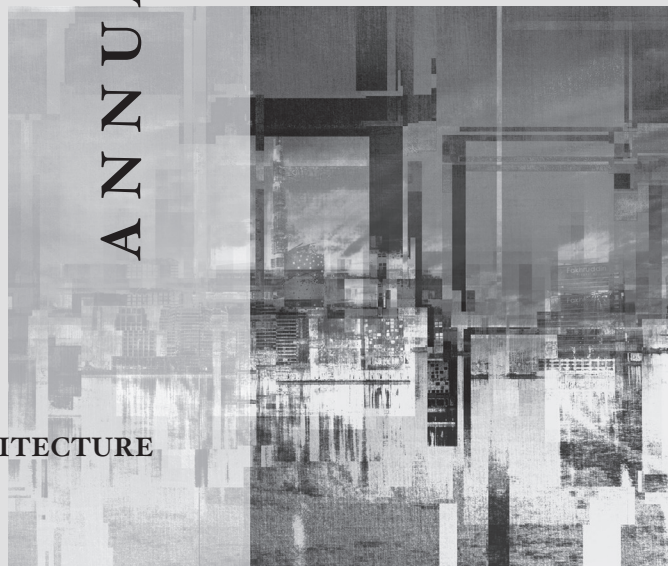


ANNUAL REPORT

FACULTY OF ARCHITECTURE
& DESIGN



2018
19

Graphic Design: Sarah El Jundi

GROWING STRONG

R FACULTY

U CURRICULUM

O COURSES

SUMMER CAMP

THE INTENSIVE DESIGN
WEEK

PUBLIC LECTURES

FACULTY SCHOLARLY
ACTIVITIES

FACULTY STAFF

GROWING STRONG

Y O U N G

E X P E R I M E N T A L

D I F F E R E N T

A R C H I D E S

Faculty of Architecture & Design

ARCHIDES ANNUAL REPORT | 18 - 19 |

Notable accomplishments in 2018-2019 include:

Re-defining our Vision and Mission Statements

Our Vision: We aspire to become a nationally competitive and discovery driven Faculty that is distinguished by being contextually grounded, multidisciplinary, and collaborative, shepherding a culture of inquiry and entrepreneurship. Our graduates shall be responsible leaders that actively contribute to the advancement and well-being of their community and beyond.

Our Mission: ARCHIDES is a learner-centered and design-driven faculty. Our pedagogy is based on fundamental principles and is propelled by creative research in social and environmental challenges. Applied and design research and the culture of discovery are integrated in our undergraduate education.

We are committed to graduate professional architects who are fully capable of continuous academic growth and successful practice in the fields of design, building construction, and design computation.



Our Faculty

ARCHIDES is now four years old! It is young in age and remains so in spirit. Its body of students has grown from twenty two students since its inception in 2015 to eighty four! Similarly, it has been blessed with having talented and enthusiastic faculty members of different age groups, gender, nationalities, and background creating the rich and experimental learning environment that forms the backbone of its culture. Almost 50% of its FTE is now formed of full-timers building the momentum of the Faculty through all its axes of teaching and learning, service to the Faculty, the university, and to the community, and scholarly activities.

Its curriculum continues to develop with an eye on the Faculty's mission that has been sharpened this year, the varied background of its body of students, and a commitment to a student-oriented learning informed by NAAB performance criteria and a rigorous quality assurance through its shaping of the syllabi, outline, end-of-semester course file and exhibition. The latter is marked by our "Walkthrough:" a cornerstone activity to ARCHIDES where the academic body of the Faculty gathers to present a synopsis of the course work and discusses innovative methodologies of teaching and learning, assessment methods, challenges and successes in meeting the course learning outcomes, as well as potential relations and dependencies across the disciplines/streams within the curriculum.

The restructured curriculum into five main axes: Design, Engineering, History & Theory, and Material Science and Fabrication has gained shape with the demarcated differential stronghold in the decentralization of the design activities across all these axes. We are meeting our objectives in inverting the studio into lecture-oriented investigative design and intensifying the design activity in lecture courses through project-oriented exercises. Such an orientation in the education of our future architects along our attention to innovative solutions of our immediate social and environmental challenges form our DNA, identity,

Re-designing the University Preparation Program to better fit our students' need

Backed by the University Preparatory [UP] Program, incoming students are able to directly register courses in the major while simultaneously taking remedial courses commensurate with the capabilities of each student.

This program offers 4 levels of Remedial English and 2 levels of Math and Physics, which is more flexible for students to choose the appropriate level.

Third year students to transform the main entrance and lobby of the new school building on Campus :

Design proposal to remodel the entrance to the new building and to offer a new perspective and function of the empty lobby that is transformed to an informal lounge and lobby. The detailed design of the students encompassed both the faculty lounge and the school cafeteria.



View of the students' library

and distinctive model from the rest of the crowd.

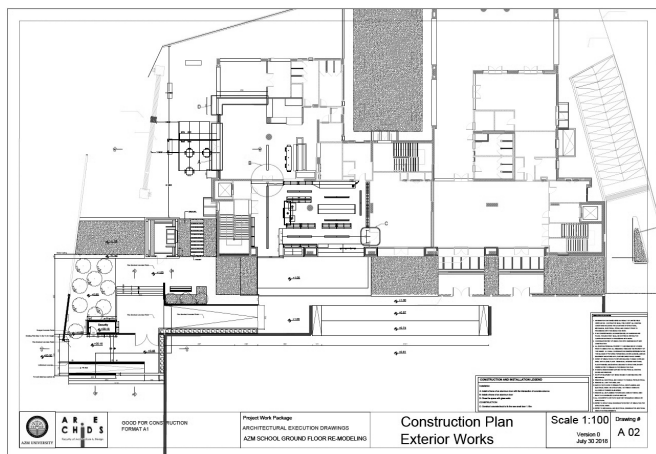
The success of the Intensive Design Week (IDW), which consists of a week-long workshop during the semester, and the Public Lecture Series (PLS) are becoming one of the stronghold of ARCHIDES. Both the IDW and the PLS involve all the students across the Faculty around a “hot” topic at a city or a national scale with involvement of experts from outside the University.

Our commitment to informing our students learning experience through their direct involvement with the community is made evidenced in their place-making course where they directly meet with different stakeholders and age groups of a particular community, listen to their needs, and formulate solutions that get to be carried out by International Agencies that are engaged in the process. This is design education at its best. Our students get to think, explore, ideate, test boundaries, and challenge the status quo. They ask questions, research, listen, and mature in their craft in the process.

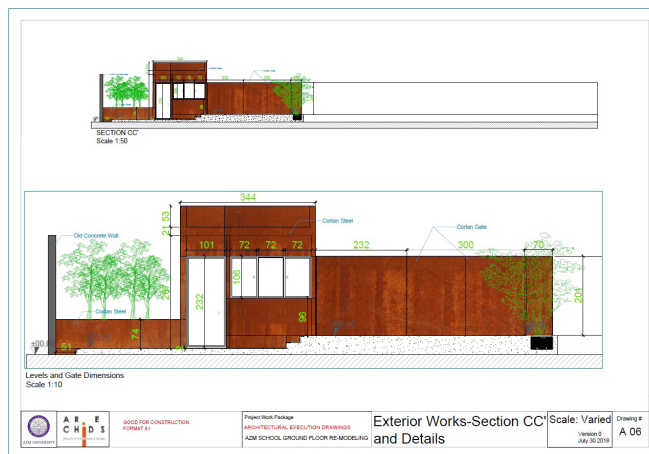
In four years, the wood and metal shop, the computer lab, the Digital Fabrication Lab, and the Digital Archiving Studio are all equipped with the state-of-the-art facilities and are fully operational supporting the students' needs in experimentation and design execution.

Our good reputation as a solid and energetic program is growing amongst the academic circle across Lebanon. Our students are witnessing a visible transformation of important magnitude through their learning experience –culturally, intellectually, and professionally. They are exceptionally growing in the professional practice through the extensive internship program that our unique curriculum provides. For the last two years, few of our students were admitted in the most renowned design offices both locally and internationally. The rest carried their internship with Professors at ARCHIDES assisting in architectural design projects abroad and locally in designing additions at Azm Educational Campus and in a master planning and an urban design project for the City of Tripoli. We take pride that one of our students received an acceptance for a summer internship at the award winning office of Gensler – an agency that is ranked number one in the United States for seven years in a row and is ranked number one in the world in 2019.

Through its Dean, ARCHIDES was present in offering its service to the local community through the professional advice on a number of projects, most notable of which are: a) the complex rehabilitation of the historic al-Attar Mosque that comprised unique archeological findings, structural reinforcement, rehabilitation of surrounding fabric, and retrofitting the interior respecting both ICOMOS principles of preservation and references to Mamlouk Architecture – an unprecedented undertaking funded by the Founder of Azm University, and an important learning experience for future intervention and for historic studies that should lead to the re-writing of the history of the city; and b) based on a request of the Municipality of Tripoli, the master planning and urban design of the northern zone of the city of Tripoli, with an outlook to break the potential development of a misery belt ghetto along this side of the city. Last but not least, our faculty members had their fair share of contribution in scholarly activities. Assistant Prof. Maxim Julian was nominated in the Arab Architecture Award this year for his Police Training Academy project that is built in France. Maintaining his ties to the University of Grenoble in France where he is the co-tutor of a PhD thesis, Assistant Prof. Ahmad Omar published two articles in International refereed Engineering Journals.



Azm School ground floor plan



Azm School main entrance - section drawing

Summer Internship: AZM School Design Proposal

Students:

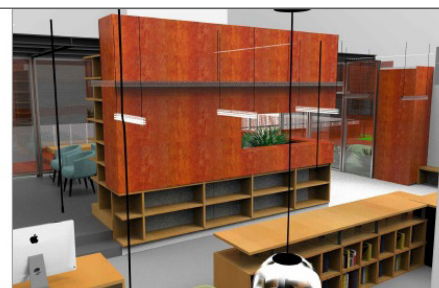
Sarah Abbas
Neamah Chaarani
Sobhiyi Ezzo
Mariam Fakhani
Alaa Helou



Azm School lobby general view



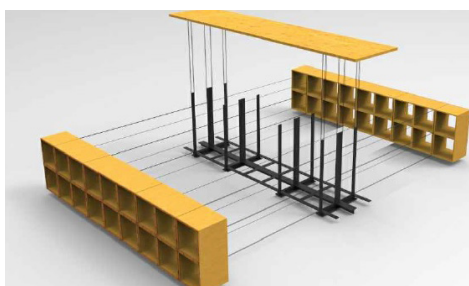
Reading lounge



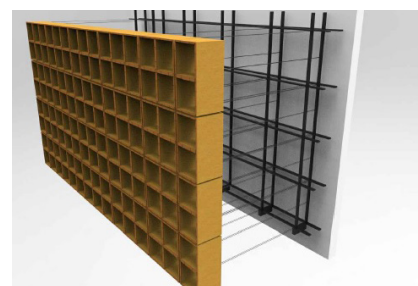
Entrance wall divider and bookshelves



Azm School Entrance redesign



Bookshelves and desk details



Bookshelves details- exploded axo

Our students go international for Summer internship

Fourth year summer internship is expected to be carried both regionally and internationally. These internships prepare our students to become responsible architects that are able to meet the changing needs of the globalized market.

Evidence of the quality of ARCHIDES education was made manifest through the acceptance of our fourth year student, Mohamad Younes, at Gensler- a firm ranked number one in the world by WA100 in 2019, and ranked number one in the United States over the past 8 years.

Assessment of his E-portfolio by Gensler stated: "is indeed very impressive for his age and experience".

Another fourth year student, Hanadi Chaarani, had the opportunity to carry her summer internship in a reputable office in France.

