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2017 Architecture Program Report

University of British Columbia

School of Architecture and Landscape Architecture

submitted to the
Canadian Architectural Certification Board

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University of British Columbia
School of Architecture and Landscape Architecture
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Glossary of Acronyms

AAPS	Association of Administrative
ACSA	Association of Collegiate Schools of Architecture
AIAS	American Institute of Architecture Students
AIBC	Architectural Institute of British Columbia
AMS	Alma Mater Society
AP	Advanced Placement
APR	Architecture Program Report
APSC	Faculty of Applied Science
ARCH	Architecture Course designation
ARCHUS	Architecture Student Society
ARPT	Appointments, Reappointments, Promotions and Tenure
AUCC	Association of Universities and Colleges of Canada
BA	Bachelor of Arts
BArch	Bachelor of Architecture
BASc	Bachelor of Applied Science
BCLSA	BC Society of Landscape Architects
BDES	Bachelor of Design in Architecture and Urbanism
BES	Bachelor of Environmental Studies
BFA	Bachelor of Fine Arts
BLA	Bachelor of Landscape Architecture
BSAS	Bachelor of Science in Architectural Studies
BSc	Bachelor of Science
CACB	Canadian Architectural Certification Board
CALA	Canadian Architectural Licensing Authorities
CASA.ACEA	Canadian Architecture Students Association
CAUT	Canadian Association of University Teachers
CCUSA	Canadian Council of University Schools of Architecture
CIRS	Centre for Interactive Research in Sustainability
CNC	Computer Numeric Control
CUPE	Canadian Union of Public Employees
ENDS	Bachelor of Environmental Design program
ESL	English as Second Language
FE	Focused Evaluation
FRAIC	Fellow of Royal Architectural Institute of Canada
FTE	Full Time Employment
GAA	Graduate Academic Assistant
GP	Graduation Project
GPRC	Graduation Project Review Committee

GSS	Graduate Student Society
HPB	High Performance Buildings
IDP	New SALA Building
ISS	International Student Services
IT	Information Technology
LARC	Landscape Architecture Course designation
MAIBC	Member of Architectural Institute of British Columbia
MArch	Master of Architecture
MARCLA	Master of Architecture and Master of Landscape Architecture Dual Degree
MASA	Master of Advanced Studies in Architecture
MASLA	Master of Advanced Studies in Landscape Architecture
MED	Master of Environmental Design
MLA	Master of Landscape Architecture
MScA	Master of Science Applied
MSc	Master of Science
MUD	Master of Urban Design
NGO	Non-governmental organization
NSERC	Natural Sciences and Engineering Research Council
PhD	Doctor of Philosophy
RAIC	Royal Architectural Institute of Canada
RFQ	Request for Qualifications
SALA	School of Architecture and Landscape Architecture
SA	Study Abroad
SCARP	School of Community and Regional Planning
SPC	Student Performance Criteria
SSHRC	Social Sciences and Humanities Research Council
TA	Teaching Assistant
TBA	To Be Announced
TLEF	UBC Teaching and Learning Enhancement Fund
TRC	Truth and Reconciliation Commission of Canada
UBC	University of British Columbia
VTR	Visiting Team Report


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1.0 Introduction to the Program

1.1 Program Identity and Mission

Accreditation requires an understanding of the program's specific scholastic identity and mission.

The APR must include:
- A summary of the program's identity, uniqueness, strengths and challenges.
- The program's current mission statement, the date of its adoption or revision, and the date of its endorsement by the institution.

Structurally, the Architecture Program is within the School of Architecture and Landscape Architecture (SALA) in the University of British Columbia's Faculty of Applied Science (APSC).

The professional Master of Architecture (MArch) program accounts for approximately half of student enrollment and faculty appointments within SALA, and is delivered alongside the Master of Advanced Studies in Architecture (MASA), a two-year research degree. Other degree programs offered within SALA include the professional (MLA) and research degrees (MASLA) in Landscape Architecture, the Bachelor of Environmental Studies (ENDS), an undergraduate design program, and the post-professional Master of Urban Design (MUD) degree. The UBC Program is the only professional architectural program in British Columbia.

The School is justly proud of maintaining a collegial environment well suited to self-motivated, intellectually curious graduate students. A student enrollment of approximately 180 together with generous faculty-student class ratios encourages a high degree of direct contact and the kind of critical support so crucial to mature enquiry. Augmented by a substantial proportion of international students, students in the School come from a broad array of educational and cultural backgrounds, representative of the diverse social fabric of Canada.

A growing strength of the School and the MArch program is the opportunities it provides students for interdisciplinary learning. MArch and MLA (Landscape Architecture) students have greater ability to study with and across their respective professional core and elective areas of study and peer groups.

With the inauguration of the Master of Urban Design (MUD) program in 2015, we anticipate that the new Urban Design Student Performance Criteria will integrate into the MArch program new cross-disciplinary opportunities, and that the inherent ability of the school to deliver this will complement our necessity to do so.

Studies abroad programs have expanded, and the School now offers two summer programs every year. We also now run the distinctive full-term studies abroad program -- a part of the architecture program since the 1960's -- every year. This provides more of our students the chance and options about where to study abroad in an immersive experience.

Reflecting the interests of several faculty as well as stable partnership entities outside UBC, the past several years have seen a significant expansion in the design-build areas of the program. We anticipate that fabrication and making aspects of the MArch pedagogy will continue to expand.

The creation of several large university-wide lecture-based service courses has expanded the teaching assistant opportunities for MArch students. This trend will continue as the Bachelor of Environmental Design gives way to its replacement, the new undergraduate Bachelor of Design in Architecture, Landscape Architecture and Urbanism degree, anticipated to begin in fall 2018.

The biggest challenge that the MArch program and indeed SALA continues to face are with its facilities, both their increasing obsolescence and the distance between them. Other areas of this Report (see Section 3.7.2) will go into some detail to describe the significant efforts of Directors Van Duzer and Kellett to develop a new SALA facility.

Another challenge SALA and the MArch program faces are the increasing budget pressures of Provincially capped tuition increases mapped to cost of living increases but that do not account for merit and performance increases for staff and faculty. SALA and the MArch program have financially benefitted from being part of the large Applied Science faculty, and have made many incremental and sincere efforts to creatively control expenses and increases sources of revenue. See Section 2.9.3 and elsewhere in this Report for more detail regarding these efforts.

Applications for admissions to the MArch program continue to grow, especially strongly among the Advanced Placement applicant cohort. This led in 2015 to the expansion of the AP cohort to two full studio sections, from approximately 12 to 24 incoming students per year. This has led to some changes to advanced placement admissions review procedures, which had been previously tailored to each specific student, requiring substantial review time by individual faculty. Additionally, this recent shift has led to some changes in the needs and desires of the student body that will likely lead to changes in the culture and shifts in the curricular pedagogy of the school.

