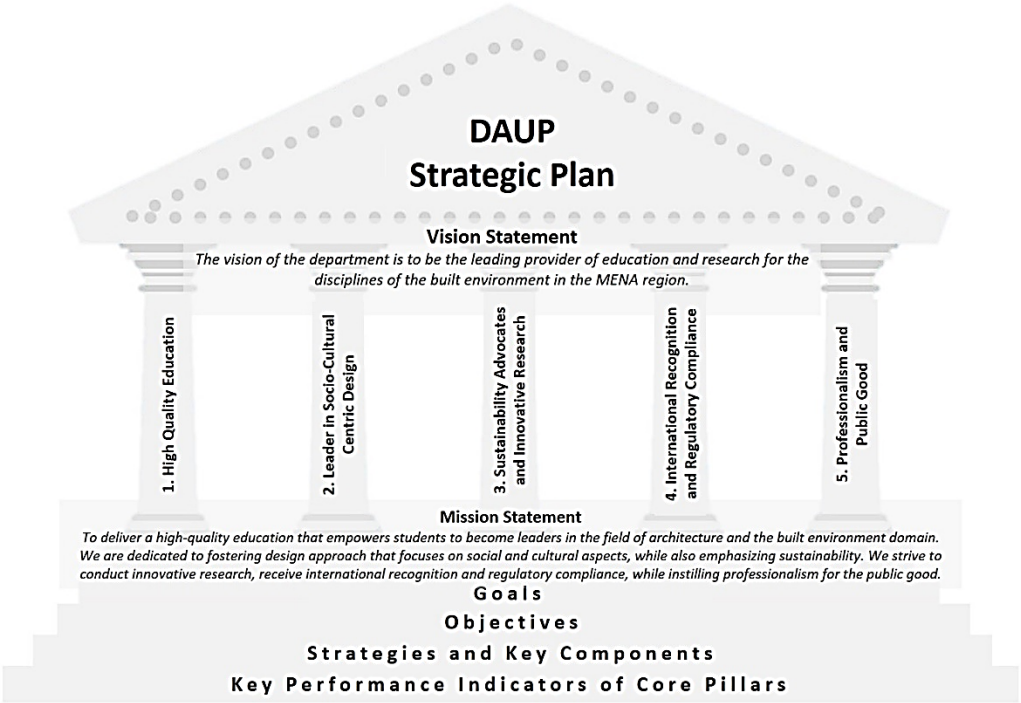

Figure I.1.5.1 DAUP / B.Arch. program Strategic Plan framework

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Strategic Plan Framework

The DAUP Strategic Plan is underpinned by five core pillars, each encompassing its own distinct objective and corresponding strategies, outlined as follows:

1) **High Quality Education**
(Achieving exceptional standards in architectural education in Qatar)

Brief:
The Department of Architecture and Urban Planning at Qatar University is dedicated to an educational approach that brings about significant changes, by adapting its curriculum to match the ever-changing architectural environment in Qatar. This approach involves a thorough comprehension of sustainable design principles, technology advancement, and the abundant cultural history of Qatar.

Objective: Ensure a rigorous and contemporary curriculum that meets the highest educational standards.

Strategies:
- Periodically assess and revise the curriculum to integrate the most current developments in architectural education.
- Enhance faculty development programs to ensure instructors are equipped with innovative methods of instruction.
- Implement effective assessment mechanisms to monitor and enhance student learning outcomes.

Key components of this strategic plan pillar:
- **Utilize cutting-edge teaching methodologies**: Methods such as interactive studio sessions, virtual reality applications in design, and immersive workshops to create a dynamic learning environment.
- **Experiential Learning Initiatives**: Facilitate practical learning by engaging in authentic projects, internships, and collaborative ventures with industry experts.
- **Integration of State-of-the-Art Research**: Effortlessly integrate current architectural research and discoveries into the academic curriculum to ensure that students are up to date with the most recent advancements in the industry.
- **Cultural Heritage and Traditional Architecture Studies**: Allocate academic modules to the examination and conservation of Qatar's architectural history and traditional urban planning approaches.
- **Sustainable Design Principles**: Integrate sustainability as a fundamental element of the curriculum, with a specific emphasis on environmentally friendly construction methods and energy-efficient urban growth.
- **Technological Competence**: Provide students with specialized knowledge in sophisticated architectural software and technologies, such as Building Information Modeling (BIM) and 3D modeling, to adequately equip them for the digital requirements of the field.
- **Foster the holistic development of graduates**: Design a program that not only conveys technical expertise but also cultivates critical thinking, innovative problem-solving, and ethical accountability in aspiring architects.

2) **Leader in Socio-Cultural Centric Design**

Brief:
The Department of Architecture and Urban Planning strives to become a leading institution in architectural education and socio-cultural design in Qatar and the greater region. It places great importance on following worldwide academic standards while also developing a curriculum that reflects Qatar's own cultural character and heritage.

Objective: Cultivate a design philosophy that integrates Qatari and regional socio-cultural considerations into architectural practice.

Strategies:

- Establish specialized courses and studios that specifically emphasize design concepts focusing around socio-cultural aspects.
- Promote students' involvement in community-based initiatives and partnerships that address local needs.
- Encourage collaborations with surrounding communities and organizations to enhance the effectiveness of design interventions.

Key components of this strategic plan pillar:

- **Synthesis of Tradition and Modernity**: Explore methods to seamlessly integrate Qatar's culturally significant architectural themes with current design methodologies.
- **Progression by Technological Innovation**: Investigate innovative materials, construction procedures, and digital design techniques, thereby contributing to the development of architectural professions.

3) Sustainability Advocates and Innovative Research

Brief:
The Department of Architecture and Urban Planning focuses on innovative research that tackles the unique environmental, cultural, and technological elements of architecture in Qatar. It aims to conduct studies that have practical implications and enhance the existing knowledge in the field.

Objective: Advance sustainability and innovation in architectural research and practice.
Strategies:

- Establish a research cluster dedicated to sustainable architecture and innovation.
- Promote and inspire faculty and students to engage in research endeavors focused on tackling environmental concerns.
- Integrate sustainable design principles into relevant aspects of the curriculum.

4) International Recognition and Regulatory Compliance

Objective: Attain international recognition and comply with regulatory standards.

Strategies:

- Foster international collaborations with renowned institutions and professionals in the field.
- Regularly assess and align the curriculum with global best practices and emerging trends.
- Maintain compliance with NAAB accreditation standards and other relevant regulatory requirements.

Key components of this strategic plan pillar:

- **Seeking International Certification**: Aim to achieve international recognition by obtaining certification from prestigious architectural education organizations like the National Architecture Accreditation Board (NAAB), guaranteeing that the academic programs are both globally competitive and locally applicable.

5) **Professionalism and Public Good**
(Involvement in Architectural Practice)

Brief:
The Department of Architecture and Urban Planning aims to form strong collaborations with prominent industry leaders and international organizations to enhance practical learning opportunities for both students and faculty.

Objective: Instill professionalism and a commitment to public good in graduates.

Strategies:

- Implement professional development initiatives that prioritize ethics, effective communication skills, and strong leadership qualities.
- Facilitate internships, cooperative programs, and community engagement activities that provide students with opportunities to encounter practical and real-world challenges.
- Encourage graduates to contribute to the public good through socially responsible architectural practice.

Key components of this strategic plan pillar:

- **Collaboration with Government and Industry Bodies**: Participate in cooperative initiatives and discussions with prominent organizations such as the Qatar Urban Planning and Development Authority and Qatar Public Works Authority.
- **International Networking**: Promote global ties by facilitating student exchange programs and collaborating with prestigious architectural schools and firms across the globe.
- **Involvement in Community initiatives**: Engage students in actively participating in initiatives initiated by the community, with a focus on designing public spaces that incorporate both modern and traditional architectural forms of Qatar.
- **Expanding International Influence**: Engage in and make valuable contributions to worldwide architectural contests and exhibitions, demonstrating the Department of Architecture and Urban Planning's knowledge and vision on an international platform.

With this strategic plan in place, DAUP is committed to ensuring the sustainability of the B.Arch. program within the context of Qatar and the GCC region. Therefore, DAUP has established a system for ongoing monitoring and evaluation of strategic plan implementation.

This is mainly focusing on two approaches as follows:

1) Conduct periodic assessments of key performance indicators related to each core strategic pillar, e.g. Annual Assessment Report of the B.Arch. program (details are elaborated in section I.1.6 Assessment; and
2) Utilize feedback from stakeholders, including students, faculty, and industry partners, to implement informed revisions to the strategic plan, incorporating insights from the B.Arch. program Advisory Board, which convenes biannually, as well as the Academic Program review conducted every five years under the auspices of the CENG and the Academic Planning and Quality Assurance (APQA) Office.

Effectiveness of Strategic Plan Core Pillars

DAUP assesses the efficacy of each pillar by employing the following key point to be tracked for each of the core pillars.

The purpose of this assessment is to assess the efficacy of each component and make any necessary adjustments and future strategies to improve DAUP operations and delivery of B.Arch. program. This will ensure the delivery of high-quality education, leadership in design with a focus on socio-cultural aspects, promotion of sustainability and cutting-edge research, global recognition and compliance with regulations, as well as professionalism and dedication to the welfare of the public in Qatar and the surrounding region.

1) **KPIs for High-Quality Education**:

a. Student Performance: Monitor advancements in student academic achievements, the caliber of projects completed, and the level of feedback received in courses that incorporate innovative teaching approaches.
b. Curriculum Alignment: Assess the degree to which the curriculum is in line with contemporary architectural trends through yearly evaluations.

c. Evaluate the achievements of graduates in the profession, including their employment rates, career progressions, and contributions to the field of architecture.

2) **Leader in Socio-Cultural Centric Design**:
a. Community Engagement: Measure the quantity of community-based projects and collaborations and evaluate their effectiveness by gathering feedback from community members and students.
b. Collaboration Outcomes: Assess the efficacy and results of partnerships with communities and organizations.

3) **Sustainability Advocates and Innovative Research**:
a. Research Impact: Monitor the quantity of sustainable architecture research initiatives and their citations or implementation in practical contexts.
b. Measure the level of faculty and student participation in sustainability activities and projects.

4) **International Recognition and Regulatory Compliance**:
a. Accreditation Status: Monitor the advancement and upkeep of global accreditations, such as NAAB.
b. Evaluate the impact of foreign collaborations and exchanges on the program by quantifying them.

5) **Professionalism and Public Good:**
a. Professional Development Outcomes: Monitor engagement in professional development efforts and assess their influence on the development of advanced skills in graduates.
b. Evaluation of Internship and Cooperative Program Efficacy: Assess the quantity and caliber of internships and cooperative programs, as well as their influence on students' readiness for the architectural profession.
c. Evaluate the efficacy of community engagement activities and projects in terms of student learning and the impact they provide to the community.

I.1.6 Assessment

A. Program Self-Assessment

The B.Arch. program encounters several internal and external transformations that influence the pedagogy and field of architecture. This encompasses the expansion of higher education, the institutional delineation of novel academic profiles, the proliferation of knowledge pertinent to the discipline, the diversification of professional and academic domains, and advancements in pedagogical and research methodologies, among others. The DAUP curriculum committee consistently assesses, reviews, and update its educational program and course management framework to fulfill its goals of enhancing teaching quality and remaining aligned with developments in the area.

Assessment and Evaluation of Program Operational Objectives

The assessment and evaluation process of B.Arch. program has continued in line with practices at university, college, and departmental levels. Qatar University requires extensive self-assessment procedures in all aspects of the academic work undertaken by administrators, faculty, and students. A schematic diagram illustrating the whole system of assessment and related procedures is shown in Figure I.1.6.1.

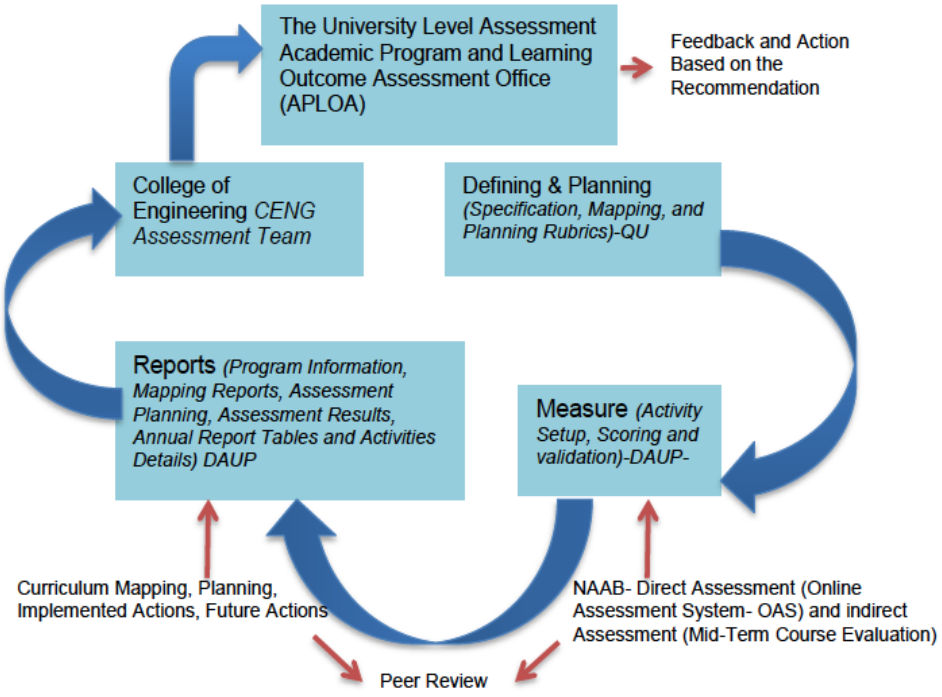

Figure I.1.6.1 Academic program assessment processes

The overarching assessment activities consist of the following tasks and actions, seen as complimentary and effective for the ongoing enhancement of assessed and reviewed programs. Generally, there are three levels of assessments as follows:

(i) University level assessment
(normally conducted by a department under Vice President Academic Affairs office)

- Annual Assessment Report (AAR);
- Academic Program Review (APR - every five year);
- Faculty performance review and evaluation; and

- Student feedback and evaluation on course instruction and instructor.

(ii) CENG level assessment
- Peer-observation (for new faculty during probation period); and
- Student's feedback.

(iii) DAUP level assessment
- Faculty peer-review process;
- SPC Quality Assurance report;
- SPC Self-Assessment Chart; and
- Student mid-term course evaluation.

Academic Planning and Quality Assurance (APQA) Office

The APQA office is regarded as one of the most critical offices in the university, as it oversees, facilitates, and coordinates the continuous improvement processes of the undergraduate academic programs. It supports and sustains the university's Learning Outcomes assessment efforts.

Assessment process

The assessment process at QU is a continuous process that occurs throughout the academic year and across multiple years. The process aims to cultivate a culture of quality assurance via self-assessment, enhance faculty and staff involvement in the ongoing evaluation and enhancement of programs, facilitate informed modifications, develop and implement effective continuous improvement plan, and evaluate the impact of implemented changes. The assessment process focuses on evaluating student achievement in defined learning outcomes, including knowledge, skills, competencies, attitudes, and behaviors, rather than just evaluating grades, graduation rates, and employment statistics.

Figure I.1.6.2 provides a brief description of each process phase and stage, which together provide the minimal requirements for the process.

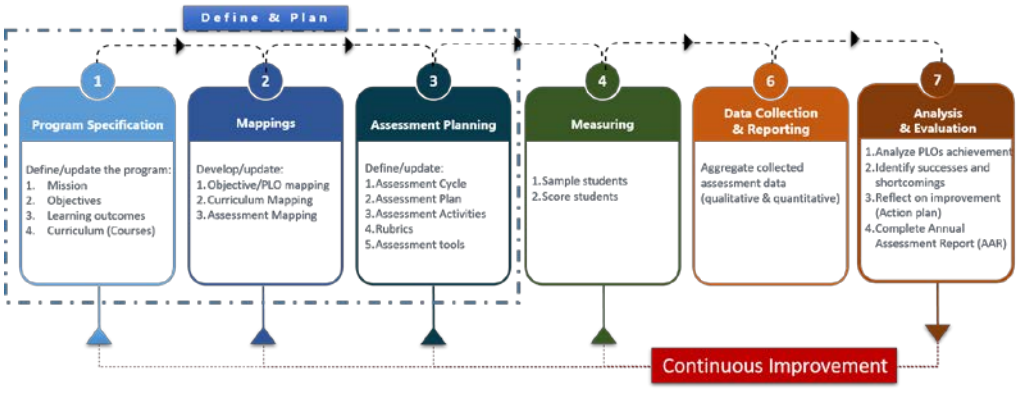

Figure I.1.6.2 QU learning outcomes continuous improvement strategy

Academic Program Review (APR)

APR evaluates the quality, effectiveness, and viability of the academic programs offered by the university, ensuring that they are in accordance with the institution's mission, objectives, and strategic plan. The program review's outcome is anticipated to yield adequate evidence to justify a judgment regarding to maintain and improve,

restructure, deactivate or terminate a program. QU B.Arch. program had completed two cycle of APR report in 2015 and 2022.

External Reviewers Report based on Academic Program Review (APR)

The online external program review visit took place from February 20th to February 22nd, 2022, and was conducted by two external examiners that are familiar with NAAB ICert B.Arch. program. During the evaluation process, the external reviewers engaged in subsequent discussions with CENG senior management, faculty members, students, support staff, and administrators.

In consequences of this visit, the APR evaluation report was received by DAUP in March 2022. While clarifying the advancements of the B.Arch. program throughout recent semesters, it has also revealed many domains that necessitate enhancement. DAUP acknowledges these feedbacks, specifically with the aim of enhancing preparations for the NAAB Renewal ICert visit. The focus is on program main findings and improvement actions. In response, DAUP Curriculum Committee (CC) has formally documented a Program Enhancement Plan (PEP) report that was shared with the CENG and QU APQA office. This PEP report outlines key strategic activities that have been devised to facilitate ongoing improvement efforts.

Annual Assessment Report (AAR)

QU has adopted a General Learning Outcome Assessment Process to enhance teaching and learning operations and improve academic programs. Program Learning Outcomes Assessment (PLOA) Committees at the university, college, and department levels apply a standardized strategy and develop a culture of continuous improvement. These committees oversee the assessment process and monitor its implementation. The University level Assessment Committee (QU-PLOA) collaborates with the college and department level committees, encouraging the involvement of all university faculty and staff. The university administration views assessment as a shared responsibility among the university community.

The main outcome of this exercise is AAR and the recent B.Arch. AAR document was submitted to APQA office on 16 Sept. 2024 that focuses Academic Year 2023-24 as part of Assessment Cycle for 2020 – 2024 (3rd Cycle).

AAR provides insights into the analysis of assessment results based on selected courses (as samples) and the achievement level of SPCs. Focus are definitely given to significantly improve the SPC attainment that was ‘not met’ and ‘cause of concern’ during the previous visit (in 2018), respectively, ‘life-safety’ and ‘accessibility’.

The cumulative results and findings for the 3rd cycle (2020-2024) show that two SPCs, namely B2 Site Design and B3 Codes and Regulations, continue to be areas of concern, with percentage scores of 'more or equal than 3' standing at 67.92% and 71.70%, respectively. However, consistent effort in the affected courses since 2021 has shown significant improvement where for the last AY2023-24, B2 Site Design and B3 Codes and Regulations have improved significantly to 93.33% and 90.0% respectively, for ‘more or equal than 3’ score.

