Imam Abdulrahman Bin Faisal University

College of Architecture and Planning
Department of Architecture
Dammam, Kingdom of Saudi Arabia

Program Self-Evaluation Report (PSER) for NAAB International Certification

Bachelor of Architecture [170 Credit Hours]
Year of Renew Visit: 2022

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

Part One (I), Section 1 – Identify and Self-Assessment

I.1.1 History and Mission

King Faisal University was established in 1975, formally inaugurated by the King on May 24, 1977, nearly two and one-half years after the starting date. The Dammam campus initially comprised two colleges, College of Medicine, and College of Architecture and Planning, as well as three centers (English Language, Computer, and Publication and Translation). A second campus in Al-Hassa accommodated the College of Agricultural Sciences. As the university grew, other colleges were established: College of Applied Medical Sciences in 1995, College of Dentistry in 2001, College of Applied Studies and Community Services and College of Nursing in 2003. Satellite campuses (including new facilities currently under construction) were also established in Qatif, Jubail, and Khafji.

The institution saw a major transformation into a well-rounded university with Colleges of Social Sciences, Management, on-campus Teaching Hospital and extensive enlargement to new campus. By December 2008, there were seven Colleges, the number of undergraduate students rose to 26,704. Reflecting the enhanced status the premier university in Eastern Province, it was renamed **University of Dammam** in (**2009**). In 2016, through a Royal Decree, it was renamed **Imam Abdulrahman Bin Faisal University**. Almost four decades later this academic institution has grown into a leading research university with 19 colleges spread across the Eastern Province with an active student population of 33,600.

The college was set up with an initial complement of teaching staff from King Saud University, its graduates were inducted as teaching assistants and most sent to the U.S. for graduate studies. They formed the seeds of future teaching staff and are presently senior faculties of this college. The College of Architecture and Planning, however, represented a marked departure for the usual academic model in Saudi Arabia and the Arab world. As is still prevalent, architecture is viewed as a corollary to civil engineering and is usually a minor department within the college of Engineering. In such cases, the curriculum is strongly biased towards civil construction and structure and popularly labeled as 'Architectural Engineering'. The College of Architecture and Planning at Imam Abdulrahman Bin Faisal University is perhaps the first (and to this date, the only) example of a program with completely autonomous governance, authority to define a distinct profession and its curriculum. Also of note, in legal and governmental nomenclature in Saudi Arabia, graduates of architecture are listed as a part of the engineering profession. Though the profession is recognized separate from engineering, it is represented in the Ministry of Works as a part of the Engineering Committee.

From its inception, the college ideologically marked a different territory for itself. In 1980, it organized a seminal and now historic symposium on Islamic architecture and urbanism, inviting a large number of eminent scholars from all over the world. This was perhaps the first such gathering of architects, scholars on cultural and physical expression of Islamic urbanism (Islamic Architecture and Urbanism, symposium organized by the College of Architecture and Planning, 1980. King Faisal University, Dammam. Germen, Aydin (Ed.) King Faisal University Press. 1983. In continuation, in April 2012, the department invited the office of much-acclaimed Henning Larsen (Denmark), winner of Aga Khan Award for Architecture for a

presentation and workshop on 'Rediscovering Traditional Arab Architecture in the Modern Context'. During the same period, a climatic-study laboratory, the 'Solar House,' was built for real-time study of climate, solar-radiation, and passive devices for micro-climatic modification, etc. Climatic data and micro-climatic data was continually recorded and evaluated against the building form and served as laboratory for climatic research and publication.

The first batch of students graduated from this college in 1980, and by 2008 the total number of Saudi graduates (BARCH degree) was 1103 (918 male and 185 female, ref. Taisan report). Apart from that, 153 graduates were foreign students, as this was then among the few colleges of architecture in the gulf region.

During 1975-1985 issue addressed by the college was the program load, with the university requirement of English (8 credit hours.) and Islamic studies (8 credit hours a total credit hour load of 188, students requiring at least 5.5 years for graduation. The students, after 3 years on a common track, could choose between Architecture, Landscape, Building Technology or Urban and Regional Planning and complete 32 credit hours (4 Design courses and 4 Electives) in their respective discipline for the Bachelor degree. In 1985-1991, the college council had to address the university demand for a strictly 5-year program. In line with this, the university requirement was reduced to 15 credit hours and the college program load limited to 147 credit hours. The program was set to 5 years, reorganized on a common Preparatory Year and 4 years of studies on specific track to obtain a Bachelor's degree (total 165 credit hours) in the following disciplines; Architecture, Landscape Architecture, Urban and Regional Planning, Building Technology or Interior Design (Female). After more than 15 years of application and practice of 1991-2008 plan (1+4 years, 165 cr. hr.) a need for further review arose and a committee (Chaired by Dr. Abdul Baqui Al-Taisan) was formed to evaluate the performance and propose alternatives.

To rationalize physical and academic resources, the current format of the program was proposed. The committee (Chair Dr. Taisan, 'STAGE I, Proposed Bachelor Degree Program for the College of Architecture and Planning', May 21, 2008) deliberated on the reorganization and proposed a preparatory and an interdisciplinary year and a framework for the Bachelor's program as follows;

1.	Preparatory Year	36 cr. hr.	21.1%
2.	Interdisciplinary Year	34 cr. hr.	20%
3.	Disciplines of Departments	100 cr. hr.	58.9%
	Total	170 cr. hr.	100%

The First Year (semester I & II) termed 'Preparatory Program' and shared by College of Architecture and Planning, College of Engineering and College of Design. This year stresses the university requirements of English proficiency, Ethics and Humanities and 2 Design Studios emphasizing visual communication and graphical presentation.

The Second Year (semester III & IV) designated as 'Joint Program' is shared by the 4 departments of the college, Architecture, Urban & Regional Planning, Landscape, Building Technology and Interior Design, respectively. The two Design studios are under the direct supervision of the Department of Architecture, with supporting faculties from the sister departments. The proposals were adopted and soon after, the STAGE II curriculum revision for the 3 years specialized study plan for each department commenced.

The 3-Year Architecture Program (semesters V to X) supervised by the department, with a (cumulative) 170 credit-hour program leading to a Bachelor in Architecture degree (B. Arch.). Similarly, all other departments have 3-year programs leading to their respective Bachelor's degrees. The Department of Architecture concluded the revision in 2010. The deliberations for these are described in section I.1.6 Self-Assessment Procedures (see appendix for detail program format).

The curriculum is designed to give students a solid background in the humanities to complement the required studios and coursework in professional studies. This is accomplished with the courses in general studies in the first year preparatory program and, subsequently, with courses in the humanities, including electives, throughout the balance of the program. There are theory courses, e.g. Housing, Urban Design, History & theory, etc. that will prepare the students for graduate program or mature professionally in specialized fields in architecture.

The Department of Architecture, after completing internal revision, proposed a peer review by eminent international academics. To accommodate their learned opinions and bring the curriculum in line with NAAB (National Architectural Accreditation Board) requirements, the total credit hour was finally increased to 170, as it stands now. (Discussed in PART TWO: Educational Outcomes and Curriculum)

The University Council assumes responsibilities for the operation of the scientific, administrative and financial affairs, and, application of General Policies of Universities in accordance with its Rules & By-Laws. Its functions and duties are as detailed in the regulations. The Council consists of the Minister of Higher Education, who serves as chair and the University President (Rector) as Vice Chairman. Members include the General Secretary of the Higher Education Council, the Vice Presidents of the university, the Deans of the colleges and supporting deanships. A new campus, adjacent to the old campus has being built, complete with academic and administrative buildings, student recreational and residential facilities, residential accommodation for teaching and administrative staff. King Fahd Teaching Hospital of the university is being relocated within the existing campus in a modern, purpose-built facility. Most of the universities and seats of higher learning are an integral part of the national policy, fully funded from the yearly budgetary outlays and is overseen by the Ministry of Higher Education. The president of the university (Rector) has the status of deputy minister.

Mission

The academic mooring for the program has been to view architecture as a cultural-specific artifact, with appreciation of the rich historic architectural patrimony of the nation and the region, the importance of cultural values in shaping traditional architecture and, more importantly, in defining the architecture (and urban form) of the future. The curriculum had a stream of 'History, Theory, Criticism' courses intellectually supporting the design studios as against a set 'History of Architecture' courses. Through a complement of theory courses and design studios, students were encouraged to look back, re-evaluate the traditional house-form (and urban form) and learn specific lessons on privacy and culture, climate and build form, density and spatial arrangements. This curriculum recognizes that, as architects, they must be competent to address contemporary social and technical issues, and relevant to current and future trends and demands.

Our program has a multidisciplinary approach, interacting creatively with sister departments of Urban and Regional Planning, Building Engineering, Landscape Architecture and Interior Architecture. The cumulative knowledge of other faculty and researchers enriches the learning experiences, highlight

architecture essentially a 'social product' where other professions have legitimate claim. We are advancing our fields through innovative research and creative practice, excellence in teaching, and a deep commitment to addressing the social and environmental challenges of our time. The growing bond of network between our affiliates can be traced through series of successful social practices with Alsharqiyah municipalities, regulators, key Investors, and creative firms and arranged competitions. IAU College of architecture proudly hinges a bridge of ethical space tolling long-term planning medium of its evolving surrounding needs.

The college was the first to enroll female students in a separate all-female department of Interior Design. Previously, college-level female education had been confined to the social sciences, medicine and healthcare services. The establishment of this department, accomplished in spite of formidable social constraints and through a difficult gestation period, is now a vibrant 'College of Design' with departments of Interior Architecture and Product Design.

Vision

This new dispensation also imposed some mandates on the College of Architecture and planning that required reorganizing the curricular program and a new vision of a 'sustainable future'. This national mandate for an energy surplus nation required reorienting the physical development on a 'sustainable' and eco-friendly track and to tackle issues of consumption and waste.

To mark the renewed focus on 'sustainability' and 'sustainable development', the college organized several podiums themed on 'Sustainable Development', bringing together national and international speakers (incl. Prof. James Steele, University of southern California, http://arch.usc.edu/faculty/steele). As a follow-up, courses and teaching materials pertaining to 'Sustainability' were introduced in theory courses (Contemporary Issues in Architecture) and in design exercises. Also, The Architecture department focuses on the role of architects in Healthcare Design and the obligation for Architecture Programs in the Kingdom to address the scarcity of design professions in this specialized field.

The college and its faculties are involved intimately with most initiatives in the university. Aside from the administrative responsibilities, the college is a major contributor in organizing roving exhibitions on Historical Preservation and Area Conservation. Responding to high incidence of traffic mortality among the youth, the college in cooperation with other organization has been organizing seminars and workshops on traffic management and safety for past few years. Also it is a co-sponsor with ARAMCO an annual 'Traffic Safety Week'. https://www.IAU.edu.sa/en/events/the-third-forum-of-traffic-safety.

IAU Architecture program is supporting relationships with other universities. These supports appear in different ways including: support the other local architecture programs with IAU program's experience in the NAAB accreditation, secondment of some faculties in the local governmental universities, inviting foreign faculties for online jury from USA and letting IAU Architecture staff to share in juries in the other architecture programs.

Faculties and students of architecture program has shared in informal visits. One of these local visits are to the Al-Bashaer municipality in the southern province. While other international visits were to United Arab of Emirates, Qatar and Spain.

The university and the college of architecture in co-operation with Abullatif Al Fozan Award for Mosque Architecture have organized the first international conference of mosque architecture which was held at the university main auditorium 5-7 December 2016. https://www.iau.edu.sa/en/The-First-International-Conference-on-Mosques-Architecture

I.1.2 Learning Culture

The learning culture in the Department of Architecture, Imam Abdulrahman Bin Faisal University is based on a number of policies that take into account the expectations of the students, faculty and staff as regards to an education that is geared to train competent professionals who will make valuable contribution to the development of the built environment in the kingdom.

These policies are based on:

1. A Unique Academic Background

Students who are admitted to the College come from an academic background where creativity is seldom nurtured through exercises in arts and crafts. High school graduates come to this college with very little idea of the visual arts such as drawing, painting or sculpture. So, it is the task of the College to create a curriculum and learning culture where these young people are prepared to take a 'quantum leap' from nothingness to a world filled with creative tasks in both 2D & 3D media. The pre-college experiences of the students have resulted in an academic culture here that is based by the very traditional relationship between teachers and students. Teachers are held in very high esteem by the students—so much so that they hesitate to enter into a debate even if they feel that they have a valid point to make. In architecture the views on design can be very diverse and these varied views are often resolved through debate and discourse. However, students here hesitate to enter into a debate and humbly accept the instructors' or the jurors' views [a]. The department realizes this and advises teachers to encourage students to open up and interact with the faculty on different issues relating to their academic pursuit in this college. The students' advisor system has been reintroduced to enable the faculty to monitor students' progress and to encourage students to speak about whatever problems that they may face during their tenure here.

[a] survey done by Dr. Bhzad Sidawi (previous architecture faculty) for a paper prepared for this conference revealed the high dependency of students on instructors. (Bhzad Sidawi, Hindrances to innovation in design studio, DRS 2012 Bangkok Chulalongkorn University Bangkok, Thailand, 1–4 July 2012)

Also, in 2020, Prof Hazem Afify and a group of department staff have conducted and published a research titled "An Evaluation of Physical Model-makings as a Teaching Method in the Architectural Design Studio (Ain Shams Engineering Journal, 2020).

2. Learning through Collaboration

The environment in the studio attempts to encourage students to develop design skills through both individual and team effort. They are motivated towards creating an atmosphere of time to time interaction and cooperation within and outside the studios. Students at all levels work in groups to do the preliminary studies that lay the foundation for the design tasks ahead. This policy is carried even further in the fourth year design studio where students work in larger groups (6 to 8 students) during the site and case studies stage and then work on the design issues in smaller groups (2 to 3 students). Students from other disciplines are always welcome to the architecture studios to discuss issues related to architectural design. This policy is directed towards training architects to face the professional world

with an attitude of collaboration, where the successful outcome of any project depends on the clear understanding of other disciplines and how these can benefit architectural design. In order to take this culture of collaboration beyond the college walls our students & instructors participate in architectural competitions organized by Governmental and local authors for example Abu Makhrog and Samaya projects. These projects and the students' distinguished projects are shown in public facilities exhibitions where they can interact with publics, specialists and spokesmen of the field. For example, the exhibitions of students projects in Ithra center and Al-Rashed Mall.

3. Work Environment

The studio is considered a place of work, and instructors and students conduct themselves in such a way that it reflects the environment of an architectural office. Coming to the studio in time; concentrating on the work that needs to be done in 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 are some of the values that are promoted. Disturbance caused by music and loud cell phone ringing is discouraged. Although students are not barred from bringing 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 the responsibility of the students to keep the studio clean and thus a place of learning of which they can be rightfully proud.

4. Time Management

Since the training of architects involves other courses besides studio work it is important that students manage to balance their time between these. Design instructors help students to give relative importance to all courses so that they graduate with an all-around holistic education. In order to balance time for assignments for all courses including design, design instructors and course instructors keep track of what is happening on the other side. Time management is closely linked to the way the semester schedule is prepared.

5. Prescribed Semester Schedule

The semester schedule for all courses clearly spells out the details that include topics to be covered, assignments to be completed, exams and juries etc. Instructors make every effort to stick to the schedule without major variation. 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 the studio tasks.

Design briefs initially mention only the nature of the project. Students do case studies, visit similar projects and develop architectural programs based on these studies. Instructors of respective design studios then assist the students to develop final program/programs for their projects. Students are made aware of the goals and expectations of the design projects so that they can plan and submit a well-organized presentation.

6. Studio Management & Reviews

Every studio has between three to four instructors, one of whom is nominated by the chairman as the studio coordinator. The coordinator is responsible for preparing the studio brief, keep the students attendance, organize the overall functioning of the studio, post grades arrange reviews and juries.

Usually the students are divided into groups of 8 to 10 under one instructor who is to act as the mentor and monitor the group's progress. The mentor monitors his group using the 'desk crit' where he discuss student's/students' work at the desk either using hard copies and tracing sheets or directly on the laptops of the students. These sessions are not graded but the instructor giving the desk crit records the progress of the student. The other method is the internal reviews where the studio instructors together review works posted on the wall or presented using digital media. These are scheduled almost every other week to enable students to rectify and modify their design decisions before it is too late. Requirements for these reviews are clearly spelled out so that students know what the minimums that need to be presented. Students are encouraged to participate in these reviews so that they can learn from each other through this process. These are basically internal reviews, and they are graded.

Grades received during these reviews are posted on a regular basis so that students are aware of their status at all times and take the opportunity to improve. As a matter of fact the bulk of the grades for the whole semester (70%) is based on the internal reviews.

Mid-term juries are attended by studio instructors and instructors from other design studios. The Final Jury comprises instructors from other levels only and externals—practitioners from the community. However, the studio coordinator is in attendance during these juries to help clarify issues that might arise during these sessions. Very clear jury briefs are prepared by the studio coordinator for these reviews to familiarize the outside jury members on the nature of the projects, expectations and the minimum presentation requirements. The final jury is always organized centrally by the college for all departments and usually takes place at the same time. This permits jury members from other departments to participate in architecture juries. Jury grades are based on a consensus decision.

7. Work Ethics

The university encourages values of academic integrity and honesty. Thus, it has in its bylaws rules of conduct that strictly discourages cheating in any form. Although the rules refer mostly to normal examination hall procedures, the college has developed its policies as regards to rules of conduct for design tasks on the basis of these general by laws. Studio instructors are instructed to continually monitor students' work to ensure that they do not post last minute surprises. The college has put in place a system whereby any student suspected of copying a design or an assignment or a report, or getting someone to do the presentation drawings is reported to the Vice Dean Academic Affairs. The Vice Dean immediately constitutes a committee which investigates the matter and reports back to him. If the suspicions are proved to be true the student is sanctioned as per rules of the university.

If jurors or studio instructors suspect that a student has cheated, the matter is brought to the attention of the studio coordinator who then sets in motion the disciplinary procedures. There have been a few such incidents where students have been put to test and penalized accordingly. Most of these cases were related to work done by highly competent professionals but claimed to have been done by the students suspected of the violation.

In the case of regular examinations, a specific template titled "Cheating Case Report" is circulated to investigators by the college administration to report any malpractices during an examination.

8. Physical Environment

Instructors and students maintain a healthy work environment. The college authorities who are responsible for the maintenance of the overall environment of the premises are notified immediately if any incident or accident results in a situation where it becomes difficult for both faculty and students to

perform properly. Every studio chooses among their classmates two class monitors who attend to the welfare of the physical environment, assist in the planning of field trips, posting drawings for reviews and juries and collect and collate the semester's work at different stages in soft copies which are then handed over to the studio coordinator and department administration.

9. Responsibilities of Instructors

Both studio and classroom instructors have the following responsibilities:

a. Instructors should update their knowledge base on a regular basis so that they can dissipate the most current views and information on subject matters related to studio or course work.

b. Instructors should provide students with the outline of the course in the first week and try to maintain the schedule. Any changes should be notified to the students well ahead of time.

c. Instructors should encourage and motivate students to search for knowledge through the use of all available resources.

d. Instructors should make provisions for students to meet them in their offices for assistance in their design tasks and course work.

e. Instructors should attempt to mold students to be well-rounded human beings through motivation and their own exemplary behavior.

f. Instructors should encourage students to learn inside the classroom through the search for the recent international projects related to the course's subject, which in role develop the knowledge of both instructors and students.

G. Instructors should encourage students to learn outside the classroom through the investigative skills for the data of the local case study projects.