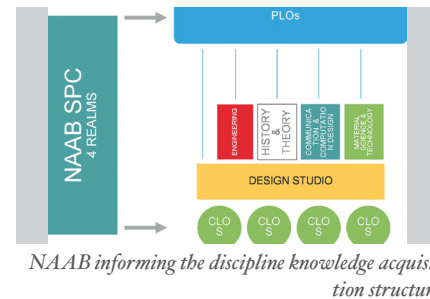
Mohamad Arbass won a place also in a reputable firm in Kuwait.

WA100 2019				
Rank 2019	Rank 2018	New	Practice name	Country
1	1		Gensler	USA
2	2		Nikken Sekkei	Japan
3	3		AECOM	USA
4	4		HDR	USA
5	5		Perkins+Will	USA
6		New	Sweco	Sweden
7	6		IBI GROUP	Canada
8	7		HOK	USA
9	10		Aedas	China
10	8		DP Architects	Singapore

Figure 11: Gensler ranks number one in the world by WA100 in 2019

Our Curriculum

A quality Assurance System is set in Place Leading to Tangible Improvement in our Curriculum and Methodologies of Teaching and Learning



Curriculum can be defined as a "web of interrelated and aligned activities" working together to achieve certain learning outcomes. Simply stated, curriculum is a "plan for learning" (Thijs & van den Akker, 2009).

Given the young age of ARCHIDES, curriculum development has been, since ARCHIDES inception, a continuous, a multi-step, and cyclical process.

The triggers has been numerous with their impetus originating from the Quality Assurance System that congealed during this year after a work that progressed for the last two years. The quality assurance system (Re. diagram below) is framed by five nodes each fed by particular set of activities, namely:

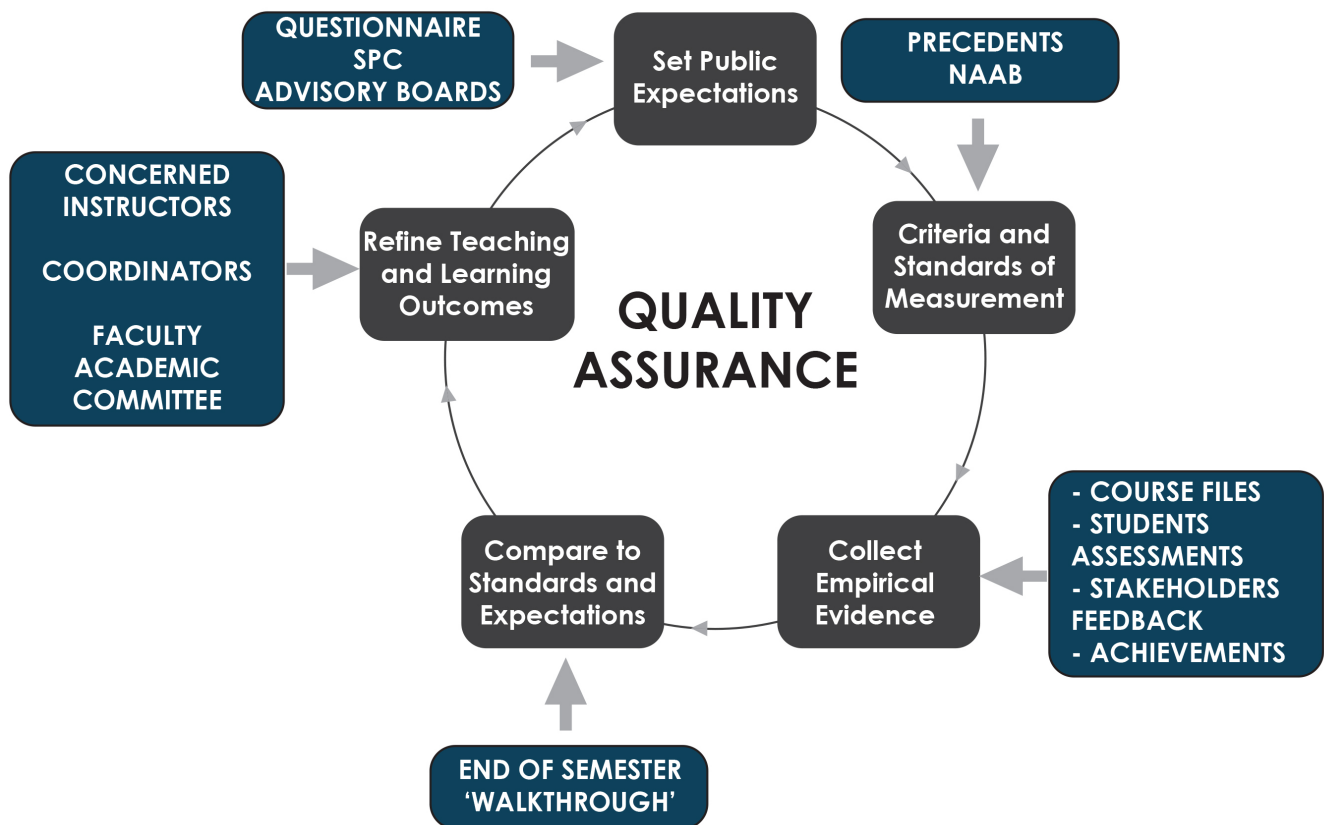
1. Set Public Expectations that are formulated through a questionnaire addressed to external stakeholders and the input of ARCHIDES Advisory Board.
2. Criteria and Standards of Measurements that are formally defined by NAAB with informal input from the general practice.
3. Collection of Empirical Evidence through course files, students course appraisal, stakeholders feedback and achievements.
4. Comparing to Standards and Expectations from the input of the End-of-Semester "Walkthrough."
5. Refining Teaching and Learning Outcomes by concerned instructors and input from the coordinators of the different tracks/realms and the Academic Committee.

Our Goals Informing the Curriculum are fully engrained with our newly formulated Mission and are well correlated with NAAB Perspectives

Within our quality assurance system, public expectations have been originally set through the positive input of our questionnaire related to our objectives and the curriculum addressed to international architectural firms in 2016 as well as the review of ARCHIDES Advisory Board in 2017. We expect to solicit the input of the professional stakeholders again by May 2020.

In the meantime, our Mission and Vision statements have been revisited and sharpened reflecting a clearer perspective on our philosophy of teaching and learning and institutional role in society on the level of scholarship and service.

Our goals continue to be in line with our mission, core values and NAAB's five perspectives related to leadership, design competency, professional opportunity, stewardship of the environmental, and social responsibility.



The five nodes of our Quality Assurance System for teaching and learning

The Students Performance Criteria (SPC) defined by the National Architectural Accreditation Board (NAAB) form our central axis in the quality assurance process of ARCHIDES

During 2018 – 2019, our program learning objectives were sharpened as they were mapped across NAAB SPC maintaining the edge in our objectives that is evidenced through the emphasis on competencies in investigation and research in both our PLOs and CLOs as well as on design thinking skills in theoretical courses, and that distinguish ARCHIDES from the crowd through:

- The deviation in architectural education from a sheer apprenticeship modus operandi to a discipline through the integration of research in undergraduate education – notwithstanding our strong ties to the professional practice through a unique internship program over four summer terms.
- The shift of focus in our architectural education from Procedural Theory that operates within the Kantian aesthetic paradigm to a Substantive Theory that operates within a scientific paradigm: Whether in the area of technology, of history, of social science, or of formal interpretation, the focus of substantive theory is not limited to the form of the architecture but includes as well the ability of that form to achieve specific ends. Whereas procedural theory describes how to make architecture, substantive theory explains why architecture should be made a certain way.

Correlation of our PLOs with NAAB SPC

- The orientation towards evidence-based architecture with the focus on Data as architecture design engages itself with digital technologies.
- The decentralization of design activity from the design studio to all “peripheral” and complementary tracks, namely: Communication and Computation Design, Engineering, Material Science and Technology, and History and Theory.

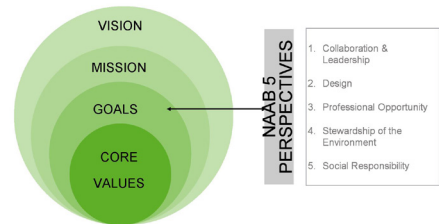
CORRELATION BETWEEN THE PROGRAM LEARNING OUTCOMES IN DESIGN AND THE COURSE LEARNING OUTCOMES IN THE RELATED COURSES		Realm A: Critical Thinking and Representation										Realm B: Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural Solutions		
		Professional & Communication Skills	Design Thinking Skills	Knowledge Skills	Architectural Analysis Skills	Collaborative Skills	Use of Procedures	Use of Materials and Media	Cultural Awareness and Social Responsibility	Professionalism	Technical Skills	Building Systems and Knowledge	Building Systems and Knowledge	Building Systems and Knowledge	Building Systems and Knowledge	Building Systems and Knowledge	Building Systems and Knowledge	Building Systems and Knowledge	Building Systems and Knowledge	Building Systems and Knowledge	Building Systems and Knowledge	Research and Analysis Skills	Integration Skills	Integration Skills
PROGRAM LEARNING OUTCOMES	DESIGN	Demonstrate an ability to creatively utilize and integrate innovative materials, cutting edge building technology, and environmental control systems in architectural design.	A1	A2	A3	A4	A5	A6	A7	A8		B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3
		Answer to site conditions and social challenges into a comprehensive building design proposal		A2	A3					A8		B1		B6										
		Employ design thinking and design research and analysis that lead to an innovative and on-target formulation of the problem or design challenges		A2	A3																		C1	
		Master an integrated approach to architectural design taking into consideration diversity of parameters, namely human needs (immediate, unfulfilled, and latent), socio-cultural patterns, as well as environmental, technological, and urban factors.							A7	A8		B2			B6									C3
		Develop a fluency in divergent thinking and the capacity to evaluate different options leading to an integrated solution that effectively responds to all design parameters.		A2	A3																		C1	
		To build spatial relationship with the context, substance, consideration of the materiality, techniques of fabrication and construction	A1			A4	A5					B2		B4										
DESIGN COURSE LEARNING OUTCOMES	FIRST YEAR	ARCH 211 - DESIGN METHODS																						
		ARCH 212 - BASIC DESIGN I																						
	SECOND YEAR	ARCH 301 - ARCHITECTURAL DESIGN I																						
		ARCH 302 - ARCHITECTURAL DESIGN II																						
	THIRD YEAR	ARCH 401 - ARCHITECTURAL DESIGN IV																						
		ARCH 402 - ARCHITECTURAL DESIGN III																						
	FOURTH YEAR	ARCH 501 - ARCHITECTURAL DESIGN V																						
		ARCH 502 - ARCHITECTURAL DESIGN VI																						
	FIFTH YEAR	PTP research																						
		PTP final phase																						

[A] - Correlation of the CLOs in the Design track with the PLOs of the same realm.