For AY 2023-24, six courses have been selected with the following details in Table I.1.6.1.

Table I.1.6.1 Summary of assessment results for selected course in AY 2023-24

B.Arch. Program Learning Outcome	Corresponding NAAB SPC	Course Code and Name	No. of students	Assessment Tool	Results	
					Average Score	Percentage Score >= 3
PL01 - Design	C.2-Integrated Evaluations and Decision-Making Process	ARCT 511: Senior Proj. Prep. & Prog.	12	Project (Presentation, Report)	3.58 (L51)	100% (L51)
	A.2-Design Thinking Skills	ARCT 212: Architect-ural Design Studio II	20	Project (Presentation, Report)	3.82 (L51) 3.44 (L52)	100% (L51) 100% (L52)
	A.5-Ordering Systems	ARCT 311: Architect-ural Design Studio IV	35	Project (Presentation, Report)	3.18 (L51) 3.73 (L52)	100% (L51) 100% (L52)
	B.2-Site Design	ARCT 512: Senior Project	22	Senior Project (Presentation, Report)	**3.33 (L51)**	**93.33% (L51)**
PL03 - Technolo-gy	**B.3-Codes and Regulations**	ARCT 512: Senior Project	22	Senior Project (Presentation, Report)	**3.25 (L51)**	**90.0% (L51)**
	B.7-Building Envelope Systems and Assemblies	ARCT 330: Materials & Methods of Bldg Const II	34	Assignment	3.69 (L51) 3.14 (L51)	100% (L51) 90.48% (L52)
	B.10-Financial Considerations	ARCT 511: Senior Proj. Prep. & Prog.	12	Project (Presentation, Report)	3.67 (L51)	100% (L51)
PL06 - Research	C.1-Research	ARCT 511: Senior Proj. Prep. & Prog.	12	Project (Presentation, Report)	3.75 (L51)	100% (L51)
PL07-Collabora-tion	D.1-Stakeholder Role in Architecture	ARCT 511: Senior Proj. Prep. & Prog.	12	Project (Presentation, Report)	3.67 (L51)	100% (L51)
	D.2-Project Management	ARCT 530: Construction & Project Manage-ment	19	Assignment	3.42 (L51)	100% (L51)

B. Curricular Assessment and Development

Roles and responsibilities of Curriculum Committee (CC)

At DAUP, the Curriculum Committee (CC) plays a central role in the development, evaluation, and adjustment of the architecture program's curriculum. Its primary responsibility is to ensure that the curriculum aligns with NAAB accreditation standards and meets the educational objectives of the program. DAUP CC is led by a coordinator and three other faculty members. The CC coordinator also acts as program coordinator, where, the coordinator is in charge of

various areas of the program, ensuring that their B.Arch. program is in line with the overall curriculum, program goals and the department strategic plan, in particular to:

- Coordinate the delivery of courses and activities within B.Arch. program.
- Support faculty in implementing the curriculum and contribute to the assessment of student learning outcomes.
- Facilitate communication between faculty, students, and the Curriculum Committee regarding B.Arch. program curriculum-related matters.

On the other hand, the CC has a more over-arching roles as follows:

- Curriculum Development: The committee is involved in the initial development of the curriculum, considering foundational courses, design studio work, and other components of architectural education like structural systems, building services, project management, etc.
- Review and Assessment: Periodically reviews the curriculum to assess its effectiveness in meeting educational goals. This includes evaluating student learning outcomes (or SPCs) and feedback.
- Adjustment and Improvement: Proposes adjustments or improvements to the curriculum based on assessment data, changes in professional standards, or advancements in the architectural field

DAUP CC meets regularly at least once a week to discuss various B.Arch. program curriculum related to issues. The Minute of Meeting of DAUP CC can be viewed upon request. The DAUP CC coordinator also attends curriculum meeting at the CENG level, chaired by Associate Dean of Academic Affairs.

Roles and responsibilities of the Head of Department (HOD)

The DAUP Head of Department (HOD) functions similarly to department chairs or directors, offering leadership at the departmental level, supervising the full B.Arch. program, and ensuring alignment with the institution's overarching objectives and NAAB ICert standards. The HOD must focus on the following responsibilities to enable the successful implementation of the B. Arch. program.

- Strategic Planning: Contribute to the strategic planning of the architecture program, considering long-term goals and alignment with institutional objectives.
- Resource Allocation: Allocate resources, including faculty, facilities, and budget, to support the effective delivery of the curriculum.
- Advocacy: Serve as an advocate for the program within the institution and in external professional circles.
- Accreditation Compliance: Ensure that the program remains in compliance with the 2019 NAAB International Certification (ICert) conditions.

Roles and responsibilities of DAUP Faculty members

All faculty members are integral at every level in developing and always enhancing the program. They are actively engaged in course delivery, student guidance, and the evaluation process as outlined below:

- Course Delivery: Teach courses in accordance with the established curriculum.
- Peer-review sessions: Actively participate and provide suggestions for pedagogical improvement.
- Assessment: Participate in the assessment of student learning outcomes for AAR and contribute to data-driven decisions for curriculum improvement.
- Professional Development: Stay current on developments in the profession and incorporate relevant changes into the program.

Summary of B.Arch. program self-assessment and its unique qualities

The self-assessment of the B.Arch. program is characterized by its multi-tiered approach, operating at the university, college (CENG), and departmental (DAUP) levels. The main focus is to significantly improved the SPC attainment that was 'not met' and 'cause of concern' during the previous visit (in 2018), respectively, 'life-safety' and 'accessibility'.

This thorough methodology guarantees ongoing evaluation from multiple perspectives, enhancing a strong quality assurance framework. The B.Arch. program conforms to external standards, including the NAAB International Certification (ICert), thereby attaining internationally acknowledged architecture education benchmarks.

Key elements encompass:

- A multi-tiered approach operating at university, college, and departmental levels.
- Explicit alignment with external NAAB International Certification (ICert) standards.
- The central role of the DAUP Curriculum Committee (CC) in continuous evaluation and enhancement.
- The oversight and facilitation by the Academic Planning and Quality Assurance (APQA) Office at the university level.
- A continuous process throughout the academic year focused on evaluating student achievement in defined learning outcomes, focusing on critical SPCs like B2. Site Design and B3. Codes and Regulations, among others.
- The use of various assessment components at different levels, such as the Annual Assessment Report (AAR), Academic Program Review (APR), faculty peer review, and student feedback, to inform the Program Enhancement Plan (PEP).

PART ONE (I), SECTION 2: RESOURCES

I.2.1 Human Resources and Human Resource Development:

Faculty and Staff Composition

The DAUP currently has 19 full-time faculty members. There is one member ranked at full professor level, six are in the rank of associate professors and the rest are assistant professors and lecturers. The program is also fully supported by four teaching assistants and there are three lab technicians, inclusive one whom is in-charge of Learning Resource Center. There is also one administrative coordinator to provide non-academic administrative supports.

In addition, DAUP appointed six part-time lecturers from the professional practices, three fulltime graduate assistants and a research associate under Graduate Sponsorship Research Award (GSRA). Currently there are one lecturer and two teaching assistants pursuing their respective post-graduate studies (on scholar leaves).

As the need arises, external faculty members / consulting architects are also invited (on pro-bono basis) to support the architectural design studio activities especially on juries and for special sessions.

Table I.2.1.1 DAUP Faculty and Staff Member Current Composition

Data as of: Fall 2024	**QUANTITY**		**PERCEN-TAGE**		**FTE**
	Full-time	Part-time	%		
Full Professor	1	0	3		1
Associate Professor	6	0	17		6 (inclusive 1 Head of Department)
Assistant Professor	9	0	26		9
Lecturer	3*	6**	26		5 *1 on scholar leaves) **all appointed from professional practices
Teaching Assistant	6**	0	17		4 **2 on scholar leaves
Technicians (Lab) / Specialist	3	0	8		3
Administrative & Support	1	0	3		1
Sub-total	29[1]	6[2]	83[1]	17[2]	-
Total	**35**		**100**		**28**

Note: [1]represent number and percentage of full-time faculty and staff
[2]represent number and percentage of part-time faculty and staff

Table I.2.1.2 DAUP Faculty and Staff Gender Percentage

Data as of: Fall 2024	QUANTITY		PERCENTAGE %	
	Male	Female	Male	Female
Full Professor	1	0	3	0
Associate Professor	5	1	14	3
Assistant Professor	4	5	11	14
Lecturer	5	4	14	11
Teaching Assistant	2	4	6	11
Technicians (Lab) / Specialist	1	2	3	6
Administrative & Support	0	1	0	3
Sub-total	**18**	**17**	**51**	**49**
Total	**35**		**100**	

Faculty Roles and Responsibilities

Typically, a faculty member (FM) is anticipated to deliver teaching and learning instructions for approximately 18 credit hours annually. An optimum number of faculty members are essential to ensure students, in general, receive an efficient pedagogical support that encourages active student participation and personalized guidance.

Therefore, the ratio between instructors and students in Architectural Design Studio (ADS) courses is consistently maintained at 1:10. In many instances, ADS courses are divided into two sections of between 15 to 20 students. Each section is supported by one instructor, one teaching assistant and one part-time lecturer to bring insights from professional practice.

This is crucial to ensure that optimum size of classes is maintained to offer significant benefits to students such as the followings:

- Personalized Attention: Fewer students per faculty member means greater individual attention. This helps instructors understand students' learning styles, strengths, and limitations and personalize their lessons to their requirements.
- Encourage Interaction: Smaller classes encourage more interaction. In general, students are more comfortable asking questions, discussing, and using course content. In the ADS course, at the early stage of the design studio project, students will work in a small group (normally of four students) to conduct site assessment and case studies together.
- Better Feedback and Assessment: Smaller classrooms allow instructors to give students more rapid and detailed feedback. This helps identify strengths and weaknesses, improving learning results. In ADS design studio courses, students learn from mistakes and correct them. This learning by mistakes method helps students avoid repeating mistakes in future design projects.
- Deeper Connections: With a smaller faculty-to-student ratio, instructors can develop deeper connections with their students. This can lead to mentorship opportunities, where faculty members can offer guidance and support beyond the classroom setting. Beyond their ADS course instructors, it is a common sight to see, B.Arch. students often seek advice from other faculty members on structural system, building

environmental system, design concept and technique, etc. for their design studio project.

Faculty Size

Teaching responsibilities include course content preparation, developing instructional materials, examination administration, laboratory experiment execution, site visit organizing, drawing demonstrations, jury participation, studio teaching, and public speaking assignments. Throughout the semester, many FM allocate considerable time to jury architectural design studio courses. Additionally, the FM participates in several departmental activities, such as course peer review, the compilation of numerous committee reports, and the coordination of meetings and related liaison efforts. Another significant responsibility of FM is to mentor students engaged in research grant activities, encompassing the production of grant applications and research papers during the semester. Occasionally, the FM dedicates considerable time to addressing students' grievances over grades and evaluations.

Faculty Workload

Based on the current faculty member size and the amount of workload, DAUP is still a teaching intensive department. Typically, faculty members are expected to have a teaching load that ranges between 40% and 60% of their total time. This is normally translated to between four and six courses per year, depending on course credit and contact hours.

In the meantime, faculty members are required to do research primarily with post-graduate students at the PhD level and produce at least two research articles per year. Each faculty member is also active in a DAUP committee or task force, with some even serving at the CENG or QU levels. A few faculty members are also exempt from teaching workloads because of their roles as coordinators or for special critical responsibilities that demand extensive hours of participation.

B.Arch. program faculty workload for AY 2023-24 and AY 2024-25 semesters are illustrated in the following Table I.2.1.3.

Table I.2.1.3 Faculty Workload for the last two Academic Year (AY 2023-24 and AY 2024-25)

Faculty Member Name	FT or PT	Classes Taught			Semester	Total Activity Distribution (percentage)			
		Course Id	CH	Number of Students		Teaching	Research	Service	Other
Raffaello Furlan	FT	ARCT 512	4	2	Spring 2024	20%	20%	50%	10%
		ARCT 510 (L52)	6	12	Fall 2023				
		ARCT 512	4	6	Spring 2023				
Hatem Ibrahim	FT	ARCT 311 (L52)	5	15	Spring 2025	40%	25%	25%	10%
		ARCT 310 (L51)	4	13	Fall 2024				
		ARCT 330 (L51)	3	31					
		ARCT 311 (L52)	4	15	Spring 2024				
		ARCT 512 (L52)	4	2					
		ARCT 310 (L51)	4	22	Fall 2023				
		ARCT 331	3	31					
		ARCT 311 (L51)	4	11	Spring 2023				
		ARCT 512 (L52)	4	2					
Fodil Fadli	FT	ARCT 411 (L51)	5	15	Spring 2025	40%	25%	25%	10%
		ARCT 511 (L51)	2	16	Fall 2024				
		ARCT 411 (L51)	5	12	Spring 2024				
		ARCT 512	4	2					

		ARCT 211 (L51)	4	14	Fall 2023				
		ARCT 212 (L51)	4	21	Spring 2023				
		ARCT 450 (L51)	3	15					
		ARCT 512 (L56)	4	2					
Djamel Boussaa	FT	ARCT 310 (L52)	4	13	Fall 2024	50%	20%	20%	10%
		ARCT 311 (L51)	4	7	Fall 2023				
		ARCT 452 (L51)	3	22					
		ARCT 222 (L51)	3	28	Spring 2023				
		ARCT 512 (L53)	4	2					
Mohd Faris Khamidi	FT	ARCT 242 (L51)	3	32	Spring 2025	35%	20%	35%	10%
		ARCT 410 (L51)	5	21	Fall 2024				
		ARCT 242 (L51)	3	32	Spring 2024				
		ARCT 512 (L52)	3	3					
		ARCT 410 (L52)	5	10	Fall 2023				
		ARCT 242 (L51)	3	39	Spring 2024				
		ARCT 512 (L52)	3	2					

Djamel Ouahrani	FT	ARCT 311 (L51)	5	15	Spring 2025	50	30	10	10
		ARCT 512	4	2					
		ARCT 211 (L52)	4	23	Fall 2024				
		ARCT 220 (L51)	3	31					
		ARCT 311 (L51)	5	15	Spring 2024				
		ARCT 512	4	3					
		ARCT 310 (L52)	4	27	Fall 2023				
		ARCT 212 (L52)	4	24	Spring 2023				
		ARCT 332	3	25					
		ARCT 512 (L55)	4	2					
Madhavi Indraganti	FT	ARCT 341 (L51)	2	39	Spring 2025	55%	25%	10%	10%
		ARCT 333 (L51)	3	15					
		ARCT 531 (L51)	3	26					
		ARCT 340 (L51)	2	19	Fall 2024				
		ARCT 520 (L51)	3	6					
		ARCT 341 (L51)	2	39	Spring 2024				
		ARCT 333 (L51)	3	15					
		ARCT 531 (L51)	3	26					
		ARCT 340	2	29	Fall 2023				
		ARCT 511 (L51)	2	12					

		ARCT 520 (L51)	3	16					
		ARCT 241 (L51)	3	27	Spring 2023				
		ARCT 341 (L51)	2	27					
		ARCT 512 (L61)	4	1					
		ARCT 531 (L51)	3	24					
Rashid Al-Matwi	FT	ARCT 450 (L51)	3	26	Spring 2025	50%	20%	20%	10%
		ARCT 110 (L52)	3	24	Fall 2023				
		ARCT 450	3	20					
		ARCT 350	3	15	Spring 2023				
		ARCT 512 (L62)	4	3					
Abdulla Al-Nuaimi	FT	ARCT 512 (L51)	4	8	Spring 2025	40%	20%	30%	10%
		ARCT 551 (L51)	3	26					
		ARCT 510 (L51)	6	16	Fall 2024				
		ARCT 512 (L51)	4	5	Spring 2024				
		ARCT 510 (L51)	6	13	Fall 2023				
Amina Al-Kandari	FT	ARCT 212 (L51)	4	15	Spring 2025	30	20	40	10
		ARCT 110 (L51)	3	16	Fall 2024				

		ARCT 111 (L51)	3	17	Spring 2024				
		ARCT 512	4	3					
		ARCT 110 (L51)	3	17	Fall 2023				
		ARCT 111 (L51)	3	14	Spring 2023				
		ARCT 512 (L59)	4	2					
Goze Bayram	FT	ARCT 330 (L51)	3	14	Fall 2024	30%	20%	40%	10%
		ARCT 230 (L51)	3	15	Spring 2024				
		ARCT 330 (L51)	3	20	Fall 2023				
		ARCT 410 (L51)	5	6					
		ARCT 230 (L51)	3	21	Spring 2023				
		ARCT 512 (L63)	4	1					
Hameda Janahi	FT	ARCT 411 (L52)	5	15	Spring 2025	40	20	30	10
		ARCT 410 (L51)	5	21	Fall 2024				
		ARCT 111 (L51)	3	17	Spring 2024				
		ARCT 120 (L51)	3	18	Fall 2023				
		ARCT 111 (L52)	3	12	Spring 2023				
		ARCT 311 (L52)	4	14					
		ARCT 512 (L60)	4	2					

Ahmad M Ahmad	FT	ARCT 212 (L52)	4	15	Spring 2025	40%	25%	25%	10%
		ARCT 230 (L52)	3	15					
		ARCT 330 (L52)	3	15	Fall 2024				
		ARCT 530 (L51)	3	24					
		ARCT 212 (L52)	4	15	Spring 2024				
		ARCT 230 (L52)	3	15					
		ARCT 512	4	2					
		ARCT 330 (L52)	3	21	Fall 2023				
		ARCT 530	3	24					
		ARCT 230 (L52)	3	21	Spring 2023				
		ARCT 512 (L64)	4	1					
Sultana Al-Nabet*	FT	ARCT 111 (L51)	3	17	Spring 2025	50	20	20	10
		ARCT 452 (L51)	3	26	Fall 2024				
		ARCT 551 (L51)	3	26					
		ARCT 222 (L51)	3	35	Spring 2024				
		ARCT 220 (L51)	3	33	Fall 2023				
		ARCT 511 (L52)	2	13					
Tarryn Paquet	FT	ARCT 222 (L51)	3	35	Spring 2025	55%	30%	10%	5%
		ARCT 421 (L51)	3	20					

		ARCT 221 (L51)	3	35	Fall 2024				
		ARCT 320 (L51)	3	33					
		ARCT 422	3	24	Spring 2024				
		ARCT 421	3	20					
		ARCT 221	3	32	Fall 2023				
		ARCT 320	3	37					
		ARCT 351	3	14	Spring 2023				
		ARCT 421	3	14					
		ARCT 512 (L58)	4	1					
Jasim Azhar	FT	ARCT 422 (L51)	3	24	Spring 2025	60%	15%	20%	5%
		ARCT 333 (L51)	3	15					
		ARCT 211 (L51)	4	23	Fall 2024				
		ARCT 210 (L51)	3	20					
		ARCT 333 (L52)	3	15	Spring 2024				
		ARCT 212 (L51)	4	15					
		ARCT 210 (L51)	3	15	Fall 2023				
		ARCT 210 (L52)	3	14					
		ARCT 211 (L52)	4	14					
		ARCT 333 (L51)	3	12	Spring 2023				
		ARCT 411 (L51)	5	12					
		ARCT 422	3	28					

		ARCT 512 (L57)	4	3					
Maryam Al-Mohannadi	FT	ARCT 120 (L51)	3	18	Spring 2025	50	20	20	10
		ARCT 110 (L51)	3	16					
		ARCT 512	4	2					
		ARCT 120 (L51)	3	18	Fall 2024				
		ARCT 110 (L51)	3	16					
		ARCT 120 (L51)	3	15	Spring 2024				
		ARCT 120 (L52)	3	18	Fall 2023				
Franciso Trujillo	PT	ARCT 510 (L51)	6	16	Fall 2024	100%	0%	0%	0%
		ARCT 510 (L51 + 52)	6	25	Fall 2023				
		ARCT 411 (L51)	5	12	Spring 2023				
Marta Nasazzi	PT	ARCT 410 (L51)	5	21	Fall 2024	100%	0%	0%	0%
		ARCT 410 (L51 + 52)	5	16	Fall 2023				
		ARCT 411 (L51)	5	15	Spring 2024				
Anthony Zogheib	PT	ARCT 410 (L52)	5	21	Fall 2024	100%	0%	0%	0%
		ARCT 310 (L51)	4	22	Fall 2023				
		ARCT 311 (L51 +L52)	4	15	Spring 2024				
Illaria La Manna	PT	ARCT 211 (L51)	4	23	Fall 2024	100%	0%	0%	0%

		ARCT 311 (L51)	4	15	Spring 2024				
Tallal A. Saeed	PT	ARCT 310 (L51 + L52)	4	26	Fall 2024	100%	0%	0%	0%

Professional Development

DAUP faculty have opportunities to pursue professional development contributing to program improvement. At the start of every semester, CENG will invite via email for faculty members to submit requests to attend scientific events around the world. Each faculty member, will have an opportunity to use this grant once a year.