More detailed information regarding the strengths and challenges of the MArch program can be found elsewhere in this Report. See Section 1.2.1 Program Action Plan and Objectives and Section 3.2.1 Detailed Self-assessment of 2011 Strategic Plan.

1.1.1 SALA Strategic Plan Update: Director's Message

SALA is a distinct academic unit within a very large global research University and a large Faculty of Applied Science (8,000 students). As a consequence, strategic plans and priorities within SALA are necessarily as informed by the more broadly framed strategic initiatives of the University and the Faculty of Applied Science as they are by the more narrowly framed needs and initiatives of SALA's individual academic programs. The themes and aspirations articulated in these documents offer context as well as opportunity for the values, goals and priorities articulated by SALA's Master of Architecture program.

Since 2009, the University has been guided by Place and Promise: The UBC Plan, a vision of UBC in 2020 developed under President Stephen Toope. This strategic plan developed through extensive engagement with the full campus community over 18 months sets out an institutional vision, six core values and nine commitments to goals and actions. These include institutional commitments to: Student Learning; Research Excellence, Community Engagement, Aboriginal Engagement, Alumni Engagement, Intercultural Understanding; International Engagement, Outstanding Work Environment, and Sustainability.

Within that institutional context, in 2015, the Faculty of Applied Science under the direction of Dean Marc Parlange developed Engage 2020: The UBC Applied Science Strategic Plan, which distilled and refocused many of the *Place and Promise* themes around a distinctive vision of an integrated and interconnected constellation of "applied sciences". *Engage 2020* set out to establish an "unparalleled research and learning environment in which creative minds work together to address today's greatest challenges in service to society" through three core values — connection, leadership and impact; and four key commitments — a culture of valuing people, a focused research enterprise, a distinctive learning environment, and an engaged community.

As release of the Faculty of Applied Science strategic plan coincided with a change of leadership in SALA, the School has not yet undertaken renewal of its now eleven-year old 2006 "Strategic Plan: School of Architecture and Landscape Architecture." However, *Place and Promise* and the *2006 SALA Strategic Plan* informed the Architecture Program's most recent strategic plan, which was approved by program faculty in 2011, and is included in Section 1.1.2 below.

While this important task remains to be formally constituted and delivered as a strategic plan, since the last CACB visit in 2012 the School has nonetheless pursued or adapted coherent strategic direction from the themes and aspirations set out in *Place and Promise* and *Engage 2020* and applied them to guide many new initiatives of the School. These include new academic programs such as a Master of Urban Design (2013), dual degree pathways in the Master of Architecture and Landscape Architecture programs (2016), a Master of Engineering Leadership in High Performance Buildings (2017) with Mechanical and Civil Engineering, and a Bachelor of Design in Architecture, Landscape Architecture and Urbanism (forthcoming 2018).

Germane to these themes are the core values and concepts embedded programming and feasibility studies for a SALA building (2011 – 2014), in the undertaking of a School branding study (2016), to successful recruitment of top faculty candidates (2014 and 2017) and students, and most recently, to definition of the core research, scholarship and creative practice strengths of the School (2017 and continuing). Proposals for a forthcoming renewal of the Master of Advanced Studies in Architecture / Landscape Architecture post-professional research degrees that will be based upon them is anticipated in 2018.

1.1.2 Architecture Program Vision Statement

Adopted in December 2011, the MArch Strategic Plan has been a constructive touchstone for many initiatives undertaken by the Program since the 2012 accreditation visit. A detailed review of the program's undertakings vis-à-vis the 2011 Strategic Plan in the period since the last accreditation visit the Program's 2011 Strategic Plan can be found in Section 3.2.1.

The 2011 plan remains a vital document, and has led to a renewed set of Action Plan Goals that are set out in Section 1.2 of this report. These Action Plan Goals will be developed in fall 2017 as a renewed Mission Statement by a Mission Statement Subcommittee that will report to the Program Faculty and the SALA Director.

Adopted December 9, 2011

Strategic Plan: Professional Master of Architecture Program, School of Architecture and Landscape Architecture

The Architecture Program Strategic Plan is coordinated with the encompassing School of Architecture and Landscape Architecture Strategic Plan and supports *Place and Promise: The UBC Plan,* sharing in its commitment to student learning, community engagement and research excellence, and its engagement with Aboriginal, intercultural and international engagement and sustainability.

Vision

The Architecture Program of the School of Architecture and Landscape Architecture's core responsibility is design education.

Through teaching, professional endeavours, research and scholarly activities, the Program is committed to the production of outstanding graduates equipped to provide the necessary design and intellectual capabilities that will contribute to a built environment that supports civil and sustainable patterns of living.

The Architecture Program has three overarching commitments: enhanced student learning, productive community involvement, and research excellence. The actions taken to achieve the goals set by these commitments can often serve to further several goals and more than one commitment: curricular and pedagogical practices may also involve community engagement and /or faculty research. This interrelatedness contributes to the robustness of the Program.

To further this end, our goal is to make interdisciplinary learning common practice. Engagement with environmental issues, for instance, is distributed across all facets of the program, including dedicated course work, classes and studios, faculty research and publications and community initiatives.

The Strategic Plan is implemented through the Program Chair in consultation with the SALA Director and is revisited as an agenda item at the annual Architecture Program retreat held at the end of the Academic Year in May and revised as needed.

1.2 Program Action Plan and Objectives

Accreditation follows an action plan that guides the program in achieving the objectives of its mission. This plan, which should be used to structure the program's self-assessment process, helps the visiting team understand the program's role within the institution and the parameters of its future development.

The APR must include:
- The program's action plan and objectives developed in accordance with institutional norms.
- Its measures of success, and a time line for executing the plan.

The Program Action Plan was developed during and after a self-assessment of the program's evolution in the period since the 2012 accreditation. The self-assessment developed data via surveys and focus groups of faculty, students and alumni organized around the CACB Five Perspectives: Architectural Education and 1/ The Academic Context; 2/ The Students; 3/ Registration; 4/ The Profession; 5/ Society. Self-Assessment data derived from faculty, student, and alumni surveys are included in Section 3.2 of this report.

Faculty, students and alumni interact with each other in a variety of formal and informal contexts.

MArch students provide ongoing input through their representatives in ARCHUS, the architecture student society. The SALA Director and the SALA Student Affairs Committee hold meetings with ARCHUS and other SALA student representatives on a monthly basis. The program chair holds a general student meeting in the fall and spring terms. Two student focus groups and the student survey were conducted in spring 2017. Information gleaned from student surveys and focus groups are integrated into the 2017 Action Plan.

