Effat University

Effat College of Architecture & Design

Department of Architecture

Jeddah, Kingdom of Saudi Arabia

Architecture Program Report for 2017 Visit Two for NAAB Substantial Equivalency

Bachelor of Architecture [171 Credit Hours]

Year of Visit One: 2016

Pending acceptance of this report, Visit Two is anticipated in 2017.

Submitted to: The National Architectural Accrediting Board

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

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

I.1.1 History, Mission and Founding Principles

I.1.1.1 History, Mission and Founding Principles of Effat University

Effat University (EU) is a leading private non-profit institution of higher education for women in Saudi Arabia, operating under the umbrella of King Faisal’s Charitable Foundation. Effat University is the living legacy of its founder, Queen Effat Al- Thunayyan Al-Saud, wife of the late King Faisal Bin Abdal-Aziz (May God rest their souls) who helped improve women education in Saudi Arabia starting from 1955 by establishing the first private school for girls in Jeddah, Dar Al-Hanan School. Queen Effat’s vision for education is exemplified in the quest for knowledge, truth, and enlightenment. In 1999, Queen Effat also helped to launch the first private non-profit college in Jeddah under the name of Effat College, just a few months before she passed away. In order to become a center of academic excellence in Saudi Arabia as Queen Effat intended it to be, Effat College launched different academic programs taught in English, unlike the case with other governmental universities and colleges that mainly run their programs in Arabic (or are bi-lingual), to expand the horizons of women, raise their educational level and prepare them for employability to serve their communities. While still being deeply rooted in Islamic values and the cultural heritage of the kingdom, the College was modeled after the “seven sisters” in the United States and adopted a liberal arts philosophy to prepare future female leaders, Effat Ambassadors, who are capable of making an impact on their societies. The first two programs offered by the College were Computer Science and Kindergarten Education. In the following year, 2000, another three programs were offered - Information Systems, Psychology, and English Language and Translation. The College graduated its first batch of students (7 students) in Spring 2003. In the academic year 2005-2006, Effat College inaugurated the two majors: Architecture and Electrical and Computer Engineering, neither of which had ever been made available to women before in universities in the Kingdom.

Successive efforts and developments were made to support the growth of the College in every possible aspect in the following years. Many factors played a major role in converting Effat College into a university in 2009. These included a) the relentless efforts and the ongoing vision of its founders (i.e. the sons, daughters, grandsons and granddaughters of Queen Effat) and supporting faculty and administrators; b) the inauguration of the three independent Colleges (i.e.: The Effat College of Science and Humanities, the Effat College of Engineering, and the Effat College of Business and supporting Deanships (i.e. Deanship of Academic Development and Supportive Studies, Deanship for Student Affairs, Deanship of Admission and Registration, Deanship of Quality Assurance, Deanship of Graduate Studies and Research), c) the establishment of the Research and Consultancy Institute and the Extension Programs in addition to the success achieved by the institution on the academic, educational and social levels. All these developments paved the way for Effat College to become a University as per the Royal Decree No. 963/ MB issued by the Custodian of the Two Holy Mosques, King Abdullah Bin Abdul- Aziz Al-Saud, on the 30th of January, 2009, associated to the Higher Education Council Decision No. 11, agreement No. 5. According to this decree, Effat College acquired university status as a private institution of higher education for women. In 2009-2010,
Effat University (EU) was established with three colleges that housed 12 departments, offering 12 programs, some of which were the first to be offered to women. The Architecture Program (ARCH) was one of these and was housed within the College of Engineering.

In Fall 2014, Effat University expanded its three colleges to become four colleges by establishing the Effat College of Architecture and Design (ECoAD), which has housed the Architecture Program. In addition, Effat University opened new bachelor and master degrees to cater for the market growing needs as well as offer new learning opportunities for women in Saudi Arabia. Thus, Effat University now offers 13 undergraduate and 3 graduate programs under four colleges and 13 departments. These are as follows:

- College of Science and Humanities, 3 undergraduate programs: English and Translation Program, Psychology Program, Early Childhood Education (admission is on hold at the moment for this program), and a Master of Translation Studies.
- College of Engineering: 3 undergraduate programs: Electrical and Computer Engineering Program, Computer Science Program, Information Systems Program, and a Master in Energy Engineering (is to be offered starting the academic year 2017-2018).

All the programs offered by the university under its 4 colleges respond to national and international demands for development and aim to fulfill the following vision, mission and goals of Effat University of the University’s strategic plan (2012-2017) which are deeply grounded in the vision of the founder of the institution:

**Effat University Vision**

*To emerge as one of the world’s leading academic institutions through the enrichment of knowledge, professional practice and culture. It will inspire leaders of the future to become living ambassadors for the legacy of Queen Effat Al-Thunayan Al-Saud (God rest her soul).*

**Effat University Mission**

To qualify tomorrow’s competitive leaders with a world-class education by providing an interdisciplinary environment conducive to research, community service, and life-long learning.

**University Goals**

1. To be recognized as the best women’s university in the Kingdom.
2. Develop a positive organizational climate and maintain a productive work environment.
3. Gain and maintain national and international accreditation, and ensure that the University is among the top national universities.
4. Sustain academic excellence and implement the academic programs expansion projects.
5. Reach the University’s student capacity by 2017 and continue to cultivate excellence in
student development.

6. Continue providing students, faculty and administrative community with state-of-the-art campus resources and facilities.

7. Complete the construction of the required buildings for the new campus master-plan and optimize the use of the University’s facilities.

8. Further increase the financial strength and sustainability of the university and continue the fundraising efforts for the construction of the new buildings, scholarships, and research chairs.

9. Substantially increase the professional development of Effat administrative staff.

10. Substantially increase research and scholarly output and activities.

11. Further develop and strengthen the University's relations and interactions with the community.

In 2016-2017, Effat University developed its fourth strategic plan covering the period from 2017 to 2022, taking into consideration the Saudi Vision 2030 and the Transformation Plan 2020. This is discussed in detail under section I.1.4 below.

**Effat University Founding Principles**

Believing that a successful holistic education in the 21st Century must strike the balance between tradition and modernity, Effat University, which springs from the vision of its founder, Queen Effat, aims to educate future female leaders at an international level, by helping them acquire the skills for life-long learning for personal, intellectual and professional development, while upholding ethical values and respecting social traditions with a goal to make a valuable societal contribution and impact. To achieve this, Effat University offers its students a unique educational experience that intertwines modern academic development along with ethical, personal and social development to help its learners grow as well-rounded individuals and future leaders. This experience is undertaken in a family environment – Effat Family - that is uniquely created by adopting **Effat University’s four Core Values**, which are based on the divine commandment IQRA, “read” and which are in turn achieved through the eight pillars of Effat Ethical Code of Conduct (Tarbawyyat Effat). These four core values and eight pillars are: *Ibhath* (undertaking life-long research) achieved through ‘Ādab’ (Knowledge, manners and outreach) and ‘Amanah’ (Ethics and integrity), *Qiymam* (adopting ethical, social and educational values) achieved through ‘Taqwā’ (Piety) and ‘Yusr’ (Modesty and ease), *Riyada* (assuming responsible and creative leadership) achieved through ‘Ricaya’ (Nurturing) and ‘Tawgyh’ (Guidance), and *At-tawasul* (Effective communication and reaching out to others) achieved through ‘Bunyan Marsus’ (Cooperation and collaboration) and ‘Wasatya’ (Tolerance and moderation). Through the implementation of **IQRA-Based Teaching Model**, students and graduates of Effat University are expected to acquire and demonstrate a set of four characteristics directly linked to Effat four IQRA values and the eight pillars of Effat Ethical Code of Conduct. These characteristics provide the overarching behaviors that Effat University aspires to have in its students and graduates – **Effat Ambassadors**- in order to be able to make them positive agents of change in their local and global community.

To graduate Effat Ambassadors, all Effat academic programs, including the Architecture Program, ensure that all their courses are guided by these values and are training towards adopting these overarching positive behaviors. In addition, a number of well-designed programs and supporting activities are offered to Effat students that can help them attain these characteristics.
Thus, the educational experience of Effat University starts by immersing students in a broad-based foundation of knowledge through the General Education Program that is followed by a deeper exploration of a specific major of the learners’ choice. This is reinforced by a co-curricular program, Effat Ambassador Program, and extra-curricular activities that help in shaping Effat learners as future leaders. All Effat students are also required to undertake an internship related to their specific field of study and produce a capstone project to graduate.

To ensure that the graduates of Effat University have had a successful learning experience and have developed as well-rounded individuals that uphold the Effat Ambassadors’ characteristics, all programs, including the Architecture program, regularly assess the student performance and level of achievement of the learning outcomes that are based on these principles using a systematic overarching assessment strategy that is presented in the rest of this report.

I.1.1.2 History, Mission and Founding Principles of the Architecture Program

As mentioned earlier, the Architecture Program at Effat College was launched in the academic year 2005-2006 after receiving the approval of the Ministry of Education (MoE) of the Architecture Program. MOE had no comment against the Architecture curriculum. The first enrolment had 10 students, 9 of them were Saudi. When Effat College acquired the University status in the academic year 2008-2009, with the established three colleges, the Architecture Program was under the College of Engineering.

The Architecture Program started in 2005 as a four-year program with 148 credit hours. Architecture Design Studio was a core subject of 10 hours per week, extending over seven levels of Architecture Design Studio courses in addition to the Capstone design studio to be covered in the 8th semester. The program provided strong applied and interdisciplinary education to produce creative, highly disciplined, and critical thinkers capable of leading the contemporary architectural environments of their communities with strong understanding of both local and international market needs. The faculty teaching the program was selected as a diversified group of well-qualified academics and professionals whose experience well fits the needs of the program (please see the faculty resumés in Appendix 1).

During the implementation of the program in the first five years, many areas in the program were further evaluated for improvement. The Architecture Program faculty and academic advisors presented many notes in the Course Reports and Program Advisory Committee (PAC) Meetings that were discussed and approved during the monthly Departmental Council meetings and added in the Annual Program Reports in preparation for their consideration in the following cycle of evaluation of the program which is undertaken every five years. During the first five-year cycle of evaluation, the Architecture Department had the chance to present a more enhanced and developed educational plan to improve the curriculum of the architecture program. The curriculum of the new five years’ program with 171 credits, which was reviewed by King Fahd for Petroleum and Minerals (KFUPM) as the national reviewer and the University of Miami, USA, as the international reviewer, was then approved by the Ministry of Education (MoE) in 2009. Again, the MoE approved the updated curriculum with no comments.

The design studio courses remained the core subject in the updated program, but the program was modified to include an eighth level Architecture Design Studio course and other additional courses.
necessary to enhance the students’ knowledge. The updated Architecture Program adopts both
traditional and technological educational methods. However, the greater part of the program depends
on developing the technological, architectural skills of the students by using commonly used
architecture software in computer labs to support students’ development.

In Fall 2014, Effat University established the new College of Architecture and Design. The Effat
College of Architecture and Design (ECoAD) includes now four academic programs: Architecture
(ARCH), Visual and Digital Production (VDP), Design (DESN), and Master of Urban Design
(MSUD).

Effat University and all its programs, including Architecture Program, were the first programs to
apply for national accreditation when it was first introduced in 2009 in the Saudi Arabia. In 2012,
after the national accrediting body of higher education, i.e., the National Association for Academic
Accreditation and Assessment (NCAAA), was formalized, Effat University was fully accredited for
seven years from 2010 to 2017. The Architecture Program, which was also fully accredited, became
the first accredited architecture program in Saudi Arabia for the period of seven years (from 2010 to
2017). In the academic year 2016-2017, Effat University, as well as the Architecture Program, went
through the rigorous process of re-accreditation from its national accrediting body, which was now
known as the National Center for Academic Accreditation and Assessment, belonging to the
Education Evaluation Commission (EEC-NCAAA), and successfully achieved full re-accreditation
for both the institution and the program for another seven year (from 2017 to 2024).

The Effat University Architecture Program is now a major player in the Saudi professional market.
Graduates from EU Architecture Program are sought after to be employed in the local and regional
architectural firms. Other graduates from the program are seeking graduate studies. The Architecture
Program graduated 264 female architects from the academic year 2008-2009 till the academic year
2016-2017. The chart below presents the number of ARCH graduates from the academic year 2008-

**Figure (1) The Number of Architecture Program Graduates (2009-2017)**
In Fall 2016, it was assessed that almost 42% of ARCH graduates are working, 8% are undertaking their graduate studies, 19% are seeking jobs and 31% are not reachable due to the fact that these are international students and some of them return back to their countries and thus become difficult to reach.

The Architecture Department which administers the Architecture Program is therefore committed to ensure that the curriculum of the Architecture Program is continuously updated and supported with the various resources to cater for the most up-to-date architecture education to make it truly relevant to the needs of the country and to graduate highly qualified female architects who are citizens of the world. The following are the vision and mission of the Architecture Program of the strategic plan (2012-2017) that clarify these aspirations and aims:

**Program Vision**

The Architecture Program adopts a contextual approach that ensures the sustainability of the indigenous culture, rooted in local identity, while also applying contemporary architectural theories and technologies. Faculty and students aspire to meet the demand of the nation’s continuous urban, industrial and economic growth under the auspices of Islamic culture. This is achieved through the integration of design, research and practice included in the curriculum.

**Program Mission**

The Architecture Program is committed to academic excellence that is truly relevant to the needs of the country and the graduation of highly qualified female architects; who are creative, innovative, and expressive of self in context. Faculty and students of the Architecture Program are holistic thinkers, self-aware and participants in serving their community through researching and developing the urban environment. They share learning experiences to develop an understanding of the sensitive client and user needs in a balanced meaningful architecture.

The goals of Architecture Program support both the goals of the Effat Effat College of Architecture and Design and those of Effat University in achieving the vision and mission of its founder. The following table shows the synergy between these goals.

**Table (1) Converging Goals: Effat University, ECoAD and ARCH**

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<th>University Goals</th>
<th>College Goals</th>
<th>ARCH Program Goals</th>
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<tr>
<td>To be recognized as the best women's university in the Kingdom.</td>
<td>To be recognized as the leading college in the education of creative and innovative architects, producers, and designers.</td>
<td>Achieve and maintain a highly recognized architecture program in the kingdom and worldwide.</td>
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<td>Develop a positive organizational climate and maintain productive work environment.</td>
<td>Provide a professional administrative environment that is conducive to</td>
<td>Create an encouraging, well organized, and productive work environment to maintain</td>
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<td>Transparency, innovation, and ethics.</td>
<td>A high performance rate of both faculty and students.</td>
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<td>Gain and maintain national and international accreditation, and ensure that the University is among the top national universities.</td>
<td>Meet the international and national standards of quality for all ECoAD programs in teaching, research, and community service.</td>
<td>Gain and maintain national and international accreditation to gain place among the top universities in the Kingdom.</td>
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<td>Sustain academic excellence and implement the academic programs' expansion projects.</td>
<td>Sustain academic excellence through creative, innovative, and active learning methodologies.</td>
<td>Maintain and achieve high quality teaching environment, ensure the provision of all academic and services resources, and prepare to offer a postgraduate studies.</td>
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<td>Reach the University’s students capacity by 2017 and continue to cultivate excellence in student development.</td>
<td>Attract and retain highly qualified innovative and creative students, and reach 1349 of ECoAD students by 2017.</td>
<td>Increase the recruitment rate of new students and maintain the retention rate of continuing students.</td>
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<td>Continue providing students, faculty and administrative community with state-of-the-art campus resources and facilities.</td>
<td>Provide the required learning resources relevant to the creative programs of the ECoAD for optimal teaching and learning.</td>
<td>Managing and updating the necessary learning resources to faculty and students.</td>
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<td>Complete the construction of the required buildings for the new campus master-plan and optimize the use of the University’s facilities.</td>
<td>Provide the state of the art facility and equipment for innovative and unique program delivery.</td>
<td>Sustain the safety, adequacy, and functionality of the workshops and labs, and construct a new building to be attached to the existing one to cater to the increasing number of the students.</td>
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<td>Further, increase the financial strength and sustainability of the University and continue the fundraising efforts for the construction of the new buildings, scholarships, and research chairs.</td>
<td>Sustain financial health of the college through its offerings and recruitment.</td>
<td>Work on different means of fundraising to support the equipment’s purchases, faculty research, exhibition, publications, and the construction of the new addition to the architecture department.</td>
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<td>Substantially increase the professional development of Effat administrative staff.</td>
<td>Attract and retain highly qualified and motivated teaching and administrative staff.</td>
<td>Increase the professional development of architecture administrative staff and faculty with administrative duties.</td>
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Substantially increase research and scholarly output and activities. | Sustain, strengthen, and develop positive and interactive relationships to foster scholarship and research. | Encourage faculty and students to be involved in scholarly research activities.

Further, develop and strengthen the University's relations and interactions with the community. | Develop sustainable partnerships with national and international organizations to make relevant contributions to the community. | Sustain, strengthen, and develop positive and interactive relationships with the community.

The Architecture Program at Effat University aims to provide a holistic learning experience for tomorrow’s pioneering female architects, empowering them with knowledge, design skills, and experience of the profession towards meaningful contribution to the community and the built-environment. It aims to educate the future generations of innovative and creative leaders in the field of architecture with aesthetic judgment, professional knowledge, collaborative skills, and high ethical values in an environment conducive to learning, research, and commitment to serving the community.

The learning experience of the architecture students starts with providing the learners with a solid general education that is comprised of 42 credit hours of liberal-arts education that are categorized under four main categories that correspond to IQRA values. These are courses in Literacies (i.e. Scientific Literacy, Cultural Literacy, and Global Awareness = 9 Credits), Skills Development (i.e. Quantitative Reasoning, Information, Media and Technology, and Linguistic Communication – Arabic Language, English Language, and Foreign Languages = 20 Credits), Cultivating Positive Disposition (i.e. Islamic Thought and Ethics, Physical and Environmental Wellbeing, and Civic Engagement (10 credits)), and Interdisciplinary Research (3 Credits). While some courses are mandatory (i.e., Math and Physics specific for the ECoad), students also have the privilege of choosing others from the 94 courses offered in the General Education Program (GEP).

Having successfully acquired these essential general skills and knowledge base, the students are introduced to their architecture courses whose learning outcomes are to help students be able to;

- Define the terminologies common to the field of architecture.
- Recall the importance of architecture as an area of human activities, both in the past and contemporary times.
- Describe the various theoretical, historical, social, cultural, environmental and technological aspects of architecture.
- Design Architecture projects using appropriate computer application tools.
- Integrate fundamental principles and techniques of problem solving in architecture design.
- Analyze the various aspects of interactions between humans and their environment both from architecture and urban design point of view to produce sustainable, healthy societies.
- Differentiate between different types of building materials, building technologies, and structural systems.
- Demonstrate personal and professional responsibility.
• Show a deep sense of leadership and responsibility to the culture and a sustainable community.
• Adhere to professional ethics practices common in designing, presenting, and managing a project.
• Communicate effectively in oral and written forms, including the creation of appropriate technical documentation.
• Calculate relevant information, statistics, and mathematics.
• Demonstrate physical mental coordination in producing architecture sketches.

The major architecture requirements consist of 3 credits of Mathematics (MATH 127: Calculus for Engineers), 114 credit hours of core requirements, and 12 credits of architecture elective courses. Core requirements include courses that provide students with the essential theoretical background - like History of Architecture and Theory of Architecture. Some core courses are focusing on environmental issues –like Architecture, Culture & Environment and Introduction to Landscape Architecture. The greater part of the core courses is practical. These include all Architecture Design Studios and courses like Structure in Architecture (1 & 2), Building Construction, and Energy and Design. All students must finish an internship experience, which provides them with the chance to have architectural professional practice in summer and produce an extensive report to be presented in the course Professional Practice in the following Fall semester, and a capstone project which culminates their architectural learning experience by targeting a specific architectural problem and providing a solution for it in the form of a complete design and a report about it. The students are required to present and defend their designs in front of a jury panel. The students can also choose from a variety of elective courses, four 3-credit hour courses, to expand their design related knowledge and practice. Such courses include Photography, Historic Building Restoration, Urban Conversation, etc.

The ARCH Program thus includes General Education Program (GEP) courses, Mathematics course, and ARCH courses. Core and elective curriculum courses are taught by the ARCH faculty using the ARCH facilities. GEP courses are taught by General Education Department faculty supervised by the Deanship of Academic Development and Supportive Studies (DADSS). Math 127 [Calculus for Engineers] is taught by faculty from the department of ECE in the College of Engineering. Each Architecture students has an assigned seat in a specific studio. Classrooms are shared among different colleges and departments, and their allocation is planned in collaboration with the Deanship of Admission and Registration (DAR).

The students of the Architecture Program must also complete a co-curricular program, the Effat Ambassador Program (EAP), which is a student development program that consists of 99 hours of trainings and workshops geared towards achieving the 4 Effat Graduate Characteristics that are based on IQRA Values throughout their degree program to gain the Effat Ambassador Passport. They also need to complete a portfolio that gives evidence that they have accomplished the required trainings.

Also, the students are encouraged to share in and contribute to other extra-curricular activities offered by Student Life and acquire value points in return. These students’ activities which help them positively immerse in the social life of their college and university to build their characters, include attending public lectures and conferences, participate in trips, offering voluntary work, becoming members in student clubs, excelling in sports, winning academic awards and honors, and supporting
Students Bodies (i.e. Student Government and Student Shura), and supporting the Enhancement Centers which help all university students.

The response of the local community to the Effat Architecture Program is encouraging, and every semester there is more recognition of the efforts that have been given to make this program successful. The agreements with several national and international architectural firms, like ARAMCO, CPC, Saudi Diare, Saudi Oger, Zuhair Fayz, provide internships and training opportunities for undergraduate students, job vacancies for graduating students, and participation in curriculum development, fundraising for resources, and scholarships.

The Relationship between the Architecture Program and Effat University

The relation between the program and the university is reciprocal where the program is benefiting from the university and vice versa. In the following section, the benefit of the university to the program is outlined:

Despite the independence of the Effat College of the Architecture and Design and the Architecture Program in running its internal academic and administrative affairs and having their own facilities, the Architecture Program utilizes many of the central facilities of the university and depend on the major supporting Deanships for many of its administrative tasks.

In terms of the shared facilities with the University, and due to the small size of the institution, the Architecture Program shares classrooms and lecture halls with other colleges and departments for theoretical courses in core or general education for the optimization of space use. The Architecture Program also shares the Central library (Effat Library and Cultural Museum), restaurant, sports facilities, Effat clinic, Child Development Center, Testing Center, and students and faculty housing facilities.

In terms of the support of other major Deanships and supporting units, the Architecture Department has been working closely with the Deanship of Quality Assurance (DQA) towards continuously improving the overall quality of the ARCH program with the support of the President and Provost Offices. The Deanship of Quality Assurance also helps in developing the faculty in terms of report writing, undertaking performance analyses using KPIs, as well as support all departments in running institutional surveys and reporting their results per college and department to help them identify their points of strength and weakness to develop and implement their improvement plans. The Deanship of Quality Assurance also runs a number of internal and external workshops and group and individual sessions every semester for the development of the faculty and staff regarding issues related to quality assurance, quality management, implementing improvement action plans, obtaining national and international accreditation and many other relevant trainings upon request and as needed. The DQA also provides support in reviewing all quality related reports.

The Architecture Program led by the Department Chair and supported by the Dean of the College work very closely with the Office of the Provost on all academic matters throughout the academic year including student advising, program and courses implementation, evaluation, development, and review. The Provost Office also supports faculty development through the Center for Excellence in Teaching and Learning as well as in supporting the departments and colleges in handling faculty
appointments and promotion processes in coordination with central Management of Human Resources and Management of Finance.

The Deanship of Admission and Registration (DAR) support the Architecture Program in the supporting the administrative processes for admitting and registration students as well as in keeping central records of students’ files and grades both digital, through the Banner System adopted by the University, or hard, as kept on general safe and secure area in a cardex, separate from those belonging to the colleges. They also support in auditing graduates and producing final transcripts and degrees. They also support all the university students seeking financial aid or scholarships through their Office for Scholarship and Financial Aid. A number of scholarships are available to academically gifted students; these include:

- Academic Excellence Scholarships: Effat University holds its annual Undergraduate Scholarship Competition during the Spring and Fall semester. This competition is open to all female high school graduates. Successful applicants benefit from full or partial scholarships.
- Ministry of Education (MoE) Scholarships: The Ministry of Education grants scholarships to Saudi students on a yearly basis.

Also, the Deanship of Students Affairs (DSA) offers the Effat Ambassador Program (EAP) to all university students, including the students of the Architecture Program. The EAP program is a co-curricular program offered to enhance students’ essential skills such as leadership skills, communication skills, and attitudes necessary for intellectual, social, moral, physical and professional development as mentioned earlier. Every student needs to acquire 50 value points by taking part of the EAP program. These points count towards 5% of the grade for every course taken in the semester. Besides offering various the extra-curricular activities opportunities for all Effat students, academically challenged students are provided extra educational assistance from the Deanship of Student Affairs through the Educational Support Program (ESP). Such students are registered in this regular program to improve their skills, particularly in English and Math by running dedicated classes. The Enhancement Centers, and in collaboration with the academic departments, also provide optimum support to students on academic warning status through the Educational Support Program (ESP), a program specifically designed to cater to the need of students facing difficulties and challenges in their academic performance. The Enhancement Centers aim to enhance academic and lifelong learning skills, maximize career opportunities locally, regionally and internationally while promote community awareness within a global framework.

Effat's Career Development Office (CDO) also supports the Architecture Program as it aims to help students and alumnae to become leaders of the future and exceptional career women by preparing them for future employment and graduate studies. The CDO helps the students to gain broader exposure to opportunities beyond Effat University. Additionally, it helps students gain access to opportunities for learning and community service, with emphasis on internships. The CDO also helps in giving workshops for students on writing their resumés and cover letters and prepares them for interviews. The CDO also keeps a list of job opportunities for alumnae with a career counseling service. It also helps graduates apply for full-time/part-time jobs or their transition between jobs. The CDO usually shares students' CVs database with potential employers.

The faculty of the Architecture Program works closely with the Deanship of Graduate Studies and Research (DGSR) to help them support their research projects. The Research and Consultancy
Institute (RCI), that belongs to the DGSR, supports the Smart Building Research Center under the ARCH Program where many researches are being done. This support is in the form of offering funding for research through the RCI competitive research grant system or supporting research groups, faculty or students, by supplying them with the required equipment or external expertise as needed. RCI also helps in offering research workshop series every year to upgrade the research skills and research capacity of all Effat faculty. RCI also provides conference participation grants to faculty interested to attend or participate in high profile conferences in the region or internationally.

The Communications and Public Relations Office (C&PR) also helps the Architecture Program in producing all its formal publications like the Undergraduate Catalog, student planners, program brochures, program flyers, and all program events’ publications. It also manages the website for the program as well as other university programs. On the other hand, the Management of Information and Educational Technology Services (MI&ETS) is another central unit that helps provide the technological tools and staff to support the computer labs and all technological services around Effat University campus. The Blackboard and Banner systems are major technology platforms that all Effat programs benefit from for running their courses and administering their academic programs digitally.

The Architecture Program is also supported by two major departments, the General Education Department (GED) and the Design Department. While the GED faculty deliver the General Education Program (GEP), the Design Program contribute every semester in delivering some design courses and workshops for architectural students as well as share in many of their projects.

On the other hand, Effat University benefits from the Architecture Program in several ways. These are outlined below:

Effat University benefits from the Architecture Program through the different learning and teaching experiences that the program provides to enrich university life. It also benefits from the valuable contributions of the faculty, staff, and students to the university through their university service, community service, scholarship and specific projects that aim to enhance the university’s learning environment and support its daily operations.

It is clear that the Program of Architecture is a valuable program as it attracts a large number of young female students every year. For a long time, the number of students of the Architecture Program accounted for almost third of the total number of Effat students. In Fall 2016, the number of the Architecture Program students accounted for 27.3% of the total number of students (732 out of 2680). The faculty body of the Architecture Program (36 faculty members, excluding adjunct faculty) also represents one of the largest in the university. This active student body and its vibrant faculty members contribute greatly to the academic life that constitutes the core of the existence of the university. This takes the form of holding enriching lectures and exhibitions that are open to all students in the university and outside. Examples of these activities are the annual Memaryat Exhibition held every year by architecture students to exhibit their design projects, and the innovative photography exhibitions held regularly under the supervision of Dr. Tarek Hanafi to exhibit students’ photos in the photography class course, also each year a photography competition is held under the supervision of Dr. Marwa Hassan, she is also the leader of student committee and each year she is responsible for organizing many student activities.

Moreover, the faculty of the Architecture Program contributes greatly to the scholarship of the university. This is done through the researches they undertake under the Smart Building Research Center like the research on sensory interactive façade undertaken by Dr. Zaki Malalsi and the research
on the effect of crowdedness in public spaces by Dr. Aida Naer. Some faculty members contribute by bringing external research funds. Dr. Mady Mohamed has managed to win a large fund for his research from the King Abdullah City for Science and Technology (KACST).

Some faculty and their students also contribute to the university by offering their consultancy services to the local community to improve the local environment through architecture and urban design projects. The project for revitalizing the Bani Malak and Al-Bughdadya Districts in Jeddah undertaken in 2012 are a case in point. Several students contribute to national and international competitions that are aimed at improving the local and regional environment through innovative design solutions like Decofair Annual Competition, Makkah Techno Valley Company Competition, and Radical Innovation Competitions where a number of Effat architectural students won first and second places.

In fact, faculty and students of the Architecture Program are involved in some of the construction projects of some of the major buildings in the new master campus plan. For example, the new Effat Library and Cultural Museum has been the result of the efforts of a number of Effat Architecture Program faculty, i.e. Dr. Mohamed Shokry and Dr. Zaki Mallasi. Also, the students of the Architecture Program were invited to tackle some the renovation projects and new buildings at Effat University Campus. This is done to equally benefit from the innovative ideas of the students to enhance their learning environment as they see fit as well as give them the chance to be involved in real-life project. One good example of this is the new building for the Deanship of Student Affairs and the re-designing the green areas on Effat campus.

Besides the architecture students and faculty contribution to learning, teaching, scholarship, consultancies, and campus construction projects, they also serve the university greatly by offering their opinions as members in governing bodies and institutional committees of all kinds. For example, several faculty members served as faculty representatives in the University Council, University Council Quality Assurance Standing Committees, Learning and Teaching Standing Committee, Institutional Accreditation Committees like Dr. Lobna Moustafa, Dr. Mohamed Fekry, Dr. Mohamed Shokry, Dr. Tarek Ragab, Dr. Tarek Hanafi, Dr. Samah Al-Khateeb (Chair of ARCH) and Dr. Mervat Al-Sahafie (Dean of ECoAD).

I.1.2 Learning Culture & Social Equity

I.1.2.1 Learning Culture

In Spring 2017, the Architecture Program reached its 23rd semester of teaching architecture at Effat University. The journey has been loaded with learning experiences for administration, faculty, and students alike. This has led to the development of a unique learning culture for the Architecture Program at Effat University. This culture is based on a number of policies and principles that put into consideration the growing needs and expectations of the students, faculty, and staff to achieve the mission of the Architecture Program of providing academic excellence and the graduation of highly qualified female architects who can truly cater for the market needs of their countries. The following are the policies and principles that govern the learning culture of the Architecture Program at Effat University:

I. Admission Criteria, Bylaws, Policies and Procedures

Since all Effat University degrees are conducted in English and follow the American style of learning, the criteria for admission to the Architecture Program, which follows Effat University and the Effat
College of Architecture and Design admission criteria, requires a TOEFL score of 520 (or equivalent), a TWE (Test of Written English) score of 5. All students who obtain a recognized Secondary School Certificate, or its equivalent, are qualified to apply to Effat University. Based on the Admission criteria for the Effat College of Architecture and Design, applicants need to have a minimum of 80% score in their high school diploma and 65% of Qiyas (National Exam) and to pass the four parts of the DMTS exam (Math placement test). All students are also required to present a personal statement about themselves and the reasons for joining the university and the program and are finally interviewed to evaluate their potential for entering the Architecture Program. The interviews are conducted with the department chair, the dean of the college, and a representative from the admission and registration deanship, the admission criteria is publicly announced at the Effat University website as well as in the students’ catalog.

https://www.effatuniversity.edu.sa/English/Admissions/Criteria-and-Fees/Admission-Criteria/Pages/default.aspx


Students who do not achieve the required English language admission scores, but whose admission tests results and the interview shows the potential of the candidate, are placed in the Pre-College Foundation Year Program at Effat English Academy, for one semester or two based on their admission test’ scores. The Pre-College Foundation Year Program prepares students for higher education entry requirements and promotes academic competence and confidence throughout academic life. It aims at upgrading students’ proficiency in English to the level required for the General Education courses.

The Pre-College Foundation Year Program at Effat English Academy has the following components:

• The Language Component (LANG) improves English language skills.

• The College Major Component introduces students to their intended majors.

• The Mathematics Component (MATH) sharpens mathematical and logical reasoning.

• The Computer and Information Literacy (CL and IL) promote use of technology and Office Tools.

There are some general bylaws and departmental policies that govern the relation between the student with the university and the department as well, like;

• Undergraduate Study and Examination Bylaws and Implementation Rules at Effat University.
• ARCH Department Policies & Procedures
• ARCH Department Storage Policy & Procedure
ARCH Department IT & Printing Policy

Students of the Architecture Program have full accessibility to the above documents as some of them are on the website of Effat University, or are sent to them each semester through email and are available the blackboard like the Departmental Policies and Procedures. Other policies related to printing and storages are also shared with the students at the beginning of the semester and are available in the printing center as hard copies. Faculty also has full access to all the above documents as hard copies (in the Office of the Assistant of the Department Chair) and soft copies in the internal shared documents.

2. Approved Semester Schedule and Course Syllabi

All Effat programs, including the Architecture Program, follow the American-style learning cycle which is semester-based. The semester is 15 weeks long excluding final exams’ weeks. At the end of each academic year, the students are notified of the approved academic calendar for the following academic year which is published on the website, to guide them in their registration process for the three semesters (i.e. Fall, Spring and Summer) and to be well aware of the first day of classes, add and drop dates, mid-term exams’ dates, possible withdrawal dates, final day of classes, and final exams’ dates. The students are also well supported by their academic advisors, assigned to them by their departments, to help them in the pre-registration and registration processes as well as in organizing their academic life and even future career as needed.

On the other hand, students are guided in each course by the course syllabus, which is based on the approved course specification, which comprises the contract between the faculty and students. The faculty posts the course syllabus on Blackboard, the Learning Management System used at Effat University, in the first week of the semester to share with students the course description, course materials, course objectives and learning outcomes, grading system, topics to be covered, and all scheduled submissions of assignments to be completed, and dates of exams and juries to be conducted as well as the general classroom rules as set by their faculty. Also, Blackboard is used as the platform where the faculty and students communicate important messages like faculty expectations from the students regarding their studio, course grading system, course results, attendance records, as well any class announcements. Faculty also receives electronic submissions from students and put their lecture notes and reading materials for students on Blackboard. Students can also send messages to faculty and hold group discussions and respond to questions posted by faculty and colleagues using Blackboard.

Each faculty states his expectation from his students in the course syllabus. Below is a sample from one of the course syllabi provided to architecture students;
Class Contract

- Courtesy is expected at all times. This includes turning off mobile phones during class.
- Cheating and Plagiarism are unacceptable under any circumstances. Students should ask what constitutes plagiarism. It is the student’s responsibility to familiarize herself with the plagiarism policy, which can be found in the Undergraduate Catalogue.
- Regular attendance is essential. Punctuality is required of all students. Three late arrivals count as one absence.
- Assignments, papers, and research must be handed in electronically and on time. Due dates are final, late submission only for a week will reduce 20% of the grade.
- Students are expected to attend all quizzes and exams during the scheduled times. There will be no makeup exams.

Attendance Rules

- Attending classes is mandatory for the semester, and students who attend all sessions will be awarded 5% of the courses grade.
- Missing session will result in losing 0.5% of the grade for each absence, either Excused or Unexcused.
- The DN Warning-1 will be issued after five absences, [with losing 2.5% of the grade]  
  The DN Warning-2 will be after 7 Absences [with losing 3% of the grade]
- DN Letter will be sent in case of 9 unexcused absences.
- Medical reports presented for Excused Absence are those issued from well-known hospitals, reporting the case and the dates, and approved and stamped from Effat Medical Clinic.

Instructors make every effort to follow the set syllabus without major variations. These help students to plan their course of study with relative ease. Since the bulk of the students' time is spent in the studio, design studio schedules include details of reviews, juries, lectures, meetings and grade distribution besides the general program of the design projects at each level. Studio schedules are explained to the students at the beginning of the semester to familiarize students with the general strategy of studio tasks.

The Program has devised a “Semester Activity Planning” document that helps plan weekly the quality processes within the program. The following Table shows a summary of the activities for Fall 2016. The faculty of Architecture Department meet biweekly in the Architecture Department Council, where they discuss and take decisions for all issues related to academic and administrative activities. For example, Software/Equipment requests from IT are done at the beginning of the semester as well as the learning resources’ order to the library. Reporting on expected graduates and transfer students is done in week 6. Course Reports, Program Report, Student Course Evaluations, Strategic Planning Evaluation, self-study in the Semester Activity and Quality Report are done at the end of the semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Pre-semester</td>
<td>IT requests</td>
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<td></td>
<td>Orders for learning resources</td>
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<tr>
<td>Schedule draft (courses, times, faculty)</td>
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<td>-----------------------------------------</td>
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<tr>
<td>Faculty recruitment</td>
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<td>Faculty Workloads</td>
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<tr>
<td>Week 0</td>
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<tr>
<td>Orientation of the new faculty</td>
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<tr>
<td>Submission of syllabi (faculty)</td>
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<tr>
<td>Syllabi review (Chair)</td>
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<tr>
<td>Syllabi submission to provost office (Chair)</td>
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<tr>
<td>Departmental Meeting</td>
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<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>Registration and advising</td>
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<tr>
<td>Updates to schedule</td>
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<tr>
<td>Attendance Report starts (Faculty)</td>
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<tr>
<td>Week 2</td>
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<tr>
<td>Updates to schedule</td>
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<tr>
<td>Advising and Registration</td>
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<tr>
<td>Updates to the advisors-advisees list (Chair)</td>
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<tr>
<td>Departmental Meeting</td>
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<tr>
<td>Students meeting (Chair, faculty, students)</td>
<td></td>
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<tr>
<td>Week 3</td>
<td></td>
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<tr>
<td>Attendance Report for warning and probation (W&amp;P) students</td>
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<tr>
<td>Students Follow up (Advisor)</td>
<td></td>
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<tr>
<td>Week 4</td>
<td></td>
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<tr>
<td>Reporting on W&amp;P students (Faculty and Chair)</td>
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<tr>
<td>Summer Internship Presentation (Students, faculty)</td>
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<tr>
<td>Departmental Meeting</td>
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<tr>
<td>Week 5</td>
<td></td>
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<tr>
<td>First Attendance Warning for students exceeding 10% absenteeism</td>
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<tr>
<td>Submitting Midterms exams to the Chair (Faculty)</td>
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<tr>
<td>Summer Internship Presentation (Students, faculty)</td>
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<tr>
<td>Week 6</td>
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<tr>
<td>Midterm exams</td>
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<tr>
<td>Reporting on Expected Graduates and Transfer Students (Chair and Faculty)</td>
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<tr>
<td>Departmental Meeting</td>
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<tr>
<td>Week 7</td>
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<tr>
<td>Midterm exams</td>
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<tr>
<td>Senior Research Presentation – Proposals</td>
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<td>Week 8</td>
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<tr>
<td>Departmental Meeting</td>
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<tr>
<td>Week 9</td>
<td></td>
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<tr>
<td>Performance report on W&amp;P students (Students, Advisor, Chair)</td>
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<tr>
<td>Week 10</td>
<td></td>
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<tr>
<td>Next semester schedule</td>
<td></td>
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<tr>
<td>Second Attendance Warning for students exceeding 10% absenteeism</td>
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<tr>
<td>Departmental Meeting</td>
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<tr>
<td>Week 11</td>
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<tr>
<td>Final Exams Preparation</td>
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<td>Week 12</td>
<td></td>
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<tr>
<td>Final Exam review (Chair with Faculty)</td>
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<tr>
<td>Course Evaluations (Students)</td>
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<tr>
<td>Departmental Meeting</td>
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<tr>
<td>Week 13</td>
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<tr>
<td>DN Letters (Faculty)</td>
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<tr>
<td>Week 14</td>
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<tr>
<td>Departmental Meeting</td>
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<tr>
<td>Week 15</td>
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<tr>
<td>Senior Project Presentations</td>
<td></td>
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<tr>
<td>Week 16</td>
<td></td>
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<tr>
<td>Final Exams (Students, Faculty)</td>
<td></td>
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<tr>
<td>Final Grade Rosters (Chair and Faculty)</td>
<td></td>
</tr>
<tr>
<td>Course Files (Faculty)</td>
<td></td>
</tr>
<tr>
<td>Approval for final grades and course files (Chair)</td>
<td></td>
</tr>
</tbody>
</table>
3. ARCH Program Learning Outcomes Mapped to Effat University IQRA Core Values and Ethical Code of Conduct

As mentioned earlier, Effat University believes that the future of the nation lies in the divine act of “reading” as expressed in the Holy Quran. The verb IQRA, “read,” transformed a nation which favored the oral transmission of culture and the lyrical expression of ideas into a nation that produced a formidable number of written manuscripts that managed to retain and develop knowledge throughout human history. Effat University and all its programs, guided by the vision of its founder, Queen Effat, maintains that the mission of the university resides in reviving this important part of the divine inspiration, reading, and in increasing comprehensive human knowledge to provide the nation with an infusion of new blood and guide it towards enlightenment.

To achieve this and to maintain the quality of its Graduates, Effat University created Effat Graduate Characteristics inspired by Effat Core Values “IQRA”;

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Effat Graduates’ Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Ibhath (المنتقة) Itqan (Undertaking Life-long Research)</td>
</tr>
<tr>
<td>Q</td>
<td>Qiyam (المحسنة)Ihsan (Adopting Ethical, Social and Educational Values)</td>
</tr>
<tr>
<td>R</td>
<td>Riyada (الراعية) Stewardship (Developing Responsible and Creative Leadership)</td>
</tr>
<tr>
<td>A</td>
<td>At-tawasul(السفيرة)Ambassador (Effective Communication and Reaching Out to Others)</td>
</tr>
</tbody>
</table>

The above characteristics are very general, but they provide the four overarching behaviors that Effat University aspires to have for its graduates in order to be able to make positive change in the local and global community. These four institutional characteristics are the guiding lines for the Architecture Program Learning Outcomes.

The Architecture Program Learning Outcomes (PLOs) allow the direct assessment of the achievement of the characteristics that all Effat Graduates are expected to acquire and demonstrate. These are as follows:

<p>| Table (3) Mapping of ARCH Program Learning Outcomes with IQRA Graduate Characteristics |
|-----------------------------------------------|------------------|--------------------------|
| IQRA Graduates’ Characteristics | Detailed Characteristics | ARCH Program Learning Outcomes |
| Itqan | II: Knowledgeable in the Field | ARCH-K1: Define the terminologies common to the field of architecture. |</p>
<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCH-C3</strong></td>
<td>Differentiate between different types of building materials, building technologies, and structural systems.</td>
</tr>
<tr>
<td><strong>ARCH-C1</strong></td>
<td>Analyze the various aspects of interactions between humans and their environment both from architecture and urban design point of view to produce sustainable, healthy societies.</td>
</tr>
<tr>
<td><strong>ARCH-C2</strong></td>
<td>Integrate fundamental principles and techniques of problem solving in architecture design.</td>
</tr>
<tr>
<td><strong>ARCH-CNIT2</strong></td>
<td>Calculate relevant information, statistics, and mathematics within the design process.</td>
</tr>
<tr>
<td><strong>ARCH-C4</strong></td>
<td>Design Architecture projects using appropriate computer application tools.</td>
</tr>
<tr>
<td><strong>ARCH-K2</strong></td>
<td>Recall the importance of architecture as an area of human activities, both in the past and contemporary times.</td>
</tr>
<tr>
<td><strong>ARCH-K3</strong></td>
<td>Describe the various theoretical, historical, social, cultural, environmental and technological aspects of architecture.</td>
</tr>
<tr>
<td><strong>ARCH-PSY1</strong></td>
<td>Demonstrate mental physical coordination in producing architecture sketches.</td>
</tr>
<tr>
<td><strong>ARCH-ISR2</strong></td>
<td>Adhere to professional ethics practices common in designing, presenting, and managing a project.</td>
</tr>
<tr>
<td><strong>Q1</strong></td>
<td>Integrity and Ethics</td>
</tr>
<tr>
<td><strong>Q2</strong></td>
<td>Self-Respect and Respect for Others</td>
</tr>
<tr>
<td><strong>Q3</strong></td>
<td>Pride in Cultural Heritage and Tradition</td>
</tr>
<tr>
<td><strong>Q4</strong></td>
<td>Commitment to Health and Wellbeing</td>
</tr>
<tr>
<td><strong>R1</strong></td>
<td>Capacity for Independent Learning &amp; Work</td>
</tr>
<tr>
<td><strong>R2</strong></td>
<td>Enthusiasm, Self Confidence</td>
</tr>
<tr>
<td><strong>I2</strong></td>
<td>Critical and Creative Thinking</td>
</tr>
<tr>
<td><strong>I3</strong></td>
<td>Problem Solving Skills</td>
</tr>
<tr>
<td><strong>I4</strong></td>
<td>Information Literacy and Research Skills</td>
</tr>
<tr>
<td><strong>I5</strong></td>
<td>Interdisciplinary and Integrative Learning</td>
</tr>
<tr>
<td><strong>Ihsan</strong></td>
<td></td>
</tr>
</tbody>
</table>
and Desire to Excel

<table>
<thead>
<tr>
<th>R3: Spontaneous Service to the Community</th>
<th>ARCH-ISR3: Show a deep sense of leadership and responsibility to the culture and a sustainable community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4: Responsible and Reflective Leadership</td>
<td>ARCH-ISR1: Demonstrate personal and professional responsibility.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ambassador</th>
<th>A1: Cooperation and Team Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2: Effective Communication</td>
<td>ARCH-CNIT1 Communicate effectively in oral and written forms, including the creation of appropriate technical documentation.</td>
</tr>
<tr>
<td>and Sharing Knowledge</td>
<td></td>
</tr>
<tr>
<td>A3: Reaching out to Others</td>
<td></td>
</tr>
<tr>
<td>A4: Global Citizenship</td>
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<td>A5: Emotional Intelligence</td>
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The achievement of these graduate characteristics by the graduates of the Architecture Programs are measured every semester through the measurement of the achievement of the students’ learning outcomes in their Architecture Program courses, as well as in the co-curricular Effat Ambassador Program as described in this report, section II.1.1. All details of the assessment are available for faculty in the Architecture Program Assessment Manual and will be displayed in the visiting team room.

