American University of Sharjah

Interim Progress Report for Year Five

November 30, 2018

2. EXECUTIVE SUMMARY OF THE TWO MOST RECENT NAAB VISITS: 2013 and 2010

CONDITIONS NOT MET

2013 VTR	2010 VTR
None	3. Public Information
	5. Studio Culture
	8. Physical Resources

STUDENT PERFORMANCE CRITERIA NOT MET

2013 VTR	2010 VTR
A.4 Technical Documentation	13.29. Architect's Administrative Roles
B.2 Accessibility	
B.5 Life Safety	
B.6 Comprehensive Design	

CAUSES OF CONCERN

2013 VTR
Faculty turnover and recruiting
Faculty diversity

Interim Progress Report Year 5
American University of Sharjah
College of Architecture, Art & Design
B. Arch. (159 semester credit hours)
Year of the previous visit: 2013

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:
Dean Varkki Pallthucheril

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:
Bjorn Kjerfve

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

American University of Sharjah, 2018 Response: Not Applicable

b. Progress in Addressing Not-Met Student Performance Criteria

American University of Sharjah, 2018 Response: Satisfied in two-year IPR.

II. Progress in Addressing Causes of Concern

Faculty turnover and recruiting

2013 Team Assessment: The team believes that the rate of faculty turnover cited in the previous VTR remains a concern and has perhaps intensified. This has a serious ripple effect within the program, given the need for key required courses to be reinvented on short notice by inexperienced faculty. Departmental leadership is encouraged to play the central role in recruiting faculty who can contribute to core needs of a clearly structured and integrated curriculum.

American University of Sharjah, Two-Year IPR Response:The Department is fully cognizant of the important link between program continuity and faculty recruitment and retention. The Department is also conscious of challenges unique to our context. While all academic institutions encounter recruitment challenges, the American University of Sharjah faces particular challenges above and beyond those encountered by academic institutions in the US and Europe due to its location and the fact that most faculty members will be living and working as expatriates.

For example, the majority of qualified candidates for faculty positions at CAAD have neither lived in nor visited the Middle East previously. As a result potential candidates often harbor misconceptions that range from questions about acceptable everyday behavior to perceived challenges associated with gender. Mid-career colleagues are often concerned about educational possibilities for children and, being unfamiliar with the primary and secondary educational systems in the United Arab Emirates, may experience some hesitation in moving to the Middle East. Department faculty attending conferences in the US often encounter questions from potential candidates related to regional security, religious tolerance and/or social norms. At the same time Western news organizations and media reports tend to refer to the Middle East broadly with limited examination of the nuances between specific countries.

The Head of Department and Dean devote significant time and energy to dispelling these preconceptions through the development and maintenance of a diverse network of professional contacts, ongoing dialogue and conference attendance. The HOD travels to the ACSA Administrative Conference and the ACSA National Conference in order to meet new people, identify potential new faculty and share information about the Department, university and region.

Department faculty members also work collectively to engage colleagues from other universities in an effort to provide information and answer questions. Faculty members proactively identify potential candidates and nurture interest through dialogue at conferences in an effort to overcome hesitation based on a lack of information. As ensuring a gender balance is important for the University and the Department women on our faculty make an effort to contact potential female faculty to create an avenue for open dialogue regarding life in Sharjah.

The University contributes to this effort by providing very competitive compensation packages, regular merit increases, and significant research funding. The University is also constantly developing new infrastructure projects to improve faculty life on campus. Faculty have access to a variety of sports and leisure facilities including tennis, basketball, weightlifting and swimming as well as a wide range of exercise classes offered by the AUS Wellness Department, all offered free of charge to faculty and their dependents. In 2012 the new "Epicenter" recreation complex for children and teenagers was unveiled. This facility houses a climbing wall, cooking school, skate board park and club activities such as kickboxing, ballet, music lessons and football.

Plans for a new on-campus school serving faculty children from kindergarten through high school are now under development. AUS provides a day-care facility for children of faculty and staff and the compensation package includes financial support for primary and secondary education. AUS also offers a Tuition Exchange Program through the International Exchange Office for children of faculty and staff who wish to attend university in the US.

At the Departmental level, faculty approved a new mentorship policy and a new Mentoring Committee. The mentorship policy outlines how the Department of Architecture seeks to provide a range of ongoing mentoring opportunities to junior faculty as they progress toward promotion and/or rolling contract.

As articulated in the policy, mentoring in the Department of Architecture is envisaged as a collective effort that will be managed by the Departmental Mentoring Committee appointed by the Head of Department and comprised of faculty who are at the rank of Associate Professor or Professor and who are on a rolling contract. The Head of Department is an ex-officio member. In addition, new faculty are encouraged to establish one-on-one mentoring relationships with longstanding members of the faculty; such kind of mentoring is highly desirable, but outside the scope of the Mentoring Committee.

American University of Sharjah, 2018 Response:

The Department continues to focus on recruitment, retention and advancement of qualified faculty because they contribute to a stable and strong curriculum. The Department seeks is to retain faculty members who bring excellence and add diversity to the program. The rate of faculty turnover has progressively been reduced in the last 5 years highlighting the effort by the Department to retain experienced faculty while still searching for new and talented teachers.

The Department has taken the following actions to address and reduce faculty turnover:

1. Program visibility

Lectures and Guest Critics - Our Lectures and Exhibitions Committee has been working strategically to invite guests to deliver presentations and serve as guest critics in final reviews. This offers an opportunity to see our campus and the UAE and spread the word back to their home institutions. The Department budgets for about six key lectures per year.

Search - Starting in 2015-2016, finalist applicants are brought on campus to meet faculty and students and most importantly to experience our environment, campus and its housing and surrounding context. This assures and encourages them to move to the region if a contract offer is made and accepted. The Department is interested in faculty members to settle and succeed in their endeavors given the significant amount of time and funds are expended in recruiting faculty and bringing them to campus.

Networking - The Head of the Department continues to attend both the ACSA Administrative Conference and the ACSA National Conference every year to discuss our program and recruit potential applicants.

Department faculty continue to use their network of acquaintances from other institutions and encourage them to apply.

Website - In the last year the university website and particularly the web site of the College and Department has been upgraded and now prospective candidates for teaching positions can get a better idea of the program but also the culture and lifestyle of the institution.

2. Nurturing: Mentoring, compensation, and advancement

Mentoring - The Mentoring Committee provides a range of opportunities for ongoing mentoring as faculty members progress toward in-depth reviews, promotion, and rolling contracts. This a rigorous and continuous mentoring process by a committee of experienced faculty offered to all our new three-year contract and visiting faculty. The committee provides guidance on the basis of holistic assessments involving all three aspects of faculty endeavor—teaching, scholarship, and service. Please refer to our Mentoring policy document in Appendix 4.

Compensation - The institution supports faculty through generous compensation, with on-campus furnished housing, annual return trips to their home countries, and other benefits. In addition, campus amenities and lifestyle has been improved and high quality of primary and high schools have been established near the campus.

Advancement - Outstanding performance of continuing faculty is recognized through rank advancements.

3. Continuity

Continuity - The Department assigns experienced faculty to teach core studios and coordinate multiple sections. Any new and inexperienced faculty are normally assigned in such coordinated studios and courses. Normally required courses are taught by the same individual over multiple years. This brings consistency and continuity to our curriculum. For example, Integrative Design studios have been taught by the same experienced faculty three years in a row. This stability encourages faculty retention.
All these have been implemented to encourage qualified candidates to apply for faculty positions and move to the Middle East if selected. These actions and initiates have reduced our faculty turnover. It is now at 8.3% which is below the university-wide faculty turnover of approximately 10%.

Calculated per academic year, our faculty turnover of either full-time visiting or rolling-contract members has shown the following tendency (the number of faculty lines has remained the same):

2014-15 Faculty Turnover 5 in 23 or 21.7%
2015-16 Faculty Turnover 3 in 23 or 13%
2016-17 Faculty Turnover 3 in 23 or 13%
2017-18 Faculty Turnover 2 in 23 or 8.7%
2018-19 Faculty Turnover 2 in 23 or 8.7%

The below table shows the year of service and contract status of the current faculty. The average number of years of appointment by our current 23 faculty members is 8.5 years.