Program faculty provide ongoing self-assessment of the program's curriculum, administrative procedures, admissions policies, and governance structures through regular faculty meetings at the (MArch) program and (SALA) school level. The many developments in the MArch curriculum since 2012 are detailed in the Annual Reports and the 2015 Focused Evaluation, included here in Section 4.6 and Section 4.7, respectively.

Program alumni's interactions with faculty and students are less formal than are the former group's interactions. This is something that needed to be addressed, and so in spring 2017, as part of the self-assessment process, the program chair constituted an MArch Alumni Council of 2007-2017 MArch alumni who were familiar with the program's recent history and had recent experiences of internship, mentorship, and licensure in their professional lives.

The MArch Alumni Council has held several meetings over the spring and summer that, along with the alumni survey to assess the program via-a-vis the Five Perspectives, have proven very useful in terms of developing goals to strengthen the social, curricular and extracurricular ties between alumni and the program. Many of the ideas that arose through Alumni Council meetings are evident as goals in the 2017 Action Plan.

1.2.1 Program Action Plan and Objectives

The following Program Action Plan responds to the input of faculty, students, and alumni, as well as to self-assessment of the program's work, since 2012, toward meeting the goals of its 2011 Strategic Plan. Action Plan Objectives reflect the Self-Assessment of the architecture program's strengths and weaknesses, opportunities and threats.

The Program Action Plan and Objectives is structured to extend the 2011 Strategic Plan into the next two years so that it may align with SALA's strategic plan objectives. The 2011 Strategic Plan is organized around three overarching **Commitments** that contain several **Goals**, each of which contains several **Action Plan Items**.

Adopted September __, 2017

2017 Action Plan Objectives

Architecture Program
School of Architecture and Landscape Architecture
University of British Columbia

Commitment #1: Teaching

Provide an outstanding and distinctive professional education directed toward the breadth and complexity of issues germane to contemporary built and natural environments.

Commitment 1, Goal 1 Action Plan Items:
Address unmet Student Performance Criteria through continued review and refinement of the disciplinary core of architectural education by:

1. Establishing a working group including indigenous alumni and members of the indigenous community to research and develop core curricular and extracurricular content related to the national Truth and Reconciliation process. (2017-18 academic year)
2. Further developing the shared learning objectives for ARCH 501 Second Term Vertical Studio with its focus on the basic understanding of universal access, building-to-site design, and material and technical design integration. (Fall 2017)
3. Developing verifiable evidence of the ability to design for universal access in all ARCH 521 Comprehensive Building Studio student work. (Spring Term 2018)
4. Using the 2017 Teaching/Learning Enhancement Fund (TLEF) grant to explore areas where digital skills and issues can be integrated into the Program curriculum but also develop opportunities for faculty development in the areas of digital tools and culture. (2017-18 academic year)
5. Integrating a core Urban Design studio requirement for all MArch students into Fall Term vertical studio offerings. (2017-18 academic year)

Commitment 1, Goal 2 Action Plan Items:
Continue to build the Program's national and international profile by:

1. Continuing to provide financial support to students and faculty who have opportunities to participate in international conferences or other peer-reviewed events. (Ongoing)
2. Building stronger ties to the Royal Architectural Institute of Canada and the Canadian Architectural Licensing Authority with regard to the documentation, analysis and design of regenerative environments and addressing the implications of the national Truth and Reconciliation process in architectural practice and education. (2017-18 academic year)
3. Developing program contributions to the research and engagement initiatives of the CALA/CCUSA Joint Task Force and the Architectural Institute of British Columbia (AIBC) with regard to advocacy and public outreach efforts for the profession of architecture and exploring the future of architectural practice. (dependent on CACB/CCUSA timeline)
4. Identifying and supporting faculty members who wish to offer semester-long and summer studies abroad programs so that the SA program can be run annually. (Ongoing)
5. Identifying and supporting adjunct faculty members who may wish to offer semester-long and summer studies abroad programs so that the SA program can be run annually. (Ongoing)

Commitment 1, Goal 3 Action Plan Items:
Enhancing the educational opportunities that foster inter-disciplinary collaboration and cross-cultural learning by:

1. Collaborating with the professional community in retooling and delivering ARCH 543 Contemporary Practice, focusing on CACB Leadership and Advocacy Student Performance Criteria, including the role of the Architect as an advocate for client and public interests, and as a collaborator who aids in capacity building processes with disadvantaged communities. (Fall 2017)
2. Developing a repeatable, sustainable model of engagement with topics of concern for British Columbia's First Nations communities as an integral part of ARCH 521 Comprehensive Building Studio. (2017-18 academic year)
3. Developing a key area of the Architecture Program's historic identity by exploring and developing core Urban Design Performance Criteria in studio curricular areas focused on regenerative design and environments that will be a part of future CACB program evaluations. (2017-18 academic year)

Commitment 1, Goal 4 Action Plan Items:
Enhance the quality of student life in the Program by:

1. Organizing an ad hoc committee of students and faculty to review the impacts of the increased size of the Advanced Placement cohort in the MArch program, and implement curricular and extra-curricular adjustments to address this new reality of the MArch program's culture. (Fall 2017)
2. Addressing the concerns expressed by Advanced Placement students in the student self-assessment process with regard to the current practice of pairing Advanced and Non-Advanced Placement students in ARCH 521 Comprehensive Building Studio. (Fall 2017)

3. Working with the SALA Director, reestablish the end-of-year SALA Projects exhibition. Exploring Alumni Council recommendation that local architectural practices provide support for reinstating the annual SALA Projects exhibition of student work. (2017-18 academic year)
4. Rescheduling the Praxis Mixer Pecha Kucha earlier in the year in order to make the interaction between members of the professional community and MArch students in their last year more aligned with the intention of pairing future interns with local architectural practices. (Fall 2017)
5. Continue to support and explore opportunities to expand the ARCHUS student society's health and wellness initiatives. (2017-18 academic year)
6. Expanding on Alumni Council recommendation that the August 2017 Introductory Workshop and the MArch mentorship program. (2017-18 academic year)

Commitment 1, Goal 5 Action Plan Items:
Support the Program's faculty by:

1. Working with Program Chairs in consultation with the SALA Director, develop a plan to organize and communicate to faculty a three-year schedule of teaching assignments. (Fall 2017)
2. Expanding SALA's website and social media presence and staffing in order to more actively disseminate the creative and scholarly work of faculty. (2017-18 academic year)

Commitment 1, Goal 6 Action Plan Items:
Improve the Program's physical resources by:

1. Continue to work with the Dean of Applied Science and other governance, development, and academic units at UBC to identify opportunities to unify SALA's programs in one or more locations.