The Effat University Code of Ethical Conduct (Tarbawyyat Effat) is intended to provide all Effat programs a set of broad statements on equality and justice, respect for others, personal development, professional conduct, and social responsibility specific to university settings but general enough to guide interactions beyond campus grounds.

A detailed illustration and explanation to each of the eight pillars of the Ethical Code of Conduct is available in the Student Catalogue 2016-2017. The Code is also supported by other policies that Effat University have in place. The Catalogue also includes sections on academic misconduct, dress code, e-mail usage and smoking on campus, good behavior, and decorum. The students of the Architecture Program are made aware of these and other regulations through different channels: Student Planner, Effat University and Program Website, and University and Program Orientation Days. Students are also regularly and constantly reminded of these codes through their emails.

The highest authority in all matters related to ethics at Effat University is the University Ethics Higher Committee which is chaired by the President of the University. Four ethics committees emanate from the higher committee and are formed by the President and approved by the University Council to handle cases involving students, faculty, staff, and researchers.
The Students' Ethics Committee is composed of the following members:

1. Dean for Student Affairs (Permanent Member-Head)
2. Dean of the College that houses the student(s) and case under investigation (Invited Member)
3. Faculty of Islamic Studies (Non-permanent Member)
4. Representative from Student Government or Student Shura (Non-permanent Member)
5. Representative from the University Legal Affairs Office (Non-permanent Member)

The Code also sets the roles and responsibilities of the committee and its members who handle cases of violations of the code immediately.

Guided by the Effat University Code of Ethical Conduct, it is always expected that staff members would act in an ethical and professional ways. In order to protect the female student from any case of discrimination or harassment, Effat University is opening the door for all students to report of any incidents through concern and direct meeting with the Dean of Students Affairs. However, if a staff member fails to meet the expectations, s/he was proved that s/he involved in one of reported incidents, s/he may be subject to disciplinary procedures. Thus misconduct incidents could be referred to Management of Human Resources (MHR) Director or any other members in the institution in confidence. S/he by his role is to report the incident to the Higher Disciplinary Committee for appropriate action. The staff member has the right to appeal against the Disciplinary Committee’s action by addressing a request to the President for final decision based on submitted supportive documents.

The procedures in the dispute resolution policy are administered flexibly and expediently at the lowest possible profile with the cooperation of all concerned. In severe cases where court actions are involved, the university must resort to Effat University Legal Office.

Assessment of the level of integrity at the Architecture Program at Effat University is measured by the amount of incidents reported and resolved. There is a significant achievement in terms of the numbers reported as it is always below the target of the number incidents expected compared against the total number of students (0.05%). The 0 incident on the part of faculty, staff, labor, and researchers under the Architecture Program is an excellent indicator of the ethical environment at the program and Effat University. According to the independent opinion of PARC (Pan Arab Research Center) who conducts the annual faculty and staff survey, it was found that the perception of faculty and staff about the awareness and adherence to the ethical codes of conduct at Effat University among students, faculty and staff is relatively high 75% in Spring 2017.

4. Female Empowerment

Many of the female students enrolled in the Architecture Program come from a distinct cultural background, as characterized in the Saudi society and the Arab Region. Therefore, the teaching strategy followed in the program, **IQRA-Based Teaching Model**, aims to prepare these young ladies to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are
nurtured and respected. It is the mission of the program to empower them to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

Because of the significant cultural and environmental setting of Saudi Arabia, because of where its students come from, and because of its setting which is unique for architectural study, the Architecture Program starts with a commitment to studying the local in familiar ways that help students look at it with very particular qualities and measures. Through this, students learn that design thinking in significantly traditional communities is articulate, well designed fabric that holds their place in a long, rich tradition of human settlement. The local urban context is a well-connected fabric of a very uniquely grown metropolitan city. However, the extremely hot weather does not allow for expansive agrarian landscape. Thus, design is a practice that involves understanding of people, investigation of local history, and cultural and environmental studies. Building on what has been mentioned before, different design studios afterwards help students to tackle problems with different scope and scale. One could start with an extended family house design that gets one immersed in local contexts and ends up joining an international competition for designing an embassy or designing an eco-resort in a nearby gulf country. Effat female students are empowered throughout their learning experiences, which are mostly project-based/design-based, to think critically and design creatively what they believe will fit the needs of the people inhabiting the new structures they are designing, taking into consideration the outcome of their research of the inhabitants’ history, culture, and environment. Students also learn to discuss, argue, and defend their designs, with their faculty and colleagues, and finally in front of internal and external jury, in a respectful manner to prepare them for what is expected in their future professional contexts.

5. Studio Management & Design Projects’ Reviews

The Studio Culture is maintained in the ARCH program. Every studio has one dedicated instructor which is assigned by the Chair of Department of Architecture. For senior studios, teaching assistants are available as well. As per the Studio Management Policies and Procedures implemented by the Department of Architecture, the coordinator is responsible for preparing the studio brief, organizing the overall functioning of the studio, and arranging reviews and juries. Grades received during these reviews are posted on a regular basis so that students are aware of their status at all times to take the opportunity to improve. As a matter of fact, the bulk of the grades for the whole semester (60%) are based on the internal reviews. While mid-term juries are attended by studio instructors and instructors from other design studios, the Final Jury comprises instructors from other levels only and external jury (i.e., practitioners from the community). However, the studio coordinator is in attendance during all these juries to help clarify issues that might arise during these sessions.

It is important to state that studios open to students throughout the day and each student has a seat of her own throughout the semester. The number of the students in each studio is from 10 to 16 students’ maximum. However, overnight stay in studios is not permitted due to the local cultural and traditional norms. Instead, students can stay late up to 9.00 pm to use computer or printing facilities, especially at the end of each semester. Many students, therefore, work at home, using their own traditional or technological drawing facilities.
All details of studio management and design project’s reviews are illustrated in the Architecture Program Policies and Procedures which are available for faculty and students as well. A copy of it will be displayed in the visiting team room.

6. Learning through Collaboration & Teamwork

The environment in the architectural studios encourages students to work both individually as well as in teams. Students at all levels work in teams while doing the preliminary research and studies that lay the foundation for the design tasks ahead. This policy is carried even further in the third year design studio (urban design studio - studio 6) where students work in larger groups (6 to 8 students) during the site and conduct current condition analysis, SWOT analysis, and undertake the development strategy stage and then work on the design issues in smaller groups (2 to 3 students). Students from other departments are always welcome to attend the architecture studios to discuss issues related to architectural design, especially from design department and visual and digital production, the sister programs under the Effat College of Architecture and Design. Working in teams is considered one of the major learning outcomes to be developed by architectural students as it helps in developing their characters as well-rounded individuals and to be able to work in the future in the professional world with an attitude of collaboration.

- The policies set to manage how students use shared design facilities offered by the Effat College of Architecture and Design like computer labs and the printing facilities center help in enhancing students’ sense of management, collegiality, and community. As mentioned earlier that the architecture program process and procedure, besides ARCH Department storage policy and procedure and the ARCH Department IT & printing policies are available for both faculty and students to govern the life of the ARCH students in the architecture department.

7. Work Environment

Studio culture is built on the concept of belonging, hard work and bonding between students and instructors. Each student has a fixed seat for the whole semester. This enables her to feel her place is more like her home. So, she can stay after hours to work on her assignments. Each studio instructor outlines the studio culture with his or her students, including setting up rules for coming to the studio on time; managing time of the studio; limiting the conversation between students to topics related to design related work and technical issues; maintaining an organized and clean physical environment; maintaining studio hours as per semester schedule; and jury participation. These are some of the values that are promoted by Studio coordinators at the Architecture Program at Effat University. Some coordinators can request closing cell phones or limiting its noise. Although students are allowed to bring hot and cold drinks to the studio, students are strictly monitored so that they do not leave paper cups, plastic or glass bottles lying around. It is their responsibility to keep the studio clean as their own proudly learning space.

8. Adequate Physical Resources and Learning Resources

In the first two years of the implementation of the program (2004-2005 & 2005-2006), ARCH facilities comprised of only two studio spaces in what was known earlier as the Business Administration building. Computer lab facilities were shared with other departments. Administrative space and teaching classrooms were refurbished according to the needs of the program. In October of
2008, a building of 2225 m², which was used before as a kindergarten for Dar Al-Hanan School, has become the department’s building and thus comprehensive permanent facilities were provided for ARCH Program on campus. Thus, the eventual home of the Architecture Program, the Effat College of Architecture and Design Building, was designed to accommodate 10 design studios, 2 educational computer labs, and one students’ open computer lab, in addition to the administration and faculty offices. All furniture and equipment needed to administer the program and teach design courses as well as computers and media equipment needed for completing assignments have been purchased. The space has become a study in spatial layout, with a double height 300 m² open hall that enjoys two skylight patios in which exhibits for the drawn, photographed, and printed work of students are placed. Most of the furniture has been set up on casters so it can be easily moved and used to shape the spaces in which it sets to maximum effect. There are 4 small stores to keep students’ work. For regular classrooms, the Architecture Program used common shared facilities with other colleges (e.g. College of Business and College of Engineering) to optimize the use of the available space. In 2016-2017, the Architecture Department expanded its facilities to ensure that each student has her own individual workspace. In addition, extra lab spaces were provided to enhance the existing architectural labs. This included the fabrication lab, the 3D printing area, environmental and materials’ labs. For research purposes, the Architecture Department has also built the Smart Building Research Lab in 2014, to be used by faculty and students alike. For a complete picture of the physical facilities that make up the physical learning environment designed for students, faculty and administration of the Effat Architecture Program, please see section I.2.3 in this report. This continuous space development was experimental and challenging, and the redesign involved faculty and students of architecture to participate their design ideas and involve them in the development of their own learning environment in the way they see fit as members of one family- Effat Family.

On the other hand, the learning resources provided by the Effat Library and Cultural Museum and the Management for Information and Educational Technology Services (MIETS) are adequate for the ARCH program requirements and the courses offered within the program. Students express their satisfaction in the Course Evaluation Survey (CES) at the end of every semester, in addition to the Students Experience Surveys (SES) conducted by all students every semester and the Program Evaluation Survey (PES) which is conducted at the final year before graduation. The students are satisfied in general with the adequacy of the library services as it shows clearly in the results of the surveys 72.8% in Fall 2016.

The architecture program works collaboratively with the library to keep the architecture books acquisition up to date. The book titles and the electronic collection are widely available to students and faculty members in the library as well as online databases. In addition to the variety of the book titles and electronic collections and data bases available, the students are served by well qualified library specialists who can assist the student in any need. They also provide variety of group information literacy workshops and give one-to-one sessions to support students in their project and research work. The website of the library has been redesigned and improved recently enabling easy access to the e-resources by field of specialization or by alphabetical order in a user friendly way. By the end of Fall 2016, the number of the book collection available to architecture students reached 1928 as print books and 9835 as e-books with total number of 11,763 books (print and digital) with a ratio of 16 books per student. The library also provides 528 full journals and subscribe to 5 architecture and art related databases. These include Art & Architecture Complete (Ebscohost), Arts (Proquest), Communication & Mass Media Complete (Ebscohost), Environment Complete (Ebscohost), and Safar.
9. Academic Partnerships

Per the general policy of Effat University, all academic programs must have academic partners, national and international. They need to have at least one agreement with one international academic partner that helps support the academic program and keep it in touch with the latest educational developments in the field. The Architecture Department at Effat University has two agreements with two famous US schools of architecture; the first agreement is with University of Miami, and the second is with Kent State University. Every year, the Architecture Department is visited by representatives from its partners to review the status of the program in terms of its physical facilities, academic content and learning processes. On the other hand, students who join the study abroad program travel to these universities to study one semester in them or get the chance to take summer courses abroad.

Additionally, the Architecture Program hosts the Architecture Association School of Architecture (AA) international workshop (2015-2016-2017), and some of Effat architectural students attended those workshops. These workshops feature a rare opportunity to enjoy unparalleled access to restricted never seen before sites of Makkah and to participate with local artists, architects and professionals across many disciplines in the Gulf. It is first global architectural workshop focusing on Makkah.

Also, the Architecture Department organized many field trips to visit important architecture buildings in the kingdom or outside it, student, for example, had the chance to visit Jeddah tower which will be the highest tower in the world, also the had the chance to visit metro project (El Haramaen Train), and different residential and commercial towers. Additionally, the continuous development in Effat campus makes it an ongoing construction site for the students, they visit all the stages of building development within Effat campus and outside as well. Student besides participating with the students in some international workshops and summer schools in Europe like zero carbon workshop in Cardiff University.

The ARCH department recognizes the need for more community networking to outreach for significant community events. In collaboration with the CDO, the ARCH program has started approaching local and international architecture firms and building construction companies to provide required advice and students’ placement for internship and training to develop an active database of potential local industries and employers.

On the other hand, the ARCH Department PAC Committee, which is formed of local employers and members of the architecture professions, is meeting twice a year to advise and comment on the program and other institutional activities as well as review the latest trends in the profession and possible opportunities for internship and employment for the Architecture Program Graduates.

National and international networking is established to develop collaborative relationships and feedback from the professional body among faculty and students. The department invites every semester several figures from the local and international architecture community to act as advisory panel, speakers, and jurors for design projects. Assessing the ultimate program’s success is performed, along with other well-structured metrics discussed later in this report, by assessing the successful students’ outcomes of core subjects such as Architecture Design by external jury every semester. This mechanism is essential to the learning culture of the program.
10. Academic Diversity

The Architecture Department, following the general policies and strategies of the University and the Effat College of Architecture and Design, aims to achieve diversity among students and faculty to help develop a rich its learning and teaching culture. When the program started in 2005, it had 4 faculty members, only one of them was Saudi. Hence, 75% of the faculty was international. In Fall 2016, the number of international faculty reached 27 out of 30 full-time faculty and teaching staff (excluding part-time faculty). Thus, 90% of the faculty is coming from other countries including Egypt, Jordan, Lebanon, Malaysia, Germany, New Zealand, Canada, and USA. This shows the growth that took place in the number of the faculty and their diversity. On the other hand, the student body in 2005 included 90% Saudi nationals and 10% international students (9 students out of 10). The international students are mainly the daughters of the expats and residents working in KSA. In Fall 2016, the overall percentage of international students at Effat University reached 13%. The Architecture Programs, along with the College and University, continues to work towards encouraging recruitment of international faculty and students to maintain this diverse culture. Currently, there are more than 20 nationalities represented among students in the ARCH Department, including students from Yemen, Bahrain, Kuwait, Egypt, Turkey, Lebanon, Pakistan, India, New Zealand, Nigeria, Bangladesh, USA, Canada, France, Sudan, and Mauritania. This presents a great learning environment due to the plethora of diversity of ideas and cultures. Although Effat University is a female only institution, 62% of the faculty is female, while 38% are male. Moreover, eleven years of incoming student cohorts have also varied greatly in terms of the location of residence. Cohorts seem to break down to roughly 2/3rd from those living in the city of Jeddah, 1/6th from Western Emara cities, and 1/6th from Eastern Emara cities. Thus, the cultural variety among students enriches their learning experiences, and enhances their communication skills.

11. Collaboration and Leadership

The Architecture Department takes collaboration and leadership as a framework for developing, nurturing, and empowering faculty and students as part of upholding IQRA values at Effat University. This is regulated by specific policies that requires faculty and students to contribute to the programs activities, university-wide activities and also help them share in community service activities. The new workload for faculty is consisting of three main domains; teaching, research and community service. Each faculty should divide his timetable to accommodate all his activities in teaching, research and community service. The evaluation of the faculty end of the year is measuring his achievements in these three domains. For example, faculty from the ARCH Department served on many internal university committees and task forces leading to the development of Effat University strategic plans of 2007-2012, 2012-2017 and 2017-2024. They also shared in developing and enhancing the University campus plan. In addition, ARCH faculty actively contribute to the program activities and lead the efforts of the department and the college to enhance their teaching and learning environment by collaborating on tasks such as the architectural design of the new building of the ECoAD, the development of the new academic programs of the Bachelor of Design and the Master of Urban Design in the Effat College of Architecture and Design, and the establishment of the Smart Building Research Center. Leadership opportunities are also encouraged and exercised among faculty throughout the administrative positions that are assigned to them if they choose to uphold and based on the leadership skills and capabilities they present in their service to their program and college. These include becoming an advisor, coordinator, director, chair or dean. In this way, the University and the College help the faculty of the Architecture Program exercise their leadership skills in running
their own program and benefit from their involvement in all activities that help to enhance the teaching and learning culture for them and their students.

On the other hand, students of the Architecture Program, in addition to their representation in some of the governing bodies and committees, also collaborate with the University’s Deanship of Student Affairs to enhance the learning culture and student life by participating in building a democratic educational environment for students through Student Government and Student Shura, which are governing bodies run by students for students. Students also participate in the activities of several students’ clubs and volunteer in serving their campus community as well as the community outside. Students get value points in return for these collaborative activities that are recorded, either as part of Effat Ambassador Program or their extra-curricular activities’ records to fulfil the Effat Ambassador Passport requirements. All the policies for calculating these points and their recording in the students’ passports and transcripts are announced in the Student Catalog and presented to students through university orientations. Furthermore, the university helps students to enhance their leadership skills through the Enhancement Centers that are established under the Deanship of Students Affairs, to support all students especially those who are academically challenged. As mentioned earlier, the departmental advising support academically challenged students by guiding them to receive extra educational assistance from the Deanship of Student Affairs through ESP (Educational Support Program). Such students are registered in this regular program to improve their skills particularly in English and Math by running dedicated classes. The Enhancement Centers at Effat University provide guidance and support to all students throughout their academic journey and empower them with the skills needed to achieve their goals. They also encourage support from colleagues through the peer-tutoring program where senior students volunteer to support younger ones in their studies. This is another way for encouraging collaboration and developing leadership skills among students.

12. Professional Opportunities

Effat University considers its alumnae employability as the main indicator to evaluate the world-class education it prides itself in offering. The University, College and Program work together to increase employment in the community for their students by continually analyzing the employment trend in the market area with the support of the Career Development Office (CDO), in order to help create jobs for graduates as well as identify new places that can hire Effat students. The professional experience course (internship) also introduces students to the available offices, firms and associations that are looking for new candidates and educate them to the norms of working in the real world. Many of the internship of Architecture Program students end up with their employment.

Effat University internship handbook provides all Effat students with information related to internship. The summer internship is designed to give students the opportunity to develop skills in different areas of architecture and to practice projects related to the Effat curriculum. The summer internship is comprised of two components. The first component includes 120 hours of formal training and supervised project work. This formal training takes place during a 5 – 6-week period at an approved organization. The second component takes place during the subsequent semester in the course ARCH 557: Professional Practice. Additional details about the course will be displayed in the visiting team room.

The visibility of Effat University alumnae employability is demonstrated in the geographical distribution of its working graduates, where 67.01% of graduates are employed in the Kingdom of
Saudi Arabia, 4.38% in UK, 6.05% in USA, 2.30% in Canada, 9.39% in GCC countries, and 10.86% in the other countries. Almost 42% of ARCH graduates are working, 8% are making their graduate studies, 19% are seeking job, and 31% are not reachable because we have many international students and some of them return to their countries. These percentages reflect the extent to which Architecture Program at Effat University strives to make a difference and participate in the socio-economic development of the Kingdom of Saudi Arabia at the national and international levels.

13. Stewardship of the Environment

Since its inception, the Architecture Program at Effat University has recognized the need for students and graduates that are keen about the environment as a whole. Whether dealing with the natural or the built environment, faculty at Effat Architecture Program emphasize respect for diversity, nature, and heritage. All courses from junior to senior levels endorse these values, and this could be easily read in course specifications and syllabi. Topics for research and/or design problems reflect this as well. The Departmental Council and the Academic Affairs Committee also encourage all instructors to incorporate real life design problems into the syllabi. This helps students, future graduates, to ready for handling future realistic contexts.

The expertise and background of the majority of the faculty is in the field of sustainability, environmental planning, and design. This gives more credit to the work they do with students as well as in the field of scientific research. The latest “Sustainable Campus Initiative,” is a clear example of the commitment to the immediate and wider context that architecture faculty and students live in. This initiative includes emphasizing sorting waste and encouraging students to sort their waste among paper, glass and organic wastes.

The architecture curriculum contains some theoretical courses that emphasize the environmental aspects in the design like ARCH240 (Architecture, Culture, and Environment) and ARCH453 (Energy & Design), in addition to dedicated studios to apply the adaptive architecture and environmental aspects.

The Architecture Department also established the Student Green Building Club which is a collaboration between Effat University and the Saudi Green Building Forum. It was established to educate students and the community on the importance of green and sustainable buildings. Many activities, workshops, lectures and awareness campaigns were organized by the Student Green Building Club under the supervision of Dr. Mohamed Al Surf, LEED, Faculty, and representative of the Saudi Green Building Forum.

14. Community and Social Responsibility

ARCH Department strategic plan states the importance of serving the community for which architecture performs its activities. There is a chance to serve the community through the help in developing the campus and offering art courses to university wide students and staff as well as members from the community as needed. All activities involving the community are planned and organized in collaboration with Provost Office, Communication & Public Relations Management as well as the Executive Education and Community Service Institute. ARCH Department in collaboration with the Career Development Office has also established a good start for approaching local and international architecture firms and building construction companies to provide any required advice and consultancies. In addition, all Architecture Program students are supported in
serving their community by emphasizing handling design problems and research topics that deal with real community issues. This is evident throughout most courses, with higher emphasis in graduation studios and the internship.

### I.1.2.2 Social Equity

Effat University is a multicultural environment with members – faculty, researchers, staff, and students – from every continent. These members engage collaboratively or individually in different activities and at different hierarchical levels. Thus, it is of utter importance in such a multifaceted community that all members recognize and respect not only their rights and responsibilities, but those of others in the communities – national and international – they interact with. All members of Effat University – faculty, researchers, staff, labor and students – full, part-time, or visiting are responsible for their own behavior and are obliged to conduct themselves in a manner that upholds the key principle of social equity and integrity as reflected in IQRA Core Values, the Characteristics of Effat University Members, the Ethical Code of Conduct and the Legacy of Queen Effat. The Architecture Program, following the ethical values of the University, fosters the values of openness, honesty, tolerance, fairness, and responsibility in social, moral, and academic matters. Also, all the Architecture Program members must keep in mind that the integrity and reputation of the Program, College and Effat University with regard to each and every undertaking are of equal importance and must be protected.

‘Tarbawyyat’ (تربويات) is the name of the pillars that make up Effat University Code of Ethical Conduct. Tarbawyyat is the plural of تربية which is associated in Arabic with educating human beings to a standard of manners and equipping them with the necessary knowledge and skills to lead a successful role in the communities they inhabit based on positive ethical values. Inspired by this all-inclusive, holistic noun, the Architecture Program under the Effat University, adopted eight fundamental pillars into what it refers to as Tarbawyyat Effat. Two of these important pillars which have been mentioned at the beginning of this report are the pillars that refer to integrity and social equity which are:

- **Seventh Pillar:** أمانة (Amanah) Ethics and Integrity
- **Fourth Pillar:** مرصوص ببنان (Bunyan Marsūs) Cooperation and Collaboration

Thus, the Architecture Program following the University’s does not tolerate fraud, theft, embezzlement, harassment, discrimination, violence, favoritism, or nepotism, conflicts of interest, corruption in all its forms, misappropriation of University property or funds, or violating any of Effat University codes and policies. The University, College, and Architecture Program have the right to seek prosecution against individuals who violate codes and policies and/or other disciplinary actions.

Moreover, being an educational institution that endeavors to achieve excellence, the Architecture Program, under the umbrella of Effat University, is convinced that effective communication, interaction and outreach, collaboration and partnerships are all sources of inestimable value to all members at Effat University, and to society at large. All members of the Effat family, therefore, embrace a culture of collaboration characterized with maximum individual commitment and contribution, tolerance, modesty, flexibility, creativity, value-adding, acceptance of others, and recognition, believing in the unity and harmony between all mankind. It places high emphasis on
cultural sensitivity, especially in balancing collaborative and individual interests and activities. The University regulates such interests and activities through a number of policies in its Policies and Procedures Manual. Activities that represent a case of failure to meet these regulations and/or considered incidents of misconduct may result in enforce disciplinary action including the possibility of dismissal of the student and/or staff member.

All the supporting documents that are available for the faculty and staff regarding integrity and social equity will be displayed as well in the visiting team room

I.1.3 Response to the Five Perspectives

A. Architectural Education and the Academic Community

Saudi Arabia continues to grow as one of the leading emerging economies in the world whose 10th Plan of Development has laid great emphasis on diversifying its resources of income and developing a knowledge-based economy. Now, the country is also looking ahead towards its Vision 2030. The Saudi Vision 2030 is built around three themes: a vibrant society, a thriving economy, and an ambitious nation. The vision is thus driving the whole country to take pride of national identity, adopt high ethical values that stem from the religion of Islam and develop the new generations on love of their heritage to help build the new cities and fill them with young people who know how to take care of themselves and others. Higher education is an important arm in fulfilling this vision. The Architecture Program at Effat University is also sharing in working towards this agenda by enriching the academic life of the community of the Architecture Program which comprise of its faculty, students and staff who contribute to the development of the university’s learning and teaching, scholarship, university service, and community engagement.

Concerning the architectural education provided to Effat Architectural students, the faculty of the Architecture Program provides students with the type of architectural education that can help them build a thriving economy and nurture an ambitious nation. This is done by developing a vibrant community of innovative architects and designers that uphold essential ethical values that stem from Islam and Effat IQRA values to qualify them to become the responsible leaders of the future in the field of architecture. As mentioned earlier, the Architecture Program at Effat University has a strong liberal arts foundation as it provides students with 42 credit hours of a wide choice of courses in the humanities, sciences, and languages under the General Education Program (GEP) to help them become critical thinkers, globally aware citizens and life-long learners. The courses offered in the GEP are organized under four categories each of which support the 4 IQRA values and help to develop the 4 Characteristics of Effat Graduates The full list of all architecture courses available in part II.2.3 and table (36) Curriculum study plan.

As can be seen in the curriculum of Arch program, the courses provided a good range of theoretical and practical courses. Even theoretical courses like “History of Architecture” are twined with critical and practical design work to make sure that Design Studios are the core of the training provided to the architecture which is culminated by the comprehensive design studio to produce a full project and a Professional Practice course that bring the students closer to the market.

The government of Saudi Arabia continues to support and empower women education and employment as per the Kingdom's 10th development plan. In the new initiative for the Kingdom of
Saudi Arabia “Saudi Vision 2030” in its second theme, the thriving economy aims to increase women’s participation in the workforce from 22% to 30%. The Architecture Program at Effat University is supporting this great initiative as it was the first to launch the Architecture Program for women in the Kingdom starting 2005 to offer professional training to female architects entering this specialized labor market and thus contributes to the increase in the number of female architects. The female faculty members who are educating Effat architectural students themselves are models of pioneering architects in their own fields and communities. The male faculty who are hired to teach the Architecture Program at Effat University share the same belief of empowering young female architects to enter the working force. The curriculum of the program of architecture was developed, and is continuously revised, taking this point into consideration. In fact, the whole degree offered is considered a professional degree that is leading to graduating practicing architects. Review of the courses and all course syllabi as well as the internship module in the Professional Practice course and various activities undertaken by students with the support of their faculty show the emphasis on the practicality of the degree to help prepare female architects to work in the field of architecture. All the graduates of the Architecture Program – Saudi citizens and international resident- can apply for membership in the Saudi Council for Engineers immediately after graduation. Also, international graduates of the Architecture Program can apply for membership in the Architecture Agencies in their home country. Our Egyptian graduate, Amira Albrawi, was the first of our international graduates to get her membership in the Egyptian Engineering Syndicate in 2016 (https://www.linkedin.com/in/amira-elbarawi).

With Effat University transition from a college to university status in the year 2009, the faculty of the Architecture Program was encouraged to contribute to scholarship by developing their design ideas and research projects or working collaboratively with members from the other departments at Effat University or externally on research. The 2012-2017 research strategic plans at the University, College and Departmental levels aimed at encouraging meaningful research activities, offering assistance to faculty conducting research and evaluating this intellectual contribution annually as part of faculty performance evaluation which assumes 60% of the total required for promotion of professorial rank faculty members. The goal was to create a research culture and make high-quality research practice as a built-in component of the departmental activities. To achieve this strategic goal, the ARCH faculty is supported by 8 major institutional policies and their related guidelines, procedures and evaluation systems which were set by the Deanship of Graduate Studies and Research and the Research and Consultancy Institute to foster an increase in the quantity and quality of the departmental research outputs and ensure research sustainability. These policies include, for example, policies on (inter)national collaborations, visiting researchers, sabbatical leaves, research with human participants, balancing faculty workload and time allocated to research, honorary research chairs, and conference participation grants and research grants. The implementation of these policies at the departmental, college and institutional levels are assessed according to a number of approved KPIs which include:

a) The number of publications per faculty per year with the ultimate target to achieve one indexed publication per year.

b) The H Factor with the target to achieve an H factor ≥ 5.

c) The percentage of budget spent on research. The target for this KPI is 5% of funds to be spent on research per institution and college.

d) The number of publications per graduate student per year.

e) The number of conferences held per year, with the target to hold at least one conference per
f) The level of satisfaction of conferences held at Effat University (target is 80% by 50% of participants).
g) The level of contribution of research chair/research centers funds to research output with a target of 30%.

With the support of the Architecture faculty, the ARCH Program has set more specific goals, objectives and activities to enhance its faculty research contributions. These were as follows:

• To engage faculty with a lead role to publish research outcome for both applied and academic purposes.

• To work with students (undergraduates and graduates) to coordinate selected topics from their assignments or theses to co-author conference papers. This can be in the format of short or long paper submissions.

• To participate in architectural competitions with different arrays to demonstrate innovation and also to capture useful lessons learned about processes.

• To establish a collaboration method in-house and externally to seek collaboration between researchers.

• To encourage joint research proposal applications with internal faculty and other external institutions across disciplines with a view to enhance the collaborative research output in terms of level and quality.

• To obtain research grants. This is usually done through the internal grant schemes offered by the Graduate Studies and Research as well as seek external grants from well-known research bodies.

• To identify value-added Applied Research areas.

• To foster cross-disciplinary collaboration among internal (University) and external (practice) partners.

• To consider establishing a well-organized research Centre in the Architecture Department.

The faculty of the Architecture Program, have benefitted from utilizing all the research resources made available to them including the most up-to-date library resources of books, databases, and journals, adequate laboratory space and equipment, research funds offered internally or externally, workload reduction policies and sabbatical leaves. The program also maintains an adequate budget for conducting research and providing research support based on need at a level consistent with institutional and departmental policies.

Some of the major achievements of the architecture faculty in terms of scholarship in the last five years was the establishment of the Smart Buildings Research Center and the research labs and research groups associated with it. Dr. Zaki Mallasi is one of the lead researchers who contributed
to the development of the center and the lab. He is also one of the highly cited researchers of the department. Dr. Khaled Elsawy is another highly cited researcher who has valuable research contributions.

The main aim of the **Smart Building Research Center** is to investigate the use of innovative and smart platform technologies integrated with a plethora of intelligent building components. There is a focus on real-time optimization of the energy consumption in buildings, taking into account users’ requirements, needs and expectations as well as the characteristics of the building design itself. The center’s research and development looks at six drivers of change for smart buildings: Smart building materials, flexible building components, multi-functional bio-reactive facades, integrated renewable energies & sustainable design, Building Information Modeling-based data visualization interface, and smart systems for services, performance measurement, and monitoring.

The Center has also managed to develop a team of researchers who work on **integrated renewable energies and sustainable design**. The water and energy group work with faculty and students on research applying systems analyses techniques on sustainable infrastructure systems. The application of engineering systems in the areas of water and energy allows designing, analyzing and developing infrastructure systems with well-integrated socioeconomic, technical, environmental, and political sustainability aspects, and are aligned with national and regional strategies. The group focuses on the technologies which enhance clean water and clean energy, production and management, and policy development. Some examples of the research undertaken by the water and energy group includes: Water desalination and wastewater treatment systems analysis and development; water resource management, policies, and economics; energy portfolio analysis and optimization; environmental issues related to water and energy supply and growth; and modeling and visualization of integrated water and energy systems.

The Smart Buildings Research Center also houses the **Biometrics Lab** which examines the unique physical or behavioral traits that can be used to determine a person’s identity. Biometric recognition is the automatic recognition of a person based on, for example, fingerprint, face, iris or veins, voice, handwriting or typing rhythm. The study of biometric systems deals with aspects of image processing, security information retrieval, mathematical modeling, human physiology and cognitive science – making research in this field a truly multidisciplinary endeavor. Researchers of the biometric lab create opportunities for interdisciplinary research across the campus of Effat University, including a new state-of-the-art biometrics laboratory. Some examples of the research projects that are undertaken within the umbrella of biometric lab are mainly related to security systems.

Another example of active researchers in the Architecture Program is Dr. Mohamed Fageha. His paper titled "Identifying stakeholders' involvement that enhances project scope definition completeness in Saudi Arabian public building projects" which was published in the *Built Environment Project and Asset Management* has been selected by the journal’s editorial team as the Outstanding Paper in the 2017 Emerald Literati Network Awards for Excellence. Additionally, the paper will shortly be promoted as the journal sample article. Another prominent active researcher of the Architecture Department is Dr. Mady Mohamed who won an internal research grant worth 20,000 SR in 2016 as the Principle Investigator of a research project titled; “Proposal for an inter-generational research platform to develop intergenerational knowledge transfer of vernacular building techniques in the south-west of Saudi Arabia.” In 2017, Dr. Mady Mohamed also won an external research grant worth 164,000 SR from King Abdel-Aziz City for Science and Technology
(KACST) for his research “Investigating the adaptability of the traditional building techniques in Jeddah's new residential buildings.” It is clear from these samples of research that the department is concerned with investigating topics that aim to enhance and sustain the local environment in Jeddah and Saudi Arabia.

Many members of the Architecture Program participate and attend conferences. The Chair of the Department, Dr. Samah El Khateeb, and some other colleagues are regularly participating in international conferences, juries and workshops. Some of them visited foreign universities and have developed long term academic exchange programs, like the case with the University of Miami, and Paris Malaquais, which have developed into formal partnerships.

A complete report about the intellectual contributions and the research areas covered by the faculty of the Architecture Program at Effat University in the last five years are available in the semester reports of the Architecture Program and the RCI. Numbers show that successes of the establishment of research governance and framework have been demonstrated by the continuous growth of research and scholarly activities, in terms of quantity and quality. The number of total publications (journals, proceedings, books or book chapters) has been increasing as it was only 4 in 2012-2013 and became 24 in 2016-2017. The quality of research has also been on the rise which is reflected in the increase of publications that are peer reviewed or in indexed journals.

One of the major undertakings of the Architecture Program to enhance research and scholarship in the academic year 2016-2017 was expanding the annual architectural exhibition Memaryat to become an annual international conference. The goal of this big step is to make this annual conference as a platform for researchers to help the internal academic community of the Architecture Program engage with the wider community around it, nationally, regionally and internationally, to become updated with the latest trends of research in the Architectural profession. The 1st Memaryat International Conference titled “Architecture of the Future: Challenges and Visions”, was held on 18th and 19th of April 2017 and aimed at addressing challenges, visions, and prospects of built up environments in the future. It invited futurists to identify new problematic and architectural rupture, tension and erosions in order to plot a new future direction for architectural built environments. Scholars were also encouraged to seek unconventional avenues and present ideas in terms of design concepts, new materials, active and passive sustainable measures and technologies, as well as architectural and urban education. Out of the 94 papers received 44 were accepted and presented in the conference. The conference was honored by very important keynote speakers. These included Professor Mahjoub Elnimeiri from Illinois Institute of Technology, Chicago. Professor Elnimeiri, who worked with the Architectural and Engineering Firm Skidmore Owings & Merrill, (SOM) and founded and managed the ecceplus Engineers International, in Milwaukee Wisconsin, (1991 to present) - a progressive and at the cutting edge of the state of the art of structural engineering practice in the area of high rise and long span - is a recipient of a few prestigious awards, such as the ASCE state of the art award, 1988. His contribution to the conference was significant as he discussed what he sees from his own long experience the problems of architectural environment of today and how they could be solved in the future.
The Conference also featured another prestigious Keynote Speaker, Professor Robert W. Marans. Professor Robert W. Marans is a research professor emeritus at the Institute for Social Research and Professor Emeritus of Architecture and Urban Planning in the Taubman College of Architecture and Urban Planning at the University of Michigan. Throughout his career, Dr. Marans has conducted research and evaluative studies dealing with various aspects of communities, neighborhoods, housing, and parks and recreational facilities. His research has focused on attributes of the physical and sociocultural environments and their influence on individual behavior, well-being, and quality of life. Dr. Marans' current work deals with cultural issues of sustainability and energy conservation in institutional settings including universities and the impact of the built and natural environments on quality of life. Besides being on several boards and local authorities and committees, Dr. Marans is the author or co-author of 7 books and more than 100 articles and technical reports. His most recent book, investigating the Quality of Urban Life: Theory, Methods, and Empirical Research (co-edited with Robert Stimson) was published by Springer in 2011. He is the recipient of the 2012 Career Award of the Environmental Design Research Association (EDRA) and is a Fellow of the American Institute of Certified Planners (FAICP). He currently serves on the editorial boards of several professional journals and has lectured throughout the US, and in Europe, Asia, South Africa, South America, Australia, and the Middle East. His contribution to the conference was significant as he discussed his views about current and future solutions for developing sustainable universities.

It is expected that the future Meymaryat International Conference will continue to feature prominent speakers of higher caliber as the ones described above to enrich the experience of the academic life of faculty and students at the Architecture Program at Effat University. This very well supports the new directions of the institution, the college and the program as the new strategic plan of 2017-2022 gives more emphasis on producing meaningful research to help the university and its faculty move into the next stage of their research development by producing further quality research and thus support the development of a thriving economy as specified in the Saudi Vision 2030.

The undergraduate students of the Architecture Program are also encouraged to be involved in quality research projects. Besides their capstone projects which they conduct with the support of faculty members and which can lead to the publication of undergraduate papers, conference papers or published papers, they are also encouraged to share in the University research competition forums for the undergraduate students through the RCI annually. The ARCH Program encourages and intensively supports students to contribute in such competitions. In the academic year 2016-2017, five students shared in this competition and two of them won in it. Also, five students presented research papers in national and international conferences.

Students are also encouraged to participate in national and international design competitions and studio projects. Some recent examples of the awards and recognitions won by the students are as follows:

- Yasmin Soliman has won the First Prize in International Competition ‘Radical Innovation 2015’, New York, USA.
- Iman Omar Balubaid won the third prize at Nasser bin Hamad International Youth Creativity Award (the Architecture Category) in 2015, Doha, Qatar.
- Salwa Samargandi has won the second Prize of Prince Sultan bin Salman Award for Urban Heritage 2015.
- Ghaydaa Al-Shehri won the first Prize of Makkah Techno Valley Company (MTV) Competition to design a Research Innovation & Marketing Building in 2014.
- Shatha Sharaf Eddien also won the first Prize of Makkah Techno Valley Company (MTV) to design a Research Innovation & Marketing Building 2014.
- Iynas Mazyad won the second Prize of Makkah Techno Valley Company (MTV) to design a Research Innovation & Marketing Building 2014.
- Yasmin Soliman won the third Prize of Prince Sultan bin Salman Award for Urban Heritage in 2013.
- Salwa Samargandi & Dalia Al-Madhoon won the second Prize (Highest Score) in the competition organized by the Royal Authority of Al-Jubail & Yanbou to design a Regional Education Center in 2013.

- A group of six Architecture students at Effat University; Ghzal Abunajem, Lujain Alghamdi, MenatAllah Ghazaly, Nada Shahwan, Rojeen Albanjari, and Salha Kutubkhana supervised by Dr. Mohammed K. Fageha, won the category of the Students' Architectural Design in the Decofair annual competition in 2016. The award is judged by industry experts including leading international architects, interior designers, and real estate developers.

- Student Layan Almalki won a certificate of appreciation in the second competition for “the design of health buildings” for students of colleges and departments of architecture and interior design universities in Saudi Arabia, the event was held at Al-Khobar City, KSA, 14 – 16 March 2017. It was organized by Saudi Health Care Architects branch of the Saudi Umran Society.
Presently, the department is preparing entry to RIBA (Royal Institute of British Architects) Design Studio Competition. Dr. Mohamed Fekry has been assigned the task of collecting and collating the submissions.

Community service activities by faculty are also encouraged and recognized to enrich the academic community at Effat Architecture Program. The annual evaluation of faculty members has one section of the evaluation dedicated to community service. Community service activities, which are also reported through departmental Semester Activity and Quality Report (SAQR), are most of the time coordinated with the Management of Communications and Public Relations (MoC&PR) and Executive Education and Community Service Institute (EECSI). Each year, faculty members fill out and submit a portfolio of achievements that lists the faculty member’s contributions to the areas of teaching, research and community & university services. The Annual Faculty Portfolio is part of the performance evaluation process. Also, contributions to the community assume 15% of the total required for promotion of professorial rank faculty members. The Semester Activity and Quality Report produced by the Architecture Program records the activities undertaken by its faculty which are either for serving the university like serving on governing bodies, committees, task forces, university volunteer work or they are external community service activities like providing training to the outside community, sharing in community projects and community initiatives, etc.

Examples of faculty members from the Architecture Department at Effat University who are active in community service include Dr. Mohamed Al Surf. In 2014, Dr. Al Surf became a LEED Green Associate from the USGBC, and in 2015 he became an authorized trainer from the Saudi Green Building Forum for Education for Sustainable Development and Green Buildings. He is now the Chairman of Education at the Saudi Green Building Forum (Volunteer Work). The following is the list of his community work in the academic year 2016-2017.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
<th>Number of Attendees</th>
<th>Overall Rating Out of 10</th>
<th>Type</th>
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<tr>
<td>6-Mar-16</td>
<td>Green &amp; Sustainable Buildings</td>
<td>Jeddah</td>
<td>50</td>
<td>9.5</td>
<td>Lecture</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Location</td>
<td>Duration</td>
<td>Type</td>
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<tr>
<td>4-Apr-16</td>
<td>Green Building 101</td>
<td>Jeddah</td>
<td>93</td>
<td>Lecture</td>
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</tr>
<tr>
<td>12-Apr-16</td>
<td>Saudi Green</td>
<td>Riyadh</td>
<td>9</td>
<td>Lecture</td>
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<td>12-Jun-16</td>
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<td>12</td>
<td>Workshop</td>
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<td>14-Jun-16</td>
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<td>Workshop</td>
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<td>23-Jul-16</td>
<td>LEED 101</td>
<td>Jeddah</td>
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<td>21-Aug-16</td>
<td>Saudi Green &amp; LEED®</td>
<td>Jeddah</td>
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<td>5-Oct-16</td>
<td>Green Apple Day of Service</td>
<td>Jeddah</td>
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<td>17-Nov-16</td>
<td>International Code Council’s Green Building Code</td>
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<td>Workshop</td>
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<tr>
<td>25-28 Nov 2016</td>
<td>LEED® GA Exam Preparation</td>
<td>Jeddah</td>
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<td>Workshop</td>
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<tr>
<td>21-Dec-16</td>
<td>Leadership in Green Studies Design Competition</td>
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<tr>
<td>28-Dec-16</td>
<td>The Latest in Green Buildings</td>
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<td>28-Dec-16</td>
<td>Introduction to WELL®</td>
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<td>Lecture</td>
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<td>20-Mar-17</td>
<td>Green Building Introduction</td>
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<td>29-Mar-17</td>
<td>The Saudi Vision 2030 and Sustainable Practices</td>
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<td>Reduce, Reuse, Recycle</td>
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<td>Workshop</td>
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<tr>
<td>12-Apr-17</td>
<td>Reduce, Reuse, Recycle</td>
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<td>Workshop</td>
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<tr>
<td>26-Apr-17</td>
<td>Future of Green Buildings and the Saudi Vision 2030</td>
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<td>16-May-17</td>
<td>Introduction to ARC®</td>
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<td>23-27 Jul 2017</td>
<td>LEED® GA Exam Preparation</td>
<td>Jeddah</td>
<td>25</td>
<td>Workshop</td>
<td></td>
</tr>
</tbody>
</table>

**Dr. Mady Mohamed** is also an authorized trainer for Education for Sustainability from the European Union and the Ministry of Education, Egypt starting 2014 and to date. He is also a Green Associate and LEED Consultant from the United States in the area of Environmental Design & Construction from 2014 to date. He has been involved in many lectures in Saudi Arabia. He gives public lectures in different occasions, such as the general lecture on Green Building Rating Systems, on March 28th, 2017 in the Jeddah’s Big-5 event at the Centre for Forums & Events.
The ARCH Program also builds strong relationships with professional partners for recommendation to internship placements of its students and also involves these partners in reviewing and setting improvement plans for the Program, through the Program Advisory Committee (PAC). The PAC consists of people recognized in society for their contribution in academia and industry and meetings are held with them at least once a year.