(A rolling contract is a four-year contract that is renewed annually)

Department of Architecture at CAAD, AUS - Faculty contract status as of Fall 2018

	DoA faculty name	Current rank	Year appointed	Years of appointment	Current contract
1	Ahmed Mokhtar	Professor	Fall 2000	19	Rolling contract (similar to tenure)
2	Ammar Kalo	Assistant Professor / Dir. of Labs	Fall 2014	5	On track for rolling contract
3	Brian Dougan	Associate Professor	Fall 2009	10	Rolling contract (similar to tenure)
4	Camilo Cerro	Assistant Professor	Fall 2013	6	On track for rolling contract
5	Cristiano Luchetti	Assistant Professor	Fall 2013	6	On track for rolling contract
6a	Daniel Chavez	Professor of Practice	Fall 2013	6	3 year contract - teaching in Fall only
6b	Bill Sarnecky	Professor of Practice	Fall 2006	13	3 year contract - teaching in Spring only
7	Eirik Heintz	Professor - Director of Foundations	Fall 2002	17	Rolling contract (similar to tenure)
8	Faysal Tabbarah	Associate Professor	Fall 2012	7	Rolling contract (similar to tenure)
9	George Katodrytis	Professor / Department Head	Fall 2001	18	Rolling contract (similar to tenure)
10	George Newlands	Assistant Professor	Fall 2013	6	On track for rolling contract
11	Gregory Spaw	Assistant Professor	Fall 2015	4	On track for rolling contract
12	Gregory Watson	Professor	Fall 2016	3	On track for rolling contract
13	Igor Peraza	Professor of Practice	Fall 2015	4	2 year contract
14	Jason Carlow	Associate Professor	Fall 2016	3	On track for rolling contract
15	John Montague	Assistant Professor	Fall 2013	6	On track for rolling contract
16	Juan Roldan	Assistant Professor	Fall 2013	6	On track for rolling contract
17	Kevin Mitchell	Professor / Vice Provost	Fall 1999	20	AUS Administrator
18	Marcus Farr	Assistant Professor	Fall 2015	4	On track for rolling contract
19	Michael Hughes	Professor	Fall 2010	9	Rolling contract (similar to tenure)
20	Patrick Rhodes	Assistant Professor	Fall 2013	6	On track for rolling contract
21	Maria Isabel Oliver	Visiting Assistant Professor	Fall 2017	2	Visiting contract
22	Roberto Castillo	Visiting Assistant Professor	Fall 2018	1	Visiting contract
23	Dima Srouji	Visiting Assistant Professor	Fall 2018	1	Visiting contract
			average number of years of appointment by faculty		
			8.5 years		

Faculty diversity

2013 Team Assessment: The program has an extraordinarily diverse student body with a high percentage of women. The school and the university are encouraged to make the recruitment and retention of women faculty an imperative.

American University of Sharjah, Two-Year IPR Response: The Department explicitly seeks to recruit and hire faculty with a broad range of diverse interests, expertise and backgrounds. The Department has engaged in rigorous efforts to recruit diverse, well qualified faculty members for available positions, with particular emphasis on increasing the representation of women. Faculty and administrators attend conferences and symposia to identify potential candidates and engage in dialogue about the College and the program.

In response to the 2013 NAAB VTR, the Academic Affairs Committee revisited the Department's Diversity Policy in an effort to identify additional action items aimed at the recruitment and retention of women faculty. The revised Diversity Policy and new action items have been approved by the faculty and include using the Department lecture series as a recruiting tool for potential female candidates.

While distance and travel logistics make it difficult to invite candidates to campus during the interview process, the Department has made a concerted effort to invite potential candidates, especially women candidates, to AUS. The Department has focused all available budget resources on this initiative. Funds designated for guest lectures and guest critics have supported campus visits for short-listed candidates as well as potential future candidates. Lecture and guest critics in a position to expand our network of contacts have also been invited Department Heads, Deans and Directors of graduate programs at schools in the US and Europe that visit AUS see the quality of the program first hand and can advocate on our behalf with their current and former students interested in pursuing a career in academia.

In spring 2014 two shortlisted, female candidates were invited to AUS for final reviews in May. One of these two candidates was offered a position, but elected to remain at her US institution. Faced with an unexpected need for a fulltime visiting professor in spring 2015 the Department recruited four viable candidates, three men and one woman, and hired the female candidate. This candidate was offered a regular, continuing assistant professor position in May 2015, but elected to accept a position closer to her home in France. Two other women were among the seven candidates interviewed by the Dean in spring 2015. One was offered a position, but elected to accept a Fulbright scholarship. The second candidate did not prove to be a good match in terms of teaching capacity and experience.

The Department will continue to seek opportunities to recruit and retain highly qualified female faculty members, including leveraging resources to invite potential candidates to campus to dispel misconceptions that may impact the decision to consider AUS as a viable alternative to US-based institutions.

American University of Sharjah, 2018 Response: Click here to enter text.

The Department continues its efforts to recruit qualified and diverse faculty. The Department's revised Diversity Policy '*views diversity as the celebration of inclusiveness in all its forms. This includes but is not limited to race, gender, age and nationality.*'… '*The College finds itself in a region which is increasingly multicultural. This has supported the College's commitment to nurturing an educational environment that promotes diversity, social equity and inclusiveness between its students, faculty and staff.*'

Given the challenges described in our Interim Report for 2015 that the Department receives a small number of women applicants, strategic networking efforts have allowed us to make up some of our losses. In 2017-2018, following an international search, the Department appointed several women faculty:

Visiting for one year:
Assistant Professor Maria Oliver (core studio and foundations drawing), Professor Paulette Singley (history, theory and studio).

Visiting for one semester:
Professor Jori Erdman (core and foundations studios)

Adjunct for one semester:
Nadia Doukhi (core studio), Selma Catovic Hughes (foundations studio), Benedetta Tagliabue (Study Abroad program in Barcelona), Suzanne Strum (Study Abroad program in Barcelona) and Eman Assi (History of Islamic Art and Architecture).

While this may be seen as a temporary measure, in the current 2018-19 academic year, three new visiting faculty were appointed, two of whom are women. Some women adjunct faculty continued with their appointments:

Assistant Professor Maria Oliver (continues her appointment for a second year), Assistant Professor Dima Srouji (core studio, drawing and theory), Selma Catovic Hughes (foundations studio), Benedetta Tagliabue (Study Abroad program in Barcelona), Suzanne Strum (Study Abroad program in Barcelona).

Given the high percentage of female students in the program this shift over the last two academic years is seen as an essential move.

Department of full-time Architecture Faculty by Gender

	F	M
Spring 2014	3	17
Fall 2014	3	21
Spring 2015	1	17
Fall 2015	1	22
Spring 2016	2	22
Fall 2016	1	25
Spring 2017	0	22
Fall 2017	2	22
Spring 2018	3	20
Fall 2018	2	22

III. **Changes or Planned Changes in the Program**
Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

American University of Sharjah, 2018 Response:

Other than typical turnover, no unusual numbers of faculty departures took place. There were no significant changes in student enrollment other than annual variations.

An international search for a new Head of the Department of Architecture commenced in Fall 2016. Four shortlisted candidates completed on-campus interviews in Spring 2017. Professor George Katodrytis, who joined the American University of Sharjah in 2001, was appointed as the new Head of Department. He began a three-year appointment in August 2017.

Interim Dean Varkki Pallathucheril replaced Peter Di Sabatino at the beginning of the 2014-2015 academic year. A search for a new dean began in Spring 2015 and four shortlisted candidates completed on-campus interviews in October 2015. Varkki Pallathucheril was appointed as the new Dean in January 2016.

Following an international search Prof. Susan Karamanian from George Washington University was appointed as Provost in Fall 2017 for one semester. Prof. Kevin Mitchell was reappointed as Interim

Provost in January 2018. Following an international search Dr. Juan Sanchez from University of Texas, Austin, has been appointed as the new Provost and he will begin his tenure in January 2019.

New Faculty 2014-15: Four new faculty were appointed
- Ammar Kalo, Assistant Professor; appointed as Director of CAAD Labs, teaching advanced design studio and digital fabrication
- Dr. Rafael Pizarro, Associate Professor; appointed Program Coordinator for the Master of Urban Planning program
- Dr. John Montague, Assistant Professor; teaches architectural history and theory and film theory
- Camilo Cerro, Assistant Professor; teaches in both the architecture and the interior design program with a focus on sustainability and detailing.