They participate in local and international training programs and conferences. This continuous faculty development endeavor is included in the annual evaluation of the faculty performance also.

The details about the procedure to submit requests by faculty members to attend scientific event forms can be viewed here.

Faculty participation in scientific events such as conferences, workshops, and seminars significantly enhance the B.Arch. curriculum in multiple ways:

- Up-to-Date Knowledge: Attending these events keeps academics abreast of architecture's latest developments, trends, and innovations. When they return to the classroom, they can share the latest industry advancements with the students.
- Networking and Collaboration: Faculty members have the opportunity to network with professionals, researchers, and experts from diverse architectural areas. This networking frequently results in collaborations, partnerships, or access to resources that can improve the program's offerings, such as guest speakers, industrial initiatives, or student internships.
- Exposure to Diverse Perspectives: Scientific activities attract people from all walks of life and cultures. Attending faculty are exposed to a variety of architectural ideologies, processes, and approaches. They can incorporate these various points of view into the curriculum, giving students a more thorough education.
- Enhanced Teaching Materials: Through these events, faculty gather updated resources, case studies, and real-world examples that can enrich the course material. These resources can be integrated into lectures, design studios, and projects, offering students a more up-to-date educational experience.
- Research Opportunities: State-of-the-art research in architecture is frequently showcased at conferences and seminars. Faculty members can showcase their own work, have conversations, or work together on new initiatives. Students may be exposed to research-driven instruction and inspired to conduct their own studies as a result of this research involvement spilling over into the classroom.

Faculty members can infuse the B. Arch. program with new knowledge, industry connections, innovative teaching methodologies, and a global perspective by actively participating in scientific events, ultimately enriching the educational experience and preparing students for the dynamic field of architecture.

On another note, regarding early career academic staff, they are often hired as either lecturers (requiring at least a Master's degree) or teaching assistants (requiring at least a Bachelor of Architecture degree or equivalent). These individuals will be granted access to a scholarship for post-graduate courses (administered by the Ministry of Education and Higher Education) in order to enhance their qualifications up to the doctoral level. At present, the Department of Architecture and Urban Planning (DAUP) has one lecturer and two teaching assistants who are pursuing their post-graduate studies overseas, primarily at prestigious universities in the United Kingdom and the United States.

In this regard, DAUP can provide direction for the early career academic staff to pursue postgraduate studies in future trends in the field of architecture. This also allows DAUP to enhance its capabilities in research areas such as digital architecture, which includes the use of Virtual Reality and Mixed Reality, as well as the implementation of the Design for Manufacturing and Assembly (DFMA) concept in building design and construction.

DAUP faculty members are afforded the opportunity to conduct research through a variety of internal and external grants. Furthermore, each faculty member is entitled to attend an international conference annually with full sponsorship from QU. This has been temporarily suspended from March 2020 as a result of the COVID-19 pandemic. Nevertheless, this benefit has now been continued since the academic year 2022-23.

The comprehensive inventory of grants that DAUP full-time faculty members have received is available here.

Internship and Career Guidance

The B.Arch. program mandates the completion of two dedicated summer internship courses as a requirement for obtaining the degree. ARCT 400 and ARCT 500 courses will each have two faculty members overseeing their administration. Students will be approached during the Spring semester to initiate internship preparation, particularly on the identification of a suitable office or company for placement.

Occasionally, the CENG and QU Career Development Center will offer their assistance mostly in matters pertaining to job placement.

The Career Development Center offers counseling, training, and professional development services to equip students with the necessary skills and knowledge to actively participate in and excel in the job market. Its primary focus is to offer employment opportunities to QU students throughout their tenure at QU. In addition, the Center offers support to students in securing sponsorship, internships, and full-time work opportunities. It also provides a wide range of career-related materials, seminars, and activities.

Students are welcome to approach Career Development Center and the services are available from the following DAUP webpage.

Faculty appointment and promotion

Prior to the commencement of a new semester, a roster is generated by the Scheduling Coordination Task Force to assess the anticipated teaching workload for the upcoming semester and the availability of faculty members based on their areas of competence. This involves assessing the total credit hours in relation to the aggregate student enrollment of all instructors, which must not exceed 18 credit hours year.

In cases of faculty shortages, an additional allocation is requested from QU through CENG for the recruitment of additional instructors, whether on a full-time or part-time basis. The employment process for Teaching Assistants (TAs) and Lab Technicians (LTs) adheres to a same procedure. The qualifications, background, and experience of the persons to be recruited are determined by the deficiencies identified in the previous evaluations. In instances where time constraints hinder the international employment procedure, DAUP additionally recruit professionals if they are locally available. Upon clearance from QU/CENG, DAUP will also employ part-time lecturers on an hourly basis for fixed-term assignments according to specific course requirements.

DAUP follows strictly all the related policies, procedures and criteria for full-time faculty appointment and promotion. This also include part-time lecturers required to strengthen the delivery of the architectural design studio course every semester.

The compilation of the relevant policies is here.

Student Support Services

The B.Arch. program received various kinds of support from the wider QU services in particular related to the well-being of the students.

1) Support for Students with Special Needs

   It is Qatar University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their Instructor to ensure that their individual needs are met. The University through its Special Needs Section will exert all effort to accommodate students with special needs.

   Contact Information for Special Needs Section

   Tel-Female: (00974) 4403 3843

   Tel-Male: (00974) 4403 3854

   Location: Student Activities Building
   Email: specialneeds@qu.edu.qa

2) Academic Support and Learning Resources

   The University Student Learning Support Center (SLSC) provides academic support services to male and female students at QU. The SLSC is a supportive environment where students can seek assistance with academic coursework, writing assignments, transitioning to college academic life, and other academic issues. SLSC programs include: Peer Tutoring, the Writing Lab, Writing Workshops, and Academic Success Workshops. Students may also seek confidential academic counseling from the professional staff at the Center.

   Contact Information for Students Support and Learning Resources:
   Tel: (00974) 4403 3876
   Fax: (00974) 4403 3871
   Location: Female Student Activities Building
   E-mail: learningcenter@qu.edu.qa

   Besides support for the students, Qatar University also provides support for textbooks via its Textbook department every semester. In addition, various unit in the university also provide on-the-job training for faculty members through various workshops and webinars as follow:

3) Community Service and Continuous Education Center
   Refer http://www.qu.edu.qa/cce

4) Center of Excellence for Teaching and Learning (CETL)
   Refer http://www.qu.edu.qa/offices/cetl

5) Information Technology Services
   Refer https://www.qu.edu.qa/en-us/Offices/its/

I.2.2 Physical Resources:

The Department of Architecture and Urban Planning is fully facilitated with all required space and equipment to support the students during their five years of study with knowledge and skill to meet professional standards.

The teaching delivery for Academic Year 2022-23 mainly happened in C07 Women Engineering Building where DAUP was based since 2013. The details of the physical plant, including seminar rooms, lecture halls, studio, offices, project review and exhibition spaces, libraries, workshops and computer facilities can be found in this link.

Figure I.2.2.1 College of Engineering newly operated building at H07
(source: CENG website)

Since August 2023, DAUP has fully moved its operation to the new CENG building. The snapshots of the new CENG building located at H07 can be found here.

Similarly, to the previous facilities at C07 building, DAUP has five design studios, four labs and one Learning Resource Center (LRC), dedicated with materials related to architecture and urban planning and design. All design studios, labs and library are located in section B of the College of Engineering building, H07 except the CADD lab, which is in section C. Since all B.Arch. students are female, most of these facilities are located in the female section of H07.

Architectural Design Studios

The DAUP has five design studios of size around 10m x 18m, which can accommodate 24 to 30 students. All design studios are neatly organized with drawing tables and chairs. Space planning allows for maximum flexibility for instruction and offers opportunities for different spatial organizations to facilitate individual and collaborative work. There is plenty of light, both from big windows letting in sunshine and special lights inside to make sure enough light to work comfortably. The studio layout provides individual workspace to all students, which allows for the progressive development of architectural skills such as drafting and sketching through the utilization of the drafting tables available in the layout of the space. The location of the design studios are B124, B126, B241, B244 and B373 as shown in the floor plan of the building College of Engineering, H07.

Figure I.2.2.2 Ground floorplan of Section B, H07 – architectural design studios (not to scale)

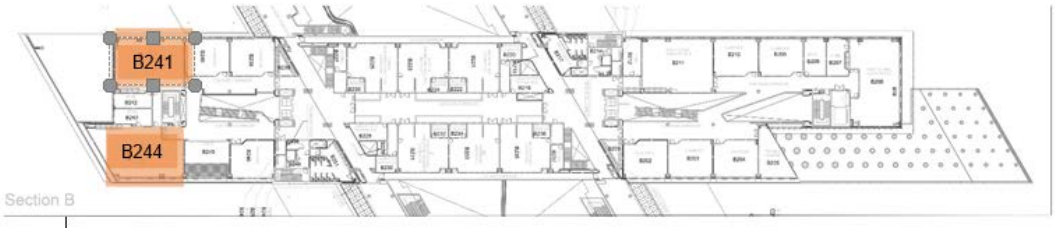

Figure I.2.2.3 First floorplan of Section B, H07 – architectural design studios (not to scale)

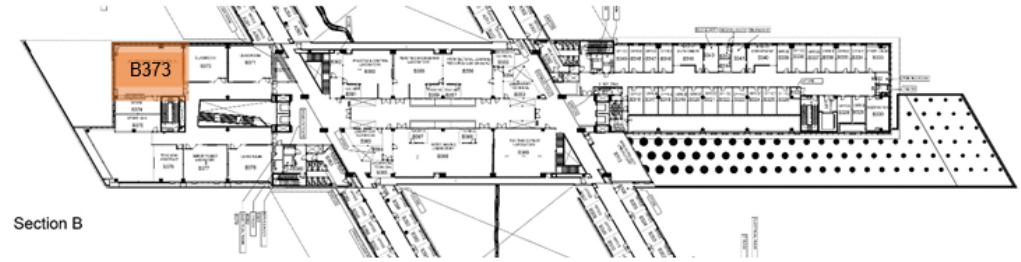

Figure I.2.2.4 Second floorplan of Section B, H07 – architectural design studios (not to scale)

Figure I.2.2.5 Typical view of one of the architectural design studios

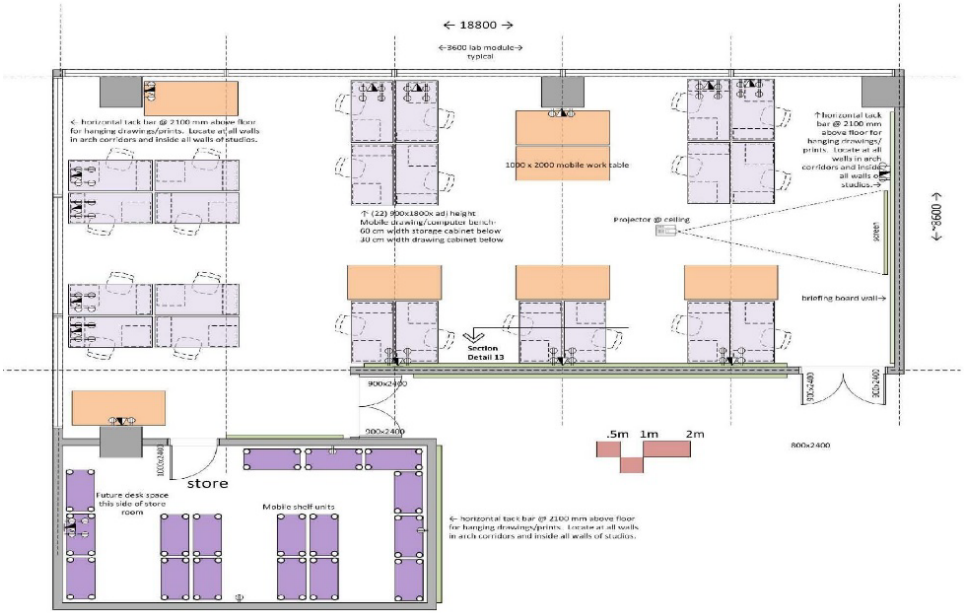

Figure I.2.2.6 Typical layout plan of architectural design studio (not to scale)

Laboratories

DAUP progressively promotes its teaching and research facilities to meet a worldwide standard. This is clear in the addition and update of labs that not only support related courses such as construction materials and environmental control but also support for a good design outcomes of architectural studio projects. The design process is a process of learning from theory to experiment to a solution. The experimental stage includes testing and measuring the physical parameters of models at different scales and levels of detail to facilitate the bridge from abstract theory to a practical solution. At H07, there are four laboratories available for this purpose. They are

1. Model-making Workshop (B366)
2. Digital Printing Lab (B369)
3. Construction Materials and Building Science Lab (B369)
4. Computer Aided Design and Drafting (CADD) Lab (C233)

Figure I.2.2.7 Second floorplan of Section B, H07 – laboratories (not to scale)

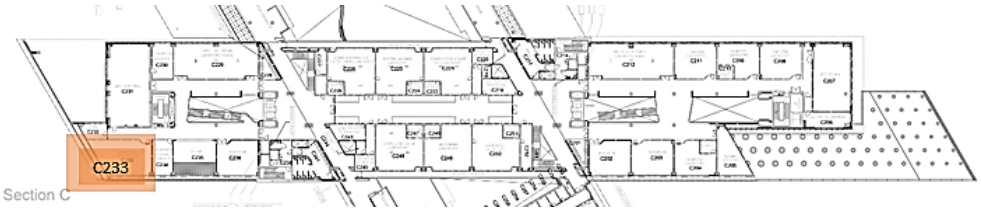

Figure I.2.2.8 First floorplan of Section C, H07 – CADD laboratory
(not to scale)

Model-making Workshop

The Model-making Workshop (B366), comfortably accommodating between 20 to 25 students under normal circumstances, is equipped with furniture, tools, and materials (some freely available to students) for model making overseen by a qualified Lab Technician.

Students use the workshop to produce architectural prototypes and models as a part of their exploration, research and educational program. The workshop is well equipped with a wide range of hand tools and machines such as a band saw, scroll saw, meter saw, disc sander, 3D printer, and laser cutter. There are two desktops with High Performance Computing (HPC) in this lab with the following specifications:

- Processor: i9-10900 (2.80 GHz) 10th Gen
- RAM: 64 GB
- Graphic Card: Nvidia Quadro RTX 4000 6GB

Safety concerns are paramount where students must go through a lesson about safety requirements and lab regulations, which are posted in the workshop. The location of the workshop is B366. The following figure illustrates the layout plan of the model-making workshop.

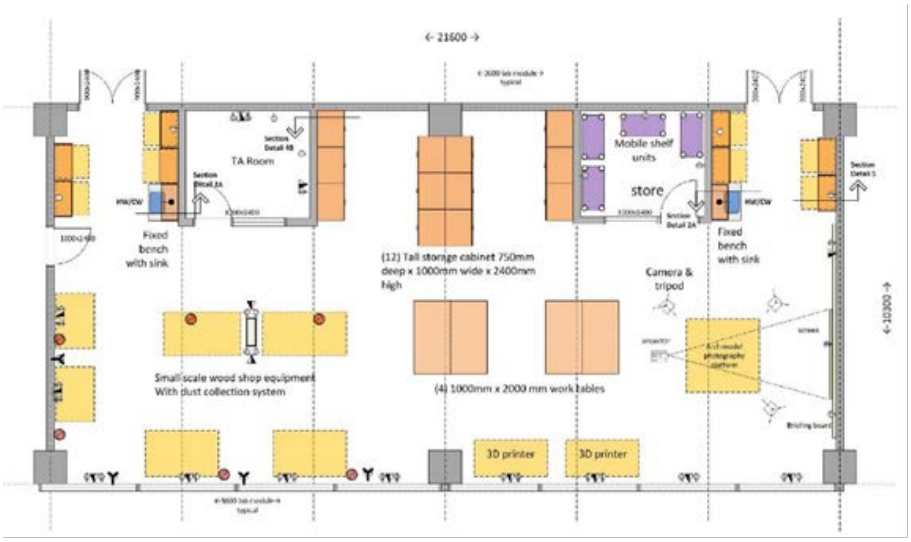

Figure I.2.2.9 Layout plan of model-making workshop (B366)
(not to scale)

Figure I.2.2.10 Range of equipment and machines in the model-making workshop (B366)

Constructional Materials and Building Science Laboratory

The Constructional Materials and Building Sciences laboratory occupies the space in B369 and can accommodate between 20 to 25 students under normal circumstances. This laboratory is equipped with instruments for studying building acoustics, noise controls, and illumination studies including a library of construction materials and building systems.

Moreover, the teaching of climate design, environmental control, and design studios for climate adaption, technology integration, and thermal comfort are conducted here. This include the availability of sophisticated computer simulation tools to model how a building will perform based on a wide range of design variables such as building orientation, wall, window and door type/placement, overhang depth, insulation type and values of the building elements, air tightness, and local climate.

Digital Printing Laboratory

Due to the space limitation, The Digital Printing lab shared the space together with the Constructional Materials and Building Sciences laboratory at B369. The Digital Printing Laboratory contains A3 printers, A1 plotters, and A0 plotters. DAUP students can print the assignments and design projects using different paper sizes, free of charge.

This facility can accommodate up to 12 students under normal circumstances, is a dedicated student workspace equipped with multiple digital printing options from traditional paper rolls from the small- to large-scale to advanced digital printing as 3D extrusion-based on polylactic acid polymer printing.