The ARCH Program maintains good relationships with industry through the Internship program, students’ events, and competitions, PAC meetings, inviting guest speakers from the industry. Moreover, external members from the community (industry and local universities) are invited by the instructors each semester to co-lecture in their class, to judge projects, etc. and students from other classes and majors are invited to attend. Usually, the industry invitees make suggestions and proposals to enrich the students’ educational experience, by adding the practical implementations that serve the community and industry. Indeed, involving the people from industry and other universities in the Program events and projects provides good exposure for the Program's graduates and gives a chance to enlarge their network. Communication is not restricted solely to industry and universities but also to the high schools in the region. High school students are welcome to come to the university and can seek help and support from the ARCH faculty. Also, the ARCH Department invites high school students, their families, and friends to the Open House events organized by Effat University.

The ARCH students are also very active in serving the community inside and outside Effat University. In fact, the University requires its students to complete a community service component as part of fulfilling their value points’ requirements as part of the Effat Ambassador Program and/or their extra-curricular activities. Therefore, many students volunteer in the organization and hosting of events at the university and departmental levels such as Memaryat Annual Exhibition, Career Day, and Open Houses. This is in addition to other volunteer work like visiting charitable foundations and contributing to sustainable projects on campus or outside. ARCH students have also participated in internal and national competitions like the MTV competition. Furthermore, alumnae students are always welcome to visit the Department and speak to students about their experiences. For instance, one of the program alumnae was invited as a guest speaker in the ARCH annual exhibition to talk about her professional experience after graduation.

Also, the University presents annually at the graduation ceremony the Effat University Award for Excellence in Community Service to encourage all Effat University faculty members to be active in this area.

The ARCH Program maintains good relationships with industry through the following:

- Internship program
- Students Events and competitions
- PAC meetings
- Inviting guest speakers from the industry

All in all, the academic community at the Architecture Program of Effat University gives great attention to developing the intellectual contributions of its faculty and students. It encourages them to contribute to the development of their communities through community service and civic
engagement activities. It also gears all its teaching to empowering women as future innovative and leading architects. This is to support the overall mission of the program, college, university, and the country at large.

B. Architectural Education and Students

Effat University’s Vision and Mission are focused on inspiring leaders of the future and qualifying them with a world-class education in an environment that is conducive to research, community service, and life-long learning.

Having set its mission to achieve this aspiration, the University designed its goals for the strategic plan 2012-2017 accordingly. The strategic goal pertinent to Student Administration and Support Services clearly demands “cultivating excellence in student development”. That is, to recruit the required number of students at the required level and retain them, in addition to cultivating excellence through curricular as well as extra and co-curricular activities, which ultimately reflects in the quality of students and graduates. The Architecture Program upholds a mission that consistently support the University’s mission (see section I.1.1. above) in “providing academic excellence that is truly relevant to the needs of the country and the graduation of highly qualified female architects; who are creative, innovative, and expressive of self in context” to become the future leaders in the field of architecture in their communities.

The Architecture Program (ARCH) is the largest program in Effat University (EU) by size of its faculty and students. It was the first of its kind in offering Architecture to women when it was first established in 2005. It opened the door for developing other architecture programs for women in the kingdom. The overall response to the Architecture Program in the Saudi society was promising and it showed great potential in sustaining its growth and maintaining reasonable numbers of students and maintaining an ability of about 30% increase every academic year, which was fulfilling the target of a total capacity of the ARCH program 650 students by Fall 2014. The program proved to provide strong applied and interdisciplinary education to produce creative, highly disciplined, and critical thinkers capable of leading the contemporary architectural environments of their communities with strong understanding of both local and international market needs.

The Architecture Program at Effat College began in the academic year 2005-2006 with an enrolment of 10 students, 9 of them were Saudi. In the academic year 2006 - 2007, 14 students enrolled in the program. This steady increase in the number of students was maintained until 2012-2013 when greater numbers of students were enrolled following the introduction of the governmental scholarships for Saudi students entering private universities under the King Abdullah Scholarship Program. The growth of the students’ number in Fall 2013 required a good attention from the ARCH Department management. An assessment plan and transitional strategy were discussed and implemented. As a result, an aggressive recruitment plan was followed and a major facilities improvement plan was set to action. The Architecture Program has received a great support from the ECoAD and EU during the academic years 2013-2014 and 2014-2015 to continue providing its students the same quality of education.

In the academic year 2015-2016, when the Saudi scholarship program was limited to only continuing students, the Architecture Program witnessed a decrease in the number of entrants. However, the total number of students continues to be in the good range of similar programs all over the world,
however the program is working on achieving its capacity as planned. The below chart shows the growth of ARCH Program student population from Spring 2013 till Fall 2016.

![ARCH Students Population (2013-2016)](image)

**Figure (2) ARCH Program Student Population from Spring 2013 till Fall 2016.**

When the Architecture Program started in 2005, it was a 148 credits four-year program. In 2009, the new 171 credits Architecture curriculum was introduced after being approved by the Ministry of Education (MoE) and National Commission for Academic Accreditation and Assessment (NCAAA). The new curriculum was also supported by a national reviewer (King Fahd University for Petroleum and Minerals (KFUPM)) and international reviewer (University of Miami, School of Architecture). MoE accepted the updated curriculum with no comment. The goal of the updated program was to help graduate professional architects with all the required skills and capabilities of a leading architect. This is done not only through the architectural courses, but also through the General Education Program, the extra-curricular and co-curricular program (Effat Ambassador Program) to help give the students a well-rounded learning experience to develop them as ethical, sociable and professional individuals who can handle the challenges of the world ahead of them.

Effat University is a multicultural environment with students from every continent. They engage collaboratively or individually in different activities. Thus, it is important in such a multi-faceted community that all students recognize and respect not only their rights and responsibilities but those of others in the community. All students, including the students of the Architecture Program, must follow the Effat University Code of Ethical Conduct to assist them in identifying and resolving ethical matters that might arise in the course of their association with Effat University and their Architecture Program. The Effat University Code of Ethical Conduct ‘Tarbawyyat’ (تربويات) is a guiding rather than prescriptive manual of the general principles governing human interaction. ‘Tarbawyyat’ (تربويات) is the name of the pillars that make up the Effat University Code of Ethical Conduct. Tarbawyyat Effat is derived from the Arabic word for ‘educate.’ Effat University adopted the following eight fundamental pillars as seen in the following figure:
The Code is established in accordance with other policies that Effat University and the Architecture Program has in place. Breaching the Code might result in disciplinary action. All students are oriented about the codes as soon as they register for their major, and they are continually reminded of it through their departmental student meetings and regular meetings with Student Affairs as well as their curricular and co-curricular programs.

In the curricular program, students get to learn through the design studio courses the main skills of architectural design. Students are exposed to both traditional and technological educational methods. However, a great part of their education is depending on developing computer labs and architecture software in order to support students’ development. In 2016-2017, the Architecture Program worked on another cycle of development and review of its curriculum to enhance its Design Studio course and other essential courses as part of getting it prepared for achieving Substantial Equivalency from NAAB.

The program review undertaken in 2016-2017 was reviewed by a national reviewer, King Fahd University for Petroleum and Minerals (KFUPM). The national reviewer helped to develop the program by benchmarking it with 14 other prestigious architecture programs all over the world. These included Cornell University, Pratt School, Syracuse University, Southern California Institute of Architecture and KFUPM itself. The curriculum review included minor changes to bring the Effat Architecture Program closer to these benchmarked programs in terms of content, quality, and modes of delivery. The minor changes were made to the Program to match with internationally architecture education and thus enhance Effat students’ education to become at bar with their international colleagues. In addition, the program was assessed against the requirements of the Saudi national accrediting body, the National Center for Academic Assessment and Accreditation (NCAAA). King Fahd University also checked the program against the requirements of the National Architectural Accrediting Board (NAAB). 14 of the benchmarking programs included 13 top NAAB accredited programs from the USA, and one program from Saudi Arabia, KFUPM, which is also accredited by NCAAA since 2014. The 13 international programs were selected from the top 20 undergraduate Architecture Programs in 2015 and 2016, as reported by Design Intelligence (DI) of USA. It is important also to note that Effat Architecture Program has acquired full national accreditation since 2010 and received full re-accreditation in 2017 for another seven years.
The Architectural students also benefit from the **Effat Ambassador Program (EAP)** which is a co-curricular program that is meant to be a student development program that allows every student to fulfill the University’s core values of IQRA through the demonstration of the four Effat University Graduate Characteristics. The following are the EAP learning objectives mapped to the IQRA values and corresponding to Effat Graduate Characteristics.

### Table (5) Effat Ambassador EAP Mapped with IQRA Values

<table>
<thead>
<tr>
<th>IQRA Values</th>
<th>Graduate Characteristics</th>
<th>EAP Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ibhath</strong></td>
<td>Itqan: Excellence and Professional (الإتقان)</td>
<td>Effat graduates contribute to organizations though the practice of excellence and professionalism</td>
</tr>
<tr>
<td>Undertake life-long research</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Qiyam</strong></td>
<td>Ihsan: High Ethical Values (الإحسان)</td>
<td>Effat graduates practice and promote high ethical values in both professional and personal environments</td>
</tr>
<tr>
<td>Ethical social and educational values</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Riyada</strong></td>
<td>Stewardship (الراعية)</td>
<td>Effat graduates effect positive and responsible change in both professional and non-professional organizations, and in their own lives.</td>
</tr>
<tr>
<td>Responsible and creative leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At-tawasul</strong></td>
<td>Ambassador Potential (السفيرة)</td>
<td>Effat graduates are the ambassadors of Queen Effat's through the responsible representation of country and culture, both locally and globally.</td>
</tr>
<tr>
<td>Effective Communication and reaching out to others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To pass the EAP, students must complete a total of 99 hours in their first four years of study, produced a student portfolio which contains evidence of, and the student’s reflection on, how she achieved the graduate characteristics and earned the four-level Effat Ambassador’s passport.

The breakdown of the 99 hours of study required is listed below, based on the topic areas that all Effat students, including Architectural students, need to cover:

**Self-Discovery and Positive Personality (12 hours)**

Students take 12 hours in the Self Discovery and Positive Personality component. This component is an exploration of skills including goal setting, and stress and time management alongside deeper questions of spirituality, self-reflection and personal improvement.

**Research and Lifelong Learning (14 hours)**

Students must take 14 hours in this segment. The aim is to instill in them one of IQRA’s most important values: the desire for continuous learning, supported by the skill to seek information using a diverse range of sources. The course covers the techniques needed to identify sources of
information, evaluating that information, and drawing meaningful conclusions from the
information. Students also learn how to create their own learning plan, establish a research
methodology and implement it.

**Effective Communication Skills (12 hours)**

Students take 12 hours in effective communication and cooperative skills development. This
component is a dynamic exploration of interpersonal communication skills. The students actively
acquire communication skills through an ethical cooperative process that includes methods of
communication, effective communication, and professional and academic communication

**Local and Global Awareness (12 hours)**

Students are required to take 12 hours to explore their preconceptions about other cultures, as well
as create awareness of their cultural heritage and how it affects their world views, values and
assumptions. They explore aspects of cultural values and differences which may affect cross-cultural
interactions. They analyze the dynamic changes taking place in the region and around the world, to
better develop their sense of interconnectedness and global responsibility. They also extensively
explore issues of social and environmental concern alongside the importance of religion, personal
values and culture in creating solutions for a more sustainable future.

**Creativity and Innovation (12 hours)**

Students are required to take 12 hours in creative and innovative thinking that will enable them to
apply their skills to their studies. Students produce an ‘Innovative Solution’ to an issue of their choice
and create a plan for its implementation and its intellectual property protection.

**Professional Skills for a Successful Career (12 hours)**

Students are required to take 12 hours in professional competencies. This component help them
develop their workplace skills through a series of practical ‘hands-on’ sessions covering five major
professional areas: job interviews, career management, people skills, change management and ethical
and legal responsibilities.

**Leadership Skills (12 hours)**

Students are required to take 12 hours to prepare them for leadership positions both on campus and
in their community. Students learn how to become effective leaders, solve problems and adapt
strategically to the situation and input, capitalize on new opportunities, and navigate the ever-
changing landscapes of professional and personal life.

**Engaging with the Community (13 hours)**

Students are required to take 13 hours of community service to address issues related to community
building, social responsibility, the use of civic resources, and humanitarian values – such as
commitment to social justice and philanthropy. Students are expected to examine the connection
between the individual and society through direct engagement with the community in order to
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implement Effat core values (IQRA); to exert change and to achieve civic responsibility as future leaders.

Every semester, the Architecture Program along with the Deanship of Student Affairs and its Enhancement Centers Director evaluate the students’ achievement of the skills acquired by the Architectural students to assess how they are progressing toward the attainment of the Effat Graduate Characteristics.

In addition to the disciplined Effat Ambassador Program, the Architecture Program as well as the Student Life under the Deanship of Student Affairs, offer Architecture students different extra-curricular opportunities to develop themselves and become active in their academic surrounding as well as the external community. These activities include offering social events and clubs organized by the Student Government, to workshops, lectures, motivational speeches, conferences, and trips.

Student Life offers clubs covering a wide variety of interests available for students to join or attend. Those clubs combine both University and Academic Clubs under the supervision of the Student Government (SG) President. Leaders and members of clubs in alignment with the SG President plan have the independence to use their creativity to make the club unique and distinguished. One of the active clubs created by the Architecture students is the Student Green Building Club. Below are some photos to show some of their activities.

Associations are also available by Departments and Colleges. Students of the Architecture Program have established a chapter for Effat University under the American Institute of Architecture Students (AIAS), they organized many activities through this chapter like; drawing skills workshops, digital and visualization workshops. Also they organized filed trips to King Abdullah Economic City, the Mannequin Challenge and Trivia competition.
Throughout the 2016-2017, the students of the Architecture Program organized under the supervision of the Chair of the Department, student committee advisor and AIAS-EU chapter advisor many activities, public lectures, trips and workshops. Below are some details of some of these important activities:
**Study Tour to Abu Dhabi & Dubai (2016)**

On Tuesday 9th of August 2016 a group from the College of Architecture and Design, Department of Architecture, Effat University, launched their visit to the United Arab Emirates to tour Masdar City in Abu Dhabi and the Sustainable City in Dubai. The trip was coordinated in collaboration between the university and the Saudi Green Building Forum. The group consisted of 54 students and 11 faculty members led by the College Dean, Dr. Mervat El-Shafie, and the Chair of the Architecture Department, Dr. Samah El-Khateeb. The Chairman of Education and Scientific Committee in the Saudi Green Building Forum and USGBC Faculty, Dr. Mohamed Al Surf, elaborated on the importance of such excursions where students get the opportunity to link what they learn in theory to what is built in real life.

The visit started with Masdar City on 11th August 2016 and was launched by a visit to the Knowledge Center to hear a presentation by one of the members of the Masdar City Project Management Team. The presentation discussed the overall Master Plan of Masdar City from its inception till its completion. The Master Plan of Masdar focused on utilizing all natural elements of the site starting with the orientation of the buildings and elevating the site to benefit from the prevailing winds. It was explained how closely adjacent buildings help shade the pathways and lower down the outdoor temperature from 6-10 degrees centigrade lower than downtown Abu Dhabi. The students and faculty explored the site and visited the Siemens Building where the students learned how the building utilized the orientation to shade the entrance and cool down the indoor environment by using high-efficient insulated panels in the walls. The students also saw how the roof is covered with PV solar panels to shade and harvest energy to power the Building Management System that monitors the performance of the building and occupants can have access to the data of the operating systems in the building to know how they consume and which part of the building is consuming more energy than other parts. The excursion concluded with a group photo to commemorate the first visit of the college to an abroad project.

On the 13th of August 2016 the group visited the Sustainable City in Dubai where the group was greeted and welcomed by a team of professionals from Diamond Innovation Center led by the Director of the Center, Eng. Karim El-Jisr. The visit started with a presentation by El-Jisr where he explained in detail the master plan of the city where the design and construction started in 2014 and that 95% of the site was completed in mid of 2016 with a total of 500 Villas that range in size from a 3 bedroom 3400 sq. feet villa to a 4 bedroom and courtyard 5140 sq. feet villa. The presentation showed the students a video that explained the development of the Sustainable City where by occupation residents will have many incentives to buy a villa and live in the city such as free rooftop solar systems, free landscaped gardens, free Green Star rated home appliances, zero net maintenance fees and zero net service fees. The city also has a central Green Spine which hold 11 Bio-Domes that grow local produce ranging from green leafed plants to various fruits and vegetables. The water management system on site treats Grey and Black water and the system is 100% efficient and uses 100% of the local water sources. 10,000 Trees will be planted by the end of 2018 and the site will have a 10 Megawatt on site energy that generates and powers the local community and can provide the excess to the grid. The whole site is built from locally sourced materials which makes the building respond to the harsh Dubai environment in the most efficient way possible and reduces the Heat-Island effect to a minimum. Parking lots are covered with Solar OV Panels that can power the streets and pathways and provide power to the electric cars which can be charged in under 3 hours.
which can go for as far as 100KM in one charge. The visit concluded with a group photo to commemorate the visit. The following are some of these photos taken during this important trip.
**Field Trip to Riyadh, the Capital of KSA (2017)**

The Project Management course (Arch 556) enhanced its academic learning experience by offering its students an educational trip to study some of the major construction projects in Saudi Arabia. The site visit enabled the students to be provided with professional hands-on experience related to architectural developments in the Middle East area. The visit program included visits to major construction sites such as the Riyadh Metro Project. In addition, the students visited:

- Prince Sultan University: Snnohetta Exhibition for major architectural projects.
- King Abdul Aziz Development Project and the National Museum
- El Deraia: Urban Development for heritage sites.

The following are some photos documenting this important site visit.

**Field Trip to Abha, Asir (2017)**

It was an on-site workshop for optimizing traditional building techniques and materials within contemporary structures. The title of the workshop was “Reinventing the Vernacular” and it was carried between 27th and 29th of April 2017 in Abha, one of the important parts of KSA.

This workshop is a part of an ongoing interdisciplinary research project between the disciplines of architecture, sustainable technologies, conservation and social studies under the umbrella “Reinventing the Vernacular”, which aims to upgrade historical villages and districts in Saudi Arabia with new sustainable technologies. The aim of this research phase is to develop an inter-generational platform for educational knowledge transfer where elder artisans in the Kingdom who are talented in traditional building practices and crafts will be empowered to share their expertise with young students in the architecture and design fields at Effat University. The workshop was supervised by three faculty members from the Architecture department who are involved in this research. Other experts in the field of green building at Effat University also contribute their research and test models on to optimize traditional techniques with modern means.
The purpose of this workshop was to investigate the potentials of traditional building techniques through measuring its environmental performance and comparing it to share the experience of two elder artisans seasoned in traditional mud-brick building who will introduce a life experiment of making and laying mud-brick for young students in the architecture department at Effat University. Students benefitted and actively took part in this intergenerational knowledge exchange.

Students of the Architecture program also have the opportunity to use the sports facilities and training sessions of the university and enjoy playing pool, air hockey, badminton, basketball, handball, jogging, gym exercises and swimming. They can join a variety of sports classes, including self-defense, swimming (in the half-Olympic-sized pool available at Effat University), yoga, Zumba, aerobics, and aqua aerobics, to name a few. These classes help students maintain their fitness, have fun and socialize. Effat University also has several teams that compete with other universities, in basketball, badminton, and running. The Architecture student share in their sports activities using the university facilities which were remodeled and updated in 2016-2017 with a gym and walking track for students and staff to use.

Effat Architectural students, especially those who are challenged academically, also benefit from the services of the Enhancements Centers through the Educational Support Program (ESP), the Center of Excellence for Writing and Speaking (CEWS), the Center for Communication and Rhetoric (CCR), and the Independent Learning Center (ILC). The students also can receive support from professionals through the Student Counseling Service and Effat Clinic which are provided for free and confidential in order to enhance their physical, emotional and mental wellbeing and health.

All the above curricular, co-curricular and extra-curricular activities and other students’ services available to the students at the Architecture Program at Effat University are planned to ensure that students graduating from Effat University are well prepared as holistic individuals personally, ethically, socially, and professionally for the world ahead of them. The program also assesses every batch of graduates to ensure how far its graduates are achieving these qualities.
Success of the Architecture Program shows that it is becoming a major player in the Saudi professional market. Graduates from the Effat Architecture Department are sought after to be employed in the local and regional architectural firms. The Architecture Program is proud of its graduates and their professional achievements. For example, the first group of graduates in 2009-2010 included Aljohara Al-Saud who became partner at Henning Larsen Saudi Arabia in 2015 after her successful involvement in the design of the major project of King Abdullah Center in Riyadh, while Maysan Maoun has founded her own architecture firm ‘Moreyat’ in Canada after she completed her master of architecture in Carleton University in 2013 and Post-Professional Master of Architecture in McGill University in 2016. Also, another of the program’s graduates, Mona Flehan, has completed her Master of Architecture in the Southern California Institute of Architecture in Spring 2014, and currently is still working at the Saudi Aramco since more than 2 years. On the other hand, her colleague Sondus Ashi opted for staying for work experience in Hawaii, same as Dania Zuhiry who stayed for work in San Francisco after completing their master of architecture in the same institution. Badia Masoud, who graduated in 2010 and completed her master degree in 2014, is currently completing her PhD in the Universidad Politécnica de cataloña, Barcelona, Spain. While her colleague Maryam Abonomai preferred to start work in Barcelona after she completed her Master of Advanced Architecture and City Project at the Universidad de Alcalá. Many of the following graduates from the program have completed their Master of Architecture in prestigious international institutions. For example, Sara Serafi is doing her PhD in the University College of London after completing her Master of Architecture in 2015 in the same institution. Sara is currently working as an Assistant Heritage Consultant at Atkins, London, UK. Mai Mousli has also completed her M. ARCH in the American University in Beirut, and currently participating in the design of a major residential project near Makkah city. Once the Architecture Program offered the Master in Urban Design program in Fall 2015, three ARCH graduates joined and graduated in Spring 2017. In Fall 2016, five ARCH graduates joined the master program and will complete it in Spring 2018. Many graduates started work in architecture firms after graduation to gain professional experience before seeking graduate studies. For example, Salwa Samarqandi, is working at the architecture office of Zuhair Faiz since her graduation in 2014, while Nouf AlBakri is working in Kinan and participating in the design of a large size development projects in the north of Jeddah. Also some of the International students opted for staying and work in Jeddah. For example, Lara Al-Saud- Jordanian- is working as an Operations Manager at Numou Investment Group, while Amani Elsaadi- Lebanese- is working as an architect in the Jeddah Economic Company, participating in the design and construction of the Kingdom Tower, one of the tallest under construction buildings worldwide. Yasmin Soliman and Nadia Goher –both are Egyptian- are working in Adel Architecture Office, one of the major architecture offices in Jeddah, and the new Effat Campus Plan Development consultant. Architecture offices in other Saudi cities like Riyadh, Dammam, Alkhobar, Makkah, Gazan, and Madinah are also employing some of Architecture Program graduates. The following URL presents a group of 99 of the Architecture Program in Effat University graduates on LinkedIn:

https://www.linkedin.com/school/15135194/alumni/?keywords=Architect

C. Architectural Education and the Regulatory Environment.

Saudi Council of Engineers (SCE) is the body responsible for licensing engineers (and Architects) in Saudi Arabia. SCE aims to promote the engineering profession and do whatever may be necessary to develop and upgrade its standards and those practicing it. All graduates of the Architecture Program
automatically register in the Saudi Council of Engineers as engineers with specialty in architecture this gives them the opportunity to benefit from all the services offered by SCE.

The SCE offers the professional registration for architecture graduates, which gives many benefits to them including:

- Assessment of academic qualifications and practical experiences of engineering practitioners, maintaining continuous professional development in order to improve the skills of engineers and following up with the developments in the field of specialization,
- Providing and applying the best professional practices by engineers to achieve the protection of society and ensuring its well-being,
- Creating a registry of engineers with validated qualification level and professional experiences.

The regulations of the SCE are similar to the regulations of the other counties in the Middle East and beyond. Most of the expatriates working in the fields of engineering, including architecture, have to register in the SCE to be officially accepted to work in KSA. All faculty members in the ARCH Department have affiliation and are registered in their own regulatory bodies in their home countries. Since many of the faculty in the ARCH Department have worked in the Saudi market, or have experience of the profession in the regional and international market, they enrich the department with their professional experiences and provide guidance and examples to students in the ARCH Program. Most of the Architecture Program graduates are members in the SCE, but only as “Engineers”. Many of them are looking forward to become Associate Engineers after 4 years of work in an architecture office. Due to the short history of the program’s graduates since 2009, only Aljohara Al-Saud was able to reach the registration as “Associate Engineer” and hence became partner at Henning Larsen Saudi Arabia in 2015.

The students of the ARCH program at Effat University are well prepared for practicing the profession and getting the SCE license. In addition to all the courses offered in the program and the co- and extra-curricular activities mentioned in the previous section, the ARCH program emphasizes the importance of student internship. The internship is a prerequisite for the course titled Professional Practice (ARCH 557) (3 credits). This course is an introduction to the principles of professional practice and the summer internship experience is an integral part of it. The course includes portfolio development and writing internship report. ARCH students need to do their internship in an organization where they can practice what they learned and acquire new skills related to their field. Internship planning, implementation, and evaluation are performed by the Department Chair and the faculty member responsible for the ARCH 557 course in collaboration with the university Career Development Office (CDO). The CDO is responsible for contacting the suggested companies to place students, conducting orientation sessions for the students before they join the company and collecting the students and the site supervisors’ evaluation forms at the end of the internship.

A history of internship placements is kept in the alumni report and satisfactory placements are considered for future planning. As discussed in the section on Architectural Education and the Students, the activities through the year introduce students to the variety of opportunities that await them upon graduation. Thus, when all architecture students participate in the Professional Practice course, they gain valuable exposure to the profession and the real world of architectural practice and this training in many cases open the door for employment for some of them. In addition, joining the SCE helps them to continue to be in touch with the developments in their profession and get the professional
development they may need after graduation to keep up with the growing requirements of the profession.

D. Architectural Education and the Profession

The undergraduate program of the Architecture at Effat University has the following courses which are meant to prepare students for the profession and profitable employment: Design Studios, Project Management, Working Drawings, Building Structures and Materials, Facilities Management and Professional Practice. There is also professional training, which is part of the Professional Practice course, that helps the students to be exposed to real-life professional contexts as a summer internship in an architectural firm for 120 hours before they graduate. Other courses are geared towards understanding the current market and how architects need to respond to it in their designs. These include courses like History of Islamic Architecture, Saudi Traditional Architecture, Comparative Architectural Thoughts, which all expose the students to varied cultures and traditions in design to be considered in their own designs and to understand the varieties of design traditions that reflect specific cultural beliefs and social trends. This helps develop the critical thinking abilities of the students and instill in them the respect for the different design trends that reflect these varied cultures.

The comprehensive design studio in studio 8 gives the students the ability to apply what they had learnt throughout their previous courses and act as they are in a real architectural design office. However, there is always a difference between the classroom coursework and the real-world architectural practice, as well as the management of projects in class and the management of similar projects as part of the professional culture in the workplace. This has been addressed by the Architecture Program at Effat University by revolving most of studio exercises around real projects with real sites, programs, and clients. It has also been addressed by always having instructors for studios from the profession, who are, or at least have been, involved in real-life projects to have the solid background of discussing with the students the likely problems faced in the workplace, from the point of view of design as well as the point of view of clients’ expectations and the larger context of the profession in general. Another strategy used by the program to overcome this possible limitation is using professionals as part-time instructors who either handle the whole studio or work as co-instructors with other Effat faculty to train the students and give the current perspective of the profession as have been exposed to them in the current market. Exposure to such experiences and discussions with professionals in the field help learners understand the need to respect the environmental conditions that impact the design, the expectations of the clients and the need to make innovative design contributions to cater for the needs of the community as well as progressively develop the profession.

The study of architecture is concerned with complex, interdisciplinary issues. Some matters are primarily individual and practical, such as the basic human need for shelter and the desire to contrive efficient, adequate forms for the patterns of daily life. However, the practice of architecture today requires coordinated contributions from a variety of fields. Therefore, the study of architecture at Effat University investigates the principles and applications of history, theory, drawing, and structures. Additional courses in technology, art, the humanities, engineering, the physical and social sciences, and management will help lay the foundation for the rest of education experience. Students of the Architecture Program are therefore trained to work in collaboration with variety of professionals from different walks of life to be able to produce a comprehensive design solutions that take into consideration different elements like the history of the site, the social and emotional needs of the
people inhabiting it, the geographical, geological and economic information of the site, the weather conditions affecting the site throughout the year, the functionality aspects of the building, the preferred architectural style in the neighboring environment, etc. To be able to grasp all this information, students learn to make their own detailed research in different areas of study and learn how to consult with different professionals and laymen/laywomen. Their success in getting the required data and using them to their own benefit lies in their ability to search for information, be attentive to all details, collaborate with others from other professions and open to variety of opinions, yet be able to make a final good choice that gives the best design solution possible. To acquire these skills, students are required to work with other professionals in the market and other Effat colleges and departments to finalize their projects and hence build these skills by practice throughout their learning experience at the Architecture Department. This is usually culminated in the comprehensive design studio, internship and final capstone project.

The Architecture Program also invites many professional keynote speakers to present to the students’ real-life project like the Riyadh Metro Project, the Jeddah Tower, or the new Makkah and Madinah Railways, etc. This helps the students become familiar with current projects and architectural trends in the market as well as the challenges practicing architects face in managing such projects and the innovative solutions they provide to make their buildings have a positive impact on the environment. One of the interesting public lectures that was given to the students was a lecture by Cameron Sinclair, who is a Co-founder of the Architecture for Humanity, a nonprofit that seeks architecture solutions to global crises and acts as a conduit between the design community and the world's humanitarian needs.

Faculty lecture series are one of the most innovative ideas that was implemented in the Architecture Department to invite faculty, professionals, national and international figures to give lectures and workshops to student and faculty as well. This common activity happens in the activity time taking place on Mondays and Wednesdays from 12:30 to 14:30. The following are the lectures that were resented during the last three semesters:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Presentation Topic</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Mohammed S. Al Surf</td>
<td>Green Building &amp; Sustainability: A Saudi Perspective.</td>
<td>Monday 07.09.2015</td>
<td>01:00 – 02:00</td>
<td>ARCH 132</td>
</tr>
<tr>
<td>The Academic Affairs Committee (Dr. Nader Azab)</td>
<td>A proposed change for the departmental 10-semester plan.</td>
<td>Wednesday 14.10.2015</td>
<td>01:00 – 02:00</td>
<td>ARCH 132</td>
</tr>
<tr>
<td>Provost (Dr. Mervat Chuman)</td>
<td>Faculty Advising Orientation</td>
<td>Wednesday 21.10.2015</td>
<td>01:00 – 02:00</td>
<td>Effat Library</td>
</tr>
<tr>
<td>ARCH Students: Lujain AlHibshi, Lina Negm and Ruba Hassan</td>
<td>The Paradox</td>
<td>Wednesday 28.10.2015</td>
<td>01:00 – 02:00</td>
<td>ARCH 132</td>
</tr>
<tr>
<td>Dr. Khaled El-Sawy</td>
<td>Using Respondus in building online/offline exams</td>
<td>Wednesday 04.11.2015</td>
<td>01:00 – 02:00</td>
<td>ARCH 132</td>
</tr>
<tr>
<td>Dr. Mohammed S. Al Surf</td>
<td>Introduction to the Saudi Green Building Forum</td>
<td>Monday 23.11.2015</td>
<td>01:00-02:00</td>
<td>HUM 114</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Presentation Topic</td>
<td>Date</td>
<td>Time</td>
<td>Venue</td>
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</tr>
<tr>
<td>Dr. Bassam Ben Ghalman</td>
<td>Harameen Railroad Project</td>
<td>Wednesday</td>
<td>25.11.2015</td>
<td>12:30 – 02:00</td>
</tr>
<tr>
<td>Dr. Noraini Yusof</td>
<td>Choosing a Scholarly Journal</td>
<td>Monday</td>
<td>30.11.2015</td>
<td>12:30 – 1:00</td>
</tr>
<tr>
<td>Dr. Mady Mohamed</td>
<td>Green Architecture between theory and practice-Case study analysis.</td>
<td>Wednesday</td>
<td>2.12.2015</td>
<td>01:00 – 02:00</td>
</tr>
</tbody>
</table>

**Table (7) Faculty Lecture Series (Spring 2016)**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Presentation Topic</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Dr. Ahmed Shahata</td>
<td>Sustainability In practice</td>
<td>3/2/2016</td>
<td>01:00 – 02:00</td>
<td>ARCH 131</td>
</tr>
<tr>
<td>Arch. Basmah Kaki</td>
<td>“The Introductory Lec. For AA Visit”</td>
<td>8/2/2016</td>
<td>01:00 – 02:00</td>
<td>COB 313</td>
</tr>
<tr>
<td>Dr. Samah El Khateeb</td>
<td>Mandala workshop – stress relief</td>
<td>15/2/2016</td>
<td>12:30 – 2:00</td>
<td>ARCH 209</td>
</tr>
<tr>
<td>Dr. Abdel-moniem El-Shorbagy + ARCH Students: Nashwa Khan, Widad Elessawi, Merna Helmy</td>
<td>The Poetry of Space “Phenomenology of Architecture”</td>
<td>17/3/2016</td>
<td>12:30 – 2:00</td>
<td>ARCH 131</td>
</tr>
<tr>
<td>Mr. Jurgen Schluter</td>
<td>Presentation : Rendering in Show Case (Autodesk)</td>
<td>22/2/2016</td>
<td>01:00 – 02:00</td>
<td>ARCH 211</td>
</tr>
<tr>
<td>Studio 7 and winner students</td>
<td>Museum Award Lecture</td>
<td>24/2/2016</td>
<td>01:00 – 02:00</td>
<td>ARCH HALL</td>
</tr>
<tr>
<td>Prof. Khaled El-Sawy</td>
<td>“Challenges in the Design and Construction of Burj Al Arab Tower”</td>
<td>2/3/2016</td>
<td>12:30 – 2:00</td>
<td>ARCH 131</td>
</tr>
<tr>
<td>Prof. Wayn Drummond</td>
<td>Most Important Aspects of NAAB Accreditation Process to Consider</td>
<td>7/3/2016</td>
<td>1:30 – 2:30</td>
<td>ARCH 131</td>
</tr>
<tr>
<td>Prof. Hossam Elborombaly</td>
<td>Rapid building construction</td>
<td>30/3/2010</td>
<td>12:30 – 1:30</td>
<td>ARCH HALL</td>
</tr>
<tr>
<td>Dr. Mohammed S. Al Surf</td>
<td>Green Building 101</td>
<td>4/4/2016</td>
<td>12:30 – 1:30</td>
<td>ARCH HALL</td>
</tr>
</tbody>
</table>
In addition, to prepare students for the profession, the department (and college) invites working architects and design professionals for reviews and juries. It is customary, and almost mandatory, to have professional and practicing architects as external jurors in senior studios. This also enables the local and regional firms to scout for talent and offer employment to graduating students. Below is list of some of the jurors that have been invited recently to examine the senior students’ projects:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Presentation Topic</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss. Maya Kamareddine</td>
<td>Advising orientation for new faculty (S9)</td>
<td>Th 1 September</td>
<td>01:00-2:00</td>
<td>ARCH131</td>
</tr>
<tr>
<td>Different Speakers</td>
<td>World Space Week (S.5)</td>
<td>M. 17 October</td>
<td>12:30 – 2:00</td>
<td>ARCH132</td>
</tr>
<tr>
<td>Prof. Khaled Elsawy</td>
<td>Overview of Structural Systems for Tall Buildings (S9)</td>
<td>W.19 October</td>
<td>12:30 – 2:00</td>
<td>Arch Hall</td>
</tr>
<tr>
<td>Dean Ship of Quality Assurance</td>
<td>Strategic Planning Workshop</td>
<td>M. 31 October</td>
<td>12:30 – 2:00</td>
<td>ARCH132</td>
</tr>
<tr>
<td>Hidaya Abbas</td>
<td>A Tale of Two Rushans: Architecture through Oral History (S9)</td>
<td>W.2 November</td>
<td>12:30 – 2:00</td>
<td>ARCH132</td>
</tr>
<tr>
<td>Dr. Maha Ghanam</td>
<td>FALL Vacation- Glass painting (S5)</td>
<td>M. 14 November</td>
<td>9:00 – 4:00</td>
<td>Smart Building</td>
</tr>
<tr>
<td>Prof. Khaled El-Sawy</td>
<td>A New Tool for TRUE Digital Advising of ARCH Students (S9)</td>
<td>W. 2</td>
<td>9:00 – 4:00</td>
<td>Smart Building</td>
</tr>
<tr>
<td>Dr. Maha Ghanam</td>
<td>FALL Vacation- Glass painting (S.5)</td>
<td>W. 16 November</td>
<td>1:00-2:30</td>
<td>ARCH132</td>
</tr>
<tr>
<td>Mrs. Nawar Sakijha</td>
<td>A Tale of Two Rushans: Architecture through Oral History (S9)</td>
<td>M. 28 November</td>
<td>12:30 – 2:00</td>
<td>ARCH132</td>
</tr>
<tr>
<td>Dr. Mohamed AL-Surf</td>
<td>Architecture in Practice (S9)</td>
<td>M. 28 November</td>
<td>12:30 – 2:00</td>
<td>ARCH132</td>
</tr>
<tr>
<td>Dr. Lobna A. Mostafa</td>
<td>(General Lecture “Awareness of the required precaution to avoid breast cancer”)</td>
<td>M. 28 November</td>
<td>12:30 – 2:00</td>
<td>ARCH132</td>
</tr>
<tr>
<td>Dr. Ayman Linjawi, Consultant General &amp; Oncology Surgery, C.E.O &amp; Founder of Medical Clinics References in Jeddah</td>
<td>A Holistic Approach: Architecture-Landscape-Urbanism (S9)</td>
<td>W. 7 December</td>
<td>12:30 – 2:00</td>
<td>ARCH132</td>
</tr>
<tr>
<td>Dr Anna Klingmann</td>
<td>A Holistic Approach: Architecture-Landscape-Urbanism (S9)</td>
<td>W. 7 December</td>
<td>12:30 – 2:00</td>
<td>ARCH132</td>
</tr>
<tr>
<td>Dr Marwa Abouhassan</td>
<td>Photography Competition ceremony (S5)</td>
<td>M. 12 December</td>
<td>12:30 – 2:00</td>
<td>ARCH132</td>
</tr>
<tr>
<td>Hidaya Abbas</td>
<td>When Places Go Extinct: A photographic Journey in al-Shamiyya (S9)</td>
<td>W. 14 December</td>
<td>12:30 – 2:00</td>
<td>ARCH132</td>
</tr>
</tbody>
</table>
Table (9) List of Some of the Jurors that Have Been Invited Recently to Examine the Senior Students’ Projects

<table>
<thead>
<tr>
<th>Juror Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch. Hamad Alleheidan</td>
<td>The Manager of the Green Technology Company and a healthcare building consultant</td>
</tr>
<tr>
<td>Arch. Abdallah Eletiby</td>
<td>Vice Chair of Studies Affairs in the Ministry of Health</td>
</tr>
<tr>
<td>Arch. Osman Qurban</td>
<td>Health Affairs in Jeddah</td>
</tr>
<tr>
<td>Arch. Loai Hakeem</td>
<td>Architect &amp; owner of a private office</td>
</tr>
<tr>
<td>Arch. Mohammed Borhan</td>
<td>Architect &amp; owner of a private office</td>
</tr>
<tr>
<td>Arch. Anas Serafi</td>
<td>Jeddah Chamber of Commerce</td>
</tr>
<tr>
<td>Arch. Talal Samarqandi</td>
<td>Jeddah Chamber of Commerce</td>
</tr>
<tr>
<td>Arch. Abdallah Eletiby</td>
<td>Health Affairs in Jeddah</td>
</tr>
<tr>
<td>Arch. Hassan Mostafa</td>
<td>UK engineering consultant, Jeddah</td>
</tr>
<tr>
<td>Dr. Bassam Ghulman</td>
<td>Saudi Council of Engineers, Vice-President Al-Harameen High-Speed Rail, General Manager</td>
</tr>
<tr>
<td>Arch. Yasser Hijazi,</td>
<td>Yasser Hijazi Engineering Consultant, Founder and General Manager</td>
</tr>
<tr>
<td>Dr. Hisham Jomah</td>
<td>City Centers Development Company, Vice President for Projects</td>
</tr>
</tbody>
</table>

As mentioned earlier, the Annual Memaryat Exhibition, among other things, is a departmental effort to continually connect the alumni and the student body with professionals and connect professionals with Effat architectural students. Every year, the architecture students collaborate with the faculty and staff to raise funds for the exhibition by visiting different private architectural firms. They also work diligently together to arrange the space of the exhibition and display the works and work out the benefits of donating firms. Effat University, the College and the Department put all its efforts in publicizing the event with the support of the Management of Communication and Public Relations to ensure that the exhibition is visited by interested professionals, other students and faculty from other universities in Jeddah and beyond, members from the Saudi Council of Engineers, media representatives, etc.

The Memaryat Exhibition has been established since 2008 with a specific theme every year. The themes covered in the last three years are Traditional Architecture, 2015; Makkah: The Holy Mosque (Al Bait Al Mamour), 2016; and Saudi Vision 2030, 2017. As can be seen, the topics link the students to their context in Saudi Arabia and its current developments. The exhibition also hosts keynote speakers to give students the opportunity to see and know some of the role models in their profession and get to hear from them about the updates of their contributions in the field under the selected theme. Some of these prominent keynote speakers included Architect Dr. Rasem J. Badran (http://rasembadran.com) in 2015; HRH Princess Reem Bint Muhammad Al Faisal in the year 2016, and Professor Mahjoub Elnimeiri in the year 2017.

In 2016-2017, the Memaryat Exhibition was upgraded to become Memaryat International Conference (already referred to in section on Architectural Education and the Academic Community above) that also hosts the Effat architectural students’ Memaryat Exhibition.
E. Architectural Education and the Public Good.

The Architecture Program, as part of its mission, states that it aims to provide students with excellent education “that is truly relevant to the needs of the country” and to graduate “highly qualified female architects who are …expressive of self in context.” It also prepares students to become “holistic thinkers, self-aware and participants in serving their community through researching and developing the urban environment.” Hence, it is fundamental that all the architectural education offered to the students of the Architecture Program would help them at the end serve the public good. This is one of the founding principles of the Architecture Program as mentioned above (I.1.1 - 11. Collaboration and Leadership). Both faculty and students consider in all their academic courses and design studios the need to consider the needs of the community they are working in and the importance of preserving its environment, energy, beauty, economy, etc. The students are also taught how to make designs more related to nature to belittle the harmful impact that their design may have in future. They are also made aware of the ethical requirements of the profession to enhance their understanding of the positive and negative impacts of their designs, so that they would be able to make the most appropriate and ethical architectural decisions. They also need as future leading and practicing architects to understand the importance of balancing between the requirements of clients’ expectations and the public requirements so that both would go in harmony. They also learn that it is their duty to educate the clients, if they have to, to make them aware of the harm they may cause nature and themselves by going against it. These discussions are always part of courses that tackle these issues like ARCH556 Project Management and ARCH557 Professional Practice course. Some design projects done by the architecture students included designs of hospitals, schools, airports, community centers, high rise buildings, etc. which are meant for the public, while others revolved around buildings for individuals or for commercial purposes like residential houses, supermarkets, malls, etc. In all cases, students are invited to discuss their views about these designs and how they need to consider their environment and how to keep it in tact, and yet serve their major function.

The Architecture Program also encourages involvement in large community projects that help improve the environment. In the academic years 2010-2012, the Architecture Program shared in the Bani Malak and Al Bughdadyia Districts Project for Urban Development in collaboration with the Jeddah Development and Urban Regeneration Company (JDURC). The project, led by Dr. Abdelmoneim Al-Shorbagy, involved architectural faculty and senior students, who worked collaboratively on this real-life project that aimed at revitalizing two of the old districts in Jeddah. The project involved meeting the authorities and inhabitants of the site to know their views and
expectations. This was followed by making all necessary research and drawing urban designs that were provided to the Jeddah Municipality for implementation.

More recently, as part of the involvement with the AA Visiting School, the Architecture Program at Effat University hosted a collaborative project with the AA School, London, UK, which aimed at holding a series of international design workshops about the holy city of Makkah starting Fall 2015 and up to Fall 2017. The project has helped both faculty and students to get involved in a large scale project to study and develop one very important site in their community, Makkah. Besides its value in engaging students and faculty in a community project important for them, the international workshop which allows other students from all over the world to join helps to make students engage with other international architecture students and professionals on important possible conservation projects. Again, this is part of training Effat students of the importance of civic engagement and commitment to global and environmental issues, which are values that the Architecture Program at Effat University is instilling in them.