New Faculty 2015-16: three new faculty were appointed
- Daniel Chavez, Assistant Professo; teaches fabrication and furniture classes
- Gregory Spaw, Assistant Professor; teaches design studios, digital design and fabrication courses
- Marcus Farr, Assistant Professor; teaches Integrative Design, professional practice, sustainability and digital fabrication

New Faculty 2016-17: three new faculty were appointed
- Jason Carlow, Assistant Professor; specializes in high-density high-rise housing and facades as well as interior design and contributes to various levels of studio instruction
- Gregory Watson, Professor; teaches foundations studios, detailing and representation
- Igor Peranza, Assistant Professor; appointed as Professor of Practice and focusses in Integrative Design and detailing

New Faculty 2017-18: three visiting were appointed along with three adjunct faculty
- Maria Oliver, Assistant Professor (visiting faculty for one year); teaches core studios and foundations
- Paulette Singley, Professor (visiting faculty for one year); teaches core history and theory
- Jori Erdman, Professor (visiting faculty for one semester); teaches core studios and sustainability
- Nadia Doukhi, Assistant Professor (adjunct faculty); teaches core studio
- Eman Assi, Assistant Professor; teaches the history of Islamic art and architecture
- Selma Catovic Hughes, Assistant Professor (adjunct faculty); teaches foundations studio

New Faculty 2018-19: three new faculty were appointed
- Maria Oliver, Assistant Professor (reappointed visiting faculty for one year); teaches studio, drawing and theory
- Roberto Castillo, Assistant Professor (visiting faculty for one year); teaches core studio, drawing and theory
- Dima Srouji, Assistant Professor (visiting faculty for one year); teaches core studio, drawing and history

Of a total of 23 full-time faculty teaching in the Department of Architecture in Fall 2018, two new visiting have been appointed to replace one departing faculty and positions of faculty on Sabbatical.

Bios for new administrators and faculty are available in the Appendix Section 2.

New Opportunities for Collaboration
In a new initiative, the Department has established collaborations with several external entities. These partners sponsor a course or a design studio by providing financial or material support to reduce the cost to students and provide a brief and a site. Ithra Dubai developers have sponsored a project to design two pedestrian bridges in Dubai. The project was developed by a vertical (fourth-year and fifth-year) design studio in Fall 2017. The Environment and Protected Areas Authority (EPAA) of Sharjah has provided support and a site for a design-build studio in Spring 2018. Arada Development have sponsored a Pavilion to be constructed on their Aljada Development, Sharjah. The project is designed and detailed by a fourth-year design studio in Fall 2018. Dubai Expo 2020 has invited our Department to design a number of pavilions for the forthcoming Expo in Dubai. This is a collaboration with the Politecnico di Milano and the Lombardy Region Chamber of Commerce in Italy. Dubai Metal Industries have made an in-kind contribution of assembly and finishing services as well as glazing for a design-built studio project.

Changes in Educational Approach - Curriculum Revision: New 2014 NAAB SPCs have been integrated in the curriculum and are reflected in syllabi starting in Fall 2018. The Department Curriculum and Assessment Committee has continued to work and made proposal to enhance our curriculum which are discussed and approved by the faculty. Significant changes included the following:

1. Reappraise the revision of all course outcomes. This was followed with the creation of syllabi templates for every course. These templates were distributed to the Department's faculty to guarantee uniformity in the syllabus documents and make sure that all appropriate outcomes were listed.

2. Enhance curricula thematic sequences and offerings that focus on issues specific to the discipline of architecture. ARC 581 Critical Practice and Contemporary Discourse was revised to facilitate the potential association of this course with options studios ARC 401, ARC 501 and ARC 502.

3. In Fall 2017 and Fall 2018 the Department has organized a study abroad intensive semester-long study in Barcelona. This vertical studio (ARC401 and ARC501) taken by up to 16 full time students accompanied by one of our faculty. The Department of Architecture is collaborating with the Enric Miralles Foundation which provides support through studio space, accommodation as well visits to their architectural office. The study abroad program seeks to widen the students' horizons about the different contexts of architecture and design, while simultaneously becoming international and globally engaged with academia and practice.
   Courses offered:
   Studio ARC 401 or AR 501 6 credit hours, ARC 494 (Case Study: Enric Miralles and Benedetta Tagliabue - EMBT) 3 credit hours, ARC 394 (Place and Culture: Barcelona) 3 credit hours, ARC 581 (Critical Practice and Contemporary Discourse) 3 credit hours. Total: 15 credit hours.

4. Refocus the history / theory sequence with greater emphasis on conceptual rather than a chronological sequence.
   • ARC 222 (Modern Architecture and Urban Form) which is taken in Spring of second year. Some pre-1960s theoretical writings, e.g. Futurist Manifestos, Le Corbusier, Adolf Loos, etc. to be incorporated into what was otherwise a chronological narrative survey.
   • ARC 221 (Pre-Modern Architecture and Urban Form) which is taken in Fall of third year, becomes more discursive, less chronological, more thematic.
   • ARC 421 (Architectural Theory) now focuses exclusively on the period post-1960s to the present. This class covers important NAAB requirements including research and student

presentations. Also, importantly, over the last 3 years, ARC 421 was moved from being a 3-day a week to a 2-day a week class, allowing longer better, deeper discussions.

Changes in Physical Resources
• Exhibition Gallery renovation: improved lighting and acoustic performance
• Foundations studios: noise abatement and improved acoustic performance
• CAAD Labs: expanded metal shop facilities and added a new casting lab

IV. Summary of Responses to Changes in the 2014 NAAB Conditions

American University of Sharjah, 2018 Response:

Initiated by the Curriculum and Assessment Committee the Department with faculty participation our courses have been reviewed and a new matrix was composed to respond to the 2014 Conditions for Accreditation. The faculty have twice revised the SPC Matrix. The self-assessment process with faculty feedback was incorporated into a final SPC Matrix. Revised SPCs have been incorporated in the program syllabi and currently all are assigned to existing course outcomes. The Department has identified weaknesses and new opportunities. For example, existing course outcomes of the ARC 402 studio were revised and expanded to include Integrative Design SPCs which are now linked to one or more course outcomes. Similarly, ARC 463 (Professional Practice) course outcomes have been linked with all Realm D: Professional Practice SPCs

The final SPC Matrix is available in Appendix 3.

V. **Appendix** *(include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of low-pass student work for SPCs in the following cases--if there are any SPCs that have not been met for two consecutive visits, or If there are three not-met SPCs in the same realm in the last visit--as required in the Instructions.)*

American University of Sharjah, 2018 update:

Appendix Contents

Section 1: Revised Syllabi with NAAB SPCs

Syllabi used in Fall 2018 (front page):
1.1 ARC 201 Architectural Design Studio I
1.2 ARC 221 Pre-Modern Architecture and Urban Form
1.3 ARC 281 Architectural Principles
1.4 ARC 301 Architectural Design Studio III
1.5 ARC 331 Materials and Methods II
1.6 ARC 342 Structures for Architects
1.7 ARC 451 Environmental Control Systems

Syllabi templates for Spring 2019 (front page):
1.8 ARC 202 Architectural Design Studio II
1.9 ARC 222 Modern Architecture and Urban Form
1.10 ARC 232 Materials and Methods I
1.11 ARC 302 Architectural Design Studio IV
1.12 ARC 402 Design Studio VI
1.13 ARC 421 Architectural Theory
1.14 ARC463 Professional Practice

Section 2: Bios of new faculty (since 2016-17)
2.1 Professor Varkki Pallathucheril (new administrator)
2.2 Professor George Katodrytis (new administrator)
2.3 Associate Professor Jason Carlow
2.4 Professor of Practice Igor Peranza
2.5 Professor Gregory Watson
2.6 Assistant Professor Maria Oliver (visiting 2017-18 and 2018-2019)
2.7 Assistant Professor Roberto Castillo (visiting 2018-2019)
2.8 Assistant Professor Dima Srouji (visiting 2018-2019)
2.9 Professor Paulette Singley (visiting 2017-2018)
2.10 Professor Jori Erdman (visiting Spring 2018)

Section 3: SPC Matrix- Revised for 2014 Conditions for Accreditation (2017)

Section 4: Mentoring Process

Section 5: Three examples of low-pass student work for SPCs for three not-met SPCs in the same realm in the last visit

• 2013 NAAB SPC B.2 and B.5 are now **B.3**
• 2013 NAAB SPC B.6 is now **C.3**

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

We have submitted the same three student projects to satisfy 2013 NAAB SPC B.2 and B.5 in a folder titled '**B.3** - Codes and Regulations'

Student Work [folder]>
B.3 - Codes and Regulations [folder]>
1_ARC402_Design Studio VI [PDF]
2_ARC402_Design Studio VI [PDF]
3_ARC402_Design Studio VI [PDF]

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

We have submitted three student projects to satisfy 2013 NAAB SPC B.6 in a folder titled '**C.3** - Integrated Design'

Student Work [folder]>
C.3 - Integrated Design [folder]>
1_ARC402_Design Studio VI [PDF]
2_ARC402_Design Studio VI [PDF]
3_ARC402_Design Studio VI [PDF]

Section 1: Revised Syllabi with NAAB SPCs

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1.6 ARC 342 Structures for Architects
1.7 ARC 451 Environmental Control Systems

Architectural Design Studio I

ARC 201 | *Section* 01, 02 + 3

Instructor: M. Hughes, F. Tabbarah, D. Srouji
Office Location: AD2-110, AD2-019, AD2-209
Contact: mhughes@aus.edu, ftabbarah@aus.edu, dsrouji@aus.edu
Office Hours: MH= U | T 1100-1200 + By Appointment, FT= U | R 11:00 – 12:30, DS=S | W 1100-1230

Syllabus

FALL 2018
September 2, 2018

Format	Studio
Prerequisites	DES 112, DES 121, DES 122, DES 132, MTH 003 or MTH 111 or MTH 103, and WRI 101 or WRI 102
Credit Hour Distribution	12-0-6
Course Timings	1300 - 1650
Class Location	AD2-107
Teaching Assistant	N/A

Course Description

Addresses fundamentals of making architectural form and space with emphasis on design inquiry, exploration and process. Concentrates on classic instances of form sources in architectural design: function, experience, structure, construction and context. Digital media are integral to the studio. Lab/Tech fee rate B applies.