Commitment 1, Goal 7 Action Plan Items:
Enhance the Program's Administration by:

1. Requesting that the SALA Director provide regular updates on Advisory Council's activities and contributions to SALA, the Architecture Program's activities and future development. (Ongoing)
2. Requesting that the SALA Director review and ensure that current staffing levels and duties are adequate to administer a growing set of degree programs and student population. (Fall 2017)
3. Requesting that the SALA Director do a review of existing staff roles, fields of expertise, and qualifications and make any adjustments necessary to maintain relevance as SALA's and the Architecture Program's needs evolve with respect to social media, outreach, recruitment, and public programming. (Fall 2017)

Commitment #2: Community

Engage with a wide range of constituencies in the larger community – academic, professional practice and public - and bring these associations directly to bear on its educational and administrative priorities.

Commitment 2, Goal 1 Action Plan Items:
Strengthen academic ties by:

1. Maintaining the policy of invited participation by out-of-town visiting critics for all advanced studio and thesis reviews. (Ongoing)
2. Strengthening the coordination of opportunities for out-of-town and local guest lecturers to conduct seminars for Architecture Program students during their visits to UBC. (Fall 2017)
3. Developing collaborative research projects between Architecture Program faculty and students and local architectural practices and regional city governments. (2017-18 academic year)
4. Strengthening existing and develop new collaborative research projects between UBC's Office of Vice President for Research and its academic units including Forestry, the Sauder School of Business, APSC, the Architecture Program faculty and students, and indigenous communities in British Columbia. (Ongoing)

Commitment 2, Goal 2 Action Plan Items:
Strengthen professional ties by:

1. Working with the Alumni Council, the AIBC and RAIC toward the goal of clarifying policies on academic and professional responsibilities for architectural education and internship, and the right to title of MArch degree-holding individuals working in the profession and currently referred to as Interns. (CALA/ CCUSA timeline)
2. Working with the AIBC, explore the development of a UBC post-professional degree program that provides AIBC Interns with mandatory and elective professional development courses. (2017-2019)
3. Providing assistance in the form of research and study partnerships to the AIBC and RAIC in their outreach and advocacy efforts for the architectural profession across the province of British Columbia. (CALA/ CCUSA timeline)
4. Building on the Comprehensive Design Studio's success in doing so, develop roles for members of the professional architectural community to contribute in focused areas of the curriculum that address (current or future) unmet Student Performance Criteria, especially in Second Term Vertical Core Studio ARCH 501. (Fall 2017)
5. Formalizing the establishment of an Alumni Council in order to develop curricular and non-curricular goals that alumni have expressed interest in becoming more involved. In addition to the issue of professional curriculum development, internship, and licensure, these include: on-campus alumni events; Introductory workshop; student mentoring; development of regenerative environments research and curriculum; development of curricular content related to the Truth and Reconciliation process. (Ongoing)

Commitment 2, Goal 3 Action Plan Items:
Strengthen community ties by:

1. Developing the SALA website and social media outlets as sources of information about faculty community engagements. (2017-18 academic year)
2. Defining and publishing a set of research clusters that organize SALA Faculty expertise. (2017-18 academic year)
3. With the AIBC, co-sponsor a series of public panel discussions by local practitioners and members of the Architecture Faculty on the future of architectural practice. (Spring term 2018)

Commitment 2, Goal 4 Action Plan Items:
Strengthen international ties by:

1. Identifying and supporting Program Faculty who wish to develop new term-long Studies Abroad Program venues to ensure the sustainability of offering the Program annually. (Ongoing)
2. Working with the SALA Director to continue the teaching fellowship component of the Program Faculty by identifying upcoming sabbaticals, retirements, and new faculty searches. (Ongoing)
3. Continuing to develop new international university exchange partnerships. (Ongoing)

Commitment #3: Research

Engages in leading edge design research and scholarship activities that contribute constructively to the theory and practice of architecture.

Commitment 3, Goal 1 Action Plan Items:
Nurture and support leading edge design research and scholarship by:

1. Develop and embed in media platforms and recruitment content recommended in the report done by the SALA branding consultant.
2. Following through on efforts led by the SALA Research Committee, identify the key areas of Program faculty research expertise and publish these as research clusters on the SALA website. Actively pursue partnerships with other UBC academic units, industry, and communities.

Commitment 3, Goal 2 Action Plan Items:
Support faculty research by:

1. Following through on efforts led by the SALA Research Committee, identify the key areas of program faculty research expertise and publish these as research clusters on the SALA website. Actively pursue partnerships with other UBC academic units, industry, and communities.

Commitment 3, Goal 3 Action Plan Items:
Support graduate student research by:

1. Working with the chair of the Bachelor of Environmental Design program, expand the opportunities for MArch student teaching assistants as the recently-approved expansion of the undergraduate BDES program is phased in. (2017-18 academic year)
2. Developing pathways for and encourage the authors of MArch thesis projects to re-format selected aspects of their work for peer-reviewed research papers and design research projects. (2017-18 academic year)
3. Developing a single or series of annual student research prize(s) that correspond to the SALA research clusters. (2018-19 academic year)

Commitment 3, Goal 4 Action Plan Items:
Remain current in design theory, practice and advocacy by:

1. Maintaining the newly created adjunct faculty fellowship positions intended to attract promising academics or practitioners who seek to build up their teaching credentials. (Ongoing)
2. Developing curricular content that integrates the architectural implications of the national Truth and Reconciliation process. Evidence of this should be seen in many of the core curriculum as well as in studio and seminar elective offerings. (2017-18 academic year)
3. Developing curricular content that integrates the educational implications the arise out of the findings of the joint CALA/CCUSA Future of Architectural Practice committee and process. With the AIBC, co-sponsor a series of Future of Architectural Practice panel discussions by local practices and academics engaged in innovative aspects of practice including digital prototyping and design/build, capacity-building and community engagement, regenerative environments, and other topics. (CALA/CCUSA timeline)

2.0 Progress Since the Previous Site Visit

Accreditation is contingent on the assurance that deficiencies, both minor and serious, are being systematically addressed.

The APR must include:
- The program's summary of its responses to the previous team findings (VTR) as documented in the Annual Reports (AR). *This summary must address the conditions identified as "not met", as well as the "causes of concern". It may also address the conditions identified as "met" or it may address "team comments".*

The following addresses concerns within the Team's General Comments in the 2012 VTR, followed by an update on the program's progress since 2012 in meeting these four remaining unmet conditions and criteria.