10. Responsibilities of Students

a. Students should maintain a clean work environment in the studio and classrooms.

b. Students should respect their instructors and each other.

c. Students should try to meet deadlines for any type of submission. If they encounter problems, these should be brought to the notice of the studio coordinator and classroom teacher.

d. Students should come to the studio and classroom in time. They should realize that coming in late for lectures disrupts the instructor's attention.

e. Students should refrain from intellectual plagiarism when working on design tasks and coursework assignments.

f. Students should learn to share knowledge for the benefit of all.

11. Involvement in the Community

The students and faculty are involved with the urban and rural community of the region especially with those within the precincts of twin cities of Al-Khobar and Dammam. This involvement is most often carried out in an indirect way by selecting studio projects that will in the long run benefit the community. Such projects include housing for the low income, urban renewal of derelict city areas, revival and reconstruction of old settlements, health facilities, public buildings, highway service centers and many more. Students go into the community to collect, collate and analyze data, and talk to the stakeholders so that they can feel the pulse of their environmental needs. The community is indirectly exposed to the

work been done in the architecture program of the IAU and develops an awareness of a profession of which many had practically no knowledge or exposure. Sometimes beneficiaries of these exercises are invited to the college during review sessions so that they may add their input.

12. Gender

Male and female students are given equal opportunities to enroll in postgraduate programs (Master and PhD). Female Students have full access to all collage facilities and resources including Labs and workshops. They participate in college events and exhibitions related to architecture and design. The architecture department is known for their collaboration with fellow female academics in research, architectural events, lectures, and exhibitions. In addition, female faculty members occasionally take part in reviewing students' design projects as members of jury panel every year. These are a few activities of their many contributions that demonstrate the diverse enriched learning culture in the college.

13. Response to COVID-19 Pandemic

The Architecture program responded to COVID-19 regulation and challenges through reliance of the online learning system, providing full licenses for programs and platforms, providing platforms for taking electronic exams, and providing the appropriate tools to complete the study requirements online. Moreover, the program provided a guide for the instructors and students at the university, an integrated electronic library for guidance videos, and launching a 24-hour technical support.
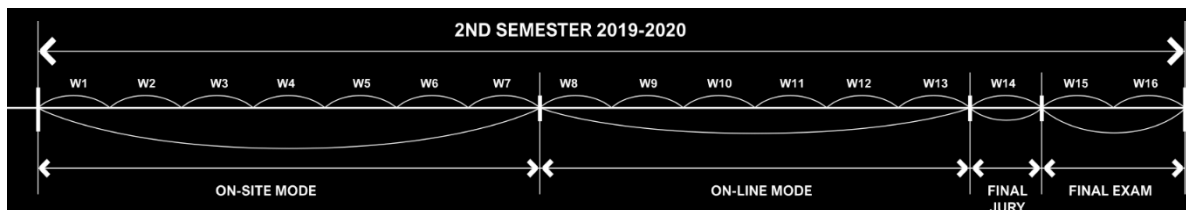
Fig1. Time line of 2nd semester (2019-2020) when the Covid 19 pandemic appeared in KSA.

Procedures and Challenges in Architectural Virtual Communication
1. Actions taken for the remainder of the 2nd semester in the academic year (2019-2020):
   - Complete transformation to the online learning system
   - Application of short electronic tests
   - Rescheduling of deadlines for assignments and quizzes
   - Adoption of the mechanism of synchronous (online) and asynchronous lectures.
   - Absence is not included in the student's final assessment.
2. Actions taken for the final evaluation in theoretical and design courses:
   - Conducting electronic exams for theoretical courses.
   - Holding the final discussion of the design decisions online.
   - Exception to submitting final projects in design courses.
   - Adopting some procedures in calculating the final results so that the student's rate is not negatively affected.
   - Inviting foreign faculties for online jury. For Example:
     - Dr. Ahmed Sukkar, Aga Khan Program for Islamic Architecture Postdoctoral Fellow, Department of Architecture, Massachusetts Institute of Technology.
     - Samir Akbar, Associate Professor in Architecture, Alasala University.

- Rafiqul AL Hussain, Associate Professor in Architecture, Bangladesh.
3. Procedures used in teaching later (2020-2021):
  - Continuing to hold theoretical lectures online and returning to attendance in design courses.
  - Holding short and final exams in attendance
  - Jury of architectural projects, in person or online.

I.1.3 Social Equity

Social equity within the program is based on the policy of Imam Abdulrahman Bin Faisal University that believes in bringing together faculty and students from different regions, nationalities and socio-economic backgrounds to provide a healthy learning environment.

1. Diversity of Faculty

The institutional policy permits the recruitment of qualified faculty for all the colleges locally as well as from other countries. As a consequence of this policy, the program in architecture engages faculty from different nationalities, which provides a rich mixture of ideas and background to the program. Although, the number of highly qualified native faculty is increasing at a rapid rate, this has not stopped the recruitment from beyond the borders of the kingdom.

Students can experience how architectural design is viewed by people from different backgrounds. It is not only the nationalities but also the diverse institutions from where the faculty has earned their degrees that adds to the richness to the studio instruction. (Section I.1.4 Response to the Five Perspectives. A. Architectural education and Academic Community includes the list of Saudi and expatriate faculty)

2. Diversity of Students

The policy of the University encourages students from all over the kingdom. This provides a rich variety of students coming from different regional cultural backgrounds within the broader framework of Islam. The university also encourages a limited number of students from the neighboring countries (Egypt, Yemen, Syria and so on) which adds to the cultural variety in a classroom and studio.

University policy ensures that the campus is a culturally safe space for all students and staff members. The regulations clearly state that any kind of racism or hate towards any nationalities, races or any cultural groups is prohibited within the campus and considered a violation of the university's code of ethics.

3. Relationship with Program Staff

Faculty members and students maintain a very close and cordial relationship with the staff within the program and outside the college. The staff helps the program through secretarial work, assistance during lectures and exams. Students have great respect for this hardworking group. The program and college staff members are always a part of all major events.

4. Preparation of Graduates

The program transitionally prepares its graduates in three stages. Starting theoretically with "professional practice" course where the students get familiar with the kind of tasks expected to be assigned to them in practice. Followed by numerous visits and events of some figures in the professional fields in a form of elective lectures in the college. Lastly, the graduates are gradually pre-involved in the practice in summer and CO-OP trainings. The preparation of the student is not confined to the technical

skills but extends to the social latest changing demands such as, informative elaborations of sensitive subjects of gender customs both locally and internationally. Young architects are constantly encouraged to take the lead in responsibility in the professional community and to raise awareness about issues of nowadays architecture.

Students as well as staff and faculty members have access to regulations, code of ethics and charter which include all policies related to social equity. These documents can be found at https://www.iau.edu.sa/en/administration/deanships/deanship-of-student-affairs/regulations.

I.1.4 Defining Perspectives

A. Collaboration and Leadership.

Islam, as a faith and a tradition, informs all aspects learning in Saudi Arabia. This is not only a university mandate but a shared value of the population. There should not be any contradiction between progress and faith; the goal of religious education is to give a humanistic foundation to material progress and to develop an enlightened, educated young population that will define a culturally compatible modernity and material progress. Accordingly, the College of Architecture and Planning has been involved in initiatives that exemplify the link between faith and architecture.

As another example of the public engagement, Professor Mashary Al-Naim, a graduate of this department (1995) was an authority on Architectural heritage and conservation. He had written extensively and had actively propagated the necessity of protecting the national patrimony and conservation of historic building and sites. He had been advising the national effort in historic conservation and deputed to National Built Heritage Forum.

> *This national organization, under the patronage of HRH Prince Sultan bin Salman bin Abdulaziz Al Saud, the President of SCTA, is the only organized entity with clear responsibilities towards urban heritage, in preserving cultural treasures and heritage. The Arabian Peninsula is the cradle of old civilizations, a geographical expanse that throughout history exemplified the resilience of human culture and its ability to challenge and overcome the hostile environment. The urban experience of the inhabitants of the Arabian Peninsula inhabitants is one of the most important human stories, highlighting the ability, innovation and creativity of the people of the area. The 2012 cycle of exposition, exhibition, seminar and design competition was held recently at the College of Architecture and Planning, Imam Abdulrahman Bin Faisal University.*

The architecture program is part of a large university with other branches of learning. The other sister departments are equally involved in design and construction of building and sites. In the larger university program, the Architecture program shares the first year with other freshman in the study of the humanities (the Islamic and Ethics courses) and technical courses within college of Design and Engineering. This provides all students enrolled in the College a solid foundation in the Humanities and sets them on a shared academic footing as they proceed through the five-year program. The pool of students in the second year share a common program with other departments of the college, e.g. Building Science, Landscape, Interior Design, Urban Planning, etc. Depending on their aptitude, performance and inclination, students choose one of the career options offered within the College. The departments also have an entry threshold; Architecture being the most desired vocation attracts a high

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volume of applicants but accepts a maximum of 40 students, with a design grade of C (min) and a GPA of 3.0 and above. This sequencing fosters collegiality among the different components and engenders appreciation of each other's professional competence.

There is a steady stream of visitors and seminar participants from abroad to the College. The recent international seminars on sustainability had a large list of invited speakers from abroad. The kingdom has a large body of works, built or in commission, representing some of the most prestigious architectural firms in the world. Indeed, some of the principal iconic and innovative architecture by international and regional architects are here and within the reach of the University. The College takes advantage of the presence of these architects when they travel to the region and invites them for lectures or workshops. The 'Architecture Day' fete every year is such an occasion and brings together invited guests, local practicing architects, faculty and students for few days of intense interaction. Although it is the goal of the College to develop visiting faculty positions, in the program as yet we have not been able to define the terms of employment for such a program, (e.g., issuance of job permit, visa, remuneration, accommodation etc.) administratively though all other the assets and provisions are present. This will be sorted out at the ministry and university level and a uniform policy should be in place soon. (Note: Except for a few small private universities, all universities in the Kingdom are state institutions and fall under the administrative purview of the Ministry of Higher Education (MOHE) recently reorganized into a single ministry (Ministry of Education MOE), they share the same administrative structure, academic policies, rules and regulations.

Administratively the college (comprising five departments) acts as a single unit. The Dean (Dr. Tarek Al-Rawaf), Vice-Deans and the Chairs of departments form the academic council overseeing the running of the college, responsible to the higher university authority. All departmental decisions, schedules, admission and examinations are discussed and require the approval of this body.

The university actively encourages such academic exchange and participation and provides significant funds to colleges for this exclusive purpose. As mentioned the university authority expects commensurate effort from colleges and faculty and rewards faculty through awards, financial grants or increments. There are also a few other governmental institutions, importantly KACST (King Abdulaziz City for Science and Technology) that sponsor funded research and publication and regularly invites application.

https://www.kacst.edu.sa/

Professor Mashary Al-Naim, His research interests are in the field of protecting the national patrimony and conservation of historic sites. He was the supervisor of Al-Ehsaa file for registration in the international heritage list in 2018. He shared as a member in the organizing committee for the Second international conference of mosque architecture which was held in Kuala Lumpur, Malaysia in 2019. Professor Mashary has published In 2020 Abullatif Al Fozan Award for Mosque Architecture.

Professor Abdulsalam Alsudiri was deputed to Hafer Albaten University in 2021. During his secondment, his duties were to monitor and direct all departments and units related to project management and technical and maintenance affairs. The university has one main campus and three other campuses located at three towns within the premises of Hafer Albaten city. There are more than 30 buildings hosting more than 20000 students and 3000 staff distributed in the campuses mentioned above. In addition,

administration and financial affairs were within his responsibilities that included budgetary and Human Resources of both staff and students

In collaboration with University of Copenhagen in Denmark, Dr. Mohammed Almahmood was awarded a two-year postdoctoral fellowship granted by Denmark Innovation Fund and Realdania to conduct an urban research project entitled "Simulating Public Life in Space and Time" between 2018-2020. The project investigates the potential of using agent-based modelling (ABM) and artificial intelligence from computer gaming technology to create an interactive pedestrian simulation as an improved tool to analyzing, communicating, and visualizing the social life of urban spaces in an immersive and dynamic manner. The research project was conducted at the Section for Landscape Architecture at University of Copenhagen in collaboration with the Smart City Research Cluster by BLOXHUB in Copenhagen. One of the outcomes of this research collaboration is a peer-reviewed paper entitled "Public Space Public Life 2.0" by Dr. Mohammed Almahmood which has been awarded the Scientific Merit Award by the unanimous decision of the JoDLA Editorial Board, on the 21st Digital Landscape Architecture Conference in 2020 which was hosted by the Graduate School of Design at Harvard University.

The program faculties in collaboration with other institutions have introduced the following lectures:

> On 17 May, 2020, in collaboration with Saudi Council of Engineers, Prof. Dr. Abdulsalam Ali Alsudairi has introduced a public lecture titled: ""The Role of Object-Oriented Simulation Methods in Analyzing and Developing the Design and Construction Processes".
> https://twitter.com/Eng_Council/status/1261390305661792258?s=19

> In 2020, on in collaboration with Al-madeenah al munawwrah Development Authority, Prof. Dr. Mashary Al-Naim has introduced a public lecture titled: "Architecture in Islamic Civilization-Flashes of Inspiration and Development".
> https://twitter.com/MadinaAuthority/status/1255991048096055297?s=20
> https://youtu.be/CHJGp2TzRzk

> On 7 September 2020, in collaboration with Saudi Umran Society – Healthcare architects, Dr. Mohamed Fakhry has introduced a lecture titled: "Evidence Based Design- Process and practice".
> https://twitter.com/shca1ksa/status/1297197407864791041?s=24

B. Design.

Saudi Arabia is a large country with wide range of physical, environmental and sub-cultural settings. Imam Abdulrahman Bin Faisal University draws students from all regions of the country, and they are representative of the diversity inherent in this growing nation. The university and the college, as part of a government program, offer scholarships to students from other countries in the region. Being one of the first colleges of architecture in the gulf region, it typically attracts students from Bahrain, the emirates, Oman, Egypt, Sudan and Yemen. Architecture is site and culture specific, and for academic reasons alone, these students are encouraged to go back and rediscover their locality, civic context, and form. Student projects, as mentioned in the 'Learning Culture' section of the Architecture Program Report are built on case studies of specific sites, mostly by the student's own choosing. It is almost a tradition now that the student's senior project will be framed on his own hometown or village.

All studio projects are site specific. Students apply the empirical tools of observation; site analysis leads to project program and validates the design proposal. The students, under the guidance of the instructors, will visit, survey, measure, takes notes and photograph the site. Usually, they will take advantage of their stay by visiting other important sites or venues. Such tours are now part of the rites of each studio, and the college arranges for transport and fully funds it.

Some of recent studios and tours are described below:

Almost each neighborhood in Saudi Arabia is equipped with supporting facilities and amenities. Amenities such as mosques, schools, bank branches, and community centers are the subject of studio 5 course (ARCH 301). In this course, the students are supervised carefully as they approach reinventing buildings of religious and academic nature, buildings that could be described with static imagery and high cultural importance. Also, the department hosts a designing neighborhood mosques competition and urges the students to participate throughout the course.

Fig2. Review - student work on neighborhood mosque 2020.

In Design studio 6 (ARCH 302), the design studio participated in the competition organized by the Architecture and Design Commission entitled "Academic Competition for Architecture Specialties: Designing of a Public Library" in the second semester of the academic year (2020-2021). The competition was directed to the students at faculties of architecture and faculties of Design in KSA. Nine Universities

have participated in the competition. The values targeted in the design are originality, good perception and experiences, identity, sustainability, innovation, and good quality of life. The competition gave four alternatives for the project sites i.e., two sites in Riyadh, one site in Jeddah, and one site in Dammam. Three student groups from the department have been promoted among the ten best competitors' projects.

Fig3. Student's project in competition of Library design (Design studio 6 -ARCH 302).

In Studio DESIGN VIII (ARCH 402), students are engaged in the development of an area within their own hometowns. The students are grouped to engage with their day-to-day experience of the city. The group investigates mentioned city and identify areas of potential such as markets, parks, business centers, conservation sites, heritage and water fronts. These areas are to be studied in separate layers such as social behaviors, urban fabrics, buildings fittings and landscape norms. The argument of the culture comforts level, housing dilemmas, legislation rules and market needs issues are an on-going process through-out linked courses of fourth year. Lastly, the group collectively overlay generated layers to create a design system that preferably fulfills present and future challenges for the selected area.

Fig 4. During field visit to (Tarut island-Sanabis)
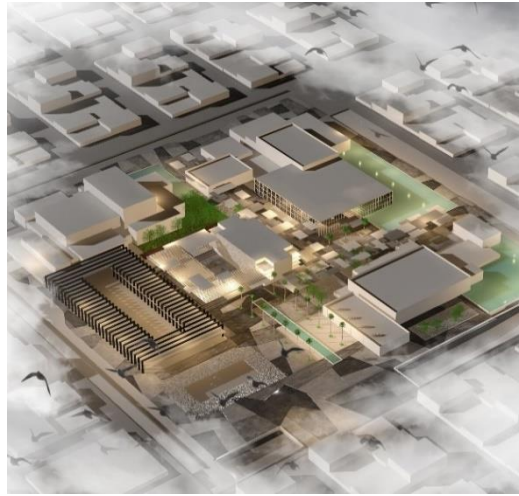
Fig 5. In-fill Development (Althuqbah – Alkhobar)

Fig 6. Study Tour and Field Trip to Doha, Qatar (March 2017)

The students of DESIGN VIII studio (35 students and instructors) went to Qatar to visit selected urban design projects, in preparation to the studio assignment. The objective of this trip was to expose students and faculty to the revival of traditional architecture, the development in contemporary architecture, new trends in urban design, and recent investment in real estate developments. The trip included lectures in Qatar Foundation and Virginia Commonwealth University. Also, the program included visits to Souq Al-Waqif in Doha and Souq Al-Waqif in AlWakra, the Msheireb Project, Museum of Islamic Art, Doha Central Mosque, Doha Central Business District, Qatar Mall, Villaggio Mall, Pearl Island.

Fig 7. Study Tour and Field Trip to Spain (March 2018)

Financially supported by Retal Company for Urban Development, a group of 4 instructors and 25 students participated in a trip to Spain to visit selected architectural sites and projects. The trip was organized for scientific and cultural purposes for all Architecture department students. The objective of this trip was to expose students and faculty to the conservation of historical architecture, the development in contemporary architecture, and recent investment in real estate developments. The program included visits to many places including: Masjed Cordoba, Roman Bridge, the City of Zahra, Official Association of Architecture, Nation Museum Reina Sofia Sophia Halla, the Journey of Granada, the City of Granada and AlHamra, Bayazine district, University of Madrid, Posada De La Villa, Del Brado Museum, El Corral De Bachica, Cathedral De Seville, the Gold Tower (Torre d'Oro).

Fig 8. Trip to the United Arab Emirates, February 2020

Additionally, a scientific trip for the fourth-year students (DESIGN VIII studio) has been organized for some of the distinguished projects in Dubai and Abu Dhabi. The visit program included multi-functional urban clusters (commercial, tourism, entertainment, services, etc.). Moreover, the group visited the Tenth World Urban Forum WUF10 exhibition and conference.

The Kingdom 2030 vision aims influence these projects in terms of socioeconomic, cultural and environmental aspects and entertainment. Also, Different design notions are stressed upon, for e.g. enabling special-needs to access and use developed areas optimally, formalizing a deep understanding of sustainability as an integrated style of living for Saudi culture.