Course Outcomes

Upon completion of the course, students will be able to:

1. Develop representation methods that use appropriate media such as drawings, writing and fabrication while communicating design intentions.
2. Employ the fundamentals of visual perception and the principles and systems of formal and spatial order that inform two- and three-dimensional design and architectural composition. (NAAB Criterion A.5 - Ordering Systems)
3. Respond to physical and climatic site conditions and human requirements.
4. Explore tools and methods to design and create space, form and tectonics. (NAAB Criterion A.5 - Ordering Systems)

Course Textbook

Not required

Required Readings

Cheryl Weber, "Drawing the Line" in Residential Architect August 2008
Annie Dillard, "Seeing" in Pilgrim At Tinker Creek, pg 31-39
J. Tanizaki, In Praise of Shadows, pg 1-6
W.G. Clark, "Replacement", in Modulos 20: Stewardship of the Land
Conlin Rowe and Robert Slutzky, "Transparency: Literal and Phenomenal"

Suggested Readings

Steen Eiler Rasmussen, Experiencing Architecture
Peter Zumthor, Atmospheres
Julius Panero, Human Dimension & Interior Space
Francis D.K. Ching, Architecture: Form, Space, and Order
Carol Burns, "On Site" in Drawing, Building, Text.

Approved for Fall 2018

Pre-Modern Architecture and Urban Form

ARC 221 | *Section* 01

Instructor: Dr John Montague
Office Location: AD1–102
Contact: jmontague@aus.edu
Office Hours: U | T 10–11:00, M| W 11:00–12:00

Syllabus

FALL 2018
1 Sep 2018

Format	Lecture
Prerequisites	DES 122
Credit Hour Distribution	3-0-3
Course Timings	15:30–16:45
Class Location	AD1–102
Teaching Assistant	

Course Description

Covers factors influencing the production of architecture and urban form through the study of select buildings and cities within the context of world history from the ancient world to 1850 CE. Focuses on ways in which theoretical knowledge and practical design principles were applied across cultures. Addresses interrelationships between diverse architectural and urban traditions through comparative analyses of historical buildings and cities.

Course Outcomes

Upon completion of the course, students will be able to:

1. Apply historical design precedents from a global context. (NAAB Criterion A.7 - History and Global Culture)
2. Identify and define major developments in the history of architecture & urban form pre-1850. (NAAB Criterion A.7 - History and Global Culture)
3. Discuss the historical context of select works of pre-modern architecture and urban form.
4. Describe the significance of representative works from diverse traditions in architecture and urban form using appropriate terminology.
5. Identify and define key principles and factors shaping architecture and urban form.
6. Analyze historical precedents (buildings and sites) based on the parameters of scale, axis, use and typology.
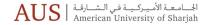
Course Textbook

Michael Fazio, Marian Moffett, and Lawrence Wodehouse, A world history of architecture 3rd ed. (London: Laurence King Publishing, 2014)

Required Readings

Readings will be made available as needed

Suggested Readings

Readings will be made available as needed

AUS | American University of Sharjah
الجامعة الأمريكية في الشارقة

COLLEGE OF ARCHITECTURE, ART AND DESIGN
كلية العمارة والفنون والتصميم

Architectural Principles
ARC 281 | *Section* 01

Instructor: Professor Kevin Mitchell
Office Location: MM02F
Contact: kmitchell@aus.edu
Office Hours: M|W 10:45 – 12:00 / by appointment

Syllabus

FALL 2018
Aug 27, 2017

Format	Lecture
Prerequisites	ARC 201 or IDE 201 (concurrent)
Credit Hour Distribution	3-0-3
Course Timings	9:30–10:45
Class Location	AD1-102

Course Description

Provides an overview of the fundamental formal, cultural and environmental issues specific to the discipline of architecture and interior design. Emphasizes two- and three-dimensional composition, organizational strategies, and the basic syntax of spatial configuration. Examines the effect of light, air, weather and orientation on spatial experience in the built environment with a focus on building forms and interiors that incorporate a passive and site-specific response to environmental conditions.

Course Outcomes

Upon completion of the course, students will be able to:

1. Identify compositional principles, organizational strategies, and the basic syntax of spatial configuration using appropriate representational techniques. (NAAB Criterion A.2 - Design Thinking Skills)
2. Describe how cultural values and traditions have influenced the design of the built environment. (NAAB Criterion A.8 - Cultural Diversity and Social Equity)
3. Explain the relationship between fundamental aspects of human behavior and the built environment. (NAAB Criterion A.5 - Ordering Systems)
4. Describe how built form can respond to light, air, weather, solar orientation and site conditions.
5. Explain how the impact of light, air, weather and solar orientation physically impacts the human body.

Course Textbooks

Ching, Francis D.K. (2014) *Architecture – Form, Space & Order.* Hoboken, NJ: John Wiley and Sons, Inc.

Koch-Nielsen, H. (2002) *Stay Cool: A Design Guide for the Built Environment in Hot Climates.* London: Routledge.

Required Readings

Ching, Francis D.K. (2014) *Architecture – Form, Space & Order.* Hoboken, NJ: John Wiley and Sons, Inc.

Koch-Nielsen, H. (2002) *Stay Cool: A Design Guide for the Built Environment in Hot Climates.* London: Routledge.

Rapoport, A. (1980) "Vernacular Architecture and the Cultural Determinants of Form". In. King, A. *Buildings and Society: Essays on the Social Development of the Built Environment.* London: Routledge. pp. 158–169.

Architectural Design Studio III

ARC 301 | *Section* 03

Instructor: Assistant Professor Cristiano Luchetti
Office Location: AD2-110
Contact: cluchetti@aus.edu
Office Hours: U | T | R | 10 - 12.30 & by appointment

Syllabus

FALL 2018
Sept 2, *2018*

Format	Studio
Prerequisites	ARC 202 or IDE 202, and PHY 104
Credit Hour Distribution	12-0-6
Course Timings	1:00 – 4:50 --- F1 for Help
Class Location	AD1-012
Teaching Assistant	

Course Description

Advances the fundamentals of the making of architectural form based on concepts derived from space, structure and building construction. Studio-based projects emphasize design strategies for small, multilevel, infill buildings with conventional, short-span structural systems. Repeatable only once.

Course Outcomes

Upon completion of the course, students will be able to:

1. Identify and implement appropriate spatial design strategies in response to advanced programmatic and site constraints.
2. Utilize physical and digital modeling as an investigative and analytical tool.
3. Explore the integration of programmatic, contextual and conceptual issues through design approaches that privilege both process and product. (NAAB Criterion A.3 - Investigative Skills) (NAAB Criterion B.1 - Pre-Design)
4. Demonstrate an understanding of basic structural principles and utilize structural systems as spatial and formal ordering systems in building design.
5. Integrate accessibility guidelines and practices into design outcomes. (NAAB Criterion B.1 - Pre-Design)
6. Respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
7. Examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects. (NAAB Criterion A.6 - Use of Precedents)

Course Textbook

Not required

Required Readings

Readings will be made available as needed

Suggested Readings

Readings will be made available as needed

Materials and Methods II

ARC 331 | *Section* 01

Instructor: Professor Greg Watson
Office Location: AD2-207
Contact: gwatson@aus.edu
Office Hours: U | T | R 10:00 – 12:00

Syllabus

FALL 2018
Aug 27, 2017

Format	Lecture
Prerequisites	ARC 232
Credit Hour Distribution	3-0-3
Course Timings	M	W 2:00 pm - 3:15 pm
Class Location	AD1-107
Teaching Assistant	

Course Description

Offers an in-depth examination of the materials and processes involved in finishing a building. Uses a case study approach to demonstrate the evolution of the building process of the major components that are built following the erection of the building's basic structure. Covers stairs, doors, windows, partitions, ceilings, floors, claddings and joints. Investigates design considerations and construction methods with hands-on experience in producing detailed drawings.