2.1 Responses to Causes of Concern and Team's Recommendations

An update on the several general comments of concern made in the 2012 Visiting Team Report:

Concern 1 / Loss of a downtown presence: "The downtown studio was an important facility for the School. Because of the isolation of the UBC campus it is critical that the school maintains its presence in downtown Vancouver. This has allowed for students to be exposed to the social and urban design issues related to the rapidly evolving inner city environment and public discourse within the city. This has also facilitated the schools involvement with both the architectural and wider community. It was also serving as a gallery as there is no space available on campus for this type of activity and was an ideal location for the thesis students to meet with their mentors from private practice, to have studio space, and exhibition space for their final work. The closure of the downtown studio is a significant loss to the School and the community, both professional and public."– 2012 VTR

Response: Budget pressures have continued to force SALA to make difficult decisions regarding how to direct its limited resources. However, the decision to no longer maintain a physical space downtown has been balanced by a significant increase in downtown public programming, most notably in the robust lecture and debate events sponsored or co-sponsored by SALA and public and private partners. A detailed schedule of these events is in Section 3.6.3 of this report. Additional events, including an annual exhibition held at the AIBC gallery and a Pecha Kucha held in at a downtown firm's office and sponsored by the RAIC, are also new to the MArch program, and we believe have helped build stronger ties between the MArch program and the professional community.

Concern 2 / Lack of clarity around a new facility: "There is a clear need for either a new building or renovated/ expanded Lasserre building. In the meantime, optimization of the Lasserre building could be explored."
– 2012 VTR

Response: The concern over progress toward consolidating SALA programs in a new facility is addressed in detail elsewhere in this report, most directly in SALA Director Kellett's response to unmet Condition 7. Physical Resources (below). In the meantime, the architecture program continues to develop ways to balance the optimization of its existing spaces and the maintenance of the quality of studio spaces available to its students.

Concern 3/ Lack of contiguous space for Architecture and Landscape Architecture studios: “Available studio space is inadequate, and is less per student than at the time of the previous VTR as the Downtown studio was closed. General environmental conditions within the Lasserre building are less than optimal.”

Response: SALA’s goal of being housed in a unified, single or proximate facility remains unfulfilled, and the adequacy of its facilities has not appreciably changed since the 2012 VTR. Details of incremental improvements to facilities or tools are covered elsewhere in this report. Being responsive to budget pressures, optimizing space, and maintaining studio space for individual, graduate-level student education remains a major challenge. One example of how the program has addressed this challenge was the decision in 2015 to offer annually the Fall Studies Abroad program. An average of 14 students has participated in the two years since this change was adopted.

The architecture program was able to increase its fall term intake of students because of this change. This change did not overpopulated the studio because the program has a larger population of students enrolled in the fall term, at the end of which graduate approximately 16 students. This simultaneously increases a tuition revenue stream, and optimizes the population of students in its third-floor studios.

Concern 4 / Administrative Staff: “The incomplete amalgamation of SALA is affecting staff, particularly in the area of job descriptions and responsibilities. The School is encouraged to complete this process as soon as possible, to ensure that functionality and proper service to students is maintained.”

Response: Staffing changes to support the amalgamation SALA continued after the 2012 visit. In 2013 three existing roles all with some student support tasks were realigned to create 2 distinct Student Services Co-coordinator roles, one to service students in the Architecture programs and one to service students in the Landscape Architecture, Environmental Design and Master of Urban design programs, and a third role dedicated to SALA wide academic coordination (curriculum/scheduling etc.). In early 2014 a new Student Services and Recruitment Manager position was created to oversee these areas and to address increase staffing to support the area of student recruitment.

The addition of new SALA programs, changes to some University wide administrative procedures and increased work load volume are again taxing current staffing levels and distribution and a subsequent review and realignment of staff roles and responsibilities is now underway.

Section 3.5.6 details SALA’s current staffing roles and organization. The concerns expressed in the 2012 VTR were made as the first, relatively modest, reorganization of staff roles and responsibilities was occurring SALA-wide. New and expanded degree and non-degree programs have put pressure on that earlier staff reorganization, and has led to a realignment of staff roles and responsibilities that is now underway.

Once complete, this process will lead to an increase of two staff positions — up to eleven positions in total. It is a complex process involving labour rules, and meeting union and management requirements for existing and new jobs. The job descriptions and responsibilities for all positions is being reviewed by faculty and staff, and it is anticipated that realignment will augment and streamline abilities in financial management, academic coordination, reading room and archiving, student support, and website, media and development. Hiring is expected to take place through the 2017-18 academic year.

Concern 5 / Budget. “Due to the current changes in UBC’s budget model, the SALA budget allocation from the University is unknown. The School is encouraged to work with the University to clarify its budget allocation as soon as possible.”

Response: The School’s annual funding allocation comes from a combination of graduate and undergraduate enrolment based tuition (approximately 33% of total) and a baseline budget allocation (set in 2011 when UBC introduced a new University wide funding model) that carries forward each year with adjustments based on the net change against the previous year. It should be noted that since the baseline was set in 2011/12 SALA has not experienced a negative change and therefore experienced growth in its funding allocation. SALA has also made a set of incremental but crucial expansions to its degree and non-degree programs, doing its part to augment its revenue streams. As such, has enjoyed a relatively stable budget situation. Section 3.9 of this report addresses many of the budget concerns raised by the 2012 VTR.

2.2 Responses to Unmet Compliance with the Conditions for Accreditation in the 2012 VTR and FE

The previous CACB accreditation visit in 2012 granted the Architecture Program a full six-year accreditation period, with a Focused Evaluation Report after three years. The 2015 Focused Evaluation Team Report (FE) indicated that one Condition and three Student Performance Criteria remained unmet. These are: Physical Resources, Accessibility (which we wish to note was deemed "met" by the 2012 VTR, but "unmet" during the Focused Evaluation review), Technical Documentation, and Comprehensive Design.

Condition 7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

FE Team Comments:
"Despite all efforts deployed by outgoing director Van Duzer and by UBC Authorities towards funding the new facility, which seems almost secured, the project encountered a major setback at the beginning of 2015 with the concerned raised about the site selected for construction. At the time the Focused Evaluation Report was prepared (April 30) no timeline had been confirmed for exploring new sites. Therefore, the status of the new building is uncertain at this time.

"The program reports that maintenance and minor upgrades of the existing buildings have been done in 2014 in regards to signage, painting, printer upgrading and furniture. Considering that the Physical Resources are mostly the same as they were when the 2012 visit occurred, this condition is still Not Met."

Program Response, by Director Ron Kellett:
Subsequent to the 2011 feasibility study, program and site combinations that accommodated the SALA and SCARP programs on different sites were considered. These alternatives, no longer constrained by existing building footprints and floor plates, and informed by better understanding of the space needs, priorities and growth opportunities of the School acquired in the six years since the merger, suggested a thorough review and update of the SALA program. Two years later, a new 'Program Study for the School of Architecture and Landscape Architecture' was commissioned with Architecture Research Office (New York) in anticipation of a design study for new building on a different, West Mall site (2013). This program defined SALA space and expansion needs at approximately 45,700 NSF (73,100 GSF) of new construction. A subsequent revision (2014) proposed directing approximately 9,250 NSF of that space to a downtown annex in a contemplated new tower.