Examples of these Projects are shown in the following figures:

The different backgrounds of non-Saudi students have been reflected on the diversity of the senior projects and their locations in DESIGN STUDIO 10 course (ARCH 502). This diversity affords a new perspective on their own communities and the possibilities for contending with critical issues. Examples of these projects and locations are Gold Coast Islamic center in Australia (2016), Saudi Arabia Embassy in Khartoum (2016), Palestine Museum (2017), Islamic center in Turkey (2018). In 2018 & 2019, there was an interest for the projects in Yemen like Socotra eco- resort, Adan war and peace museum, prototype community Health center, Aden Port Exhibitions and auctions house, Aden International passenger terminal and Sanaa General Hospital.

While in 2020 & 2021, three senior projects have been located in Khartoum, Sudan. These projects are mixed use tower, Financial District and Business Center and Convention center. In Addition, there were two more senior projects in Syria; Azaz Refugees housing (2020) which aims to create a shelter for refugees and provide their main needs to live, and the 2011 Syrian war victims Memoria (2021).

Fig 9. Mixed use tower senior project in Khartoum, Sudan 2020.

Fig 10. Azaz Refugees housing senior project in Syria 2020.

The Kingdom 2030 vision has included an interest in women's rights, which is reflected in the selection of senior projects on topics related to women's needs, such as, A women's Residential complex (2019) with a focus on providing privacy for Muslim women. Also the vision has focused on developing the Public transportation Projects so, some students selected their senior projects to serve the public transportation like, Jubal train Station (2018) and Dammam Central Metro Station (2020).

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1. Retail Shops
2. Cafes
3. Super Market
4. Control Area
5. Adminstraion Area
6. First Aid Room
7. Prayer Room
8. Bicycle Storage
9. WC
10. Ticket Office
11. Information Office
12. Tickets Machines
13. Paid Zone
14. Unpaid Zone

Ground Floor Plan
(Concourse Level)
Scale 1:200

Night Shot

Fig 11. Central Metro Station senior project in Dammam 2020.

One of the main other interests of the Kingdom 2030 vision is to provide Entraining and cultural projects. These types of projects have been selected as senior projects. Examples of these projects are TV. Directing Academy (2017), Cinema Complex (2019), Saudi Opera house (2019), Aljouf Theater (2020), Leisure cinema Complex (2020), Qiddiya Media Center (2020),Al-Khobar visual art center (2020), Alula Cultural Center (2021), and Anti - Gravity Center (2021).

Fig 12. Saudi Opera house senior project 2019.

Fig 13. Visual art center senior project in Al-Khobar 2020.
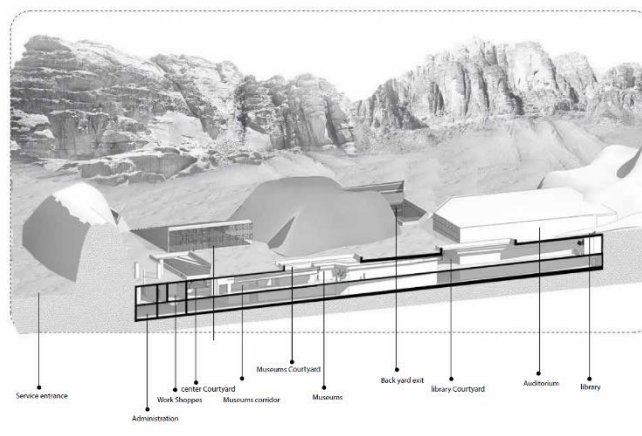
Fig 14. Alula Cultural Center (2021),

C. Professional Opportunity.

Working within a challenging regulatory framework, IAU is preparing students for the transition to professional practice and opportunities in related fields.

The regulatory environment in Saudi Arabia, as in this region can be described as disorganized and amorphous. The different professional disciplines are not legally defined or organized. Apart from this, Architecture is viewed as a sub-skill of engineering and lumped with other trades involved building and civil project. Even architects prefer to be called 'engineers' ('mohandis' in Arabic) as engineering has high name recognition and a strong reputation. Without a legal regulatory body overseeing the professional boundaries of different trades, it is somewhat chaotic. Because of this situation, it is not possible to track, at this time, the proportion of graduates who have sought or achieved licensure or registration.

Formal architectural education, on modern lines, started in the 1960s. Three major national universities have been producing graduates since then. King Saud University (KSU) in Riyadh is the first modern university in the kingdom, and it was established in 1957, and its Architecture department has been in operation since 1962. King Abdulaziz University (KAU) in Jeddah was established in 1967 with 'College of

Environmental Design' in 1976. King Faisal University (KFU) in Dammam and Hofuf was established in 1975 with a College of Architecture and Planning. This has been the precursor to Imam Abdulrahman Bin Faisal University. King Fahd University (KFUPM) in Dhahran, established in 1963 and elevated to an university in 1975 has 4-year B.Sc. program in Architecture since 1981. Few other national universities, e.g. Islamic University of Medina (est. 1961 and Umm Al-Qura University, Mecca, est. 1981 have departments of Islamic Architecture. In practice, a graduate from any of these programs will be recognized as an architect, both in government service or private practice.

Though this is a discouraging picture, it is equally true throughout this region. As government is the predominant employer and sponsor in the building and construction sector, a university degree to a large extent serves as a regulatory credential. Saudi Arabia employs a large body of expatriate professionals in project design, project management and in the construction industry. Foreign professionals require a university degree in a relevant discipline, validated by the Saudi Cultural Mission abroad, to obtain an employment visa and a residency permit. Tentative steps have been taken to address this issue. A royal decree has established the 'Saudi Council of Engineers' that hopefully will evolve into a regulatory and licensure body.

The Saudi Council of Engineers was created under the Royal Decree No. M/36 dated 26/9/1423 (http://www.saudieng.sa/English/pages/default.aspx). The statutes of the council 'Article one' states it is an independent professional body, operating under the supervision of Ministry of Commerce. Its objectives are, ' promote the engineering profession and setting standards. Setting criteria and standards of practice, developing the profession including licensure terms and conditions. 'Prescribing necessary rules, regulations and examinations for obtaining professional degrees, etc. The membership is open to Saudi graduates in engineering discipline, practicing this profession, associate membership includes all non-Saudi engineers, holding an university degree. The elected Board of Directors is elected by the general assembly for a term of 3 years.

Our successful graduates, after a few years of training, can be members of the Saudi Council of Engineers the only formally recognized body for all engineering professions. 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 consultancy.

It is gratifying to note that the previous chairman of the Board of Directors, Hamad Al-Shagawi, a practicing architect, is an alumnus of this college. He is the principal of a progressive architectural office and an active alumnus and has returned for graduate studies. In the newly constituted elected governing body is well- represented including the chair, Zeyad Alsuwaidan. Recently, it has seriously started validating and authenticating degrees and qualifications of expatriate professionals in the Kingdom. Expatriate professionals form the majority in this field, from US, European, Middle Eastern and South Asian countries. Until now there has been no regulatory control on the employment or service. The other part, which is now coming to the fore, is developing a formal licensure structure for graduates of Saudi universities.

In the late 1990's, graduates and faculty of three Saudi universities came together to set up an informal 'learned body' dealing with architecture and urban form. The title of this group translates in English to 'Al-Umran Society' or 'Al-Umran Saudi Association'. It was not devised as a regulatory or a trade body but a forum to bring together architecture and design professionals and generate conversation on the architectural and developmental trends in the Kingdom. It is a voluntary body, with membership and subscription, chapters in different provinces and major cities. While it may, in time, develop into a 'learned body' guiding architectural programs and practice, thus far it is a private forum.

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The magazine 'AL-BENNA' is privately published monthly, with a large circulation, dealing with architecture, construction and real-estate projects. (https://albenaamag.com). It deals with architecture and projects in this region and devotes space for vernacular and traditional architecture and scholarly articles by university faculties.

The architectural program has responded by stressing life-safety, fire and disability issues. Recently, the Saudi building code (https://sbc.gov.sa/en/Pages/default.aspx) was updated to deal with such issues. To compensate, senior studios (DESIGN VI and IX highlighted in the SPC matrix prepared in the PSER for the NAAB) lay added stress in these areas sand requires distinct plans and drawing addressing these concerns.

Additionally, when enrolled in the program, all architecture students participate in the Professional Internship Training, for credit, in which they gain valuable exposure to the profession and the real world of architectural practice. Saudi architectural firms are keen to accept students as interns, this is an opportunity for the firms to scout for talents for later employment. The Saudi government policy (Nitaqat) is to enforce firms and consultancy services to employ a mandatory percentage of Saudi nationals. Establishments unable to meet the specified level automatically lose their trade license. In recent years, the beneficial effect of this policy has been total employment of college graduates.

Our students on graduation prefer going abroad for graduate studies on scholarship or to find, secondly, a position in prestigious corporations (e.g. ARAMCO) semi-government bodies or well-established architectural firms. Those chosen by the College for teaching positions are employed as teaching assistants and enrolled in the master's program or sent abroad for doctoral studies on full scholarship.

D. Stewardship of the Environment.

Traditionally, the undergraduate program had the following courses to prepare students for the profession and profitable employment: Contract Documents and Working Drawings (Fourth Yr. First semester-3 cr.), Project Management (Fourth Yr. Second semester-3 cr.) and Professional Practice (Fifth Yr. Second semester-2 cr.).

However, there has always existed a gap between the classroom coursework and the real-world architectural practice, the management of projects and professional culture in the workplace. The disorganized building market and unregulated trades and professions color the practice of architecture. To prepare students for the profession, the department (and college) invites working architects and design professionals to 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.

All studio exercises are built on real projects with real sites, programs and clients. In the senior year it is typically a developer seeking innovative or novel solutions, alternately a publicly financed city project. The local planning bodies encourage the students to work on their proposal but offer different solutions. A few of our alumni are in high positions in these local planning boards, and they work with us to shape the design exercises. Apart from direct input in real-world experience, this also introduces the different expertise (physical planner, traffic, public health, etc.) and team work to the students. The fourth year Housing project (DESIGN VII) was developed on a national program of 'Affordable Low-Income Housing.' Students were made aware of the relevant social policy and physical program, met the people and evaluated the housing-types as a preparation the studio design. The architects and other professionals of the host organization contributed to the studio by reviewing the student work during mid-term and final jury.

Other sister departments (Urban Planning, Landscape, Building Technology, Interior Design) are an intrinsic part of the program. The students share classes throughout the first 2 years before selecting their particular vocation. There are also common courses and occasionally shared studio projects. It is a convention, strictly adhered to, that DESIGN V and VI will have instructors from Building Technology among the studio instructors. Also, during the final jury, an external juror will be from the College of Engineering or a professional engineer. For DESIGN VII and DESIGN VIII an external juror will be from the sister department of Urban Planning or Landscape Architecture. This is in spite of the Department of Architecture having in-house faculty specialized in Structure and Building Systems, Environmental Controls, Urban Design and Housing, etc. DESIGN IX and X will have an external juror from College of Engineering (Structural Engineer) and one from the outside organization that is a prospective client for the project.

The recently revised curriculum reorients the 'vision' of the program as 'sustainability' both in architectural design and site development. This is a reflection of the new consciousness and national policy. This college has been a pioneer in research in vernacular architecture and micro-climatic studies primarily to explain the resilience of the traditional built-form. Though much of the 'old' may have lost it functional relevance, its 'sustainable' qualities in economy of material and spatial arrangement merit continual interest. Modernization of Saudi society has meant, as elsewhere in this region, an explosion in consumption and waste, with a new life style stressing conspicuous consumption that makes the future growth uncertain and untenable. The revised program introduced 'sustainability' content in all relevant theory courses and value to design exercises at all level. Sustainability is not limited LEED and technical solutions but a conceptual understanding that is reflected in site selection, site planning, building layout, density, orientation and compactness. A theory course 'Contemporary issues in Architecture' (5th. Yr. First semester, 3 cr.) has been introduced to address sustainability and globalization issues and its implication on building design and city form.

E. Community and Social Responsibility.

This region has transformed dramatically, and town and cities have been completely rebuilt from the ground up. The pace of modernization, much desired, has come at a cultural cost, as most old and historic towns were abandoned and left to decay. The only places where the genius and relevance can be observed and studied are the towns and settlements of Yemen. Till recently, until the unrest there made it impossible, students and faculties would organize educational tours there. The compactness of the urban form, a vernacular raised on local building materials, construction methods, and passive cooling devices is in stark contrast to the sprawling suburbanization of Saudi Arabia and the affluent Gulf countries. The worth of such tours was to encourage a second look, identify the formal and spatial qualities, some of which that can be reintroduced into contemporary design vocabulary. In addition to exposure to the many exciting new developments in the region, students' Senior Project work is typically framed within their hometowns and villages, connecting learning to their own experience. Project work includes visiting and doing research in the home locale. This affords students a new perspective on their own communities and the possibilities for contending with critical issues of growth, development, preservation, urban planning, and sustainability through direct civic engagement. The student is able to view this from the platform of what has been learned throughout the program.

In 2020, a competition was held by municipality of Riyadh that aims to provide architectural and urban design solutions to develop the site of Jabal Abu Makhrog. Due to the historical and cultural importance of the site, the municipality conducted a large-scale competition that was widely prompted throughout the kingdom with a total prize of 700 thousand Riyals. The competition attracted a large number of design submissions from students and professionals alike. A team of three IAU students, Hussain Almusa, Abdulrahman Alwatban, Yazeed Almarai, led by a faculty member Dr. Wadee Al-Gehlani has won the first prize in one of the three categories of the competition and received their award from Governor Of Riyadh Province, Faisal bin bandar Al Saud. (https://abomakhrog.alriyadh.gov.sa/)

Fig 15. Abu Makhrog competition in Riyadh - winning project

The national architectural design competition for **Samaya** residential suburb is organized under the support and guidance from His Royal Highness Prince Saud bin Nayef bin Abdul Aziz Al Saud and organized by the Eastern Province represented by the Housing Volunteering Committee and Ministry of Housing represented by the Developmental Housing Initiation. The Imam Abdulrahman Bin Faisal University represented by the Deanship of Community Service and Sustainable Development is the Academic partner of this competition. Three groups of the 4th year students of Architecture program have got the first, third and fifth positions.

Fig 16. Samaya competition - winning project

Mujassam Watan is an annual national award by Al Fozan Social Foundation. It is a community service initiative that urges innovation and generating fresh ideas that express national unity and belonging to the Nation and contributes to enriching the culture of artistic sculptures in public places in order to add an aesthetic touch to Saudi cities. The initiative attracts competitive works to be embodied as an actual structure on the National Day every year. A team of our students and faculty members have participated and won the first round of the competition for the Roundabout category. The winners were selected according to certain criteria that included intellectual strength, originality, visual appeal, composition, and novelty. Their work, "Al Bairaq" sculpture was launched in 2020 by EXTRA in partnership with Al-Khobar Municipality in Al Aziziyah Roundabout on the 90th National Day. (https://www.alfozan.com/press-releases/extra-offers-al-bairaq-sculpture-nation-al-khobar-and-abdullah-al-fozan-confirms-his).

Fig 17. Mujassam Watan competition in Alkhobar, winning project

Due to the department's interest in the architectural heritage of the Arabian Peninsula and the department's outstanding activity in this field, The Department of Architecture organizes a student architectural competition during the first semester 2021/2022 among students of the Faculty of Architecture and Planning in order to present a series of design and construction proposals for the rehabilitation of a house in the ancient heritage village of Al-Tuwaim. The objectives of competition are teaching students how to deal with urban heritage, Introducing students to the importance of reviving the urban heritage in Saudi Arabia, students' participation in realistic projects, contribute to the service

of the community, and developing sustainable architectural and construction solutions with building materials that preserve the identity and urban character of the town.

Community service is also introduced in various theoretical and technical courses through tasks and assignments. These assignments allow students to take an indirect role in providing services to local community while still learning and achieving the academic objectives of the courses. One example is computer drawing application course assignment where third year students have been asked to produce architectural working drawings of facilities belong to Alber association (https://www.alberlive.net). Students were able to practice software skills they have learned in class while providing a free service to local charity institution.

IAU and college of architecture and planning have great roles in community service. These roles can be summarized in the following agreements:

In 2020, the Institute of Consulting Studies on behalf of the College of Architecture IAU and Planning has signed an agreement with the Eastern Region Municipality in order to build a cooperative strategic partnership working to achieve the KSA 2030 vision and the National and Local transformation Program of 2020. This agreement aims at achieving cooperation between the Eastern Region Municipality and the IAU represented in the College of Architecture and Planning. The fields of cooperation include the followings:
- The scientific, environmental, development, cultural fields to achieve the partnership concepts in urban development at all levels e.g. urban design, urban planning, landscape architecture and testing material qualities.
- Exchanging advanced ideas and transferring these ideas into practical solutions and projects
- Publishing collaborative research in different community services.

Also, in 2020, the Institute of Consulting Studies and Services (ICS) on behalf of the College of Architecture IAU and Planning has signed an agreement with the Saudi Council of Engineers (SCE). The aim of this agreement is to achieve the vision of the Kingdom for public interest through the following activities:
- Coordination between the two parties to organize training courses and workshops,
- Adopting a mechanism to facilitate the procedures of giving the membership of the (SCE) to the graduates of the College of Architecture and Planning,
- Participation of the two parties to organize scientific conferences and seminars,
- Facilitating the access of the college graduates to the activities and programmes offered by the (SCE),
- Coordination between the ICS and SCE to prepare training and qualifying training programs especially for the college graduates,
- Investing in engineering education,

In March 2020, IAU has signed an agreement with Ministry of Municipal & Rural Affairs & Housing. The purpose of the agreement is to enhance the cooperation between the two parties in many fields:

- Developing environmentally friendly houses,
- Restoration of badly deteriorated houses,
- Preview and adoption housing units and residential buildings,

In 2019, the College of Architecture and Planning at IAU has signed an agreement with Hafr AlBaten Governorate for the purpose of improving the urban areas in Hafr Albaten Governorate. This developing will be applied through architectural students' projects under the supervision of specialized academic staff. The agreement included the participation of Hafr AlBaten local staff in the jury of the students' projects. On the other hand, Hafr AlBaten Governorate offers the logistic supports and simple financial prizes. These projects included in the agreement are urban design models, developing landmarks, and developing the urban pattern of the governorate. So, it involved the departments of Architecture, Urban and Regional Planning, and Landscape Architecture is determined. Examples of the intended projects are:

- Designing and planning of a residential area,
- Developing the central area of Hafr AlBaten Governorate,
- Designing of a public green area on Prince Naef Bin Abdulaziz Road.

As a result of this agreement, a group of staff and students visited Hafr AlBaten and three of the college students were granted prizes from the local authority.

In 2017, IAU and General Department of Traffic have shared in the design of **"Sharq women driving school" in** Imam Abdulrahman ibn Faisal University campus, Rayan, **Dammam**. Along with team of specialists, Lecturer. Yousif Alsaeed (Architecture program faculty) had been assigned to prepare precedents and consult with the decision-maker (President of IAU, Dr. Abdullah Alrubaish) whilst working on a detailed preliminary design proposal. This project included assessment of Abu Dhabi driving school and UAE experience as well as visiting Aramco driving school and negotiating with the officials of General Department of Traffic and associate regulators. https://www.spa.gov.sa/1822458

Fig 18. Sharq women driving school" in Imam Abdulrahman ibn Faisal University campus, Rayan

I.1.5 Long-Range Planning

In-line with the strategic priorities of IAU, College of Architecture and Planning has recognized the importance of developing and maintaining a quality management system to ensure its compliance with the national and international quality standards in the entire sphere of activity.

The main references that guided this process were Saudi Vision 2030, National Transformation Program 2020, Strategic plan for higher education (AFAAQ), IAU Strategic Plan, and the best practices from other similar national and international colleges.