Moreover, students are encouraged to participate, as groups or individually, through their co-curricular program, the Effat Ambassador Program, and extra-curricular activities to share in different community activities, whether inside or outside of the university. These include being members of specific clubs like the Green Club, the Design Club, the Photography Club, IQRA Club, QURAN Recitation Club, the Green Building Club. Students can also be active members in different committees, like Memaryat Student Committee; and becoming members in association like the AIAS; becoming members of sports teams; volunteering to be student representatives in governing bodies
and formal committees; supporting university-wide events like Open House, Career Day, Memaryat Conference and Exhibition, Learning and Technology Conference, Graduation Day, etc. Students are also rewarded by value points for sharing in social campaigns. Examples of such activity are like sharing in the “Be a Role Model” Campaign, which was inaugurated by HRH Prince Khaled Al-Faisal, the Governor of Makkah Region, in 2016-2017. Students are also contributing to community movements, like supporting the election of women in Shura Council and local councils, being part of UN Youth groups, and participating in an activity for a cause, like walk for raising fund for women education or breast cancer awareness, etc.

It is believed that opportunities offered by the Architecture Program and other supporting units like the Deanship of Student Affairs, as mentioned above, help Effat Architectural students become aware of their duty as citizens of the world to contribute to the collective development of their immediate surrounding as well as become leaders in enhancing the global environment to the best of their abilities.

I.1.4 Long-Range Planning

The Architecture Program, similar to all other programs offered at Effat University, develops its strategic plan every five years to set the program goals, which are in line with the overall goals of the college and institution (See section I.1.2 above). The previous strategic plan that was conducted by the Architecture Program covered the period from 2012- to 2017 and was titled “to Excel and Lead”. The strategic plan includes a detailed list of the ARCH goals and objectives, each with an action plan, the required resources and the target date for achieving each objective. These goals adhere to all the 11 standards of quality set by the national accrediting body in Saudi Arabia (i.e. National Center for Academic Accreditation and Assessment- Education Evaluation Commission) which ensure that planning covers all the major functions of the institution. One of the most important aspects planned by the ARCH Department is the forecast of number of students and subsequently the faculty recruitment, facilities’ development and equipment upgrade, which are also connected to financial planning over five years to ensure that all supporting services are available to provide quality teaching and learning. Implementations of the strategic plan are monitored per semester based on a number of Key Performance Indicators (KPIs) and the outcomes are evaluated to decide on improvement plans, which are recorded and followed up in the program Semester Quality and Activities (SAQR) Report.

Some of the key performance indicators that have been used in the 2012-2017 strategic plan for assessing the performance of the program in achieving its mission, goals and objectives are outlined in the table below.

Table (10) KPIs for Measuring ARCH Program Performance in Relation to the Strategic Plan (2012-2017) Related to NCAAA 11 Standards of Quality

<table>
<thead>
<tr>
<th>NCAAA Quality Standard</th>
<th>Key Performance Indicator (KPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission, Goals &amp; Objectives</td>
<td>1. Degree of awareness of the stakeholders (Faculty -assistant staff) of the mission, vision and goals of the program</td>
</tr>
<tr>
<td></td>
<td>2. Compliance of the major decisions of the governing body (i.e. departmental council) with the mission of the program and in turn of the institution</td>
</tr>
<tr>
<td></td>
<td>3. Number of times mission, goals and objectives of the strategic plan of the</td>
</tr>
<tr>
<td>Program Administration</td>
<td>4. Degree of involvement of the program's administrators in key projects that help in developing and improving the program</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>5. % of completion of the action plan of the program.</td>
</tr>
<tr>
<td></td>
<td>6. % of awareness of students, faculty and staff of the institution's/program’s ethical code of conduct</td>
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<tr>
<td></td>
<td>7. Number of incidents of breaching the Effat ethical code of conduct/program's code of conduct</td>
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<tr>
<td></td>
<td>8. % of the completion of the development of the program's policies and procedures manual</td>
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<tr>
<td></td>
<td>9. % of satisfaction of all stakeholders of the policies and procedures of the program (including the organizational charts and job responsibilities)</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>10. Students overall evaluation of the quality of their learning experiences under your program (PES Survey).</td>
</tr>
<tr>
<td></td>
<td>11. Proportion of courses in which student evaluations were conducted during the semester and their evaluations</td>
</tr>
<tr>
<td></td>
<td>12. No. of quality assurance processes undertaken by the program (% of active and inactive)</td>
</tr>
<tr>
<td></td>
<td>13. % of staff (Faculty – Assistant staff) involved in the quality activities undertaken by the program during the semester.</td>
</tr>
<tr>
<td></td>
<td>14. No. and qualifications of staff to ensure quality and promptness of services.</td>
</tr>
<tr>
<td></td>
<td>15. No. of performance indicators monitored per semester and level of performance achieved in them.</td>
</tr>
<tr>
<td></td>
<td>16. No. and quality of national and international institutions against which your program is implementing benchmarking to adopt best practices.</td>
</tr>
<tr>
<td></td>
<td>17. No. of meetings held by the program with internal independent evaluators offering the program an independent verification of the standards of students' achievements and the percentage of satisfaction with students’ achievements.</td>
</tr>
<tr>
<td></td>
<td>18. No. of meetings held by the program with external independent evaluators offering the program an independent verification of the standards of students’ achievement.</td>
</tr>
<tr>
<td>Learning and Teaching</td>
<td>20. GPA distribution of the graduates</td>
</tr>
<tr>
<td></td>
<td>21. Achievement of program ILOs by the graduates</td>
</tr>
<tr>
<td></td>
<td>22. Student satisfaction about their learning (SES Survey)</td>
</tr>
<tr>
<td></td>
<td>23. Employment rates (all and after 6 months)</td>
</tr>
<tr>
<td></td>
<td>24. External prizes for all students</td>
</tr>
<tr>
<td></td>
<td>25. Undergraduate research output</td>
</tr>
<tr>
<td></td>
<td>26. No. of Program development activities against planned</td>
</tr>
<tr>
<td></td>
<td>27. No. of program review activities against planned</td>
</tr>
<tr>
<td></td>
<td>28. Satisfaction rate of different stakeholders on the different programs offered (graduates, employers, alumnae)</td>
</tr>
<tr>
<td></td>
<td>29. No. and types of assessment used</td>
</tr>
<tr>
<td>30.</td>
<td>Grades distribution</td>
</tr>
<tr>
<td>31.</td>
<td>GPA distribution of continuing students</td>
</tr>
<tr>
<td>32.</td>
<td>% Graduation projects with external reviewers</td>
</tr>
<tr>
<td>33.</td>
<td>% of W/P students who progressed out of the W/P status</td>
</tr>
<tr>
<td>34.</td>
<td>Satisfaction rate of the students about the EAP</td>
</tr>
<tr>
<td>35.</td>
<td>Faculty-Student ratio</td>
</tr>
<tr>
<td>36.</td>
<td>Overall student course evaluation (+Participation rate)</td>
</tr>
<tr>
<td>37.</td>
<td>First year completion rate (UG and G)</td>
</tr>
<tr>
<td>38.</td>
<td>Program completion rate in minimum time (UG)</td>
</tr>
<tr>
<td>39.</td>
<td>Program completion rate in specific time (G)</td>
</tr>
<tr>
<td>40.</td>
<td>Class size (Science/Theoretical/Mini)</td>
</tr>
<tr>
<td>41.</td>
<td>Faculty satisfaction rate with CET&amp;L workshops</td>
</tr>
<tr>
<td>42.</td>
<td>Faculty attendance rate to CET&amp;L workshops</td>
</tr>
<tr>
<td>43.</td>
<td>% PhD holders</td>
</tr>
<tr>
<td>44.</td>
<td>% part-time Faculty</td>
</tr>
<tr>
<td>45.</td>
<td>% specialization areas covered by current faculty/program</td>
</tr>
<tr>
<td>46.</td>
<td>% students placed for internship from those who are eligible</td>
</tr>
<tr>
<td>47.</td>
<td>Satisfaction rates of Students/Employers about the internship</td>
</tr>
<tr>
<td>48.</td>
<td>No. partnerships</td>
</tr>
<tr>
<td>49.</td>
<td>Evaluation of existing partnerships</td>
</tr>
</tbody>
</table>

**Student Management and Administration**

| 50. | Number of new students who applied for the program, were admitted to the program, enrolled/registered in the program, are transfer students |
| 51. | Quality of newly admitted students; average High School GPA, average Qiyas score, and average TWE and TOEFL |
| 52. | % of accuracy of end of semester audit of students' records kept by programs |
| 53. | Number of students involved in disciplinary action and code violations. |
| 54. | Percentage of students who file appeals |
| 55. | Academic advising (Ratio of advisor to advisee) |
| 56. | % of student satisfaction with academic counselling, career planning and advice. |

**Learning Resources**

| 57. | Number of book titles held in the library as a proportion of the number of students of the program |
| 58. | Number of electronic collections as a proportion of the number of students of the program |
| 59. | Number of periodical subscriptions as required by the program. |
| 60. | No. of faculty and staff members making use of the access systems to print and digital collections in their teaching and research. |
| 61. | Number of orientations and information literacy sessions provided for students and teaching staff by the library. |
| Facilities & Equipment | 62. Student and faculty evaluation of the adequacy of library services  
63. Percentage of budget allocated to the library by the program annually  
64. Number of accessible computer terminals per student for your program  
65. % satisfaction on adequacy of facilities and equipment for the program (e.g. buildings, green areas, playgrounds, classrooms, labs, studios, chairs, desks, computers, printers, website information and accessibility to e-learning resources, etc.)  
66. % satisfaction with management and administration of facilities  
67. Average overall satisfaction (by students, faculty and staff) with IT equipment and educational services (e.g. hardware, blackboard, banner, WiFi, access to website and intranet, etc.) |
|------------------------|--------------------------------------------------------------------------------------------------|
| Financial Planning and Management | 68. % of compliance to the financial plan/budget set for the program  
69. % Satisfaction of cost centre managers with the financial management process |
| Employment Processes | 70. % of teaching and staff positions unfilled at the start of the semester.  
71. % of teaching staff leaving the department this semester for reasons other than age retirement  
72. % faculty and staff participating in professional development activities this semester.  
73. % satisfaction with professional development activities. |
| Research | 74. % of research active faculty in the program.  
75. Number of publications (#/yr.) in international reviewed journals by full time faculty under the program.  
76. Number of citations in refereed journals per FTE faculty under the program.  
77. Proportion of full time members of teaching staff with at least one refereed publication during the previous year under the program.  
78. Number of faculty or students who participated by giving papers or reports/posters in conferences under the program.  
79. Research income from external sources in the past year as a proportion of the number of full time teaching staff members of the program.  
80. Number of memberships of (inter) national scientific organizations of members under the program.  
81. Number of collaborative research projects (national/ international) under the program.  
82. % of program budget allocated for supporting research needs and equipment |
| Community Services | 83. % of satisfaction of stakeholders with the program public information in print and on the website, intranet, and social media.  
84. Number of professional services offered by the program per semester.  
85. Number of community/executive education programs provided by the program per semester.  
86. Proportion of teaching staff and other staff actively involved in community service activities. |
Figure (4) Overall Performance of the Architecture Program Based on its KPIs that Measure the Achievement of its 11 Strategic Goals (2015-2016)

The determination of the ARCH department to improve its quality resulted in achieving the majority of the set targets for goals and objectives as the performance exceeded the target which was 70%. The development of the ARCH program over the past years witnessed a healthy growth of students, faculty, staff, physical space, learning resources, computer labs and technological resources, financial resources, research output, academic and professional relations, and community engagement. The program also managed to get its full national re-accreditation. Achieving international accreditation (or substantial equivalency) and expanding research output are areas for future development and have been added to the new strategic plan as will be explained below. Below are more details about the achievements regarding each of the goals:

**Goal 1: Achieve and maintain a highly recognized architecture program in the kingdom and worldwide.**

Through the continuous review and update of the website page and the department activities and international relations and success stories, the program projected a very positive image to all students and community members and helped in creating a high public trust in the program nationally and outside.

**Goal 2: Create an encouraging, well organized, and productive work environment to maintain a high performance rate of both faculty and students.**
The continuous efforts to provide positive work and learning environment to both faculty and students by improving policies and procedures, work and learning satisfaction levels and maintaining a family environment in the workplace has resulted in increasing levels of satisfaction levels by both students and faculty levels (around 75%). This is evidenced by the high retention rates of both faculty and students which normally reach 85% and above.

**Goal 3: Gain and maintain national and international accreditation in order to gain place among the top universities in the Kingdom.**

The Architecture Program achieved full accreditation from the national accrediting body (NCAAA) from the year 2010-2017 and then achieved full re-accreditation for yet another 7 years from the year 2017 to 2024. The level of the quality of all the processes of the department, academic and administrative, has increased in all ways. The Architecture Program is seeking international recognition from NAAB through achieving substantial equivalency. The current report presented to NAAB is part of this effort.

**Goal 4: Maintain and achieve high quality teaching environment, ensure the provision of all academic and services resources, and prepare to offer a postgraduate study.**

More than 450 credit hours are offered every semester for students to cover their needs and to ensure that they are following their five-year learning plan successfully. On the other hand, annual revision of all action plans related to learning and teaching allows the department to cater for the changes faced in implementation. This involves reviewing course offerings, faculty recruitment needs, required software license renewals, further lab experiments and resources required, etc. All actions taken according to the ARCH Strategic Plan has been clearly and continuously communicated to all concerned parties with reports on the positive levels of performance and recommended improvement plans. Monitoring of implementation of the program is done regularly through course reports, Department Council minutes and decisions, semester activity and quality reports, faculty and students’ surveys and annual program reports. Evidence of the success in achieving this goal is that development of the new architecture program to be implemented in 2017-2018 and the establishment of the Master Degree in Urban Design.

**Goal 5: Increase the recruitment rate of new students and maintain the retention rate of continuing students.**

There has been always an increase in the number of students admitted to the Architecture Program due to its attractiveness to many students, while maintaining the same high level of admitted students. The program has healthy retention rates. An obvious increase in student numbers happened when government scholarships were offered to Saudi students entering capable private universities like Effat University. Currently, numbers are returning to their normal estimates after the government started to limit the scholarships to continuing students only.

**Goal 6: Managing and updating the necessary learning resources to faculty and students.**

In 2014-2015 the new Effat Library and Cultural Museum opened for students, and from this date till now the number of book titles successfully increased to reach and go beyond the target KPI for the number of available library resources to number of architecture students. Also, the increase of number
of Computer Labs and PCs gave students the needed resources to work on their projects on campus and the department achieved its targeted ratio.

**Goal 7: Sustain the safety, adequacy, and functionality of the workshops and labs, and construct a new building to be attached to the existing one to cater to the increasing number of the students.**

The levels of the satisfaction of cleanliness and security of the campus and Architecture Building have always reached a level above 80% for both faculty and students, which is the target. The Architecture Building was also renovated and expanded to a new neighboring building and now every student in the department has her own space area throughout the semester. Overall, the increase in number of studios, labs and computer PCs raised the satisfaction rate of students and faculty towards the functionality and adequacy of the computer labs.

**Goal 8: Work on different means of fundraising to support the equipment’s purchases, faculty research, exhibition, publications, and the construction of the new addition to the architecture department.**

The Architecture Department successfully increased its revenues that support through the increased numbers of students admitted every semester. It also shares in diversifying the income of the department through running sponsorship campaigns and offering community programs and consultancies. The Photography courses offered through the EECSI and Bani Malek and Al-Bughdadiya Project are cases in point. More still needs to be done to increase the revenue of the Architecture Program in future through obtaining more sustainable sponsorships and offering the services of the program to the wider community.

**Goal 9: Increase the professional development of architecture administrative staff and faculty with administrative duties.**

The Architecture Department succeeded in hiring qualified faculty sharing their knowledge and expertise with the students and lowering the ratio of faculty to number of student in classrooms. The ARCH department faculty and staff are involved in offering and receiving professional development. They make use of all the professional development opportunities offered by the Center for Excellence in Teaching and Learning, Deanship of Quality Assurance, Deanship of Graduate Studies and Research, Management Human Resources and all external trainings offered by the same entities. Some of the workshops and training attended by the architecture faculty in 2015-2016 and 2016-2017 include blackboard workshop, strategic planning workshop, testing center workshops, key performance indicator workshops, advising workshop, assessment strategy workshop, problem base learning workshop and project base learning workshop and final exams workshop. A record of all these workshops will be available in the visiting team room.

**Goal 10: Encourage faculty and students to be involved in scholarly research activities.**

For research, continuous support is offered to the faculty to enable them to increase their publications and participation in conferences as well as travel grants and sabbatical leaves are offered to faculty upon application to the Research and Consultancy Institute. For example, Dr. Mohamed Fekry obtained a conference participation grant in 2016, Dr. Mady Mohamed won a research grant of 20,000 SAR and Dr. Mohamed Shokry was granted a sabbatical leave for one year (2017-2018). The
introduction of the new Master Degree in Urban Design is expected to increase the number of publication of the department by students. Still more effort is to be exerted in future, to increase the quantity and quality of the research output of the Architecture Program faculty and students.

**Goal 11: Sustain, strengthen, and develop positive and interactive relationships with the community.**

The ARCH department has succeeded in achieving positive and active relationship with its local community. Architecture Design Studios at senior levels tailor students’ semester projects to serve their community needs. For instance, Design Studio-6 (with Urban Design focus) participates in national competitions for settlements regeneration, while Design Studio-7 (with focus on the design of public buildings) participates in offering real projects, some offer innovative ideas. The successful yearly events that are organized by the ARCH department mirror the ARCH program activities and achievements. The Annual Memaryat Exhibition, taking place every spring semester, celebrates the innovation and achievement of the ARCH students throughout the academic year. The yearly exhibitions are accompanied by awards ceremony for innovative projects and various lectures and workshops conducted by faculty members and national and international professionals.

**New Strategic Plan 2017-2022**

In 2016-2017, the Architecture Program developed its new 5-year strategic plan from the period 2017 to 2022, which is titled “Embracing Research”. The strategic plan of the Architecture Program was also aligned to that of the College of Architecture and Design and Effat University. It is clear that the new directions of the new strategic plan are to put more emphasis on research and intellectual contributions of faculty and students.

The Architecture Department in its new strategic plan is aiming to continue graduating architecture students that are able to be up to international standards and serve their country the Saudi and help to achieve the Saudi vision of 2030. “Saudi Arabia’s Vision 2030” was adopted as a methodology and roadmap for economic and developmental action in the Kingdom of Saudi Arabia. In its aim to grant the Kingdom a leading position in all fields, Saudi Arabia’s Vision 2030 sought to identify the general directions, policies, goals, and objectives of the Kingdom. “Saudi Arabia’s Vision 2030” encompasses—in a number of domains—strategic objectives, targets, outcome-oriented indicators, and commitments that are to be achieved by the public, private, and nonprofit sectors. The Architecture Department believes that Effat graduates should be part of building the future of their country and thus the Architecture Program aspires to prepare female architects to contribute to the vision of their countries.

The following table is presenting the vision and mission of the architecture department for the coming five years 2017-2022 and mapping it with the college and institutional vision and mission, which lay the foundation for the action plan to be followed afterwards.
Table (11) The Architecture Department Vision & Mission for the Coming Five Years 2017-2022 Mapped with College & University

<table>
<thead>
<tr>
<th>Effat University Vision</th>
<th>Effat College of Architecture and Design Vision</th>
<th>Architecture Department Vision</th>
<th>Point/points of alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effat University strives to be recognized as one of the world’s leading institution in scientific discovery and innovation presenting solutions to societal challenges, and to serve as agent of change that advances inspired leaders and scholars in fulfilling Queen Effat Al-Thunayan Al-Saud’s vision (God rest her soul).</td>
<td>Effat College of Architecture and Design aspires to be a hub for creative and innovative scholars of faculty and students who believe of the ability of design to change the world.</td>
<td>Architectural Department aspires to prepare architects and urban designers of tomorrow, who can contribute to national and international progress of architecture and contribute to vision of their county.</td>
<td>1. significance</td>
</tr>
<tr>
<td>Effat University Mission</td>
<td>Effat College of Architecture and Design Mission</td>
<td>Architecture Department Mission</td>
<td>Point/points of alignment</td>
</tr>
<tr>
<td>Effat University prepares aspirational and effective leaders of international quality who contribute to national and global progress by interweaving Effat University Core Values into an innovative education, which creates a culture of broad inquiry, intellectual engagement, and valuable societal impact.</td>
<td>Effat College of Architecture and Design graduates creative and effective leaders who can compete nationally and internationally by integrating core values into the education of architecture, design, and visual media and combining academic study and practicum experience.</td>
<td>Architectural Department prepares qualified architects and urban designers of international architectural quality, who can contribute to national and international progress of architecture majors by providing integrated and comprehensive education, which engages field experience with in-class education.</td>
<td>1. Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. national and international progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. integration of core values</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Field Experience with In-class Education.</td>
</tr>
</tbody>
</table>

In the process of developing the new strategic plan at the institutional, college and departmental levels, a SWOT analysis and market research were conducted and the Department Chair and faculty members set their new vision, mission and goals based on these, ensuring that the goals were reflective of the needs of the stakeholders, and are measurable and achievable (realistic). Additionally, several meetings were done at the departmental, college and institutional levels to ensure the consistency of the goals from institution level to departmental level. The table below illustrates the ARCH program’s new set of goals which are closely aligned with the NCAAA standards as well as with the University and the ECoAD goals.
Table (12) ARCH Program’s New Set of Goals which are Closely Aligned with the University and the ECoAD Goals.

<table>
<thead>
<tr>
<th>Effat University Goals</th>
<th>ECOAD Goals</th>
<th>Architecture Department Goals 2017-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance Effat University’s national and international recognition by deepening its presence, impact and contribution to the social, cultural and economic vitality of the Saudi 2030 vision.</td>
<td>Adopting the Saudi 2030 vision in presenting Effat College of Architecture and Design as a contributor to the creative culture nationally and internationally.</td>
<td>Be recognized as the leading Architecture Department nationally and internationally in the education of creative, innovative architects, and future urban designers who are capable to effectively contribute to Saudi Vision 2030.</td>
</tr>
<tr>
<td>Stimulate a progressive and dynamic work environment by ensuring effective leadership principles and Transparent governance.</td>
<td>Encourage a dynamic work environment by ensuring transparent governance.</td>
<td>Provide a professional transparent environment that ensures participation, innovation and ethical values.</td>
</tr>
<tr>
<td>Enlarge the scope of the national and international accreditations and aspire to achieve the goals of Saudi transformational plan 2020 in getting Effat University ranked as one of the 5 Saudi Universities among the top 200 institutions in the world.</td>
<td>Achieve national and international accreditation for ECoAD Programs and reach a satisfactory level of national and international recognition.</td>
<td>Maintain the national accreditation for the Architecture Program and achieve international accreditation within the coming years.</td>
</tr>
<tr>
<td>Provide an innovative, distinctive, and high quality education, which inspires the students’ broad inquiry, intellectual engagement, and service and makes Effat University widely known for its excellence in all its distinctive academic activities.</td>
<td>Provide excellence in all ECoAD distinctive academic activities, which inspire the students’ innovative, creative, and intellectual engagements.</td>
<td>Provide an integrated, comprehensive and high quality architecture education, which induce students’ creativity and talent by offering a diverse, interdisciplinary and rigorous curriculum led by an accomplished faculty in a comprehensive studios and classroom environment.</td>
</tr>
<tr>
<td>To be at the forefront in attracting and retaining a diverse body of students and continue graduating agents of change who will create future opportunities and be Ambassadors of Queen Effat Legacy.</td>
<td>To qualify the ECoAD graduates to be the Ambassadors of Queen Effat Legacy and agents of change by attracting and retaining a diverse body of students.</td>
<td>Attract and retain highly qualified, innovative and creative students who will be leaders of tomorrow.</td>
</tr>
<tr>
<td>Cultivate broad inquiry and dynamic learning environment that foster creativity among students, faculty, staff and external community through</td>
<td>Ensure dynamic learning environment that foster creativity among ECoAD students, faculty, staff and external community through</td>
<td>Update the learning resources that are parallel to international standards in terms of new technologies and futuristic learning</td>
</tr>
</tbody>
</table>


Based on the abovementioned goals, a number of key performance indicators (KPIs) were identified in order to assess the ARCH program’s achievements in relation to the 11 strategic goals for monitoring performance and benchmarking purposes. These KPIs are aligned with those of the ECoAD and the University's goals and the NCAAA’s 11 quality standards. The following table represents the new KPIs set by the Architecture Department to measure the achievement of Goal and its smart objectives and their expected actions.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>KPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide and efficiently manage a modern and sustainable</td>
<td>To provide and efficiently manage a modern and sustainable working and learning environment that meets the university evolving needs and future growth.</td>
<td>Facilities for optimal teaching and learning experience.</td>
</tr>
<tr>
<td>To maintain and enhance our overall financial strength and</td>
<td>To maintain and enhance our overall financial strength and enhance the University’s competitive position.</td>
<td>Provide more innovative facilities and equipment that match with the worldwide architectural education and ensures unique program delivery.</td>
</tr>
<tr>
<td>Maintain and enhance efforts to recruit, nurture, and retain a</td>
<td>Maintain and enhance efforts to recruit, nurture, and retain a diverse faculty and staff in order to make Effat community a place of choice.</td>
<td>Sustain the financial status of the Architecture Department through future consultancy services and ongoing student recruitments.</td>
</tr>
<tr>
<td>To foster a vibrant, successful and interactive research community</td>
<td>To foster a vibrant, successful and interactive research community that generates ideas and discoveries leading to intellectual property, enterprises, socio-economic prosperity and financial wealth, thereby realizing the objectives and aspirations of the Saudi 2030 vision.</td>
<td>Enhance the ECoAD culture of service through national and international productive partnerships and collaborations that support the community and strengthen the university.</td>
</tr>
<tr>
<td>Develop and support a culture of service through national and</td>
<td>Develop and support a culture of service through national and international long-term productive partnerships and collaborations that support the community and strengthen the university.</td>
<td>Develop future partnerships with national and international partners that enrich the education environment and build new bonds with the community.</td>
</tr>
<tr>
<td>state-of-the-art learning and information resources and services.</td>
<td>state-of-the-art learning and information resources and services.</td>
<td>facilities for optimal teaching and learning experience.</td>
</tr>
<tr>
<td>To obtain modern and sustainable workshops and digital labs that</td>
<td>To obtain modern and sustainable workshops and digital labs that encourage ECoAD students to practice hands-on and practicum creative projects.</td>
<td></td>
</tr>
<tr>
<td>To maintain healthy financial balance by creative use of budget and</td>
<td>Maintain healthy financial balance by creative use of budget and resources.</td>
<td></td>
</tr>
<tr>
<td>Recruit more highly qualified and motivated academic and researchers</td>
<td>Recruit more highly qualified and motivated academic and researchers that engage the department with the future and the international academic level.</td>
<td></td>
</tr>
<tr>
<td>Inspiring by of the Saudi 2030 vision, the ECoAD aims to create a</td>
<td>Inspiring by of the Saudi 2030 vision, the ECoAD aims to create a vibrant, creative, and interactive research community that generates artistic and production ideas worthy of implementing in the national industry.</td>
<td></td>
</tr>
<tr>
<td>Create a vibrant, innovative and interactive research that is apply</td>
<td>Create a vibrant, innovative and interactive research that is apply the Saudi 2030 vision, through scholarship, research, and post-graduate programs that seek to serve the community, environment and respect Saudi culture.</td>
<td></td>
</tr>
<tr>
<td>Develop future partnerships with national and international partners</td>
<td>Develop future partnerships with national and international partners that enrich the education environment and build new bonds with the community.</td>
<td></td>
</tr>
</tbody>
</table>

Based on the abovementioned goals, a number of key performance indicators (KPIs) were identified in order to assess the ARCH program’s achievements in relation to the 11 strategic goals for monitoring performance and benchmarking purposes. These KPIs are aligned with those of the ECoAD and the University's goals and the NCAAA’s 11 quality standards. The following table represents the new KPIs set by the Architecture Department to measure the achievement of Goal and its smart objectives and their expected actions.
### Table (13) ARCH Goals, Smart Objectives and KPI’s

<table>
<thead>
<tr>
<th>ARCH Goal</th>
<th>Smart Objectives</th>
<th>Actions</th>
<th>KPIs</th>
</tr>
</thead>
</table>
| Be recognized as the leading Architecture Department nationally and internationally in the education of creative, innovative architects, and future urban designers who are capable to effectively contribute to Saudi Vision 2030. | Enhance ARCH Stakeholders' awareness of the Mission Statement & Objectives       | 1-Advertise and circulate Effat mission statement and goals to all stakeholders through website, email, advertisement boards  
2-Arrange several orientations for mission and goals every semester to all stakeholders: (students–Faculty–employers–Alumnae)  
3-Conduct a yearly survey to evaluate the internal and external stakeholder's awareness (students – Faculty – employers - Alumnae) | Percentage of faculty/staff awareness about ARCH mission and goals  
Number of orientation sessions conducted for students/faculty  
Stakeholders’ awareness ratings of the Mission Statement and Objectives (students’ awareness).  
. Stakeholders’ awareness ratings of the Mission Statement and Objectives (faculty awareness). |
| Promoting the Architecture department in national and international level | Education increase employment and ARCH graduate school enrolment opportunities for Effat graduates internationally to 20 countries all over the world.  
Increase the percentage of students who are taking semester abroad  
Increase the countries for incoming students  
Create student e-portfolios through taskstream (integrate it with ambassador)  
Create e-portfolios for ARCH faculty and update the webpage  
Enhance faculty presence through external faculty webpage | The geographical distribution of the graduates  
Percentage of the student who will have a semester abroad (including summer)  
% of outbound exchange students  
% of students who have e-portfolios  
% of students who have an e-portfolio  
% of faculty members who have an updated webpage |
<table>
<thead>
<tr>
<th><strong>Research</strong></th>
<th>No. of presented papers at conferences during past year per full time faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase research output from the ARCH department (international journals) and activities (conferences, forums and workshops) nationally and internationally</td>
<td>Number of refereed publications per full time equivalent teaching staff.</td>
</tr>
<tr>
<td>Increase national and international consultancy services by the ARCH department</td>
<td>Number of consultancy services per year</td>
</tr>
<tr>
<td><strong>Community Services</strong></td>
<td></td>
</tr>
<tr>
<td>Maximize the participation of the ARCH department in ARCH exhibitions, events, architecture competitions, websites, press, media (radio and TV), and social media.</td>
<td>Number of media appearances by staff (press, TV, radio) per year</td>
</tr>
<tr>
<td>Maximize the contribution of the ARCH Department in the Effat Executive and Community Services Institute’s Courses</td>
<td>Number of continuing/executive education programs</td>
</tr>
<tr>
<td>Maximize the number of national &amp; international membership for students and faculty</td>
<td>Percentage of faculty who have national membership (Saudi council of engineers- etc…)</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
</tr>
<tr>
<td>Increase the Socio-Economic Impact of the ARCH dep</td>
<td>Percentage of students who have national membership (Saudi council of engineers)</td>
</tr>
<tr>
<td><strong>Increase the Socio-Economic Impact of the ARCH dep</strong></td>
<td>Number of ARCH events that is open for external attendees</td>
</tr>
<tr>
<td><strong>Employ the ARCH Graduates in less than 6 month after their graduation</strong></td>
<td></td>
</tr>
<tr>
<td>Help ARCH graduates to be entrepreneurs and to establish their private offices</td>
<td>% of graduates from undergraduate programs who within six months of graduation</td>
</tr>
<tr>
<td>Maximize the employment of ARCH Graduates in high</td>
<td>% of graduates from undergraduate programs who started their own business (private offices)</td>
</tr>
<tr>
<td><strong>Effat University</strong></td>
<td><strong>Architectural Program Report</strong></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>

| **ranked architecture offices in the kingdom and worldwide** who work in a senior administration positions |  |
| **Open PhD program** | **No. new programs started** |
| **# of courses with Service Learning component** | **2/program** |

| **Research** Improve the quality of published papers and the number of number of citation per faculty | **Number of refereed publications per full time equivalent teaching staff. (ISI & SCOPUS indexed journal)** |
| **Achieve one research output for each faculty with ISI not less than 5 H factor** | **Number of citations in refereed journals per full time equivalent faculty members.** |
| **Conferences: Elevate conference proceedings to Scopus quality** | **No. of ARCH indexed conferences in SCOPUS or ISA** |
| **Consultancies: deliver quality academic and business consultancies** | **No. of consultancy services offered per semester** |

| **Community Services** Maximize the participation of the ARCH department in ARCH exhibitions, events, architecture competitions, websites, press, media (radio and TV), and social media. | **Number of media appearances by staff (press, TV, radio)** |

| **Align ARCH department outputs and goals with the Saudi 2030 vision in terms of social, environmental and research contribution.** |  |
| **Education** Review ARCH programs for UG & PG | **Cycle of review (each 3 years for UG & PG)** |

| **Research** Increase the collaboration between ARCH researchers and research centers with government, nonprofit organizations and business sectors. | **No. of collaboration agreements between ARCH researchers and research centers with government, non-profit organizations and business sectors** |
| **Community Services** Requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, faculty/student consulting projects, etc. | **No. of requests or invitations from external organizations or institution to our faculty.** |

|  | **# of participations in competition** |
The rest of the KPIs used to measure the performance of the new strategic of the Architecture Department in fulfilling its 11 goals are to be provided in the room for NAAB visiting team.

**The Five Perspectives and Long Range Planning**

The strategic plan (2017-2022) of the Architecture Program is also designed to fulfill the NAAB five perspectives on architectural education. Below is a brief explanation of the role that the strategic plan plays in achieving these five perspectives.

A. **Architectural Education and the Academic Community:** To help in enhancing the academic, scholarship and community service contributions of the faculty and students of the Architecture Program, which constitute its academic community, the Architecture Program sets goals number 4, 10 and 11 of the new strategic plan (2017-2022) to focus on offering updated programs, undergraduate and graduate (master and PhD), these offered programs will be taught by talented faculty that provide comprehensive and high quality architecture education for attracting, retaining and developing creative young female students’ that can compete in the market of the 21st century. It is also planned that the faculty and students, undergraduates and graduates, would be encouraged to produce innovative and interactive research fulfills the Saudi 2030 Vision.

B. **Architectural Education and Students:** The Architecture Program aims in its 2017-2022 strategic plan, as per its updated mission, to “prepare qualified architects and urban designers of international architectural quality, who can contribute to the national and international progress of architecture majors”. Goals 5 and 4 of the new strategy outline the plan of the program to continue to attract and retain accomplished high school graduates and empower them to become the leaders of the future in the area of architecture and urban design. This is also to be accomplished by cultivating in the students of the Effat Architecture Program the personal, ethical, social and professional qualities of Effat Gradates through its enriching general education program, architecture curriculum, co-curricular and extra-curricular activities.

C. **Architectural Education and the Regulatory Environment:** The Architecture Department has developed an informal understanding with the Saudi Council for Engineers (SCE) to support all the graduates of Effat Architecture Program, both Saudis and internationals. In addition, further efforts are to be made in the new strategic plan to help the graduates of the Architecture Program gain valuable professional experience through their Professional Practice course as well as support their memberships in national, regional and global architectural societies and/or gain further professional certifications.
D. Architectural Education and the Profession: Since its inception, the Architecture Program has delivered the program as a professional degree that prepares qualified female architects. The mission of the 2017-2022 strategic plan continues to emphasize that the program will “prepare qualified architects and urban designers of international architectural quality” through education … that “engages field experience with in-class education”. All goals, especially goals 1 and 4 of the strategy, work towards achieving this mission. Hence, the program will continue to train professional architects, as well as offer professional opportunities by involving professionals in teaching and delivering lectures and workshops, or engaging them as jurors and/or internship supervisors. Trips to working sites and engagement in real architectural and urban design projects nationally and internationally will also continue to introduce students to architecture in practice.

E. Architectural Education and the Public Good: The ethical dimension of architectural education is an integral part of the education offered at Effat Architecture Program. Hence, the program will continue to instill in its students the importance of community service and civic engagement through offering and participating in public exhibitions, workshops, social events, training programs, etc. under the strategic plan 2017-2022. Goal 11 also encourages faculty and students to develop partnerships with national and international partners that enrich the education environment and build new bonds with the community for the public good.

I.1.5 Self-Assessment Procedures

The knowledge of the process of the management and implementation of a Self-Study was introduced internally at Effat University through seminars and workshops and externally through training programs. This was mainly started to fulfill national accreditation requirements in 2009 when Effat University was preparing for its institutional national accreditation. The University formed a quality assurance steering committee, 11 working teams for the Institutional Self-study, and 4 working teams for the Programs’ self-study. One of the working Quality Assurance (QA) committees was responsible for working on the Architecture Program’s Self Study Report (SSR). The Architecture Program’s QA Committee was then established in the department. The committee was chaired by the Department Chair and included all of the Department members. The committee was responsible for the preparations of the documentations and the submission of the Self Study Report. The QA committee started the Self Study process by preparing the self-evaluation scales that investigate all the aspects of the program. Dr. Mervat El-Shafie, the Chair of the Architecture Program at that time (currently the Dean of ECoAD), conducted several meetings with all faculty and staff members to be familiar with the 11 standards of quality set by the national accrediting body, the National Commission for Academic Accreditation & Assessment (NCAA).

11 standards of NCAAA: The National Commission for Academic Accreditation & Assessment in Saudi Arabia NCAAA has developed a set of standards for quality assurance and accreditation of higher education institutions and programs in eleven general areas of activity.

1. Mission Goals and Objectives
2. Program Administration
3. Management of Program Quality Assurance
4. Learning and Teaching
5. Student Administration and Support Services
6. Learning Resources
7. Facilities and Equipment
8. Financial Planning and Management  
9. Employment Processes  
10. Research  
11. Relationships with the Community

The aim of the meetings was to evaluate each standard and sub-standard based on the collected and discussed pieces of evidence for self-assessment. Examples of such evidence included the program’s strategic plan (2007-2012), the transitional plan (2009-2012), the program enrolment and budget plans, program specifications, course specifications, statistical data for students' profile, faculty profile, and results of students' surveys and assessments. Thus, an initial ARCH Self-Study Report (SSR) was prepared that helped the program evaluate its performance over the two academic years of 2007-2008, and 2008-2009 preceding the submission of the self-study, and after several edits by the different sub-committees involved in this process, the first self-study report was completed and submitted to the national accrediting body to receive full accreditation for the Architecture Program in 2010.

Following Effat University guidelines that recommended the establishment of a Quality Assurance Standing Committee in each department to continue the process of self-assessment, an ARCH Quality Assurance Standing Committee was formed in Spring 2012. Dr. Mervat El- Shafie chaired the ARCH QA committee that had a number of the ARCH faculty concerned with QA issues as members. The objective of this committee, whose membership is updated annually, is to oversee the program’s quality assurance tasks and to maintain high quality standards towards the realization of the program’s mission, goals and objectives. The ARCH QA committee was also responsible for conducting the NCAAA Re-Accreditation Self-Study process and writing the ARCH SSR in 2015.

Assessment and self-evaluation are participatory activities in which all faculty members participate in evaluating the program to help in enhancing its performance and improving it continuously. The evaluation includes rating the program on each of the quality standards and sub-standards set by the national accrediting body, giving explanatory notes on these ratings, collecting related evidence to support these ratings, producing a narrative that reports on the status of the program based on the analysis of this evidence and all relevant KPIs, and then finally list all recommendations of improvement and action plans for achieving these recommended developments. The latest holistic assessment done for the purpose of undertaking national accreditation included the comparison between the self-study evaluation scale that was done in 2009-2010 and the latest one done in 2014-2015. The resulting notes fed into development plans and informed the procedures required to enhance regular practices and regulations. Throughout the process, the committee aimed at reviewing the Architecture Program's deliverables and worked on the necessary changes and improvements. The chart below illustrates the QA Committee organizational chart with its sub-committees in 2016-2017, its members and the responsibilities of each committee within the Architecture Program.
In addition to the SSR, the ARCH Department produces each semester a Semester Activities and Quality Report (SAQR) that also acts like a self-study of the program. The data documented in the SAQR each semester are essential to monitor and evaluate the performance of the program from all aspects. The QA committee in the ARCH Department, headed by the Chair of the Department, Dr. Samah Al-Khateeb, also monitors the teaching strategies in each course to ensure applying the student performance criteria of the NAAB in the course Intended Learning Outcomes (ILOs). In addition, the QA committee reviews the results of the institutional surveys (please see the section below) to prepare improvement plans and implement them accordingly. The QA committee was also involved in producing the application report presented to NAAB as well as the present APR. Members of the QA committee helped in collecting the institutional information that is used to support the data presented in the application and APR. In addition, the QA committee has prepared the initial text for the NAAB application, responses to NAAB report and current APR. Further review was done by the Dean of the ECoAD, and the Dean of QA and endorsed by the Provost and President of Effat University.

A. Curricular Assessment and Development

The Architecture Program at EU is the first department that offers an accredited program in architecture for female students in KSA. This is an advantage that could be considered a strength, especially with the good recognition the department has acquired within the local community. Below is an illustration (figure 6.) of how the program is regularly assessed and developed.
Figure (6) Program Review process
In order to ensure that the quality of teaching and learning is continuously improving, the program evaluation and review processes follow a 5-year cycle and one-year cycle. However, the courses are evaluated every semester in order to assess the effectiveness of the teaching strategies, the assessment tools used in the course and the courses’ specifications.

Faculty members report about each course they teach based on their course delivery and students results in their course report. At the end of each academic-year, the Chair of the ARCH department also reports on the program performance, through the Program Annual Report, based on the course reports received over the two semesters in the annual program report.

An action plan section at the end of the program report addresses problem areas and their possible solutions. The annual program report is approved by the Dean of the ECoAD and by the Provost. The Deanship of Quality Assurance has access to those documents in order to further review them. The Dean, Provost and Quality Assurance then send feedback about any comments, extra explanations or changes. In addition to those reports, bi-weekly meetings are held at the departmental level with faculty where several issues and topics are discussed including review of the delivery of courses and the needs for curricular improvement.

Students’ feedback is very important for the program as well. Students evaluate their courses at the end of every semester and the results of the courses evaluation are compiled and added to the course report, the annual program reports and the SAQR which is submitted at the end of every semester. At the institutional level, student experience surveys are conducted for all students (Student Experience Survey, SES) and for senior students upon their graduation (Program Experience Survey, PES) and their feedback is incorporated in programs reviews. Faculty and Staff evaluations are solicited every Spring semester through the Faculty and Staff Survey (FSS).

Employers of internship students and alumnae are also surveyed to incorporate their feedback as well as the Program Advisory Committee members who comprise external reviewers who are professionals as well as academics and alumnae. The department also received annual report from their academic partner following their annual visit. Further reviews are conducted during the 5-year annual review by academic partners national and international to ensure that the program is updated to reflect the national needs as well as international educational and professional needs.

All the results of the above review processes help to produce action plans for improvement that are followed up and implemented to enhance the curriculum of Architecture Program and upgrade the services offered by the department to its students, faculty and staff to raise the satisfaction levels of all stakeholders, internally and externally.
PART ONE (I): SECTION TWO - RESOURCES

1.2.1 Human Resources & Human Resource Development

Effat University Community

Effat University is a community, which is known among its members as” Effat Family”, which promotes social equity and strives to create an atmosphere free of bias and prejudice in order to prepare students to lead successful and socially useful lives in a diverse society. This sense of belonging to a family stems from a deeply-rooted religious and ethical belief that all people are coming from the same origin and created equal. Thus, they are all worthy of respect regardless of their background, color, ethnicity, religious belief, age or gender. People are only evaluated based on the value they bring to their own communities and the world. In addition, there is great emphasis on the cultural norms and values of the society in which Effat students exist. This is yet another aspect of the respect of the self and others that all Effat students, including those of the Architecture Program, learn to uphold as part of their IQRA Values. For more information, please refer to Effat’s IQRA Core Values.

https://www.effatuniversity.edu.sa/English/About/Why-Effat/Pages/IQRA_Core_Values.aspx

The following constitute the principles of being part of Effat Community (Effat family) as expressed by Effat students, faculty and staff:

Our Principles of Community state that:

• As members of Effat family, we choose to be part of an academic community dedicated to those principles that foster personal and professional integrity, civility, and tolerance.
• We strive toward lives of personal integrity and academic excellence. We will encourage in ourselves, and in one another, those responsible actions that lead to lives of productive work, personal enrichment, and useful citizenship in an increasingly interdependent world.
• We commit to treating one another with civility. Recognizing that there will be differences of opinion. We will explore these differences in a courteous and forthright manner.
• We support tolerance and moderation. We encourage those of all backgrounds to understand and respect one another in a safe and supportive educational environment.
• We empathize that Islamic values that encourage respect, tolerance and love among all should be reflected in our thoughts and actions on and off campus.

This set of principles is supported by policies laid clearly in Effat Ethical Code of Conduct (also known as Tarbawyyat Effat). https://www.effatuniversity.edu.sa/English/About/Why-Effat/Documents/Effat-Tarbawyyat.pdf

‘Tarbawyyat’ (تربيٍّيات) is the name of the pillars that make up Effat University Code of Ethical Conduct. Tarbawyyat is derived from the Arabic word for ‘educate’. Tarbawyyat is the plural of تربیة which is associated in Arabic with educating human beings to a standard of manners and equipping them with the necessary knowledge and skills to lead a successful role in the communities they inhabit. Inspired by this all-inclusive holistic noun, Effat University adopted eight fundamental pillars into

Social Equity

The University and Architecture Program exercise all its affairs with great consideration of fairness and equity and yet with consideration to students of special needs. For example, the program is available for all national and international students with no prior qualifications other than academic standards/merits. In addition, the tuition fees, for undergraduates or graduates, are the same for all registered students, national or international. On the other hand, the program offers responsive environment to the needs of students with physical disability, and assistance to students is offered when needed and according to the university regulations for “students with special needs”.