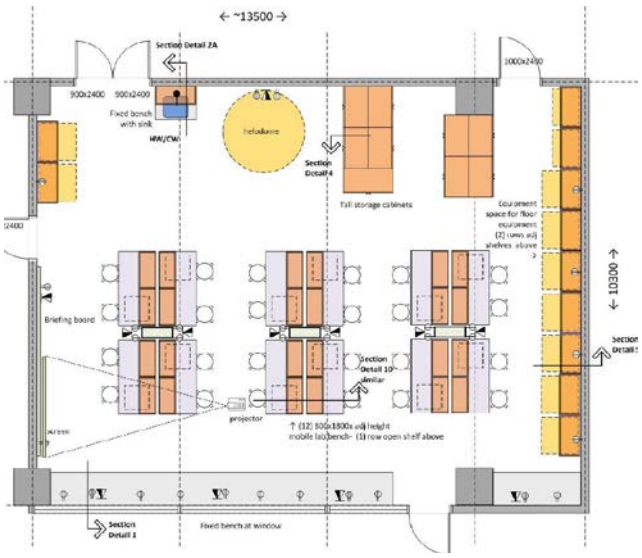

Figure I.2.2.11 Layout plan of facilities in B369 (not to scale)

Figure I.2.2.12 One of the equipment (Heliodome) in the Constructional Materials and Building Science Laboratory (B369)

Figure I.2.2.13 Plotters in the Digital Printing Laboratory (B369)

Major Equipment

DAUP laboratories are equipped with furniture, machines, tools, and materials to support students' learning process. The equipment and tools include a wide range of hand tools and machines to produce architectural prototypes and models as a part of their research and educational program. Following is the list of equipment in DAUP labs. There is a wide range of hand tools in addition to this list.

No.	Equipment Tile and Description	Display
1	3D printer -Ultimaker 3D printer is used to create a physical object from a digital design. The process works by laying down thin layers of material in the form plastic (PLA). Their actively heated build chambers, direct drive, and rigid metal frame make it easy to 3D print a specific range of engineering-grade materials with high repeatability and dimensional accuracy using 1.75 mm filament.	
2	3D printer -Creality Creality Print is a self-developed FDM slicing software .It's a practical and easy-to-use tool that can help you remote control and monitor your 3D printer and help print directly from your computer.	
3	Laser cutter A laser cutter is a prototyping and manufacturing tool used primarily by engineers, designers, and artists to cut and etch into flat material. Laser cutters use a thin, focused laser beam to pierce and cut through materials to cut out patterns and geometries specified by designers.	
4	Band Saw A band saw uses a long sharp blade consisting of a continuous band of toothed metal rotating on opposing wheels to cut materials such as wood. It could cut a wider variety of materials.	

5	Mitre Saw They are primarily used for cutting wood trim and molding, but also can be used to cut metal, masonry, and plastics.	
6	Scroll Saw A scroll saw is a small electric or pedal-operated saw used to cut intricate curves in wood, metal, or other materials.	
7	Dill Press The drill press is used for drilling accurate and consistent holes where the depth of the hole can be preset and repeated.	
8	Disc Sander Made up of a circular abrasive paper, mounted on a circular plate; the disc sander is ideal for end grain work, shaping subtle round corners and removing large amounts of material quickly.	
9	Oscillating Spindle sander Spindle sanders are highly efficient woodworking power tools that use spinning sanding drums to oscillate up and down on a piece of wood, creating smooth, clean finishes.	
10	Woodturning Lathe Wood-turning lathes are typically used to shape wood into cylindrical profiles.	

11	Construction saw They are primarily used for cutting wood of greater depth.	
12	Heliodon Heliodon is a device used to simulate the sun and shadow patterns that occur at various locations and times across the surface of the earth. Scale models of objects or environments placed on the Heliodon devices will experience the same sun and shadow patterns as their full-scale counterparts.	
13	Foldio 360 Foldio360 is a smart turntable that allows you to create high-quality 360° photos easily.	

Computer Aided Design and Drafting (CADD) Laboratory

The CADD Lab is located in room C233 on the first floor of the College of Engineering H07 building and can accommodate up to 35 students. This CADD lab includes high-performance PC workstations with 22-inch computer monitors. All PCs are equipped with the state-of-the-art software packages for CAD and image processing purposes. All computers have permanent connection to the Qatar University network and high-speed internet.

The lab is mainly used for teaching graphic courses including Graphic Communication II and Computer Applications courses. In addition, B.Arch. students to prepare and develop their projects in architectural design studios and other related courses use it extensively.

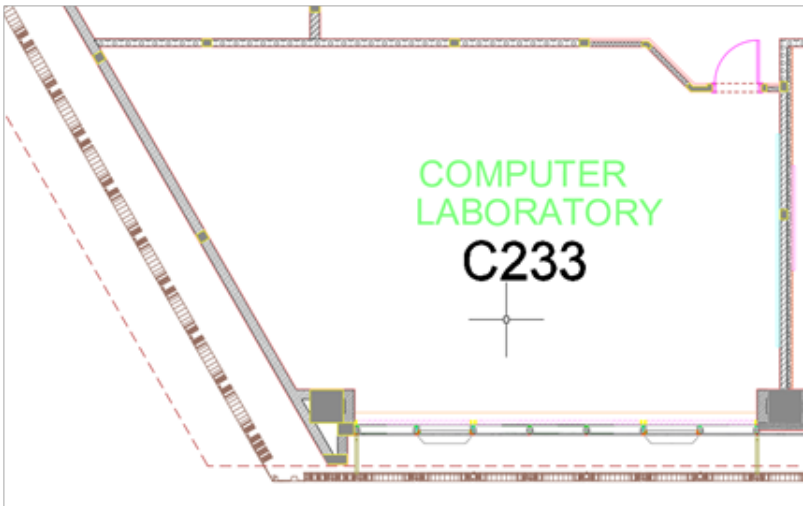

Figure I.2.2.14 Layout plan of CADD laboratory in C233 (not to scale)

Figure I.2.2.15 View of CADD lab (C233)

Advanced architectural software is procured for making the students globally competitive and industry-ready. At CADD lab, students get professional training on 2D & 3D drafting of architectural drawings using the latest version of Autodesk software. Students will learn computer-aided design layout and 3D solid modeling definition. Students will also gain the knowledge of design and drafting needed for architectural discipline.

Below are some of the software available in the CADD lab:

- AutoCAD
- Revit Architecture.
  The building information modeling (BIM) concept is vital in digital architecture.
- 3DS Max
- SketchUp.
- Rhino 3D.
- V-Ray.
- AutoCAD.
- Grasshopper
- Adobe Suites

DAUP has upgraded all 36 computers with 22-inch touchscreen monitors in the CADD lab to satisfy the following specification.

Processor	Memory	GPU	Storage
Intel Core i7-12700 (2.10 GHz) 12th Gen	32 GB RAM	NVIDIA GeForce GTX 1650 with 4Go	512GB SSD

Students can also benefit from the wide variety of laboratories and facilities in different departments of the College of Engineering and other academic units at Qatar University including: Building Materials Lab (Civil Engineering), Surveying Lab (Civil Engineering), and the Thermal and Mechanical Systems Lab (Mechanical and Industrial Engineering).

The College of Engineering new building (H07) also has one dedicated exhibition space where B.Arch. students can showcase their design studio projects outcomes especially for the course like ARCT 512 Senior Project.

Measures taken during Covid19 global pandemic

Since the last NAAB visit in March 2018, due to the global pandemic Covid19, DAUP operations related to delivery of B.Arch. program had been seriously affected by campus wide restrictions imposed by the authority.

QU went to fully online teaching mode in 22 March 2020 and DAUP made full use of the Virtual Learning Environment in particular Blackboard to ensure smooth transition. Some other measures include:

- Implementation of a hybrid model of teaching and learning delivery that facilitates a diversified instructional approach including on-site, remote (synchronous and asynchronous), and hybrid (with a combination of remote and on-site students) teaching formats.
- Digitization of submission of design projects, assignments, reports, online quiz and test through Blackboard system. This initiative is also feeding into the online Course File and Archival system prepared for the NAAB Team Room.
- Social distancing standards and guidelines within classrooms and campus.
- Reduction class sizes and rotation of section especially for onsite sessions due to social distancing standard.
- Awareness of hygiene (like notice etc.) and availability sanitation stations in classrooms and across the campus.
- Application is a Covid19 tracker app (Ehteraz) used to monitor and track the health condition of students and faculty members. It aims to regulate access to campus by implementing a health passport system that requires daily updates.

The pandemic situation ended after almost two years and the campus was back to normal operations in Spring 22 semester that started from January 2022.

I.2.3 Financial Resources:

Financial Support

Qatar University is the public university in the State of Qatar. Hence, it is fully supported by the government of Qatar. An annual budget proposal, produced by the Office of the University President is presented to the Board of Regents for approval and then to the Ministry of Finance for authorizing action. The financial fiscal year is indicated from “January to December”, starting from January 2019.

Since the last visit in 2018, the department managed to increase its physical resources through the expansion of its spatial facilities and assets. This are mainly on the expenditure spend to upgrade and enhanced DAUP operations and teaching and learning related equipment. The drop in 2020 and 2021 was mainly due to the pandemic Covid19 situation. However due to the preparation of the new facilities in the new CENG building at H07, there was a significant increase in this budget portion.

Student support allocation are mainly used to support students’ activities mainly through the Qatar University Chapter of the American Institute of Architecture Students or QU-AIAS. B.Arch. students are also encouraged to participate in scholarly activities like conference, exhibition and design competition, where students may apply for financial support from this portion. Students in their senior year also have access to the undergraduate research grant (URG) scheme whereby they can utilize up to QAR10,000 per student in order to facilitate their senior project during the final year of studies.

As for the professional development allocation, this budget is mainly use to support faculty members to present research paper in a conference or attend relevant workshop or seminar. Each faculty member needs to apply in order to attend such event and the allocation is permitted once every year and subject to the approval of the College of Engineering management.

Table I.2.3.1 Summary of figures for operation budget for DAUP during the last 5 years.

Budget Allocation for DAUP	**2019 (QAR)**	**2020 (QAR)**	**2021 (QAR)**	**2022 (QAR)**	**2023 (QAR)**	**2024 (QAR)**
Personnel Budget Allocation (Salaries; Benefits; Overtime; etc.)	7,781,832	7,781,832	7,781,832	7,781,832	7,781,832	7,781,832
Operations and Equipment	500,608.90	65,390.81	282,005.19	433,220.95	728,815	728,815
Student Support	250,000	250,000	250,000	250,000	250,000	250,000
Professional Development	100,000	100,000	100,000	100,000	100,000	100,000

In general, DAUP allocated budget has observed a consistent expenditure in its personal, operational, students support, and staff development costs during the last five years as shown in Table I.2.3.1 above. This trend is intended to be sustained through future expansions.

I.2.4 Information Resources:

Library Resources

Architecture Learning and Resource Center (ALRC)

In addition to the main library at QU, students and faculty members affiliated with the Department of Architecture and Urban Planning (DAUP) are granted access to the Architecture Learning Resource Centre (ALRC). This facility is overseen by a knowledgeable professional, namely an Architecture Technician/Archivist, and receives guidance from a designated faculty member.

Launched in Fall 2013, the ALRC provides user-friendly informational resources and fosters interaction among and between faculty and students, including:

- A cutting-edge selection of around 1,200 titles on the subjects of architecture, architectural design, history and theory, construction, material, technology, structure, landscape design, architectural sociology, urban design and planning.
- Multi-media materials including CDs/DVDs focusing on architectural design and subscriptions to major architectural magazines such as Architecture Today, Architecture Review, The Architect's Journal, and Architectural Design.
- A large LED screen to the vision and present talks and presentations in the ALRC.
- Additional architectural databases, newsletters, magazines, and portfolios are available to students at the ALRC via the Main Library Online Catalogue.

Figure I.2.4.1 Location of ALRC on second floor of H07 building (not to scale)

The current Architecture Technician is a graduate from our B.Arch. program of the graduating year 2022. Since she has significant experiences as a student before, ideally, she is capable to provide support and advice on related issues pertaining to the students learning process. They are as the followings:

Resource Guidance

- Library Resources: Direct students to relevant books, journals, and other resources within the LRC that are beneficial for their coursework and research.
- Digital Libraries and Databases: Assist students in navigating online databases and digital libraries to access scholarly articles, research papers, and other electronic resources.

Research Assistance

- Provide guidance on effective research methods and strategies for architecture-related projects.
- Offer support in literature reviews, helping students identify key works and resources for their research.

Reference Services

- Be available for one-on-one or group consultations to address specific questions or concerns related to architecture coursework.
- Guide students in citing sources appropriately and understanding academic integrity.

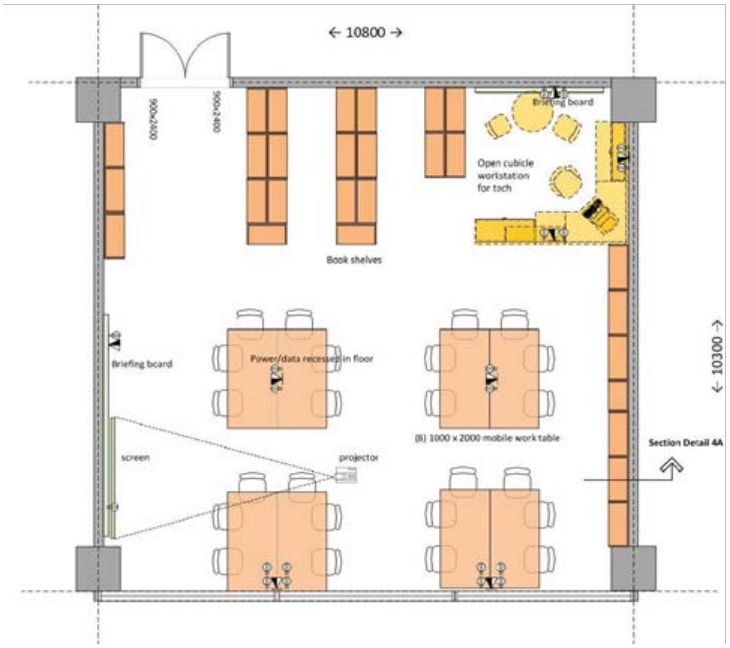

Figure I.2.4.2 Layout plan of ALRC at B356

Figure I.2.4.3 DAUP ALRC at the new H07 CENG building

The summary of the items is listed in Table I.2.4.1.

Table I.2.4.1 List of Book Categories at DAUP ALRC

All books	1007
General topic of architecture	201
Theory of architecture	131
Urban planning	217
Environmental themes	82
Building material and construction	69
Technical themes	76
Landscape architecture	37
Diverse topics	69
History	32
Urban design	81
Conservation	13
DVDs & CDs	30

The ALRC collection is renewed periodically, where new titles and magazines are added based on the demand and needs of the DAUP students and faculty members.

The link to the ALRC webpage is here.

I.2.5 Administrative Structure and Governance

Administrative Structure

Department of Architecture and Urban Planning (DAUP) is one of the six departments that operate under the College of Engineering (CENG) administration.

Dr. Raffaello Furlan has been appointed as the Head of the DAUP beginning May 2021. The B.Arch. program is administered by a total of 16 full-time faculty members and 9 part-time lecturers. In addition, the team receives support from a total of six Teaching Assistants, three Lab Engineers, and one Administrative Coordinator.

Governance

In general, as a prominent public university in Qatar, Qatar University is lead by a President that reports to the Board of Regents. The President holds the highest position of authority and is accountable for the overall governance and management of the university. The President establishes the long-term goals and objectives, serves as the university's representative to external organizations, and supervises the execution of policies.

There are five Vice Presidents appointed for managing distinct sections of the university's activities. These positions are Vice President for Research and Graduate Studies, Vice President for Academic Affairs, President for Student Affairs, Vice President for Medical and Health Sciences, Vice President for Administration and Financial Affairs and Chief Strategy & Development Officer.

Meanwhile, Deans oversee the many colleges or schools within the university, representing academic fields. Each college concentrates on one specific academic field, such as engineering, arts and sciences, business, or health sciences. Details of the Qatar University overall organizational structure can be viewed here.

The organizational chart of Qatar University which is related to the B.Arch. program administered by DAUP within the College of Engineering are illustrated in the Figure I.2.5.1.

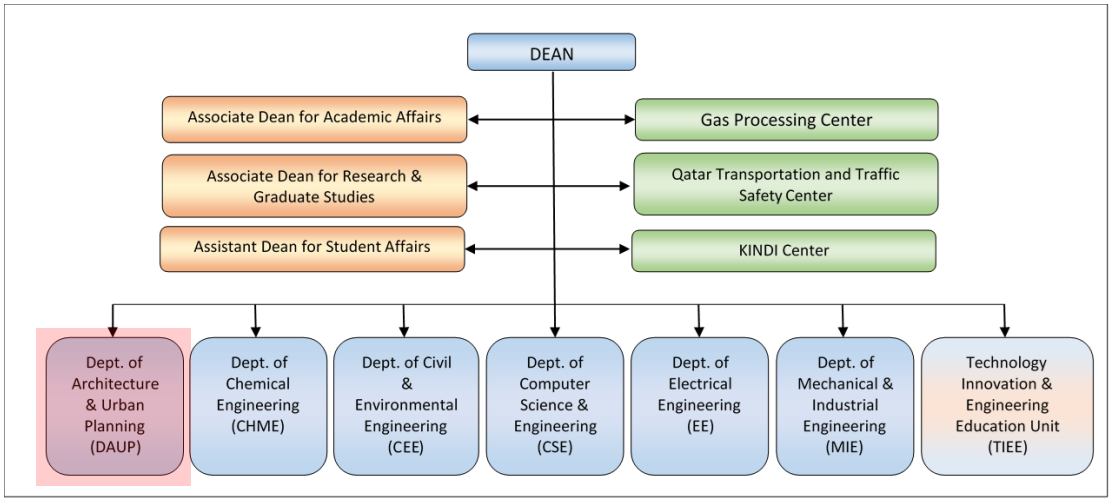

Figure I.2.5.1 Organization Chart of DAUP – CENG within Qatar University Administration

Since the last NAAB visit in 2018, there have been major changes in the QU senior leadership's organizational chart.

President:	Dr. Omar Al-Ansari
VP of Academic Affairs:	Prof. Ibrahim Mohamed Alkaabi
VP for Research and Graduate Studies:	Prof. Aiman Erbad
VP for Student Affairs:	Dr. Mohammad Issam Diab
Dean of College of Engineering:	Dr. Khalid Kamal Naji
Associate Dean (Academic Affairs):	Prof. Elsadig Mahdi Ahmed Saad
Associate Dean (Research and Graduate Studies):	Prof. Ahmed Massoud
Assistant Dean (Student Affairs):	Eng. Waled Mukahal
Head of Dept. (Architecture and Urban Planning):	Dr Raffaello Furlan

At the departmental level, in order to ensure smooth delivery of the program, relevant departmental committee and task force groups are established with the main function to ensure the quality assurance of the program according to the NAAB requirements.

The departmental main committee are as follow:

1) Curriculum Committee for B.Arch. Program
2) The main committee responsible for the B.Arch. program's delivery and improvement is the curriculum committee (CC). Three faculty members and one chair constitute the committee. Additionally, it receives assistance from a teaching assistant who is responsible for secretariat matters.

   Each member will oversee several responsibilities within the scope of CC, including the development of curriculum, program improvement plan (PEP) execution, strategic planning, and updating and alignment of course syllabi, encompassing PLOs, SPCs, and vision and mission statements.

   Other significant tasks are course assessment tool or rubric, architectural studio design framework and workshop management for each realm of SPCs that cover the followings:

   Realm A: Critical Thinking and Representation
   Realm B: Integrated Building Practices, Technical Skills, and Knowledge
   Realm C: Integrated Architectural Solutions
   Realm D: Professional Practice.