[B] - NAAB 5 perspectives and correlation with our Vision, Mission, Goals, and Core Values

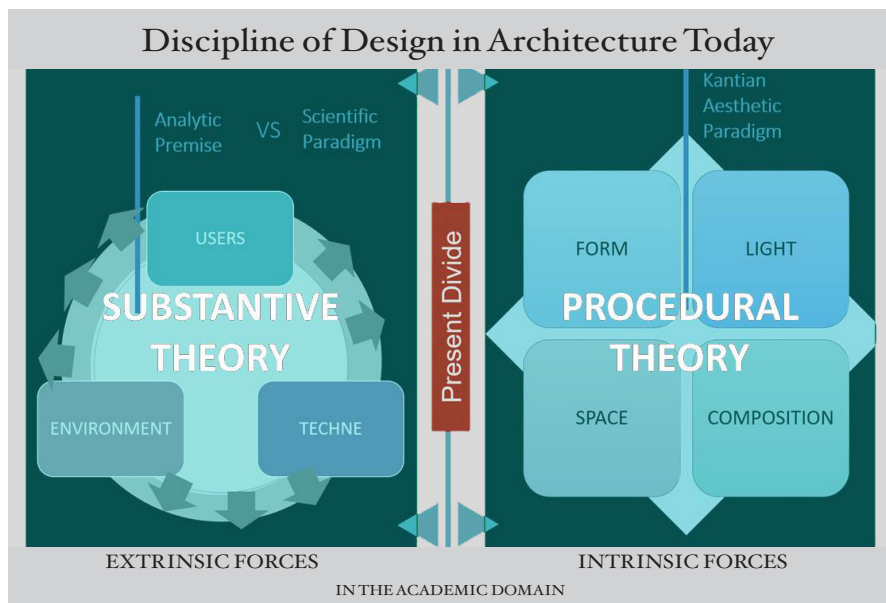
[C] - The shift from procedural theory to substantive theory in our didactic approach to the curriculum

VISION, MISSION, GOALS, AND CORE VALUES



[A]

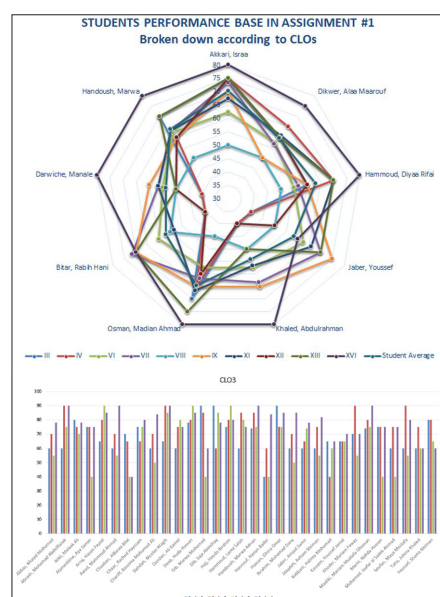
[B]



[C]

[illegible]

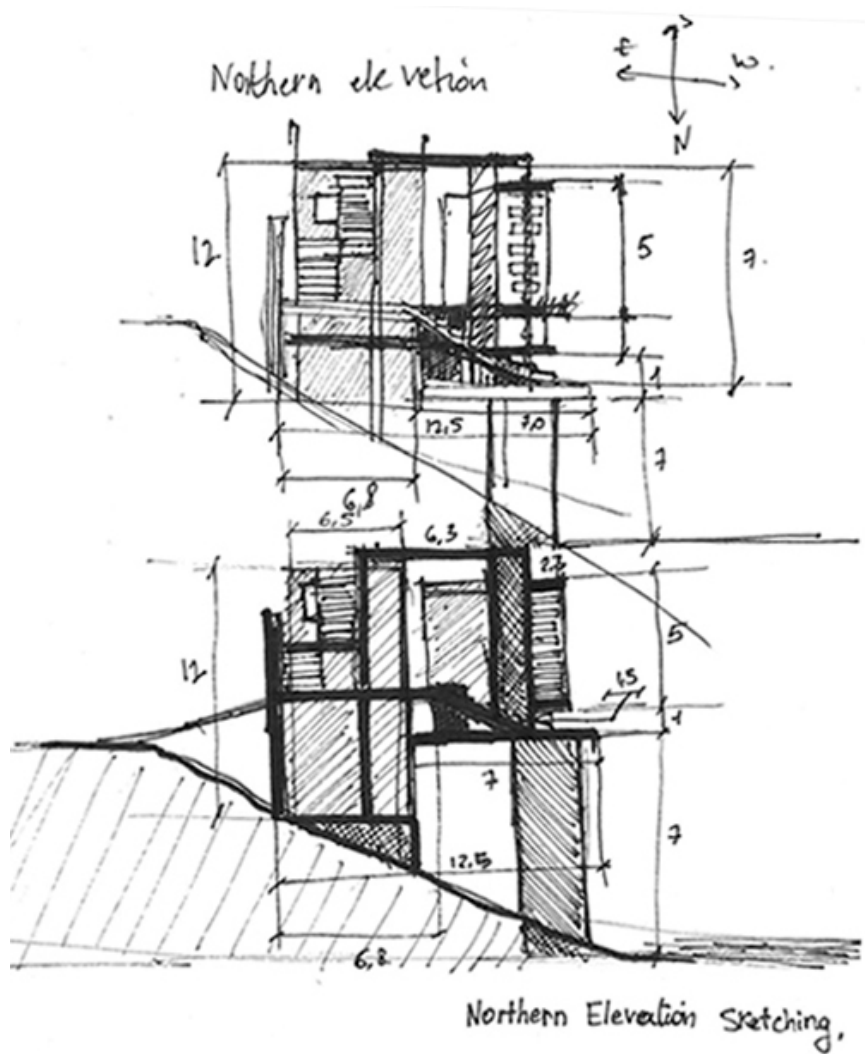
ARCHIDES Data Analytics



During this year, ARCHIDES course file structure helped to inform the practice of course file compilations across the university. In addition to the data gathering section that contained the way the course was executed as well as samples of the students' output, the course file mandates the inclusion of a reflective section that builds on the performance of the students across the defined CLOs during the semester, on the intensity of the different teaching and learning activities (from lecturing all the way to peer to peer learning), and on the student's performance on the five axes of any competency (movement within Bloom's learning Taxonomy, intensity of practice, level of exposure, skill level, and student's attitude/involvement).

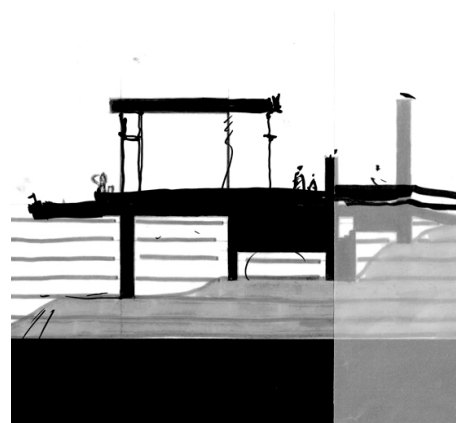
In addition, ARCHIDES introduced a data analytic structure with the objective to measure meaningful indicators of change, to incorporate multiple indicators and sources of evidence, and to enable comparative analysis on a number of axes resulting in improving both the program and processes of T&L, namely:

- AUSA



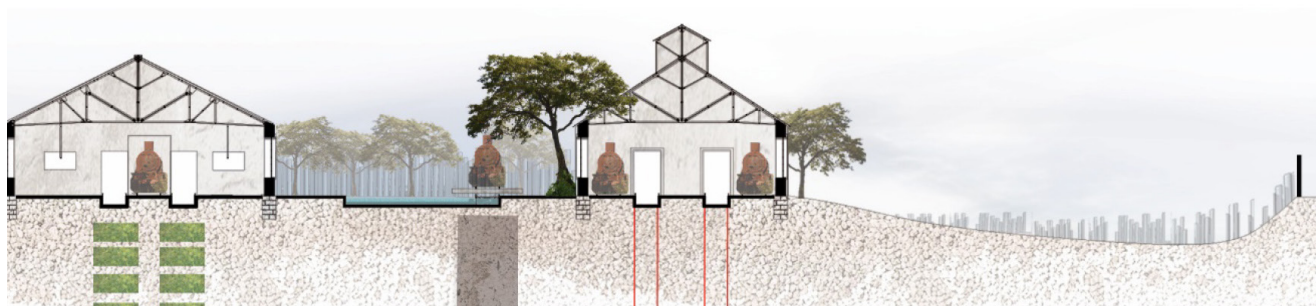
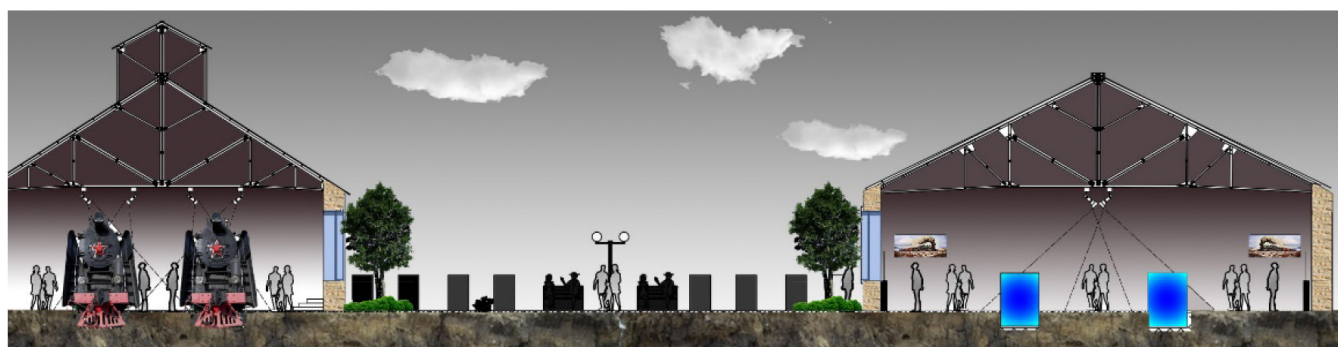
[A & B]- 'Hideaway in Blue' Project
Rabih Bitab - 2nd year

[C] - 'The Aesthetics of Abandonment' Project
Neamah Chaarani & Alaa Helou -
4th year



[A]

[B]



[C]

- Diversity of Assessments that assures that the courses offered did not simply rely on exams and were engaging students in a variety of assignments and projects.
- The performance of a class during a particular year and as compared across all levels- demonstrated through number of absences, number and percentage of drop outs and failures, and students performance (through highest, lowest, and average grades).

Our Cornerstone End-of-Semester Walkthrough Forms One of the Main Channels of Feedback on our Performance in Teaching and Learning

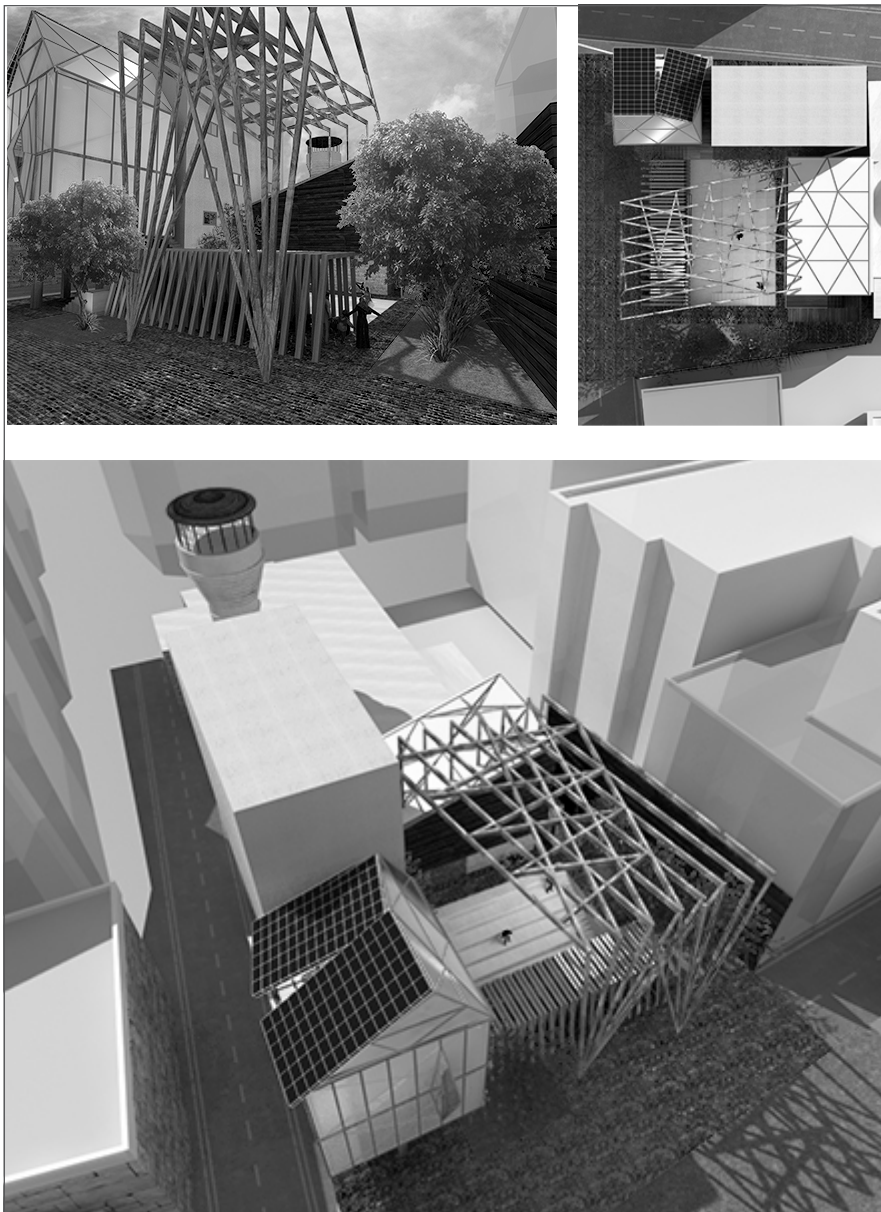
Our Walkthrough event happens after the academic staff submit their course file and meet together to present their reflections on their teaching and learning activities during the semester- presenting their achievements, their innovative methodologies, as well as their challenges.