Diversity

A diverse body of students and faculty is the cornerstone of a rich and meaningful educational experience. One of the goals of the 2017-2022 strategic plan of Effat University is to “attract and retain a diverse body of students”, as the institution strives to enrich its programs and continually increase the diversity throughout Effat University. As the diversity of the student body expands through increased recruitment of national and international students, resources are dedicated to ensure expansion of recruitment efforts. In addition, the university and all its programs, including the Architecture Program, offer courses, services and events that are designed to increase the students’ awareness and respect of such diversity on campus. For example, during the International Day held every year, all Effat students, including the Architecture Program students, celebrate their diversity by sharing their histories, traditions, costumes, dishes, songs, etc.

Diversity of the faculty body is also another facet of celebrating diversity on campus to enrich the educational experience of the students. Faculty searches are charged with selecting the individuals who will contribute significantly to the academic mission and the goals of the department, college and ultimately Effat University. This is done through extensive notifications, national and international searches, targeted advertisements and involvement of professional colleagues. Good faith efforts are made to locate and consider a wide and diverse pool of applicants, including male and female, national and international faculty. Faculty Professional Development is ongoing to enhance and support diversity of teaching and learning methods in the classroom as well.
ARCH Faculty Profile

The recruitment process is an integral part of the ARCH program’s efforts to ensure high quality teaching and learning to its students. It starts with a clear mapping of the qualifications required for each course delivered under the program and the program’s recruitment plan based on the students’ and faculty needs forecasts for the 5-years period of the strategic plan. As for faculty needs, forecasts are made part of the institutional plan and are evaluated annually against the actual and the projected numbers of students and of faculty in order to ensure that the teaching needs for each academic year are effectively met.

The following table shows the composition of the faculty and teaching staff of the Architecture Program up to Fall 2016.

<table>
<thead>
<tr>
<th>Table (14) Faculty and Teaching Staff Highest Qualifications (Fall 2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>Female</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

List of Faculty and Teaching Staff (Fall 2016)

The Architecture Program has a high retention rate for faculty as the proportion of teaching staff leaving the institution in the previous three academic years (i.e. 2013-2014 and 2014-2015 and 2015 -2016) were only 10%, 3.45% and 9% respectively. Since the first visit in 2016, the Architecture Department increased the number of visiting lecturers in the design studios. In Fall 2016, the program had one visiting lecturer from the profession, Mr Loai Hakeem, who is the owner of an architectural consulting office [https://www.linkedin.com/in/loai-hakeem-10021422/?ppe=1](https://www.linkedin.com/in/loai-hakeem-10021422/?ppe=1). In Spring 2017, the program invited two visiting lecturers from the profession as well, Arch. Ghassan Flemban [http://www.ghassan-flemban.com/web/index.html](http://www.ghassan-flemban.com/web/index.html) and Arch. Yasser Hejazy [http://www.yah-design.com/](http://www.yah-design.com/), both of them are founders and owners of architectural offices in Jeddah.

Faculty Resources

All faculty are provided with their own private offices, well-equipped studios, classrooms and labs with all the appropriate teaching and learning resources. They are also provided with research resources through the Effat Library and research labs to support them in their research work. Faculty members also benefit from professional development opportunities, internally and externally, in order to help them develop their teaching and professional skills. Professional development activities include attending workshops, conferences and training sessions related to developing their teaching skills and/or becoming updated about their field of study.

The ARCH faculty and staff are involved in offering and receiving professional development. Management of Human Resources, the Center for Excellence in Teaching and Learning and the department are supporting professional development plans. For research, continuous support is offered to the faculty by
the Deanship of Graduate Studies (DGSR) to enable them to increase their publications and participation in conferences; travel grant is offered to faculty upon application.

Faculty has access to funded research and bursary from KACST (King Abdulaziz City for Science and Technology). Also, they can apply for an internal research grant or conference grant from DGSR of Effat University. The Architecture Department had its first research grant from KACST in 2017 which was obtained by Dr. Mady Mohamed as the Principle Investigator of a research grant worth 164000 SR from King Abdel-Aziz City for Science and Technology (KACST) as mentioned earlier. They are also entitled to receiving sabbatical leaves. Dr. Mohamd Shokry received one-year sabbatical leave in 2016-2017 for one year (2017-2018).

Faculty Time Management

The job description and faculty contract specifies the credit workload assigned to each faculty and teaching staff depending on their academic rank. For all professors and associate professors’ ranks, the teaching load should not exceed 14 credit-teaching hours per semester. For assistant professors rank, the teaching load should not exceed 16 credit-teaching hours per semester. At the beginning of every semester, the course distribution ensures that ARCH faculty members and teaching staff are not overloaded with teaching in order to invest part of their time for research activity and career development. In addition, some faculty may have workload reduction whenever they have an approved research or project grant to work on.

All faculty has to post an approved work schedule of 40 hours per week on their office door. This includes course load, office hours (10 hours) and committee work, student advising etc. Every faculty is assigned about 20 students whose progress he has to monitor and advice in matters of performance, attendance, course prerequisites, etc.

The convention has been for theory courses (3 contact hours) to be delivered in 2 separate sessions on separate days. A 2-hour lecture class is followed by 1-hour tutorial and group discussion on the lecture material on a separate day. For studio class, the total contact hour per week should be not less than 10 hours. The rest of the time of the faculty is to be dedicated to his research work and community in the way he likes. The following is a sample of the workload of faculty at the Architecture Program:
Faculty Promotion

Based on Effat Promotion Guidelines (2016/2017)

The purpose of Faculty promotion is to recognize the achievements and professional development of Faculty, and their demonstrated capacity to contribute to the mission of the Department, College and University by undertaking duties at a higher level than their current appointment. Applicants are required to provide the relevant Ad-hoc Promotion Committee with a file or dossier containing all the necessary documentations.

Criteria for Promotion

Faculty members applying for promotion will be evaluated on the basis of the following:
1. Teaching
2. Research and Scientific Contributions
3. University, Departmental and Public Service

While University, Departmental and Public Service should be recognized and encouraged, high quality teaching and research are of primary importance and are indispensable qualifications for promotion to higher professorial ranks.
1. Teaching

A candidate for promotion is required to demonstrate his ability to teach effectively in addition to his other responsibilities. The following factors and criteria are to be considered in the evaluation of teaching performance:

A. Demonstrated competence in the subject matter in classroom;
B. Helping students become effective communicators, independent learners and critical thinkers;
C. Mentoring undergraduate research projects and challenging and guiding individual students to reach their full potential;
D. Effective public presentations (e.g. colloquia, seminars, symposia, short courses, conferences, etc.), demonstrating leadership in the educational sector;
E. Effectiveness in the development and use of innovative methods and materials for teaching that enable student learning;
F. Guidance and leadership in students’ academic activities;
G. Initiation and participation in curriculum development (e.g. new courses, new programs, etc.).
H. Effectiveness in the development and use of Instructional Laboratories (if applicable).
I. Level of participation and effectiveness in the executive education programs.
J. Effectiveness in supervising Summer Training and Coop Programs (if applicable).
K. Fulfilling teaching load, appropriate for the individual’s position.
L. Book authoring

Information regarding these aspects of the candidate’s teaching performance can be sought from his chair, peers, students (preferably senior), alumni and course files. It is noted that student’s evaluation should not be accepted without qualification. It may serve, however, as an indicator of competence. It is not to be used as an absolute and final measure of the teaching performance. It is expected that each faculty member maintains course files that include the syllabi, outlines of materials covered, homework, lab assignments, exams, and other pertinent information. Such files should be made available to the committee on request. In the case of multiple-section courses where a number of instructors are involved, the input from the coordinator may also be sought through the Chair of the Department.

In judging the effectiveness of the candidate’s teaching, the committee shall consider the candidate’s command of his subject; his continuous growth in his field; his ability to organize and present his materials with clarity and force; his capacity to awaken in students an awareness of the relationship of his subject to other fields of knowledge; his grasp of general objectives; the spirit and enthusiasm which vitalize his learning and teaching; his ability to excite intellectual curiosity in new students and to stimulate advanced students to original work; his personal attributes as they affect his teaching, his students, and his colleagues; and the extent and skill of his participation in the general guidance and advising of students.

2. Research and Scientific Contributions

It is a truism that the quality of teaching at the University and the viability of its graduate programs are directly related to the quality of research and scholarship of its faculty. Consequently, the university shall promote those members of faculty who are actively engaged in research and creative scholarship of demonstrable quality.
It is acknowledged that measuring scholarship and the resultant effectiveness of the candidate is a task fraught with difficulties. However, the aim is a fair evaluation of the depth of scholarship, which is directly correlated to the degree of creativity and significance of the research work undertaken. It is also related to the scholarly stature and effectiveness of the researcher in question. Evidence of creative research should be sought in the candidate's published research in refereed journals, conference proceedings, monographs, technical reports or in original, professional work such as architectural and engineering designs, and computer software.

In published scholarly work, a key ingredient is significance rather than volume. A judgement can be made by examining the quality of the journals in which the publications appeared, the use which other researchers make of an individual's publications, or by requesting testimony from other distinguished workers in the field. Since the task of choosing reviewers is rather critical, extra care is needed in the selection of peers who should be asked to evaluate a candidate's research accomplishments. Contributions in the area of coordination of knowledge such as survey articles and books are evidence of effective scholarship. Other evidence in this area includes supervision of master and doctoral theses. Moreover, articles, textbooks, reports, and similar publications normally considered as contributions to the professional literature or the advancement of professional practice or of professional education, should be judged as evidence of effective scholarship especially, when they present new ideas or incorporate scholarly research. Evidence of scholarly stature may include service on the editorial boards of scholarly journals; invitations to give keynote addresses in conferences or symposia; membership in technical committees of international national conferences; acting as a reviewer for scholarly journals, conferences, symposia, books, and technical reports; prizes and awards received; and high level consulting work. Confidential and secret reports, software or prototypes may be evaluated by an ad-hoc committee of cleared university personnel of higher rank than the candidate. This committee shall report its findings to the internal promotion committee.

3. Departmental, University and Public Service

The faculty plays an important role in administration within the University and in the formulation of its policies. Recognition shall therefore be given to scholars who prove themselves to be able administrators and developers of their respective departments and who participate effectively and imaginatively in Departmental, College, and University committees. Service rendered by members of the faculty to the local community and the Kingdom, both in their special capacities as scholars and in areas beyond these special capacities when the work done is at a sufficiently high level and quality, shall likewise be recognized in the promotion process. These may include organizing short courses, national/international conferences, seminars, workshops, technical projects, authoring articles for the general public, translations, etc. Contributions might also include identifying industry needs and elaborating coherent training programs in some areas of expertise, as well as establishing a link for technical cooperation between Effat and other institutions in specific areas of expertise. Similarly, contributions to the students’ welfare shall also be recognized and considered.
Assistant Professor

A candidate for this rank must show promise of successful research performance. Publications resulting from his Ph.D. Dissertation may be accepted as evidence of such promise. In addition, it is desirable that he has some teaching experience at the university level.

Associate Professor

Four or more years of successful teaching and research at a recognized University, subsequent to attaining the requisite degree, are required; of which at least a one-year service in a Saudi University is required. For candidates with an industrial or professional background, the time requirement of combined university teaching and pertinent experience after the completion of the doctorate or equivalent degree is given in section “special cases” below. An Associate Professor should demonstrate mature and independent
scholarship. Research and other scholarly activities should indicate creativity, significance and effectiveness. The candidate for promotion must satisfy the following minimum requirements in Research and Scientific Contributions:

Four published and/or accepted-for-publication units; two of these units, at least, must be single authored (exceptions to single-authorship in some fields will be determined by the University Council). In determining the minimum number of units, the following categories and rules should be considered:

1. Papers in internationally recognized refereed journals; a minimum of one unit is required.
2. Papers in refereed proceedings in international conferences and specialized symposia; a maximum of one unit is accepted.
3. Refereed, published, or accepted-for-publication technical reports from specialized university research centers; a maximum of one unit is accepted.
4. Refereed textbooks and reference books; a maximum of one unit is accepted.
5. Refereed authentication reviews of rare books; a maximum of one unit is accepted.
6. Refereed translations of specialized scientific books; a maximum of one unit is accepted.
7. Refereed books and research reports published by scientific societies/authorities approved by the Scientific Council; a maximum of one unit is accepted.
8. Inventions and intellectual properties that have patents from recognized patent agencies approved by the University and commercialized products.
9. Distinguished creative activities according to a basis recommended by the Scientific Council and approved by the University Board; a maximum of one unit is accepted.

In determining the minimum number of units, it must be ascertained that Research and Scientific Contributions were published or accepted-for-publications while the candidate was at the rank of Assistant Professor.

Furthermore, it must be ascertained that material submitted for consideration for promotion must have been published or accepted-for-publication in more than one publication channel (i.e. different journal publishers and different university and scientific establishments).

It shall also be ascertained that materials submitted for consideration are not exactly extracted from the candidate's MS thesis, PhD dissertation or previous publications.

Professor

Eight or more years of successful teaching and research work at a recognized University subsequent to attaining the requisite degree are required. For candidates with an industrial or professional background, the time requirement of combined university teaching and pertinent experience after the completion of the doctorate or equivalent degree, with at least four years of teaching is considered as "special cases". Candidates applying for promotion to this rank must have at least four years of service in the Associate Professor rank, of which at least a 1-year service in a Saudi University is required. Bestowal of this rank indicates a recognized scholar of authoritative reputation. It indicates that the individual has demonstrated substantial scholarly achievement, and his work in a given discipline is widely known and respected. In promotion to this rank, contributions in teaching and service are important, however, the main emphasis is on research and scholarly achievements, without which a candidate cannot be promoted to the rank of Professor regardless of his contributions in teaching and services. Thus all candidates to this rank must
demonstrate that their research achievements have had a recognized impact on the advancement of knowledge in their subject area. The candidates for promotion to this rank must satisfy the following minimum requirements in Research and Scientific Contributions:

Six published and/or accepted-for-publication units; three of these units, at least, must be single-authored (exceptions to single-authorship in some fields will be determined by the University Council).

In determining the minimum number of units for promotion to the rank of Professor, the same nine categories of scholarly activities listed in Associate Professor section above (i.e. items 1 - 9) and the unit maxima for each category are applicable. However, for consideration for promotion to this rank, a minimum of two units in category “1” (i.e. refereed journal papers) is required.

In determining the minimum number of units, it must be ascertained that Research and Scientific Contributions were published or accepted-for-publication while the candidate was at the rank of Associate Professor.

Furthermore, it shall be ascertained that materials submitted for consideration must have been published or accepted for publication in more than one publication channel (i.e. different journals and different university and scientific establishments). It shall also be ascertained that materials submitted for consideration are not exactly extracted from the candidate's MS thesis, PhD dissertation, or previous publications.

Sabbatical Leave Policy

The main objective of sabbatical leave is to provide Effat faculty with a change of atmosphere in order to pursue scholarly activities and to furnish a better environment for academic recuperation and rejuvenation.

Scholarly activities that are considered for sabbatical leave may include pursuing and extending some ongoing research, initiating research in new and diverse areas, working in industry in the area of research and development, gaining research-oriented experience or creating an architectural/engineering design or product, and, finally, writing a research-oriented book or monograph. During a sabbatical leave, the faculty member is expected to interact with academics and/or researchers at other institutions with the purpose of developing his expertise. The faculty member is also expected to contribute to the published literature in the field via reputable journals. In general, faculty members on sabbatical leave are encouraged to attend scientific meetings and conferences, and to present seminars at host institutions as well as nearby institutions.

According to EU policy # EU 4010, a full time faculty may apply for a 6-month Sabbatical Leave after serving the university for a minimum time of 3 years, and a faculty may apply for a sabbatical leave for a whole academic year after serving the university for a minimum time of 5 years. A department can have only one faculty on a sabbatical leave in any one academic year and the frequency of granting faculty a sabbatical leave is managed by the department according to its “Research Strategic Planning”.

This academic year (2016 -2017), two ARCH faculty applied for having a sabbatical leave for the academic year 2017-2018. Accordingly, the applications were reviewed and the preference was made based on the policies mentioned above as well as on satisfying the following criteria:
1. The number of years the applicant has served the university
2. The annual evaluation of the applicant over the years of service
3. The relevance of the research to the interest of EU

The result was that the application of Dr. Mohamed Shokry was successful enough to be submitted to the Scientific Council for final review and then submitted to the Effat University Council for final approval and implementation.

**Students**

Effat University is open to applicants from all qualified high school graduates, and transfer students from universities recognized by the Saudi Ministry of Education. The admission to the ARCH program follows Effat University general admission criteria in accordance with Articles 3 and 4 of the Effat University Bylaws for Undergraduate Study and Examination, in addition to some additional requirements for entry to the ARCH program. All applicants are treated equally and final admission is decided upon an interview with the Admissions & Academic Standing Committee including the department chair, the dean of the college, and student affairs dean. For more information about ARCH program admission please refer to; [https://www.effatuniversity.edu.sa/English/Admissions/Criteria-and-Fees/Admission-Criteria/Admission-Criteria-UG/Pages/CoAD.aspx](https://www.effatuniversity.edu.sa/English/Admissions/Criteria-and-Fees/Admission-Criteria/Admission-Criteria-UG/Pages/CoAD.aspx)

The admission procedures and requirements are also stated in the University Undergraduate Catalogue. Printed copies of the undergraduate catalogue are available to all students. In addition, it is accessible from the university website.

Effat University offers Scholarship Competition for Undergraduate and Graduates Programs. It opens its doors to gifted, talented and academically excellent candidates who should submit a portfolio of their achievements to qualify for a full or partial scholarship.

**Student Advising and Counseling**

Each student in the ARCH program has an academic advisor whose job is to provide students with consultation and academic support mainly during registration time but also any time during the semester. Students may consult their advisor, as well as the Department Chair and the Dean of the College, for any issues or concerns concerning their academic life. Given the number of the ARCH students, the students are divided among the ARCH faculty for advising.

As for career development, Effat University has a Career Development Office (CDO) that helps students in writing CVs, taking interviews, finding internship placements, and finding jobs. However, this office is not specialized in any field of study because the service is offered to all university students. Thus, the program should assign one of the faculty members to be its career advisor; however, Effat students are used to consulting the Department Chair for career issues. It is believed that this is a very important support to help students look for the right employer and the right career.

Effat’s Career Development Office (CDO) aims to help students and alumnae to become leaders of the future and exceptional career women by preparing them for future employment and graduate studies. The CDO helps the students to gain broader exposure to opportunities beyond Effat University. Additionally, it helps students gain access to opportunities for learning and community service, with emphasis on internships. The CDO also helps students to write their resumes and cover letters and prepares them for
interviews. The CDO also keeps a list of job opportunities for alumnae with a career counseling service. It also helps graduates apply for full-time/ part-time jobs or their transition between jobs. The CDO usually shares students' CVs database with potential employers.

Both the institution and the program have several channels for getting student feedback on their satisfaction with their learning experience. These are satisfaction surveys, focus groups, chat cafes, Tea with Faculty and meetings with the President at the institutional level, as well as program surveys and open-door policy at the program level. Moreover, the Student Government organizes a yearly students’ meeting with the Provost to communicate their problems and concerns. All of those channels of communication provide valuable feedback that is useful to improve the program and its services while considering students’ needs. Students are involved in Student Life activities as part of the Effat Ambassadors Program. Every student needs to acquire 50 value points by taking part at the various co-curricular activities and by attending EAP’s workshops (provided by the Enhancement Center Office). These points are count towards 5% of the grade for every course taken in the semester.

In light of the IQRA values, all students at Effat University, and the ARCH Department, enjoy a holistic approach to education, which provide them with an opportunity to develop personally, socially, academically, and professionally. The Effat Ambassadors Program (EAP) aims at producing Effat Ambassadors that will become the future leaders in their communities. The program equips students with relevant competencies and soft skills through the participation and involvement in both co-curricular and extra-curricular activities to make them Effat Ambassadors. Being an "Effat Ambassador" means that the student learns to lead a meaningful life; become an engaged citizen with an enhanced desire for life-long learning; focus on achievements and possession of vision and wisdom to excel. Sample of the students' EAP transcripts including the events they share in per semester are provided.

Besides the departmental advising support, academically challenged students are provided extra educational assistance from the Deanship of Student Affairs through ESP (Educational Support Program). Such students are registered in this regular program to improve their skills particularly in English and Math by running dedicated classes. More information about ESP program can be found in the university website (https://www.effatuniversity.edu.sa/English/Student-Life/Why-Choose-Effat/Enhancement-Programs-and-Centers/Pages/default.aspx)

The Office of the Provost has prepared an advising manual that is used by all the academic units. This manual summarizes the main steps in the academic advising that supports academic advisors in the implementation of academic regulations as provided in the Effat University Study and Examination Bylaws.

Student Residence

The student residence building was renovated in 2009 to ensure a healthy, safe and secure environment for student residents. It has now a total of 87 bedrooms that can accommodate 110 students. Each student has her own study area for privacy and there are common lounges for students. Resident students are allowed to access the Sports Facilities (e.g. gymnasium, swimming pool) and other facilities that they need either individually or in group as long as supervised by supervisor. The following photos show the student residence at Effat University.
Medical and Counseling Services

Effat Clinic and the Counseling Office provide Effat University students, including architecture students, with the needed medical, counseling, and health advice services through qualified personnel. Below is a detailed description of the services offered to students:

Effat Clinic is the university’ medical unit that provides a number of health and wellbeing services to all university students and employees. It is staffed by a qualified medical doctor, and two medical nurses who are available through a 24/7 shifting system. The services they provide include: regular check-ups, responding to emergency cases that are communicated through a hotline mobile number shared with students and made publically available to all university students and staff, validating medical reports received from medical institutions other than Effat Clinic for excused absences, providing health education through awareness campaigns throughout the academic year in collaboration with some prominent and specialized MDs or qualified personnel in the community.

Also, Effat Clinic is responsible for verifying the content of the medical report submitted by prospective students at the time of application as part of their application dossier. The Medical Report is an admission requirement. The medical report and any comments made by the medical doctors of Effat Clinic are saved in the student record in card-ex. Cases that require special attention are carefully monitored throughout the year by the medical staff. Medical services are provided to students and employees free of charge and through two clinical settings on campus. Both clinics are readily equipped with the needed medical tools and provisions necessary in cases of emergency. For example, the clinic has a golf cart that can provide for easy maneuvering on campus and access to remote buildings. The clinic also has a private ambulance car that is fully equipped to provide the needed medical support in cases that need urgent attention from an external medical institution.

Studio and Lab availability

The university’s design studios & labs are available 24 hours for students. However, due to traditions and cultural norms in Saudi Arabia, female students are not expected to stay in studios and labs after 10pm.

Academic Assistantships

Under the training program that was launched in 2016-2017, the Architecture Department has utilized the service of academic assistants that can participate in research under faculty supervision and help the faculty in some academic missions.
Lectures, Field Trips, and other Students’ Resources

Please refer to section 1.1.3.B Architectural Education and Students for details.

Participation in Professional Societies

Graduates of the Architecture Program can participate in many professional societies and committees in the Kingdom and the region. After few years of training in an architecture office or governmental agency they can active members in the 'Saudi Engineering Committee’, which is the only formally recognized body for all engineering professionals, including architecture. Though the body is in its infancy, yet to mature into full-fledged 'Institute of Architects and Engineers' its membership is necessary for applying for governmental projects and consultancies.


Saudi Green Building Forum [http://www.sgbf.sa/] is one of the active professional societies in Saudi Arabia and the region. The vision of the SGBF is to “inspire people and honor places that are the blessings of our nation's legacy; our inheritance extended by green building and sustainability for safety, health and welfare of the humanity and environment for generations”. Architecture students also join the SGBF students chapter, which is placed in EU.

Saudi Council of Engineers [http://www.saudieng.sa/English/Pages/default.aspx] is the official professional agency that graduates of the Architecture Program can join automatically after graduation as mentioned earlier. The SCE is a Saudi Arabian professional body intended to promote the engineering profession, develop and upgrade its standards and those practicing it. It operates under the supervision of the Ministry of Commerce with headquarters in Riyadh.

The organization's main responsibilities are:

- Setting criteria and standards
- Professional development
- Setting license terms and conditions
- Setting rules, regulations
- Conducting examinations for obtaining professional Status

The American Institute of Architects (AIA) Middle East [http://www.aiamiddleeast.org/] is another active professional society in the Kingdom and the region. The graduates of the Architecture Program in EU can join this society and benefit from the seminars lectures and exhibitions held periodically. Although the AIA is the voice of the architectural profession in the US, it extends its collaboration with graduates from the US architecture programs and graduates from the Middle East architecture programs to provide a resource for its members in service to society. Through a culture of innovation, AIA empowers its members and inspires creation of a better built-environment. Architecture students in EU can also join AIAS in the Effat University Chapter [http://www.aias.org/chapter/effat-university/]
Also as mentioned earlier in part I.1.3, The undergraduate students of the Architecture Program are also encouraged to be involved in quality research projects. Besides their capstone projects which they conduct with the support of faculty members and which can lead to the publication of undergraduate papers, conference papers or published papers, they are also encouraged to share in the University research competition forums for the undergraduate students through the RCI annually. The ARCH Program encourages and intensively supports students to contribute in such competitions. In the academic year 2016-2017, five students shared in these competitions and two of them won them. Also, five students presented research papers in national and international conferences.
Faculty Credentials Matrix

Note: Faculty matrices not include graduate courses, thesis supervision, and other administrative loads. All faculties have to post a 40 hours/week load schedule.

Table (15) Faculty Matrix for the Academic Year 2016-2017

<p>| Faculty                  | Summary of expertise, recent research or experience | ARCH 101 | ARCH 102 | ARCH 150 | ARCH 120 | ARCH 203 | ARCH 204 | ARCH 231 | ARCH 232 | ARCH 240 | ARCH 252 | ARCH 256 | ARCH 305 | ARCH 306 | ARCH 340 | ARCH 341 | ARCH 342 | ARCH 350 | ARCH 351 | ARCH 352 | ARCH 407 | ARCH 444 | ARCH 446 | ARCH 453 | ARCH 455 | ARCH 457 | ARCH 557 | ARCH 571 | ARCH 572 |
|-------------------------|----------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Dr. Mervat El-Shafie    | Architecture Theories and Urban Planning            |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Samah El Khateeb    | Landscaping and Urban Design                        | √       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Moshira A. Elrafey  | Urban Planning                                     |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         | √       |         |         |         |         |         |         |         |         |
| Dr. Tarek Ragab        | Urban Management                                    |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Khaled Alsawy      | Structural Engineering                              |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr Noraini Banti Yusof | Real Estate and Analytical methods                  |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Mohammad Fekry      | Architecture Theories and Digital Design            |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Anna Klingmann     | Urban Design and Architecture Theories              |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Mady Mohamed       | Environmenta l Design and Architectural theories    |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Abeer Sany         | Architecture Theories                              |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Abdel-Moniem Shorbagy | Heritage and conservation                           |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Mohammad Shokry     | Architecture Theories and Urban Design              |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Zaki Malasi        | Building Information Modelling and Digital Design   |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |</p>
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<tr>
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Effat University
Architectural Program Report
August 2017

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### Table (16) Faculty Matrix for the Academic Year 2015-2016

<p>| Faculty                        | Summary of expertise, recent research or experience                      | ARCH 101 | ARCH 102 | ARCH 120 | ARCH 203 | ARCH 214 | ARCH 224 | ARCH 232 | ARCH 240 | ARCH 252 | ARCH 256 | ARCH 305 | ARCH 306 | ARCH 340 | ARCH 341 | ARCH 342 | ARCH 343 | ARCH 350 | ARCH 351 | ARCH 352 | ARCH 355 | ARCH 356 | ARCH 357 | ARCH 358 | ARCH 406 | ARCH 407 | ARCH 444 | ARCH 446 | ARCH 453 | ARCH 454 | ARCH 455 | ARCH 556 | ARCH 557 | ARCH 572 |
|--------------------------------|--------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Dr. Mervat El-Shafie           | Architecture Theories and Urban Planning                                      |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Samah El Khateeb           | Landscaping and Urban Design                                                  |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Wael El Sayed              | Urban Planning                                                                |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Tarek Ragab               | Urban Management                                                              |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Khaled Alsawy             | Structural Engineering                                                        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Noraini Binti Yusof        | Real Estate and Analytical methods                                            | √        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Mohammad Fekry             | Digital Design and Architecture Theories                                      |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Nader Azab                | Architecture Theories                                                         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Anna Klingmann            | Urban Design and Architecture Theories                                         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Mady Mohamed              | Environmental Design and Architectural theories                               |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Hossam El Bromboly         | Conservation and Urban Planning                                                | √        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Dr. Abdel-Moniem Shorbagy     | Heritage and conservation                                                     |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |</p>
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<td>Mr Juergen Schluter</td>
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<tr>
<td>Dr. Ahmed Shehata</td>
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<tr>
<td>Dr. Loai Hakim</td>
<td>Transportation Design</td>
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</table>
I.2.2 Administrative Structure & Governance

The Organizational Structure of Effat University

The overall organizational chart of Effat University is as follows:

The key decision-making bodies and advisory arms for Effat University are the Ministry of Education, King Faisal Foundation, Effat University Founders’ Board, Effat University Board of Trustees, Effat University Honorary Advisory Board, University Council, University Council Standing Committees, College Councils, Departmental Councils, Scientific Council, Graduate Studies Council, Research Council. The university has also established the Administrative Assembly that is responsible for looking into all issues related to the administration of Effat University. The full
description of the formation and responsibilities of these councils and committees are provided in the Governance Manual of Effat University. It must be mentioned here that the governance structure developed by Effat University has been successful in helping all units manage their work and approve their decisions as needed. The structure is becoming tighter every year. Thanks to the commitment of the top administration and leaders of the administration who are well aware of the importance of these decision-making bodies in organizing workflow. The importance of these bodies and their role is well-perceived by all the members of university. According to the Faculty and Staff Survey conducted in Spring 2016-2017, faculty and staff (the sample represented 70% of the total number of employees) have agreed that councils, committees and meetings are important for the decision-making processes, giving a score of 4.3 out of 5, and also agreed that such bodies discuss important issues for the interest of the institution, students, faculty, staff and labour, giving a score of 4.2 out of 5.

The College of Architecture & Design is itself organized into three academic departments: Architecture, Design and Visual & Digital Production, in addition to the Smart Buildings Research Center and Center for Art Architecture and Design.

The ECoAD was established as mentioned earlier in Fall 2014 and since this date, the architecture department became under the College of Architecture & Design, not the College of Engineering.

The departments within the College of Architecture & Design offer the following degrees:

- Bachelor of Architecture
- Bachelor of Design (three tracks)
• Bachelor of Visual & Digital Production (three tracks)

In addition, a two-year master degree is awarded in Urban Design under the Architecture Department. In 2018, the Architecture Department will initiate a new Ph.D. program.

For more information about the master program, please refer to the link below:

https://www.effatuniversity.edu.sa/English/Academics/Graduate/CoAD/Pages/MSUD.aspx

Architecture Department Governance Structure

The Architecture Department operates under the governing structure of EU, which places the department under the direct supervision of the Dean of the ECoAD and the governing authority of the EcoAD Council. The ECoAD Council is the official authority that endorses the departmental requests and confirms the approved decisions of the University Council. The Council consists of members from the three academic departments and two centres that form the ECoAD. Members of the EcoAD Council include the department chairs, representatives of faculty of each program, directors and coordinators of the different centres, and elected Secretary General for the council. The College Dean is the council chair.

Figure (11) ECoAD Department Governance Structure

The ARCH Program governing structure is democratic, enhancing the sense of ownership and job satisfaction among the faculty. A department council is the body for decision-making, which typically happens after deliberation. Students are represented in some of the departmental committees and they are welcomed to attend some of the DC, student Weam Balgoom the AIAS –EU president used to attend representing ARCH students in some DC meetings.

The ARCH Department includes twenty-six full time faculty members, four full time lecturers and six part time lecturers in addition to two assistants. Dr. Samah El Khateeb is the Chair of the
Department. The Department’s faculty members and teaching staff are committed to teach ARCH courses (core/elective) which represent 74% (114 credits for core and 12 credits for elective) of the 171 credits that students need to take in order to graduate. Courses from the General Education Program (GEP) and the Mathematics college requirement represent the remaining 26% (42 + 3 credits). The core and elective ARCH courses (114 +12 credits or 74% of the 171 credits) are taught by faculty from the ECoAD, while the GEP required courses and the Mathematics college requirement (42 + 3 credits or 26 % of 171 credits) are taught by faculty from the General Education Department, and faculty from the Electrical and Computer Engineering Department. Therefore, the program structure is multi-disciplinary with courses being taught by versatile subject specialists from the ARCH department and the General Education Program (GEP).

The ARCH program has conducted a 5-year cycle review for its curriculum. Currently, the revised and updated curriculum is reviewed from King Fahd University for Petroleum and Minerals (KFUPM) and currently under the review of the ministry of education. Limited changes were done, mainly in the pre-requisites of the ARCH major courses to fit the nature of the program. This review was done with consultation of all ARCH faculty under the responsibility of the Department Curriculum Review Committee. This committee consisted of coordinators of the studios and theoretical courses and was chaired by the Chair of the Department. Dr Samah El Khateeb. The University Academic Committee, which is composed of academic from all over the university, also reviewed the updated program carefully before it was sent to the external national reviewer KFUPM. All comments of all reviewers were considered and were used to enhance the updated curriculum of the program. The ARCH program is administered by the ARCH Department, as shown in the figure below.
I.2.3 Physical Resources

A. Description of Facilities

For several years now since it was established in 2005, the ARCH Department has made a concerted effort to upgrade its classrooms and furnish them with appropriate equipment and technology to cater for its growing number of students. Each student in the Architecture Department has now her own seat for the whole semester. Studios are divided into freshman studios and senior studios with some additional computer labs that serve students from year 3 to year 5.

The ECoAD consists of the following buildings:

- Building one (ground & first floor)
- Building two (ground & first floor)
- Smart building (printing center & open lab & some faculty offices)
- Fab Lab

The Architecture Program shares some facilities with other colleges as follows:

- College of Engineering (Design studios – lecture Rooms)
- College of Business (lecture rooms)

The following figures, plans and table show all the physical resources available to the program. The following map shows first the location of the university as it appears in Google map in the south of Jeddah:

**Figure (13) Location of Effat University**

**Floor Plans:** Plans of the new facility and a site plan of the new campus follow. Space assigned specifically to the Department of Architecture is outlined in bold:
Figure (14) College of Architecture & Planning: Ground Floor Plan – Building 1 (not to scale)
Figure (15) College of Architecture & Design: Second Floor Plan - Building 1 (not to scale)
Figure (16) College of Architecture & Design: Second Floor Plan - Building 2 (not to scale)
Figure (17) Fabrication Lab (not to scale)

Figure (18) Smart Building – Printing Center & Student Open Lab (not to scale)
Figure (19) Campus Showing the College of Architecture and Design Building (not to scale).
B. Space calculation:

C1: List of facilities in building (1) ground & first floor

ECoAD Building 1 – 3640 sq. m

ECoAD Building 2 – 5088 sq. m

Smart Building - 412 sq. m

Fab Lab - 158 sq. m

Total 9298 sq. m or 100,032 sq.
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<th>Functions</th>
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<td>Archive room</td>
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<tr>
<td>CoAD 101</td>
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<td>Meeting Room</td>
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<td>CoAD 102</td>
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<td>Administrative Assistants' Offices</td>
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<td>WC 105</td>
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<td>Male Toilet</td>
</tr>
<tr>
<td>WC 130</td>
<td>13.5</td>
<td>Male Toilet</td>
</tr>
<tr>
<td>CoAD - Exhibition</td>
<td>7.48</td>
<td>Exhibition Hall</td>
</tr>
</tbody>
</table>
Table (18) ECoAD Building 2 Detailed Areas

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Floor</th>
<th>Area</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoAD 123</td>
<td>67</td>
<td></td>
<td>Registration Office</td>
</tr>
<tr>
<td>CoAD 124</td>
<td>67</td>
<td></td>
<td>Studio</td>
</tr>
<tr>
<td>CoAD 125</td>
<td>67</td>
<td></td>
<td>Registration Training Room</td>
</tr>
<tr>
<td>CoAD 126</td>
<td>67</td>
<td></td>
<td>Design Studio</td>
</tr>
<tr>
<td>CoAD 127</td>
<td>67</td>
<td></td>
<td>Educational Computer lab</td>
</tr>
<tr>
<td>CoAD 128</td>
<td>67</td>
<td></td>
<td>Design Studio</td>
</tr>
<tr>
<td>CoAD 129</td>
<td>67</td>
<td></td>
<td>Computer Lab</td>
</tr>
<tr>
<td>CoAD 130</td>
<td>67</td>
<td></td>
<td>Design Studio</td>
</tr>
<tr>
<td>CoAD 131</td>
<td>16</td>
<td></td>
<td>Faculty Office</td>
</tr>
<tr>
<td>CoAD 132 A</td>
<td>5</td>
<td></td>
<td>Faculty Office</td>
</tr>
<tr>
<td>CoAD 132 B</td>
<td>5</td>
<td></td>
<td>Faculty Office</td>
</tr>
<tr>
<td>CoAD 132 C</td>
<td>5</td>
<td></td>
<td>Faculty Office</td>
</tr>
<tr>
<td>CoAD 133</td>
<td>16</td>
<td></td>
<td>Shared Offices</td>
</tr>
<tr>
<td>CoAD 134</td>
<td>33</td>
<td></td>
<td>Department Chair's Office</td>
</tr>
<tr>
<td>CoAD 135 B</td>
<td>7</td>
<td></td>
<td>Faculty Office</td>
</tr>
<tr>
<td>CoAD 136 A</td>
<td>7</td>
<td></td>
<td>Faculty Office</td>
</tr>
<tr>
<td>CoAD 136 A</td>
<td>7</td>
<td></td>
<td>Faculty Office</td>
</tr>
<tr>
<td>CoAD 137</td>
<td>67</td>
<td></td>
<td>Design Interior Lab</td>
</tr>
<tr>
<td>CoAD 138 A</td>
<td>27</td>
<td></td>
<td>Faculty Area</td>
</tr>
<tr>
<td>CoAD 138B</td>
<td>7</td>
<td></td>
<td>Faculty Office</td>
</tr>
</tbody>
</table>
CoAD 138C  7  Faculty Office
CoAD 139  67  Design Environmental Lab
CoAD 140  67  Product Design Lab
CoAD 140A  8.5  Resources Room
STO 101  7  Storeroom
WC 105  21  Washroom
WC106  15  Male Washroom
KIT 101  4  Kitchen
HUM 101  13  Shared Offices
HUM 102  11  Faculty Office Faculty Office
HUM 103  22  Shared Offices
HUM 104  33  Office
HUM 105  40  Cardex Room
HUM 106  30  Shared Offices
HUM 107  34  Dean's Office
HUM 108  11  Faculty Office
HUM 109  11  Faculty Office
HUM 110  11  Faculty Office
HUM 111  21  Shared Office
WC101  21  Washroom
WC102  4.9  DAR Staff Washroom
WC 103  4.07  Washroom
WC104  4  Washroom

**FIRST FLOOR**

CoAD 215  67  Environmental Lab
CoAD 216  60  Studio
CoAD 217  60  Studio
CoAD 218  60  Studio
CoAD 219  54  Studio
CoAD 220  54  Studio
CoAD 221  54  Studio
CoAD 222  54  Studio
CoAD 223  54  Studio
CoAD 224  54  Studio
CoAD 225  54  Studio
CoAD 226  54  Studio
CoAD 227  54  Studio
CoAD 228  25  Resources Room
CoAD 229  53  Studio
CoAD 230  53  Studio
CoAD 231  21  Office

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Floor Area (sqm)</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBRC 111</td>
<td>22.89</td>
<td>Material Lab</td>
</tr>
<tr>
<td>SBRC 110</td>
<td>59.58</td>
<td>ECoAD Printing Center</td>
</tr>
<tr>
<td>SBRC 107</td>
<td>63.7</td>
<td>Open lab</td>
</tr>
</tbody>
</table>

**Table (19) Smart Building Detailed Areas**

C. Digital Technology and Audio-Visual Resources

The College of Architecture & Design Building is fully IT capable, with wireless access throughout and with a wide distribution of power and data connections. This includes a grid of connections in floor boxes in classrooms and studio spaces. The new building has 21 classrooms, each provided with:

- Board
• Projector
• Overhead Projector
• PC
• No of desktops in senior studios

**Computer Resources**

The planning process for facilities and equipment acquisition at the ARCH Department considers the following criteria:

- Meet the program’s requirements;
- Be consistent with the institutional policies;
- Ensure that current, anticipated, and emerging needs are met;

It is in the program’s policy to make sure that faculty members are involved in the decision making process in order to ensure that the planning and acquisition of new facilities and equipment will satisfy current, anticipated, and emerging needs.

The ARCH department Strategic Plan for (2017-2022) states the plan for the establishment of additional ARCH labs and studios according to the increase of the students' number, upgrading the software annually with the yearly license. The institutional Strategic Plan (2017-2022) states that the renewal and upgrade of hardware should be every 3-5 years.

At the beginning of each semester, faculties request the software or the equipment needed for their teaching. ARCH purchasing committee is consulted in acquisitions of equipment and software. Ensuring the adequacy of the equipment used at the ARCH Department is essential for ensuring a valuable teaching and learning experience. That is why equipment planning does not just take into consideration of acquisition plans, but also servicing and replacement schedules. At the end of each semester, IT needs requests are discussed and approved by the Department Chair and the Dean and are sent to the Management of Information and Educational Technology Services (MI&ETS) for implementation. The ARCH building is taken care of by the Maintenance and Operations unit at university level and any requests for furniture or space or repairs are made through this unit.

Students, faculty, and staff satisfaction surveys at the institution level are conducted to ensure that all stakeholders are satisfied with the quality of facilities at institutional and departmental levels.

**Printing Center**

The Architecture Department offers a printing center to students that enable them to print from A4 size to A0 in different paper materials. All related information is in the Policy & Procedures for Printing which will be available in the visiting team room.

**Software in the Computer Graphics Labs**

The Maintenance and Operations Unit is responsible for ensuring that facilities respect the institutional regulations for health and safety requirements and that they are convenient for people with disabilities.
The ARCH program emphasizes the confidentiality of counseling and advising. Therefore, faculty members have private offices with a personal computer where they meet students for private consultation related to their academic or personal life. All students also have their own personal confidential account where they can access materials, grades, Blackboard content, Banner and library resources.

The ARCH Department has established multiple open labs equipped with various software needed by the ARCH students and faculty. Lab bookings are made at the beginning of each semester for ARCH courses which need regular lab sessions.

Software Installed:
1- CorelDraw X6
2- 3D Max 2
3- AutoCAD
3- CS6
4- Google Sketchup
5- Revit
6- Microsoft Office
7- GIS

Specialized Labs

The Architecture Department supports the educational & learning process with many specialized labs that help the students to apply effectively what they learn.

These specialized labs are;

1-Materials Lab

Still under development will be ready by Spring 2018

2- Environmental Lab

Still under development will be ready spring 2018

3-Fabrication Lab

The Fabrication Lab, which is currently being fitted out, will be supplied with the following equipment:

3D printers: 5

- 3D scanners
- Laser Cutters: 1
- (CNC) machine tools (computer controlled)
- Robotic waterjet and robotic 6-Axis Mill. (will be available in 2018)
The main goal of the model fabrication unit is to enhance the students’ ability to produce professional, accurate architectural models. The laser cutting machine benefits the students in accelerating the process of model-making. Materials such as wood, acrylic, cardboard, and MDF in a maximum thickness of 12mm can be cut and engraved quickly and precisely by means of AutoCAD drawings.

The 3D printers, although slower than the laser cutting machines, can produce more complicated prototypes. Students can prepare 3D files by using software such as Sketch Up, 3D AutoCad, Rhino, and 3D Max and then exporting data as an STL file to the printers. Because the 3D printers can produce more complicated shapes, students can combine larger scale models with the laser cutters and then add more detailed and complex parts via the 3D printers.
I.2.4 Financial Resources

Each college/department is provided an operational budget annually to support program operations and supplement professional development or other activities not covered by campus resources. There are no direct charge backs to the department for any services such as faculty searches, computers, equipment, copying, utilities, space, campus vehicle use, or technical support.

The management of financial planning took place once the institution started the program in 2000 (Effat College at that time). The management of the financial planning took several phases to materialize; the original and 1st plan was conducted based on a feasibility study provided by Pan Arab Research Center (PARC) done at that time.

Being planned from scratch with no historical data, it was necessary to re-plan and conduct a 2nd strategic plan that better reflects actual historical operations and current market conditions. This 2nd strategic plan was developed in the year 2007/2008 incorporating into it the plan to convert the institution from a College to a University status. Once the status of university was acquired, a transitional plan was developed which covered the years 2009/2010 to 2011/2012. The third strategic plan took place in the year 2011/2012 covering the subsequent five years 2012/2013 to 2016/2017.

To ensure accurate planning for financial resources and expenditures, all programs, including the Architecture Program, were asked to draft their own respective long term strategic plans that were in line with the University’s strategic plan. Unit plans were later translated to monetary numbers, where the budget reflects the resources and associated costs.

Planning for Resources

As part of the University’s planning for financial resources, projections of the number of students for each academic program were made including the architecture program. Those numbers represent the starting point for resources planning, including human resources, facilities and equipment, learning resources, IT needs, etc…., and they also serve in calculating three very important items, namely:

- Direct tuition revenue for the program.
- Direct costs of operation, being mainly the cost of instruction.
- The allocation of indirect costs

The table below shows the original forecast for the number of ARCH students for the period of 2009- 2017, listed in table 7, as part of the planning and budgeting process.