3) Graduate Studies and Research
   This is the main committee that oversee the delivery and enhancement of the entire Master taught-course program, mainly Master in Urban Planning and Design (MUPD) and PhD. program in Architecture and Urban Planning. The committee comprises of one chair and three faculty members.

4) Outreach Committee
   DAUP Outreach Committee plays a vital role in fostering connections with the community, engaging with external organizations, and promoting the visibility and impact of the department and the B.Arch. program. The committee also acts like a bridge to connect students to various external parties and activities via QU-AIAS club.

They are also in-charge of public seminar, social media engagement, newsletter and yearly book, design competitions and Architecture Day. The committee comprises of one chair and three faculty members.

5) NAAB Team Room (TR) Quality and Delivery

This is an important committee in the preparation of the upcoming NAAB ICert renewal of DAUP B.Arch. program. The committee is expected to ensure high quality archival materials in physical and digital format. On the other hand, is also monitoring the students' achievement related to SPC of B2. Site Design, B3. Building Codes and Regulations and B6. Environmental Systems. The committee comprises of one chair and three faculty members.

Other task force (TF) groups are listed below:

1) Scheduling Coordination (academic semester)
Prepare time-table for each academic semester and to ensure no overlapping of schedules among faculty members, students and the courses. This TF has a leader and one member.

2) Peer Review
This TF manage the execution of peer-review every academic semester. This include preparing the materials in SharePoint folder, coordinate schedule and prepare reports. This TF has a leader and three faculty members.

3) NAAB-PSER preparation
This is the TF that prepares the required document for NAAB ICert renewal visit, known as the Program Self-Evaluation Report, or PSER. This team comprises a leader and one member.

4) Online Assessment System – B.Arch. program
This TF conduct online assessment system based on the requirement of Qatar University annually. This TF is coordinated by one faculty member.

5) Mid-term B.Arch. course evaluation
In order to ensure that the teaching and learning delivery is on good track, DAUP conducts mid-term evaluation (digitally) to receive feedbacks from students in every academic semester. This TF has a leader and one faculty member.

6) DAUP Gallery
Special TF to manage outstanding and valuable students' works is formed. DAUP Gallery provides a platform to exhibit and celebrate the creative and innovative work produced by B.Arch. students. This includes design projects, drawings, models, and other visual representations of their ideas and concepts, in particular from architectural design studio courses. This gallery can host cultural events, design competitions, and exhibitions that contribute to a vibrant design culture within the architectural school. This fosters a sense of pride and community among students. This TF has a leader and two faculty members.

7) Architecture Program Admission Test (APAT) / Admission
This TF prepares materials that are used for APAT and ensure smooth conduct of the admission test. This TF has a leader and one faculty member and other faculty members as required.

8) Course Syllabus (CS) and Course File (CF) Review
As a good practice, each academic semester, DAUP keeps a master SharePoint of course file. At the start of the semester, the course syllabus will be reviewed by this TF and at the end of the semester, faculty member must submit to the SharePoint folder,

the complete set of course file of their respective course(s). This TF also provides format and template for the course file protocol. This TF has a leader and two faculty members.

9) DAUP Website
This TF ensures that DAUP website is always up to date and reflects the current availability of information, resources and facilities. This TF has a leader and one faculty member.

PART ONE (I), SECTION 3: PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports

A. Program Student characteristics

Student Enrollment and Graduation

The B.Arch. program has seen a steady admission for every academic year. In average, around 32 to 35 students are accepted for the Fall semester that begins in August every year.

Table I.3.1.1 indicates the trend for enrollment and graduation for the past five years.

Table I.3.1.1 Enrollment and Graduation Trends for Past Five Years

Academic year	Enrolled Students*	Registered Students**	Total Student FTES***	Number of Graduates
2023-24	199	193	162	29
2022-23	186	179	154	39
2021-22	189	173	160	15
2020-21	176	167	155	14
2019-20	147	139	128	17

Note: *Enrolled are students with the following status: Active, No Show, Leave of Absence

** Registered Students those who are registering in classes in an AY (Fall, Spring)

*** FTES =Total generated credit hours divided by 30 for UG students

The B.Arch. program is a five-year study plan. However, active students are categorized based on their current credit hours accumulation. Therefore, there are six student's category from Freshman until Senior as shown in Table I.3.1.2.

Table I.3.1.2 Registered students by classification as of Fall 2024

Classification	Registered Students
Freshman	26
Sophomore (30 – 44)	18
Sophomore (45 – 59)	29
Junior (60 - 74)	10
Junior (75 – 89)	19
Senior	69
Total	171

The B.Arch. program is highly competitive and popular among the aspiring school leavers. In general, due to this demand, Qatar University accepts students that achieved very good Grade Point Average based on their respective school level evaluations or certifications.

Table I.3.1.3 Qualifications of students admitted during the first admission term (average Cumulative GPA)

Cohort Year	Average CGPA	High School Score (average percentage)
2022-23	3.120	91.129
2021-22	3.194	89.634
2020-21 (Fall 20)*	3.216	85.625
2020-21 (Spring 21)*	2.907	91.389

*In AY 2020-21, DAUP has double intake for Fall 20 and Spring 21 semesters. This has not been continued in the subsequent years.

Table I.3.1.4 highlights the time to graduation taken by B.Arch. students since cohort year 2019–20 students. In average, about 30% or less students will graduate within the five-year study plan. Majority of students need 6 years to complete the B.Arch. program studies.

Table I.3.1.4 Time to graduation

Cohort Year	Students who Graduated in						Overall Graduation (%)
	5 years		6 years		> 6 years		
	#	%	#	%	#	%	
2023 – 24	2	7	15	52	11	38	97
2022 - 23	11	28	18	46	10	26	100
2021 - 22	4	27	10	67	1	6	100
2020 - 21	3	21	6	43	5	36	100
2019 - 20	3	18	9	53	5	29	100

B. Program Faculty characteristics

As previously indicated, DAUP is led by the Head of Department and has 24 full-time faculty members. The teaching faculty is supplemented by part-time lecturers from professional practice who are hired on fixed-term assignment from time to time.

Since the last visit in 2018, five existing faculty members have been promoted to the higher position rank. One faculty member has been promoted to the full Professor in Spring 2022, one faculty member to Associate Professor rank in Fall 2022, two faculty members to Associate Professor rank in Fall 2021 and two faculty members to Associate Professor rank in Fall 2019.

Overall, there are 10 faculty members that are maintaining their architect's license in Qatar, including five part-time lecturers.

Table I.3.1.5 summarizes the rank of all faculty members in DAUP.

Table I.3.1.5 Number of faculty by Rank

Data as of Fall 2024	HEAD COUNT				
	Year	FT		PT	
		Male	Female	Male	Female
Faculty by Rank					
Professor		1	-	-	-
Associate Professor		5	1	-	-
Assistant Professor		5	4	-	-
Lecturers		2	1	-	-
Part-time Lecturers		-	-	3	2
Teaching Assistant		1	4		
Sub-total		14	10	3	2
Total		**24**		**5**	
Faculty Promoted *(from 2019 onwards)*					
To Professor	2022	1	-		
To Associate Professor	2022	-	1		
	2021	2	-		
	2019	2	-		
Total		**5**			
Faculty maintaining licenses (in Qatar)		3	2	3	2
Total		5		5	

The term of reference for the appointment of part-time lecturer can be found here.

PART TWO (II), Section 1- STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria (SPC):

As of 1 January 2020, in accordance with the 2019 Conditions for NAAB International Certification, the B.Arch. program curriculum is required to encompass two levels of achievement for each SPC: understanding and ability. The NAAB has categorized the 26 SPCs into four realms, each accompanied by a concise definition and its respective name. DAUP has proactively implemented these changes at the beginning of the Spring 2020 semester.

This data is offered to highlight mandatory courses and establish criterion fulfillment. Evidence is regarded as definitive proof that the course meets the mapped SPC. The assessment of understanding or ability in a specific area of the criteria is provided by courses that introduce the subject and/or directly addresses the main aspects of the SPC element. The designation of evidence differs across criteria, yet remains explicit and clear. Although the objective of this presentation is to reduce the number of primary evidence locations, it has been determined that several criteria are met on multiple occasions. Consequently, Figure II.1.1.1 provides the courses that most clearly satisfy the mapped SPC as primary source of evidence.

The B.Arch. program SPC Matrix is structured by arranging the essential courses within the program curriculum and in the suggested sequence in which students take them. Evidence indicates the presence of all 26 SPCs criteria within the required courses of the B.Arch. program.

Each SPC is categorized into one of four realms (A, B, C, or D), as detailed below:

- **Realm A: Critical Thinking and Representation**
  Graduates from internationally certified degree program must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling. Students' learning aspiration include:
  • Being broadly educated
  • Valuing lifelong inquisitiveness
  • Communicating graphically in a range of media
  • Recognizing the assessment of evidence
  • Comprehending people, place, and context
  • Recognizing the disparate needs of client, community, and society

- **Realm B: Integrated Building Practices, Technical Skills, and Knowledge**
  Graduates from internationally certified degree program must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered. Student learning aspirations for this realm include:
  • Creating building designs with well-integrated systems.
  • Comprehending constructability.
  • Integrating the principles of environmental stewardship.
  • Conveying technical information accurately

Qatar University - College of Engineering
Department of Architecture and Urban Planning
NAAB SPCs Matrix - Dr. F. Fadli-NAAB TR Com Chair.

NAAB SPC Matrix-08.10.2024

				Realm A : Critical Thinking & Representation								Realm B : Integrated Building Practices, Technical Skills & Knowledge										Realm C : Integrated Design Solutions Leadership & Practice			Realm D: Professional Practice				
			NAAB iCert 2019 Renewal Visit - SPCs Matrix	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
				A.1. Professional Communication Skills	A. 2. Design Thinking Skills	A. 3. Investigative Skills	A.4. Architectural Design Skills	A.5. Ordering Systems	A. 6. Use of Precedents	A. 7. History and Global Culture	A. 8. Cultural Diversity and Social Equity	B. 1. Pre-Design	B. 2.Site Design	B. 3. Codes and Regulations	B. 4.Technical Documentation	B. 5. Structural Systems	B. 6. Environmental Systems	B. 7 Building Envelop Systems and Assemblies	B. 8. Building Materials and Assemblies	B. 9. Building Service Systems	B. 10. Financial Considerations	C. 1. Research	C. 2. Integrated Evaluations and Decision-Making Process	C.3 Integrative Design	D. 1. Stakeholder Role in Architecture	D. 2. Project Management	D. 3. Business Practices	D. 4. Legal Responsibilities	D. 5. Professional Conduct
Arranged according to study plan			A - Ability U - Understanding																									
#	Course #	CH	Course Name	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
1	ARCT 110	3	Graphic Communication (1) Graphics – Manual																										
2	ARCT 120	3	Introduction to Architecture and Allied Arts																										
3	ARCT 111	3	Graphic Communication (2) Graphics – CAD																										
4	ARCT 211	4	Architectural Design Studio (1) Programmatic																										
5	ARCT 221	3	History and Theory of Architecture (1) - Early and Western Civilizations							e																			
6	ARCT 210	3	Perspective, Shade and Shadow																										
7	ARCT 220	3	Climate and Architecture																										
8	ARCT 240	3	Theory of Structures (1)																										
9	ARCT 212	4	Architectural Design Studio (2) Climatic																										
10	ARCT 222	3	History and Theory of Architecture (2) - Islamic/Arab Civilizations							e																			
11	ARCT 230	3	Materials and Methods of Building Construction (1)																										
12	ARCT 241	3	Theory of Structures (2)																										
13	ARCT 242	3	Surveying for Architects																										
14	ARCT 310	4	Architectural Design Studio (3) Contextual		e		e	e																					
15	ARCT 320	3	Design Methods and Theories	e		e																							
16	ARCT 330	3	Materials and Methods of Building Construction (2)															e	e										
17	ARCT 331	3	Environmental Control Systems (1)														e												
18	ARCT 340	2	Structures and Architectural Form (1) Concrete													e													
19	ARCT 311	4	Architectural Design Studio (4) Complexity					e				e																	
20	ARCT 332	3	Environmental Control Systems (2)														e			e									
21	ARCT 333	3	Construction Drawing and Detailing												e			e	e										
22	ARCT 341	2	Structures and Architectural Form (2) Steel													e													
23	ARCT 400	0	Practical Training I: Design																										
24	ARCT 410	5	Architectural Design Studio (5) Community						e		e		e	e									e						
25	ARCT 530	3	Construction and Project Management																						e	e	e	e	e
26	ARCT 411	5	Architectural Design Studio (6) Sustainability				e		e				e	e			e												
27	ARCT 422	3	Research Methods in Architecture	e		e																							
28	ARCT 500	0	Practical Training II: Construction																										
29	ARCT 510	6	Comprehensive Design Studio										e	e	e		e			e	e		e	e					
30	ARCT 511	2	Senior Project Preparation and Programming									e									e	e							
31	ARCT 512	4	Senior Project		e						e		e	e							e		e	e					
32	ARCT 531	3	Ethics and Professional Practice																						e	e	e	e	e
				A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
			E = Evidence	2	2	2	2	2	2	2	2	2	4	4	2	2	4	2	2	2	3	2	2	2	2	2	2	2	2

Figure II.1.1.1 B.Arch. program SPC Matrix based on the 2019 Conditions for NAAB International Certification. View image version here.

- **Realm C: Integrated Architectural Solutions**
  Graduates from internationally certified degree program must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution. Student learning aspirations for this realm include:
  • Comprehending the importance of research pursuits to inform the design process.
  • Evaluating options and reconciling the implications of design decisions across systems and scales.
  • Synthesizing variables from diverse and complex systems into an integrated architectural solution.
  • Responding to environmental stewardship goals across multiple systems for an integrated solution.
  • Knowing societal and professional responsibilities

- **Realm D: Professional Practice**
  Graduates from internationally certified degree program must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public. Student learning aspirations for this realm include:
  • Comprehending the business of architecture and construction.
  • Discerning the valuable roles and key players in related disciplines.
  • Understanding a professional code of ethics, as well as legal and professional responsibilities.

REALM A: Critical Thinking and Representation

A.1 Professional Communication Skills: Ability to write and speak effectively and use appropriate representational media for both, within the profession and with the public.

Primary evidence is to be found in two courses **ARCT 320 Design Method and Theories** and **ARCT 422 Research Methods in Architecture**. A range of Architectural Design Studio courses are also crucial for acquiring these skills, as it aligns with the primary training course on the subject, particularly focusing on effective speaking and listening through presentations and critiques in final and periodic assessments. All QU B.Arch. students are proficient in English and Arabic communication skills.

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 studios serve as the main platform for evaluating the 'design thinking skills' that students develop predominantly in History and Theory courses. Students analyze how various architects have formulated architectural concepts and cultivate the capacity to differentiate between ideas that are beneficial to the project and those that are not appropriate for the architectural design solution. Students in the design studio are required to formulate a logical argument, investigate spatial options, and make evidence-based design choices to achieve a cohesive concept. Students acquire the capacity to make informed design decisions primarily through practical experience in the studio, rather than through the content delivered in Theory and History courses. Two architectural design studio courses selected for this purpose are **ARCT 310 Architectural Design Studio 3** (contextual) and **ARCT 512 Senior Project**.

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment

The systematic ability to investigate is aligned with the research related courses that are offered in the fifth and eighth semesters. These courses are **ARCT 320 Design Method and Theories** and **ARCT 422 Research Methods in Architecture.**

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

Fundamental architectural design skills are introduced and nurtured in the early years' courses like Introduction to Architecture course and Design Studio 1 and 2 courses. These design studios cultivate essential design skills that cover drawing, conceptual, and craft skills, facilitating the application of fundamental organizational and spatial principles in the conception and development of design projects. These fundamental design abilities are further refined in subsequent studios, which also improves students' comprehension of the intricacies of design.

Therefore, the following courses are selected for this SPC evident, i.e. **ARCT 310 Architectural Design Studio 3** (contextual) and **ARCT 411 Architectural Design Studio 6** (sustainability)

> A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

The Design Studios serve as an ideal setting for the development of formal ordering systems in detail, while other courses in the Theory and History offer additional avenues for exploration and comprehension through the examination of both international and domestic architectural and urban design at various scales. Two courses namely **ARCT 310 Architectural Design Studio 3** (contextual) and **ARCT 311 Architectural Design Studio 4** (complexity) have been selected for this SPC.

> A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

From Architectural Design Studio 1, all design studio courses introduce students to the use of programmatic and formal precedents (case studies) in the development of design projects. There are also Theory and History courses, that reinforce the analysis and use of precedents. Two courses, i.e. **ARCT 410 Architectural Design Studio 5** (community) and **ARCT 411 Architectural Design Studio 6** (sustainability) have been selected for this SPC.

> A.7 History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

The required history and theory courses, foster an understanding of global culture and traditions in the fields of architecture, landscape architecture, and urban design. Due to the relevant course contents, two appropriate courses are selected as below:

> **ARCT 221 History and Theory of Architecture (1) – Early & Western Civilizations**
> This course is about chronological development of architecture. The first part covers pre-history, Egyptian, Greek, Byzantine, and modern times, as well as the development of building systems in the Middle and Near East. It also covers the development of major architectural and town planning theories, from Vitruvius' "ten Books of Architecture" to the European Art Nouveau movement (1890-1910). The second part of the course covers Early Christian, Gothic, Renaissance, Baroque, Industrial Revolution, Modern, 20th century architecture trends, space, form, vocabulary, and town planning theories from these periods. This includes critical analysis of these concepts.
> **ARCT 222 History and Theory of Architecture (2) – Islam/Arab Civilizations**
> This course emphasizes the chronological progression of Islamic civilization and architecture, from the Umayyad in Syria and Iraq to the classical and late classical periods in Spain, North Africa, and the Middle East, which includes Mesopotamia, Fatimid, Ayyubid, Mamluk, and Ottoman architecture. It also explores the influences of Islamic architecture on other architectural styles of the same period and vice versa, as well as Islamic art, geometry, calligraphy, and variations in cultural attitudes in architectural styles. Finally, it introduces the development and evaluation of contemporary architecture in Muslim communities.

> A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize

different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

This SPC is expected to be addressed by two courses: **ARCT 410 Architectural Design Studio 5** (community) and **ARCT 512 Senior Project**. Typically, students who are enrolled in Design Studio 5 are tasked with the design of a community-based facility, such as a community center, health center or housing complex. Therefore, it is essential to incorporate cultural diversity and social equity into the final design scheme. This is also true for the Senior Project course in the final year, depending on the typology that the students have selected.

REALM B: Integrated Building Practices, Technical Skills, and Knowledge

B.1 Pre-Design: Ability to prepare a comprehensive program for an architecture project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Pre-design ability are integral part of design process particularly in the early stage of the project. In the more senior architectural design studio courses, this SPC is emphasized, where students must integrate the architectural proposal within an existing physical and social context. This is apparent in **ARCT 311 Architectural Design Studio 4** (complexity) and **ARCT 511 Senior Project Preparation and Programming**, where this design aspect is essential for the successful realization of the final project in ARCT 512 Senior Project.