Course Outcomes

Upon completion of the course, students will be able to:

1. Demonstrate knowledge or the basic principles utilized in the appropriate selection or construction materials, products, components and assemblies based on their inherent characteristics and performance, including their environmental impact and reuse. (NAAB Criterion B.8 - Building Materials and Assemblies)
2. Identify common contemporary and regional construction practices.
3. Understand the information contained in construction details and wall sections. (NAAB Criterion B.7 - Building Envelope Systems and Assemblies)
4. Produce a competent construction detail and/or wall section utilizing standard notation and disciplinary conventions. (NAAB Criterion B.7 - Building Envelope Systems and Assemblies)

Course Textbook

Not required

Required Readings

Readings will be made available as needed

Suggested Readings

• Allen, Edward, and Patrick Rand. Architectural Detailing : Function, Constructibility, Aesthetics. Third Edition. ed. Hoboken, New Jersey: Wiley, 2016.

• Allen, Edward, and Joseph Iano. Fundamentals of Building Construction : Materials and Methods. Sixth Edition. ed. Hoboken, New Jersey: Wiley, 2014.

• Ching, Francis D.K. Building Construction Illustrated, 4th Edition
Wiley & Sons, 2008

Structures for Architects

ARC 342 | *Section* 01

Instructor: Associate Professor Faysal Tabbarah
Office Location: AD2-019
Contact: ftabbarah@aus.edu
Office Hours: U | T 11:00 – 12:30 or by Appointment

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Syllabus

FALL 2018
Aug 27, 2017

Format	Lecture
Prerequisites	ARC 201 or IDE 201, and PHY 104
Credit Hour Distribution	3-0-3
Course Timings	10:00 – 10:50 --- F1 for Help
Class Location	AD1-007
Teaching Assistant	

Course Description

Introduces the classification and behavior of structural elements and systems most relevant to the design of architecture. Includes the fundamentals of structural analysis, types and classifications of structural dynamics, properties and performance capacity of the primary building materials, and structural elements. Individual structural components and topics are presented in relation to system types and classifications. Emphasizes the dynamic relationship between components and systems. Covers the structural design process including the collaborative nature of working with a structural consultant in a professional office environment.

Course Outcomes

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of structural elements in architecture.
2. Classify structures according to their structural systems.
3. Demonstrate an understanding of the behavior of structural systems. (NAAB Criterion B.5 - Structural Systems)
4. Demonstrate an understanding of structural mechanics. (NAAB Criterion B.5 - Structural Systems)
5. Demonstrate the graphic and verbal skills necessary for explaining a structural idea.

Course Textbook

Not required

Required Readings

Readings will be made available as needed

Suggested Readings

Francis D. K. Ching, Building Construction Illustrated.
Edward Allen, Fundamentals of Building Construction, Materials and Methods.

Edward Allen, Joseph Iano, Architect's Studio Companion.

Grading

ASSESSMENT TOOL	WEIGHT
Quizzes	50%
Project 1	
Project 1.1	5%
Project 1.2	20%
Project 1.3	5%
Project 2	10%

Architectural Theory

ARC 421 | *Section* 01& 02

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Instructor: Dr John Montague
Office Location: AD2–109
Contact: jmontague@aus.edu
Office Hours: U | T 10–11:00, M| W 11:00–12:00

Syllabus

FALL 2018
Sep 3, 2018

Format	Seminar
Prerequisites	ARC 221 or ARC 222, and ENG 203 or ENG 204
Credit Hour Distribution	3-0-3
Course Timings	8:00–9:15, 12:30–13:45
Class Location	AD2-218, AD1–106
Teaching Assistant	

Course Description

Engages the conceptual basis of the work of specific architects, historical and contemporary architectural historians and theoreticians from the 1960s to the present. Examines schools of thought in architecture with an emphasis on the understanding of both written and visual analysis of built form and design.

Course Outcomes

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of the nature, scope, and purpose of architecture.
2. Describe the major ideas, theories, and practices prevalent in architecture today.
3. Identify the role and potential contributions of the architect as a form maker.
4. Communicate research work and ideas in verbal, written and graphic media. (NAAB Criterion A.1 - Professional Communication Skills)
5. Demonstrate an understanding of the theoretical and applied research methodologies and practices used during the design process. (NAAB Criterion C.1 - Research)

Course Textbook

Harry Francis Mallgrave, and David Goodman, An introduction to architectural theory: 1968 to the present (Oxford: Wiley-Blackwell, 2011)

Required Readings

Charles Jencks, and Karl Kropf (eds.) Theories and manifestoes of contemporary architecture 2nd ed. (Chichester: Wiley-Academy, 2006)

Suggested Readings

Readings will be made available as needed

Grading

ASSESSMENT TOOL	WEIGHT
Attendance	5%
Participation	5%
Blog Review x 2, 10% each	20%
Presentation	15%
Essay	25%
Manifesto	30%

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Environmental Control Systems

ARC 451 | *Section* 01

Instructor: Professor Dr. Ahmed Mokhtar
Office Location: AD2-206
Contact: mokhtar@aus.edu
Office Hours: SU 10:30 – 11:30 | MO, TU and WE 15:30 –16:30

Syllabus

FALL 2018
Aug 27, 2018

Format	Lecture
Prerequisites	ARC 40101
Credit Hour Distribution	3-0-3
Course Timings	MW 9:30 – 10:45
Class Location	AD1-107
Teaching Assistant	N/A

Course Description

Presents the basic principles for the selection and the design of the main environmental control systems in buildings, including plumbing, heating, ventilation, air conditioning, electric, lighting, and fire suppression and protection systems.

Course Outcomes

Upon completion of the course, students will be able to:

1. Identify the components used for supplying and draining water in a building. Analyze the design of a sanitary space from a functional point of view. Classify strategies to save water. (NAAB Criterion B.9 - Building Service Systems)
2. Describe the fundamentals of heating and cooling systems in buildings. Classify the different types of active cooling and heating systems. Plan these components to integrate them with architectural design. (NAAB Criterion B.9 - Building Service Systems)
3. Distinguish the components used for smoke detection and fire suppression systems. Recognize and apply some key code elements used for life safety in buildings. (NAAB Criterion B.9 - Building Service Systems)
4. Identify the principal components of a building electric system. Plan these components to integrate them with architectural design. (NAAB Criterion B.9 - Building Service Systems)
5. Describe the fundamentals of light and identify the differences between light fixtures. Arrange openings for natural light and/or location of light fixtures to achieve a light design objective. (NAAB Criterion B.9 - Building Service Systems)
6. Describe basic types and components of vertical transportation systems in a building. (NAAB Criterion B.9 - Building Service Systems)
7. Describe the basics for a communication and security system in a building. (NAAB Criterion B.9 - Building Service Systems)

Course Textbook

Not required

Required Readings

Readings will be made available as needed

Suggested

Readings will be made available as needed

Syllabi templates for Spring 2019 (front page):

Architectural Design Studio II

ARC 202 | *Section* 01

Instructor: Assistant Professor Joe Black
Office Location: AD2-003
Contact: jblack@aus.edu
Office Hours: U | T | R 10:00 – 13:00

Syllabus

SPRING 2019
Aug 27, 2017

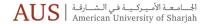|	
Format	Studio
Prerequisites	ARC 201
Credit Hour Distribution	12-0-6
Course Timings	8:00 – 8:50 --- F1 for Help
Class Location	AD1-012
Teaching Assistant	

Course Description

Continues the content and purpose of ARC 201 with increased emphasis on design development, physical and technical resolution. Digital media are integral to the studio. Repeatable only once. Lab/Tech fee rate B applies.

Course Outcomes

Upon completion of the course, students will be able to:

1. Demonstrate a considered and intentional response to local site characteristics including cultural, social, climatic and historical attributes through diagrams, drawings and models.
2. Diagram formal relationships, generative concepts, and spatial intent. (NAAB Criterion A.4 - Architectural Design Skills)
3. Demonstrate an ability to design for human needs and spatial experience.
4. Express tectonic and material qualities through the use of precise representation in drawing and model.
5. Show an awareness of construction principles as influenced by causal forces such as gravity and materiality.
6. Utilize analytical, technical, and evocative representational techniques.

Modern Arc and Urban Form

ARC 222 | *Section* 01

Instructor: Assistant Professor Joe Black
Office Location: AD2-003
Contact: jblack@aus.edu
Office Hours: U | T | R 10:00 – 13:00

Syllabus

SPRING 2019
Aug 27, 2017

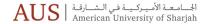|	
Format	Lecture
Prerequisites	DES 122
Credit Hour Distribution	3-0-3
Course Timings	8:00 – 8:50 --- F1 for Help
Class Location	AD1-012
Teaching Assistant	

Course Description

Introduces knowledge and design principles fundamental to an understanding of the architecture and urban form from 1850 to 1960. Integrates history and theory focusing on a selection of significant issues proceeding topically rather than chronologically. Considers technological changes and regional influences and contributions, concludes with the debates that gave rise to Post-modern Architecture.