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>988</td>
<td>988</td>
<td>987</td>
<td>996</td>
<td>994</td>
<td>962</td>
<td>942</td>
<td>862</td>
<td>745</td>
<td>636</td>
<td>495</td>
</tr>
<tr>
<td>Design</td>
<td>318</td>
<td>318</td>
<td>285</td>
<td>222</td>
<td>141</td>
<td>116</td>
<td>72</td>
<td>36</td>
<td>22</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>VDP</td>
<td>328</td>
<td>328</td>
<td>318</td>
<td>253</td>
<td>203</td>
<td>166</td>
<td>131</td>
<td>68</td>
<td>32</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Table (20) Original Forecast of ARCH Students Number
The university, with its different programs including the Architecture Program, also has a financial risk management plan that considers the possibility of the increase or decrease of the number of students for different reasons and the financial repercussions of this is considered to avoid any possible financial risks.

As described in the University Charter in Chapter 4, Article 67, the University’s financial resources are generated from a number of sources of funding. Those are:

- The Board of Trustees (BoT)
- Direct operational revenue (tuition fees)
- Donations
- Auxiliary services revenue such as housing, transportation and food services
- Research, consultancy and workshops
- Other sources of revenue (return on the University’s investments is currently part of the other sources of revenue, as the investment office is currently investing in short term money market funds).

The Investment Office, established under the Management of Finance by the end of 2014, is working on establishing its investment relationships to expand and enhance its portfolio by seeking advice from different investment firms such as UBS, Al Ahli Capital, Al Khabeer Capital, SABB Capital, among others. The Investment Office is a fully operational unit starting this year in collaboration with the Financial Committee for the Board of Trustees.

The year 2012-2013 was one of the most important years in terms of formulating the University’s investment routes, as it witnessed the first phases of establishing a trading lab under the Finance Department, with a Thomson Reuters license for the investment office. Faculty and student projects and research conducted through the trading lab will provide valuable information and support to the investment office. As the University’s portfolio matures, it is expected that the return from the investment portfolio will increase and go well above 4% and stands alone as a separate section. Percentage distributions for each funding resource from the total are presented in table 8 below. It is worth noting here that the reliance on operational revenue has increased substantially in 2014-2015 due to the increased number of students recruited. The Architecture Program contributes to and receives a contribution from each source of income as shown in tables (8), (9) and (10) below.

**Table (21) Funding Resources for the University**

<table>
<thead>
<tr>
<th></th>
<th>Financing from the BoT</th>
<th>Direct operational revenue - tuition revenue</th>
<th>Support services (housing transportation and</th>
<th>Research, consultancy and workshops.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2007/20</td>
<td>56%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>2nd</td>
<td>2008/20</td>
<td>50%</td>
<td>33%</td>
<td>7%</td>
</tr>
<tr>
<td>3rd</td>
<td>2009/20</td>
<td>45%</td>
<td>35%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Table (22) Funding Resources for the Architecture Program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program (ARCH)</td>
<td>13,736,943</td>
<td>29,716,453</td>
<td>55,232,577</td>
</tr>
</tbody>
</table>

Table (23) Architecture Program Contribution to University Tuition

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>28.8%</td>
<td>30%</td>
<td>31.7%</td>
</tr>
</tbody>
</table>

Planning for Costs

Pursuant to resource planning, the next step was to plan for the costs of operations. The major costs associated with any program are namely the costs of instruction. Faculty estimates were based on the forecasted number of students in the Architecture Program, in addition to the MoE guidelines and requirements for hiring faculty members. Moreover, other administrative recruitment needs were also planned and estimated.

Other Plans

Planning for other activities such as extra curricula activities is always accompanied by a business plan. Financial implications of the plan are conducted with the finance department and other departments to accomplish the required activities. A full detailed budget is then drafted. Some activities are shared by many programs in the university such as University Open House and Career Day. These types of activities are cross subsidized by all involved programs.

Planning for Capital Expenditures

Capital expenditure associated with the Architecture Program is mainly related to the establishment and maintenance of its labs and equipment. Again, these are set in the 5 year plan in collaboration with the concerned supporting units (Management of Facilities and Equipment, and MI&ETS, etc) and revised annually with them based on the changing needs of the program.

Shortfalls in Funding

Finally, after having drafted a full detailed budget reflecting the projected operational income and costs as well as capital expenditures, shortfalls and deficits in certain years or for certain projects were identified in advance. Shortfalls in funding are either financed by the Board of Trustees or
by seeking outside Donations. Planning for donations for specific projects such as Memaryat exhibition are usually done with the help of the Advancement Office in the university.

Summary

This financial planning process takes place every five years, where the university, colleges and programs work on their strategic plan. Each program estimates its budget according to the expected needs required to achieve its goals. The budget established for the Architecture Program goes through several approvals before being granted the final approval.

Once approved, the program’s budget becomes the guide of all of the financial activities in the program and acts as a performance measurement tool around which variances are evaluated and investigated annually and every semester.

Budget Delegation and Authority

The Department Chair has the authority to manage and supervise the budget and the independent accounts of the Department. Each Department has a code, called the cost center number, through which the Management of Finance communicates with for each Department. Spending is delegated to each budget owner. Certain budgeting related tasks, however, are centralized such as the reallocation of funds between expenditure items within the budget. For instance, a budget owner does not have the authority to reallocate a certain expense item unless he/she gets prior approval from the university President.

Budget expenditures are monitored by the Management of Finance through a specific set of procedures. For any payment request submitted by the Department, the Management of Finance checks the following:

- That the requested item is located in the budget.
- That the requested item’s cost is within the budget limit.
- That the specification of the requested item and its estimated cost are provided.

If the three criteria are satisfied, the payment request is processed. In the case of a request for purchasing equipment, the Management of Finance seeks the best offer in the market provided that the technical specifications are satisfied. If the requested item is not available in the local market, it can be purchased from vendors overseas. After satisfying all of the above procedures, the final payment goes through for process and implementation. All programs can also monitor their financial transactions through the banner system.

Overall Evaluation of Financial Management and Planning Process

Evaluation of the Architecture Program’s financial planning and management showed that the Program’s budgeting and resource allocation process reflects its mission and goals, guided by its five-year plan. One of the 2012-2017 goals related to financial planning is to “encourage faculty to attract funds through research grants and consultation services.” Thus, the Program is encouraged to develop strategies to diversify revenue through a range of activities, to reduce its dependence on a single funding source. For example, in Fall 2015 four teams from the Architecture Program applied
for small grants from KACAST (200.000 SR). One faculty from the Architecture won a large grant in 2017. Besides, other research projects that are funded by the university (ARCH department has two research projects that are funded by the Deanship of Graduate Studies and Research).

Strengths

- The program has been and is fully supported financially by the University and its Board of Founders.
- The MoE scholarship program encourages students in general to join Effat, especially in the Architecture Program in the College of Architecture & Design.
- The Department’s financial planning and management processes are in alignment with its program and university mission and goals.
- The Department's financial planning and management processes follow well-established and sound financial planning and management procedures

1.2.5 Information Resources

Learning & information resources are provided by supporting units including the central library (Effat Library and Cultural Museum) and the Management for Information and Educational Technology Services (MI&ETS). These information resources are adequate for the Architecture Program requirements and the courses offered within the program. The central library has a 5-year strategic plan, including a plan for acquiring learning resources for all the programs of Effat University that is linked to the forecast of students’ numbers and newly developed academic programs to ensure that all programs and students are provided the adequate amount for learning resource to enhance their learning experience. In addition, faculty members provide advice on the material that is required to support their teaching and learning annually. Those recommendations are taken into consideration by the program and adequate support is provided by the concerned parties prior to every academic semester. The program makes sure to work closely with MI&ETS and with the library to acquire the latest learning resources needed. Students and faculty and staff satisfaction surveys and course reports have sections that investigate the adequacy of resources and services provided, and the extent of usage of these services. Satisfaction levels are usually high (near or above 80%) as students and faculty are satisfied with the books and hardware and software offered.

Figure (22) New Effat Library & Cultural Museum
• **Library Services**

The new Effat Library & Cultural Museum (ELCM) opened in October 2014. The ELCM is 7,000 m² and has two floors plus a study mezzanine.

<table>
<thead>
<tr>
<th>New Effat Library &amp; Cultural Museum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area = 7,000m²</td>
</tr>
<tr>
<td>No. of Seats = 600</td>
</tr>
<tr>
<td>No. of Print Volumes = can accommodate up to 60,000 volumes</td>
</tr>
</tbody>
</table>

Learning and information resources provided by the ELCM the Management for Information and the Information and Educational Technology Services (MIETS) are adequate for the ARCH program requirements and the courses offered within the program.

Faculty members provide advice on the materials that are required to support their teaching and learning. Those recommendations are taken into consideration by the program and adequate support is provided by the concerned parties prior to every semester.

Students have access to the resources available in the library during working hours (8:00 am to 4:00 pm). The library also opens in the evening for three days a week up to 9:00 pm. The library also provides membership to several online databases that can be used by faculty members and students on and off campus. The table below provides a summary of the library resources available for the ARCH program.

**Table (24) Library Collection (For ARCH Program and ECoAD) Fall 2016**

<table>
<thead>
<tr>
<th>No. students</th>
<th>Print books</th>
<th>E-books</th>
<th>Total titles</th>
<th>ratio titles/student</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>2337</td>
<td>5,579</td>
<td>7,916</td>
<td>11</td>
</tr>
</tbody>
</table>

**Table (25) E-Journal Collection in ARCH program (Fall 2016)**

<table>
<thead>
<tr>
<th>Department</th>
<th>E-JOURNALS - FALL 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>528</td>
</tr>
<tr>
<td>Master in Urban Design MSUD</td>
<td>55</td>
</tr>
</tbody>
</table>

**Future Plans for Improving Coverage and Services**

At the end of each academic year, the Architecture Program faculty members discuss their needs for any new materials that they require to support their teaching and their students’ learning. Based on those discussions, the list of any books needed to be bought for the library and the IT requirements are identified. To do so, each faculty member provides the list of textbooks and IT needs to be used in his/her courses for the following academic year. The list is then discussed and approved by the Department Council (DC). It is encouraged that faculty would choose from the large number of updated paper and/or digital resources already available in the central library. In case the textbook chosen is not available, instructors either request students to get the book on their own or arrange with the publishers to sell the textbooks in one of the city’s bookstores. Additionally, the instructor can keep one or two copies of the textbooks on reserve for the students’ occasional use. If software
is needed, the chair requests the MI&ETS Department to provide quotes about the estimated cost. A
decision about whether to acquire the software or not is made based on the available budget of the
Department. In addition, the Department Chair, the College Dean and the Finance Director approvals
are needed in order to launch the order.
PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports:

Program Student Characteristics

The following part gives some student statistics in terms of enrollment, number of graduates and completion rate. The Architecture department had a high retention rate in the previous Four academic years 2012-2013, 2013-2014 and 2014-2015 of 78%, 80% and 64%, 76.15, 87.1% respectively.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full time</td>
<td>Part time</td>
</tr>
<tr>
<td>Male</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Female</td>
<td>715</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>715</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>-</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Undergraduate Programs (2014-2015)</th>
<th>Undergraduate Programs (2015-2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four Years</td>
<td>Five Years</td>
</tr>
<tr>
<td>Male</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Female</td>
<td>-</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>64%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year to Year Progression</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Starting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Completing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage (%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Starting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Completing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage (%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Commenced in Year 1 and continued to Year 2

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Graduates</th>
<th>Cumulative GPA</th>
<th>Graduates' GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>90</td>
<td>70</td>
<td>77.7%</td>
<td>79.7%</td>
</tr>
<tr>
<td></td>
<td>143</td>
<td>114</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>169</td>
<td>147</td>
<td>79.7%</td>
<td>86.9%</td>
</tr>
</tbody>
</table>

Commenced in Year 2 and continued to Year 3

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Graduates</th>
<th>Cumulative GPA</th>
<th>Graduates' GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>37</td>
<td>35</td>
<td>94.5%</td>
<td>95.3%</td>
</tr>
<tr>
<td></td>
<td>64</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>101</td>
<td>104</td>
<td>94.5%</td>
<td>95.4%</td>
</tr>
</tbody>
</table>

Commenced in Year 3 and continued to Year 4

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Graduates</th>
<th>Cumulative GPA</th>
<th>Graduates' GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4</td>
<td>24</td>
<td>23</td>
<td>95.8%</td>
<td>94.4%</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>63</td>
<td>59</td>
<td>95.8%</td>
<td>93.6%</td>
</tr>
</tbody>
</table>

Commenced in Year 4 and continued to Year 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Graduates</th>
<th>Cumulative GPA</th>
<th>Graduates' GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>25</td>
<td>25</td>
<td>100%</td>
<td>87.5%</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>35</td>
<td>100%</td>
<td>97.2%</td>
</tr>
</tbody>
</table>

Year 5 to (graduation)

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Graduates</th>
<th>Cumulative GPA</th>
<th>Graduates' GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>9</td>
<td>9</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>22</td>
<td></td>
<td>122%</td>
</tr>
</tbody>
</table>

Figure (23) Students' Retention Rates

Graduates' GPAs

In order to verify the standards of students’ achievements, benchmarking is done internally by comparing the students’ performance over several semesters (e.g. graduating students) as shown below. The figures illustrate the changes in the Cumulative (CUM) and major GPA of expected graduates for two consecutive semesters.
The GPA distribution of the graduates in fall 2014 and Spring 2015 shows that all the students graduated with a GPA higher than 2.00 out of 4.00. No recalculation cases were considered.
Figure (26) ARCH Grade Distribution – Fall 2015

Figure (27) ARCH Grade Distribution – Spring 2016

Alumnae Profile

Table (30) Alumnae Profile (Fall 2015)

<table>
<thead>
<tr>
<th>College of Architecture &amp; Design</th>
<th>Architecture Alumnae Status</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Studying</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Seeking Jobs</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Not Reachable</td>
<td>29</td>
</tr>
</tbody>
</table>
Figure (28) ARCH Alumnae Profile (Fall 2015)

Table (31) Alumnae Profile (Spring 2016)

<table>
<thead>
<tr>
<th>College of Architecture &amp; Design</th>
<th>Architecture Alumnae Status</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working</td>
<td>68</td>
<td>42%</td>
</tr>
<tr>
<td>Studying</td>
<td>13</td>
<td>8%</td>
</tr>
<tr>
<td>Seeking Jobs</td>
<td>32</td>
<td>20%</td>
</tr>
<tr>
<td>Not Reachable</td>
<td>48</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>161</td>
<td>100%</td>
</tr>
</tbody>
</table>
Program Faculty Characteristics:

The recruitment process is an integral part of the ARCH program’s efforts to ensure high quality teaching and learning to its students. It starts with a clear mapping of the qualifications required for each course delivered under the program and the program’s recruitment plan based on the students’ and faculty needs forecasts for the 5-years period of the strategic plan.

As for faculty needs, forecasts are made part of the institutional plan and are evaluated annually against the actual and the projected numbers of students and of faculty in order to ensure that the teaching needs for each academic year are effectively met.

<table>
<thead>
<tr>
<th>Number of Teaching Staff</th>
<th>On Campus Programs</th>
<th>Ranking (Full Time)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full time</td>
<td>Part time</td>
</tr>
<tr>
<td>Male</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>6</td>
</tr>
</tbody>
</table>
The Architecture Program has a high retention rate for faculty as the proportion of teaching staff leaving the institution in the previous two academic years (i.e. 2013-2014 and 2014-2015 and 2015-2016) were only 10% and 3.45% and 9% respectively.

I.3.2 Faculty Credentials:

Please refer to Appendix 2 for resumes for each instructional faculty member teaching in the professional degree program. An exhibit of faculty work will also be included in the team room.

The Faculty Credential Matrices, indicating area of specialty and course assignments, are included in Section I.2.1 Human Resources & Human Resources Development.

Requirements for appointment, tenure, and promotion are included in section I.2.1 under “Faculty Promotion.”

PART ONE (I): SECTION 4 – POLICY REVIEW

The following information will be provided in the team room at the time of the visit:

- Architecture policy & procedures that shows Learning Culture and Social Equity Policy
- Self-Assessment Manual
- Student Catalogue
- Student & examination bylaws
- Faculty promotion guideline
- Job description for all faculty and staff
- Admissions requirements
- Advising policies
- Research Policy & procedure
- Quality assurance manual
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- Sabbatical leave guidelines
- Research Grant
- Travel Grant
• Workload & time tables
• Tarbaweat Effat
• IQRA values
• Effat University strategic plans
• ARCH department strategic plan
• Research output for ARCH faculty & students
• ARCH course specification
• ARCH program specification
• Student-to-faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
• Square feet per student for space designated for studio-based learning
• Square feet per faculty member for space designated for support of all faculty activities and responsibility
PART TWO: EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION(1) STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria

The Architecture Program aims to improve quality, increase effectiveness, and continually strive towards excellence. The learning outcomes for the Architecture Program are consistent with the National Qualifications Framework as described in section II.2.1 Regional Accreditation. They are also consistent with the National Architectural Accrediting Board NAAB criteria for architecture education. In the following part, the learning outcomes of Architecture Program are demonstrated. The criteria encompass two levels of accomplishment:

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

2. Ability— Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.
### Table (34) SPC According to NAAB

<table>
<thead>
<tr>
<th>Realm A: Critical Thinking and Representation</th>
<th>Realm B: Integrated building practice, technical skills and Knowledge</th>
<th>Realm C: Leadership &amp; practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPC</strong></td>
<td><strong>SPC</strong></td>
<td><strong>SPC</strong></td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td><strong>Understanding/Equipment (A)</strong></td>
<td><strong>Effat ARCH Course</strong></td>
</tr>
<tr>
<td><strong>ARCH 101: Architecture Design Studio 1</strong></td>
<td><strong>A</strong></td>
<td><strong>ARCH 101: Architecture Design Studio 1</strong></td>
</tr>
<tr>
<td><strong>ARCH 102: Architecture Design Studio 2</strong></td>
<td><strong>B</strong></td>
<td><strong>ARCH 102: Architecture Design Studio 2</strong></td>
</tr>
<tr>
<td><strong>ARCH 103: History of Architecture</strong></td>
<td><strong>C</strong></td>
<td><strong>ARCH 103: History of Architecture</strong></td>
</tr>
<tr>
<td><strong>ARCH 104: Theory of Architecture</strong></td>
<td><strong>D</strong></td>
<td><strong>ARCH 104: Theory of Architecture</strong></td>
</tr>
<tr>
<td><strong>ARCH 105: Architecture Design Studio 3</strong></td>
<td><strong>E</strong></td>
<td><strong>ARCH 105: Architecture Design Studio 3</strong></td>
</tr>
<tr>
<td><strong>ARCH 106: Architectural Design Studio 4</strong></td>
<td><strong>F</strong></td>
<td><strong>ARCH 106: Architectural Design Studio 4</strong></td>
</tr>
<tr>
<td><strong>ARCH 107: Architectural Design Studio 5</strong></td>
<td><strong>G</strong></td>
<td><strong>ARCH 107: Architectural Design Studio 5</strong></td>
</tr>
<tr>
<td><strong>ARCH 108: Architectural Design Studio 6</strong></td>
<td><strong>H</strong></td>
<td><strong>ARCH 108: Architectural Design Studio 6</strong></td>
</tr>
<tr>
<td><strong>ARCH 109: Architectural Design Studio 7</strong></td>
<td><strong>I</strong></td>
<td><strong>ARCH 109: Architectural Design Studio 7</strong></td>
</tr>
<tr>
<td><strong>ARCH 110: Architectural Design Studio 8</strong></td>
<td><strong>J</strong></td>
<td><strong>ARCH 110: Architectural Design Studio 8</strong></td>
</tr>
<tr>
<td><strong>ARCH 111: Architectural Design Studio 9</strong></td>
<td><strong>K</strong></td>
<td><strong>ARCH 111: Architectural Design Studio 9</strong></td>
</tr>
<tr>
<td><strong>ARCH 112: Architectural Design Studio 10</strong></td>
<td><strong>L</strong></td>
<td><strong>ARCH 112: Architectural Design Studio 10</strong></td>
</tr>
<tr>
<td><strong>ARCH 113: Architectural Design Studio 11</strong></td>
<td><strong>M</strong></td>
<td><strong>ARCH 113: Architectural Design Studio 11</strong></td>
</tr>
<tr>
<td><strong>ARCH 114: Architectural Design Studio 12</strong></td>
<td><strong>N</strong></td>
<td><strong>ARCH 114: Architectural Design Studio 12</strong></td>
</tr>
<tr>
<td><strong>ARCH 115: Architectural Design Studio 13</strong></td>
<td><strong>O</strong></td>
<td><strong>ARCH 115: Architectural Design Studio 13</strong></td>
</tr>
<tr>
<td><strong>ARCH 116: Architectural Design Studio 14</strong></td>
<td><strong>P</strong></td>
<td><strong>ARCH 116: Architectural Design Studio 14</strong></td>
</tr>
<tr>
<td><strong>ARCH 117: Architectural Design Studio 15</strong></td>
<td><strong>Q</strong></td>
<td><strong>ARCH 117: Architectural Design Studio 15</strong></td>
</tr>
<tr>
<td><strong>ARCH 118: Architectural Design Studio 16</strong></td>
<td><strong>R</strong></td>
<td><strong>ARCH 118: Architectural Design Studio 16</strong></td>
</tr>
<tr>
<td><strong>ARCH 119: Architectural Design Studio 17</strong></td>
<td><strong>S</strong></td>
<td><strong>ARCH 119: Architectural Design Studio 17</strong></td>
</tr>
<tr>
<td><strong>ARCH 120: Architectural Design Studio 18</strong></td>
<td><strong>T</strong></td>
<td><strong>ARCH 120: Architectural Design Studio 18</strong></td>
</tr>
<tr>
<td><strong>ARCH 121: Architectural Design Studio 19</strong></td>
<td><strong>U</strong></td>
<td><strong>ARCH 121: Architectural Design Studio 19</strong></td>
</tr>
<tr>
<td><strong>ARCH 122: Architectural Design Studio 20</strong></td>
<td><strong>V</strong></td>
<td><strong>ARCH 122: Architectural Design Studio 20</strong></td>
</tr>
<tr>
<td><strong>ARCH 123: Architectural Design Studio 21</strong></td>
<td><strong>W</strong></td>
<td><strong>ARCH 123: Architectural Design Studio 21</strong></td>
</tr>
<tr>
<td><strong>ARCH 124: Architectural Design Studio 22</strong></td>
<td><strong>X</strong></td>
<td><strong>ARCH 124: Architectural Design Studio 22</strong></td>
</tr>
<tr>
<td><strong>ARCH 125: Architectural Design Studio 23</strong></td>
<td><strong>Y</strong></td>
<td><strong>ARCH 125: Architectural Design Studio 23</strong></td>
</tr>
<tr>
<td><strong>ARCH 126: Architectural Design Studio 24</strong></td>
<td><strong>Z</strong></td>
<td><strong>ARCH 126: Architectural Design Studio 24</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART TWO (II): SECTION 2- CURRICULAR FRAMEWORK

II.2.1 National Authorization:

The following letter represents the official approval from Ministry of Education MoE on the ARCH program, and the approval of the curriculum study plan. This licence approval is obligatory to be updated each five years, currently we are in the cycle of approving the new ARCH study plan.
صاحب السمو الملكي
نائب رئيس مجلس الأعيان والمشرف العام على جامعة عفنت الأهلية
حفظها الله
سلام عليكم ورحمة الله وبركاتكم.

إشارة إلى خطاب الجامعة رقم 2011 بشأن طلب الجامعة إقرار الخطة الدراسية لبرنامج بكالوريوس العمارة المحدث الذي تنزعج الجامعة تقديمه خلال العام القادم.

أود إفادا سموكم الكريم بموافقة الوزارة على اعتماد الخطة الدراسية على أن تنتمي الجامعة باستيفاء متطلبات البدء في البرنامج من أعضاء هيئة التدريس وتوفر القاعات الدراسية والمرافق اللازمة والكتابة للوزارة قبل الإعلان أو البدء في تقديم البرنامج، علمًا بأن ذلك مرسوم للطلاب فقط.

ولسموكم خالص تحيتي.

وزير التعليم العالي

د. خالد بن محمد العقيلي
II.2.2 Professional Degrees and Curriculum

Effat University, College of Architecture and Design, Department of Architecture offers one degree for which it is seeking Substantial Equivalency Status. This degree is a five-year Bachelor of Architecture (BArch) degree. This program requires a total of 171 credit hours, as indicated in the curriculum matrix below. As this matrix indicates, the BArch program is arranged in 10 (ten) consecutive semesters.

Course Organization:

The Bachelor in Architecture (B.Arch) at Effat University consists of 171 Credits, as detailed in the following tables 17 to 19 for compulsory and general courses.

Program Description: List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Required or Elective</th>
<th>* Pre-Requisite Courses</th>
<th>Credit Hours</th>
<th>College or Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Year</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>ARCH 101</td>
<td>Architecture Design Studio -1</td>
<td>Required</td>
<td>-</td>
<td>5</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 120</td>
<td>Freehand Drawing</td>
<td>Required</td>
<td>-</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>GMAT 141A*</td>
<td>Mathematics for Architecture</td>
<td>Required</td>
<td>-</td>
<td>3</td>
<td>GEP</td>
</tr>
<tr>
<td>Level</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Required or Elective</td>
<td>* Pre-Requisite Courses</td>
<td>Credit Hours</td>
<td>College or Department</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>--------------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td>--------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>1</td>
<td>-</td>
<td>Information, Media, and Technology***</td>
<td>Required</td>
<td>-</td>
<td>3</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>GENG 161*</td>
<td>Project based Language &amp; Critical Thinking</td>
<td>Required</td>
<td>-</td>
<td>2</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>ARCH 102</td>
<td>Architecture Design Studio - 2</td>
<td>Required</td>
<td>ARCH 101</td>
<td>5</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 150</td>
<td>Computer-Aided Architectural Design 1</td>
<td>Required</td>
<td>ARCH 101</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>MATH 127</td>
<td>Calculus for Engineers</td>
<td>Required</td>
<td>GMAT 141A</td>
<td>3</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Arabic Language***</td>
<td>Required</td>
<td>-</td>
<td>3</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>English Language***</td>
<td>Required</td>
<td>GENG 161</td>
<td>2</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>GISL 171*</td>
<td>Social and Moral Values in Islam</td>
<td>Required</td>
<td>-</td>
<td>2</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>ARCH 203</td>
<td>Architecture Design Studio -3</td>
<td>Required</td>
<td>ARCH 102</td>
<td>5</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 231</td>
<td>History of Architecture</td>
<td>Required</td>
<td>-</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 240</td>
<td>Architecture, Culture, and Environment</td>
<td>Required</td>
<td>-</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Quantitative Reasoning***</td>
<td>Required</td>
<td>GMAT 141A</td>
<td>3</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Islamic Thought and Ethics***</td>
<td>Required</td>
<td>-</td>
<td>2</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Physical &amp; Environmental Wellbeing***</td>
<td>Required</td>
<td>-</td>
<td>2</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>ARCH 204</td>
<td>Architecture Design Studio -4</td>
<td>Required</td>
<td>ARCH 203</td>
<td>5</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 256</td>
<td>Computer-Aided Architectural Design-2</td>
<td>Required</td>
<td>ARCH 150</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 232</td>
<td>History of Islamic Architecture</td>
<td>Required</td>
<td>ARCH 231</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 252</td>
<td>Building Constructions</td>
<td>Required</td>
<td>ARCH 150</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Scientific Literacy</td>
<td>Required</td>
<td>GPHY112</td>
<td>3</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>ARCH 305</td>
<td>Architecture Design Studio- 5</td>
<td>Required</td>
<td>ARCH 204, ARCH 252</td>
<td>5</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 342</td>
<td>Urban Design</td>
<td>Required</td>
<td>ARCH 231</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 341</td>
<td>Theory of Architecture</td>
<td>Required</td>
<td>ARCH 231</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td>Level</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Required or Elective</td>
<td>* Pre-Requisite Courses</td>
<td>Credit Hours</td>
<td>College or Department</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>---------------------------------------------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td>--------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>5</td>
<td>ARCH 350</td>
<td>Structure in Architecture-1</td>
<td>Required</td>
<td>ARCH 252</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>GSEM 200*</td>
<td>Research Seminar</td>
<td>Required</td>
<td>-</td>
<td>3</td>
<td>GEP</td>
</tr>
<tr>
<td>6</td>
<td>ARCH 306</td>
<td>Architecture Design Studio-6</td>
<td>Required</td>
<td>ARCH 305</td>
<td>5</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 343</td>
<td>Introduction to Landscape Architecture</td>
<td>Required</td>
<td>ARCH 240</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 351</td>
<td>Structure in Architecture-2</td>
<td>Required</td>
<td>ARCH 350</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Cultural Literacy***</td>
<td>Required</td>
<td>-</td>
<td>3</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Architecture Elective (1)</td>
<td>Elective</td>
<td>check course</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td>7</td>
<td>ARCH 407</td>
<td>Architecture Design Studio-7</td>
<td>Required</td>
<td>ARCH 306</td>
<td>6</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 454</td>
<td>Mechanical, Electrical &amp; Safety Systems</td>
<td>Required</td>
<td>ARCH 252</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 455</td>
<td>Working Drawings</td>
<td>Required</td>
<td>ARCH 352</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 340</td>
<td>Research Methods in Architecture and Urban Design</td>
<td>Required</td>
<td>GSEM 200</td>
<td>2</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Global Awareness***</td>
<td>Required</td>
<td>-</td>
<td>3</td>
<td>GEP</td>
</tr>
<tr>
<td>8</td>
<td>ARCH 408</td>
<td>Architecture Design Studio-8</td>
<td>Required</td>
<td>ARCH 407 &amp; ARCH 455</td>
<td>6</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 453</td>
<td>Energy and Design</td>
<td>Required</td>
<td>ARCH 240</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 352</td>
<td>Building Structures and Materials</td>
<td>Required</td>
<td>ARCH 351</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Architecture Elective (2)</td>
<td>Elective</td>
<td>check course</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Foreign Language ***</td>
<td>Required</td>
<td>-</td>
<td>2</td>
<td>GEP</td>
</tr>
<tr>
<td>9</td>
<td>ARCH 571</td>
<td>Architecture Design studio-9 (Capstone Project I)</td>
<td>Required</td>
<td>ARCH 408</td>
<td>5</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 444</td>
<td>Housing and Economics</td>
<td>Required</td>
<td>ARCH 342</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 446</td>
<td>Comparative Architectural Thoughts</td>
<td>Required</td>
<td>ARCH 341</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 557</td>
<td>Professional Practice</td>
<td>Required</td>
<td>Internship (120 H in ARCH firm)</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Architecture Elective (3)</td>
<td>Elective</td>
<td>check course</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td>Level</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Required or Elective</td>
<td>* Pre-Requisite Courses</td>
<td>Credit Hours</td>
<td>College or Department</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>--------------</td>
<td>----------------------</td>
<td>--------------------------</td>
<td>--------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>10</td>
<td>ARCH 572</td>
<td>Architecture Design studio-10 (Capstone Project II)</td>
<td>Required</td>
<td>ARCH 571</td>
<td>5</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>ARCH 556</td>
<td>Project Management</td>
<td>Required</td>
<td>ARCH 352</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Architecture Elective (4)</td>
<td>Elective check course</td>
<td>-</td>
<td>3</td>
<td>ARCH</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Islamic Thought and Ethics***</td>
<td>Required</td>
<td>-</td>
<td>2</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Civic Engagement***</td>
<td>Required</td>
<td>-</td>
<td>2</td>
<td>GEP</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Foreign Language***</td>
<td>Required</td>
<td>-</td>
<td>2</td>
<td>GEP</td>
</tr>
</tbody>
</table>

*** [choice of the student from this category]

* Prerequisite – list course code numbers that are required prior to taking this course.

Program completion or graduation requirements.

The Architecture program is a five-year academic program of 171 credit hours.

Table (36) Graduation Requirements Credit Hours

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Compulsory</th>
<th>Architecture Technical Electives</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>42</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>College Core MATH</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ARCH Major Requirements</td>
<td>114</td>
<td>12</td>
<td>126</td>
</tr>
<tr>
<td>Total</td>
<td>159</td>
<td>12</td>
<td>171</td>
</tr>
</tbody>
</table>

The General Education Program requirements, which form the core foundation for students throughout the university, are listed below. The incorporation of the General Education courses in the Architecture Program is presented in the Academic Plan of the B.Sc. Architecture program.

Table (37) University GEP Requirements: 42 Credit Hours

<table>
<thead>
<tr>
<th>Pillar</th>
<th>Credits</th>
<th>Category</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development</td>
<td>20</td>
<td>Linguistic Communication (English)</td>
<td>GENG 161</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Any course from the category</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linguistic Communication (Arabic)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Any course from the category</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linguistic Communication (Foreign Languages)</td>
<td>Any two courses from the category</td>
<td>4</td>
</tr>
</tbody>
</table>
Quantitative Reasoning
- GMAT 141A: 3 credits
- GSTA 140 or GSTA 141: 3 credits

Information, Media and Technology
- Any course from the category: 3 credits

**Literacies**

Scientific Literacy
- GPHY 112: 3 credits

Global Awareness
- Any course from the category: 3 credits

Cultural Literacy
- Any course from the category: 3 credits

**Cultivating Positive Disposition**

Physical and Environmental Wellbeing
- Any course from the category: 2 credits

Islamic Thought and Ethics
- GISL 171: 2 credits
- Any two courses from the category: 4 credits

Civic Engagement
- Any course from the category: 2 credits

**Interdisciplinary Research**

- GSEM 200: 3 credits

**Total**

- 42 credits

**Table (38) ARCH Major Requirements: 129 Credit Hours**

<table>
<thead>
<tr>
<th>ARCH MAJOR REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Courses (117 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>College MATH Requirements</td>
<td>3</td>
</tr>
<tr>
<td>ARCH Requirements</td>
<td>114</td>
</tr>
<tr>
<td>Major Electives</td>
<td></td>
</tr>
<tr>
<td>Architecture Technical Electives Requirements</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>129</strong></td>
</tr>
</tbody>
</table>

**Compulsory Courses: 117 Credit Hours**

To fulfill the requirements for graduation, all Architecture students must successfully complete the following courses:

**Table (39) College MATH Requirements: 3 Credit Hours**
<table>
<thead>
<tr>
<th>Dept. or Section Prefix and Course No.</th>
<th>Course Title</th>
<th>Credits (Lecture-Practical-Total)</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 127</td>
<td>Calculus for Engineers</td>
<td>2-2-3</td>
<td>MATH 141A*</td>
</tr>
</tbody>
</table>

**Table (40) ARCH Requirements: 114 Credit Hours**

<table>
<thead>
<tr>
<th>Dept. or Section Prefix and Course No.</th>
<th>Course Title</th>
<th>Credits (Lecture-Practical-Total)</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 101</td>
<td>Architecture Design Studio -1</td>
<td>0-10-5</td>
<td>-</td>
</tr>
<tr>
<td>ARCH 102</td>
<td>Architecture Design Studio -2</td>
<td>0-10-5</td>
<td>ARCH 101</td>
</tr>
<tr>
<td>ARCH 120</td>
<td>Freehand Drawing</td>
<td>0-6-3</td>
<td>-</td>
</tr>
<tr>
<td>ARCH 150</td>
<td>Computer-Aided Architectural Design -1</td>
<td>2-2-3</td>
<td>ARCH 101</td>
</tr>
<tr>
<td>ARCH 203</td>
<td>Architecture Design Studio -3</td>
<td>0-10-5</td>
<td>ARCH 102</td>
</tr>
<tr>
<td>ARCH 204</td>
<td>Architecture Design Studio -4</td>
<td>0-10-5</td>
<td>ARCH 203</td>
</tr>
<tr>
<td>ARCH 231</td>
<td>History of Architecture</td>
<td>3-0-3</td>
<td>-</td>
</tr>
<tr>
<td>ARCH 232</td>
<td>History of Islamic Architecture</td>
<td>3-0-3</td>
<td>ARCH 231</td>
</tr>
<tr>
<td>ARCH 240</td>
<td>Architecture, Culture, and Environment</td>
<td>3-0-3</td>
<td>-</td>
</tr>
<tr>
<td>ARCH 252</td>
<td>Building Construction</td>
<td>3-0-3</td>
<td>ARCH 150</td>
</tr>
<tr>
<td>ARCH 256</td>
<td>Computer-Aided Architectural Design -2</td>
<td>2-2-3</td>
<td>ARCH 150</td>
</tr>
<tr>
<td>ARCH 305</td>
<td>Architecture Design Studio -5</td>
<td>0-10-5</td>
<td>ARCH 204 &amp; ARCH 252</td>
</tr>
<tr>
<td>ARCH 306</td>
<td>Architecture Design Studio -6</td>
<td>0-10-5</td>
<td>ARCH 305 &amp; ARCH 342</td>
</tr>
<tr>
<td>ARCH 340</td>
<td>Research Methods in Architecture and Urban Design</td>
<td>1-2-2</td>
<td>GSEM 200*</td>
</tr>
<tr>
<td>ARCH 341</td>
<td>Theory of Architecture</td>
<td>3-0-3</td>
<td>ARCH 231</td>
</tr>
<tr>
<td>ARCH 342</td>
<td>Urban Design</td>
<td>3-0-3</td>
<td>ARCH 231</td>
</tr>
<tr>
<td>ARCH 343</td>
<td>Introduction to Landscape Architecture</td>
<td>2-2-3</td>
<td>ARCH 240</td>
</tr>
<tr>
<td>ARCH 350</td>
<td>Structure in Architecture -1</td>
<td>3-0-3</td>
<td>ARCH 252 GPHY 112</td>
</tr>
<tr>
<td>ARCH 351</td>
<td>Structure in Architecture -2</td>
<td>3-0-3</td>
<td>ARCH 350</td>
</tr>
<tr>
<td>Dept. or Section Prefix and Course No.</td>
<td>Course Title</td>
<td>Credits (Lecture-Practical-Total)</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>ARCH 352</td>
<td>Building Structures and Materials</td>
<td>3-0-3</td>
<td>ARCH 351</td>
</tr>
<tr>
<td>ARCH 407</td>
<td>Architecture Design Studio -7</td>
<td>1-10-6</td>
<td>ARCH 306, ARCH 351 Good Standing</td>
</tr>
<tr>
<td>ARCH 408</td>
<td>Architecture Design Studio -8</td>
<td>1-10-6</td>
<td>ARCH 407, ARCH 455</td>
</tr>
<tr>
<td>ARCH 444</td>
<td>Housing and Economics</td>
<td>3-0-3</td>
<td>ARCH 342</td>
</tr>
<tr>
<td>ARCH 446</td>
<td>Comparative Architectural Thoughts</td>
<td>3-0-3</td>
<td>ARCH 341</td>
</tr>
<tr>
<td>ARCH 453</td>
<td>Energy and Design</td>
<td>2-1-3</td>
<td>ARCH 240</td>
</tr>
<tr>
<td>ARCH 454</td>
<td>Mechanical, Electrical, and Safety Systems</td>
<td>3-0-3</td>
<td>ARCH 252</td>
</tr>
<tr>
<td>ARCH 455</td>
<td>Working Drawings</td>
<td>1-4-3</td>
<td>ARCH 351</td>
</tr>
<tr>
<td>ARCH 556</td>
<td>Project Management</td>
<td>3-0-3</td>
<td>ARCH 455</td>
</tr>
<tr>
<td>ARCH 557</td>
<td>Professional Practice</td>
<td>3-0-3</td>
<td>Internship</td>
</tr>
<tr>
<td>ARCH 571</td>
<td>Architecture Design studio -9: Capstone Project-1</td>
<td>0-10-5</td>
<td>ARCH 408, Good Standing</td>
</tr>
<tr>
<td>ARCH 572</td>
<td>Architecture Design studio -10: Capstone Project-2</td>
<td>0-10-5</td>
<td>ARCH 571, Good Standing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>114</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table (41) Architecture Electives: 12 Credit Hours

All Architecture students, in consultation with their academic advisor, must successfully complete 12 credit hours from the approved list of technical electives below:

<table>
<thead>
<tr>
<th>Dept. or Section Prefix and Course No.</th>
<th>Course Title</th>
<th>Credits (Lecture-Practical-Total)</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 361</td>
<td>Photography</td>
<td>3-0-3</td>
<td></td>
</tr>
<tr>
<td>ARCH 362</td>
<td>Saudi Traditional Architecture</td>
<td>3-0-3</td>
<td>ARCH 232</td>
</tr>
<tr>
<td>ARCH 363</td>
<td>Psychology and Sociology in Design</td>
<td>3-0-3</td>
<td>ARCH 240</td>
</tr>
<tr>
<td>ARCH 364</td>
<td>Color and Lighting Principles</td>
<td>3-0-3</td>
<td>ARCH 252</td>
</tr>
<tr>
<td>ARCH 365</td>
<td>Acoustics in Architecture</td>
<td>3-0-3</td>
<td>ARCH 252</td>
</tr>
<tr>
<td>ARCH 366</td>
<td>Computer-Aided Architectural Design -3</td>
<td>2-2-3</td>
<td>ARCH 256</td>
</tr>
<tr>
<td>ARCH 367</td>
<td>Facilities Management</td>
<td>3-0-3</td>
<td>ARCH 252</td>
</tr>
</tbody>
</table>
II.2.3 Curriculum Review and Development

The Architecture department at EU is the first and only department that offers an accredited program in architecture for female students in KSA. This is an advantage that could be considered as strength, especially with the good recognition the department acquired within the local community. In order to ensure that the quality of teaching and learning is continuously improving, the program evaluation and review process follows a 5-year cycle. However, the courses are evaluated every semester in order to assess the effectiveness of the teaching strategies and the assessment tools planned in the course and the program specifications.

Faculty members report about each course they teach based on their course delivery and students results in their course report [19]. At the end of each academic-year, the chair of the ARCH department reports on the program performance based on the course reports in the program report [20].

An action plan section at the end of the program report addresses problems areas and their possible solutions. The program report is approved by the Dean of the CoAD and by the Provost. The Deanship of Quality Assurance has access to those documents in order to further review them. Feedback is then sent by the Dean and/or Provost and/or Quality Assurance about any comments, extra explanations or changes.
In addition to those reports, biweekly meetings are held at the departmental level where several issues and topics are discussed.

Students’ feedback is very important for the program as well. Students evaluate their courses at the end of every semester and the results of the courses evaluation are compiled and added to the course report, the program reports and the SAQRs which is submitted at the end of every semester. At institutional level, student experience surveys are conducted for sophomore students (by the end of their second year) and for senior students upon their graduation (part of the clearance process for graduates).

Following Figure show the program survey results on evaluation of learning for Spring 2014 and 2015.

![Graduate Feedback on Learning](image)

**Figure (30) Program Survey Results on Evaluation of Learning**

Overall, students are satisfied with their learning experience. They believe that the knowledge and the skills that they acquired through the program will be valuable for their careers and their future in general. The satisfaction rate is improving every semester since the ARCH department is committed to improve its quality of teaching and learning.

Student Experience Surveys are also conducted in order to get feedback about the range of services and facilities related to education, resources and support. The survey also includes
questions about the program in particular and the institution in general in addition to a section where students can add their comments and suggestions for improvement.

In addition to the internal feedback, external feedback from sources such as the PAC committee and the internship site supervisors tells much when it comes to the program’s quality and the possible opportunities for improvement. Indeed, their recommendations are very important in order for the program to ensure that its graduates are properly qualified for their careers in the future.

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

Since the early days of the Architecture program, Effat University has been admitting high school graduates. The program also accepts some students transferring from other reputable universities in KSA and/or the region. This is done with rigor by revising their transcripts and course specs that need to be accounted for and taking into consideration specific transfer regulation set by the Ministry and University.

PART TWO (II): SECTION 4 PUBLIC INFORMATION

II.4.1 Statement on Substantially Equivalent Degrees

The following language found in the 2012 NAAB Conditions for Substantial Equivalency, Appendix 6, has been posted on the following Department of Architecture web page:

https://www.effatuniversity.edu.sa/English/Academics/Undergraduate/CoAD/Pages/ARCH.aspx

The term 'substantial equivalency' identifies a program as comparable in educational outcomes in all significant aspects, 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.

Effat University, College of Architecture & Design, Department of Architecture has applied for substantial equivalency designation from the National Accrediting Board for the following professional degree program or sequence:

**Bachelor of Architecture.**

The program has completed its initial application and Visit of the process and is anticipating Visit 2.

II.4.2 Access to NAAB Conditions and Procedures
The links to the 2012 NAAB Conditions for Substantial Equivalency and the 2013 NAAB Procedures for Substantial Equivalency on the Department of Architecture internal.

II.4.3 Access to Career Development Information

The Career Development Office aims to help Effat University students become leaders of the future and exceptional career women by developing and enhancing their personal and professional skills. The CDO works with students to prepare them for future employment and/or graduate studies. Students gain access to opportunities that build on their academic experiences and career exploration. The programs offered provide students and future graduates' information on on-campus and off-campus activities and events that can assist them in life after university.

https://www.effatuniversity.edu.sa/English/Student-Life/Why-Choose-Effat/CDO/Pages/default.aspx

PART THREE (III): Progress since the Last Site Visit

Part Three – Progress since the Last Site Visit (not required for APRs prepared for visit two)
PART FOUR (IV): SUPPLEMENTAL INFORMATION

PART FOUR (IV): section 1 - Course Descriptions

The following is the detailed description of the courses offered to students of ARCH department

**ARCH 101, Architecture Design Studio -1, 5 credits**

Course Description:

This course is a foundation studio that aims to introduce students to basic tools necessary to think, assess and act responsibly in shaping the built environment.

Course Goals & Objectives:

- Learn, understand and apply fundamental principles of design.
- Achieve competency in visual communication skills (drawing, sketching, model making) to develop design ideas and communicate them convincingly graphically and verbally.
- Understand the iterative process of the architectural design; that is ideas are repeatedly studied, transformed, edited and rediscovered over a period of time.