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

This is a critical SPC, carried forward from the last NAAB visit in 2018. Therefore, cohesive effort has been taken to improve the evidences of this SPC. The interaction between site and building is examined throughout the many phases of the design studio courses. Therefore, evidences of this SPC are in the following courses:

ARCT 410 Architectural Design Studio 5 (community)
ARCT 411 Architectural Design Studio 6 (sustainability)
ARCT 510 Comprehensive Design Studio
ARCT 512 Senior Project

For example, in Design Studio 5, the project focuses on urban design This studio introduces students to the many scales of city design and urban project development, public space, building complexes, and the change of pre-existing metropolitan environments. Design work is completed in stages to get an understanding of the dimensions, structure, and social uses of the urban fabric, as well as the logic of built complexes within public space components, and mixed-use facilities.

B.3. Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of local life-safety and accessibility standards.

This is another key SPC carried over from the previous NAAB visit in 2018. Because of the close relationship between site design and codes and regulations, similar courses are used as the evidence.

ARCT 410 Architectural Design Studio 5 (community)
ARCT 411 Architectural Design Studio 6 (sustainability)

ARCT 510 Comprehensive Design Studio
ARCT 512 Senior Project

All of these design studio projects must ensure life safety and accessibility, as well as compliance with local legal requirements. Students must also consider best practices and standards such as energy regulations, which promote sustainable design, and generate realistic projects as a mark of professional responsibility.

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

In **ARCT 333 Construction Drawings and Detailing**, this is a representation course to teach students the value of creating accurate technical drawings. It emphasizes visual language as a way of communication between architects and experts in the construction field.

In **ARCT 510 Comprehensive Design Studio**, there is a requirement for students to produce drawing with high-quality building detail. Furthermore, mid-semester assessments assess students' abilities to hand draw a construction detail of a given structural system and define the required material specification.

> B.5 Structural Systems: Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

The principles of structural systems are addressed in several courses. Students comprehend the theories of a variety of structures during their formative years (Year 1 and 2). In the more advanced year three and above, students are required to demonstrate the capacity to choose the appropriate structure system for specific design project. Students acquire knowledge regarding structural typologies and resistant forms, as well as the various types of structures that can withstand different kind of loads. Two courses for this purpose are **ARCT 340 Structures and Architectural Form (1) – Concrete** and **ARCT 341 Structures and Architectural Form (2) - Steel**

> B.6 Environmental Systems: Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

There are two approaches for this SPC. Firstly, students learn the required design parameters in the environmental control systems courses, i.e. **ARCT 331 Environmental Control Systems (1)** and **ARCT 332 Environmental Control Systems (2)**. Students learn basic criteria and tools for designing optimal thermal comfort conditions for its inhabitants, making efficient use of energy for its operation (cooling, lighting, and ventilation) in accordance with the specific climate of the chosen area, directly addressing the environmental systems criteria. In the more senior design studios, students implement this ability in the final design scheme for these two courses, **ARCT 411 Architectural Design Studio 6** (sustainability) and **ARCT 510 Comprehensive Design Studio**.

> B.7 Building Envelope Systems and Assemblies: Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

The following two courses, emphasize on construction techniques and design principles in accordance with the various architectural elements, considering construction detailing, construction systems with their respective applications and care, the study of materials used in various buildings, both on-site and prefabricated, and finally, terminology and appropriate drawings of materials and construction systems.

ARCT 330 Materials and Methods of Building Construction (2)
ARCT 333 Construction Drawings and Detailing

B.8 Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

Similar courses for SPC B.7 are selected to show evidences of building materials and assemblies, i.e. **ARCT 330 Materials and Methods of Building Construction (2)** and **ARCT 333 Construction Drawings and Detailing**. These two courses cover essential building techniques and design principles, focusing on construction quality and safety.

B.9 Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems, including lighting mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

Similar strategy is used as in B.6, where students learn the basic principles and appropriate application and performance of building service systems in **ARCT 332 Environmental Control Systems (2)** and are expected to deploy this in the final design scheme achieved in **ARCT 510 Comprehensive Design Studio**.

B.10 Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs

There courses at the final year level are selected for this SPC as follows:

ARCT 510 Comprehensive Design Studio
ARCT 511 Senior Project Preparation and Programming,
ARCT 512 Senior Project

These courses teach students how to simulate a real-life professional environment while examining the real-world execution potential of an architecture project. One of the course's primary objectives is to identify real demand and understand the basic concepts of value, cost, offer, demand, and profit.

REALM C: Integrated Architectural Solutions

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

This SPC includes two courses: **ARCT 410 Architectural Design Studio 5** (community) and **ARCT 511 Senior Project Preparation and Programming**. In these two courses, students use research tools such as visual observation, questionnaire surveys, or interviews to better understand the demands of various stakeholders involved in the proposed project. The analyses of the results lead students in the direction of the design strategy for completing the final design scheme.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

This is a very crucial SPC, hence two design studio courses at the final year level have been selected. They are **ARCT 510 Comprehensive Design Studio** and **ARCT 512 Senior Project**. These are the final design studios that lead to professional degrees. They have a purposeful professional bias, placing the architectural proposal in an existing physical and social context.

C.3 Integrative Design: Ability to make design decisions within a complex architecture project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Similarly, like in SPC C.2, two design studio courses at the final year level have been selected, i.e. **ARCT 510 Comprehensive Design Studio** and **ARCT 512 Senior Project**.

REALM D: Professional Practice

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3 Business Practices: Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by local regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of local rules of conduct and ethical practice.

Two courses that best evident all the five SPCs in Realm D are determined.

ARCT 530 Construction and Project Management
This course focuses on understanding the construction industry, as well as local laws and regulations. Project management features include understanding project costs and budgets, project activity scheduling, resource allocation, project control methods, and project evaluation after completion. Students grasp the value of working collaboratively and in multidisciplinary teams to execute successful construction project.

ARCT 531 Ethics and Professional Practice
This course covers various aspects of professional practice in the building industry, including people, organizations, services, economic decisions, fees, ethics, and relationships between parties. It emphasizes ethical and legal responsibilities for public health, safety, welfare,

property rights, accessibility, and other factors affecting design, construction, and architectural practice. This course will introduce students to professional practices, including a simulated exit exam akin to the licensure examination for architects, as well as discussions with licensed architects regarding the licensure pathway in Qatar.

The Design Studio Project Grading Rubrics

Since the last visit in 2018, B.Arch. program has adopted a standardized design studio project grading rubric for all design studio courses. The rubrics are developed in order to support the enhancement of the sought SLOs and attainment of all SPCs requirements. The grading rubrics and project timelines support an integrative-comprehensive approach in design studio teaching because they embed all criteria related to an optimum attainment of the SPCs as per NAAB guidelines and recommendations.

Due to the changes of SPC as documented in the 2019 Conditions for NAAB International Certification, students' educational outcomes are mainly measured through the new set of Student Performance Criteria (SPC) and incorporated into the revised version of these grading rubrics since Fall 2020 semester as shown in Table II.1.1.1.

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Table II.1.1.2 Design Studio Project Assessment-Grading Rubric: Stage 1 – Analysis Program, Precedent, Site, Context & Design Objectives

Assessment Criteria	**Related SPC**	**1 Poor (< 60) - F**	**2 Fair (60-69) - Ds**	**3 Good (70-79) - Cs**	**4 Very Good (80-89) - Bs**	**5 Excellent (90-100) - A**
Understand importance of design research as means to collect and evaluate information regarding standards, performance, regulations, environment, cultural diversity, social equity, and stakeholders	A.3 A.8 C.1 D.1 D.4	Inadequate effort exerted to collect and examine relevant information to facilitate understanding of the design context	Fair effort exerted to collect and examination information but not sufficient to reach desired level of understanding	Acceptable effort has been exerted to collect and examine information but there is room for significant improvement	Good effort exerted to collect and examine information but with possibility of improvement	Excellent effort exerted to collect and examined data leading to a clear embodied understanding of facility and design context
Examine precedent buildings for lessons on spatial & formal organization, internal and external circulation, environmental control, building envelope, user experience and embedded aesthetic statements	A.2 A.6 A.5 B.9	Inadequate effort exerted in selecting relevant precedents, and in analysis of precedent to extract lessons for migration to design	Fair effort exerted in selecting relevant precedents, and in analysis of precedent to extract lessons for migration to design	Acceptable effort exerted in selecting relevant precedents, and in analysis of precedent to extract lessons for migration to design	Good effort exerted in selecting relevant precedents, and in analysis of precedent to extract lessons for migration to design	Excellent effort to select precedent, undertake comprehensive analysis and infer applicable lessons for design
Present complete program subject to analysis of function, spaces and relationships, while demonstrating understanding of structure and cost implication of design decisions	A.2 A.4 B.5 B.10	Program is not complete and minimal effort has been exerted in analysis	Program is fairly complete and some effort has been exerted in analysis	Program has reached a good level of completion and good effort has been exerted in analysis	Program is almost complete and very good effort has been exerted in analysis	Final program is complete and subjected to analysis resulting in clear conclusions
Present scaled program analysis focused on organization of spaces, zones and relative size of zones, leading to a program-based concept	A.2 A.4	Analysis results in poor understanding of space relationships to enable meaningful concept	Analysis results in fair understanding of space relationships and zoning to enable concept development	Acceptable program analysis results in good understanding of space relationships and in meaningful concept	Well executed program analysis resulting in good understanding of space relationships and in meaningful concept	Scaled program analysis carried resulting in clear understanding of space relationships and zoning and to a spatial concept
Display understanding of broader context, including analysis of social, political, economic, cultural and environmental aspects, along with consideration of their impact on the facility being designed	A.3 A.4	Analysis does not show a clear understanding of broader context leading to poor identification of issues that will impact design	Analysis shows a fair understanding of broader context leading to some identification of issues that will impact design	Analysis shows a good understanding of broader context leading to identification of issues that will impact design	Analysis shows a very good understanding of broader context leading to identification of issues that will impact design	Analysis shows a clear understanding of broader context and has clearly identified issues that will impact design
Present result of site analysis focused on base map preparation, defining lot size, wind and sun directions, topography, slope and views, resulting in identification of building location and responses to site conditions in design	A.1 A.4	Poor effort exerted to collect site related information and to undertake deep analysis resulting in poor identification of potential building location & responses	Fair effort exerted to collect site related information and to undertake analysis resulting in some identification of potential building location & responses	Good effort exerted to collect site related information and to undertake analysis resulting in identification of potential building location & responses	Very good effort exerted to collect site related information and to undertake analysis resulting in good identification of potential building location & responses	Excellent effort exerted to collect site related information and to undertake deep analysis resulting in clear identification of potential building location & responses

Table II.1.1.2 Design Studio Project Assessment-Grading Rubric: Stage 1 – Analysis Program, Precedent, Site, Context & Design Objectives (continued)

Assessment Criteria	Related SPC	1 Poor (< 60) - F	2 Fair (60-69) - Ds	3 Good (70-79) - Cs	4 Very Good (80-89) - Bs	5 Excellent (90-100) - A
Display ability to synthesize information and generate preliminary concept, site design and design objectives along with written narratives that explore intentions in design	A.2 A.5	Submission displays poor ability to synthesize information to arrive at meaningful site design, design objectives, and narrative	Submission shows fair ability to synthesize information from analysis to arrive at meaningful site design, design objectives, and narrative	Submission shows good ability to synthesize information from analysis to arrive at meaningful site design, design objectives, and narrative	Submission shows very good ability to synthesize information from analysis to arrive at meaningful site design, design objectives, and narrative	Submission shows excellent ability to synthesis information from analysis to arrive at preliminary site design and design objectives and narrative
Displays ability to present result of analysis in a poster that is well laid out and communicate main outcomes, supported by use of appropriate graphic elements and clear verbal presentation	A.1	Analysis is inadequately presented in terms of both posters, use of graphics and verbal presentation	Design is fairly presented, but significant element such as graphics or poster are poorly designed or absent	Design presentation is acceptable in term of poster, verbal presentation and graphics but there is room for significant improvement	Design is well presented with poster, graphics and presentation, but there is room for some improvement in presentation	Design is excellently presented using well designed posters and graphics and verbal presentation

The full samples of the Design Studio Project Assessment Grading Rubrics are available here.

Recently, DAUP CC has enhanced the assessment grading rubrics for all courses. The strategy is to highlight certain SPC criteria and sub-criteria and how they might be met through specific evaluation types and, as a result, student submissions. These rubrics will also serve as a reference for each course instructor as they customize the assessment grading rubric based on the level and type of their course assessment.

The sample of the revised version of the assessment grading rubric is depicted in the Figure II.1.1.2.

Student Performance Criteria

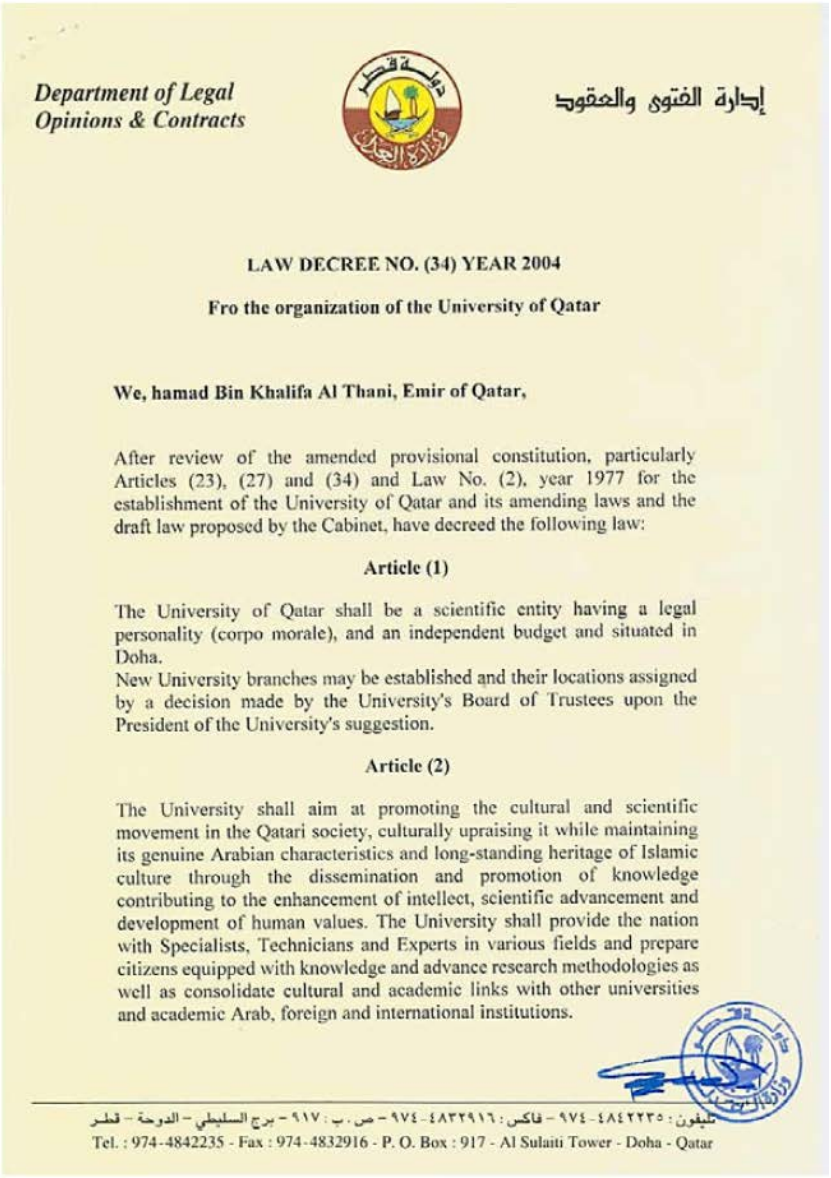
SPC	Definition	Sub-SPC	Content	Mean	A	B	C	D	F
C.3 Integrative Design	ABILITY to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.	C.3.1	Considerate design decisions exhibiting integration of architecture and building standards (site conditions, environmental stewardship).	•Site analysis and design drawings. •Site design diagrams.	X	X	X	X	X
		C.3.2	Considerate design decisions exhibiting integration of site and building context (technical documentation, accessibility, and life-safety).	•Detailed architectural drawings. •Ingress and egress drawings and diagrams.	X	X	X	X	X
		C.3.3	Considerate design decisions exhibiting integration of building systems (environmental systems, structural systems, building envelope systems and assemblies).	•Detailed architectural sections and details. •Building systems axonometric drawings. •Building systems diagrams.	X	X	X	X	X

Figure II.1.1.2 Revised Assessment Grading Rubric with emphasize on SPC criteria and sub-criteria

PART TWO (II): Section 2- CURRICULAR FRAMEWORK

II.2.1 National Authorization and Institutional Quality Assurance:

As highlighted earlier Qatar University is the only Higher Education institution that offers B. Architecture program in the country. The images below show scanned copies from originals of the first and last page of the Emiri Decree #34 in 2004 for the organization of Qatar University. This English version is a certified translation of the original Arabic version (Ministry of Justice – Department of Legal Opinions and Contracts).



Department of Legal Opinions & Contracts

إدارة الفتوى والعقود

LAW DECREE NO. (34) YEAR 2004

Fro the organization of the University of Qatar

We, hamad Bin Khalifa Al Thani, Emir of Qatar,

After review of the amended provisional constitution, particularly Articles (23), (27) and (34) and Law No. (2), year 1977 for the establishment of the University of Qatar and its amending laws and the draft law proposed by the Cabinet, have decreed the following law:

Article (1)

The University of Qatar shall be a scientific entity having a legal personality (corpo morale), and an independent budget and situated in Doha.
New University branches may be established and their locations assigned by a decision made by the University's Board of Trustees upon the President of the University's suggestion.

Article (2)

The University shall aim at promoting the cultural and scientific movement in the Qatari society, culturally upraising it while maintaining its genuine Arabian characteristics and long-standing heritage of Islamic culture through the dissemination and promotion of knowledge contributing to the enhancement of intellect, scientific advancement and development of human values. The University shall provide the nation with Specialists, Technicians and Experts in various fields and prepare citizens equipped with knowledge and advance research methodologies as well as consolidate cultural and academic links with other universities and academic Arab, foreign and international institutions.

تليفون : ٤٨٤٢٢٣٥ - ٩٧٤ - فاكس : ٤٨٣٢٩١٦ - ٩٧٤ - ص . ب : ٩١٧ - برج السليطي - الدوحة - قطر
Tel. : 974-4842235 - Fax : 974-4832916 - P. O. Box : 917 - Al Sulaiti Tower - Doha - Qatar

Department of Legal Opinions & Contracts

إدارة الفتوى والعقود

Article (15)

The University's fiscal year shall start on September 1st and end on the end of August each year.

Article (16)

The University's financial resources shall consist of:

1. Money and funds allotted to the University by the State.
2. The University's collected tuition fees.
3. Returns of the University's invested money.
4. Gifts, bequeaths, donations and grants.

Article (17)

The Board of Trustees shall issue the regulations together with the rules and decisions necessary for implementation of this law. Until such regulations and decisions are issued, the current rules and systems shall continue in effect, provided that they constitute no contradiction with this law.

Article (18)

The above-mentioned Law No. (2) of 1977 is hereby annulled together with all and any other contradictory Laws.

Article (19)

Signed_
Hamad Bin Khalifa Al Thani
Emir of the State of Qatar

Issued in the Emiri Diwan 17/6/1425 (Hijri)
3/8/2004

تليفون : ٤٨٤٢٢٣٥ - ٩٧٤ - فاكس : ٤٨٣٢٩١٦ - ٩٧٤ - ص . ب : ٩١٧ - برج السليطي - الدوحة - قطر
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II.2.2 Professional Degrees and Curriculum:

Curriculum Description

The B.Arch. program curriculum structure is organized within 10 semesters of 5-year study. Table II.2.2.1 summarized the component of the courses within the curriculum framework.