Course Outcomes

Upon completion of the course, students will be able to:

1. Identify and define of major developments in architectural and urban theory and practice from 1850 to 1960.
2. Demonstrate an understanding of the western architectural canons and traditions in architecture developed during the modern era.
3. Recognize parallel and divergent canons and traditions of "regional" modern architecture developed in the non-western context. (NAAB Criterion A.7 - History and Global Culture)
4. Demonstrate an understanding of the influence of non-western architecture in the development of modern architecture.
5. Demonstrate the ability to formulate critical positions regarding the relationship of history and theory of modern architecture and urban form to issues in contemporary architectural design. (NAAB Criterion A.7 - History and Global Culture)
6. Analyze historical precedents (buildings and sites) based on the parameters of scale, axis, use and typology.

Materials and Methods I

ARC 232 | *Section* 01

Instructor: Assistant Professor Joe Black
Office Location: AD2-003
Contact: jblack@aus.edu
Office Hours: U | T | R 10:00 – 13:00

Syllabus

SPRING 2019
Aug 27, 2017

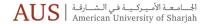|	
Format	Lecture
Prerequisites	ARC 201 or IDE 201
Credit Hour Distribution	3-0-3
Course Timings	8:00 – 8:50 --- F1 for Help
Class Location	AD1-012
Teaching Assistant	

Course Description

Offers an in-depth review of building materials and their properties as they relate to methods of construction and contemporary construction practices used to prepare sites and to erect the building's basic structure. Covers site preparation, foundations, concrete, steel and timber structures, and masonry work. Discusses the basics of producing construction drawings.

Course Outcomes

Upon completion of the course, students will be able to:

1. Distinguish an overview of common and contemporary local and regional construction practices.
2. Understand the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies based on their inherent characteristics and performance, including their environmental impact and reuse. (NAAB Criterion B.8 - Building Materials and Assemblies)
3. Consider the fundamental steps necessary to constructing a building including site work, foundations and structure.
4. Appreciate and facilitate structural materials and their respective construction systems (concrete, masonry, steel and timber) as a design consideration.
5. Complete drawing details of construction elements and wall sections.

Architectural Design Studio IV

ARC 302 | *Section* 01

Instructor: Assistant Professor Joe Black
Office Location: AD2-003
Contact: jblack@aus.edu
Office Hours: U | T | R 10:00 – 13:00

Syllabus

SPRING 2019
Aug 27, 2017

Format	Studio
Prerequisites	ARC 301
Credit Hour Distribution	12-0-6
Course Timings	8:00 – 8:50 --- F1 for Help
Class Location	AD1-012
Teaching Assistant	

Course Description

Includes studio-based projects with emphasis on the tectonics of building structure and envelope. Building case studies and design projects explore a range of material and construction system types including steel, wood, masonry and reinforced concrete. Repeatable only once.

Course Outcomes

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of structural systems and their application into design outcomes.
2. Utilize applied research as a part of the design process as it relates to structure, materials and assemblies.
3. Recognize the importance of research in the form of precedent analysis and its implications on design outcomes. (NAAB Criterion C.1 - Research)
4. Prepare technical documentation of building systems as related to the tectonics of building structure and envelope.
5. Demonstrate the graphic and verbal skills necessary for explaining and clarifying design ideas.
6. Engage in critical self-reflection in order to evaluate the design process and its results.
7. NAAB Criterion B.2 - Site Design

Architectural Design Studio VI

ARC 402 | *Section* 01

Instructor: Assistant Professor Joe Black
Office Location: AD2-003
Contact: jblack@aus.edu
Office Hours: U | T | R 10:00 – 13:00

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Syllabus

SPRING 2019
Aug 27, 2017

Format	Studio
Prerequisites	ARC 40101
Credit Hour Distribution	12-0-6
Course Timings	8:00 – 8:50 --- F1 for Help
Class Location	AD1-012
Teaching Assistant	

Course Description

Comprises a capstone and focuses on the development of a comprehensive building design project integrating building technologies with other non- technical design issues. Addresses data collection, analysis and programming along with a detailed design development of building technology components. Repeatable only once.

Course Outcomes

Upon completion of the course, students will be able to:

1. Demonstrate mastery of data collection, analysis and programming of a comprehensive building design.
2. Apply universal design standards to site and building design to accommodate inhabitants of varying physical ability. (NAAB Criterion B.3 - Codes and Regulations)
3. Demonstrate a considered and intentional response to local site characteristics including cultural, social, climatic and historical attributes through diagrams, drawings and models.
4. Analyze and evaluate site conditions to determine topography, zoning requirements, vehicular traffic patterns, environmental conditions, infrastructure, neighborhood density, scale, proportion and materials.
5. Collect, analyze and synthesize building code information relevant to the building typology and the proposed site. (NAAB Criterion B.3 - Codes and Regulations)
6. Research, analyze and synthesize relevant architectural precedents.
7. Evaluate, select and integrate formal ordering systems, structural systems, environmental and other building systems. (NAAB Criterion C.2 - Integrated Evaluations and Decision-Making Design Process), (NAAB Criterion C.3 - Integrative Design)
8. Evaluate materials and assemblies in terms of performance and their ability to become an integral part of design. (NAAB Criterion C.3 - Integrative Design)
9. Prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria. (NAAB Criterion C.2 - Integrated Evaluations and Decision-Making Design Process)
10. Apply the basic principles of life-safety systems with an emphasis on egress. (NAAB Criterion B.3 - Codes and Regulations)

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Architectural Theory

ARC 421 | *Section* 01

Instructor: Assistant Professor Joe Black
Office Location: AD2-003
Contact: jblack@aus.edu
Office Hours: U | T | R 10:00 – 13:00

Syllabus

SPRING 2019
Aug 27, 2017

Format	Seminar
Prerequisites	ARC 221 or ARC 222, and ENG 203 or ENG 204
Credit Hour Distribution	3-0-3
Course Timings	8:00 – 8:50 --- F1 for Help
Class Location	AD1-012
Teaching Assistant	

Course Description

Engages the conceptual basis of the work of specific architects, historical and contemporary architectural historians and theoreticians from the 1960s to the present. Examines schools of thought in architecture with an emphasis on the understanding of both written and visual analysis of built form and design.

Course Outcomes

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of the nature, scope, and purpose of architecture.
2. Describe the major ideas, theories, and practices prevalent in architecture today. (NAAB Criterion A.1 - Professional Communication Skills)
3. Identify the role and potential contributions of the architect as a form maker.
4. Communicate research work and ideas in verbal, written and graphic media. (NAAB Criterion C.1 - Research)

Professional Practice

ARC 463 | *Section* 01

Instructor: Assistant Professor Joe Black
Office Location: AD2-003
Contact: jblack@aus.edu
Office Hours: U | T | R 10:00 – 13:00

Syllabus

SPRING 2019
Aug 27, 2017

Format	Lecture
Prerequisites	Junior Standing
Credit Hour Distribution	3-0-3
Course Timings	8:00 – 8:50 --- F1 for Help
Class Location	AD1-012
Teaching Assistant	

Course Description

(Equivalent to IDE 463). Introduces the professional practice of architecture and interior design. Covers the fundamental knowledge of project management, client and consultant relationships, construction administration and the operations of a design business. Introduces the implications of time, budget and economic parameters in relation to the design process, professional ethics, social and political culture, and business management.