One of the important outcomes of the “Walkthrough” event is the compilation of the synopsis of all the instructors within a format designed with the following objectives:

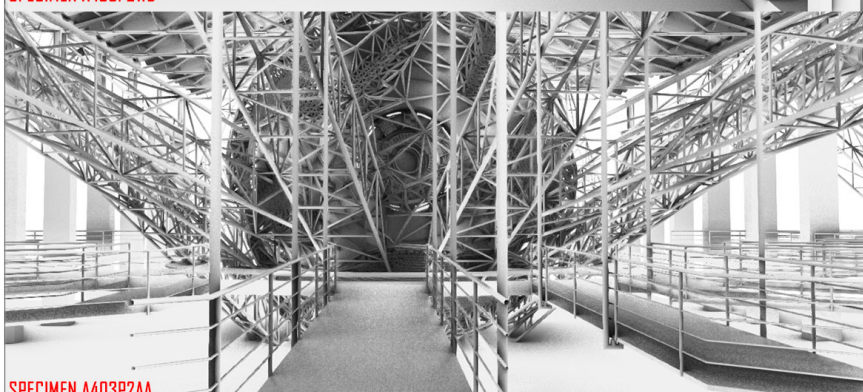
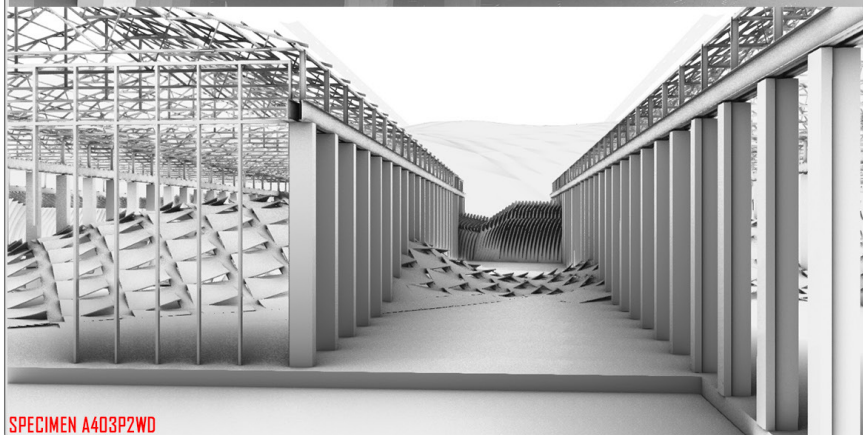
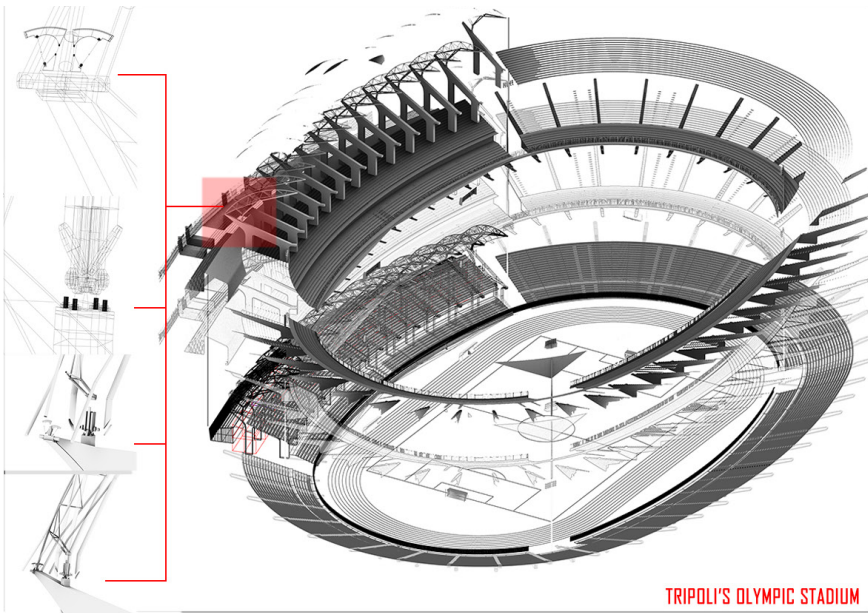
- To identify aspects of a curriculum that are working and those that need to change
- To assess the effectiveness of changes that have already been made
- To demonstrate the effectiveness of the current program
- To meet regular program review requirements, and finally
- To satisfy professional accreditation

The most important recommendations of this year’s event were as follows:

- CAD II is to be offered in a newer version titled Digital Communication where the course shall cover the following: SketchUp, V-ray, InDesign, Photoshop, & Illustrator targeting students capacity to build and design their e-portfolios.



*'Design Praxis in Bab El Ramel'
Rabih Bitar - 2nd year*



Computer Design Modeling with Rhino

- An integrated or comprehensive design course (application of knowledge in structure & MEP into a design project) is to be offered during spring 2019 to fourth year students as a major elective course. In the future, this course shall be integrated into the curriculum as a core course replacing a major elective course.
- To change the order of course offering in the degree plan, namely:
 - Design Methods course from Spring to Fall of first year.
 - Building Structures & Seismic Design course from Fall to Spring of second year.
 - Design in Construction I course from Spring of first year to Fall of second year.
 - Design in Construction II course from Fall to Spring of second year.
 - Computer Aided Design I course from Fall of second year to Spring of first year.
 - Computer Aided Design II course from Spring to Fall of second year.
 - Design for Education course from Spring of second year to Spring of third year.
 - Buildings Codes & Laws course from Fall of third year to Spring of second year.
 - Electrical Design of Buildings course from Spring to Fall of second year.

Degree plans of 3 consecutive years highlighting the new offered courses and the change of the order of course offering

Our Courses

Design Courses

Fourth year Students Explore the Aesthetics of Abandoned Sites

S. Lecturer Halah Abi Haydar investigates with students phenomenology as a theoretical framework to address the problem of abandoned sites.

This project reflects our responsible and conscious role as academics and as citizens to raise awareness and find innovative solutions to our built environment - with a special focus on OUR CITY: TRIPOLI.

The investigative project revolves around a topical issue- rarely of direct concern to architects- that is edifices in their final state and condition of being: ABANDONED & DEAD.

It equally addresses the architectural paradigm, that of the interrelation of function/use to form/aesthetics.

Accordingly, the focus was on abandoned sites within the city that witnessed a glamorous past and demarcating presence grafted in the memory of the city. The investigation is supported by a methodological approach of learning from precedents and tapping on the cultural memory of the society.

The first project addressed Tripoli train station - a site that is muted, frozen and neglected. The site decays silently. It is suffocating between the chaos of the urban fabric and the mound of waste close to it, standing still with remains of aging machine trains, decaying stones, rusted abundant patina, and dreamy euphoric pictures of an old past hovering over the place.... A new condition of existence and being has presented itself in the site, that which Alois Riegle describes as "The Age Value".

In an attempt to understand the age value, students were advised to read the site, within the framework of PHENOMENOLOGY –the site has developed and metamorphosed itself into a condition of existence and being that needed to be inspected and read through the senses due to the abundance and the intensity of the sensations awaken in the site, its "anarchitectural" condition, and the "latent use potentials" associated with the current condition of the site.

This phenomenological reading was the starting point to the analysis and the cornerstone in the understanding of the past and the memory of the site.

External jurors were invited at different phases of the course, of whom we had the privilege to invite the following esteemed academicians and accomplished practitioners: Tarek Kazzaz CEO of AlMutawer- Ali Basbous Director and Founder of BAD- Dr. Ahmad Sukkar Post Doctorate Researcher at the Agha Khan Program at MIT- Prof. Dima Nashar Baroudi, NDU.

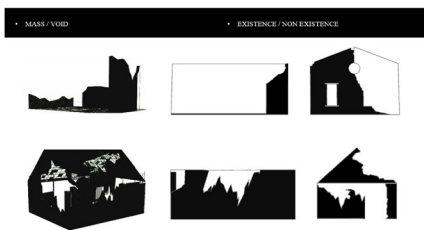
This project profited from a two-days workshop with "Train/Train"- an NGO advocating Lebanese railway rehabilitation & railway heritage preservation. The purpose of this workshop was to question the possibilities to reactivate the train station in the same or in a different site location.



*ARCH 501 - Architectural Design V
The Aesthetics of Abandonment' Project Narrative-*

Students:

Mohamad Arbass
Sarah Abbas
Hanadi Chaarani
Neamah Chaarani
Sobhiye Ezzo
Alaa Helou
Kamar Kassem
Issam Raad
Mohamad Younes



THE AESTHETICS OF ABANDONMENT



'The Aesthetics of Abandonment' Project illustrations

A Vertical Studio of 3rd and 4th year students investigates design interventions in a historic fabric

Senior Lecturers Halah Abi Haydar and Sany Jamal investigate answers to two important questions in two different locations within the city of Tripoli, namely: Re-inventing the role of al-Tall Square and Modern Injection in a historical fabric along Abou Ali River.

This Studio focuses on the exploration of the urban fabric from its historical, morphological and typological dimensions, forming the catalyst behind the type and the program of the architectural intervention.

Project 01:

- *Reclaiming the Heart of the City*

A design proposal of a cultural hub at al-Tall Square, a controversial landmark site in the old city, the design is expected to respond to a given program while respecting and enhancing the present architectural and urban heritage of the area.

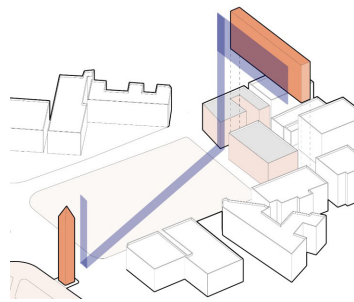
Project 02:

- *Re-injecting Art into the Crafts of the City: The AZM University School of Fine Arts and Crafts*

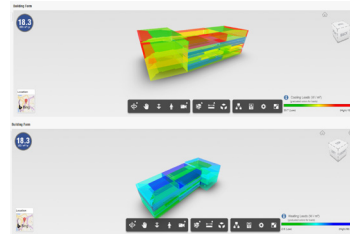
The project is driven by the following questions: What is the role of ART – a school of Art in a highly rich and saturated site with history, old heritage buildings and agitated with an over crowded and inhabited “street shopping” activities? How does a NEW / ART project sits in an old historical site? What is the dynamic of the relation between sitting in an old site and pulling up the old site into the new?