Table II.2.2.1 Curriculum Structure

Curriculum Component	Number of Courses	Total Number of Credit Hours
Core Curriculum Program	11	33*
Required Courses in Major	32	99
Elective Courses in Major	4	12
Others: College Requirements	3	7*
Others: College Electives	2	6*
Others: Major Supporting Elective	1	3*
Total:	53	160

*Total of General Studies courses are 49 credit Hours (30% of the Professional Degree program)

Program Length

The B.Arch. program is 160 credit hours and is undertaken as a full-time mode over a period of five years (10 semesters) in addition to two compulsory summer sessions of practical training.

In general, for the architecture core courses, students are required to complete 99 credit hours that comprise architectural design studio courses, theoretical courses and technical (with lab components) courses.

In addition, students need to complete another four major electives of 12 credit hours of their choice and one major supporting elective of 3 credit hours. There are also general studies requirements of the remaining 46 credit hours as summarized in Table II.2.2.1 above. This formed the courses fall under General Studies courses that made up the minimum requirement of 30%.

Basically, student takes between 15 (minimum) and 18 (maximum) credit hours per semester, depending on the year of study. The distribution of the courses and credit hours are explained in Table II.2.2.2.

Table II.2.2.2 List of Courses in B.Arch. program (core major and electives)

Course Code	Course Title	Nb. Credit Hours	Contact Hours			Prerequisites	Co-Requisites
			Theo	Lab	Studio		
Major Core							
ARCT120	Introduction to Architecture and Allied Arts	3	1	-	6	-	-
ARCT110	Graphic Communication (1)	3	1	6	-	-	-
ARCT111	Graphic Communication (2)	3	1	7	-	ARCT110	-
ARCT211	Architectural Design Studio I	4	1	-	9	ARCT110 & ARCT120	-

ARCT240	Theory of Structures I	3	2	2	-	MATH102	-
ARCT210	Perspective, Shade and Shadow	3	1	6	-	ARCT110	-
ARCT221	History and Theory of Architecture I	3	3	-	-	ARCT120	-
ARCT220	Climate and Architecture	3	2	2	-	-	-
ARCT212	Architectural Design Studio II	4	1	-	9	ARCT211	-
ARCT241	Theory of Structures II	4	2	2	-	ARCT240	-
ARCT230	Materials and Methods of Building Construction I	3	1	6	-	ARCT111	-
ARCT222	History and Theory of Architecture II (Islamic/Arab Civilizations)	3	3	-	-	ARCT120	-
ARCT242	Surveying for Architects	3	2	2	-	MATH101	-
ARCT310	Architectural Design Studio III	4	1	-	9	ARCT212	-
ARCT330	Materials and Methods of Building Construction II	3	1	6	-	ARCT230	-
ARCT320	Design Methods and Theories	3	3	-	-	ARCT221	-
ARCT331	Environmental Control Systems I (Acoustics and Lighting)	3	2	2	-	ARCT230 & PHYS191	-
ARCT340	Structures and Architectural Form I (Concrete Structures)	2	1	2	-	ARCT241	-
ARCT311	Architectural Design Studio IV	4				ARCT310	-
ARCT333	Construction Drawing and Detailing	3	1	6	-	ARCT330	-
ARCT332	Environmental Control Systems II (Sanitary and HVAC)	3	2	2	-	ARCT230 & PHYS191	-

ARCT341	Structures and Architectural Form II (Steel and Shell Structures)	2	1	2	-	-	-
ARCT410	Architectural Design Studio V	5	1	-	12	ARCT311	-
ARCT530	Construction and Project Management	3	2	2	-	-	-
ARCT411	Architectural Design Studio VI	5	1	-	12	ARCT410	-
ARCT422	Research Methods in Architecture and Urban Design	3	3	-	-	ARCT320	-
ARCT510	Comprehensive Design Studio	6	1	15	-	ARCT411	-
ARCT511	Senior Project Preparation and Programming	2	-	-	4	ARCT411	-
ARCT512	Senior Project	4	-	-	10	ARCT511	-
ARCT531	Ethics and Professional Practice	3	3	-	-	ARCT422	-
Major Electives							
ARCT 450	Interior Design Workshop	3	1	2	-	ARCT221	-
ARCT 451	Computer Applications in Architecture (advanced)	3	1	2	-	ARCT111	-
ARCT452	Contemporary Architecture in the Arab World	3	3	-	-	ARCT221	-
ARCT 520	Landscape Architecture	3	3	-	-	ARCT221	-
ARCT530	Construction & Project Management	3	2	2	-	ARCT333	-

Curriculum and Course Delivery

All B.Arch. program core and elective courses are prepared and delivered by the DAUP faculty members.

The description of the courses and its relation to the program curriculum framework are further explained in Part IV – Supplemental Material, i.e. Appendix 1 - Course Description.

Study Plan

The study plan in Table II.2.2.3 highlights total number of credit hours required for each semester and the corresponding courses.

Table II.2.2.3 Current Study Plan for the Program

FIRST YEAR ([31] credit hours)		**SECOND YEAR** ([32] credit hours)	
Fall Semester		**Fall Semester**	
Course #	**Course Title**	**Course #**	**Course Title**
Cr Hrs		**Cr Hrs**	
ENGL202	English Language I Post Foundation	ARCT211	Architectural Design Studio I
3		4	
DAWA111	Islamic Culture	ARCT240	Theory of Structures I
3		3	
MATH101	Calculus I	ARCT210	Perspective, Shade and Shadow
3		3	
ARCT120	Introduction to Architecture and Allied Arts	ARCT221	History and Theory of Architecture I
3		3	
ARCT110	Graphic Communication (1)	ARCT220	Climate and Architecture
3		3	
Total Credit Hours in Semester [15]		**Total Credit Hours in Semester [16]**	
Spring Semester		**Spring Semester**	
Course #	**Course Title**	**Course #**	**Course Title**
Cr Hrs		**Cr Hrs**	
ENGL203	English Language II Post Foundation	ARCT212	Architectural Design Studio II
3		4	
ARAB100	Arabic Language I	ARCT241	Theory of Structures II
3		3	
PHYS191	General Physics for Engineering I	ARCT230	Materials and Methods of Building Construction I 3
3			
PHYS192	Experimental General Physics for Engineering 1	ARCT222	History and Theory of Architecture II (Islamic/Arab Civilizations) 3
MATH102	Calculus II	ARCT242	Surveying for Architects
3		3	
ARCT111	Graphic Communication (2)		
3			
Total Credit Hours in Semester [16]		**Total Credit Hours in Semester [16]**	
THIRD YEAR ([36] credit hours)		**FOURTH YEAR ([34] credit hours)**	
Fall Semester		**Fall Semester**	
Course #	**Course Title**	**Course #**	**Course Title**
Cr Hrs		**Cr Hrs**	

ARCT310 4	Architectural Design Studio III	ARCT410 5	Architectural Design Studio V
ARCT330 Construction II 3	Materials and Methods of Building	ARCT530 Management	Construction and Project 3
ARCT320 3	Design Methods and Theories	ARCTXXX 3	Major Elective III
ARCT331 3	Environmental Control Systems I (Acoustics and Lighting)	XXXX XXX 3	Core Curriculum Elective (Humanities / Fine Arts Package)
ARCT340 2	Structures and Architectural Form I (Concrete Structures)	XXXX XXX 3	College Elective
ARCTXXX 3	Major Elective I		
Total Credit Hours in Semester [18]		**Total Credit Hours in Semester [17]**	
Spring Semester		**Spring Semester**	
Course # Cr Hrs	**Course Title**	**Course # Cr Hrs**	**Course Title**
ARCT311 4	Architectural Design Studio IV	ARCT411 5	Architectural Design Studio VI
ARCT333 3	Construction Drawing and Detailing	ARCT422 3	Research Methods in Architecture and Urban Design
ARCT332 3	Environmental Control Systems II (Sanitary and HVAC)	ARCTXXX 3	Major Elective IV
ARCT341 2	Structures and Architectural Form II (Steel and Shell Structures)	XXXX XXX 3	Core Curriculum Elective
ARCTXXX 3	Major Elective II	XXXX XXX 3	Core Curriculum Elective
ARAB200 3	Arabic Language II		
Total Credit Hours in Semester [18]		**Total Credit Hours in Semester [17]**	
FIFTH YEAR ([27] credit hours)			
Fall Semester		**Spring Semester**	
Course # Cr Hrs	**Course Title**	**Course # Cr Hrs**	**Course Title**
ARCT510 6	Comprehensive Design Studio	ARCT512 4	Senior Project
ARCT511 Programming	Senior Project Preparation and 2	ARCT531 3	Ethics and Professional Practice
XXXX XXX 3	Core Curriculum Elective (General Knowledge Package)	XXXX XXX 3	College Elective

SOCI XXX Major Supporting Electives 3	XXXX XXX Core Curriculum Elective (Humanities / Fine Arts Package) 3
Total Credit Hours in Semester [14]	**Total Credit Hours in Semester [13]**

Major Electives Courses (12 CH)

Every semester, the B.Arch. students can choose elective courses from the full list. However, only courses registered with eight or more students will be delivered.

Students must complete a minimum of 12 credit hours in major elective courses:

- ARCT 100 Independent Study
- ARCT 350 Arts in Architecture
- ARCT 351 Creativity and Innovation
- ARCT 420 Environment-Behavior Studies
- ARCT 421 Introduction to Urban Design and Planning
- ARCT 430 Contract Documents
- ARCT 431 Cost Estimation, Valuation and Qualification
- ARCT 450 Interior Design Workshop
- ARCT 451 Computer Applications in Architecture (Advanced)
- ARCT 452 Contemporary Architecture in the Arab World
- ARCT 453 Criticism in Architecture
- ARCT 520 Landscape Architecture
- ARCT 550 Computer Applications in Urban Planning and G.I.S
- ARCT 551 Historic Preservation and Conservation

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PART TWO (II): Section 3 - EVALUATION OF PREPARATORY EDUCATION

Admission to the Bachelor of Architecture (B.Arch.) program often involves the enrollment of first-year students through diverse pathways, commonly following the successful completion of pre-university education, such as foundation courses or A-level qualifications. DAUP does not administer its own preparatory education program, such as the Foundation in Architecture program.

In order to ascertain the eligibility of prospective undergraduate architecture students, DAUP administers the Architecture Program Admission Test (APAT) before to the commencement of each academic year. This admission test is normally conducted in mid Spring semester for Fall semester intake.

Architecture Program Admission Test (APAT)

The APAT is conducted to test the candidates before they are admitted into the DAUP. The assessment has four phases within the APAT implementation. These include:

- Part-1: Drawing ability and creativity
- Part 2: Communication
- Part 3: Cognitive ability
- Part 4: Interviews

Part 1: Drawing ability and creativity

Drawing and creativity description: required to sketch from memory. The sketch should show understanding and ability in observing and drawing three dimensional objects. This part tests the candidate's power of observation and ability to convey what is observed through the medium of sketching. Candidates are required to sketch in pencil the interior view of a defined space.

Drawing ability and creativity categories: two items are considered. These include:

1) Sketch in 3D interior/ exterior space; these are adjusted from time to time
2) Sketch flyer: this focuses on events that allow candidates to use their imagination.

Assessment: Examiners (faculty members) are provided with rubric to assess the candidate drawings. The rubric focuses on three items. These include creativity, imagination, sketching / drawing representation.

Part 2: Cognitive ability

Cognitive ability description: tests mental ability regarding spatial relations, visualization, pattern recognition and logic. The objective of this test is to examine your creativity, observation, mental ability. This part tests the candidate's general intelligence. Visual intelligence measures the ability to process visual material and to employ both physical and mental images in thinking. Spatial abilities are the perceptual and cognitive abilities that enable a person to deal with spatial relations, in other words the visualization and orientation of objects in space. Pattern recognition or the ability to see order in a chaotic environment is a key determinant of a person's potential in logical, verbal, numerical and spatial abilities. Logic skills help a person to think things through and to give an understanding of cause and effect relationships which when combined with social insight and self-awareness make them into effective human beings.

Assessment: Multi-choice questions assessed automatically upon candidate submission.

Part 3: Communication

Communication test description: tests comprehension, analytical and communicative skills. The objective of this test is to examine student's communication skills through the exercises.

Assessment - multi-choice questions which is assessed automatically upon the student submission

Part 4: Interviews

Interview description: Each session of the candidate interview is scheduled with two faculty members (one English and one Arabic speaker) and a female teaching assistant due to the Qatari culture. The session takes approximately 15 minutes for each student.

Interview classification: Three elements are considered. These encompass
1) Personality and character - two essential attributes examined are verbal communication and bargaining abilities.
2) Creativity and imagination - two attributes examined encompass unconventional thinking and imaginative cognition.
3) Knowledge of architecture - encompasses two aspects, which is familiarity with the architectural discipline and the applicants' capacity for perception and inference.

Assessment: The FM`s assess the students based on the interview assessment criteria using a defined rubric that allows grading into five categories, i.e. (1) poor (2) fair (3) good (4) very good and (5) excellent.

Table II.3.1 below summarize the distribution of weightage for the APAT test.

Table II.3.1 APAT Assessment Weightage

APAT ASSESSMENT DELIVERY		
EXAM PARTS	**ASSESSMENT**	**GUIDE / INSTRUCTIONS**
Part 1 - Drawing Ability and Creativity	20%	Available
Part 2 - Cognitive Ability	30%	Available
Part 3 - Communication Skills	20%	Available
Part 4 - Interview	30%	Available

The information related to general admission to Qatar University and specifically on Architecture Program Admission Test (APAT) can be found here.

PART TWO (II): Section 4- PUBLIC INFORMATION

II.4.1 Statement on International Certification Degrees

The five-year undergraduate program in Architecture aims to foster critical thinking and develop the capability to significantly improve the built environment through active participation of its graduates in the profession of architecture in Qatar and the region. The program considers the following aspects as important measures of success:

- Striking a balance between different types of knowledge an architect needs. The objective of the program in this context is to graduate architects who can play multiple roles within Qatari society and can compete with their counterparts while positioning themselves distinctively in a competitive global market.
- Striving to graduate architects who are able to, effectively and efficiently, deal with the realities of the Qatari local context exemplified by its culture and society and the regional context of the building industry.
- Striving to graduate architects who are well versed in developing design ideas, and in materializing those ideas into practical design and building solutions while utilizing up to date information technology in design.

Considering the multifaceted nature of Architecture, the program is 160 credit hours and is undertaken over a period of five years (10 semesters) in addition to two compulsory summer sessions of practical training.

Qatar University, Department of Architecture and Urban Planning has received the International Certification (ICert) designation from the National Architectural Accrediting Board for the Bachelor of Architecture (B.Arch.) program, 2018.

Statement on International Certification Degrees and all related documents such as the followings:

- 2019 Conditions for NAAB International Certification;
- 2019 Procedures for NAAB International Certification;
- Architecture Program Report for NAAB Visit Three;
- Visiting Team Report for NAAB Visit Three; and
- B.Arch. NAAB International Certification Letter

can be found in the DAUP webpage NAAB International Certification | Qatar University (qu.edu.qa)

II.4.2 Access to Conditions and Procedures for NAAB International Certification

National Architectural Accrediting Board, Program for International Certification

Qatar University, Department of Architecture and Urban Planning has received the International Certification (ICert) designation from the National Architectural Accrediting Board for the Bachelor of Architecture (B.Arch.) program. ICert was granted in 2018 for a term of six years.

The term “International Certification” identifies a program as comparable in educational outcomes in all significant aspects to a program accredited by the NAAB in the United States

and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. The designation is valid for six years beginning 1 January of the year in which the final visit (Visit 3) took place. In order to maintain the designation, the program must be visited again in the sixth year of the designation.

Schools with programs identified as International Certification are not formally "accredited" as that term is used with reference to programs in the United States and may not refer to their programs as "accredited" by the NAAB. However, students who graduate from International Certification programs are able to apply for individualized review of their credentials on an expedited basis for purposes of the Educational Evaluation Services for Architects program administered by the NAAB on behalf of the National Council of Architectural Registration Boards.

II.4.3 Access to Career Development Information

Most of career development information is held at the QU Career Development Centre. Every year, DAUP takes part in the QU Program Fair for high school students and the Career Fair for graduate students. However, from time to time, DAUP will send delegates (faculty and students) to specific events that introduce students to professional opportunities. Occasionally, DAUP participates in career development events, particularly those organized by Qatar University or government organizations.

The Career Development Center provides counseling, training and professional development services and helps to prepare students to engage and compete for the best career opportunities. It specializes in providing QU students with student employment during their study at QU. Additionally; the Center assists students with sponsorship, internship and full-time job opportunities and provides numerous career-related resources, programs and activities.

Students are welcome to approach Career Development Center and the services are available from the following DAUP webpage.

II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports

The following documents are available in the department Architectural Learning Resource Center (ALRC) and all related documents are downloadable from the following link:

- 2019 Conditions for NAAB International Certification (click here)
- 2019 Procedures for NAAB International Certification (click here)
- Visiting Team Report for NAAB IC visit three (click link)
- Decision letter from NAAB (click here)
- Program Self-Evaluation Report for visit three (click here)

II.4.5. Admissions and Advising

Admission Procedures

Public information about admissions and advising are available in the main DAUP webpage under Admission tab. All admission matters are centralized and DAUP main role is to select the successful applicants based on their Architecture Program Admission test (APAT) performances (refer Section PART TWO (II): Section 3).

Undergraduate
There are many reasons why students choose to spend their undergraduate careers at Qatar University. QU is the largest and oldest university in Qatar offering the broadest selection of

undergraduate majors and minors from eleven well-respected colleges. The Foundation Program is also available to prepare high school graduates to meet the minimum entrance requirements as set by the various colleges of QU.

Whether you are a prospective first year, transfer, visiting, non-degree, second degree or international student, Qatar University is rich with opportunities. As an undergraduate student at QU, you will have the opportunity to work with exceptional faculty and have access to superb educational resources, libraries and laboratories to help you prepare for your career.

Planning for and choosing a university can be a daunting task. If you are considering applying to Qatar University, here is everything you need, and some reasons why QU might be the right choice for you. We want prospective students and parents to use this website as a reference until their application to QU is submitted. It is our goal to provide you with all the necessary information regarding the university search process, what is expected from applicants, and the benefits of attending Qatar University.

It is important to note that admission to Qatar University is extremely competitive and satisfying the minimum academic requirements does not guarantee admission. Students are admitted based on the strength of the applicant pool and the capacity of each college and major.

Publicly available information related to policies and requirements are available in the QU website with specific webpages as follow:

- QU use online application form and details are in this link.
- Admissions requirements can be found here.
- Details of forms and a description of the process for the evaluation of degree content.
- Requirements and forms for applying for financial aid and scholarships
- Students' social equity initiatives.

PART III-PROGRESS SINCE THE PREVIOUS VISIT (applies only to ICert Visit Three and Continuation of ICert Visits)

Based on the document of the last visit in March 2018, i.e. Visiting Team Report for NAAB IC (visit 3), there is one primary concern related to Student Performance Criteria (SPC) as the following excerpt:

Conditions Not Met

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

2018 Visiting Team Assessment:

While team members found evidence that the curriculum delivers life safety design principles and criteria in required lecture and seminar courses—e.g. ARCT 330, Materials and Methods of Building Construction (2); studio projects in ARCT 411, Architectural Design Studio 6 (Sustainability); and ARCT 510, Comprehensive Design Studio - student work still lacks clear demonstrations of the ability to apply these criteria in the design of building circulation, egress, the design and number of fire stairs, and the design and location of exit doors and door swings.