Course Outcomes

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of the architects responsibility to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains. (NAAB Criterion D.1 - Stakeholder Roles in Architecture)
2. Understand the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, accessibility laws and professional service contracts. (NAAB Criterion D.4 - Legal Responsibilities)
3. Describe the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration. (NAAB Criterion D.2 - Project Management), (NAAB Criterion D.3 - Business Practices)
4. Describe the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods. (NAAB Criterion D.2 - Project Management)
5. Describe the fundamentals of building and project costs, such as rough construction estimating and basic operational costs. (NAAB Criterion B.10 - Financial Considerations)
6. Explain the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice. (NAAB Criterion D.5 - Professional Conduct)
7. Understand the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors. (NAAB Criterion D.5 - Professional Conduct)

CAAD Policies

Section 2: Bios of new faculty (since 2016-17)

2.1 Professor Varkki Pallathucheril (new administrator)
2.2 Professor George Katodrytis (new administrator)
2.3 Associate Professor Jason Carlow
2.4 Professor of Practice Igor Peranza
2.5 Professor Gregory Watson
2.6 Assistant Professor Maria Oliver (visiting 2017-18 and 2018-2019)
2.7 Assistant Professor Roberto Castillo (visiting 2018-2019)
2.8 Assistant Professor Dima Srouji (visiting 2018-2019)
2.9 Professor Paulette Singley (visiting 2017-2018)
2.10 Professor Jori Erdman (visiting Spring 2018)

2.1 Professor Varkki Pallathucheril (new administrator)
Professor and Dean of the College of Architecture, Art and Design
Varkki Pallathucheril is Professor and Dean of the College of Architecture, Art and Design. He was appointed in January 2016 and prior to that served in an interim capacity since August 2014. He has an undergraduate degree in Architecture from the Indian Institute of Technology, Kharagpur, and a Masters and a PhD in City and Regional Planning from the Ohio State University. He was a tenured member of the faculty in urban planning at the University of Illinois at Urbana Champaign prior to joining AUS where he has taught in the Master of Urban Planning program since 2007. His research looks at urban design, planning support systems, and the integration of forecasts and simulations with plan-making.

2.2 Professor George Katodrytis (new administrator)
Professor and Head of the Department of Architecture
George Katodrytis is an architect involved in practice, teaching and research. He is Professor and Head of the Department of Architecture at the American University of Sharjah, UAE. He studied and taught at the Architectural Association in London and he has been a visiting professor at various schools around the world. He worked in Paris, London, Nicosia and Dubai. He has published widely on contemporary architecture, urbanism, cultural theory and digital media. The work addresses the 'city', especially as it is evolving in the 21st century. He employs digital technology and scripting as tools for establishing new formal and performative models in architecture. Recent articles and presentations included 'Roaming Trans_cities of the Middle East', 'Telegenic Phantasies', 'Boutique city', 'UAE cities: Image, Orientalisms and other Connectivities', and 'Non-Western Architecture's Influence on the Modern Architecture of Dubai' referring to the emerging urbanisms in the Gulf. Exhibitions included renderings and aerial collaged photographs titled 'Aerial Fictions' and 'Model Toy City'. He is the co-editor of the Architectural Design issue 'UAE and the Gulf: Architecture and Urbanism Now' published in March 2015.

2.3 Associate Professor Jason Carlow
Jason Carlow is an award-winning designer and educator, and an Associate Professor of Architecture at the American University of Sharjah (AUS). His recent work investigates high rise architecture and the ways in which digital design and production strategies can address the problems associated with standardization and urban sprawl. He holds a BA in Visual and Environmental Studies from Harvard, and a Master's in Architecture from Yale. Prior to joining AUS, he practiced architecture and taught at the University of Hong Kong for ten years. His design work and research has been published widely and exhibited internationally in architecture biennials in Venice, Beijing, Hong Kong, Shenzhen and Sao Paulo. He is the recipient of design awards such as an AIA Honor Award, the German iF Design Award, the Red Dot Communication Design Award and the "40 under 40" Design Award for Architecture and Interiors in Asia by Hong Kong based Perspective Magazine.

2.4 Professor of Practice Igor Peranza
Professor of Practice, Architecture Ph.D., University of Kumamoto, Japan. A native of Caracas, Venezuela, Igor Peraza worked for five years at the Atelier of Arata Isozaki and led the Domus (Museum of Mankind) project on-site in La Coruña, Spain. In 2000 he relocated to Barcelona to work with Miralles Tagliabue as Director of the Santa Caterina Market project. He went on to serve as Director of EMBT's Shanghai office, where he led many projects including the Spanish Pavilion at the 2010 World Expo. He has previously taught at the Polytechnic University of Catalonia, the European Institute of Design, in Barcelona, Spain, Tongji University in Shanghai, China and the Lebanese American University in Lebanon. On his third-year teaching at AUS he instructed the Fall 2018r Study Abroad Program in Barcelona and collaborating with the Pritzker Architecture Prize winner 2017 RCR from Olot as an instructor of their workshops.

2.5 Professor Gregory Watson
Greg Watson's teaching and research focus on design principles and processes, materials, landscape, representation, and visual communication. He has taught at all levels of the architecture curriculum, from basic design through graduate seminars and thesis studios. He has developed and taught courses and seminars in materials and methods, passive building systems, and site design, and representation. Before joining the faculty at AUS in 2016 he served as the Emogene Pliner Professor of Architecture at Louisiana State University. Prior to LSU, he held positions as an associate professor of architecture at Mississippi State University, the University of New Mexico, the University of Minnesota, and the University of Louisiana at Lafayette. He also held visiting and adjunct positions at the Savannah College of Art and Design, the Maine College of Art and the Minneapolis College of Art and Design. In 2001, he was selected as the Nadine Carter Russell Chair in Design at Louisiana State University. Watson has received a number of awards for teaching, most recently the 2015 Association of Collegiate Schools of Architecture Distinguished Professor Award that recognizes 'sustained creative achievement in architectural education through teaching, design, scholarship, research, and service.' Watson's research has been supported by grants from the New York State Psychiatric Institute, the Mississippi State University Office of Research, the University of Minnesota College of Architecture and Landscape Architecture, and the Graham Foundation for Advanced Studies in the Fine Arts.

2.6 Assistant Professor Maria Oliver (visiting 2017-18 and 2018-2019)
Prof. Maria Oliver holds a Masters in Architecture from Columbia University in New York and conducted course work towards a Ph.D at Harvard University. She is currently a Visitor Assistant Professor at the American University of Sharjah. She has taught at the Polytechnic University of Puerto Rico, the University of Puerto Rico, The New School Parsons School of Design, the Cooper Union for the Advancement of Science and Art, and the City College of New York. She has researched extensively in the area of Latin American architecture and has been the recipient of multiple grants to conduct research in Cuba, Brazil, Puerto Rico and London. Among others, she was the co-editor of *Archivos de Arquitectura Antillana* 2016; coordinator of the lecture series *In your own Backyard 2014* and *Inside Out Material Culture 2015,* and co-organizer of the ACSA conference in Cuba 2002. She is the former editor of Polimorfo journal at the ArqPoli School of Architecture, Polytechnic University of Puerto Rico, and was the founder and Director of the research center iESCALA (Iniciativas de Estudios de Sociedad, Cultura y Arquitectura de Latino America) at the University of Puerto Rico.

2.7 Assistant Professor Roberto Castillo (visiting 2018-2019)
PhD in Architecture, The University of Kansas. Before joining AUS, Dr Castillo was a full-time faculty at Central University of Venezuela and a lecturer at The University of Kansas, focused on teaching architectural and urban design studios. Dr Castillo is a Fulbright alumnus. His teaching and research areas of interest include multi-family housing, urban design, Latin American modern architecture, climate-responsive design, and analytical drawing. He is an experienced practitioner in the fields of architecture and urban design, with several architectural competition awards and publications in Venezuela. Recently, he collaborated as an urban designer with the firm InSite planning in projects within the metropolitan area of Kansas City.

2.8 Assistant Professor Dima Srouji (visiting 2018-2019)
Dima Srouji is a Palestinian architect working in the expanded context of interdisciplinary research-based projects. Her work explores intersectionalities of art and architecture through historic strata and spatial edges, and questions issues of place. More specifically, her work deals with critical cartography and constructs alternative architectural narratives focused on the MENASA region. She has exhibited her work in multiple cultural platforms in the Middle East including Amman and Dubai Design Weeks, the Qattan Foundation and the Third Line Gallery Library in Dubai and will be exhibited at Art Dubai in 2019. She has lived and practiced in London, New Haven at Pelli Clarke Pelli Architects, Milan at Cino Zucchi Architetti and Ramallah at the Riwaq Center for Architectural Conservation. Srouji is a graduate of the Yale School of Architecture where she was the teaching fellow for Professor Peter Eiseman for two years as well as a teaching assistant for Todd Reisz. She presently serves as a board member on the Yale Arab Alumni Association and as a Visiting Assistant Professor at the American University of Sharjah.

2.9 Professor Paulette Singley (visiting 2017-2018)
Paulette Singley is an internationally known architectural historian whose work expands the disciplinary limits of architecture across diverse subject matter such as food, film, and fashion. She is a Professor of Architecture at Woodbury University. She received a Ph.D. from Princeton University, an M.A. from Cornell University, and a B.Arch. from the University of Southern California. She co-edited Eating Architecture with Jamie Horwitz, the first book to explore the intersections of architecture and the culinary arts. She also co-edited Architecture: In Fashion and has published chapters in several anthologies as well as essays in architecture journals such as Log and Assemblage.