The strategic plan has depended on achieving the following goals and objectives: -

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Goal 1: Ensure high quality knowledge and educational services, and state-of-the-art resources and facilities
Objectives:
    1.1 Review the existing programs and establish new programs in-line with the market needs
    1.2 Provide up-to-date learning resources, and state-of-the art laboratories and facilities, to meet the demands of all programs offered by the college
    1.3 Provide training opportunities for students to enhance creative thinking and to cope up with the professional challenges
    1.4 Provide students sufficient motivation and facilities for extracurricular activities.

Goal 2: Create a culture of research and design excellence, which drives innovation in science and professional practice
Objectives:
    2.1 Increase faculty participation in collaborative research projects.
    2.2 Increase emphasis on undergraduate student research.
    2.3 Identify new areas of research in which the college can develop competitive advantage.
    2.4 Develop new research opportunities for undergraduate and graduate students.
    2.5 Improve quality and number of publications of the faculty.

Goal 3: Expand and enhance collaborative engagement with community and strategic partnership with selected institutions.
Objectives:
    3.1 Develop and implement community-based learning activities and events.
    3.2 Establish a network of national and international advisory groups for the college and its departments.
    3.3 Enhance strategic partnerships with selected professionals and institutions, for effective community service.
    3.4 Establish alumni network to enhance their participation in college development.

Goal 4: Recruit and retain excellent faculty and staff to enhance positive contribution to the college's growth and development
Objectives:
    4.1 Review and improve the effectiveness of performance management systems for academic and general staff.
    4.2 Support faculty and staff with appropriate professional development opportunities and activities in national and international levels
    4.3 Develop and implement plan to recruit distinguished faculty and staff.
    4.4 Develop and implement policies to retain highly valued faculty and staff.
    4.5 Develop and implement policies and procedures for rewarding outstanding faculty through continuous assessment for faculty and staff performance.

Goal 5: Enhance the infrastructure, and train the faculty and graduates, to contribute for the achievement of a sustainable built environment
Objectives:

5.1 Provide faculty and students with sufficient information on the significance of sustainability in the built environment.

5.2 Provide training opportunities for faculty and students to plan, design and create a sustainable built environment.

Goal 6: **Develop and implement Quality Management and Risk Management systems.**
Objectives:

6.1 Develop quality management system to instill the culture of quality in all college activities.

6.2 Achieve and maintain accreditation of all programs at national and international levels.

6.3 Develop and implement robust risk management system.

Goal 7: **Develop and expand financial resources to support academic and administrative activities.**
Objectives:

7.1 Establish paid-programs and short courses in multi/inter-disciplinary specialties.

7.2 Establish strategic partnerships with selected professionals and institutions to expand financial resources.

7.3 Strengthen and enhance utilization of the Center for Architectural Studies and Research.

Goal 8: **Enhance the information technology, computer and software facilities.**
Objectives:

8.1 Meet the current and future needs of IT resources required to meet the demands of all the programs and research activities

8.2 Provide up-to-date software and computing facilities required to perform design, modeling and simulations in the domain of architecture and planning.

The most recent mandate, since the 2008 reorganization has been ' Sustainable Development,' in essence reaffirming the national and worldwide convergence of national goal and public policy to safeguard and nourish a livable environment for posterity. It is a reaffirmation uniquely different for Saudi Arabia, a resource-rich, energy surplus country. The college, in all its specialization and emphasis, has reoriented its academic goals with a new ethical value but with deep technical dimension. Though rhetorically 'good design' essentially should be and is 'sustainable' but now with a transformational message and conscious effort to incorporate measurable, performance-oriented, research-based environment-friendly physical development. The traditional Arab urban and house-form reaffirms the age-old wisdom and we face the challenging task of reinventing that design sensibility in our present context of affluence and consumption. The college, by making it the vision for the future, is metaphorically embarking on this journey of rediscovery of what was innate to all settlements in this desert region. Our curriculum has been reinforced by courses and design exercises, the college (all departments) are regularly organizing seminars, fieldwork and research to enrich this effort.

The college is developing a 'state of art' environmental studies laboratory in the new campus. Procurement of equipment is ongoing and will be operational as the college relocates there. Though there is, and always were labs for structure, building material, thermal, acoustic and other environmental studies and a trained staff to manage it, till now it was felt this learning was not discernible in design exercises. In brief, the environmental/technology and design operated in separate compartments with little interaction to inform and enrich each other. The new laboratories are interactive and will enable students to internalize the lab experience and make it an integral part of design decisions and process. The college current numbers of computer labs are four, invested the model-making lab with new equipment

and staff, a climate study station and in-process of installing a sky dome for climatic studies. Smart Boards are all classrooms and lecture halls, all spaces have Wi-Fi and LAN outlets and e-learning capability.

The College of Architecture was historically bilingual, in early years for obvious reasons, had a large expatriate, English speaking faculty. Most design studios, presentation and juries were in English. In the late 1990s as Saudi teaching staff returned from abroad replacing the expatriate faculties, Arabic became the preferred medium of instruction. The medium, Arabic and English is an intractable debate in most developing societies and there are real advantages and disadvantages with either position. Saudi secondary schools' students have specific hours of mandatory English instruction but do not acquire the necessary working competence by the time they enter the universities. To compensate, the college had a supporting department for English instruction. With the new university setup (Imam Abdulrahman Bin Faisal University) a conscious decision has been taken to make the college bilingual, with students working proficiency in technical English. English teaching has been taken out of standard classroom lecture to modern audio-visual language labs with logical course modules and out-sourced to specialized company on contract. This arrangement offers the college leverage, in specifying the exact requirements and evaluate the performance. College faculties met (2010) to review English competency and though it was felt much more is desired, did find a discernible improvement over previous years. The department takes this issue seriously as competence in English will open the horizon of our students, give them access to the exploding world of knowledge online, develop an understanding of the global discourse on design theory and practice, and free them from the narrow confines of studios and instructors. This interaction and access is not only essential in the' global village' we inhabit but will also stimulate and enrich the design discourse in the studios. In department of architecture, as a rule, design juries are held in English and though the students are required to present and defend their (graphically and orally) in English, it also shows how far we have to go to achieve a working level proficiency among our students. The department realizes this is a long-term goal and will pursue it with unwavering vigor.

As mentioned earlier, this college, against all odds, enrolled female students in a separate 'Department of Interior Design' from early 1980's. Today, with the support from the university and close cooperation from the Department of Architecture, it has grown into complete 'College of Design'. With the social transformation of the Saudi society and Royal patronage, female education has taken great strides, moving from Social Science and Liberal Arts to fields in Science and Technology. For a long time, the different departments of this college the graduate program (M. Arch.) is open to graduate students of Department of Interior and have benefitted from a steady stream of applicants from there. In fact, the first and only Ph.D. awarded by this college (department of Urban and Regional Planning) was a female graduate from the Department of Interior. The logical extension of this long association would be open a female section department of architecture, based on the same program and curriculum, sharing recourses and expertise but respectful of Saudi cultural values of privacy and gender separation. The department of architecture has finally launched the Ph.D. program, with 5 female candidates. The M. Arch. Program has now an additional track, 'Healthcare Facility Design' from current semester. With the gradual liberalization and social acceptance, the department feels encouraged that a department of architecture (female section) may become a reality, sooner than later.

As mentioned in section I.1.1 History and Mission, the college has gone through a deliberate and methodical revaluation and self-assessment every 10 years. While the time line is not deliberately set, managing ever increasingly inter-dependent programs will need periodic scrutiny and adjustment. The 3 original departmental programs (Architecture, Building Science and Urban Planning) have now grown to 5 with the addition of Landscape and Interior Architecture. The two new sister colleges (Design and

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Engineering) with a shared Preparatory Year, will lead to some reorganization at a later date and will call for another round of program assessment and revisions.

I.1.6 Assessment

Self-assessment and introspection is intrinsic to architectural education and historically developed on an instructor/student discourse and critique. The design studio is the centerpiece, a marketplace of ideas and critique by peers and colleagues, reinforced by theory courses and empirical fieldwork. Following the standard, internationally adopted format, the semester long design exercises are supervised by a set of instructors (usually a ratio of 1 instructor: 8 students) cumulatively evaluated through open review and jury. Projects are designed to encourage originality and exploration, and a set of instructors and reviewers, emphasizing that though architecture is response to a specific immediate problem, there is not a single, authorized solution. An inbuilt and perpetual self-criticism and assessment is central to the quality of instruction. This operates, not only in studio and design exercises, but also for the evaluation of the relevance and performance of the curriculum, student participation and, in essence, the program itself.

The college has developed strictly adhered to rules and customs regarding curriculum development and grading in all design studios. Each studio is assigned a set of instructors (one faculty as the coordinator) first to prepare the design project following the course description and, second, to present it in the department committee. This is reviewed, by all other faculties vis. a vis. its relevance and appropriateness, discussed, modified and/or approved. Meetings of the departmental committee are devoted to this exercise and held usually at the end of the preceding semester.

Each studio has several instructors chosen for their experience and expertise for each design studio. Students, during the life of the project, are rotated among the instructors, but the critique and grading is open, cumulative, and regularly posted. The final jury will have an external juror (especially in the senior years). This jury is formal and public, with specified rules on participation, presentation and grading weight. This is done in the main atrium, where student work is displayed openly, staggered over a week. The final grading is arrived through discussion and consensus, with a 70:30 weighting ratio between internal semester-long evaluation and the final external jury grade. The external jurors also have to submit a written report, which is then discussed and reviewed in the department committee. The studio coordinator has to respond to the issues raised in that report. The deliberation offers the departmental committee design instructors the opportunity to evaluate the semester work, its quality and depth, and to propose options and advice, if required. In short, the whole collegium is aware of design exercises in each studio and whether its pertinence and depth match the requirement of the program.

Courses (theory and design) & Instructors are anonymously graded by all the students in a prescribed format. This is done in the last week of the semester. A college staff member is assigned, and the results are tabulated and presented to the chairman. The chairman discretely reviews the results, makes a judgment on courses, instructor performance and takes action accordingly. This action can be some developments for the course or Instructor may be reward, reprimand or encouragement. The chairman holds private discussion with the faculty on issues raised in the survey and means to mitigate the adverse comments. It is understood that some courses are difficult, and some instructors are strict. The students' evaluation of the instructor is viewed in totality and as a guide to more effective course delivery. This is used for chairman's annual report on the faculty and used for promotion, increment in salary and award.

The college has been going through a methodical revaluation and self-assessment every 10 years and proposing changes and modification as thought necessary or proper. Though this may appear top-down,

it is a culmination of discrete and continuous assessment moving to the college-level, resulting in formal and legally binding adjustments. A typical five- year period is needed for a major reorganization to move through the program, with several additional years necessary for an accurate measure of original intentions and actual performance.

The department has a series of small working committees, each constituting an 'Emphasis Group' consisting of faculty members based on specialization and expertise, periodically review course description, its delivery, fair grading and other related issues of attendance, class discipline or violations, plagiarism issues. These are:

- Design Group: Coordinators of Design Studios, instructors of Design Method courses. The chairman coordinates this group.

- Architecture Education: Instructors specialized in the Architecture Education (Chaired by Dr. Mohamed Hapallas).

- History/Theory Group: Instructors of Architecture History and Theory courses (Chaired by Prof. Hani Al-Qahtani).

- Construction Group: Instructors of Construction courses, Contract documents and working drawings, Project management and Surveying courses. (Chaired by Prof. Alsudairi)

- Sustainable Design Group: Instructors of Environmental system courses (Chaired by Dr. Badran Alzenifeer).

- Digital Architecture, Fabrication and Presentation: Instructors of CAD, Modeling and presentation courses (Chaired by Dr. Mohamed Fakhry).

- Housing And Urban Development: Instructors of Housing and settlement, and urban design courses. (Chaired by Dr. Aymen Hashem).

One of the suggestions related to the self-assessment process is the revision of the curriculum and consider 4 years of studies in architecture by distributing the students to the five disciplines from the beginning of the second year. That will result in the increase of the study plan time for each separate discipline from 3 to 4 years. This suggestion was studied by internal committee (Initiated by Dr. Hazem Afify) and raised to the higher committee in the college to be studied.

The emphasis group committees have shared in putting some suggestions for the development of the architecture curriculum, as follow:

1. Modifying the course of contract documents and working drawings (ARCH 431) to be working drawings only and merging the part of contract documents to the course of Professional Practice (ARCH 512).

2. Revision the description of Environmental control system 2 (ARCH 322) to exclude the topics of building services and merging them to the course of working drawings (ARCH 431).

3. Adding new elective courses such as Urban development control, History of the city and Urban management.

Other than these committees, the chairman can and does, as need arise, form committees to investigate and propose remedial measures. Issues like moderating the exam questions and consistency in grading are investigated and reported to the chairman. There are many instances of the chairman, using his prerogative to address such issues. The recommendations are placed in the departmental committee, debated and if accepted, become part of the departmental practice or policy.

The University has other mandatory requirements. All faculty have to file, at the end of each semester, an "Annual Assessment Report," an intensive and detailed standardized form listing all their academic activities, teaching loads, research and publication, and other pertaining information. This is used by the university authorities to measure faculty (and college) performance, tenure etc.

Architecture department have started organizing alumni regular meetings since 2018. The main goal of these meetings was to absorb graduates' opinions, measure the fittings of their qualities into the market fields, and relating them to the graduates of other universities. Recently a survey has been formulated to assess educational objectives and outcomes. The head of the department of Architecture attends these meetings along with the dean of the college. Usually, these meetings go through a variety of topics such as, maintaining the network between architecture department graduates and faculty, discussions on design studios possibilities of improvements in term of practical market needs and society involvement, local and international competitions and awards. The alumni also get updated with the college latest achievements and be encouraged to use its facilities.

Graduate students of Architecture program are responding to program evaluation survey. The survey evaluates Instructors, courses, study materials, supporting facilities (including library, classrooms), adequate facilities, Field experience programs, student's development of investigation, working in groups, communication skills and learning experiences at this institution. The results of this questionnaire are tabulated and delivered to the college council and chairman to base actions upon accordingly. The results of this survey are high quality performance between the academic years of 2016 and 2021.

Faculty members of Architecture program meet weekly. The department chairman, with input from faculty, establish the meeting agendas, which address curriculum revision proposals, and accreditation preparations, etc. These discussions contribute to an ongoing process of self-assessment that influences the program development.

Part One (I), Section 2 – Resources

I.2.1 Human Resources and Human Resource Development

Social Equity and Diversity

Imam Abdulrahman Bin Faisal University is up till now a publicly funded university and by its charter, open to all Saudis on successful completion of 12 years of schooling. Admission is strictly based on merit; college-level students' receive a monthly stipend, subsidized food and board. IAU attracts students from all regions of Saudi Arabia and from other gulf countries on full Saudi government scholarship. Saudi society is homogeneous in ethnic, linguistic and cultural terms, without differentiating racial or ethnic seams. This socio-religious egalitarianism is the foundation of the common faith. There are of course regional and economic differentiations but this is mitigated by the fact that education, like health is universally accessible and completely free. University acceptance is on the basis of the applicant's merit and the entry threshold is sets by each institution.

The College of Architecture & Planning maintains a diversity policy among the instructors. Almost one-half of the instructors are expatriates from different countries and cultures. The university, recognizing the benefit of exposing students to a global range of ideas and options, offers incentives and benefits to attract foreign faculty.

Faculty/Staff
- University Total Faculty: in academic year 2021, Imam Abdulrahman Bin Faisal University currently includes 3,470 total faculties, categorized as follows:

  https://www.iau.edu.sa/en/about-us/uod-observatory/employee-demographics/employee-demographics

Imam Abdulrahman Bin Faisal University	1372 PhD
	1021 Masters
	184 Fellowship
	749 Bachelor
	3,470 Total Faculty

- Department of Architecture Faculty: The Department of Architecture currently (2022) has a strength of 28.

Professors	4
Associate Professor	3
Assistant professor	9
Lecturer	12

There are also 2 TAs (1 abroad on higher studies) and 6 lecturers on study leave.

Faculty Distribution among Departments (including abroad students) 2019/20 G (1440-41 H)

Department		Professor	Associate Professor	Assistant Professor	Lecturer	Teaching Assistant	Total
Architecture	Saudi	4	1	4	10	8	27
	Expatriate	0	2	5	3	0	10
Building Technology	Saudi	0	1	6	5	1	13
	Expatriate	2	3	3	5	0	13
Urban Planning	Saudi	3	1	2	6	4	16
	Expatriate	2	1	3	1	0	7
Landscape Architecture	Saudi	0	3	4	3	7	17
	Expatriate	0	0	2	2	0	4
Interior Architecture	Saudi	0	0	1	1	5	7
	Expatriate	0	2	0	1	0	3
Total	Saudi	7	6	17	25	25	80
	Expatriate	4	8	13	12	0	37

Source: Annual Report 1440-41H, Dean of the College of Architecture & Planning.

Faculty Distribution among Departments (including abroad students) 2020/21 G (1441-42 H)

Department		Professor	Associate Professor	Assistant Professor	Lecturer	Teaching Assistant	Total
Architecture	Saudi	4	1	4	12	6	27
	Expatriate	0	2	5	3	0	10
Building Technology	Saudi	0	1	5	9	0	15
	Expatriate	2	3	2	3	0	10
Urban Planning	Saudi	3	1	4	5	3	16
	Expatriate	2	1	3	1	0	7
Landscape Architecture	Saudi	0	2	4	5	5	16
	Expatriate	0	0	2	2	0	4
Interior Architecture	Saudi	0	0	1	3	6	10
	Expatriate	0	2	0	1	0	2
Total	Saudi	7	4	19	34	20	83
	Expatriate	4	8	12	10	0	34

Source: Annual Report 1441-42H, Dean of the College of Architecture & Planning.

Faculty Resources:

Faculties have access to funded research and bursary from **KACST** (**King Abdulaziz City for Science and Technology**). The teaching assistants and lecturers are automatically granted full scholarship for study abroad for the full duration of the program either through the KACST or IAU systems. **King Abdullah Scholarship Program** is open to all high scoring graduating students, teaching assistants and lecturers. The university encourages research and subsidizes travel and board for the faculties. This is requirement for faculty promotion and tenure and reviewed annually by the dean.

KACST (King Abdulaziz City for Science and Technology) believes that scientific research and technological developments are key components to further economic growth and national development in the Kingdom of Saudi Arabia. KACST Vision is to be a pioneer organization in science and technology by

supporting innovation and fostering scientific research to promote the industrial development in the Kingdom of Saudi Arabia. KACST invests in scientific research and technological advancements to serve national development in the Kingdom through the following objectives:

- Preparing a national plan for science, technology and innovation, the National Industrial Development and Logistics Program (NIDLP) and scientific support services for universities and research centers.

- Providing the Internet service through the Saudi Research and Innovation Network (Maeen), technical services, electronic and security archiving.

- Implementing research and development projects in 15 vital sectors that contribute to economic growth and sustainability.

- Supporting and developing industrial innovation centers program and enhancing the work of business incubators, accelerators, and the Industry 4.0 program.

- Providing support for scientific research and technological development.

- Conducting applied scientific research and technological development.

- Coordinating national activities in the fields of science, technology, and innovation.

- Strengthening local and international partnerships for technology transfer, localization, and development.

- Providing consultations, services, and innovative solutions.

- Investing in technology development and its commercial processes.
    https://www.kacst.edu.sa

IAU has a strong policy to offer development opportunities for its human resources. To accomplish this policy, IAU offers a variety of technical, financial and institutional tools. For example, IAU grants sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings. Almost all IAU Deanships play important roles in this regard to remain the faculty members current in their knowledge of the changing demands of practice and license.