External Jurors:

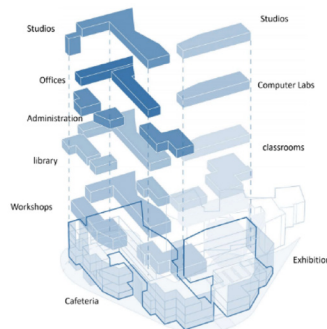
Dr. Wissam Mansour & Dr. Richard Metri (NDU)



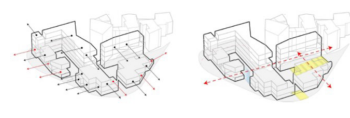
Relation between the Ottoman Clock Tower and the Project



Light and Thermal Behaviour Modeling



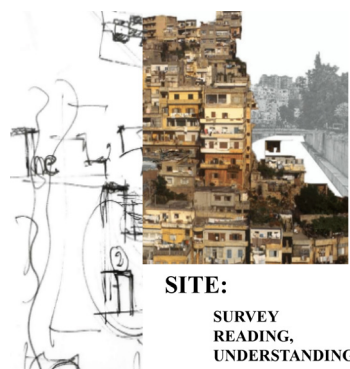
Spatial and Functional Distribution



Visual and Physical Relations



Installation Proposal in the Public Space



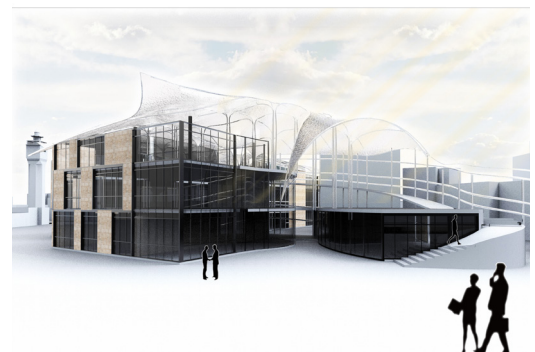
SITE:

**SURVEY
READING,
UNDERSTANDING**

ARCH 502-402 –Architectural Design VI-IV



View from the Library on al-Tall Square



Architectural Tectonics of the Project



Project 02 3D view

Third Year Students Question Public Housing Typologies

Ass. Prof. Maxim Julian investigates 'Today/local social housing' integration in the city and its adaptation to a society that is in a continuous flux.

Symptomatic of most Lebanese cities, Tripoli is experiencing a persistent social housing gap coupled with persistent vacancies and a widespread expansion of poverty stricken neighbourhoods that suffer from ethnically segregated communities and dilapidated infrastructure. Meanwhile, housing development at the city edges is booming but remains generally inaccessible to working and middle class families.

Society has changed but the fundamental principles of housing policy have not. Family structure has changed, but the fundamental of the habitation unit didn't... the society is forced to adapt to conventional housing typologies compromising on meeting their current way of life and needs. Students proposals challenged this conventional housing practice that prevails today in the city.

Project philosophy is geared towards social housing defined by flexibility, the right balance of private and communal spaces, mixing housing types, connection with the environment and sense of belonging. The program is designed for different family sizes and users, including students, young families, elderly, and people with special needs.

The project integrated the following principles: re-employment of materials, environmental sustainability, and shared economy. Students themselves collectively represented the target class (low middle) and formed with their families the sounding board for innovative shifts in any of the above directions.

This design studio offered students a platform for a socially engaged curriculum that challenges the conventional housing context in Lebanon. The proposed housing aimed at a higher density type through tactics that seek to enhance both the spatial utilization of the site and the quality of life for its residents.

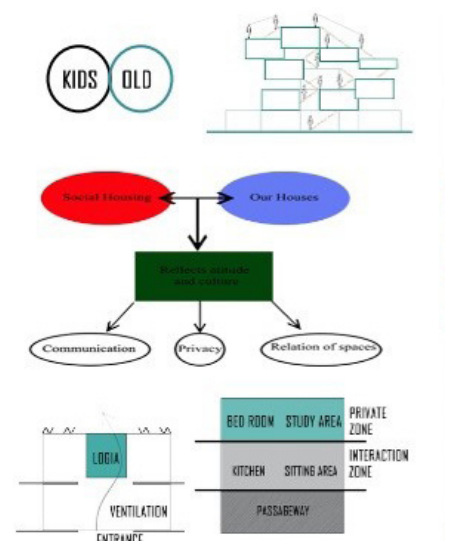
The project challenged students to develop a critical position on the subject and engage in a collaborative design process while continuing to develop basic spatial and design communication competences.

External Juror: Ass. Prof. Abdul-Halim Jabr (Kaslik University)



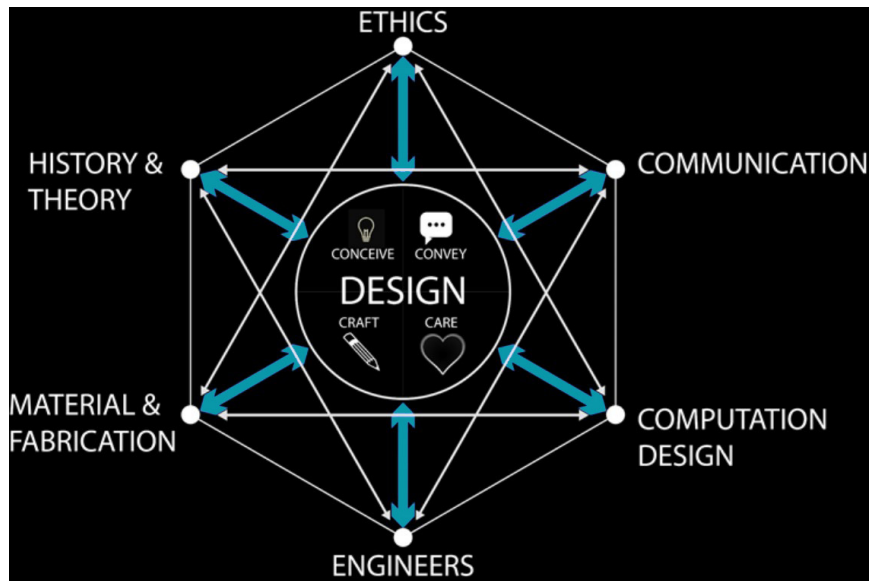
ARCH 410 –Architectural Design III : Social House

Illustrations from different students proposals



Design Everywhere!

At ARCHIDES, we train students to be architects who are able to see problems from many different directions, which is the reason for the broad-based nature of our degree in architecture. The distinctive character of ARCHIDES pedagogy lies in the decentralization of design in all supporting streams: Theory courses become design-oriented and design studios become lecture-oriented courses. This is based on the way we approach design as an investigative and a research tool.



Decentralization of the Design Competency

Design in History:

The history of architecture course investigates a new mean for studying ARCHITECTURE and DESIGN; where the goal is not limited to the study of historical examples as a historical architectural evolution of the types, but rather an encounter and a close reading and study of precedents of architecture.



Design in History

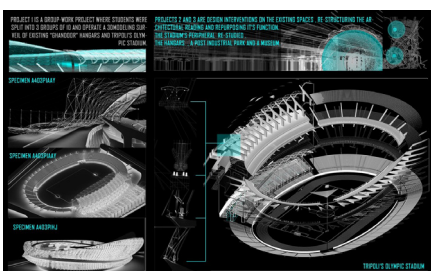
Revisiting historical precedents wishes to decipher, assess, and experiment with the “raison d’être” of architectural production looked at through a contemporary eye, with an attempt to read, analyse and re-present it using the language of architecture (2D drawings : plans, sections, diagrams) and 3D conceptual models.

This course is taught by the Senior Lecturer Halah Abi Haydar.

Design in Computation:

Computation course aims to provide a comprehensive architecture design process, through the application of different software. Students are asked to develop their own design project, from a conceptual design to a fully coordinated design. They use the analysis results and feedbacks to improve their building performance toward a more efficient design.

This course is taught by Naji Safi, a part-time instructor.

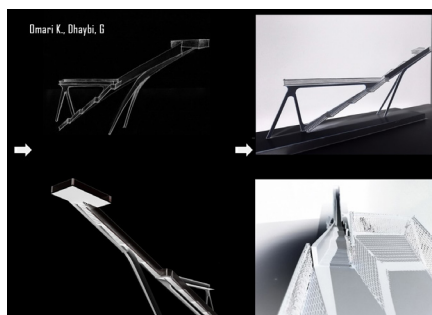


Design in Computation

Design in Statics & Mechanics:

This course seeks to develop informed intuition for structures by emphasizing underlying concepts and synergy of form and structure and encourage creative design integration. The course also aims to convey engineering concepts for analysing basic structures and for an effective communication with engineers. Students conduct various design experiments related to the topics that they have learned during lectures.

This course is taught by the Assistant Prof. Ahmad Omar.



Design in Statics & Mechanics



Reviving the pathway

Participatory Design Studios

A Design Studio about Placemaking as a methodology to engage the community in improving their public spaces

During the studio, our students learned to:

- Conduct evaluations of existing public spaces and to involve community in improvements process
- Consolidate their knowledge on how Placemaking can be used to create good public spaces to promote community well-being.
- Explore the different phases of a participatory approach through hands-on experience.



Proposals for the neighbourhood public space



In-situ presentation meeting of the proposal to the stakeholders



Students with the children of the community

Summer Camp

For its second time, ARCHIDES held within its premises the summer camp laboratory: an intensive 4-week program that aims at familiarizing secondary-school students with the discipline of architecture.

The core of the summer camp is based on studio design sessions with an introduction to the variety of materials and tools used in the years of study, paired with lectures, and video animations which introduce key topics in architectural history and theory.

WHY, HOW, AND WHAT IS ARCHITECTURE? are central questions that are addressed in an environment of experimentation, research and inquisition.

Summer camp offered the students the opportunity to be more acquainted and familiar with their own city Tripoli. Site visits to the old historic core of the city were organized and led by our faculty senior lecturer Hala Abi Haydar leader and founder of the summer camp practice. During the city tour, S. L. Abi Haydar introduced the old city fabric and historical monuments as well as the iconic Tripoli's international fair. During the tour, students have captured their understanding through live free hand sketching. By the end of the summer camp, students were able to develop a body of work in 2D drawings: freehand sketches, 3D models experimenting with space/model making trained for an accurate, precise and neat production.