2.10 Professor Jori Erdman (visiting Spring 2018)
Jori Erdman has been Design Editor of the *Journal of Architectural Education* since 2007. Erdman came to LSU from Clemson University where she was the Director of Graduate Studies and the Community Design and Research Center. Her teaching and research activities focus on design-build in architectural education and the cultural production of architecture. She has published numerous articles in these areas and has received numerous grants and awards including an ACSA Collaborative Practice Award and a Graham Foundation Grant. She holds a Master's of architecture degree from Columbia University and a Bachelor of Science degree in architecture from the University of Virginia.

Year																										
	1st						**2nd**						**3rd**						**4th**					**5th**		
Semester	F			S			F			S			F			S			F			S		F		S
Credits	6-0-3	3-0-3	6-0-3	6-0-3	3-0-3	6-0-3	12-0-6	3-0-3	3-0-3	12-0-6	3-0-3	3-0-3	12-0-6	3-0-3	3-0-3	12-0-6	3-0-3	3-0-3	12-0-6	3-0-3	3-0-3	12-0-6	3-0-3	12-0-6	3-0-3	12-0-6
Course Title	Descriptive Drawing I	History of Material Culture I	Design Foundations I	Descriptive Drawing II	History of Material Culture II	Design Foundations II	Architectural and Interior Design Studio	Intro to Landscape	Architectural Principles	Architectural and Interior Design Studio	Mod. Arch and Urban Form	Materials and Methods I	Architectural Design Studio III	Pre-Mod Arch and Urban Form	Materials and Methods II	Architectural Design Studio IV	Structures for Architects	Architectural Detailing	Architectural Design Studio V	Architectural Theory	Environmental Control Systems	Architectural Design Studio VI	Professional Practice	Architectural Design Studio VII	Critical Practice and Contemp	Architectural Design Studio VIII
Course No.	DES111	DES121	DES 131	DES112	DES122	DES 132	ARC 201	ARC 271	ARC 281	ARC 202	ARC 222	ARC 232	ARC 301	ARC 221	ARC 331	ARC 302	ARC 342	ARC 382	ARC 401	ARC 421	ARC 451	ARC 402	ARC 463	ARC 501	ARC 581	ARC 502
D.5 Professional Conduct																										
D.4 Legal Responsibilities																										
D.3 Business Practices																										
D.2 Project Management																										
D.1 Stakeholder Roles in Architecture																										
C.3 Integrative Design																										
C.2 Integrated Evaluations and Decision-Making Design Process																										
C.1 Research																										
B.10 Financial Considerations																										
B.9 Building Service Systems																										
B.8 Building Materials and Assemblies																										
B.7 Building Envelope Systems and Assemblies																										
B.6 Environmental Systems																										

Solution

AUS | American University of Sharjah

COLLEGE OF ARCHITECTURE, ART AND DESIGN

Mentoring: Supporting Faculty Success | Department of Architecture

The Department of Architecture seeks to provide a range of ongoing mentoring opportunities as faculty members progress toward promotion, rolling contract review and/or post-rolling contract in-depth reviews. The Department has a significant interest in faculty members settling and succeeding in their endeavors because 1.) a significant amount of time and funds are expended in recruiting faculty and bringing them to campus, and 2.) teaching and scholarship at AUS are sufficiently different from the North American context from where many new faculty arrive.

Mentoring in the Department of Architecture is envisaged as a collective effort. Members of the Department of Architecture Mentoring Committee provide guidance on the basis of holistic assessments involving all three aspects of faculty endeavor—teaching, scholarship, and service. Unlike mandated reviews, mentoring assessments are non-binding and have no contractual implications; mentors seek to facilitate development and success is ultimately dependent upon a faculty member's individual performance as evaluated through formal review processes as mandated by the AUS Faculty Handbook. Faculty members new to the department will likely establish one-on-one mentoring relationships with experienced colleagues; while valuable and desirable, individual mentoring is outside the scope of this document.

As mentioned above, mentoring is intended to provide guidance and is distinct from formal review processes. Notes, comments and advice generated in the course of mentoring shall not appear in a candidate's dossier and shall not be used in official evaluations. Mentoring records will, however, be stored separately by the Department of Architecture and will be accessible only to members of the committee to help maintain continuity as membership changes. After the first year of mentoring, faculty members may choose to opt out; they must do so in writing and must obtain approval from the Department Head and Dean.

Mentoring must be seen in the context of other feedback provided to faculty members under standard operating procedures:

- At the beginning of each academic year, all faculty members prepare their *Faculty Goals Objectives and Outcomes* document and meet with the Head of Department and Dean to discuss their plans

- At the end of each academic year, all faculty members prepare their Faculty Annual Report (FAR) which is reviewed by the Head of Department who provides written feedback
- In their third year of service, which normally represents the mid-point in progress toward promotion or rolling contract review (or both), faculty members are reviewed by the CAAD Faculty Personnel Committee (FPC) and receive written feedback on their dossier

The Department of Architecture Mentoring Committee offers a number of additional opportunities for faculty to receive guidance on their teaching, scholarship, and service:

- In the first semester as a faculty member at AUS, the committee explains departmental expectations for teaching, scholarship and service. The committee presents and discusses the three *Evaluating Faculty Performance* documents and provides an overview of the review and evaluation process (see timeline below). The committee also provides new faculty members with ACSA's *Junior Faculty Handbook on Tenure and Promotion*.
- During the first semester, a committee member reviews teaching materials for a new faculty member's course, conducts one or more classroom visits, and discusses teaching effectiveness with the faculty member. A brief report is compiled by the committee and sent to the faculty member. If a second review is requested by the faculty member or deemed necessary by the committee, it shall be conducted in the following semester.
- Following submission of the Faculty Annual Report (FAR) each spring semester, all rolling-contract track Assistant Professors will each present an overview of their activities and discuss future directions at a meeting organized by the Department of Architecture Mentoring Committee. After collective discussions of these presentations within the context of the meeting, the committee provides each rolling-contract track Assistant Professor with a written summary.
- Any faculty member scheduled to undergo a three-year review, an in-depth review, or evaluation for rolling contract or promotion may submit a draft dossier by week 2 of the spring semester prior to the formal evaluation process that occurs during the following fall semester. The Department of Architecture Mentoring Committee will review the draft dossier and provide written feedback by the conclusion of week 8 of the spring semester.

Timeline

Year 1	Fall	Meeting with Mentoring Committee during New Faculty Orientation
		Review *Evaluating Faculty Performance, ACSA Junior Faculty Handbook*
		First classroom visit by Mentoring Committee member
	Spring	Optional second classroom visit by Mentoring Committee member
		Presentation of Faculty Annual Report to Mentoring Committee
		Mentoring Committee Provides Feedback
Year 2	Fall	Meeting with Department Head and Dean to Set Goals and Objectives for the Academic Year
	Spring	Submission of Draft Dossier to Mentoring Committee
		Mentoring Committee Provides Feedback
Year 3	Fall	Dossier Submitted to FPC for Three-Year Review
		Meeting with Department Head and Dean to Set Goals and Objectives for the Academic Year
	Spring	Results of FPC review provided
		Presentation of Faculty Annual Report to Mentoring Committee
		Mentoring Committee Provides Feedback
Year 4	Fall	Meeting with Department Head and Dean to Set Goals and Objectives for the Academic Year
	Spring	Presentation of Faculty Annual Report to Mentoring Committee
		Mentoring Committee Provides Feedback
Year 5	Fall	Meeting with Department Head and Dean to Set Goals and Objectives for the Academic Year
	Spring	Submission of Draft Dossier to Mentoring Committee
		Mentoring Committee Provides Feedback
Year 6	Fall	Dossier Submitted to FPC for Review
		Meeting with Department Head and Dean to Set Goals and Objectives for the Academic Year
	Spring	Results of FPC review provided
		Promotion/Rolling Contract decision announced

Section 5: Three examples of low-pass student work for SPCs for three not-met SPCs in the same realm in the last visit

- 2013 NAAB SPC B.2 and B.5 are now **B.3**
- 2013 NAAB SPC B.6 is now **C.3**

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

We have submitted the same three student projects to satisfy 2013 NAAB SPC B.2 and B.5 in a folder titled '**B.3** - Codes and Regulations'

Student Work [folder]>
B.3 - Codes and Regulations [folder]>
1_ARC402_Design Studio VI [PDF]
2_ARC402_Design Studio VI [PDF]
3_ARC402_Design Studio VI [PDF]

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

We have submitted three student projects to satisfy 2013 NAAB SPC B.6 in a folder titled '**C.3** - Integrated Design'

Student Work [folder]>
C.3 - Integrated Design [folder]>
1_ARC402_Design Studio VI [PDF]
2_ARC402_Design Studio VI [PDF]
3_ARC402_Design Studio VI [PDF]