The Deanship of Scientific Research at Imam Abdul Rahman Bin Faisal University is dedicated to expanding and reinforcing its commitment to research, creative activity and intellectual curiosity. The Deanship expects faculty and staff to continue their professional development through active participation in research and other scholarly pursuits. The Deanship of Scientific Research is committed to providing the optimum environment to carry out innovative research and realize new discoveries across a broad spectrum of disciplines.
https://www.iau.edu.sa/sites/default/files/resources/users_guide2llmwq-compressed.pdf

The Deanship of Library Affairs at Imam Abdul Rahman Bin Faisal University has a distinguished collection of both printed and electronic resources to support our faculty, researchers, undergraduate and graduate students. This is in line with both the vision and mission of the Deanship of Library Affairs in its endeavor to fulfill the principles of the collection development policy in order to support all university programs and research. The Deanship of Library Affairs offers the academic materials that support all learning endeavors by utilizing the following tools i.e. E-Resources, Summon, Library catalog-OPAC, and Institutional

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repository. Moreover, the Deanship of Library Affairs formulates training programs for all IAU staff and students.
https://www.iau.edu.sa/en/administration/deanships/deanship-of-library-affairs

In light of the vision of Imam Abdulrahman Bin Faisal University and its mission, the Deanship of Academic Development plays a key role in raising the efficiency of the performance of the inputs and outputs of the university educational system. Through six major initiatives and more than 20 programs, the Deanship has provided services to thousands of beneficiaries both inside and outside of the university in order to meet the requirements of education development and the urgent needs of the academic community. These efforts aim to improve the University teaching and learning practices in accordance with the National Qualifications Framework and the National Commission for Academic Accreditation and Assessment, leading to the empowerment of faculty members and the expansion of opportunities for student learning and participation. In addition, the Deanship seeks to spread a culture of development and continues learning in both the university community and the local community. One of the main goals of Deanship is Innovate and deliver academic programs and activities to improve faculty competencies and achieve high-quality teaching and learning experiences in the colleges.
https://www.iau.edu.sa/en/administration/deanships/deanship-of-academic-development

The Deanship of E-Learning and Distance Learning does its best to provide students, teachers, and entrepreneurs with the latest technologies that allow them to exchange information in smart interactive ways, to enables them to comprehend and cover different fields of knowledge and science. It also contributes mainly to seamlessly integrate technology into the daily practices of teaching and learning, and to participate effectively in creating a stimulating and productive environment for learning. One of the main goals of the Deanship is to promote integration and awareness, training, and support services for all stakeholders.
https://www.iau.edu.sa/en/administration/deanships/deanship-of-e-learning-and-distance-learning

The main task of Deanship of Information and Communication Technology is to contribute, support and develop the various technical processes used at Imam Abdulrahman Bin Faisal University as well as promote and support research in the University through the use of modern technology. The Information and Communication Technology Deanship provides all university employees with the essential services and latest tools and equipment that meet their technology needs. The mission of the Office of the Dean of Communication and Information Technology is to provide technological support and expertise for all academic departments and administrative offices in the University. One of the main goals of the Deanship is to ensure continuity and availability of the systems and devices 24 hours a day. It also aims at providing technical support services for the stakeholders of the University.
https://www.iau.edu.sa/en/administration/deanships/deanship-of-information-and-communication-technology

Faculty Time Management: All faculties have to post an approved work schedule of minimum 40 hours on their office door. This includes course load, office and committee work, student advising etc. Every faculty is assigned about 6 students whose progress he has to monitor and advise in matters of performance, attendance, course prerequisites, etc.

The convention has been for theory courses (3 contact hours) has 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.

Timetable for First Semester 1441/1442H - 2020/2021

Imam Abdulrahman bin Faisal University
College of architecture and planning
Department of Architecture   Minor: ………………………….

Name: Rank: Nationality: ID No.:

National ID/ Iqama No.:   Office No.:   Phone No. :
Email: Mobile:

Week	Working Hours													
Days	8:00-8:50	9:00-9:50	10:00-10:50	11:00-11:50	12:00-13:00	13:00-13:50	14:00-14:50	15:00-15:50	16:00-16:50	17:00-17:50	18:00-18:50	19:00-19:50	20:00-20:50
Sunday	Design Studio 9					Design Studio 9		Community service	Students' Advisory				
	STU-208					STU-208		AD-343	AD-343	Room No.	Room No.	Room No.	Room No.
Monday	Design Studio 3					Research	Research	Research	Research				
	STU-107					Library	Library	Library	Library	Room No.	Room No.	Room No.	Room No.
Tuesday	Office Hour		Department meeting			Building Information Modeling		Course Preparation	Office Houre				
	AD-343		Arch. Meeting Room			316		AD-343	AD-343	Room No.	Room No.	Room No.	Room No.
Wednsday	Design Studio 9					Design Studio 9		Quality Committee					
	STU-208					STU-208		AD-343		Room No.	Room No.	Room No.	Room No.
Thursday	Design Studio 3					Contract Doc.s & Working Drawings		Course Preparation	Course Preparation				
	STU-107					302		AD-343	AD-343	Room No.	Room No.	Room No.	Room No.

Activities	Hours
Contact Hours	24
Course(s) Preparation	3
Office Hours	3
Boards' Meetings	2
Students' Advisory	1
Research	4
Adminstation Committees (named): Quality Committee (NAAB)	2
Community Service	1
University Adminstrative Position	0
Total	40 /40

Course Name	Course No.	Graduate/ Ugraduate	Credit Hours	Contact hours	Teaching Load	number of students
Design Studio 9	ARCH 501	U. graduate	6	12	9	36
Building Info. Model.	BSTC 351	U. graduate	2	2	2	23
Contact Documents	ARCH 431	U. graduate	3	2	2	29
Design Studio 3	ARCH 201	U. graduate	4	8	6	55
Total			15	24	19	143

instructor   Chairman   Vice Dean for Academic Affairs

………………………   ………………………   …………………………..

Example: Faculty Timesheet for weekly workload posted on the door of faculty office.

Faculty Promotion: The requirements for the promotion of faculty as set by the ministry of Education (MOE), and they are uniformly applicable for all publicly funded institutions of higher learning. Each university has some leeway, and the Search and Recruitment Committee has autonomy in making appointments, but these must be approved by the MOE. There is greater flexibility in appointments of expatriate faculty, as they are employed on a yearly contract. Saudi positions are tenure appointments.

The following minimum qualifications are required for all professorial ranks of Imam Abdulrahman Bin Faisal University faculty. For research, the minimum qualifications are determined on the basis of a specific number of "units". A scholarly work is to be counted as "1 unit" if it is single authored; "1/2 unit" if it has two authors. If the research was carried out by more than two individuals, it will be regarded as "1/2 unit" for the principal author and "1/4 unit" for each of the others. If another collective work is considered for promotion, then it will count as "1/4 unit" for each researcher.

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.

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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 novelties that have patents from recognized patent agencies approved by the Scientific Council.

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.

1. 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. 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

2. 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. 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 Board). 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 must also be ascertained that material submitted for consideration is not exactly extracted from the candidate's MS-thesis, Ph.D.-dissertation or previous publications.

3. Professor

Eight or more years of successful teaching and research work at a recognized University subsequent to attaining the requisite degree are required. 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. In promotion to this rank, contributions in teaching and service are important, however, the main emphasis is on research and scholarly achievements. Thus all candidates to this rank must demonstrate that their research achievements have had a recognized impact on the advancement

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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. 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 must be ascertained that material submitted for consideration must have been published or accepted-for-publication in more than one publication channel and not all channels are associated with one single university or a single society. It must also be ascertained that material submitted for consideration is not exactly extracted from the candidate's M.S.-thesis, Ph.D.-dissertation, or previous publications.

Sabbatical Leave Policy: The Saudi faculty members have tenured appointments, in line with service conditions of tenured positions in other universities. They can, after minimum 6 years of service can apply for a year of sabbatical. They can also get unpaid leave, both with the consent and convenience of the college and university authority. In fact many Saudi faculties take such leave, either to serve as advisor/expert to different governmental agencies or gain professional experience working in the field. At any time few are on such leave, shown 'on deputation' in the faculty list. Expatriate faculties are employed on a renewable annual contract, in their case sabbatical leave is inapplicable but 'unpaid leave' either for academic or personal grounds is granted. However, it is subject to the departmental scrutiny on the merit of the request.

Health Insurance: All Faculty members can get free health and hospital care, free prescription drug and medication at nearby King Fahd Teaching Hospital. The university will hand over the present facility to government Health Ministry when it relocates to the new University Hospital, now under construction within the university campus.

Studio and Lab Availability: The University's design studios & labs are available 24 hours for students.

Teaching Assistantships: TAs participate in research under faculty supervision. TAs are much sought after by faculties, first as research assistant working on his research or paper for publication. This may lead to supervision of a graduate thesis at a later date.

I.2.2 Physical Resources

A. Description of Facilities: The new College of Architecture & Planning of Imam Abdulrahman Bin Faisal University was constructed (following authorization to proceed with the new campus by the Ministry of Higher Education) during 2009-2013 and was occupied in October 2013. The campus is located on the east side of Coastal Road (King Faisal Road) in the city of Dammam, directly across from the highway from the old campus. The College of Architecture & Planning building is located just within the main entrance to the new campus (see campus map), and it is conveniently positioned near other facilities that will be used by faculty, staff, and students, including the Library, Administration Building, and Mosque. These four buildings define a central quadrangle with a large plaza and fountain.

The new building is also adjacent to parking (including a substantial quantity of shaded spaces), and the student center and food services building. The new campus extends to the east on a large man-made peninsula to the Arabian Gulf. The eastern portion of the peninsula includes athletic facilities (with a large outdoor stadium) and student residences.

The three-story building houses all five departments within the College of Architecture & Planning, with the Department of Architecture assigned the largest portion of this space. Spaces assigned in common

to all departments include Administration, the Lecture Hall, a small Café, Shop space, Research Labs, and various support spaces.

The college building has spaces and capabilities that have enhanced the program. This includes ubiquitous internet and power/data connectivity, improved studio and classroom space, and lab space to support an expanding research program.
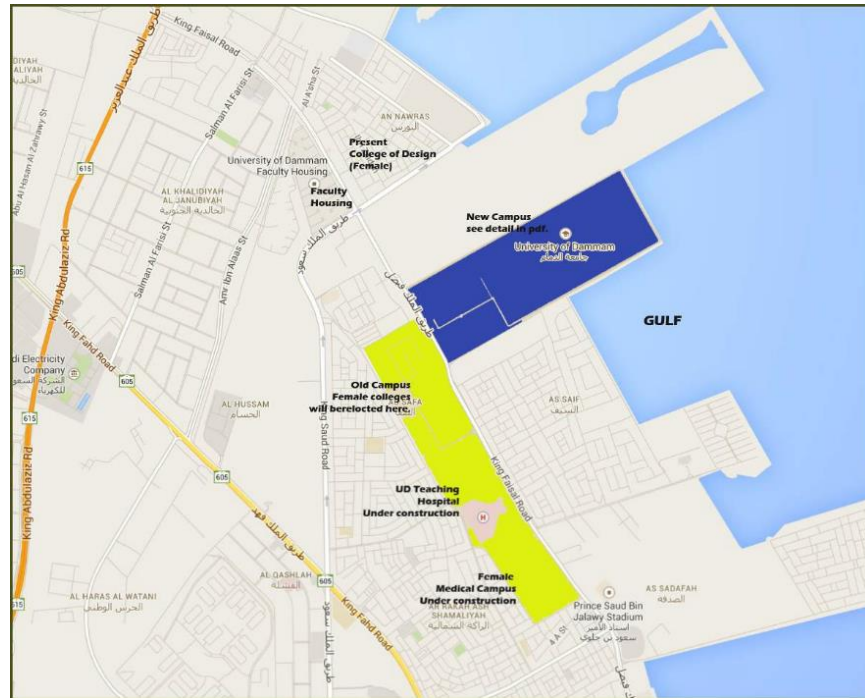
Fig 19. Old and New campuses, Imam Abdulrahman Bin Faisal University

MASTER PLAN
IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY

Fig 20. New campus showing the College of Architecture and Planning.

B. 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:

	INTERIOR DEPARTMENT		LANDSCAPE DEPAETMENT		URBAN & REGIONAL PLAN.		BUILIDING SCINCE DEPARTMENT
E	FAB LAB M2	I	DESIGN STUDIO 1st YEAR 220 M2	M	DESIGN STUDIO 1st YEAR 165 M2	R	DESIGN STUDIO 1st YEAR 220 M2
F	DESIGN STUDIO 2nd YEAR 155 M2	J	DESIGN STUDIO 2nd YEAR 155 M2	N	DESIGN STUDIO 2nd YEAR 160 M2	S	COMPUTER RESEARCH ROOM 40 M2
G	COMPUTER RESEARCH ROOM 55 M2	K	COMPUTER RESEARCH ROOM 50 M2	O	COMPUTER RESEARCH ROOM 40 M2	T	MATERIAL LAB 100 M2
H	MECHANICAL ROOM 55 M2	L	MATERIAL LAB 65 M2	P	CARTOGRAPHY LAB 85 M2	U	LIGHTING 78 M2
R1	WORKSHOP 120 M2			Q	MODEL SHOP 35 M2	V	STRUCTURAL LAB 100 M2
						W	ACOUSTICS 55 M2

Fig 21. College of Architecture & Planning: Ground Floor Plan (not to scale)

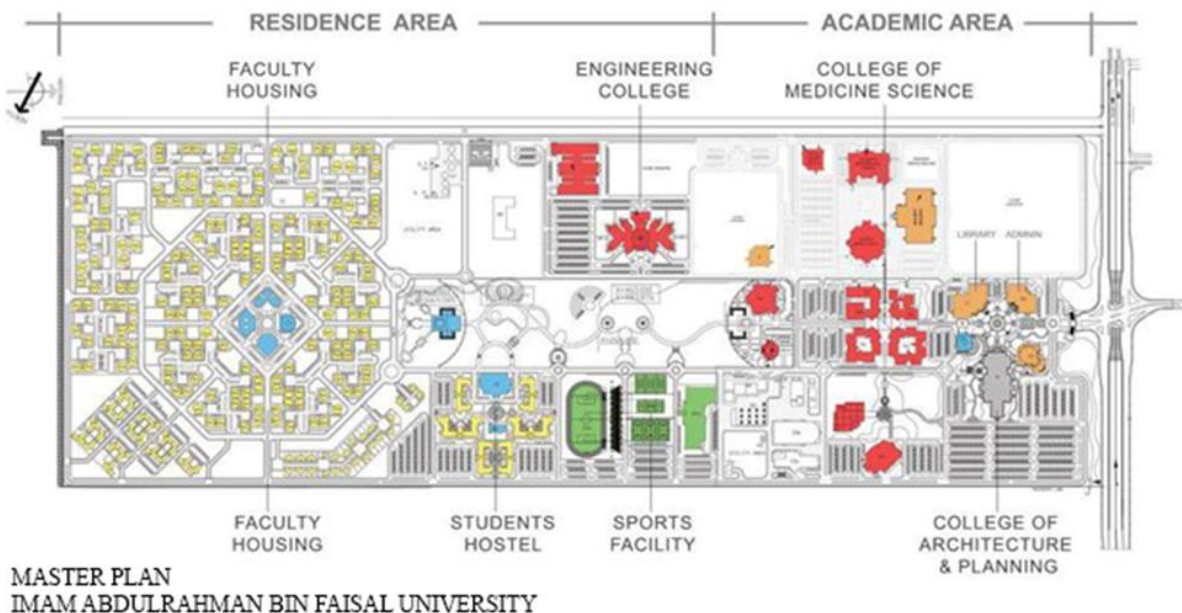|	INTERIOR DEPARTMENT		LANDSCAPE DEPAETMENT		URBAN & REGIONAL PLAN.		BUILIDING SCINCE DEPARTMENT
F	DESIGN STUDIO 3rd YEAR 175 M2	I	DESIGN STUDIO 3rd YEAR 175 M2	M	DESIGN STUDIO 3rd YEAR 175 M2	P	DESIGN STUDIO 3rd YEAR 175 M2
G	DESIGN STUDIO 4th YEAR 155 M2	J	DESIGN STUDIO 4th YEAR 155 M2	N	DESIGN STUDIO 4th YEAR 155 M2	Q	DESIGN STUDIO 4th YEAR 155 M2
H	DESIGN STUDIO 5th YEAR 135 M2	K	DESIGN STUDIO 5th YEAR 135 M2	O	DESIGN STUDIO 5th YEAR 135 M2	R	DESIGN STUDIO 5th YEAR 135 M2
R1	MECHANICAL ROOM 95 M2	L	MECHANICAL ROOM 95 M2				

Fig 22. College of Architecture & Planning: First Floor Plan (not to scale)

	INTERIOR DEPARTMENT		ARCHITECTURE DEPARTMENT		LANDSCAPE DEPAETMENT		URBAN & REGIONAL PLAN.		BUILIDING Tech. DEPARTMENT
A	CHAIRMAN 14 M2	E	CHAIRMAN 14 M2	I	CHAIRMAN 14 M2	M	CHAIRMAN 14 M2	R	CHAIRMAN 14 M2
B	SECRETARY 10 M2	F	SECRETARY 10 M2	J	SECRETARY 10 M2	N	SECRETARY 10 M2	S	SECRETARY 10 M2
C	FACULITY OFFICE	G	FACULITY OFFICE	K	FACULITY OFFICE	O	FACULITY OFFICE	T	FACULITY OFFICE
D	CONFERENCE ROOM 50 M2	H	CONFERENCE ROOM 65 M2	L	CONFERENCE ROOM 46 M2	P	CONFERENCE ROOM 65 M2	U	CONFERENCE ROOM 65 M2
		W	FACULITY LOUNGE			Q	MECHANICAL ROOM 95 M2		
		R1	MECHANICAL ROOM 95 M2						

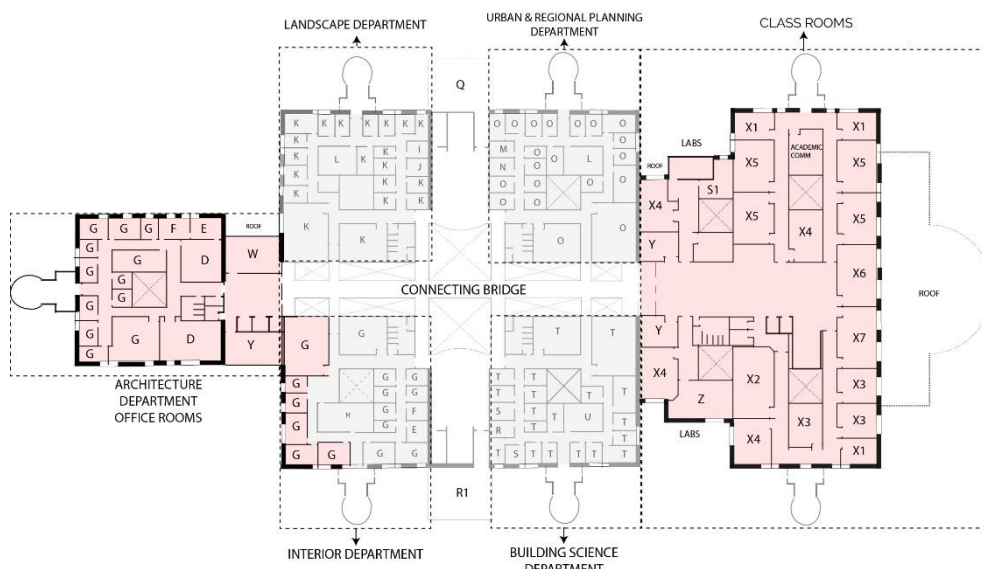|	LECTURES		GENERAL ADMIN.
X1	CLASS 24 SEATS	S1	STORE 28 M2
X2	CLASS 33 SEATS	Y	MECHANICAL ROOM 32 M2
X3	CLASS 40 SEATS	Z	COMPUTER LAB 23 SEATS
X4	CLASS 48 SEATS		
X5	CLASS 56 SEATS		
X6	CLASS 69 SEATS		
X7	CLASS 69 SEATS		

Fig 23. College of Architecture & Planning: Second Floor Plan (not to scale)

C. Space Tabulations:
C1: List of Facilities on the Ground Floor:
Total Area: 1524 m2

St no	Facilities	Area (m^2)
1	Design Studio (2nd year)	169
2	U-FAB LAB	200
3	Design Studio (5th year)	200
4	Design Studio (4th year)	170

5	Computer research room	51.8
6	Computer research room	38.5
7	Computer research room	38.5
8	Computer research room	99.6
9	Material lab	66.5
10	Simulation lab	81.4
12	Lighting lab	84.5
13	Cartography lab	81
14	Acoustics lab	55.2
15	Structural lab	91.5
16	Auditorium	324

C2: List of Facilities on the First Floor:

Total Area: 863 m2

St no	Facilities	Area (m2)
1	Design Studio (3rd year)	105
2	Design Studio (3rd year)	173
3	Design Studio (3rd year)	136.5
4	Multipurpose hall	134
5	Multipurpose hall	177
6	Computer lab	46 seats
7	Computer lab	60 seats
8	Computer lab	32 seats

C3: List of Facilities on the Second Floor:

Total Area: 433 m2   Total Classes: 20   Total Seats: 878

St no	Facilities	Area (m2)
1	Meeting Room	50
2	Sharing office area	72.3
3	Sharing office area	72.3
4	4Office room (one user)	76.8 (19.2)

St no	Facilities	SEATS
1	3 class	24
2	4 class	40
3	4 class	56
4	2 class	48
5	2 class	23
6	1 class	69
7	1 class	80
8	1 class	33
9	6 Office room (2users)	120 (20)
10	1 class	47

D. Digital Technology and Audio-Visual Resources: The new College of Architecture & Planning Building is fully IT capable, with wireless access throughout and 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:

- Smart Board
- Projector
- Overhead Projector
- PC

There is a single lecture hall, provided with:

- PS
- Projector
- Overhead projector

Computer Resources: Computer Graphics labs are equipped with a CAT 6 network throughout the building tied to campus via fiber optic cables. Students have access to the internet wireless on their own devices in the library, design studios, and the Computer Graphics Labs.