Student Performance Criterion addressed:

A.6. Fundamental Design Skills

Topical Outline:

From 2D to 3D and model making (21%)

Axonometric and Orthogonal projections (14%)

Design and concepts principles (14%)

Architectural Plan Design and graphic representation (21%)

Final Project (28 %)

Prerequisites:

None

Textbooks/Learning Resources:
Offered:

Fall/Spring

Faculty assigned:

Dr Rahma Dohiem - Doaa Mohamed

ARCH 102, Architecture Design Studio-2, 5 credits

Course Description:

It aims to build design-thinking skills. It introduces the students to basic design principals various design relationships in two and three dimensions.

Course Goals & Objectives:

- Acquire necessary skills for needed to produce basic level architectural design.
- Be familiar with environmental issues, levels, and site specifications in architecture drawings.
- Be familiar with all basic horizontal and vertical circulations needs for 2-3 story buildings.
- Be familiar with the local environment and its characteristics, such as: materials, landscape

Student Performance Criterion addressed:

A.1. Communication Skills
A.2. Design Thinking Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents

Topical Outline:
Technical Drawings: Orthogonal projections for Plans, elevation and study model (21%)

Technical Drawings: Orthogonal projections for section, stair case section (21%)

Research, site analysis and Design concept (14%)

Plans Developments, and Elevation Developments (21%)

Section Developments, and Model Making (14%)

Project presentation (7%)

**Prerequisites:**

ARCH 101

**Textbooks/Learning Resources:**


**Offered:**

Fall/Spring

**Faculty assigned:**

Dr. Marwa Abu Hassan, Dr AlShimaa ElSayed, Mrs. Maya Kamarekdine,

**ARCH 120, Freehand Drawing, 3 credits**

**Course Description:**

This course is an introduction to freehand principles and graphic representation of objects, masses, and voids along with basics of perspective sketching and orthogonal drawing.

**Course Goals & Objectives:**
• Understand basic visual communication skills and manual rendering techniques.
• Confidently perceive considerations and examinations of natural elements.
• Enhance the understanding of the basic differences between a painting and a sketch.
• Further study the various elements of design as line, color, principles of aesthetic proportion and unity.

Student Performance Criterion addressed:

A.3. Visual Communication Skills

Topical Outline:

Basic drawing- Sketching (14%)

Shade, shadows and reflections (14%)

Drawing Still life: outline, transparency and proportion (7%)

Perspective: Basic technique/ Advanced sketching (21%)

Theory of colours: Wheel of color/ Still life and architectural compositions using water colour, colour pencils and markers. (21%)

Architecture elements: Sketching, inking and rendering using mix Media technique. (21%)

Prerequisites:

None

Textbooks/Learning Resources:


Richards, James (2013),

Freehand drawing and discovery: urban sketching and concept drawing for designers, Wiley.

ISBN: 9781118421208


Offered:

Fall/Spring

Faculty assigned:

Deema Al Khateeb, Doaa Mohamed

**ARCH 150, Computer Aided Architectural Design –1, 3 credits**

**Course Description:**

This course builds students’ skills of computer aided architectural design systems. Students will be able to produce technically clear 2D drawings, presentations, and rendering techniques.

**Course Goals & Objectives:**

Student will be able to obtain:

- A general introduction into architectural drafting.
- A solid foundation for creating, editing, dimensioning, and plotting drawings.
- An ability to create 2-dimensional representations of 3-dimensional objects as plan view, elevations and sections.
- An ability to assemble these drawings in industry-standard plan form.

**Student Performance Criterion addressed:**

A.3. Visual Communication Skills

**Topical Outline:**

Introduction to AutoCAD User Interface (7%)

Basic Drawing & Editing Commands (21%)

Creating a Simple Drawing (7%)

Organizing Your Drawing with Layers (7%)

Advanced Editing Commands (7%)

Getting Information From Your Drawing (7%)
Adding Dimensions and text (7%)

Making and Inserting Block (7%)

Plot Settings and Plot to Scale (7%)

Advanced 2D Drawings (21%)

**Prerequisites:**

GCS 101

**Textbooks/Learning Resources:**


George Omura (2012), Mastering AutoCAD 2017 and AutoCAD LT 2013 (Mastering), Wiley. ISBN: 978-1-118-17407-4


**Offered:**

Fall/Spring

**Faculty assigned:**

Arch. Weam Abdulkarim

**ARCH 203, Architecture Design Studio 3, 5 credits**

**Course Description:**

This course addresses the principles of creating innovative interior spaces and exterior forms by applying the learned skills of concept development and design graphic presentations.

**Course Goals & Objectives:**

- To assist with defining a topic so that their understanding of the relationship between people and buildings.
- To develop a concept into a design project taking into consideration the different components involved in evolution of the design process.
• To be familiar with issues related to the context, such as physical surrounding, topography, and climate. This will affect the quality of spaces and make it more compatible.
• Further develop the student’s ability to transfer ideas into building applications.

**Student Performance Criterion addressed:**

A.1. Communication Skills
A.6. Fundamental Design Skills
B.1. Pre-Design

**Topical Outline:**

Modular Massing and Composition (21%)
Conceptual Analysis (14%)
Elements of Space (21%)
Human Behaviour (7%)
Light and Experience (7%)
Integration between Modules and Humans in Design (14%)
Drawing and Representation (14%)

**Prerequisites:**

ARCH 102

**Textbooks/Learning Resources:**


**Offered:**

Fall/Spring

**Faculty assigned:**
ARCH 204, Architecture Design Studio 4, 5 credits

Course Description:

This course is concerned with understanding the diverse needs, values, behavioral norms, cultures; and the effect of this diversity on the development of architectural design.

Course Goals & Objectives:

- Students will be able to appreciate unique properties of non-representational art and generate their own concepts based on a specific piece of abstract art
- Students will be able to transform two-dimensional compositions into three-dimensional compositions
- Students will be able to conduct an in-depth research and collate and present their findings
- Students will be able to develop their own design ideas and communicate them convincingly graphically and verbally
- Students will be able to familiarize themselves with basic architectural standards
- Students will be able to create confidently orthographic and 3D presentations (axonometric, perspective and models) in a variety of scales

Student Performance Criterion addressed:

A.2. Design Thinking Skills

C.1. Collaboration

Topical Outline:

Drawing and other representational techniques (65%)

Presentation skills (35%)

Prerequisites:

ARCH203 – Architecture Design Studio 3

Textbooks/Learning Resources:

ISBN-10: 9063692897


Offered:

Fall/Spring

Faculty assigned:

Ahmed Refaat, Lubna Mostafa, Mohamed AlSurf, Rasha Moussa, Tarek Hanafi

ARCH 231 History of Architecture, 3 credits

Course Description:

This course introduces the cultural and aesthetic attributes of architecture through different architectural styles worldwide from the dawn of time until the 20th century.

Course Goals & Objectives:

- Develop general knowledge and understanding of the history of architecture
- Demonstrate understanding of the relationships between architecture and broader social, cultural and environmental contexts
- Use creatively art/architecture historic sources
- Develop critical thinking and reflective engagement with act of experiencing historic environments.

Student Performance Criterion addressed:

A.1. Communication Skills

A.5. Investigative Skills

Topical Outline:

Why is History of Art & Architecture relevant today? (7%)

The beginning: Paleolithic & Neolithic Ages (7%)

Mesopotamia - Ancient Egypt (14%)

Classical and Hellenistic World & Republican and Imperial Rome (14%)
Greek & Roman Architecture (14%)

Renaissance and Baroque Art and Architecture (14%)

Origins of Modern Art and Architecture (7%)

Early Modernist Movements: Cubism, Futurismo, Bauhaus, De Stijl, Constructivism (14%)

Modernism and International Style (7%)

Prerequisites:

None

Textbooks/Learning Resources:


Offered:

Fall/Spring

Faculty assigned:

Maha Ghanam

ARCH 232, History of Islamic Architecture, 3 credits

Course Description:

This course will survey the architectural developments of different Muslim regions throughout history. It aims to familiarize the student with vocabulary of Muslim architecture.

Course Goals & Objectives:

- Identify the generating principles of Islamic architecture.
- Discuss the role of architecture in serving Islamic culture and values and town planning.
- Distinguish between the different styles of Islamic architecture.
- Identify the different responds of contemporary architects to Islamic architecture.

Student Performance Criterion addressed:

A.5. Investigative Skills
Topical Outline:

Survey on the history of early Islam and Islamic architecture (7%)

Umayyad and Abbasid architecture (14%)

Fatimid, Ayyubid and Mamluk architecture (14%)

Islamic architecture in Andalusia and Maghrib from the Umayyads to the Marinids (14%)

The Great Seljuk architecture and Rum (7%)

Ottoman Architecture (7%)

Sultanate & Mughal architecture in India (7%)

Ottoman architecture in Turkey and the Arab lands (7%)

Islamic architecture in the Islamic extremities: China and the Malay Archipelago (14%)

Contemporary Islamic Architecture (7%)

Prerequisites:

ARCH 231

Textbooks/Learning Resources:


Offered:

Fall/Spring

Faculty assigned:

Mrs. Hidaya Abbas
ARCH 240, Architecture, Culture and Environment, 3 credits

Course Description:

This course introduces the students to the complex human-environment interactions. Students address specific cases of planning to minimize man’s harmful impacts on the environment.

Course Goals & Objectives:

- Students will increase their knowledge about the environment and its relation to the essential human needs.
- Students will define terminologies common to the field environmental studies.
- Students will recognize the importance of this area of human activities and cultures as it will influence the architecture work.
- Students will analyze and evaluate the various aspects of interactions between humans and their environment.
- Students will conduct a research that shows their interpersonal skills and enhance their ability of presentation techniques.

Student Performance Criterion addressed:

A.9. Historical Traditions and Global Culture

A.10. Cultural Diversity

B.8. Environmental Systems

C.2. Human Behavior

Topical Outline:

Environment: Definitions and Components (7%)

Natural, Built and Social Environment (14%)

Human – Environment Relations (7%)

Climate Transformation: The Causes, the Proofs and the Impacts (21%)

Population Growth (7%)

Land Use Transformation (7%)

Major Examples of Human-Environment Interactions (7%)
Modern Environmental Theories: Sustainability and Design. Case Study (21%)

Desert Environment and Architecture (7%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**


ISBN : 978-1-118-57658-8


**Offered:**

Fall/Spring

**Faculty assigned:**

Maya Kamareddine

**ARCH 252, Building Construction, 3 credits**

**Course Description:**

In this course, fundamentals of building construction are introduced to the students; Project delivery system & Associated professions. Students should be familiarized with different building structures’ types, with focus on traditional construction methods and materials such as load bearing, skeleton structures and used building materials (In-situ and Pre-fabricated). The course will also cover construction process, internal finishing, as well as the construction of main building elements including
foundations, stairs, doors and windows. Different Building insulation & materials would be presented, explained & discussed.

Course Goals & Objectives:

- Describe the building delivery process.
- Identify different materials used in building construction
- Distinguish between different tools, methods and techniques used on site
- Differentiate between different types of structure systems and foundations
- Sketch details for wall section, flooring section and roofs section.

Student Performance Criterion addressed:

A.8. Ordering Systems Skills

B.10. Building Envelope Systems

Topical Outline:

Project delivery phases (7 %)

Building structure systems (18 %)

Building raw materials (Lime, Sand, aggregates, and cement) (7 %)

Making, Placing and finishing Concrete (7%)

Concrete construction: Formwork and shoring, (12%)

Soil & Excavation & Foundations (Shallow and deep) (14%)

Construction process in situ (7 %)

Masonry walls; materials and construction (7 %)

Vertical elements in buildings (7 %)

Doors and Windows (7 %)

Finishing process (7 %)

Prerequisites:

ARCH 150
Textbooks/Learning Resources:


Architecture student starter bundle: Dictionary of Architecture and Building Construction

Offered:

Fall/Spring/Summer

Faculty assigned:

Dr. Mady Mohamed

ARCH 256. Computer Aided Architectural Design –2, 3 credits

Course Description:

This course will allow the students to develop 3D Modelling skills to produce Revit BIM Model, produce clear drawings, and presentations and advanced rendering techniques.

Course Goals & Objectives:

Student will be able to obtain:

- Learn 3D software.
- Download Revit library using internet.
- Visualize and draw 2D and 3D at the same time.

Student Performance Criterion addressed:

A.3. Visual Communication Skills

Topical Outline:

Introduction: Massing, Creating a project (7%)

Controlling Levels and Views (7%)

Creating and modifying Exterior Walls (7%)
Adding and Modifying Floors (7%)  
Adding Doors and Windows (7%)  
Adding and Modifying Curtain Walls (7%)  
Adding Stairs and Railings (7%)  
Adding Annotation and 2D Detailing (7%)  
Adding Stairs and Railings (7%)  
Site landscaping and Terrain modelling (14%)  
Advanced modelling, rendering and presentation techniques. (21%)

**Prerequisites:**

ARCH 150

**Textbooks/Learning Resources:**


**Offered:**

Fall/Spring

**Faculty assigned:**

Dr. Zaki Mallasi

**ARCH 305, Architecture Design Studio 5, 5 credits**

**Course Description:**

It focuses on designing a high-rise residential building, to understand building codes and regulations, basic design principles and performance of building services systems.

**Course Goals & Objectives:**
• Produce innovative design ideas and concepts,
• Enhance problem solving methods for architectural projects,
• Be able to produce architectural forms and plans that incorporate complex design elements,
• Express and present a personal concept and view of architecture problem solving,
• Developing Self-Management (meta-cognitive skills) and work under a time frame,
• Be able to use techniques of various computer software skillfully,
• Be able to solve complex horizontal and vertical circulations within architectural space.

Student Performance Criterion addressed:

A.2. Design thinking skills
A.7. Use of Precedents
A.11. Applied Research
B.2. Accessibility
C.8. Ethics and Professional Judgment

Topical Outline:

Site analysis & concept development/ Project statement (14%)
Conceptual Analysis (7%)
Precedents (7%)
Conceptual design stage (21%)
Schematic design (14%)
Design development (14%)
Final presentation (21%)

Prerequisites:

ARCH 204

Textbooks/Learning Resources:


**Offered:**

Fall/Spring

**Faculty assigned:**

Dr. Zaki Mallasi, Dr. Rahma Doheim.

**ARCH 306, Architecture Design Studio- 6, 5 credits**

**Course Description:**

This course aims to raise students’ awareness of the architect’s role within different old and deteriorated areas and its impact on the socio-economic development of the society.

**Course Goals & Objectives:**

- An architectural design competence in the area of public realm and urbanism.
- An understanding of the relationship of a selected range of technical, programmatic, theoretical and Professional issues and their implications in building design.

**Student Performance Criterion addressed:**

A.7. Use of Precedents

B.2. Accessibility

B.4. Site Design

C.1. Collaboration

C.6. Leadership

**Topical Outline:**

Design Lecture & Site Visit (7%)
Site analysis & concept development, Project statement (7%)

Conceptual Analysis (7%)

Basic Requirements First Submission (SWOT Analysis) (14%)

Work Development and Concept (14%)

Master Plan (21%)

Analysis after Design (14%)

Project Sketch Semi-final Submission (14%)

Prerequisites:

ARCH 305, ARCH342

Textbooks/Learning Resources:


Planning the good community: new urbanism theory and practice

Offered:

Fall/Spring

Faculty assigned:

Dr. Ahmed Shehata, Dr. Samaa Badawi

ARCH 340, Research Methods in Architecture and Urban Design, 2 credits

Course Description:

This course aims to produce a knowledgeable student who is able to analyse, criticise and evaluate diverse aspects of the built environment in researches related to architecture and urban design through understanding and applying different methods of inquiry.

Course Goals & Objectives:

This course aims to
• Produce a knowledgeable student who is able to analyse, criticise and evaluate diverse aspects of the built environment in researches related to architecture and urban design.
• Increase students’ understanding to the different research methods of inquiry.
• Conduct a minor research that shows the student’s interpersonal skills and enhance ability of communication and presentation techniques to conclude to a solution of a problem or understanding of a phenomenon related to architecture and urban design.

Student Performance Criterion addressed:

A.11. Applied Research

Topical Outline:

Research methods in Architecture and Urban Design: Definitions and Components (6%)
Research methodology - general/comprehensive (12%)
Quantitative Research – Questionnaire - survey techniques (12%)
Correlational research (6%)
Interpretive-Historical research (6%)
Experimental and Quasi-Experimental Research (6%)
Qualitative research (6%)
Simulation and Modelling research (6%)
Case Studies and combined Strategies (6%)
Qualitative Data Analysis (6%)
Producing dissertation – Presentations (28%)

Prerequisites:

GSEM 200

Textbooks/Learning Resources:


Offered:

Fall/Spring

Faculty assigned:

Dr Mervat El Shafie – Dr Samah El Khateeb – Dr Nooraini Ysuf

ARCH 341, Theory of Architecture, 3 credits

Course Description:

This course offers an introduction of architectural theory of the 20th century through lectures and discussions. It explores philosophical concepts of architectural form and expression.

Course Goals & Objectives:

- Recognize the relationship between theory and practice.
- Explore recent architecture, while also undertaking an individual, in-depth research study on a subject of their own selection.
- Challenge and critically redefine the existing architecture, and hence to generate a theoretically-and historically informed position of their own.
- Examine the evolution of theoretical positions in architecture in relation to their historical and cultural contexts.

Student Performance Criterion addressed:

A.10. Cultural Diversity

Topical Outline:

Design Fundamentals (9%)

Modern Architecture (18%)
Late Modern Architecture (9%)

Post Modern Architecture (18%)

Contextual Architecture (9%)

Deconstruction (9%)

Sustainable Architecture (9%)

Community Architecture (9%)

Place and Phenomena (9%)

Prerequisites:

ARCH 231

Textbooks/Learning Resources:


ISBN-10: 8881187000


Offered:

Fall/Spring

Faculty assigned:

Dr. Abdel Moniem El-Shorbagy. Dr Anna Klingmann, Moshira A. Elrafey.
ARCH 342, Urban Design, 3 credits

Course Description:

This course is a study of the basic principles of urban design, which are required for design of new areas, or re-developing an existing area.

Course Goals & Objectives:

- State the historical development of urban design from Ancient times to the present.
- Recognize the different elements of urban design in cities.
- Explain the concepts of sustainable urban movements
- Prepare a small project following the practical steps undertaken in urban design projects

Student Performance Criterion addressed:

A.9. Historical Traditions and Global Culture

A.10. Culture Diversity

C.2. Human Behavior

Topical Outline:

Urban Design: Definitions and Relevant Theories (7%)
Creating The Urban Structure (7%)
Key Aspects of Urban Design (28%)
Urban open space (21%)
Urban Dimensions (14%)

Project development (21%)

Prerequisites:

ARCH 231

Textbooks/Learning Resources:


Offered:

Fall/Spring
Faculty assigned:

Dr. Samaa Badawi, Prof Tarek Ragab, Moshira A. Elraey, Dr. Mohamed Shokry

ARCH 343, Introduction to Landscape Architecture, 3 credits

Course Description:

This course introduces the students to the terminologies, elements, and principles of landscape architecture. It focuses on natural landscaping with the use of native plants.

Course Goals & Objectives:

- Increase and enhance the students’ knowledge about natural and human made landscapes.
- Build up a relevant vocabulary to be able to research in this area of knowledge.
- To become knowledgeable of the definitions and terminologies common to this field.
- To be able to analyses, criticize, and evaluate the various aspects of interactions between Human and their environment.

Student Performance Criterion addressed:

A.9. Historical Traditions and Global Culture
B.4. Site Design
C.1. Collaboration

Topical Outline:

Landscape Architecture: Definitions and Components (7%)
Scales of landscape architecture (Local, Urban, Regional) (21%)
Site Analysis and Design (7%)
Soft Landscape Architecture (7%)
Hard Landscape Architecture (21%)
Historical background [Philosophy and Concepts] (14%)
Land Use Transformation and analysis (7%)
Infrastructures of urban Landscapes (7%)
Equipments of Landscape (7%)  

**Prerequisites:**

ARCH 240  

**Textbooks/Learning Resources:**


**Offered:**

Fall/Spring  

**Faculty assigned:**

Dr. Samah El Khateeb, Prof. Dr. Tarek Ragab, Dr. Lobna A. Mostafa  

**ARCH 350, Structure in Architecture 1, 3 credits**

**Course Description:**

This course introduces the students to the role of structures and their elements in the architectural design of a space. The topics covered include finding: force components, resultant of a system of forces, moment of forces, reactions at different support conditions, tension and compression forces in truss members, and shear force and bending moment and their associated diagrams in beams.  

**Course Goals & Objectives:**

- Identify different structures (beams, trusses, and frames)  
- Write the equations of equilibrium of a statically determinate structure  
- Analyze trusses and beams and find their internal forces and bending moments  

**Student Performance Criterion addressed:**

A.8. Ordering System Skills  

B.9. Structure System
Topical Outline:

- Introduction to the different structural elements (i.e., slabs, beams, columns, and foundations) of a conventional building (10%)
- Calculate the components and resultant of a system of concurrent forces (25%)
- Calculate the moment of a system of forces and couples about a point (15%)
- Draw the free-body diagram and write the equations of equilibrium (EoE) and find reactions of statically determinate structures (25%)
- Analyze beams and trusses and find their internal normal forces, shear forces, and bending moments and present them in diagrams (25%)

Prerequisites:

Building Construction (ARCH 252)

Textbooks/Learning Resources:


Offered:

Fall/Spring

Faculty assigned:

Prof. Khaled El-Sawy

ARCH 351, Structure in Architecture 2, 3 credits

Course Description:

The course focuses on the calculations of loads on floor beams, and stresses in different structural elements. It also introduces mechanics of steel and reinforced concrete materials, and structural design process of steel and reinforced concrete beams.

Course Goals & Objectives:
• Calculate the loads on beams of a typical floor
• Identify the mechanics of steel and reinforced concrete materials
• Calculate stresses in the different structural elements (beams and truss members)
• Design steel or reinforced concrete statically determinate beams

Student Performance Criterion addressed:

B.9. Structure System

Topical Outline:

Obtaining location of Centroid of composite plane areas (15%)

Calculation of the moment of inertia of composite plane areas (15%)

Mechanics of elastic materials, and normal stress/strain in bars due to axial loads only (15%)

Normal stress in beams due to axial force and bending moment (15%)

Material Failure and Allowable Stress Design Method (5%)

Calculation of Loads on Floor Beams (15%)

Application to Steel Beam Design (5%)

Application to the Design of Reinforced Concrete Beams (15%)

Prerequisites:

ARCH350

Textbooks/Learning Resources:


Offered
Fall/Spring

Faculty assigned

Prof. Khaled El-Sawy

ARCH 352, Building Structures & Materials, 3 credits

Course Description:

In this course, the students will learn the analytical Behavior of Advanced structural systems in non-mathematical terms, approaches to finishing materials, geometry and construction techniques.

Course Goals & Objectives:

- Students will define different types of structure materials.
- Students will define types of Flooring, roofing and wall systems.
- Students will define identify types of material used in floor, roof and wall structure.

Student Performance Criterion addressed:

A.4. Technical Documentation

A.8. Ordering Systems Skills

B.10. Building Envelope System

B.12. Building Materials and Assemblies

Topical Outline:

Introduction to Building structures/systems/Codes (7%)

Building structure and Architecture (7%)

Building structural elements (7%)

Horizontal spans structural systems (10.5%)

Vertical spans structural systems (10.5%)

Floor Systems and Industrial Flooring (14%)

Roof Systems and Industrial Roofing (14%)
Wall Systems: Curtain Wall Construction (7%)

Finishing work (14%)

Project: Smart Building Systems & finishing materials (7%)

**Prerequisites:**

ARCH 252

**Textbooks/Learning Resources:**


**Offered:**

Fall/Spring

**Faculty assigned:**

Dr. Mohamed Shokry, Dr Khael El Sawy

**ARCH 407, Architecture Design Studio -7, 6 credits**

**Course Description:**

It introduces students to more complex design tasks for mixed developments, such as more in depth research, programming, environmental control systems and codes and regulations.

**Course Goals & Objectives:**

1. Produce innovative design ideas and concepts that are reliable and professional
2. Enhance problem solving methods for large size and complex architectural projects
3. Express and present an understanding of the qualities of architectural structures and materials
4. Develop professional attitude and teamwork spirit.
5. Master techniques of different computer software.
6. Be able to solve complex horizontal & vertical circulations within a complex architectural project.

**Student Performance Criterion addressed:**

A.11. Applied Research

B.1. Pre-design

B.7. Financial Considerations

C.6. Leadership

C.9. Community and Social Responsibility

**Topical Outline:**

Programming process, exploration (7%)

Precedents (7%)

Finalizing a program (7%)

Conceptual design stage (14%)

Schematic design (14%)

Design development (49%)

**Prerequisites:**

ARCH 306

**Textbooks/Learning Resources:**


ISBN-10: 0306805375


Offered:

Fall/Spring

Faculty assigned:

Dr. Zaki Mallasi

ARC 408, Architecture Design Studio-8, 6 credits

Course Description:

This is an advanced studio in special projects examining particular architectural determinants, and in architectural research. This course is a comprehensive architectural design studio. It emphasizes the wide-ranging integration of building systems within an ordered design concept and understanding and using the unique qualities of materials, construction technology, and assembly details in the expression of architectural ideas. Analysis includes economic considerations in building design, the planning and integration of structural systems, building service systems, and building envelope design as an appropriate architectural expression adopting the Whole Building Design approach.

Course Goals & Objectives:

7. Produce innovative design ideas and concepts that are reliable and professional,
8. Enhance problem solving methods for large size and complex architectural projects,
9. Produce architectural forms and plans that express professional capability,
10. Express and present an understanding of the qualities of architectural structures and materials,
11. Develop professional attitude and team work spirit,
12. Solve complex horizontal & vertical circulations within a complex architectural project,
13. Master techniques of various computer software.

Student Performance Criterion addressed:

A.4. Technical Documentation
B.2. Accessibility

B.3. Sustainability

B.5. Life Safety

B.6. Comprehensive Design

**Topical Outline:**

Programming process, exploration (7%)

Precedents (7%)

Finalizing a program (7%)

Conceptual design stage (21%)

Schematic design (14%)

Design development (42%)

**Prerequisites:**

ARCH407

**Textbooks/Learning Resources:**


Offered:

Fall/Spring

Faculty assigned:

Dr. Mady Mohamed

**ARCH 444, Housing and Economics, 3 credits**

Course Description:

In this course students will be introduced to the principles of housing designs, constructions on all levels. It will introduce principles of housing projects, and financing.

Course Goals & Objectives:

The study of this course will enable the student to:

1. Differentiate between different types of housing and its typology.
2. Acquire basic knowledge related to the policies and the management of a housing unit.
3. Design a housing unit based on Saudi Arabia standards.

Student Performance Criterion addressed:

C.7. Legal Responsibilities

Topical Outline:

Introduction and Terminology of Housing (7%)
Concept of housing (7%)

The birth of the Neighborhood concept (7%)
Site planning principles analyses and development (14%)
Housing Typology (7%)

Housing Standards (7%)

Project development (14%)

Housing policies Finance and management (14%)

Housing program in Saudi Arabia, The Hejazy house and the relationship with the city (14%)
Self-help Housing (7%)

Prerequisites:

ARCH 342

Textbooks/Learning Resources:


Offered:

Fall/Spring

Faculty assigned:

Dr. Kholoud Moumani

ARCH 446, Comparative Architectural Thoughts, 3 credits

Course Description:

This course is built on architectural concepts taught in ARCH 341 and concentrates on a more detailed comparative study of different worldwide architectural thoughts.

Course Goals & Objectives:

1. Increase knowledge about conceptual architecture and its position between all thoughts.
2. Build up a vocabulary that help students analyse different thoughts and philosophies.
3. Address their themes of interest as well as relating buildings and projects to these themes.

Student Performance Criterion addressed:

A.5. Investigative Skills

Topical Outline:

Architecture as an Outcome of Process (7%)
Architecture as an Expression of its Time (7%)
Architecture as a Manifestation of Context (14%)
Originality in Architecture (14%)
Architecture and Organism (7%)
Architecture as a Continuation of Tradition (7%)
Architecture and Language (7%)
Architecture and the Machine Aesthetic (7%)
Futuristic, Cyberspace, and Virtual reality in Architecture (28%)

Prerequisites:
ARCH 341

Textbooks/Learning Resources:

Offered:
Fall/Spring

Faculty assigned:
Dr. Abdel-moniem El-Shorbagy
ARCH 453, Energy and Design, 3 credits

Course Description:

This is an introductory course, which discusses main energy sources (solar, thermal, and wind). The course will expose the student to basics in heat transfer and the thermal properties of the building envelope. It includes the study of the basics of human thermal comfort, analysis of climatic factors and their effects on architectural design. In addition, the course includes the study of building form and the thermal properties of building material and their effect on building thermal performance and building energy requirement.

Course Goals & Objectives:

- Discuss the two main types of energy: Passive and Active Energy.
- Identify the main energy components; Solar Control, Thermal Control and Air Movement in Passive Energy and HVAC (Mechanical Heating, Ventilation and Air-conditioning) in Active Energy.
- Be familiar with the latest developments and techniques in this field.

Student Performance Criterion addressed:

B.3. Sustainability

B.8. Environmental System

B.10. Building Envelope System

B.12. Building Materials and Assemblies

Topical Outline:

Introductory Lecture- Background to Climate and Building Design (7%)

Passive and Active Energy- Energy Economics (7%)

Energy Balance- renewable Energy and Control (7%)

Solar Behaviour- Openings and Glazing & Windows and Thermal Gain (14%)

Design of Sun and Thermal Controls, Air Movement (7%)

Passive strategies and techniques (9 %)

Case Studies: Nationally and Internationally (14%)
Atriums and Courtyard Housing- Local examples in the Arab region (7%)

Environmental rating systems (7 %)

Natural Light strategies and techniques (7%)

Global warming, Green house effects, and Ozone depletion (7%)

Performance investigation (7%)

Prerequisites:

ARCH 240

Textbooks/Learning Resources:


Offered:

Fall/Spring/Summer

Faculty assigned:

Dr. Mady Mohamed, Dr Zaki Malasi

ARCH 454, Mechanical, Electrical and Safety Systems, 3 credits

Course Description:

The course is an overview of mechanical, electrical, plumbing, life safety systems design, and HVAC for buildings as used by architects.
Course Goals & Objectives:

1. Have a basic understanding of and be able to effectively demonstrate entry level skills in plumbing, electrical distribution, lighting, communications, signal and security system fundamentals.
2. Acquire tools to provide and maintain control, communication/signal safety and security systems in commercial buildings.

Student Performance Criterion addressed:

B.5. Life Safety
B.11. Building Service System

Topical Outline:

Electricity and power distribution/utilization (7%)

Energy management (7%)

Building plumbing and waste systems (21%)

Fire Protection Systems (21%)

Illumination (7%)

Control systems (7%)

Building heating, cooling, and air conditioning systems, HVAC (21%)

Cost estimation (7%)

Prerequisites:

ARCH 252

Textbooks/Learning Resources:


Offered:

Fall/Spring

Faculty assigned:

Dr Haitham Sanir

ARCH 455, Working Drawings, 3 credits

Course Description:

This course introduce students to the practice of working drawings and technical documentation. It deals with the generation of technically clear complete set of drawings.

Course Goals & Objectives:

- Produce Building Construction Drawings with proper labeling and dimensioning.
- Acquire tools to prepare contract drawings for construction.
- Use computer aided system to produce full set of drawing constructions.

Student Performance Criterion addressed:

A.4. Technical Documentation

Topical Outline:

Introduction- Handout of Term Project (7%)

Site &topography (14%)

Project Development (77%)

Prerequisites:

ARCH352

Textbooks/Learning Resources:


Offered:

Fall/Spring

Faculty assigned:

Dr. Kholoud Moumani, Dr Marwa Abou Hassan, Dr Abeer Samy

ARCH 556, Project Management, 3 credits

Course Description:

This course teaches the students about planning and coordinating projects, defining project scope, and preparing schedules and estimates while considering physical constraints, laws, costs, bidding.

Course Goals & Objectives:

Students will:

- Understand and apply professional business practices in the development of architecture designing and managing projects.
- Write design agreement proposals.
- Write representative agreement proposals.
- Schedule construction projects.
- Estimate construction projects.

Student Performance Criterion addressed:

C.2. Human Behavior

C.9. Community and Social Responsibility

Topical Outline:

Introduction (7%)

Construction Industry and Project (14%)

Design and Construction Agreement (7%)
Construction Management and Construction Manager (14%)

Construction Documents (7%)

Change Order (7%)

Estimating (7%)

Specifications and Scheduling (14%)

Project Integration Management (7%)

**Prerequisites:**

ARCH 352

**Textbooks/Learning Resources:**


**Offered:**

Fall/Spring/Summer

**Faculty assigned:**

Dr. Aida Nayer

**ARCH 557, Professional Practice, 3 credits**

**Course Description:**

The course introduces principles of the profession since its inception. It reviews architects’ responsibilities and rights. It includes portfolio development and writing an internship report.

**Course Goals & Objectives:**

- Define professional practice and ethics in the profession
- Identify key elements to establish trust between architect and clients.
- Identify different members of architecture firms.
- Define internships.
- Distinguish between different types of portfolios.
- Make electronic portfolios.
• Compile different reference documents.
• Write an internship report.
• Understand building economics and cost control of a design project.

**Student Performance Criterion addressed:**

B.7. Financial Considerations

C.2. Human Behavior

C.3. Client Role in Architecture

C.4. Project Management

C.6. Leadership

C7. Legal Responsibilities

C.8. Ethics and Professional Judgment

C.9. Community and Social Responsibility

**Topical Outline:**

Architecture as a profession (7%)

Professional Ethics (14%)

Business/ firm planning and set up (21%)

Portfolio Design (28%)

Internship related issues (7%)

Writing an internship report (21%)

**Prerequisites:**

Internship

**Textbooks/Learning Resources:**


Offered:

Fall/Spring

Faculty assigned:

Dr. Lobna Mostafa

ARCH 571, Capstone Preparation, 5 credits

Course Description:

Students will present a comprehensive proposal for their graduation project that would be continued in the following semester. This includes all relevant programming stages.

Course Goals & Objectives:

- Produce analysis that show problem solving methods for large size and complex architectural projects.
- Analyse architectural forms and plans that express professional capability through a defined philosophical direction.
- Express and present an understanding of qualities of architectural structures and materials.
- Develop professional attitude in research to design techniques.
- Master techniques of computer software in presenting architectural research.

Student Performance Criterion addressed:

B.1. Pre-Design

B.8. Environmental System

Topical Outline:

Buildings typologies; overview (7%)

Reviewing the literature and defining a design problem (21%)

Architectural precedents and analysis (21%)

Program overview and preparation (21%)
Site selection and analysis (7%)

Writing a thesis (14%)

Final presentations (7%)

Prerequisites:
Departmental approval.

Textbooks/Learning Resources:


Offered:
Fall/Spring

Faculty assigned:
Dr. Aida Nayer, Dr. Mohamed Shokry, Dr Mohamed Fageha, Dr Mohamed Fekry

ARCH 572, Capstone Project, 5 credits

Course Description:
This course is the culmination of work where students present their professional capacity in architecture by stressing the use of analytical logic in presenting design problem(s).
Course Goals & Objectives:

Students will:

- Produce innovative design ideas and concepts that are reliable and professional
- Develop their capabilities in problem solving methods for large size and complex architectural projects
- Produce architectural forms and plans that express professional capability
- Express and present an understanding of the qualities of architectural structures and materials

Student Performance Criterion addressed:

B.3. Sustainability

B.5. Life System

B.6. Comprehensive Design

B.7. Financial Considerations

B.11. Building Service System

Topical Outline:

Programming process, exploration (14%)

Precedents (7%)

Finalizing a program (7%)

Conceptual design stage (21%)

Schematic design (14%)

Design development (28%)

Final presentation (7%)

Prerequisites:

ARCH571
Textbooks/Learning Resources:


Offered:

Fall/Spring

Faculty assigned:

Dr. Mohamed Shokry, Dr. Mohamed Fekry, Dr. Kholoud Momani, Dr. Mady Mohamed, Dr. Mohamed Fageha
PART FOUR (IV): Section 2- Faculty Résumés

The following are a sample of the faculty CVs. Other CVs are available upon request.

Name: Dr. Mervat El-Shafie

Courses Taught:

ARCH 343 Introduction to Landscape Architecture
ARCH 340 Research Methods in Architecture and Urban Design

Educational Credentials:

B.Sc. Arch., Ain Shams University, 1976
Masters in Architecture, Ain Shams University, Cairo, 1993 Ph.D. Built-environment, Lincoln University, New Zealand, 2000

Teaching Experience:

Lecturer, Lincoln University, New Zealand 1997-1999
Assistant Professor, Thebes Academy, Cairo, Egypt 2003–2004
Assistant Professor, Higher Technological Institute, Egypt, 2001-2006
Assistant Professor, Effat University, Jeddah, Saudi Arabia, 2006-Present

Professional Experience:

Inter-Consult (Professor Ali Raafat), Cairo, 1976-1978

Licenses/Registration: Egypt

Selected Publications and Recent Research:

Phenomenology of Site Design (IJBAS-IJENS, 2010)
Sustainability versus mega urban development projects (IJCEE-IJENS, 2012) Siwa: Cultural Meaning and the Quest for Authenticity (IJCEE-IJENS,2000)

Human-Environment Interactions: Phenomenal Relationships (IJCEE-IJENS, 2011)

Professional Memberships:

Egyptian Engineering Syndicate

Name: Dr. Samah El Khateeb

Courses Taught:

ARCH 203 Architecture Design Studio 3
ARCH 343 Into. To Landscape Architecture
ARCH340 Research Methods in Architecture & Urban Design

Educational Credentials:

B.Sc. Architecture, Ain Shams University, Egypt, 2002
M.Sc. Ain Shams University, Egypt, 2006
Ph.D. Architecture, Ain Shams University, Egypt, 2010

Teaching Experience:

2014 to Date : Assistant Professor, Effat University, Saudi Arabia
2019- 2014 : Assistant Professor, British university , Egypt
2011- 2013 : Assistant Professor, Urban design & planning Department, Ain Shams University
2011- 2013: Visiting lecture, Misr international university, Arab academy for science & technology & Future university
2006- 2010: Lecturer, Urban design & planning Department, Cairo University
2002- 2006: Teaching Assistant, Urban design & planning Department, Cairo University

Professional Experience:
2010-2013 : A member of the Consultancy Unit of Planning and Urban Design studies, (CUPUD) - Faculty of Engineering – Ain Shams University.

2008 – 2014 : GOPP - Expert in urban planning and design field (environmental studies- urban Planning & design).


**Licenses/Registration:** Egypt

**Selected Publications and Recent Research:**


Samy A.& El Khateeb S : Brownfields in G.C.R.: A Neglected Potential for Re-development the Old City, 2013, Cities to be Tamed conference, Milan, Italy

**Professional Memberships:**

Member of Syndicate of Engineers, Cairo, Egypt, Aug., 2002 to date.

Member of the high council of the Egyptian syndicate representing Egyptian under age architects from May 204 till May 2018

**Name:** Dr. Moshira El rafey

**Courses Taught:**

ARCH 306 Architecture Design Studio 6

ARCH 340 Architecture Methods in Architecture and Urban Design

ARCH 341 Theory of Architecture

**Educational Credentials:**

B.Sc. Architecture, Helwan University, 1979

M.Sc. The University of Michigan, 1984

Ph.D. The University of Michigan, 1992
Teaching Experience:

2016- present : Full Professor Architecture Department and the Head of Interior Design Department, Effat University, KSA

2011-2014 : Full Professor Head of Interior and Architecture Departments, Prince Sultan University, Riyadh, KSA

2008-2011 : Full Professor Head of Architecture Department, Helwan University, Faculty of Fine Arts, Department of Architecture

2005-2008: Full Professor Architecture Department, Helwan University, Faculty of Fine arts, Department of Architecture

1999-200: Associate Professor Architecture Department, Helwan University, Faculty of Fine arts, Department of Architecture

Professional Experience:


Licenses/Registration: Egypt

Selected Publications and Recent Research:

“Sustainable Development in Egypt and the Middle East”, lecture presented at Colorado State University, USA, invitation supported by the U.S. Department of Education Undergraduate International Studies and Foreign Languages Grant, the College of Applied Human Sciences, and the Department of Construction Management, Colorado State University.

"Urban Forms of Identity and Spatial Relations". In The 5th World Environmental Education Congress, - Montreal, Quebec, Canada. May 10-14, 2009

Professional Memberships:

Egyptian Engineering Syndicate.

Name: Tarek Mohamed Saad Ragab

Courses Taught:

ARCH 306 Architectural Design Studio
MUSD 613          New Trends in Urban Design
MSUD 610          Urban Design
PYGA 007           Introduction to Real Estate

**Educational Credentials:**

B.Sc. Architecture, Alexandria University, Egypt 1983

Ph.D. Urban Planning Alexandria University 1996

Ms.C. Urban Planning Alexandria University 1986

**Teaching Experience:**

Lecturer, Training Centre of the Egyptian Engineers Syndicate, 2005–2009

Associate Professor Beirut Arab University 2004-2010

Professor of Urban Design, Alexandria University, 2010-2014

Professor of Urban Design, Effat University, 2014-Present

**Professional Experience:**

1997-2010 General Manager and Founder at INVOSEC For Community Development and Sustainable Environment.-Alexandria- Egypt

1994-1995 Zoning Officer at Municipality of Metuchen- New Jersey. USA.


1990-1992 Architecture Consultant at Italian Consulate of Alexandria and the Honorary Italian Consulate at Port Saeed, Egypt.

**Licenses/Registration:** Egypt

**Selected Publications and Recent Research:**


Professional Memberships:

Member of Syndicate of Engineers, Alexandria, Egypt, Aug., 1983 to date.

Member of Society of Urban Planners, Cairo, Egypt, Aug., 1996 to date.

Member of Society of Architects, Cairo, Egypt, October, 1996 to date.

Name: Prof. Khaled M. El-Sawy

Courses Taught (Four Semesters prior to current visit):

ARCH 350 Structures for Architecture-1
ARCH 351 Structures for Architecture-2
ARCH 352 Building Structures & Materials

Educational Credentials:

Ph.D. in Civil Engineering, University of Western Ontario, Canada, 1996
M.Sc. in Civil Engineering, University of Western Ontario, Canada, 1992
B.Sc. in Civil Engineering, Ain Shams University, Cairo, Egypt, 1982

Teaching Experience:

Professor, Civil & Env. Eng., UAE University, Sept. 2014 to Aug. 2015
Associate Professor, Civil & Env. Eng., UAE University, April 2002 to Aug. 2014
Assistant Professor, Civil & Env. Eng., UAE University, Aug. 1997 to March 2002
Teaching Assistant, University of Western Ontario, Canada, Sept. 1989 to July 1996

Professional Experience:
Full-time Civil Engineer, ENPPI (Engineering for Petroleum and Petrochemical Industry), Cairo, Egypt, April 1985 to Aug. 1989

Full-time Civil Engineer, Mohamed Ibrahim Soliman Consulting Office, Cairo, Egypt, Oct. 1982 to March 1985

**Licences/Registration:** Egypt

**Selected Publications and Recent research:**


**Professional Memberships:**

Egyptian Engineering Syndicate

**Name:** Dr Noraini Yusof

**Courses Taught:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 240</td>
<td>Architecture, Culture and Environment</td>
</tr>
<tr>
<td>ARCH 444</td>
<td>Housing and Economics</td>
</tr>
<tr>
<td>ARCH 465</td>
<td>Introduction to Real Estate</td>
</tr>
<tr>
<td>UD 611</td>
<td>Real Estate Principles and Urban Economics</td>
</tr>
<tr>
<td>UD 615</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>UD 617</td>
<td>Urban Design Sustainability</td>
</tr>
<tr>
<td>UD 691</td>
<td>MSUD Thesis 1</td>
</tr>
</tbody>
</table>

**Educational Credentials:**
Diploma in Valuation, Universiti Teknologi Malaysia - 1984

B. Surveying (hons), Property Management, Universiti Teknologi Malaysia - 1986

M.Sc. in Project Management, Universiti Sains Malaysia - 1991

Ph.D. in Housing, Universiti Sains Malaysia - 2002

**Teaching Experience:**

Tutor, Universiti Sains Malaysia 1991 - 1994

Lecturer, Universiti Sains Malaysia 1994 – 2004

Senior Lecturer, Universiti Sains Malaysia 2004 - 2008

Associate Professor, Universiti Sains Malaysia 2008-2015

Full Professor, Universiti Sains Malaysia 2015 -

Full Professor, Effat University, Jeddah, 2015-Present

**Professional Experience:**

Deputy Dean Academic & Student Development, Universiti Sains Malaysia Feb 2012 – Dec 2012

Deputy Dean Industrial & Community Network, Universiti Sains Malaysia 2010 - 2011

Chairperson for Industrial & Community Network, Universiti Sains Malaysia March – Dec 2009

**Selected Publications and Recent research:**


**Nor’Aini Yusof,** Suraiyati Rahman, Mohammad Iranmanesh (2015). The Environmental Practice of Resorts and Tourist Loyalty: The Role of Environmental Knowledge, Concern and

**Professional Memberships:**

Senior member of International Economics Development Research Center (2011 – present)

Member of International Society for Development and Sustainability (ISDS) (2014 – present)

**Name: Dr. Mohammed Fekry Mahmoud**

**Courses Taught:**

ARCH 102 Architecture Design Studio-2
ARCH 305 Architecture Design Studio-5
ARCH 408 Architecture Design Studio-8
ARCH 368 Special Topics in Architecture
ARCH 572 Capstone Project

**Educational Credentials:**

B.Sc. in Architecture, Cairo University, Cairo 1995
M.Sc. in Architecture, Cairo University, Cairo, 2000
Ph.D. in Architecture, Cairo University, Cairo, 2004

**Teaching Experience:**

Lecturer, Cairo University, 2000-2004
Assistant Professor, Cairo University, Cairo, 2004-2009
Associate Professor, Umm Al-Qura University, Makkah, 2009-2013
Associate Professor, Effat University, Jeddah, 2013-Present

**Professional Experience:**

Integrated Studies Group, Cairo, 1995-1995
ARCHA Office, Cairo, 2001-2004

International Centre for Engineering Consultations (ICEC), (Founder), Cairo, 2004-2014

Licences/Registration: Egypt

Selected Publications and Recent research:

*The role of computer applications in teaching architectural design* (IJER, 2013)

*Investment role in achieving or losing the identity of heritage and historical areas: A case study of the holy city of Makkah* (IJSCH, 2013)

Professional Memberships:

Egyptian Engineering Syndicate

Name: Dr. Anna Kingmann

Courses Taught (Four semesters prior to current visit):

ARCH 306 Architecture Design Studio 6

ARCH 341 Theory of Architecture

Educational Credentials:

B.Sc. Architecture, Pratt Institute, New York, USA, 1987


Ph.D. Architecture, University of the Arts (UK), Berlin, Germany, 2006

Teaching Experience:

2015 to Date: Associate Professor, Architecture Department, Effat University, Saudi Arabia

2014-2015: Associate Professor, Architecture Department, Dar Al Hekma University, Saudi Arabia

2011-2015: Visiting Associate Professor, Architecture Department, Wuhan University, China

2011-2015: Visiting Associate Professor, Architecture Department, Huazong University, China

2011-2014: Visiting Associate Professor, Architecture Department, Wuhan University, China
2009: Visiting Associate Professor, Architecture Department, Aalborg University, Denmark

2008-2009: Visiting Associate Professor, Architecture Department, University of Texas, USA

2008: Visiting Associate Professor, Architecture Department, University of Florida, USA

2001-2003: Visiting Critic, Architecture Department, Cornell University, USA

Professional Experience:

2001-2014: Owner, principal, project manager, architect, designer of mixed-use properties and urban masterplans at Klingmann Architects and Brand Consultants,


Selected Publications and Recent Research:

2014: “The Reinvention of the Vernacular”, Landscape Middle East


2011: “The Introverted Icon”, A SPACE CALLED PUBLIC, ELMGREEN & DRAGSET (ed) Munich

2013: “Space Branding”, Faces Interior Design Magazine

Professional Memberships:

Member of Berliner Architektenkammer, Berlin, Germany, 1998 to date.