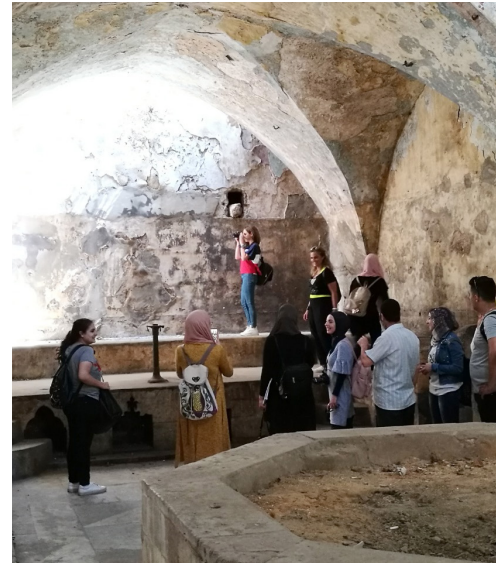
Experimenting spaces with models



Free hand sketching at Tripoli's International Fair



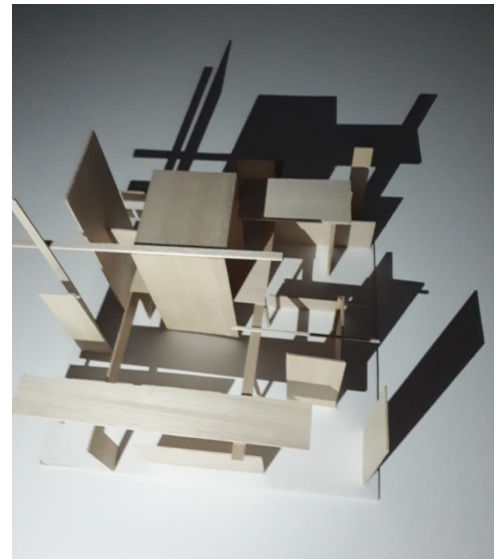
2D drawings in design studio



Visits to the old historic core of the city



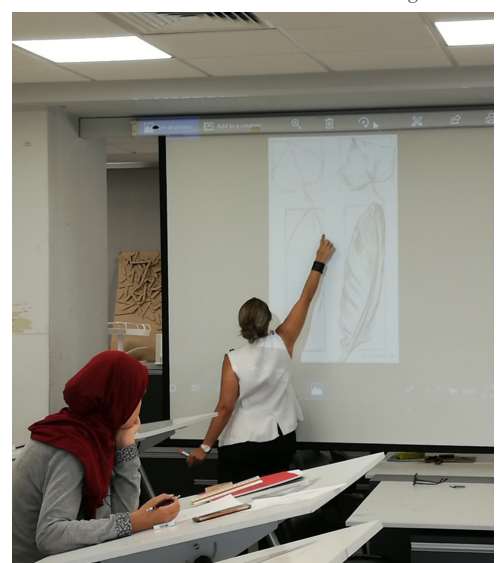
Visit to Tripoli's International Fair



Students experimentation with spaces and space lexicons through Models



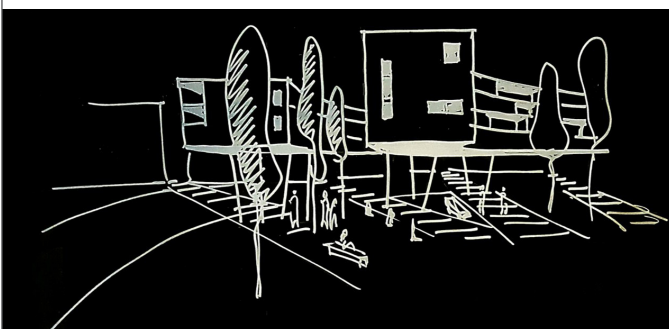
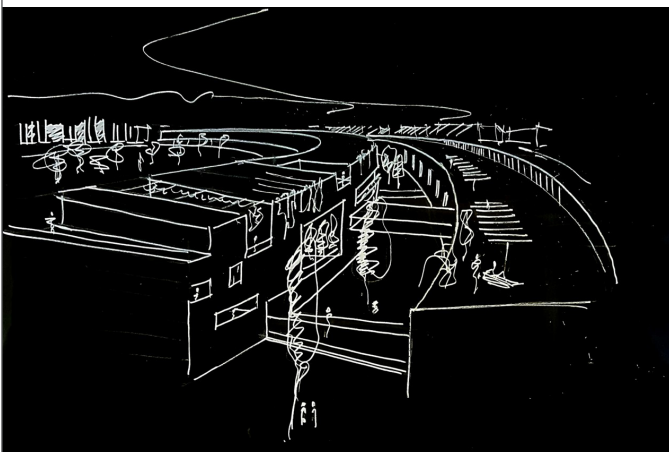
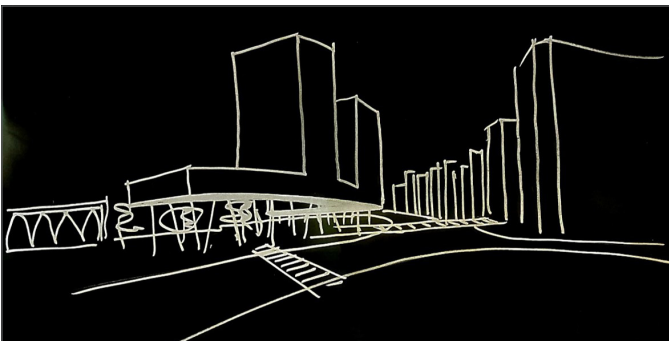
Design studio session



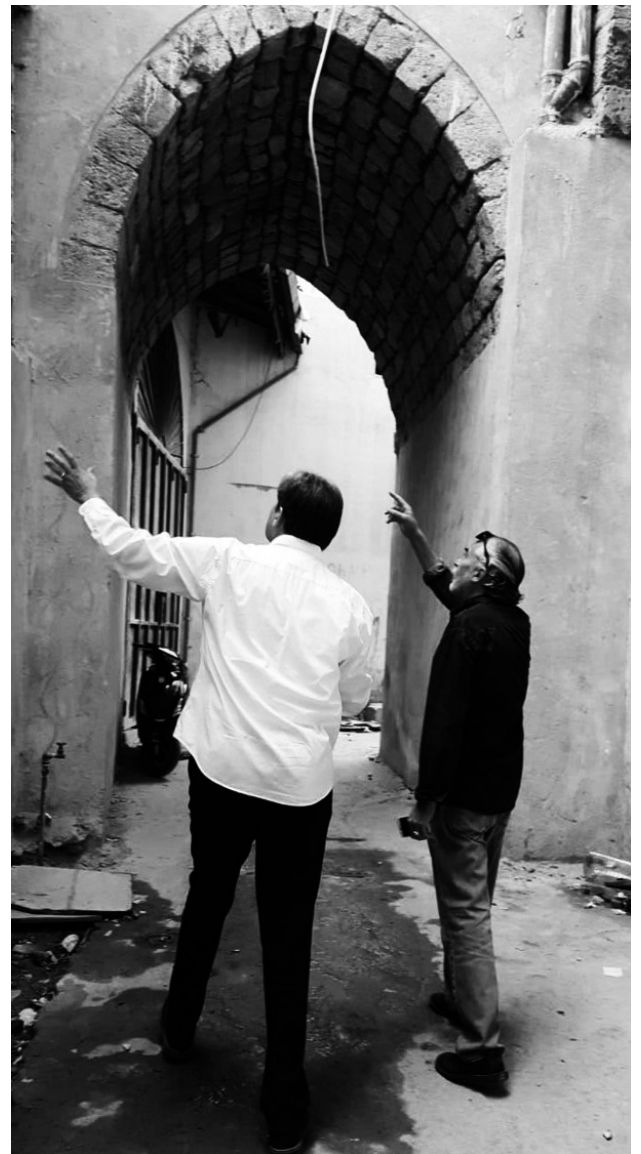
Design studio lecture



Model of Tripoli International Fair with surrounding site



Directions for architectural development around the International Fair



Visit to the old city of Tripoli- Prof. Juan Palomar and Dean Jamal Abed



Prof. Juan Palomar working with students

The Intensive Design Week

ARCHIDES Intensive Design Week (IDW) is a workshop held over approximately ten days, undertaken at a strategic time during the semester. It has been one of the most important and emblematic events held by the Faculty for the last three years. The IDW brings together students from the first through the most senior year who are mixed up into different teams, each led by a couple of local or international faculty members, who together create a proposal to a design problem with high relevance on the city or national levels.

How can architecture change cities TODAY?

During this year, the IDW during the fall term was led by Prof. Juan Palomar – a Professor of Architectural Design at Iteeso University in Mexico, Principal at Taller Juan Palomar, Director of Urban Planning for Guadalajara, and the curator of Luis Barragan's Museum/house. Sponsored by BeMA and Studiocur/Art, the workshop was held under the title: “Cycles of Collapsing Progress” where artists from Mexico were invited to exhibit at Oscar Niemeyer International Fair in Tripoli.

Illustration Workshop for Students at ARCHIDES – Led by Herman Weeda

On Friday 15th of March, Mr. Weeda- a renowned illustrator- was invited to offer a workshop, entitled: ‘Sketching for visual storytelling.’ The workshop was open to all architecture students. The goal of this workshop was to train students to communicate visually using hand drawn sketches to clarify ideas and concepts.



Students working on assembling a model of the city of Tripoli with a focus on the International Fair



The student Khaled Omari presenting ideas and concepts in the Illustration Workshop



Close-up view of the Model of the city of Tripoli

Entitled “How can architecture change cities TODAY? ,” and assisted by Dean Jamal Abed, Senior Lecturer Hala Abi Haydar, Assistant Professor Maxim Julien, and Associate Professor Francesco Polesello, the workshop focused on a provocative intervention on the renowned Oscar Niemeyer's International Fair.

Through their design proposals, students changed their perspective in reading the city as a unit, learned to emphasize negative space between buildings as buildings themselves, and most importantly to break and test boundaries – challenging the norm, and exceeding possibilities.

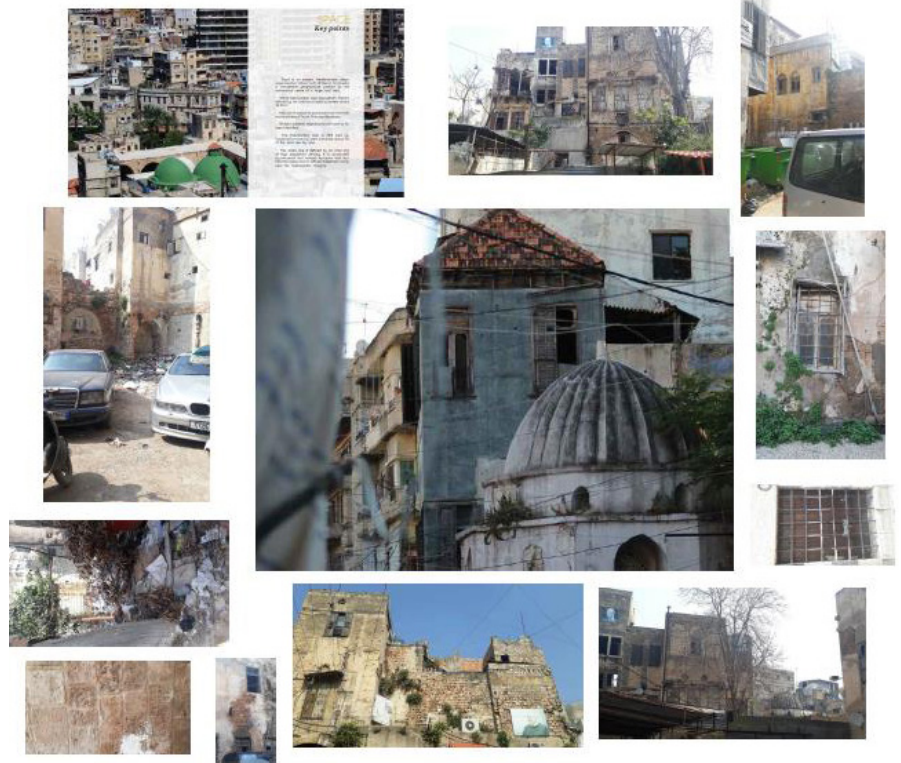
Design Praxis in Bab El-Ramel

Instructors: Jamal Abed, Halah Abi Haydar, Nour Arabi, Jalal Hoblos, Sany Jamal, Maxim Julian, Francesco Polesello, Naji Safi.