List of Resources Available to Students in the College of Architecture & Planning:

Computer Graphics Labs:

1- Lab No. 106 contains 32 Dell desktop workstations (Optiplex 7010).
2- Lab No. 105 contains 55 Dell monitors (Virtual desktop infrastructure).
3- Lab No. 111 contains 37 Dell monitors (Virtual desktop infrastructure).
4- Lab No. 112 contains 31 Dell monitors (Virtual desktop infrastructure).

Every Lab is equipped with one wire-network.

Printing Shop: The printing shop serves all the College departments. It contains the following resources:

- Two Epson printer Surecolor P20000 - 60 inches.
- Two Epson printer stylus PRO 11880 - 60 inches.
- One HP color LaserJet CP5225 - Size A3.
- One HP LaserJet P3005x - Size A4.
- One HP color laser printer – Size A3.
- One Rowe printer with Scanner leaser eco print i4 – Size A0.

Software in the Computer Graphics Labs

- Microsoft Windows. Microsoft Office.
- Autodesk Education Master Suite including Revit Architecture 2020, AutoCAD 2020, 3D Studio, 3ds Max 2020, and Navisworks Simulate.
- SketchUp Pro 2021, Style Builder, and LayOut.
- Rhino 7.
- Adobe products including Photoshop, Acrobat, and Reader
- Esri Arc Gis 10.

Besides having Computer, Material, Model & Structural labs. The Architecture department is supported by several new labs, located in a cluster on the west side of the Ground Floor in space assigned to Common Facilities and Building Science (except for the Solar Monitoring Station):

Imam Abdulrahman Bin Faisal

University

Faculty of Architecture and Planning

Department of Architecture

Bachelor of Architecture

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- Materials Lab
- Acoustical Lab
- Lighting Lab
- Thermal Lab
- Structural Lab
- Solar Monitoring Station
- U-FAB LAB

The Fabrication Lab, which currently supplied with the following equipment:

- 3D printers: 5
- Laser Cutters: 4
- (CNC) machine tools (computer controlled).
- Robotic waterjet and robotic 6-Axis Mill.

The main goal of the model fabrication unit is to enhance the students' ability to produce professional, accurate architectural models. The four laser cutting machines benefit 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 SketchUp, 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.2.3 Financial Resources

Almost all universities in the Kingdom of Saudi Arabia are public and funded by the state. In recent years, a handful of private universities, with concentration in Arts and Humanities, Business administration and Finance have been established. The National Universities (e.g. IAU, KSU, KFUPM, KAU, etc.) have allocations in the national annual budget.

The Ministry of Education no longer makes available separate financial allocation data for individual universities within the Kingdom of Saudi Arabia. Therefore, the information included below is the most recent available about the education budget from 2017.

Year	Education sector budget
2017	200 Billion SAR (approx. 53.19 Billion USD)
2018	192 Billion SAR (approx. 51.06 Billion USD)
2019	192.82 Billion SAR (approx. 51.28 Billion USD)
2020	193 Billion SAR (approx. 51.33 Billion USD)
2021	185 Billion SAR (approx. 49.31 Billion USD)

Reference: Ministry of finance https://www.mof.gov.sa/en/financialreport/Pages/default.aspx

The 2020 national plan is an extension of previous developmental plans. Education and healthcare remain the priority of the Kingdom's budget, accounting for 35.3 percent of total spending. Education continued to receive the largest share of the budget at 18.9 percent of total spending, considered among the highest in the world, while health and social affairs received 16.4 percent of the expenditure.

The New Universities System

Recently in 2019, The Saudi Council of Ministers approved the new universities law in response to the new direction the Kingdom is taking to develop its institutions, systems, and mechanisms of work. This new mechanism that helps in the development of universities and management of their resources as well, and the adoption of this law will definitely give a great opportunity to enhance the Kingdom's scientific, research and community status at the regional and international level.

Autonomy is one of the most important features of this system, as this law will achieve the disciplined autonomy of universities in a way that enables them to build their academic, financial, and administrative regulations, according to public policies approved by the state through the proposed University Affairs Council.

With regard to financial resources, the new system will reduce the operating costs of universities, will lead them to find new sources of funding, and reduce their dependence on the state budget, through endowment programs, and will also allow the universities to establish investment companies to develop their financial resources.

The budget of each university will be approved through an innovative financing system approved by its board of trustees in addition to the university providing additional funding opportunities to cover its financial needs. The General Auditing Bureau will be responsible for the supervision of public companies and institutions.

The Council of Universities Affairs will approve the general, financial and administrative regulations of the universities, and the universities, through their boards of trustees, will establish their executive rules, which will contribute to achieving the disciplined autonomy of universities.

The Autonomy of Imam Abdulrahman Bin Faisal University

The new Universities Law will apply to Imam Abdulrahman Bin Faisal University and two other universities (King Saud University, King Abdulaziz University). So, the three universities would enjoy disciplined autonomy in framing their academic, financial, and administrative regulations.

A committee had been constituted on March 25 to review, examine, and evaluate the readiness of universities in this regard. The committee made the choice of the three universities after they had secured the highest percentage of approved standards and indexes, and after thoroughly examining and assessing the merits of all the universities.

https://saudigazette.com.sa/article/595568

I.2.4 Information Resources

At the heart of the New Campus of Imam Abdulrahman Bin Faisal University, Central Library is a new Purpose-built three-story building that contains the deanship of library affairs. It serves all faculty and students of the University in addition to local community. Located near the campus entrance and on the main quad, approximately a three-minute walk from the new College of Architecture & Planning Building. Library services can be accessed through the portal on the university's website: http://www.IAU.edu.sa/en/administration/deanships/deanship-of-library-affairs

Fig 24. New Central Library

Collection

This library currently holds 82,101 Print items, 372 Databases covering 134,045 e-Journal, and 638,974 e-books, 6811422 Thesis and Dissertations, 5439 Videos. Annually subscribes to 43 Printed Journals and the back issues of the printed journals are preserved for research and consultation. Imam Abdulrahman bin Faisal University's graduate and post-graduate theses collection are also shelved in this library. Special Collection and Govt. The publications section is also managed in the library.

Imam Abdulrahman Bin Faisal University as has access to the Art Store Digital Library, which serves educators, scholars, curators, librarians, and students at more than 1,400 universities, community colleges, museums, libraries, and K-12 schools in 46 countries worldwide. Collections are used for teaching and study in a wide range of subject areas including: art, architecture, music, religion, anthropology, literature, world history, American Studies, Asian Studies, Classical Studies, Medieval Studies, Renaissance Studies, and more.

Library Services

There are a range of services offered by deanship of library affairs to Imam Abdulrahman Bin Faisal university (IAU) user community within and outside the campus. These services are offered at central library main campus which primarily served the college of Architecture & planning user community as well other colleges in the main campus:

- User-friendly study hours during regular teaching period and examinations throughout the academic year.

- Books circulation and reservation services through circulation desk and/or self-check-in & check-out.

- Online reservation/ renewal and Inter library loan (ILL) request link

- Interlibrary loan facility within IAU libraries.

- Physical to virtual reference services i.e. one on one, online chat, email.

- Online Public Access Library Catalog (OPAC) for searching

- Electronic resources search via e-resource portal.

- Orientations and training programs for freshman and for new users.

- Research support through Information Learning & Research Commons (ILRC) programs and librarian liaisons.

- University special events support services i.e. seminar rooms & grand seminar hall etc.

- Computer labs, Wi-Fi, assistance in device connectivity, smart boards for teaching and collaborative learning.

- Group study rooms for academic presentation and research purposes.

- Free scanning facility on each floor subject to Kingdom & international copy rights laws.

- Paid print/photocopy self-services on each floor.

- Book drop facility during off times.

- Current awareness services via IAU libraries online catalog.

ICT equipment and software support available at the central library

ICT Facilities	Ground Floor	1st Floor	2nd Floor
General use computers	53	-	103
OPACs	6	3	1
OPAC Special Needs	2	1	-
Self-checkout machine	1	2	1
Interactive map	1	1	-
Scanner	1	1	-
Black & white photocopy come printer	1	1	1
Color photocopy come printer	-	1	-
Podium / Projector	1	-	5
Video conference facility	-	-	1
Wireless Projector	2	-	-

Software Available via VM Ware:
- Adobe Dreamweaver
- Adobe Flash Professional
- Adobe Photoshop
- Adobe Reader
- AutoCAD
- Microsoft Office
- Microsoft Visio and MS-Project professional.
- Real Player

- SPSS

Print and Electronic Collection

Subject wise description of E-Resources			
S# No.	**Subject**	**E-Books**	**E-Journals**
1	Architecture	1415	197
2	Arts & Crafts	106	45
3	Fine Arts – General	498	100
4	Gardens, Landscape Architecture & Parks	179	32
5	Decorative Arts, Interior Design & Decoration	253	75
6	Drawing, Design & Illustration	171	11
7	Photography	453	56
8	Visual Arts – General	1073	227
9	Painting	307	4
10	Sculpture	89	2
11	Print Media	63	-

Subject wise description of print-resources			
S# No.	**Subject**	**Books**	**Journals**
1	Visual Arts	483	All recommended journals are accessible online
2	Architecture	3979	
3	Sculpture	27	
4	Drawing, Design, and Illustration	276	
5	Painting	155	
6	Print Media	27	
7	Decorative Arts, Interior Design & Decoration	952	
8	Arts in General	48	
9	Gardens, Landscape Architecture & Parks	894	
10	Urban & Regional Planning	1063	
11	Photography	180	
12	Building Engineering and Construction	1556	
13	Civil Engineering (General)	1974	

Titles sent to acquisition department for purchase during last two years		
Year	Number of Titles	Status
2019	123	Ordered
2020	136	Ordered

Access to following relevant databases in Architecture is available on / off campus.

SNO	Database Name	Provider
1.	Art & Architecture Complete	EBSCO
2.	Al Kashaf	Dar Al-Mandumah
3	Al Manhal Journals	Al-Manhal
4	Arab World Research Source	EBSCO
5	eBook Central	ProQuest
6	Emerald insight	Emerald
7	Arts & Humanities Database	ProQuest
8	ProQuest Central	ProQuest
9	ProQuest Dissertations & Theses Global	ProQuest
10	Sage Journals	Sage
11	Sage Knowledge	Sage
12	Science Direct Journals	Elsevier
13	Science Direct e-Books	Elsevier
14	Springer link eBook	Springer
15	Taylor & Francis E-book	Taylor and Francis
16	Taylor & Francis E-Journals	Taylor and Francis
17	Technology Collection	ProQuest
18	Wiley online library e-books	Wiley
19	Wiley online library e-journals	Wiley
20	Zad Books; Zad Dissertations	AskZad
21	American Doctoral Dissertations	EBSCO
22	Academic Search Complete	EBSCO
23	Academic Search Ultimate	EBSCO
24	American Doctoral Dissertations	
25	Open Dissertations	EBSCO
26	Applied Science & Technology Source	EBSCO
27	Applied Science & Technology Full text	EBSCO
28	eBook Arabic Collection	EBSCO
29	Emerald Case Studies	Emerald

The Library Provides a documentation room service called "IAU Institutional Repository" consisting of document types such as IAU affiliated research articles; Masters & PhD theses; Research Journals and Books published by IAU; and Conferences. The content / information included in this repository is bilingual in nature (Arabic and English).

The deanship of library affairs provides a book lending facility where faculty members as well as students can borrow the books as per the set circulation policy. In addition, the deanship offers training to students and faculty on information literacy and research methodology under the umbrella of Information learning and Research Commons (ILRC) department.

I.2.5 Administrative Structure and Governance

Imam Abdulrahman Bin Faisal University came into being in 2010 when King Faisal University, founded in 1975 by Royal Decree, was separated into two independent universities. Today, Imam Abdulrahman Bin Faisal University covers six cities: Dammam, Jubail, Khafji, Khobar, Nu'Airiya and Qatif.The university consists of 22 colleges,165 specialization, 30018 students, 3470 faculty and 4765 staff members. https://www.iau.edu.sa/en/about-us/university-observatory

In 2014, the governance of the university is under the auspices of the University Council, which assumes responsibilities for the operation of the scientific, administrative and financial affairs, and application of the General Polices of the University in accordance with its Rules & By-Laws. The Council consists of the Minster of Higher Education, who serves as chair, and the University President (Rector) as Vice Chairman. Members include the General Secretary of the Higher Education Council, the Vice Presidents of the university, and the deans of the colleges and supporting deanships.

The overall governance structure for Imam Abdulrahman Bin Faisal University followed the organization below:
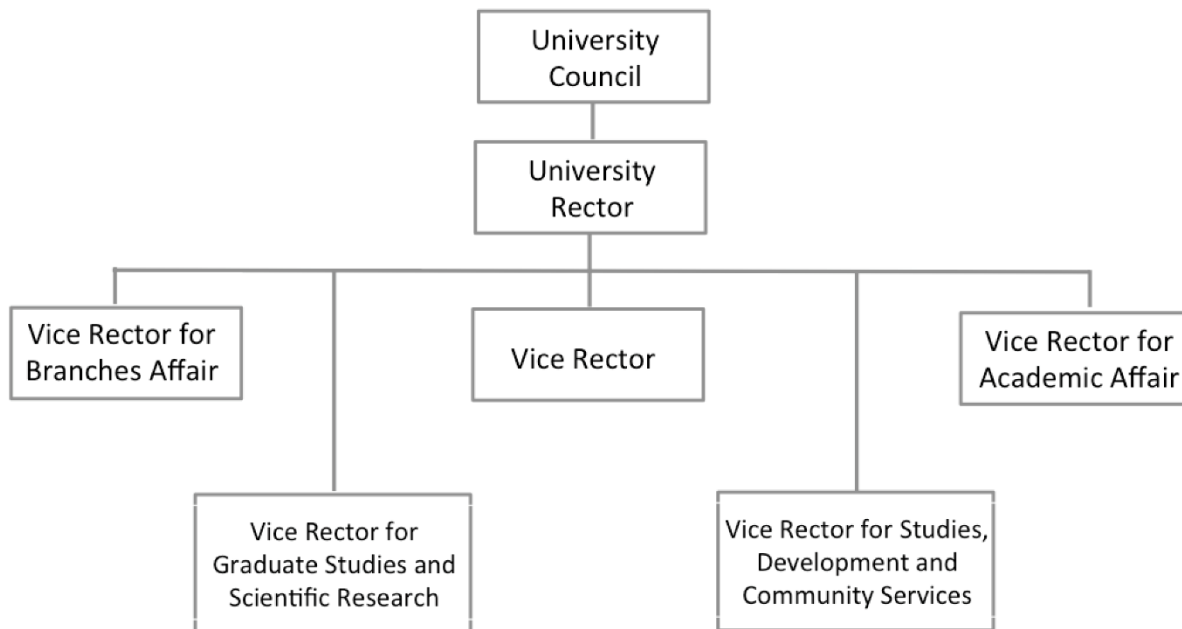
As dean of one of the 10 colleges at the Dammam campus of the university, the Dean of the College of Architecture & Planning sits as a member of the University Council. The College of Architecture & Planning fall under the auspices of the University Deputy of Academic Affairs, who reports to the Vice Rector of Academic Affairs.

Organizational Structure of University Deputy
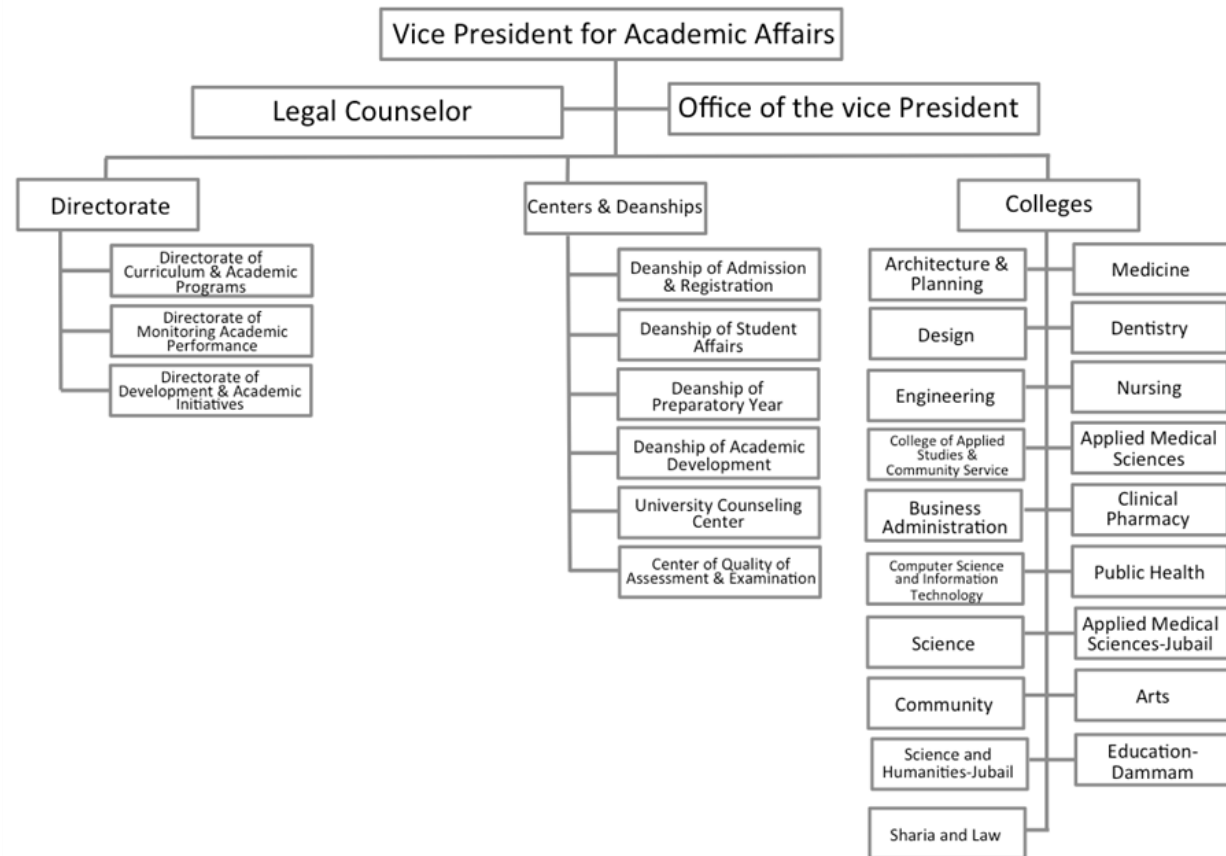
The College of Architecture & Planning is itself organized into five departments: Architecture, Urban and Regional Planning; Building Technology; Landscape Architecture; and Interior Architecture. Since students in the college working towards the Bachelor of Architecture degree begin in the first two years in shared general education study and some shared design courses, administration within the college requires close coordination of all areas, including curriculum development and faculty assignments. At the conclusion of the second year, a selected group of students are admitted to continue in the architectural degree program. The final three years encompass the design studio sequence and architectural and related coursework.