In parallel with these studies, SALA and UBC worked to secure sufficient funding such that design of the proposed project could begin while a wider fundraising effort would be initiated to secure the balance. When the ARO program was written, construction costs of $28M - $33M were anticipated and by late 2014, approximately $22M in funding had been identified from donors and sources within UBC. With sufficient confidence that the $5-10M gap could be closed, in late 2013 the University authorized a Request for Qualifications competition to provide design services to accommodate the SALA program on the West Mall site.

However, the principal private donor declined to support building on the proposed site and this competition was withdrawn while alternate sites were identified and considered.

By late 2015, a prominent site at an entrance to campus acceptable to the principal donor had been identified and studies were initiated to test the SALA program on it. In the intervening two years, a campus construction boom in combination the greater prominence and construction complexities of the new site, the cost of the proposed SALA project had increased by more than a third to approximately $44M, roughly double the funding available. SALA and the University have been unable to close this gap while changes in leadership at the University (2016), the Faculty of Applied Science (2017 and 2018) and the provincial government (2017) have complicated appeals for additional support.

In addition, as the most recently proposed site is prominent within a rapidly growing area of campus, other academic competitors have come forward and will likely gain authorization to proceed before SALA. As a consequence, at this writing, SALA is working closely with the University to develop an incremental approach to develop alternative approaches to the project. Among the options under consideration are alternative sites developed in collaboration with other academic partners and incremental phased approaches that would consolidate graduate programs, academic and administrative infrastructure in a new or remodeled building while accommodating an expanded undergraduate program in existing studio and teaching spaces in Lasserre. While these remain under active consideration, no conclusions have been drawn or decisions made at this time.

Since the 2012 accreditation visit, incremental facility improvements to the Lasserre Building have continued every year. Apart from replacing power and hand tools in the shop, the improvements have largely developed the program's digital fabrication tools, including four plastic filament 3D printers, located in or near the three studio locations, two in Lasserre; one Die Cutter, located in Lasserre; and one Larger format laser cutter (2017), located in Lasserre.

Digital Projectors have been installed in the three principal seminar rooms, but other physical improvements to Lasserre's rooms and spaces have been relatively minor in scope. The exception will be the reorganization of the SALA staff area on the 4th floor of the Lasserre Building, which is imminent as of the writing of this report. A seminar room (309) was renovated in 2016 to provide improved pin up surface. Other improvements to the physical facilities are noted in the program's Annual Reports in Section 4.6.

B5. Accessibility

Understanding to design both site and building to accommodate individuals with varying physical and cognitive abilities.

FE Team Comments:
"Reference to the Building Access Handbook is now part of a Building Code module incorporated in ARCH 511 (Architectural Technology 1), but still appears as a very general consideration.

"No evidence of a systematic development of accessible design was observed in the design work. There is still limited evidence that students have the ability to design the site of a building with barrier free paths or to address different range of issues encountered with various physical handicaps. The use of stairs and other universal access barriers in projects, without alternate paths, was still noticeable in the work submitted from the

Comprehensive Studio, as much in site planning as well as inside the building. Based on these observations, the Team considers that this criterion is still Not Met."

Progress Since Last Visit:
First introduced in 2014 at a basic interior circulation and exterior urban design scale as part of a student assignment in the First Term Core Studio (500) and in the design of an accessible washroom in Communicating Construction (551), accessibility issues are then addressed in some depth in the Second Term Core (501) studio, and specifically as a building system within the Comprehensive Studio (521).

Adopted in 2017, the learning objectives for the Second Term Vertical Studio (501) explicitly require design work to incorporate fundamental principles of accessibility. This studio is taken by all students, and introduces accessible site and building design elements. The fourth-term Comprehensive Design Studio further integrates accessible site and building design elements into the development of student design work.

Demonstration: Communicating Construction 551, Second Term Vertical Studio 501 and Comprehensive Design Studio 521

C3. Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

FE Team Comments:
"This criterion is Not Met. There is a lack of evidence that would support a demonstration of ability to conduct appropriate site planning. There is no clear reference of structural axis and levels in the comprehensive studio drawings."

Progress Since Last Visit:
ARCH 501 Second Term Vertical Studio explicitly requires a constrained scale of focus around site-to-building design issues. Site design is among other building-scale related constraints in ARCH 501 learning objectives that also include tectonic and material investigation. The objective is to better prepare students later in the studio sequence, in particular in ARCH 521 Comprehensive Design Studio, to meet this criterion.

Specifically developed to address this criterion, Communicating Construction (551) was converted from an elective to a core course in 2016. The course provides students an opportunity to apply the organizational logic and graphic conventions used to develop a set of construction documents. Through lectures and redlining sessions, students learn how to interrelate the several scales from site to building, the technical description of code-related specification, building systems, and assemblies necessary to communicate both general and detailed relationships of a design for the purposes of construction.

Students are introduced to material and building systems, construction documentation, and the regulatory environment in the Architectural Technology stream (511, 531).

Demonstration: ARCH 521 Comprehensive Design Studio, Architectural Technology I and II (511, 531), Communicating Construction 551

C4. Comprehensive Design

Ability to project a comprehensive design based on an architectural idea, a building program and a site. The design of designs should integrate structural and environmental systems, building envelopes, building assemblies, life-safety provisions, and environmental stewardship.

FE Team Comments:
"The CACB SPCs listed in the studio documentation indicate a good strategy for informing students about expectations for the assignments.

"There are various assignments that cover program analysis, spatial experience, site, structure, light and ventilation, building code. However, there is a lack of evidence for site analysis and planning. The detailed drawings (1:20) are not convincing (structural components not illustrated) or missing.

"Doubts were raised by the FE Team regarding students working in collaborative teams of two, as this arrangement could affect the ability for each student to respond to all of the SPCs. In this arrangement of team work, it is not possible to track the individual progress of each student so as to ensure that they are meeting all the SPCs related to the Comprehensive Studio."

Progress Since Last Visit:
Students incrementally and iteratively gain a foundational understanding of site-to-building design, accessibility, program analysis and testing, environmental stewardship, life safety, and integrating the various building systems in a single design. This occurs in various technical stream courses and studios especially in the second, third, and fourth terms, and in particular, the Second Term Vertical Studio 501. Communicating Construction 551 also gives students the opportunity to experience the complexity of developing from initial concept a set of construction documents of a building.

This foundation precedes the fourth term Comprehensive Design Studio term. Since 2013, students work in pairs from site analysis and design, structural and environmental systems analysis and integration, to program testing and schematic design, through life safety and building code analysis and integration. Studio work since 2013 is supported by work assigned in the parallel technical classes Structures II 532 and Environmental Systems and Controls II 533.

Since 2013, several one-on-one pin up style meetings with structural and mechanical engineers, code consultants and architects review the in-progress work of the students and provide technical guidance on the refinement of their design development. The role of these important interchanges between technical specialists and students has expanded in the subsequent years.