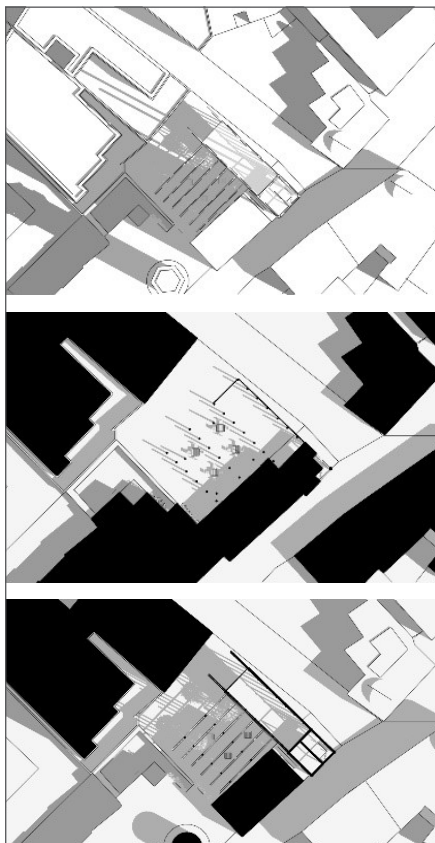
To boost the students' design skills – both conceptually and technically- and to engage them within a professional design environment that focuses on ill-defined (wicked) socio-environmental problems, all students of Architecture (from first to fourth year classes) were given a parcel lot in Bab El Ramel to suggest an architectural solution to be of service and value to the denizens of the area. The design proposals were based on a strong interaction with the context stakeholders.

A Jury formed of all involved instructors assessed the students work and offered a prize for the winners in the second, third year, and fourth year class.

HISTORY AND PHOYOS (BAB EL RAMAL)



Photographic survey of Bab E Ramel



One of the winning schemes - Israa Akkari, 2nd year



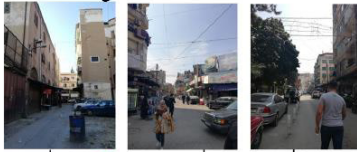
A close-up 3D model view of the scheme



3D model of the scheme in context

BAB AL-RAMEL PARK

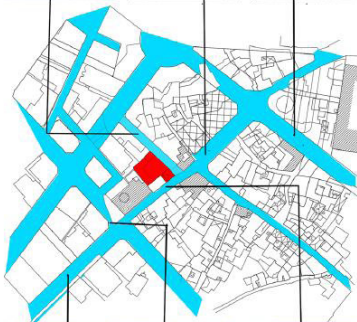
Analysis



Site is a magnet which has a magnetic field



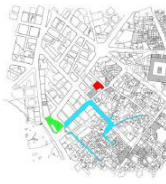
Separated introverted zones



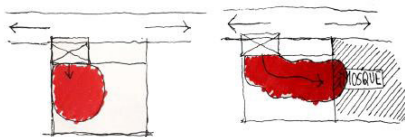
Dense area without any kind of spaces for kids or gathering for adults



Without safety park will die

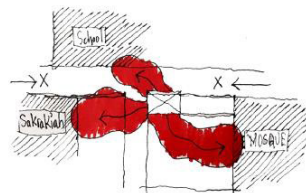


Relation between the structure and the site

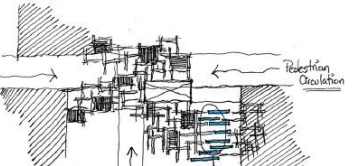
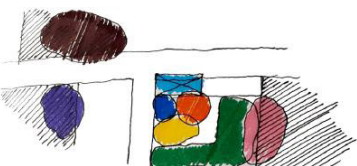


Extension toward the piazza

Linked with the Mosque



Linking with all surrounding and preventing cars



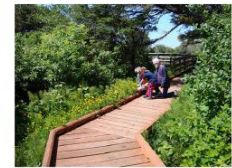
- Just continue for the shelter
- Landscaping and place where kids can play and older can sit
- Activity Room (Educational)
- Outdoor zones
- Other activities (Workshop, Studio...)
- Library
- Living zone (Kitchens, balconies, meeting rooms...)
- Work and office around the building (meeting space)
- All these are linked together with the same continuous structure

Dynamic Circulation



Idea

Mixing between safe and community garden

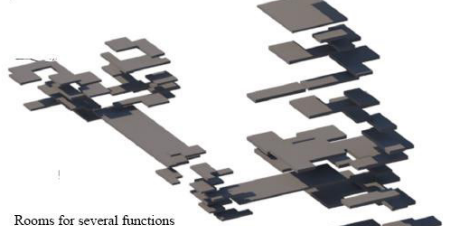


Going up through the site and reaching a level which could allow people in this area to observe and look toward the city from different perspective in this way we are helping them to go out from the environment which they are living in.

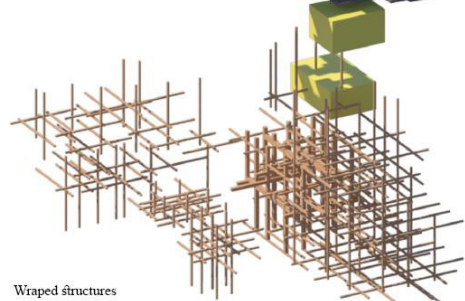
Room for several functions



Platforms as an extension of community garden in vertical path



Rooms for several functions



Wrapped structures



Project and the whole city will be linked by the same language



One of the winning schemes - Ali Ayoubi, 3rd year

Public Lectures

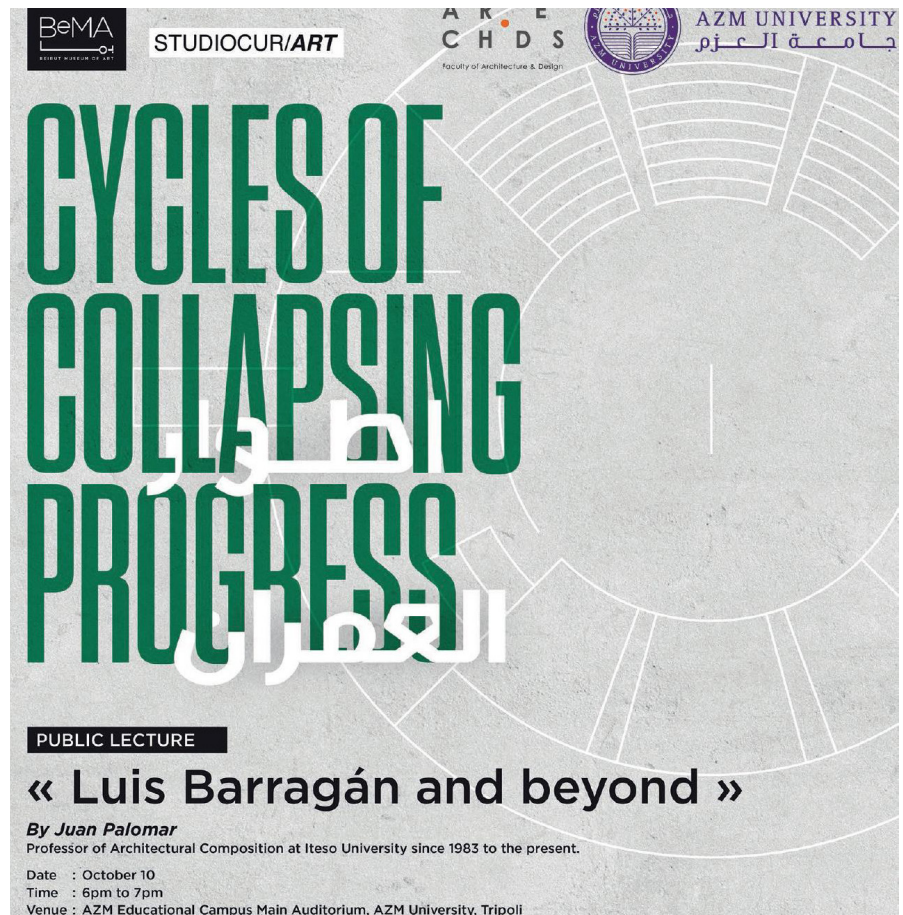
Juan Palomar: After Barragán and Beyond

Juan is a Professor of Architectural Design at Iteso University in Mexico, Principal at Taller Juan Palomar, Director of Urban Planning for Guadalajara, and the curator of Luis Barragán's Museum/house. Sponsored by BeMA and Studio-cur/Art, the public lecture was held under the title: "Cycles of Collapsing Progress" where artists from Mexico were invited to exhibit at Oscar Niemeyer International Fair in Tripoli.

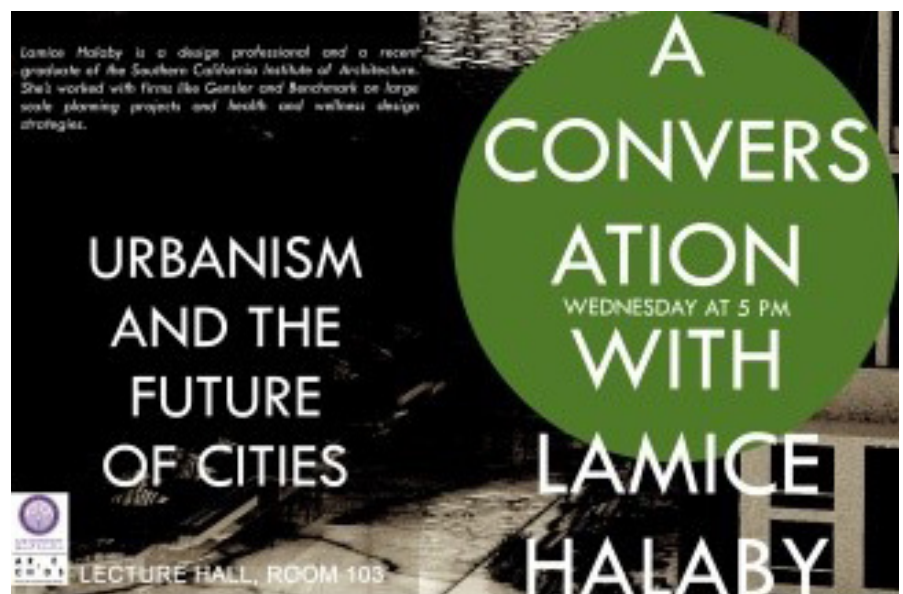
Spring Semester Lecture Series under the title: *"Bright Minds"*

Lamice Halaby: Urbanism & the Future of Cities

With a background in Political Studies from the American University of Beirut and a specific study in Counter Terrorism at Stanford University, Lamice Halaby has undertaken research work at Gensler looking into market assessment of emerging African Nations. Previously, she worked as a documentary film-making at Children of Immigrants, LA as well as on a narrative that tells the story of children lost in the rhetoric of immigration and displacement. Recently, she received a Master's Degree in Design of Cities from Southern California Institute of Architecture.