The departments within the College of Architecture & Planning offer the following degrees:
- Bachelor of Architecture
- Bachelor of Urban & Regional Planning
- Bachelor of Landscape Architecture
- Bachelor of Interior Design
- Bachelor of Building Engineering

In addition, two-year post graduate masters' degrees are awarded in each of these disciplines. In 2020, 35 students were enrolled in postgraduate program held by the Department of Architecture. eight students were newly admitted, and eight students have successfully completed their postgraduate Degree in the same year.

Postgraduate students in 2020/21 G (1441-42 H)

Degree / Student's Status	Master's Degree		Ph.D. Degree		Total
	Male	Female	Male	Female	
Enrolled	4	7	8	16	35
Newly Admitted	0	0	4	4	8
Gradated	2	5	1	0	8

Source: Annual Report 1441-42H, Dean of the College of Architecture & Planning.

The Dean of the College, Vice-Deans and Chairs of departments from the academic council overseeing the running of the college. All departmental decisions, schedules, admission, and examinations are discussed and require the approval of this body, which is ultimately responsible to the higher university authority.

The Department of Architecture maintains the Departmental Committee (led by the Department Chair), which reviews curriculum and evaluates studio and course outcomes. Each studio, comprising several instructors selected for their expertise relative to a particular studio, is led by a studio coordinator. The studio coordinator responds to the Departmental Committee with respect to studio evaluation and the written report prepared by the external studio jurors for each studio.

In addition to the Department Committee, the Department of Architecture maintains a series of small working committees (also described in Section I.1.6 Self-Assessment Procedures),each constituting an "Emphasis Group" consisting of faculty members assigned on the basis of specialization and expertise. These working committees periodically review course descriptions, delivery, fairs grading, and other issues such as attendance, class discipline or violations, or plagiarism issues. These are:

- Design Group: Coordinators of Design Studios, instructors of Design Method courses. The chairman coordinates this group.

- History/Theory Group: Instructors of Architecture History and Theory courses (Chaired by Prof. Hani Al-Qahtani).

- Construction Group: Instructors of Construction System courses, Contract Documents and working drawings, Project Management and Surveying courses. (Chaired by Prof. Alsudairi)

- Sustainable Design Group: Instructors of Environmental system courses (Chaired by Dr. Badran Alzenifeer).

- Digital Architecture, Fabrication and Presentation: Instructors of CAD, Modeling and presentation courses (Chaired by Dr. Mohamed Fakhry).

- Housing And Urban Development: Instructors of Housing and Settlement, and Urban design courses. (Chaired by Dr. Aymen Hashem).

Two-hour departmental committees were created to help with NAAB process.

- NAAB Steering Committee (Dr. Badran (Chair), Prof. Alsudairi, Prof. Alshaibani, Dr. Al Hefnawi and Dr. Fakhry)

- NAAB PSER Committee (Dr. Aymen, Dr. Fakhry, Lec. A. Aldossary Lec. Y. Alsaeed, Lec. Hamad Alabdulrazzaq and Lec. Ahmed Alrashed).

- Design Studios SPC Committee (Dr. Al Hefnawi, Dr. Hazem Afify, Lect. A. Abdelaal and Lect. Islam Mostafa).

- Course Files Committee (Dr. Alshaikh, Dr. Afify, Dr. Rahal, Dr. M. Istanbouli, Dr. Wadee, and Dr. Rashwan)

- NAAB Team Room Preparation (Lect. Abdulkader Alsuwaidan, Lect. Omair Albeshe and Arch. Alansari)

Through these standing committees, a majority of faculty members participates directly in the evaluation and development of program curriculum. In addition, the department chair can and does form committees to deal with other issues that arise. Recommendations from these committees are referred to the Departmental Committee where, if accepted, they become part departmental practice or policy.

Students make up the Studio Council, which is composed of two students from each studio level. This body serves as a conduit for evaluation of studio content and for dealing with student-related issues. The Studio Council interacts with the Studio Coordinators and the Department Chair. All students participate in instructor evaluations at the conclusion of each studio and theory course. This is done on-line, with strict privacy and anonymity and is mandatory. The response to a set of questions is then tabulated for all students in the course and forms a part of faculty evaluation and faculty response.

Part One (I), Section 3: Program characteristics

I.3.1 Statistical Reports

Program Student Characteristics:

Entry to college is based totally on merit, as primarily determined by the applicant's high school transcript. Below are the figures for the past 5 years;

2021-22 (1442-43H)

Total 1st. Yr. enrollment – Engineering Discipline (colleges of Architecture, Engineering)	600
Total 2nd. Yr. enrollment (Departments of college of Arch.)	226
Total 3rd. Yr. enrollment (department of Architecture)	49
Total 4th. Yr. enrollment (department of Architecture)	25
Total 5th. Yr. enrollment (department of Architecture)	36

2020-21 (1441-42H)

Total 1st. Yr. enrollment – Engineering Discipline (colleges of Architecture, Engineering)	600
Total 2nd. Yr. enrollment (Departments of college of Arch.)	196
Total 3rd. Yr. enrollment (department of Architecture)	23
Total 4th. Yr. enrollment (department of Architecture)	30
Total 5th. Yr. enrollment (department of Architecture)	36

2019-20 (1440-41H)

Total 1st. Yr. enrollment – Engineering Discipline (colleges of Architecture, Engineering)	600
Total 2nd. Yr. enrollment (Departments of college of Arch.)	125
Total 3rd. Yr. enrollment (department of Architecture)	31
Total 4th. Yr. enrollment (department of Architecture)	38
Total 5th. Yr. enrollment (department of Architecture)	48

2018-19 (1439-40H)

Total 1st. Yr. enrollment – Engineering Discipline (colleges of Architecture, Engineering)	600
Total 2nd. Yr. enrollment (Departments of college of Arch.)	90
Total 3rd. Yr. enrollment (department of Architecture)	41
Total 4th. Yr. enrollment (department of Architecture)	37
Total 5th. Yr. enrollment (department of Architecture)	48

2017-18 (1438-39H)

Total 1st. Yr. enrollment – Engineering Discipline (colleges of Architecture, Engineering)	550
Total 2nd. Yr. enrollment (Departments of college of Arch.)	163
Total 3rd. Yr. enrollment (department of Architecture)	36
Total 4th. Yr. enrollment (department of Architecture)	43
Total 5th. Yr. enrollment (department of Architecture)	36

2016-17(1437-38H)

Total 1st. Yr. enrollment – Engineering Discipline (colleges of Architecture, Engineering)	550
Total 2nd. Yr. enrollment (Departments of college of Arch.)	174
Total 3rd. Yr. enrollment (department of Architecture)	41
Total 4th. Yr. enrollment (department of Architecture)	43
Total 5th. Yr. enrollment (department of Architecture)	39

Number of Students Enrolled by Year (Design Studios):

Academic Year 2021-22 (1442-43H) (1st +2nd Semester)	Students: Beginning of the year	Students: Passed	Students: Failed	Withdrawn Barred or Incomplete
First Year: Preparatory Colleges of Engineering+ Architecture+ Design	600	442	44	114
Second Year: Common Colleges of Architecture and Planning	226	124	30	72
Third Year: Dept. of Architecture	49	39	1	9
Fourth Year: Dept. of Architecture	25	24	1	0
Fifth Year: Dept. of Architecture	36	21	3	12

* Computed cumulatively for 2 semesters from published grades, not part of Dean's Report.

Academic Year 2020-21 (1441-42H) (1st +2nd Semester)	Students: Beginning of the year	Students: Passed	Students: Failed	Withdrawn Barred or Incomplete
First Year: Preparatory Colleges of Engineering+ Architecture+ Design	557	457	29	71
Second Year: Common Colleges of Architecture and Planning	190	111	20	59
Third Year: Dept. of Architecture	23	21	1	1
Fourth Year: Dept. of Architecture	30	26	2	2
Fifth Year: Dept. of Architecture	36	33	1	2

* Computed cumulatively for 2 semesters from published grades, not part of Dean's Report.

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Student Enrolment: Graduating Students for the Past Six Years

Number and percentages of students enrolled and graduated by year:

Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Enrolled in third year (three years earlier).	36	29	40	38	41	31
Graduated (in the same year).	32	20	32	31	19	22
Percentage of matriculating students who complete the degree program within the normal time to completion.	88.9%	69.0%	80.0%	81.6%	46.3%	71%
Percentage that completes the degree program within 150% of the normal time to completion	11.1%	31.0%	20.0%	18.4%	53.7%	29%

* Computed according to the enrolled students in the beginning year of the architecture program (third year) and the graduated students.

Number of Faculty by Rank: the matrix below indicates the faculty of the Department of Architecture by specialization and academic rank. This includes faculty on deputation or on study leave. Including these faculty, the totals by rank are:

Professor	4
Associate Professor	3
Assistant Professor	9
Lecturer	12
Total Faculty	28
Teaching, Spring 2022	6 (abroad on study leave)

Number of Full-time and Part-time Faculty: All faculty members are full time.

Number of Faculty Promoted the Past Six Years:

Two Lecturers were promoted to Assistant Professor after completing their Ph.D. (Abdulrahman Alshaikh, Mohammed Almahmood). Two Assistant Professors were prompted to Associate Professor (Mohammad Al Hefnawi, Hazem Afify). Nine TAs returned with graduate studies (M. Arch) were promoted to Lecturer (Abdulkader Alsuwaidan, Ahmed Aldossary, Ahmed Alyahya, Yousif Alsaeed, Omar Busbait, Hamad Alabdulrazzaq, Ahmed Alrashed, Turki Althaqib, Meshari Albaqami, Abdullah Alabdullatif). One expatriate was recruited as Assistant Professor (Aymen Hashem).

Number of Faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed: All faculties, Saudi, and expatriate, have accredited degree and membership of the professional bodies and as such, can be deemed to have the license to practice.

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Name	Specialization	Academic Rank	
KHALID ALSHAIBANI	ARCHITECTURE	PROFESSOR	VICE DEAN FOR GRAD. STUDIES
MASHARY AL-NAIM	HISTORY & THEORY	PROFESSOR	
HANI AL-QAHTANI	HISTORY &THEORY	PROFESSOR	
ABDULSALAM ALSUDAIRI	CONSTRUCTION MANAGEMENT	PROFESSOR	
MOHAMED AL HEFNAWI	ARCHITECTURE	ASSOCIATE PROFESSOR	
MOHAMMED HAPALLAS	ARCHITECTURE	ASSOCIATE PROFESSOR	
HAZEM AFIFY	ARCHITECTURE DESIGN/CONSTRUCTION	ASSOCIATE PROFESSOR	
ABED ALMUSALLAM	PROJECT MANAGEMENT/ CONSTRUCTION	ASSISTANT PROFESSOR	
BADRAN ALZENIFEER	SUSTAINABLE BUILT ENVIRONMENT	ASSISTANT PROFESSOR	CHAIR. DEPT. OF ARCHITECTURE
ABDULRAHMAN ALSHAIKH	SUSTAINABLE ARCHITECTURE	ASSISTANT PROFESSOR	
MOHAMED RAHAL	CONSTRUCTION ENGINEERING	ASSISTANT PROFESSOR	
MOHAMED FAKHRY	ARCHITECTURE	ASSISTANT PROFESSOR	
MOHAMAD J. ISTANBOULI	ARCHITECTURAL CONSERVATION	ASSISTANT PROFESSOR	
WADEE AL-GEHLANI	ARCHITECTURE	ASSISTANT PROFESSOR	
AYMEN HASHEM	ARCHITECTURE	ASSISTANT PROFESSOR	
MOHAMMED ALMAHMOOD	ARCHITECTURE	ASSISTANT PROFESSOR	
YOUSEF AL-SUHAIMI	CONSERVATION	LECTURER	
AHMED ABDELAAL	ARCHITECTURE	LECTURER	
OMAIR ALBESHE	ARCHITECTURE	LECTURER	
ISLAM MOSTAFA	ARCHITECTURE	LECTURER	
ABDULKADER ALSWIDAN	ARCHITECTURE	LECTURER	
AHMED ALDOSSARY	ARCHITECTURE	LECTURER	
YOUSIF ALSAEED	ARCHITECTURE	LECTURER	
HAMAD ALABDULRAZZAQ	ARCHITECTURE	LECTURER	
AHMED ALRASHED	ARCHITECTURE	LECTURER	
TURKI ALTHAQIB	ARCHITECTURE	LECTURER	
MESHARI ALBAQAMI	ARCHITECTURE	LECTURER	
ABDULLAH ALABDULLATIF	CONSERVATION	LECTURER	
FAHAD AL-SHIDDI	ARCHITECTURE	LECTURER	On Study leave

OMAR BUSBAIT	ARCHITECTURE	LECTURER	On Study leave
RAED YAHYA ALBANNA	ARCHITECTURE	LECTURER	On Study leave
ABOUD AL-AMOUDI	ARCHITECTURE	LECTURER	On Study leave
NOUH ALMUSALLAM	ARCHITECTURE	LECTURER	On Study leave
AHMAD ALYAHYA	ARCHITECTURE	LECTURER	On Study leave

Part Two (II) – Educational Outcomes and Curriculum

Part Two (II), Section 1 – Student Performance Criteria

II.1.1 Student Performance Criteria (SPC)

Student Performance Criteria are met by the Bachelor of Architecture degree program in the courses and studios from Year Two through Year Five (following the General Studies curriculum of Year One. As the SPC matrix indicates, the SPCs are fulfilled in student work within the Department of Architecture, without relying on content from other programs.

in the Islamic, Arabic and Historical studies portion of the College of Architecture & Planning Program, including courses ISLM 181: Creed & Family in Islam, ARAB 182: Arabic Language Skills, HIST 281: History and Civilization of KSA and ISLM 282: Moral and Faith in Islam. All student work in the Islamic Studies courses is in Arabic, so material in English is not available, nor have they been referenced in the SPC matrix.

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

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

Legend: U = Understanding, A = Ability

Course name	Credit Hours	A.1 Professional Communication Skills	A.2 Design Thinking Skills	A.3 Investigative Skills	A.4 Architectural Design Skills	A.5 Ordering Systems	A.6 Use of Precedents	A.7 History and Global Culture	A.8 Cultural Diversity and Social Equity	B.1 Pre-Design	B.2 Site Design	B.3 Codes and Regulations	B.4 Technical Documentation	B.5 Structural Systems	B.6 Environmental Systems	B.7 Building Envelope Systems and Assemblies	B.8 Building Materials and Assemblies	B.9 Building Service Systems	B.10 Financial Considerations	C.1 Research	C.2 Integrated Evaluations and Decision-Making Design Process	C.3 Integrative Design	D.1 Stakeholder Roles in Architecture	D.2 Project Management	D.3 Business Practices	D.4 Legal Responsibilities	D.5 Professional Conduct
ARCH 121: Design I	3																										
ARCH 122: Design II	3																										
ARCH 201: Design III	4																										
ARCH 202: Design IV	4																										
ARCH 301: Design V	5		A		A																						
ARCH 302: Design VI	5					A						A															
ARCH 401: Design VII	6			A							A																
ARCH 402: Design VIII	6						A																				
ARCH 501: Design IX	6	A																				A					
ARCH 502: Design X	6																				A						
ARCH 211: Concept of Structure	3																										
ARCH 221: Surveying	2																										
ARCH 231: Environmental Design I	2																										
ARCH 251: Design Methods I	2																										
ARCH 241: CAD Applications	2																										
ARCH 212: Construction System & Materials	3																U										
ARCH 222: Environmental Control system I	2														A												
ARCH 232: Environmental Design II	2																										
ARCH 252: Site Planning	2																										
ARCH 242: CAD & GIS Applications	2																										
ARCH 341: Structure I	3													A													
ARCH 321: Construction System & Assemblage	3															U											
ARCH 311: Advanced Design Method	3																										
ARCH 331: History & Theory I	3							U																			
ARCH 351: Computer Modelling	3																										
ARCH 342: Structure II	3																										
ARCH 352: Humanities I	3																										
ARCH 322: Environmental Control Systems II	3																	U									
ARCH 332: History & Theory II	3																										
ARCH 431: Contract Documents & Working drawings	3												A													U	
ARCH 411: Housing & Settlement	3								U														U				
ARCH 421: History & Theory III	3																										
ARCH 422: Humanities II	3																										
ARCH 442: Project Management	3																		U					U			
ARCH 412: Issues in Urban Design	3																										
ARCH 521: Contemporary Issues in Architecture	3																										
ARCH 511: Research & Programming	3									A										U							
ARCH 512: Professional Practice	3																									U	A

Part Two (II), Section 2 – Curricular Framework

II.2.1 National Authorization and Institutional Quality Assurance

The architecture program is authorized by the Ministry of Higher Education (MoHE) and Imam Abdulrahman Bin Faisal University. All academic institutions (Post-secondary Education) in Saudi Arabia are accredited by the National Center for Academic Accreditation and Evaluation (NCAAA). Although, the university has a system of quality assurance and review under the supervision of the Deanship of Quality and Academic Accreditation. Please refer to the letter of authorization below, dated June 12, 2021:

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University

Faculty of Architecture and Planning
Department of Architecture

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II.2.2 Professional Degrees and Curriculum

Imam Abdulrahman Bin Faisal University, College of Architecture and Planning, Department of Architecture offers one degree for which it is seeking NAAB International Certification. This degree is a five-year Bachelor of Architecture (BArch) degree. This program requires a total of 170 credit hours, as indicated in the curriculum below. As this matrix indicates, the BARCH program is arranged in 10 (ten) consecutive semesters.

The curriculum also indicates credits per the three stages of the program: (1) Preparatory Year – primarily General Studies taken university-wide; (2) Joint Program – course including general and design courses taken by all students within the College of Architecture & Planning; and (3) Departmental – the three year course of professional studies and electives taken by those students selected at the end of the Joint Program (Second Year) for continuation in the BARCH degree program.