American association of architects, NY Chapter

Association of Women in Real Estate, NY chapter

Urban Land Institute, NY chapter

Architectural League, NY
Name: Dr. Mady Ahmed Ahmed Mohamed

Courses Taught:

ARCH 101 Architecture Design Studio-1
ARCH 102 Architecture Design Studio-2
ARCH 204 Architecture Design Studio-4
ARCH 252 Building Construction
ARCH 453 Energy and Design
ARCH 364 Color and Light Principles
ARCH 572 Capstone Project

Educational Credentials:

2006-2009 Ph.D. in Architecture, Dundee School of Architecture, UK;
2005-2006 M-Phil in Architecture, Dundee School of Architecture, UK;
1997-2002 M.Sc. in Architecture, Alminya University, Egypt;
1991-1996 B.Sc. in Architecture, Alminya University, Egypt.

Teaching Experience:

2015 to date Associate Professor, Effat University, KSA;
2014-2015 Assistant Professor, Effat University, KSA;
2002-2005 Assistant Professor, Zagazig University, Egypt;
2006-2009 Assistant Lecturer (PT), Dundee School of Architecture, UK;
2002-2005 Assistant Lecturer, Zagzig University, Egypt;

Professional Experience:

2014 to date LEED Green Associate and Consultant, Environmental Design & Construction, USGBC, USA;
2013 to date Authorized Consultant Architect in the field of Design of Public Buildings, (Egyptian Engineering Syndicate)


2010-2014 DESIGN for architectural and engineering consultancy, (Founder);

Licences/Registration: Egypt, UK, and USA

Selected Publications and Recent research:


CO-Editor & Editor Team Member of EEER, IBPSA-Egypt; (EEEJ), USA; and (JEE), Canada.

Professional Memberships:

USGBC (United states Green Building Council), USA; http://www.usgbc.org/people/mady-mohamed/0010855449

TOT for ESD (Education for Sustainable Development, EduCAMP), EU; http://educamp.lfi.rwth-aachen.de/

GOPP (General Organizing for Physical Planning), Egypt

Member of (SESG, Scotland), (IACSIT, Singapore), (GESTW, Egypt), (ISDS, Japan), and (AASCIT, America)

Egyptian Engineering Syndicate, Egypt.

Name: Dr Abeer Samy

Courses Taught (Four semesters prior to current visit):

ARCH 204 Architecture Design Studio 4

ARCH 305 Architecture Design Studio 5

ARCH 455 Working Drawings

Educational Credentials:
B.Sc. Architecture, Tanta University, Tanta, Egypt, 1997

M.Sc. Building Technology, Tanta University, Tanta, Egypt, 2001

Ph.D. Building Technology, Tanta University, Tanta, Egypt, 2004

**Teaching Experience:**

2016 –Present: Associate Professor, Architecture Department, Effat University, KSA.

2010 –2016: Associate Professor, Department of Interior Design, Faculty of Design and home economics, Taif University, KSA.

2010 –Present: Associate Professor, Department of Architectural Engineering, Faculty of Engineering, Tanta University, Egypt.

2006 –2007: Assistant Professor, Department of Architectural Engineering + Department of Civil engineering, Faculty of Engineering Sciences and Technology, Sabha University, Libya.

2004-2010: Assistant Professor, Department of Architectural Engineering, Faculty of Engineering, Tanta University, Egypt.

2001- 2004: Lecturer, Department of Architectural Engineering, Faculty of Engineering, Tanta University, Egypt.

**Professional Experience:**

2008- 2010: Architecture Consultant at Engineering Research and Consultancy Centre, Faculty of Engineering, Tanta University, Egypt

2002- 2009: Senior designer at BENAA Office, Egypt

**Licenses/Registration:** Egypt.

**Selected Publications and Recent Research:**

2015: Ecodesign and construction an integrated approach for ecological architecture and construction, International Journal of Scientific Research & Engineering Technology (IJSET)


**Professional Memberships:**

Member at Union of Arab engineers.
Egyptian Engineers Syndicate (EES), Egypt.

Association of Egyptian Architects (AEA), Egypt.

Member at Arab Society for Computer Aided Architectural Design (ASCAAD).

**Name: Dr. Abdel-moniem El-Shorbagy**

**Courses Taught (Four semesters prior to current visit):**

- ARCH 232  History of Islamic Architecture
- ARCH 341  Theory of Architecture
- ARCH 350  Structure in Architecture -1
- ARCH 408  Architecture Design Studio -8
- ARCH 446  Comparative Architectural Thoughts
- ARCH 454  Mechanical, Electrical, and Safety Systems
- ARCH 572  Capstone Project

**Educational Credentials:**

- B.Sc. Arch., Cairo University, 1977
- Diploma in Architecture, Ain Shams University, Cairo, 1990
- M.A. (Merit), University of Canterbury, Christchurch, 1998
- Ph.D. ARTH, University of Canterbury, Christchurch, 2001

**Teaching Experience:**

- Visiting lecturer, University of Canterbury, Christchurch, New Zealand 2000-2001
- Assistant Professor, Thebes Academy, Cairo, Egypt 2003–2004
- Assistant Professor, Higher Technological Institute, Egypt, 2002-2006
- Assistant Professor, Effat University, Jeddah, Saudi Arabia, 2007-Present

**Professional Experience:**
Inter-Consult (Professor Ali Raafat), Cairo, 1977-1978

Architectural Group Office, Cairo, 1978-1984

Site for Architecture and Construction, (Founder & Chair), Cairo, 1984-1995 & 2002-2006

**Licenses/Registration:**

Cairo, Egypt

**Selected Publications and Recent Research:**

Hassan Fathy: The Unacknowledged Conscience Of Twentieth Century Architecture (IJBAS-IJENS, 2010)

Design with Nature: Windcatcher as a Paradigm of Natural Ventilation Device in Buildings (IJCEE-IJENS, 2010)

Traditional Islamic-Arab House: Vocabulary And Syntax (IJCEE-IJENS,2010)

The Concept of Optimum and Minimal Configuration and the Philosophy of Traditional Town Planning (IJCEE-IJENS, 2011)

**Professional Memberships:**

Egyptian Engineering Syndicate

**Name: Mohamed Shokry Abdelaal**

**Courses Taught (Four semesters prior to current visit):**

- ARCH 203 Architecture Design Studio-3
- ARCH 305 Architecture Design Studio-5
- ARCH 352 Building structure and Materials
- ARCH 369 Special Topic in Architecture
- ARCH 408 Architecture Design Studio-8
- ARCH 571 Capstone project preparation
- ARCH 572 Capstone project

**Educational Credentials:**

- B.Sc. in Architectural Engineering, Cairo University, Faculty of Engineering, July-1999.
- M.Sc. in Architectural Engineering, Cairo University, Faculty of Engineering, November-2002.
- Ph.D. in Architectural Engineering, Cairo University, Faculty of Engineering, June-2009.

**Teaching Experience:**
Full time Assistant Professor, 2011 - present, Effat University, Jeddah.
Full time University Lecturer, 2009 - 2011, Architectural Engineering Department, Faculty of
Engineering, Cairo University, Cairo
Full time Teaching Assistant, 2003-2009, Architectural Engineering Department, Faculty of
Engineering, Cairo University, Cairo
Full time University Tutor/Instructor, 1999-2003, Architectural Engineering Department,
Faculty of Engineering, Cairo University, Cairo

Professional Experience:
Part-time Junior Architect, Space Consults, 2002- 2004, Egypt
Part-time Senior Architect, Zuhair Fayez Partnership, 2008-2010, Egypt-Branch
Full-time Design Manager for Medical Projects, Zuhair Fayez Partnership, 2010-2011, Saudi
Arabia

Licences/Registration:
Registered Architectural Engineer, 1999 – present, Egyptian Engineering Syndicate.
Active member in the Society of Egyptian Architect-UIA Egypt section, Membership number:
EGY-77.99. EN-15.2.159-ASM

Selected Publications and Recent research:
Shokry, M. “A regional model for urban sustainability: emerging innovation clusters within
Knowledge societies - MENA region case,” 7th International Conference on Sustainable
Development and Planning, Istanbul, Turkey, 2015
Shokry, M. " Al-Faisal innovation District- new vision for refurbishing old Arabian cities," the
30th IASP World Conference on Science and Technology Parks, 2013

Professional Memberships:
Member of the Egyptian Engineering Syndicate.
Active member of the Society of Egyptian Architect-UIA Egypt section

Name: Dr. Zaki Mallasi

Courses Taught:
ARCH 203 Architecture Design Studio 3
ARCH 204 Architecture Design Studio 4
ARCH 305 Architecture Design Studio 5
ARCH 407 Architecture Design Studio 7
ARCH 408 Architecture Design Studio 8
ARCH 256  Computer Aided Architecture Design (2)
ARCH 572  Capstone Project
ARCH 453  Energy and Design

Educational Credentials:

B.Sc. Architecture, University of Khartoum, 1996
M.Sc. Virtual Environment, the Bartlett school of architecture, University College London, 1999
Ph.D. Architecture, Teesside University, 2004

Teaching Experience:

Lecturer (Part-Time), GA Tech., College of Architecture, Atlanta, USA (2009-2010)
Assistant Professor, Effat University, Jeddah, 2011-Present

Professional Experience:

BIM Manager, Bond Bryan Architects, Sheffield, UK (2005-2006)
Project Architect, RCMS Group, Atlanta, USA. (Aug.-Nov. 2006)

Licences/Registration:

Sudanese Engineering Council

Selected Publications and Recent research:


Towards Minimizing Space-time Conflicts Between Site Activities Using Simple Generic Algorithm – the Best Execution Strategy (ITcon, 2009).

Applying Generative Modelling Procedure to Explore Architectural Design

(ASCAAD, 2007)

Professional Memberships:
LEED BD+C Accredited Professional

Autodesk Revit Certified Professional

**Name: Tarek Hanafi, Ph.D**

**Courses Taught:**

- ARCH 203 Architecture Design Studio 3
- ARCH 341 Theory of Architecture
- ARCH 407 Architecture Design Studio 7
- ARCH 572 Capstone Project

**Educational Credentials:**

- B.Sc. Architecture, Ain Shams University, 2000
- M.Sc. Architecture, Ain Shams University, 2005
- Ph.D. Architecture, Ain Shams University, 2012

**Teaching Experience:**

- Teaching Assistant, Arab Academy for Science and Technology and Maritime Transport, Cairo, 2001–2012
- Assistant Professor, Arab Academy for Science and Technology and Maritime Transport, Cairo, 2012–2014
- Assistant Professor, Effat University, Jeddah, 2014-Present

**Professional Experience:**

- Freelance architect, Cairo, 2000 - 2012

**Licences/Registration:**

- Cairo, Egypt

**Selected Publications and Recent research:**
The Third Meaning of the Sketch in Architecture (Drawing Out, RMIT, Melbourne, Australia, 2010)

Professional Memberships:

Egyptian Engineering Syndicate: 2000 - present

Name: Ahmed M. Refaat, Ph.D

Courses Taught:

UD 692 Urban Design project
UD 643 Advanced Urban Design Computing
PGYY 004 Research project
ARCH 571 Capstone Preparation
ARCH 444 Housing and Economics
ARCH 306 Architecture Design Studio 6
ARCH 342 Urban Design
ARCH 204 Architecture Design Studio 4

Educational Credentials:

Ph.D. ARCH. Manchester University 2009
Master ARCH. Assiut University 2002
BSc. ARCH. Assiut University 1996

Teaching Experience:

Assistant Professor, Architecture Department, Effat University, Saudi Arabia from January 2015 till now

Assistant Professor, Architecture Department, Assiut University, Egypt 2009-2015

Assistant Professor Dept. of Arch., Faculty of Engineering, South Valley University, Aswan City, Egypt 2009-2010
Lecturer & Tutor, Architecture Department, Assiut University, Egypt 1996-2005

**Professional Experience:**

BONEAN office for Engineering Consultations, Assiut, Egypt 2003-2005

The Engineering Studies and Consultation Center, Assiut University

Ministry of Housing, Utilities and Urban Communities, Egypt 2009-2011

**Licenses/Registration:**

Egyptian Engineering Syndicate, Assiut, Egypt

**Selected Publications and Recent Research:**


**Professional Memberships:**

Egyptian Engineering Syndicate.

**Name:** Dr. Mohammed Saied Al Surf

**Courses Taught:**

**Educational Credentials:**


M.Sc., Project Management, Queensland University of Technology, Australia 2010.

Ph.D. Property and Planning, Queensland University of Technology, Australia 2014.

**Teaching Experience:**

**Professional Experience:**

Architect/Project Manager, Construction Company (2007-2008)

Project Manager (2015)
Licenses/Registration: LEED Green Associate

Selected Publications and Recent Research:


Professional Memberships:
Member of the U.S. Green Building Council (USGBC)
Member of the Saudi Green Building Forum (SGBF)
Member of the Pacific Rim Real Estate Society (PRRES)
Member of the Asian Real Estate Society (AsRES)
Member of the Saudi Council of Engineers (SCE)
Member of the Project Management Institute (PMI)
Member of the Green Building Chapter in the Saudi Council of Engineers

Name: Haitham Samir Mahmoud

Courses Taught:
ARCH 305 Architecture Design Studio-5
ARCH 408 Architecture Design Studio-8
ARCH 454 Mechanical, Electrical and Safety systems

Educational Credentials:
B.Sc. in Architectural Engineering, Cairo University, Faculty of Engineering, July-1995.
M.Sc. in Architectural Engineering, Cairo University, Faculty of Engineering, Feb.-2001.
M.Sc. in Heritage economics, Catania University, Catania, Italy. November-2007
Ph.D. in Architectural Engineering, Cairo University, Faculty of Engineering, June-2008.

Teaching Experience:
Full time Assistant Professor, 2016 - present, Effat University, Jeddah.

Full time Assistant Professor, 2008 - 2015, Modern Academy for Engineering and Technology, Cairo

Lecturer, 2014 - 2015, French University in Egypt, Teaching post graduate students in cultural heritage management master program.


Part time Assistant Prof., 2011 - 2013, October University for Modern Sciences and Arts.

Part time Assistant Prof., 2009 - 2012, International Academy for Engineering & Media Science IAEMS.

Part time Assistant Prof., 2008 - 2011, Institute of Aviation Engineering And Technology.


Professional Experience:

Partner of a private studio for Architecture, Landscaping and Interior Design. Designed several local architectural projects.

Licences/Registration:

Registered Architectural Engineer, 1995 – present, Egyptian Engineering Syndicate.

Certified Real Estate Appraiser, 2009 - Present, Egyptian Financial Supervisory Authority.

Selected Publications and Recent research:


Professional Memberships:

Member of the Egyptian Engineering Syndicate.

Member of the Egyptian Association of Real Estate Appraisers.

Name: Dr. Mohammed K. Fageha
Courses Taught:

ARCH 101 Architecture Design Studio 1
ARCH 203 Architecture Design Studio 3
ARCH 252 Building Construction

Educational Credentials:


M.Eng., Engineering Management with Advanced Studies, Griffith University, Australia, 2010

Ph.D. Architecture, Building and Planning, The University of Melbourne, Australia, 2015

Teaching Experience:

Assistant Professor, Architecture Department, Effat University, Saudi Arabia, (Feb 2016-Present)

Teaching in cooperation with Architecture Department, King Abdulaziz University, Saudi Arabia, (Aug 2015-Jan 2016)

Tutor, Project Planning Studio, The University of Melbourne, Australia, (Jul 2014- Dec 2014)

Professional Experience:

Architect, General Authority of Civil Aviation, Saudi Arabia (Sep 2006-Mar 2008)

Architect (trainee), Amar Centre for Architectural Studies, Saudi Arabia (Summer 2005)

Licenses/Registration:

Selected Publications and Recent Research:


Australian Institute of Project Management National 2014 Conference, October 12-15, Brisbane, Australia


**Professional Memberships:**
Member of the Saudi Council of Engineers

**Name: Dr. Rahma Doheim**

**Courses Taught:**

- ARCH 101  Architecture Design studio 1
- ARCH 102  Architecture Design studio 2
- ARCH 203  Architecture Design studio 3
- ARCH 204  Architecture Design studio 4
- ARCH 305  Architecture Design studio 5
- ARCH 408  Architecture Design studio 8
- ARCH 120  Freehand drawings
- ARCH 252  Building Construction
- ARCH 572  Capstone Project
- ENG 051  Introduction to Engineering

**Educational Credentials:**

B.Sc. Arch., Assiut University, 1999

Master Courses in Architecture, Arizona State University, USA, 2002

M.Sc., West Virginia University, USA, 2005

Ph.D., University of Ulster, UK., 2012

**Teaching Experience:**
Teaching Assistant, Assiut University, Egypt, (1999-2000) and (2006-2008)

Teaching Assistant, University of Ulster, UK, 2008-2010

Assistant Professor, Effat University, Jeddah, KSA, 2012-Present

**Professional Experience:**


**Licences/Registration:**

Cairo, Egypt- Egyptian Engineers Syndicate

**Selected Publications and Recent research:**

*The impact of atrium shape on natural smoke ventilation* (Fire Safety Journal, 2014)

*Effect of the architectural design parameters on natural forces driving air and smoke flow patterns* (The 10th International Symposium on Fire Safety Science (IAFSS), University of Maryland. Maryland, US, 2011)

*Building integration and resilience of fire safety: smoke control with ventilation.* (Fire Safety International Workshop, University of Ulster. Belfast, UK, 2010)

*Determination of the Attributes affecting the Design of Smoke control and Ventilations systems* (Research Graduate School Conference, University of Ulster, Belfast, UK., 2010)

**Professional Memberships:**

Egyptian Engineers Syndicate, Egypt

Association of Egyptian Architects (AEA), Egypt

Charted Institute of Building Services Engineering (CIBSE), UK

**Name:** Dr. Aida Nayer

**Courses Taught:**

ARCH 102 Architectural Design Studio 2
ARCH 367  Facilities Management
DES 111  Design Fundamentals

**Educational Credentials:**

B.Sc. Arch., Alexandria University, 1995

M.SC. of Information Technology, University of Alexandria, Alexandria, 2005

Ph.D. ARCH, University of Alexandria, Alexandria, 2013

**Teaching Experience:**

Visiting lecturer, Higher Technological Institute, Alexandria, Egypt, 2010–2012

Assistant Professor, Higher Technological Institute, Alexandria, Egypt, 2012–2014

Assistant Professor, Higher Technological Institute, Cairo, Egypt, Spring 2013

Assistant Professor, Effat University, Jeddah, Fall 2014-Present

**Professional Experience:**

Granita Haz Marble JV, Bibliotheca Alexandrina, 1998-2002

VACSERA Holding Company, Ministry of Health, 2002-2006

Shuttering Construction Company, Cairo, 2006-2008

Technical Office Manager, Conserve Engineering, Cairo, 2008-2012

**Licences/Registration:**

Cairo, Egypt

**Selected Publications and Recent research:**


Application for Integrated Tools for Sustainable Building Design (International Building Simulation Conference, Cairo, 2013)
Energy in Buildings Assessment for a Typical Housing Prototype (THP), In Terms of Zero Carbon Effect (International Building Simulation Conference, Cairo, 2013)


Decision Support Systems: Building Regulation tester application, (Beirut University Journal, 2009)

Urban Fabric formulation and the building Design, (Beirut University Journal, 2009)

**Professional Memberships:**

Egyptian Engineering Syndicate

Fellowship for Global Institute of Science Engineering and Technology, Victoria, Australia

**Name: Dr. Marwa Abou Hassan**

**Courses Taught:**

ARCH 101 Architecture Design Studio -1
ARCH 102 Architecture Design Studio -2
ARCH 204 Architecture Design Studio -4
ARCH 464 Interior Design
ARCH 120 Freehand Drawing
ARCH 572 Capstone Project

**Educational Credentials:**

B.Sc. Arch., Alexandria University, 1999

Master. Arch., Alexandria University, 2004

Ph.D. Arch., Alexandria University, 2012

**Teaching Experience:**

Teaching Assistant, Alexandria University, Alexandria, 1999-2002
Teaching Assistant, AAST, Alexandria, 2000-2003

Teaching Assistant, 6 October University, Egypt, 2003-2004

Lecturer & Assistant Professor, Modern Sciences & Arts (MSA) University, Egypt, 2006-2013

Assistant Professor, Effat University, Jeddah, 2013-Present

Professional Experience:

Prof. Dr. EzAldin Ramzy Zaghloul, Architectural Engineering office, Alexandria, 1999-2000


Engineering Centre, Alexandria University, Alexandria, 2000-2006

Licences/Registration:

Cairo, Egypt

Selected Publications and Recent research:

Towards a New Architectural Improvement (The Architects Conference, 2004)

The Urban Control Means in the Building Facades with the Distinguished Architectural Character (The Alexandria Library, 2004)

The Change in Architecture of the Heritage Buildings (INTER BUILD Conference, 2005)

Professional Memberships:

Egyptian Engineering Syndicate

Name: Samaa R. Badawi, Ph.D

Courses Taught (Four semesters prior to current visit):

ARCH 306 Architecture Design Studio 6
ARCH 342 Urban Design
ARCH 343 Introduction to Landscape Architecture
ARCH102 Architecture Design Studio 2

Educational Credentials:

Ph.D. ARCH. Mansoura University 2013

Master ARCH. Mansoura University 2006

BSc. ARCH. Mansoura University 2002

Teaching Experience:

Assistant Professor, Architecture Department, Effat University, Saudi Arabia from 2014 till now

Assistant Professor, Architecture Department, Mansoura University, Egypt 2013-2014

Lecturer, Architecture Department, Mansoura University, Egypt 2006-2013

Instructor, Architecture Department, Mansoura University, Egypt 2002-2006

Professional Experience:

Alshambaky Office for Architectural and Interior Designs, Mansoura, Egypt 2002-2003

BODEN office for Engineering Consultations, Mansoura, Egypt 2003-2004

Tarek Safaan office for Engineering Consultations, Mansoura, Egypt 2004-2005

Researches and Technical Consultation Center (RTCC), Mansoura University, Egypt, 2006-2013

Licenses/Registration: Egypt

Selected Publications and Recent Research:

A Form Based Code for Conserving Historic buildings in Jeddah, KSA, Samaa Badawi, Hossam Elbrombaly, 13th international operation & maintenance conference 2015, Cairo, Egypt

Professional Memberships:

Egyptian Engineering Syndicate.

Name: Dr. Maha Ghanam

Courses Taught:
ARCH 102 Architecture Design Studio 2
ARCH 231 History of Architecture
ARCH 463 Historical Building Restoration

Educational Credentials:

B.Sc. Architecture, Helwan Univ., Egypt, 1996
Ph.D. Islamic Architecture, EPHE, Paris, 2013

Teaching Experience:

2015 to date : Assistant Professor, Effat University – College Architecture & Design - Architecture Department.

2014: Lecturer, Russian Egyptian University, Egypt, Architecture Department

Professional Experience:

2013: Architect, DGLA Studies Group (Paris)
2001-2013: Private work in Art & Architecture, France & Egypt

Licenses/Registration: Egypt

Selected Publications and Recent Research:

Professional Memberships:

Member of Syndicate of Engineers, Cairo, Egypt, 1997 to date.

Membership in association international arts «UNESCO», Paris, from 2010 to date.

Name: Lobna A. Mostafa

Courses Taught (Four semesters prior to current visit):
ARCH 407  Design Studio 7
ARCH 204  Design Studio 4
ARCH 305  Design Studio 5
ARCH 343  Introduction to Landscape Architecture

Educational Credentials:

Ph.D. Architecture Department, Faculty of Engineering, Cairo University, July 2009.

M.Sc. Architecture Department, Faculty of Engineering, Cairo University, June 2001.

B.Sc. Architecture Department, Faculty of Fine Arts, Helwan University, July 1994

Teaching Experience:

Assistant Professor, Effat University, Jeddah, Saudi Arabia, Oct. 2015-Present

Assistant Professor, Arch. Dep., Faculty of Fine Arts, Menia University, since 2009.

Assistant Professor, Arch. Dep., Faculty of Engineering, Inter. Academy for Engineering and Media Science IAEMS, Media City, Egypt Feb. 2012- Aug.2015.

Visiting Lecturer:

International Academy for Engineering and Media Science (IAEMS), Architecture Department (2010- 2012).


High Institute of Engineering and Administration Technology, Architecture Department (2011-2013).

Professional Experience:

Borg El-Arab Science and Technology Park, STP 2013-2015, CEGMAN House of expertise.

Zewail City of science, CEGMAN, 2014-2015.

JUST, Japanese University in Egypt, CEGMAN, 2015.


**Licenses/Registration:** Egypt

**Selected Publications and Recent Research:**

“University Science and Technology Park (STP) As Activators for the Development Mission of the Universities”, ISSN. 1110-6409, October 2015.


**Professional Memberships:**

Egyptian Engineers syndicate: Active member.

Egyptian Architects Society: Active member.

**Name: Dr. Rasha Moussa**

**Courses Taught:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARCH 101</td>
<td>Architectural Design Studio 1</td>
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<td>ARCH 102</td>
<td>Architectural Design Studio 2</td>
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<td>ARCH 203</td>
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<td>ARCH 204</td>
<td>Architectural Design Studio 4</td>
</tr>
<tr>
<td>ARCH 120</td>
<td>Freehand Drawing</td>
</tr>
</tbody>
</table>

**Educational Credentials:**

B.Sc. Architecture, Ain Shams University, 2004
M.Sc. Architecture, Cairo University, 2010
Ph.D. Architecture, Cairo University, 2014

**Teaching Experience:**

Visiting Teaching Assistant, Arab Academy for Science and Technology and Maritime Transport, Cairo, 9/2004-2/2010
Visiting lecturer, Arab Academy for Science and Technology and Maritime Transport, Cairo, 3/2010-8/2014
Visiting Assistant Professor, Arab Academy for Science and Technology and Maritime Transport, Cairo, 9/2014-8/2015
Teaching Assistant, Modern Academy For Engineering & Technology in Maadi, Cairo, 9/2004-2/2010
Lecturer, Modern Academy For Engineering & Technology in Maadi, Cairo, 3/2010-8/2014
Assistant Professor, Modern Academy For Engineering & Technology in Maadi, Cairo, 9/2014-8/2015
Assistant Professor, Effat University, Jeddah, Fall 2015-Present

**Professional Experience:**
Architect, at ABDEEN CONSULTANT, Cairo, 2004 – 2009
Freelance Architect, Cairo, 2007 – 2012

**Licences/Registration:** Egypt

**Selected Publications and Recent research:**
Appropriating humanitarian inputs to raise the efficiency of the design of public parks (The scientific journal, Faculty of Engineering, Mataria, Helwan University, Egypt, 2014)
Humanitarian needs as influential in the design of common urban spaces in coastal tourist villages (The scientific journal, Faculty of Engineering, Mataria, Helwan University, Egypt, 2014)

**Professional Memberships:**
Egyptian Engineering Syndicate: 2004 - Present

**Name:** Dr. Alshimaa Aboelmakarem Farag

**Courses Taught:**
ARCH 203 Architecture Design Studio 3
ARCH 306 Architecture Design Studio 6
ARCH 342 Urban Design
ARCH 343 Into. To Landscape Architecture
UD 614 Urban Design Research Methods

**Educational Credentials:**
B.Sc. Arch, Zagazig University, Egypt, 2001
MCs. Arch, Cairo University, 2005
Ph.D. Zagazig University, Egypt, 2016

LEED Accredited Professional- Homes, 2012

LEED Accredited Professional- Neighbourhood Development, 2012

**Teaching Experience:**

Instructor, Zagazig University, Egypt, 2001-2005

Teaching Assistant, Zagazig University, Egypt, 2005–2013

Lecturer, Effat University, Jeddah, 2013-Present

**Professional Experience:**

Kayan Architectural and Interior Design, Zagazig, Egypt, 2008-2010

Site, Concept & Design, Giza, Egypt, 2007

Researches and Technical Consultation Center (RTCC), Zagazig University, Egypt, 2002-2005

**Licences/Registration:** Egypt

**Selected Publications and Recent research:**

EDRA48Madison conference 2017, USA (A User Definition of Near Home Space.)

IEREK’s International Conference 2016, Italy (The Applicability of LEED for New Construction (LEED-NC) in the Middle East)

**Professional Memberships:**

Egyptian Engineering Syndicate, Egypt

EDRA regular member and Co-chair of social media sub-committee, USA

U.S. Green Building Council (USGBC), USA

**Name:** Dr. Kholoud Moumani

**Courses Taught (Four semesters prior to current visit):**

Arch 444 Housing & Economics
Arch 455  Working Drawings-
Arch 305  Architecture Design Studio 5
Arch 408  Architecture Design Studio 8
Arch 572  Capstone Project

**Educational Credentials:**

Ph.D. ARCH. Al-Azhari University-Jordan 2015

Master ARCH. Jordanian University 2002

BSc. ARCH. Science & Technology University 1995

**Teaching Experience:**

2008 till now Lecturer, Architecture Department, Effat University, Saudi Arabia from

**Professional Experience:**

2005-2008 Chair of boarder centers all over Jordan Ministry of public works &Housing

97-2005 senior Architect Ministry of public works &Housing

94-97  Architect Private sector

**Licenses/Registration:**

Amman, Jordan

**Selected Publications and Recent Research:**

**Professional Memberships:**

Jordanian  Institute of Architects

Member in Jordanian Institute of Professional Environmental Practice

New Member in Jordanian National Standards Institute (a professional certifying organization must meet two requirements)

**Name: Maya Kamareddine**
Courses Taught:

- ARCH 101 Architecture Design Studio 1
- ARCH 102 Architecture Design Studio 2
- ARCH 203 Architecture Design Studio 3
- ARCH 204 Architecture Design Studio 4
- ARCH 120 Freehand Drawing
- ARCH 240 Architecture, Culture & Environment
- ARCH 464 Introduction to Interior Design
- ARCH 361 Photography

Educational Credentials:

- Baccalaureate Certification, Ecole Nationale Grecque Orthodoxe des Jeunes Filles, Tripoli, Lebanon, 1998

- M.Arch. (Diplôme d’études supérieure), Lebanese University, Institute of Fine Arts, Tripoli, Lebanon, 2004

Teaching Experience:

- Lecturer, Effat University, Jeddah, 2011-Present

Professional Experience:


- EllisDon Dubai, UAE, 2007-2009

Licences/Registration: Tripoli, Lebanon

Selected Publications and Recent research:

Professional Memberships:

- Order of Engineers and Architects, Lebanon

Name: Mrs. Deema AlKhateeb
Courses Taught:

ARCH 101 Architecture Design Studio 1
ARCH 102 Architecture Design Studio 2
ARCH 203 Architecture Design Studio 3
ARCH 342 Urban Design
ARCH 120 Freehand Drawing
ARD 054 Creative Design

Educational Credentials:

B.Sc. Arch., Lebanese University, 2004
M.Sc., Architecture, Lebanese University, 2005
M.Sc., Urban Planning, Lebanese University, 2007

Teaching Experience:

Lecturer, Effat University, Jeddah, Saudi Arabia, 2008-2014/2015-Present

Professional Experience:

Architect, Municipality of Tripoli- Lebanon, 2005-2006

Licences/Registration: Tripoli, Lebanon

Selected Publications and Recent research:

Professional Memberships:

Lebanese Engineering Syndicate- Present since 2010

Name: Hidaya Monir Abbas

Courses Taught (Four semesters prior to current visit):
ARCH 232  History of Islamic Architecture
ARCH 362  Saudi Traditional Architecture
GISL 172  Islamic Art and Architecture

Educational Credentials:

B.A. Interior Design, Dar al-Hekma University, 2010
Certificate of Islamic Art and Architecture, Oxford University, 2011
M.A. Islamic Art and Architecture, American University in Cairo, 2014

Teaching Experience:

Teaching Assistant, American University in Cairo, Egypt, 2013-2014
Lecturer, Effat University, Jeddah, Saudi Arabia, 2014-Present

Professional Experience:

Designer and Researcher, Amar Architectural Firm, Jeddah, Saudi Arabia, 2008-2009
Interior Designer, Makan Architectural Firm, Jeddah, Saudi Arabia, 2010-2011

Licenses/Registration: Jeddah, Saudi Arabia

Selected Publications and Recent Research:

Al-Jami‘ al-‘Atiq, the Oldest Mosque in Jidda (Journal of Islamic Thought and Civilization, 2016-expected)

Professional Memberships:

Historians of Islamic Art Association, 2013-Present

Name: Arch. Weam Abdulkarim Abdelgawad

Courses Taught:

ARCH 150  Computer Aided Architectural Design – 1
ARCH 120 Freehand Drawing

**Educational Credentials:**

B.Sc. Architecture, Tanta University, Egypt 2000

MBA, Assam Down Town University, India, 2015

**Teaching Experience:**

Lecturer (Part time), Training Centre of the Egyptian Engineers Syndicate, 2005–2009

Instructor (Part time), Effat University, Spring 2013-Present

**Professional Experience:**

Hagin Tourism Development, Cairo, 2000-2002

Egyptian Ministry of Housing, Egypt, 2002-2009


**Licences/Registration:** Cairo, Egypt

**Selected Publications and Recent research:**

**Professional Memberships:**

Egyptian Engineering Syndicate: 2000-presents

**Name: Dr. Ms Nawar Sakijha**

**Courses Taught:**

ARCH 101 Architecture Design Studio 1

ARCH 120 Freehand drawing

**Educational Credentials:**

B.Sc. Architecture, Jordan University, Amman, Jordan, 2001
Diploma (online), Personal development, International Academy of personal development, Kuwait, 2013

**Teaching Experience:**

Instructor, Effat University, Fall 2014

**Professional Experience:**


Variety of Publishing companies (Domus, Parents, Al Arabi, …) (2008)


**Professional Memberships:**

Member of Jordan committee of very short story.

**Name:** Arch. Ghassan Felemban

**Courses Taught:**

ARCH 204 Architecture Design Studio 4

**Educational Credentials:**

Bachelor of Architectural Engineering Graduated from University of Petroleum & Minerals, Dhahran, Saudi Arabia 1985

**Teaching Experience:**

Effat University as a part time instructor.

**Professional Experience:**

Involved in design and/or supervision of the following: Resorts, Villas, Residential compounds, Commercial Buildings, Office Buildings, Public buildings, Mosques, Restaurants, Jewelry factory, Convenience stores, Hotels,

1985 – 1992 Zuhair Fayez and Associates - Jeddah Had been employed by Zuhair Fayez and Associates as an Architect, then appointed as project architect, project manager, and finally director of Architecture department.

Involved in many prestigious projects such as residential villas, palaces, office buildings, military projects, governmental buildings.

Summer of 1984 Ziad Zidan Office – Idea Center Worked with Ziad Zidan office – Jeddah as a training Architect, and was involved in Aramco’s western region head quarter building.

Licences/Registration: Saudi Arabia

PART FOUR (IV): Section 3- Visiting Team Report (Visit One)

Date: June 20, 2016

MEMORANDUM FOR THE NATIONAL ARCHITECTURAL ACCREDITING BOARD FROM: JUDITH KINNARD, FAIA

PRESIDENT-ELECT

RYAN GANN, ASSOC.
AIA DIRECTOR
SUBJECT: Eligibility for Candidacy — Effat University (5 year B.Arch. 171 semester credit hours)

On March 28, 2016, Effat University filed a completed application for candidacy for a Bachelor of Architecture program. This application was filed under the terms of the *NAAB Procedures for Accreditation, 2015 Edition, Section 4.*

The next step is to determine whether the proposed degree program is eligible for candidacy. The application was reviewed by a panel consisting of two members of the board and the director of accreditation. In order to ensure balance between practitioners and educators, and to avoid potential conflicts of interest, the panel was composed of Judith Kinnard, FAIA, Ryan Gann, Assoc. AIA, and Cassandra Pair, director, accreditation.

Because Effat University does not already offer a NAAB-accredited degree program, an eligibility visit is required. Ms. Kinnard conducted the visit.

The purpose of the eligibility visit is three-fold:

- To review the Conditions and Procedures with the proposed program’s administrators, faculty, staff, and students.
- To confirm the institutional commitment to the implementation of the Plan for Achieving Initial Accreditation.
- To review the physical, financial, human, and information resources committed to the program.

Upon completing the visit, the reviewer is required to submit a memorandum to the NAAB Board of Directors addressing four areas:
1. A review of the resources committed to the program.
2. Commitment by the institution to implementation of the Plan for Achieving Initial Accreditation.
3. Assessment of the program’s readiness to complete a visit for initial candidacy.
4. Recommendation to the NAAB Board of Directors to accept or not accept the program as eligible for initial candidacy. The recommendation will also identify the length of time that should elapse before scheduling the initial candidacy visit.

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1 The recommendation of the panel is considered confidential in perpetuity and advisory to the board. It is nonbinding.

General Information:

Effat University is a private, non-profit, institution started in 2009 with a mission to educate women. It was founded by Queen Effat Al-Thunayyan Al-Saud and is under the umbrella of King Faisal’s Charitable Foundation. It has offered a program in architecture since 2008. The architecture department was originally part of the engineering school, but is now part of the College of Architecture & Design. The Bachelor of Architecture degree (B. Arch) is intended for students who seek a professional career in architecture and related building industries. The curriculum, which is taught in English, is designed to prepare graduates for professional practice in Saudi Arabia, the region, and throughout the world. The program reflects the national policy of empowering women through professional education. It is structured according to the requirements of the Saudi Ministry of Education (MoE) for higher education degrees and follows the quality standards set by the National Commission for Academic Accreditation and Assessment (NCAA) in Saudi Arabia. The architecture program includes general studies, required courses, and elective studies.

The student body is 80% Saudi nationals and the international students are mainly daughters of expats and residents working in the Kingdom of Saudi Arabia. There are more than 20 nationalities represented among faculty and students in the architecture department, including students from Yemen, Bahrain, Kuwait, Egypt, Turkey, Lebanon, Pakistan, India, New Zealand, Nigeria, Bangladesh, USA, Canada, France, Sudan, and Mauritania. Financial aid is available and there is a diversity of economic background. The architecture program currently has over 900 students and is expected to have over 1000 students by 2016-2017. The faculty to student ratio is now 1:28 but is expected to be 1:22.

Students pursue eight design studios and a required full-year capstone project. The early studios have a coordinated curriculum and 4-6 sections of 18-20 students. The set of elective courses in Effat’s
Architecture Program help students further develop their interests and some pursue graduate studies in architecture and related fields.

1. Review of Resources Committed to the Program

Physical Resources

The university’s campus is a gated compound that is open to the students five days a week during business hours. Although there is a residential hall, most students live with their families. Because of this students complete much of their work remotely. The architecture building has adapted over time from its original use as a kindergarten. It consists of two floors; the ground floor has a large exhibition space, faculty offices, computer labs, senior studios, a faculty meeting room, and administrative offices. The upper floor consists of studios for lower level students, computer equipped studios for upper level students, computer labs and some additional faculty offices. Because of enrollment pressures, the program is also using spaces in adjacent buildings that are linked to the school by bridges.

Students are not assigned studio desks. Lower-level studios primarily use hand drawing and drafting and are taught in rooms with small tables. Upper-level studios have computer stations at each desk. Computer labs, plotters, laser cutters and 3 D printers are also available. Lockers are available for students. In a meeting with student representatives, many expressed concern that there was no workspace available to them outside of class.

The program’s recent facilities analysis shows a need for more space in the very near future. The architecture department had intended to have a new building within the next two years and had announced a competition for the design concept that was opened to faculty, students and professionals. The economic downturn in Saudi Arabia has put this plan on hold. In the interim the program has made a concerted effort to upgrade classrooms and furnish them with appropriate equipment and technology.
Financial Resources

The university uses enrollment projects for each academic program as a starting point for planning human resources, required facilities and equipment, learning resources, IT needs, etc. The university’s financial resources are generated from a number of sources, including:

- The Board of Trustees
- Direct operational revenue (tuition fees)
- Donations
- Auxiliary services revenue such as housing, transportation, and food services
- Research, consultancy, and workshops

The program is fully supported financially by the university and its board. The department’s financial planning and management processes are in alignment with both the program and university mission and goals. The MoE scholarship program is available to students in the architecture program.

Human Resources

The school currently has 32 faculty members of varying academic rank. The credit workload assigned to faculty is dependent on their rank and is set by Saudi regulations for private institutions. For professors and associate professors the teaching load is typically 14 credit-teaching hours per semester and for assistant professors it is 16 credit-teaching hours. Lecturers are assigned up to 18 credit-teaching hours per semester. The traditional focus of the university has been on its teaching mission and only recently has emphasis been given to research. In spite of the heavy teaching load, the program seeks to ensure that faculty members and teaching staff are not overloaded in an effort to invest in part-time research and career development. Faculty may be given a workload reduction when they have an approved research project or grant. Many of the faculty have Ph.Ds. and very few are involved in practice. At present, based on information provided during the eligibility visit, there are no faculty with NAAB-accredited degrees nor are there faculty who are licensed to practice in the United States.
Employment laws in Saudi Arabia treat citizens differently than foreign nationals. With a majority of the faculty being foreign nationals, year-to-year contracts are formulated with the university and they are precluded from pursuing professional practice. Faculty turnover requires frequent recruiting and hiring.

**Information Resources**

Learning resources are provided by the central library (Effat Library and Cultural Museum) and the Management for Information and Educational Technology Services (MI&ETS) Department. The library is in a new building that includes a cultural center and meeting spaces. The number of books and journals with the Library of Congress NA designation is modest but there is a budget for new acquisitions. The university has invested in electronic resources that are particularly important given the limited hours the campus is open. The program works closely with MI&ETS and with the library to acquire the latest learning resources as needed.

2. **Commitment of the Institution to the Implementation of the Plan for Achieving Initial Accreditation**

The university leadership is committed to the program’s development and its success in achieving NAAB accreditation. By increasing the visibility of the institution and distinguishing its department of architecture from other programs in the area, NAAB accreditation is intended to affirm its alignment with internationally-recognized standards for student outcomes. It is not anticipated that many graduates will pursue the path to U.S. licensure through experience and examination. Effat graduates do, however, have an interest in pursuing graduate studies internationally and the institution hopes that NAAB accreditation will facilitate this.

3. **Readiness of the program to Complete a Visit for Initial Candidacy**
The program that is currently being offered at Effat University has many strengths that appear to be in alignment with NAAB Conditions. These include a compelling history and mission and an accomplished administrative team with a commitment to long-range planning and self-assessment. An appropriate curricular framework is in place and work is ongoing to strengthen the human and physical resources dedicated to the program. Significant work, however, will be required to meet the required student outcomes. Because the NAAB Conditions are focused on the legal and ethical context of professional practice in the United States, it is likely the program will need to make significant adjustments to course content in order to achieve the required student outcomes.

Respectfully submitted,

Judith Kinnard, FAIA

Ryan Gann, Assoc. AIA

Cassandra Pair
PART FOUR (IV): section 4- Catalog (or URL)

The URL for the Effat University Undergraduate Catalog can be found at

https://www.effatuniversity.edu.sa/English/Academics/Pages/Undergraduate-Catalogue.aspx