There is also one secondary concern as follow:

Causes of Concern

In their review of building projects from all studios, team members expressed concern over lackluster attention to the principles of accessibility, which derive from the Americans with Disabilities Act of 1990, a civil rights law at the heart of the NAAB student performance criterion B.2. Although the team found perfunctory details and dimensions that indicated the ability to accommodate people with disabilities in the composition of buildings and sites, closer inspection suggests the need for amplification of this principle as an essential requirement of integrative design.

From Academic Year 2018 – 19 onwards, DAUP has taken strategic steps moving forward in order to address the 'conditions not met' in particular related to B5. Life Safety and 'causes of concern' mainly issue pertaining to 'accessibility' to accommodate special needs for people with disabilities.

These progressive actions can be divided into three period as follow:

- Period between Fall 2018 semester until Spring 2020 semester;
- Global pandemic Covid19 period between Spring 2020 until Fall 2021; and
- Period between Spring 2022 until present; in particular focusing on the preparation for the NAAB ICert renewal visit.

1) Progressive actions during Fall 2018 – Spring 2020 semester

(i) Review of SPC Matrix (instructional) based on 2019 Conditions for NAAB ICert

In accordance with the updates to the NAAB 2019 ICert - Students Performance Criteria, SPC B.5 Life Safety is now covered under SPC B.3 Codes and Regulations, which covers the ability to design sites, facilities, and systems that are responsive to relevant codes and regulations and include the principles of local life-safety and accessibility standards.

For pedagogical approaches (instructional), both concerns about 'life-safety' and 'accessibility' are now included under the B.3 SPC. As a result, according to the revised instructional SPC Matrix, SPC B.3 is now 'mandatorily' captured in all six architectural design studio courses (Year 2 to Year 4), as well as theoretical courses such as Theory of Structure (1 and 2) and Environmental Control Systems (1 and 2), among others, and in the final year design courses, ARCT 510 Comprehensive Design and ARCT 512 Senior Project.

Similar actions are also addressed for SPC B.2 where strong emphasize are given in all six architectural design studio courses (Year 2 to Year 4).

In addition, the current instructional SPC Matrix has also required changes in the assessment rubric, most importantly for the architectural design studio courses. This has been reflected accordingly and took effect from Spring 2020 semester onwards.

All designated instructors are aware that students are expected to produce architectural design that is not only conceptually interesting but also to ensure many aspects of the design comply to relevant building codes and regulations (refer Qatar Construction Specification), so that students' design reach the level of practicality to be realized.

(ii) Proposal of expansion of DAUP in order to offer more programs

In Spring 2020, DAUP had proposed the expansion of programs at the undergraduate and level. This will effectively address the concerns of current B.Arch. students requiring other pathways to complete their higher education in allied design disciplines, including Landscape Architecture, Product Design, and Visual Arts and Communication programs.

2) Global pandemic Covid19 period between Spring 2020 until Fall 2021 semester

(i) Digitization of submission materials
The concern related to massive storage required for students' submissions archival and to prepare a good NAAB Team Room has long became an issue. Nevertheless, the Covid19 pandemic had expedited the digitization of students' submitted materials. They include normal courses assignments and reports, and most importantly architectural design studio courses final jury presentation, design portfolio and posters.
The digitization of students' submissions has also streamlined every semester process that include Course File and Archival initiatives. This will allow DAUP to better prepare for the NAAB ICert renewal visit in 2025.

(ii) Enhanced version of Studio Culture Policy
This document provides guidelines to instructors and students in the effective delivery of architectural design studio courses at all levels. These version 3 guidelines were implemented from Fall 2021 semester.

(iii) Online Teaching and Learning delivery
QU excellent Learning Management System via Blackboard has enabled DAUP to continue 'Business as Usual' during the global pandemic Covid19 period. Blackboard had enabled instructors to provide effective online teaching and learning delivery between the periods of mid Spring 2020 until mid-Fall 2021 semesters.

(iv) Hybrid delivery of Teaching and Learning and other informal academic sessions
Despite the pandemic restrictions and compliance to the authority strict measures, DAUP had implemented rotational system among students based on sections for on-campus attendances. This also included public lectures, research seminars, and online Architecture Day event.

3) Actions between Spring 2022 until present
During the post Covid19 pandemic, this is the period where actions taken are being intensified to improve B.Arch. program pedagogy through more pro-active approaches for effective teaching and learning deliveries in particular improving the level of attainment of unmet SPCs in the previous NAAB visit.

Some of the significant changes are revamping the peer review process, streamlining and restructuring design studios with industry experts, improving student portfolios and reducing assessment overload, direct learning from Masters (such as well-established

architecture professionals or external professors), and industry, site, and architectural exhibition visits.

DAUP added various learning aids to assist its pedagogy. Master architects' public lectures, student seminars, student exhibitions, museum tours, and a departmental magazine are supporting resources. Public lectures inspire, educate, network, and collaborate architects and related fields. Samples of the events and news are viewable in DAUP webpage and Al-Imara newsletter.

The departmental newsletter promotes sense of belonging, student engagement, and creative thinking. In Fall 2023, the department published a booklet of students' architectural works of all levels known as Mi'Mar Yearbook. The main student exhibition is held at DAUP Architecture Day, but additional displays are possible. DAUP promotes research, critical thinking, effective communication, and creativity through various learning approaches to improve student outcomes. All of these activities help students and instructors improve their design outcomes.

To further address the 'not met' and 'causes of concern' items as specified during the previous 2018 NAAB visit, DAUP has revamped Peer-Review process, involving all the instructors.

Peer-Review Process
Since Fall 2021, the peer-review process has undergone a few modifications to improve the effectiveness of the exercise.

The DAUP Curriculum Committee has recommended an updated peer-review procedure to improve the delivery of design studio courses, enhance collaboration among faculty members, and elevate the quality of teaching materials. In comparison to the Covid-19 pandemic time, this improvement is consistently apparent from the period of AY 2021-22 to the present. The objective of this new procedure is to improve Continuous Quality Improvement (CQI) process.

The current peer-review involves a three-phase process. The first phase ensures course organization, content, and student performance. The second phase reviews instructional plans and assessments, while the third phase systematically evaluates student submissions and feedback to instructors. This process ensures course quality and organization.

This has been elaborated in the section **Participative Process to Establish Learning Policies** (pp. 16 – 18)

In-class teaching peer observation of new faculty
Process
The teaching praxis of all the new faculty were observed by senior faculty twice a year for the first year. This included in-class teaching observation of a studio/lecture session in progress.
Outcome
The feedback provided by the peer reviewers helped improve the course deliveries of the new faculty members and align their coursework with the DAUP standards more effectively.

Additional Teaching Tools
DAUP faculty members and B.Arch. program students actively organized and involved in various academic related events and activities such as the followings:

- School tours
  Various schools in Qatar attended a tour of the DAUP department in order to expose them to the interesting aspects of a career in architecture profession.
- Public Lectures

In recent years, notable architects like Rem Koolhaas (OMA), Robert Bannura (Steven Holl Architects), Gianluca Santosuosso (UOOU Studio), Ringo Tse (KPF Hong Kong), Mohammed Ali Abdullah (PEO) had given lectures at DAUP event attended by B.Arch. program students.

- AIA Middle East Year-End Conference, on 22nd - 23rd November 2024 in Doha, where DAUP Outreach team is supporting the event.
- Spring 2024 Senior Project Exhibition
  This exhibition was held on 21 – 22 May 2024 showcased all ARCT 512 Senior Project course outcomes at the foyer (female side) of H07 College of Engineering building.
- AEB Architectural Prize Awards 2024
  In conjunction to Senior Project Exhibition event, awards are also given for three prize winners in AEB Architectural Prize Awards 2024.
- Special professional lecture related to licensure by Abdullah Al-Baker, a professional architect in Qatar.
- AIAS-Qu students led workshop focusing on design related software such as Adobe Illustrator by Sara Al-Obaidli and Rhino Ilaria La Manna and Mirna Pasic. The club also participated in the QU Annual Students Club and Organization on 19 – 20 February 2024.
- B,Arch. student writing talent
  Ganna Khalil (currently in Year 5) had published an article entitled 'Hassan Fathy: Egypt's unsung champion of African architecture' on 22 Sept 2023.

External Reviewers Report based on Academic Program Review (APR)

The NAAB ICert B.Arch. program underwent an online external program review visit from February 20th to 22nd, 2022, conducted by two external examiners. The APR evaluation report was received in March 2022, revealing advancements and areas for enhancement. DAUP acknowledges these feedbacks and has documented a Program Enhancement Plan (PEP) report for ongoing improvement efforts. This aspect has been elaborated in **Program Self-Assessment** section (pp. 45 - 50).

Part-time Lecturers for Architectural Design Studios

DAUP has designated professionals with expertise in architecture as part-time Lecturers, mostly for courses in Architectural Design Studio (ADS) offered each semester. **The purpose of this is to guarantee the inclusion of design input according to feasible techniques in site design (SPC B.2) and adherence to building codes and regulations (SPC B.3). In addition to periodically reviewing students' design projects, Part-time lecturers also provide lectures of significant practical importance to the class on a triweekly basis throughout the 15 teaching weeks of a semester.**

Student Competitions

Future Architects competition – in conjunction with Cityscape Qatar 2024 event on 15 October 2024.
Student Project 1: Boutique hotel architecture
B.Arch. program student Roudha Al-Humaidi (currently Year 4) won the first prize
Student Project 2: Sustainable mixed-use development
B.Arch. program student Hissa Al-Mohannadi (currently Year 5) won the first prize

ARCC King Student Medal Program – Excellence in Architecture and Environmental Research
DAUP first recipient was awarded to Maryam Al-Mulla based on her work for Comprehensive Design Studio (ARCT 510) in Spring 2023 semester.

SPC Quality Assurance Task Force

Since Fall 2022, DAUP has also formed SPC Quality Assurance Task Force (or SPC Champion) that comprises key faculty members to provide guidance and

suggestions for overall quality improvement of the specified courses. This task-force reviews critical SPC, namely, B.2 Site Design, B.3 Codes and Regulations and B6 Environmental Systems of students HP and MP samples, and prepare an interim and final report.

In order to capture the salient points from the report, SPC Self-assessment Chart are developed for reference of related faculty members. Details are in p. 45.

Proposal for enhanced B.Arch. program curriculum Roadmap

DAUP has also acknowledge the bottleneck that normally occurs for students between Year 3 to Year 4, in particular the difficulty to pass specific courses and design ability challenges that usually occur in the more senior design studio courses.

In response to this, by the end of Spring 2023 semester, DAUP CC has proposed an enhanced B.Arch. Academic Roadmap to resolve following concerns:

- To stress on the importance of architectural design theoretical knowledge in addition to the technical aspects covered by SPC B.2 and B.3, which were initially emphasized following the NAAB Visit in 2018. As a result, suitable new courses are proposed at the Year 2 and 3 levels.
- More flexibility in the prerequisite courses in order for students to enroll into architecture design studio courses. This action is taken to avoid delaying students from graduation.
- Specific course that address B2. Site Design SPC, namely 'Site Design and Landscape' course. This course will emphasize on site design elements and is introduced to replace ARCT 242 Surveying for Architect course that does not fit into the B2 criteria.

Nevertheless, this enhanced Roadmap has been submitted to the University. The University is deliberating on this matter, and the roadmap will be applicable to the new cohort of students who enroll after the approval is granted.

Review of the B.Arch. ADS Framework

DAUP CC has also updated the architectural design studio (ADS) framework. The primary goal is to assure the continuity of the architectural design learning process from year one to year five, with an emphasis on project scope criteria such as size, quantity, and complexity. In terms of methodology, students are emphasized on the necessity of model making and a more hands-on approach, such as sketching, rather than relying solely on digital design tools.

Review of the DAUP / B.Arch. program Strategic Plan

Recently, DAUP reviewed its strategic plan. This strategic plan prioritizes enhancing the quality of education, implementing socio-cultural design principles, promoting sustainability, attaining global recognition, and fostering professionalism. Continuous evaluation ensures that there is consistency with objectives and the ability to respond to the changing architectural environment in Qatar and the GCC region.

The approach also considers on-going evaluation and monitoring in particular to its five core pillars as follows:

- Assess student progress, ensure curriculum consistency, and evaluate graduate accomplishments.
- Measure community engagement and assess collaboration outcomes.
- Monitor research impact and faculty-student participation in sustainability activities.
- Monitor accreditation status and evaluate the impact of foreign collaborations.
- Monitor professional development outcomes, internship efficacy, and community engagement impact.

The details elaboration of the revised strategic plan has been elaborated in the section I.1.5 Long-Range Planning (pp. 40 - 44).

Review visit as part of B.Arch. program audit process

Since the last NAAB visit in 2018, DAUP has conducted two review visits as part of the academic audit procedure and the enhancement necessary for the upcoming NAAB International Certification (ICert) renewal visit. The dates of the two visits were as follows:

(1) Review Visit 1: October 15-18, 2023, conducted by the internal reviewer team (panel in Qatar).)

(2) Review Visit 2: March 24-25, 2024, by an external reviewer team (panel from the United States)

The visiting team report from both visits has offered valuable insights for the continued enhancement of the B.Arch. program, in particular addressing unmet SPCs highlighted during the previous NAAB ICert visit in 2018.

Summary of Progress since the last visit in 2018 until present (March 2025)

Actions listed in Table III.1 demonstrate DAUP's commitment to addressing the concerns raised during the previous NAAB visit and to the continuous improvement of the B.Arch. program

Table III.1 Main actions undertaken by DAUP for B.Arch. program continuous improvement

Period	Main Action	Task	Remark
Fall 2018 semester until Spring 2020 semester	(1) Review of the SPC Matrix	DAUP reviewed its SPC matrix in accordance with the 2019 Conditions for NAAB International Certification.	
	(2) Integration of Life Safety and Accessibility into B.3	**SPC B.5 Life Safety was incorporated under the revised SPC B.3 Codes and Regulations, which now covers the ability to design sites, facilities, and systems responsive to relevant codes, including life-safety and accessibility standards.**	
	(3) Mandatory Coverage in Architectural Design Studios	**As part of pedagogical approach, SPC B.3 is now mandatorily addressed in all six architectural design studio courses (Year 2 to Year 4), and final year design courses (Senior Project).**	
	(4) Emphasis on Accessibility in Design Studios	**Strong emphasis was also placed on SPC B.2 (related to accessibility) in all six architectural design studio courses (Year 2 to Year 4).**	
	(5) Revision of Assessment Rubrics	The assessment rubrics, particularly for architectural design studio courses, were revised to reflect the changes in SPC, effective from Spring 2020.	
	(6) Instructor Awareness	Designated instructors were made aware of the expectation for students to produce architectural designs that not only have conceptual interest but also	Periodic workshops were conducted.

		comply with relevant building codes and regulations.	
Spring 2020 until Fall 2021 semester (Global pandemic Covid19 period)	(1) Business as Usual for T&L	Despites the limitation, Teaching and Learning continued through online delivery using QU's Blackboard Virtual Learning Environment	Submission of design projects, assignments, reports, online quizzes, and tests via the Blackboard system.
	(2) Hybrid model for attendance	A rotational system for on-campus attendance was implemented for students based on sections.	
	(3) Digitization of documentation	This initiative has contributed to the online Course File and Archival system that has been further developed for the NAAB Team Room preparation.	
	(4) Online knowledge sharing sessions	Public lectures, research seminars, and an online Architecture Day event were conducted via webinars.	
Spring 2022 until present (focusing on NAAB ICert renewal)	(1) Revamped Peer-Review Process	DAUP changed its peer-review approach to increase design studio delivery and faculty collaboration.	There are three-phase strategy addresses course organization, content, and student performance.
	(2) In-class Teaching Peer Observation	A process of in-class teaching peer observation was implemented for new faculty members.	
	(3) Additional Learning Tools	DAUP actively organized and involved students in various academic-related events and activities, such as school tours, public lectures by notable architects, student seminars, and exhibitions.	
	(4) SPC Quality Assurance Task Force	**A SPC Quality Assurance Task Force (or SPC Champion) was formed in Fall 2022 to review student works and provide guidance for quality improvement. SPC Self-assessment Charts were developed based on the task force's reports.**	**Focusing on critical SPCs (B.2, B.3, B.6)**
	(5) Review of the B.Arch. ADS Framework	The architectural design studio (ADS) framework was updated to ensure continuity in the design learning process and emphasize model making and sketching.	
	(6) Review of the DAUP / B.Arch. Program Strategic Plan	DAUP reviewed its strategic plan, prioritizing quality education, socio-cultural design, sustainability, global recognition, and professionalism, with ongoing evaluation and monitoring of its five core pillars.	
	(7) Proposal for Enhanced B.Arch.	DAUP proposed an enhanced B.Arch. Academic Roadmap to address concerns such as the balance between	This roadmap is currently under

	Program Curriculum Roadmap	theoretical and technical knowledge, flexibility in prerequisite courses, and a specific course for B2 Site Design.	review by the university.
	(8) Publication of Mi'Mar Yearbook	The department published a booklet showcasing students' architectural works.	Fall 2023 edition
	(9) ARCC King Student Medal Program	DAUP participated in the ARCC King Student Medal Program, recognizing excellence in architecture and environmental research.	Two B.Arch. program students received the medal in Spring 2023.
	(10) Studio Culture Policy	The version 3 of the Studio Culture Policy was implemented.	From Fall 2021 semester

Concluding remarks

Qatar University's B.Arch. program has demonstrated a significant and sustained commitment to addressing the Condition Not Met related to B.5 Life Safety and the Cause of Concern regarding accessibility principles raised during the 2018 NAAB ICert visit.

Through a strategic revision of the SPC matrix, comprehensive pedagogical integration across design studios and theoretical courses, enhancement of assessment rubrics, active engagement of industry professionals, the establishment of dedicated quality assurance mechanisms like the SPC Task Force, and ongoing curriculum review and enhancement, the program has taken substantial steps to ensure that students not only understand but can effectively apply the principles of life safety and accessibility in their architectural designs.

The internal and external review visits conducted in 2023 and 2024 further underscore the program's proactive approach to continuous improvement and its readiness for the upcoming NAAB ICert renewal visit in 2025. The multi-layered self-assessment process, a unique quality of the program, has been instrumental in identifying areas for improvement and implementing targeted actions to align with international standards and best practices in architectural education.

The progress made since the previous visit reflects a strong dedication to providing a high-quality architectural education that adequately prepares graduates to meet the demands and responsibilities of the profession in Qatar and beyond, including the critical aspects of life safety and inclusive design.

PART IV- SUPPLEMENTAL INFORMATION

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available in Appendix 1 of the Conditions for NAAB International Certification.

- Résumés of faculty teaching in the ICert program (use template in Appendix 2 of the Conditions for NAAB International Certification).

- Faculty credentials matrices (use template in Appendix 3 of the Conditions for NAAB International Certification).

- Plans or images of physical resources assigned to the program.

- Studio Culture Policy

- Self-Assessment Policies and Objectives (QU Academic Program Review)

- Policies on academic integrity for students (e.g., cheating and plagiarism).

- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.

- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

- Response to the Branch Campus Questionnaire (see Section 7.4 and Appendix 4 in the Procedures for International Certification). **Not Applicable.**

- The previous VTR (applies only to visit three and visits to renew ICert)