The preparatory year program has been updated in the academic year 2020-2021 to be 36 hours. Two courses ARAB 182: Arabic Language Skills (2 cr. Hours) and ISLM 181: Creed & Family in Islam (2 cr. Hours) have been added.

The general studies courses in the second-year Islamic culture (2 cr. Hours) and Creeds and Ethics (2 cr. Hours) have been modified to HIST 281: History and Civilization of KSA (2 cr. Hours) and ISLM 282: Moral and Faith in Islam (2 cr. Hours). While the general studies courses of Islamic culture III & IV have been removed from the third and the fifth-year courses.

Total Credit Hours:

General Studies:	40	23.5%
Professional Studies:	118	69.4%
Electives:	12	7.1%

After the Preparatory (First) Year, the only courses categorized as General Studies as the Islamic Studies Course (ISLM282), the Kingdom of Saudi Arabia history course (HIST281) and the sequence of two Humanities Courses (ARCH 352, ARCH 422).

Students in the Fourth and Fifth years take a total of four (4) electives, as indicated in the Curriculum.

Off-Campus Programs: The Department of Architecture does not offer any off-campus programs.

Curriculum Organization:

Total Credit Hours: 36 (Preparatory) +34 (Joint) +100 (Departmental) =170

Year	Sem.	Construction Theories	Design Studios	Architectural Theories	Humanities, Comp. & Electives
First Year Preparatory Program	**1** 18 cr. hr	ENGL 101: (7) **General English Language** Math 111: (3) **Mathematics I**	ARCH 121: (3) **Design I**	LRSK 141: (2) **Learning & Searching skills**	ARAB 182: (2) **Arabic Lang. Skills** PHED 162: (1) **Health & Phys. Edu.**
	2 18 cr. hr	ENGL 102: (3) **English for Acad. Purpose** Math 112: (3) **Mathematics II**	ARCH 122: (3) **Design II**	LRSK 142: (2) **Comm. skills** PHYS- 132: (3) **Physics**	ISLM 181: (2) **Creed & Family in Islam** COMP 131: (2) **Computer Skills**
Second Year Joint Program	**3** 17 cr. hr	ARCH 212: (3) **Const. Sys. & Mat.** ARCH 221: (2) **Surveying**	ARCH 201: (4) **Design III** (Architecture & Interior Design)	ARCH 231: (2) **Env. Design I** ARCH 251: (2) **Design Methods I**	ARCH 241: (2) **CAD Application** HIST 281: (2) **History and Civilization of KSA**
	4 17 cr. hr	ARCH 211: (3) **Concept of Structure** ARCH 222: (2) **Env. Cont. (Thermal)**	ARCH 202: (4) **Design IV** (Landscape & Urban Design)	ARCH 232: (2) **Env. Design II** ARCH 252: (2) **Site Planning**	ARCH 242: (2) **CAD & GIS App.** ISLM 282: (2) **Moral and Faith in Islam**
Third Year Architecture Program	**5** 20 cr. hr	ARCH 341: (3) **Structure I** ARCH 321: (3) **Const. Sys. & Assemblies**	ARCH 301: (5) **Design V**	ARCH 311: (3) **Adv. Des. Meth.** ARCH 331: (3) **Hist. & Theory I**	ARCH 351: (3) **Comp. Modelling**
	6 17 cr. hr	ARCH 342: (3) **Structure II** ARCH 322: (3) **Env. Cont. Systems**	ARCH 302: (5) **Design VI**	ARCH 332: (3) **Hist. & Theory II**	ARCH 352: (3) **Humanities I**
Fourth Year Architecture Program	**7** 15 cr. hr	ARCH 431: (3) **Contract Documents & working Drawings**	ARCH 401: (6) **Design VII**	ARCH 411: (3) **Housing & Settlement** ARCH 421: (3) **Hist. & Theory III**	
	8 18 cr. hr	ARCH 442: (3) **Project Management**	ARCH 402: (6) **Design VIII**	ARCH 412: (3) **Issues in Urban Design**	Elective I: (3) ARCH 422: (3) **Humanities II**
	SUMMER VACATION				ARCH 444: (0) **Practical Training**
Fifth Year Architecture Program	**9** 15 cr. hr		ARCH 501: (6) **Design IX**	ARCH 521: (3) **Cont. Issues** ARCH 511: (3) **Research & Prog.**	Elective II: (3)
	10 15 cr. hr	ARCH 512: (3) **Prof. Practice**	ARCH 502: (6) **Design X**		Elective III: (3) Elective IV: (3)

Part Two (II), Section 3 – Evaluation of Preparatory Education

The Preparatory Year programs have developed and become taught as tracks. In the academic year 1432/1433 AH (2011/2012), "Engineering and Science" tracks were established for engineering and scientific colleges. In the following academic year, 1433/1434 AH (2012/2013), the "Health track" for health colleges was also initiated. In the academic year 1437/1438 AH (2016/2017), the programs were applied to the "Humanities track" at humanities colleges. Its mission is preparing students for university and professional life by developing their knowledge and skill abilities within an appealing atmosphere that stimulates creativity.

The preparatory year programs are seeking to develop the students' basic skills and scientific knowledge that students need in their future specializations, promoting the culture of research, developing the preparatory year program in a way that contributes to achieving the university's competitiveness and excellence.

It is the policy of Imam Abdulrahman Bin Faisal University not to admit any students into the Bachelor of Architecture degree program after the beginning of the First Year. Because no students are admitted after matriculation in the First Year, the Department of Architecture has not developed a process with which to evaluate preparatory education. As indicated in the Student Performance Criteria Matrix, all SPC are expected to be met during study at Imam Abdulrahman Bin Faisal University.

Part Two (II), Section 4 – Public Information

II.4.1 Statement on International Certification Degrees

The following language found in the 2019 NAAB Conditions for International Certification,

https://www.iau.edu.sa/en/colleges/college-of-architecture-and-planning/accreditation

The term "International Certification" identifies a program as comparable in educational outcomes in all significant aspects to a U.S.-based program and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. While International Certification is not accreditation, ICert recognition by the NAAB represents that a program of architecture has achieved the highest standard of quality assurance in professional architecture education.

Graduates of architecture programs holding ICert recognition by the NAAB (at the point of graduation) who wish to have their education credentials reviewed by the Education Evaluation Services for Architects (EESA) are eligible for an expedited review at a discounted fee.

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

The links to the NAAB Substantial Equivalency are on the Department of Architecture website. Also, the links to the 2019-Conditions-for-NAAB-International-Certification and 2019-Procedures-for-NAAB-International-Certification are on the same link:

https://www.iau.edu.sa/en/colleges/college-of-architecture-and-planning/accreditation

II.4.3 Access to Career Development Information

Graduates of the Bachelor of Architecture program at Imam Abdulrahman Bin Faisal University are the beneficiaries of a professional climate where the demand for native Saudi architectural professionals far exceeds the available graduates of qualified programs in the Kingdom of Saudi Arabia. While, currently, a significant majority of the design professionals in the KSA are from other countries, programs such as that at Imam Abdulrahman Bin Faisal University are gradually changing this picture.

While virtually all graduates of the BARCH program are ensured of employment, the College of Architecture & Planning also makes additional efforts to ensure the quality of opportunities presented to graduates. Much of this depends on providing students the basis for informed decisions about job and career choices. The Department of Architecture maintains strong ties with alumni in the Dammam/Khobar/Dhahran area, as well as throughout Saudi Arabia, as many of these graduates are in positions to advise and to hire graduates. Alumni visit the school to participate in studio juries and in conferences, and they interact with students in these contexts.

Students participate in the Professional Training Program (ARCH 444: Practical Training) in the summer between the Fourth and Fifth years. This not-for-credit course requires 400 contact hours, during which students are placed with local architectural, engineering, construction, or planning offices. The goal of this program is to 'enrich the students' skills and knowledge of architectural practice," and to "Expose students to the architectural profession and practices in a real-world context." In doing so, students are made aware of both specific potential employment opportunities and career paths.

Career development for graduates of the BARCH program continues after graduation. The College's Consultation Center, in addition to providing design and consultation (by faculty and students) to the greater community, also offers career development enrichment for graduates. As indicated on the website   (https://www.iau.edu.sa/en/administration/centers/alumni-and-career-development-center) these services include:

Career Development: Conducting series of workshops, practical training, and studies circles of engineers[1], career development of the personnel in the public and private sectors by providing them with up-to-date knowledge and skills for strengthening their specialization concurrent with professional standards and market demand."

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

The following materials have been posted electronically and can be found on the website for the Department of Architecture page for accreditation at:

https://www.iau.edu.sa/en/colleges/college-of-architecture-and-planning/accreditation/naab-substantial-equivalency

- Application for NAAB Substantial Equivalency, "Institutional Overview," May 12, 2012

- NAAB Visit One Report, "Memorandum for National Architectural Accrediting Board," 9 December 2012.

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[1] In Arabic, the word for "architect" is encompassed by the word for "engineer", or muhandis, and hence the term"engineer" appears often in translation to English.

- "Architecture Program Report for 2014 Visit Two for NAAB Substantial Equivalency," November 30, 2013.

- NAAB Visit Two Report for Substantial Equivalency, May 4–7, 2014,

- Architecture Program Report for 2016 Visit Three for NAAB Substantial Equivalency, June 15, 2016,

- Visiting Team Report Visit Three for Substantial Equivalency, November 6-9, 2016,

- Also, the links to the NAAB Visit of the International-Certification process, the Architectural Program Self Evaluation Report (PSER) will also be posted at:

https://www.iau.edu.sa/en/colleges/college-of-architecture-and-planning/accreditation

II.4.5 Admissions and Advising

Imam Abdulrahman Bin Faisal University is open to any Saudi citizen who has successfully completed Secondary schooling. The transcript must show that their grades were 85% or higher with a cumulative GPA of 4 (out of 5). Applicants to University (colleges and schools) also need sit for Aptitude and proficiency test, conducted by National Center for Assessment in Higher Education (Qiyas). Applicants to science programs (incl. Architecture) must also sit for Achievement Test, a standardized college admission testing modeled after US evaluation system.

The IAU application threshold is based on the following weighted scores:

General Aptitude Test	30%
Achievement Test	40%
High School Transcript	30%

Based on above criteria, the top applicants are preliminary acceptance in the 'Engineering track'. The placement is based on the carrier choices and college preference listed in the application; higher score placed in their preferred College. The exact distribution among the departments for the past 3 years is detailed in I.1.4

Response to 5 Perspective: B. Architectural Education and Students. The College of Architecture intake has been around 160-200 student, students who have successfully completed the Preparatory year.

> **National Center for Assessment in Higher Education (Qiyas)**
> https://etec.gov.sa/en/About/Centers/Pages/qiyas.aspx
> Qiyas center aims to provide for a number of assessment tests. General Aptitude Test, a.k.a. Qudrat test, for high school students and graduates is the most prominent and known among these tests. All national universities and higher education colleges, and also some military colleges and technical and vocational colleges, recognize and accept it as a complementary measure besides high school grade in both streams of science and arts. The test quantifies the aptitude that a student would pursue higher education career in specific colleges and majors. Test are: (1) General Aptitude Test and (2) Achievement Test for Science Colleges.
>
> Qiyas assessments had gained acceptance amongst higher education institutions in the Arabian Gulf region and in some countries including United Kingdom and the United States.

Ministry makes use of it as a good indicator for scholarship applicants at King Abdullah Foreign Scholarships Program.

The Deanship of Admissions and Registration is the IAU body responsible for student admission. All the services related to student admission are publicly available on the following university website https://www.iau.edu.sa/en/administration/deanships/deanship-of-admissions-and-registration.The website gives publicly all information regarding the document all policies and procedures that govern how applicants to the program are evaluated for admission. These procedures include first-time, first-year students as well as transfers within and from outside the institution. This documentation include the following:

• Application forms and instructions

• Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing

• Forms and a description of the process for the evaluation of degree content

• Requirements and forms for applying for financial aid and scholarships

The IAU offers many initiatives to support students' social equity e.g. "Waai" Initiative and "Ufuq" Initiative to Choose University Specialization.

https://www.iau.edu.sa/en/administration/deanships/deanship-of-admissions-and-registration/initiatives

Student advising and counseling: Faculty members were obligated to advice/monitor set of number of students as part of their weekly workload. However, the university now has a separate body, staffed with professionals and experts dealing not just with academic matters but mental and emotional health. The University Counseling Center (UCC) is dedicated to providing high quality mental health services that support students' emotional, personal, social, developmental, and academic concerns. The UCC provides individual and group counseling, academic counseling, career counseling, crisis intervention/emergency services, awareness programs, psychological assessment, and consultation. UCC staff keeps up with the current counseling practice/outcome research, and produces scholarly work that contributes in the improvement of the services provided by the UCC and to the counseling field as a whole.

http://www.IAU.edu.sa/en/administration/centers/university-counseling-center

II.4.6 Student Financial Information

Student Scholarship and Benefits

The university provides full scholarships for students with different nationalities around the world including the courses, housing, and transportations.

University Scholarships – per Month

Students receive a fixed bursary from the government during the period they are enrolled. This is a national policy, application to the students of the State/National universities.

Qualification	Payment
Saudi Students (Science high school education)	1000 S.R

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Saudi Students (Arts high school education) 850   S.R

- The university provides that amount of payment directly to student private bank account.
- 10 S.R of each student goes to the "student's box "where it supports students' activities.

Housing Benefit: Student Housing is administered by the Department of Student Services (Student Housing Department, in accordance with rules and regulations. student housing is provided for with affordable fees including the services listed below:

1. Study rooms inside housing.
2. A library for reading and studying.
3. A means of reciprocating transportation from housing to colleges and back to housing.
4. A specialized maintenance unit.
5. Activity rooms.
6. Gyms.
7. Mosque.
8. Restaurants, cafeteria, and "supermarket".
9. Rooms for people with special needs.

https://www.iau.edu.sa/en/administration/deanships/deanship-of-student-affairs/services/student-housing

Plotting Services: The College of Architecture and Planning provide the necessary plotting services for architectural drawings for each student in discounted fees.

Health Insurance: All students can get free health, hospital care, prescription drug and medication at the university Teaching Hospital.

Part Three (III) – Summary of Responses to the Team's Findings from the Last Visit

At the February 2017 meeting of the National Architectural Accrediting Board, the Board reviewed the Visiting Team Report from visit three to the University of Dammam (Recently, Imam Abdulrahman Bin Faisal University). It is reported that the Bachelor of Architecture degree (170 credits) has been granted Substantial Equivalency for a period of six years. The Substantial Equivalency term was effective January 1, 2016.

Part Three (III), Section 1 - Responses to Conditions Not Met

Overview: Strategy and Preparation for Visits to Renew NAAB International Certification

A detailed post evaluation was conducted following Visit three in 2016 and especially after the new 2019 conditions of NAAB international certification. We have three not met conditions in the Student Performance Criteria (SPC) of 2012 conditions. One of these not met conditions (C1. Collaboration) was canceled according to the new 2019 conditions, so no longer applicable. SPC's B.2 Site Design and B.4 Technical Documentation course content has been adjusted to meet both of these criteria – for Site Design – typography and water shed issues have been addressed in two design courses (ARCH 401 & ARCH 402) and for Technical Documentation specification writing has been added.

Administrative Measures Initiated by Program Administrators.

The department has established a series of small working committees to be responsible about a specific task of the NAAB Process. These are:

- Steering Committee: Alsudairi, Alshaibani, Al Hefnawi and Fakhry. The chairman Dr. Alzenifeer coordinates this committee.

- PSER Updating Committee: Fakhry, Al-Dossary, Alsaeed, Alabdulrazzaq, and Alrashed (Chaired by Dr. Aymen Hashem).

- Courses Files Committee: Afify, Rahal, Istanbouli, Wadee and Rashwan (Chaired by Dr. Abdulrahman Alshaikh).

- Design SPC Monitoring Committee: Afify, Abdelaal and Mostafa (Chaired by Dr. Mohamed Al Hefnawi). This committee will be present during Design Studio reviews (mid-term and Final).

- Team Room Committee: Albeshe and Alansari (Chaired by Abdulkader Alswidan).

III.1.1 Student Performance Criteria

Realm A: Critical Thinking and Representation

A.4. Technical Documentation

Visiting Team comment: Evidence was found in Contract Documents and Working Drawings: ARCH 431 for most of the requirements of this SPC; however, evidence of students' ability to write outline specifications was not provided. If it were not for the absence of outline specification evidence, this criterion would be met with Distinction.

Response: The Contract Documents and Working Drawings course (ARCH 431) has been updated to include the writing of outline specifications. In addition to that, a new assignment has been added about writing the outline specifications and how to link them to the other working drawings. Also, the term working drawings project included the outline specification at the end of the project.

Realm B: Integrated Building Practices, Technical Skills and Knowledge

B.4. Site Design

Visit Team comment: In Design VIII: ARCH 402 and the subsequent three studios, and in Environmental Design: ARCH 231, evidence was not sufficiently or consistently demonstrated to indicate that students could perform at the ability level with regard to various types of topography and watershed requirements. Most of the student work involved relatively flat sites in an arid climate, which does not facilitate the study of watershed and topography.

Response: In response to the Visiting Team's comments, the program has reassigned the Site Design criterion to design studios VII (ARCH 401: Housing Project) and VIII (ARCH 402: Urban Design project) in which the urban context of large built-up areas will set a framework in which students can contend with site design issues.

Realm C: Leadership and Practice

C.1. Collaboration

Visit Team comment: Only partial evidence of collaboration was found on the part of some students in participation in competitions or in the International Urban Design and Landscape Architecture workshop. Not all students gain experience in collaboration, nor is it embedded as a required part of the curriculum.

Response: In response to the new conditions of 2019 International certification, this criterion is no longer required in the Student Performance Criteria.

Part Three (III), Section 2 - Responses to Items to Address (Formerly "Causes of Concern")

Not applicable.

Part Four (IV) – Supplemental Information

Supplemental materials have been posted electronically and can be accessed through the following hyperlinks:

- Courses Description.

  https://www.iau.edu.sa/sites/default/files/resources/courses_description.pdf

- Faculty Résumés.

  https://www.iau.edu.sa/sites/default/files/resources/faculty_resumes.pdf

- Faculty Credential.

  https://www.iau.edu.sa/sites/default/files/resources/faculty_credential.pdf

- Policies related to studio culture.

  https://udksa-my.sharepoint.com/:f:/g/personal/cap_arch_iau_edu_sa/Endk8LbpFP1KpvgI8w4cSc4BOTEoyS7GO0TwlFJg1mFoww?e=nRbKf2

- Self-Assessment procedures and objectives.

  https://udksa-my.sharepoint.com/:f:/g/personal/cap_arch_iau_edu_sa/EmPA_IFKf7xFscoT50N2bwQB0iOdRaKKwEiXhG1meSzlMA?e=kxTLhC

- Policies on academic integrity for students.

  https://udksa-my.sharepoint.com/:f:/g/personal/cap_arch_iau_edu_sa/EhtMNKq0UiVAtxiAmtv-yEABhFLk14QVbWHYIHg50bJ-DA?e=BOQ1xg

- The Institution's policy regarding human resource development opportunities

  https://udksa-my.sharepoint.com/:f:/g/personal/cap_arch_iau_edu_sa/EtZdW88SdlhGuwUm2IdjvkQBG-Cf8AVNXblufwUSyNefEg?e=nyWWK3

- Policies, procedures, and criteria for faculty appointment, promotion, and tenure.

  https://udksa-my.sharepoint.com/:f:/g/personal/cap_arch_iau_edu_sa/EpWiLqEWyHRAq24052FMQdMB5e4yqzxOAT2h1kkuSo9XdQ?e=NpBc6t