One of the challenges of this criterion is the sheer amount of work necessary to meeting this standard. We have emphasized to the students the value of collaborative experience, and collaborative nature of practice, and believe that this is an important part of the Comprehensive Design Studio. Instructors provide guidance to student teams, helping them efficiently organize their time to meet the comprehensive standard.

We acknowledge the Focused Evaluation Team's concerns regarding students working in pairs, and that it is necessary within this model for individual students to demonstrate their Comprehensive Design ability. To this

end, since 2016, and the FE report, students are given individual assignments to produce detailed wall section development that integrates the various elements of an exterior wall section.

Demonstration: Second Term Vertical Studio 501, followed by Comprehensive Studio 521.

3.0 Compliance With the Conditions for Accreditation

3.1 Program Response to CABC Perspectives

Programs must respond to the relevant interests of the constituencies that make up the CACB: educators and regulators, as well as members of the practicing profession, students and interns, and the general public. Together, each of these stakeholders brings specific concerns to the accreditation process, comprising the broad range of perspectives that frame a professional education in architecture. The CACB encourages each program to address these perspectives in a manner consistent with its identity and mission.

The APR must include:
- The program's discussion as to how it addresses each of the following Five Perspectives:
Architecture Education and the Academic Context
Architecture Education and the Students
Architecture Education and Registration
Architecture Educataion and the Profession
Architecture Education and Society

3.1.1 Architecture Education and the Academic Context

"The program must demonstrate that it both benefits from and contributes to its institutional context."

During the 2006-2011 accreditation period, the School of Architecture and Landscape Architecture (SALA) worked to consolidate UBC's two professional design programs: the Masters of Architecture and the Masters of Landscape Architecture into one entity. In the past six years, while some aspects of that consolidation remained to be addressed, SALA took on new challenges, including expansion of its undergraduate, professional and post-professional degree programs, helped to develop post-professional degrees in the Faculty of Applied Science (APSC) Master of Engineering Leadership degree programs, creation of new summer term non-degree programs within UBC's Vancouver Summer Program framework. Each of these has deepened SALA's contributions to UBC, and strengthened its connections to other UBC academic units.

In 2015, SALA established a new graduate-level degree program -- the post-professional Master of Urban Design degree, now in its third year. SALA's two professional degree faculty have also created a new path to completion of their respective MArch and L.Arch degrees, a rigorous "dual degree" (MARCLA) path that culminates in professional degrees in the two professionally-accredited disciplines after a four-year course of study. In 2017, Provincial approval was received for expanding the undergraduate Bachelor of Environmental Design program from the current two-year to a full four-year course of study. SALA has also worked with APSCI to develop and deliver post-professional Master of Engineering Leadership degree in High Performance Buildings, courses of which MArch students may take for elective credit. Since its initial contributions in 2012, SALA faculty have now developed curriculum for 10 Vancouver Summer Program courses, non-degree classes that are taken by BC residents as well as students internationally.

Architecture program faculty have made significant progress in establishing connections to other distinct UBC academic units, including with the Faculty of Forestry, its Pulp and Paper Centre and Centre for Advanced Wood Construction, and the Sauder School of Business's Centre for Social Innovation and Impact Investing. Faculty

member Ray Cole served as Director of the UBC Centre for Interactive Research on Sustainability for three years from 2012-2015. Joseph Dahmen is a faculty associate of the Peter Wall Institute of Advanced Studies. Program faculty also have worked with UBC's SEEDS program on on-campus design/build projects, established key roles in APSCI work indigenous engagement and with the Verna Kirkness Science and Engineering Program.

Program faculty are well-represented in a variety of UBC initiatives, having served on UBC search committees, campus planning and design review committees, architect and planning consultant selection committees, as well as other, academic committees related to appointments and promotion.

Since 2012, the architecture program faculty has been renewed with two tenure-track hires, had three junior faculty promoted with tenure, and a fourth being reviewed for tenure this academic year. Many of these younger faculty have been especially active in cross-disciplinary collaborations with other units at UBC as listed above.

3.1.2 Architecture Education and the Students

"The program must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences."

The MArch program enrolls about 150 full time students each semester. While the program has expanded as a part of its incremental policy of increasing its revenue streams, it continues to maintain its objective of average enrollment in design studio at twelve students. This low faculty/student ratio results in small classes and encourages a high degree of dialogue between faculty and students. Required core design studios meet three afternoons a week for a total of 12 hours weekly. Vertical studios meet two afternoons a week for a total of 10 hours weekly.

Since 2012, the architecture program has sought to strengthen its professional curriculum while at the same time expand its students' cross-disciplinary opportunities in partnership with the SALA Landscape Architecture program. The program has also expanded its studies abroad programs, increasing the number of the shorter, summer schedule of studies abroad courses and, in 2015, moving to offering annually the full-term, fall studies abroad program that has been a hallmark of the architecture program since the 1960s.

The MArch program has also been able to nearly double the amount of money it offers annually to its students in scholarship aid. With the creation of several large UBC-wide lecture courses and the definition of increased teaching roles in the undergraduate ENDs studios, the program has significantly expanded teaching assistant opportunities for its students.

ARCHUS, the student organization, provides a significant venue for student leadership, and the breadth of its engagement in the life of the school is testimony to the enthusiasm and abilities of our students. ARCHUS, with support from the Director and program faculty, have expanded its health and wellness programs and its partnerships with the AIBC and RAIC, with exhibits, pecha kucha-style mixers, and co-sponsored Friday evening Good Times events. ARCHUS routinely organizes Graduation Project presentations each semester, manages common student space in the 3rd floor studios, and organizes social events. Students regularly participate in Faculty Meetings at the Departmental and SALA level. The program chair will aid in development of new lines of communication between ARCHUS and MArch alumni society in areas that thus far will include mentoring processes and portfolio development.

In the area of SALA governance, previous Director Van Duzer established, and current Director Kellett has continued, a Student Executive Committee that brought together the leadership of SALA's student organizations, faculty, and staff to regularly discuss issues and initiatives. This was key to the process of consolidation of SALA's various institutional elements, and has strengthened communication, and revealed new challenges, among the various student groups, faculty, leadership, and staff.

3.1.3 Architecture Education and Registration

"The program must demonstrate that it provides students with a sound preparation for the transition to professional life, including internship and licensure

Within The Architect's Act of British Columbia, the School Director serves or nominates a faculty colleague to serve on the governing Council of the Institute, and also in a similar manner, nominates a member of the Registration Board. Since 2012, program chair John Bass and before him Professor Christopher Macdonald have served on AIBC Council.