Poster of a lecture entitled: *Cycles of Collapsing Progress*



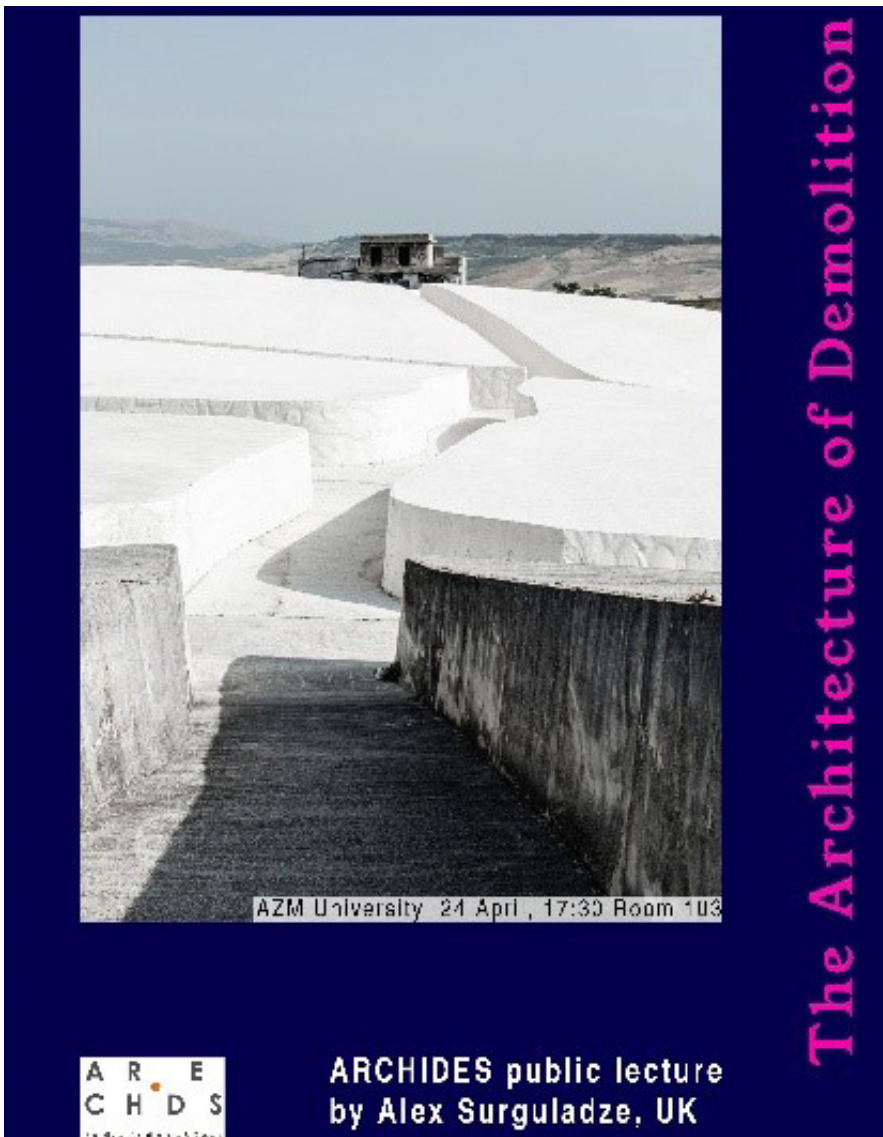
Poster of a lecture entitled: *A Conversation with Lamice Halaby*



Monira Halabi

Monira Halabi: Arts & Crafts Center in Khan al-Saboun

A recent graduate from BUA in Architecture and an entrepreneur who won first prize at the National Start-up Competition in North Lebanon during last summer and is pursuing the development of her enterprise. She was invited to the Intensive Design Week carried at ARCHIDES to offer her insights and design approach while studying the historic city of Tripoli.



Alex Surguladze: The Architecture of Demolition

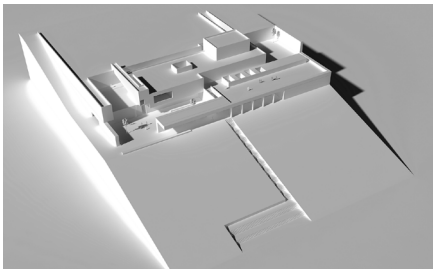
Alex is a London based architect and designer working across the fields of architecture, fashion and culture. He has worked for award winning architectural practices Jamie Fobert Architects and Haworth Tompkins on a range of Projects from interiors of the Fondaco Dei Tedeschi in Venice, to new social housing projects in inner city London. Alex holds a Master's Degree in Architecture: Sustainable and Resilient Strategies KU Leuven, Ghent Magna cum Laude; Bachelor's Degree in Architecture from Glasgow School of Art, Glasgow.

Poster of a lecture entitled: *The Architecture of Demolition*

Faculty Scholarly Activities & Prof. Practice



Tripoli's International Fair



Crematorium & Funerary Center Model



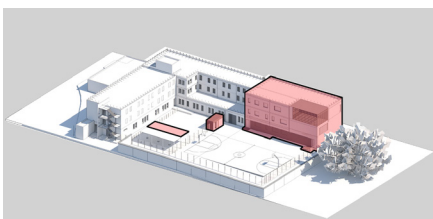
Crematorium & Funerary Center 3D view



Germaine Tillon school



Cynotechnique base - Nomination for the AAA of public buildings category



Detention center of Seysses prison

Francesco Polesello - Associate Professor

The Istituto Universitario di Architettura di Venezia organized an event on the 21st and 22nd of March that is entitled: "IUAV Abroad" inviting alumni teaching around the world to create a web of relation with their institutions proposing the involvement in the Erasmus Program. During the event each professor gave a lecture to describe the meaning of "city" in the context where they teach. Prof. Polesello's lecture was titled "Tripoli, the orange trees of Niemeyer" gave an overview of the historical development of the city emphasizing the context where the project of Niemeyer was inserted and the actual condition with the disappearance of the orange trees with a subsequent conurbation and the precarious conditions of the buildings designed from the Brazilian master.

Maxim Julien - Assistant Professor

Crematorium and Funerary center of Seysses city, France.

- Short listed team in May 2018.
- First price in September 2018.
- Schematic design deliverable in March 2019.

Germaine Tillon school, Toulouse, France.

- First full BIM public building in Toulouse, France.
- Team chosen after competition in 2016- Studies 2017- Construction 2018- Delivered September 2019.

Toulouse Food Market

- 5 years contracts as a technical adviser for the rehabilitation and brought up to standard.
- Team chosen after competition in September 2018.
- First phase delivered in January 2019.
- Second phase is in progress.

Nomination for the Arab Architects Awards, public buildings category.

- Beirut on the 25th, 26th and 27th of October 2018.
- Project selected by the jury: Cynotechnique Base, French Ministry of Justice.

Rehabilitation & extension of Youth semi-liberty detention center of Seysses prison.

- Team chosen in September 2018.
- Phase 1- Programming and feasibility study delivered in Feb. 2019.
- Phase 2- Architectural and technical studies delivered in Oct. 2019.

IFC Immobilier- Social housing -80 habitation units

- Feasibility study- April 2019.

Dr. Ahmad Omar - Assistant Professor

Peer-reviewed Conference Paper

Omar A., Tartoussi N. Seismic Analysis and Retrofitting with FRP of an Old Masonry Clock Tower. 7th International Conference on Computational Methods in Structural Dynamics and Earthquake Engineering. 24-26 June 2019, Crete, Greece.

Omar A., Khoder N. and Daudeville L. (2018). "Discrete Element Modeling of concrete behavior under high confinement". 2nd International conference on Impact Loading of Structures and Materials ICILSM 2018, Xian, China.

Journal Papers

Omar A., Marin P., Forquin P. and Daudeville L. "The use of a discrete element method for modeling dynamic tensile behavior of concrete". ASCE Journal of Engineering Mechanics (submitted).

Omar A., Marin P., Potapov S. and Daudeville L. "Development of a 3D discrete element model for concrete: The use of a moment transfer law for quasi-static behavior modeling". Computers and Concrete (submitted).
 Antoniou A., Daudeville L., Marin P., Omar A. and Potapov S. (2018). "Discrete element modelling of concrete structures under hard impact by ogive-nose steel projectiles". Eur. Phys. J. Spec. Top. (2018) 227: 143.

Co-supervisor of PHD Thesis

Saoud A., University of Nanterre – Director: Queiros-Conde Diogo." Géomécanique fractale appliquée aux phénomènes sismiques". Started in December 2018.

Supervisor of Master 2R Thesis

- Chahine Carlos., CNAM Paris (running project). Seismic behavior and retrofitting strategies of masonry structures: application to the traditional Lebanese house.
- Khodor I., CNAM Paris (running project). Numerical modeling of the seismic behavior of an old masonry monument: application to Al Attar Mosque in Tripoli.
- Chakaroune Mohamad (achieved successfully), University of Lille. Numerical modelling of metamaterials for seismic isolation
- Al Assad A., CNAM Paris (achieved successfully). Seismic and FRP retrofitting analysis of the Perret Tower in Grenoble.
- Tartoussi N., CNAM Paris (achieved successfully). Seismic and FRP retrofitting analysis of masonry structures: application to Al Tall Tower-clock.
- Ghamrawi H., CNAM Paris (achieved successfully). Seismic and FRP retrofitting analysis of pre-stressed concrete structures: application to the International fair of Tripoli.
- Al Baba L., CNAM Paris (achieved successfully). Influence of bracing elements on the non-linear seismic behavior of concrete structures.
- Al Assad A., CNAM Paris (achieved successfully). Seismic and FRP retrofitting analysis of the Perret Tower in Grenoble.

Jamal Abed - Dean

Breaking the Ghetto in the City Northern Edge

In response to a request by the Head of Tripoli Municipality, Dean Abed reviewed the building code and development controls of the Northern Parcelation Project of Tripoli – the area is stretching cross Abu-Ali River from our campus all through to the Beddaoui Administrative Boundaries. Assignment started on March 8th and delivery of the recommendations were due by the end of the summer term 2019.

Design Interventions on Azm Education Campus

Designed and followed-up on a number of design proposals and execution on Campus, namely: the addition of the new school library and lounge, the new Arts and Sciences Floor and the shading on the campus park.

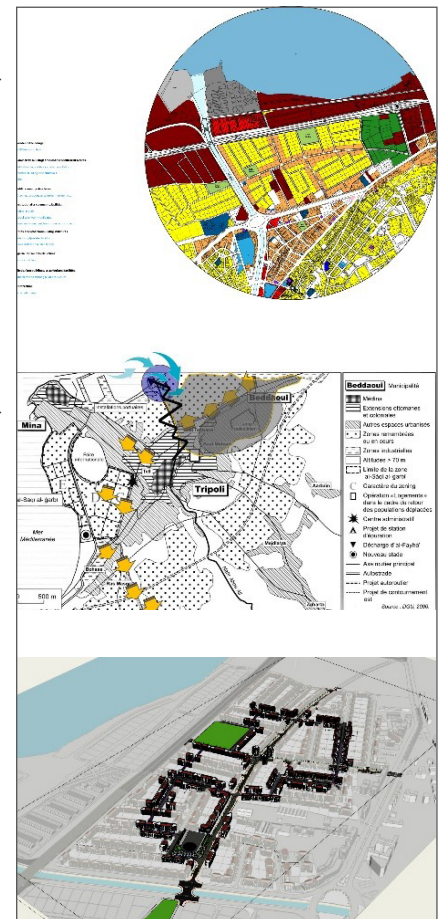
Revising Afghanistan's Urban Regeneration Policies

Assigned as the Technical Director for the Urban Regeneration Study of five main cities in Afghanistan. Study is funded by the World Bank with the Ministry of Urban Development and Land as the main Stakeholder.

First Section of the study under the title: Current State Assessment with a focus on Current Urban Regeneration Policies and Supporting Legal and Regulatory Framework was undertaken and submitted on February.

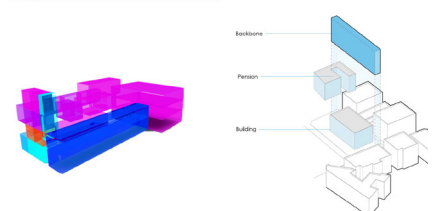
Design Paradigm Shift & Sustainability in ARCHIDES Pedagogic Strategy: J. Abed & J. Hoblos;

Conference on Sustainability and Design Education. Conference organized by the LGBC at the Order of Engineers and Architects.



The Northern Parcelation project of Tripoli

JOINTS WORK FROM THE DESIGN STUDIOS



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ANNUAL REPORT

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