Since January 2016, Bass has served on Council, and since February 2017, on the joint CALA/CCUSA Future of the Profession Task Force. The task force is intended to be a national undertaking, and is organized in two tracks; one addressing outreach and advocacy in the architectural profession, with the ultimate objective of developing a national architecture policy; the other will develop the next iteration of student performance criteria in advance of the next CALA/CCUSA Validation Conference, and how these might impact curricula and learning objectives. It is anticipated that UBC architecture students will be directly engaged in some aspects of the future of architecture task force work, including being data-gatherers and interpreters as part of faculty research efforts and/or seminars, and facilitation experts and participants at public events.

Program representation and presentation of white papers at the previous Validation Conference by faculty members Christopher Macdonald, then member of AIBC Council, and Greg Johnson, member of the AIBC Registration Committee, places the UBC architecture program in good standing in its commitment to participating in the processes of defining the roles of the academy and the profession with respect to the education and training of architects.

AIBC staff representatives visit with the architecture student body annually to inform students of the intern program, and have instituted a program through which interested students are able to become student members at no cost.

In the MArch curriculum the most deliberate effort to ensure that students are wholly familiar with the procedures of internship and licensure exists within the required courses, ARCH 541: Process and Practice of Architecture, taught by Cynthia Girling and Nick Paczkowski.

3.1.4 Architecture Education and the Profession

"The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base."

Although it is an optional course of study for MArch students, the Co-op option has helped to amplify an understanding of registration issues and - contingent upon timing - co-op students may be eligible to use their work experience to initiate their position as interns. Particularly during the current buoyant local economy, this program has an opportunity to expand and consolidate its already positive reputation within the community and we look forward to this prospect.

Since its inauguration by then-Director Van Duzer in 2011, the architecture program has developed a robust mentorship program that connects individual students with individual members of the architectural professional community. It is expected that one benefit of new Mentorship program will continue to be to familiarize the students with the registration process. While oblique with respect to this particular item, it should be noted that the AIBC continues in its longstanding annual support for student scholarships. Notwithstanding our unusual geographic isolation from our professional community, the School enjoys an increasingly constructive and interconnected relationship.

The RAIC, in its capacity of national advocate for the profession, interacts with the student body a number of times each year to discuss portfolio preparation for job searches, more general conversations about what to expect in the experience of architectural practice, and sponsors a round table pecha kucha-style event that bring together recent graduates and members of the local architectural community in a mixer.

Within the curriculum, the most focused and deliberate effort to ensure that students are wholly familiar with the variety of modes of professional practice exist within the curriculum of required courses, specifically ARCH 543: Applied Topics in Professional Practice. ARCH 543 regularly visits a variety of offices in Vancouver, and engages their employees and principals in discussions about practice organization, the ethical, advocacy, and leadership aspects of the profession. Additionally, ARCH 521 Comprehensive Design Studio invites an array of building engineers and consultants to work directly with students in workshop settings that address the technical, regulatory, and economic aspects of architectural practice.

The Co-op Program offers the unique opportunity of professional experience in a structured setting. Students engage in an eight-month (two continuous terms) work-term in an architectural firm or in related fields of design or construction. The program is offered to students who have completed their second-year courses and must be followed by two terms of academic study. The student receives market value remuneration for the work performed and six elective credits.

Each placement is expected to cover a variety of professional situations. The student, employer, and co-op supervisor work together to develop this comprehensive experience, which is documented in a Co-op workbook. Contemporary Practice (ARCH 543) may also be waived with submission of a Contemporary Co-op Workbook Practice Workbook. Students working in an architectural office may be able to obtain credit towards registration in the discretionary category.

Local professionals routinely serve on interim and final design studio juries as well as on final Graduation Project reviews. In the second semester of the Graduation Project, students form a committee, chaired by a member of the faculty, and comprised of several local professionals who then follow the project through a series of five committee meetings to the final formal presentation.

3.1.5 Architecture Education and Society

"The program must demonstrate that it equips students with an informed understanding of social and environmental problems and that it also develops their capacity to help address these problems with sound architecture and urban design decisions."

Students have benefitted from the work of many individual faculty members who often provide the focus and point of contact with other initiatives both within the University, the city, and various communities as well as government and industry. In recent years, faculty have undertaken and/or coordinated a variety of on-campus events and public programs, community-based design build installations, and other types of engagement.

Since 2009, SALA has presented its lecture series at Robson Square in downtown Vancouver. In recent years, that program has expanded with thematically-specific sub-series in recent years that focus on issues related to sustainability (from 2012 to 2017 Joseph Dahmen's work on the BC Hydro-sponsored Form and Energy Series) and urban design, in large part led by Leslie Van Duzer's work to establish the 2016-17 Urbanarium City Debates and, starting in fall 2017, the VanPlay Smart City Talks.

Other thematically-specific public lecture programs initiated by SALA include the 2012-13 SALA Speaks program co-sponsored by the Museum of Vancouver, and the 2017 View Corridors: Five Takes on Vancouver series. These lecture series are described in greater detail and in relation to the larger public lecture programs sponsored by SALA elsewhere in this report.

Students have been involved in many community-based design/build events directed by program faculty, including most recently SALA student work on Macro Maki, installed at the 2017 Powell Street Festival that was co-organized by Mari Fujita, and, with Bill Pechet, the Upcycled Urbanism event co-sponsored by the Museum of Vancouver. In Arctic Adaptations, a 2013 seminar run by John Bass, two participating architecture students, Geoff Cox and Neil Aspinall, were selected to contribute to the Canadian pavilion exhibit at the 2014 Venice Biennale. The Arctic Adaptations proposal, which addressed the future of Canada's North, received special mention by the biennale's organizers. Working with several students, in 2017 Blair Satterfield designed and built Pollinator, a series of bee and bat homes and pollination stations installed on the UBC campus and at a pop up city park at 5th Avenue and Pine in Vancouver.

Since 2014, under the leadership of Greg Johnson, the program has developed a collaboration with a non-profit organization able to provide a site and accommodation for students, who have designed, developed construction documents for, and built several cabins and pavilions. Johnson also co-curated and oversaw the design of an exhibition and publication of the work of Daniel Evan White, done in partnership with the Museum of Vancouver. Students contributed model-making and drawing development for the exhibit and book.

Over the past six years, faculty-led labs and research initiatives have brought together the research interests of faculty with student activity both in the classroom and as research assistants. AnnaLisa Meyboom's TIPS (Transportation Infrastructure Public Space) Lab has provided students opportunities to conduct sustainable infrastructure- and urban-scaled research opportunities. John Bass's ongoing work with several BC First Nations communities has engaged students in vertical design studios and cross-disciplinary research opportunities involving building design, historical data-gathering, and education programs. In 2016, Inge Roecker's activity in urban housing led to her being a mentor to two students working with the City of Vancouver Planning Department and UBC Faculty of Law on an affordable housing study. In 2016, Professor Ray Cole oversaw a group of students in a research seminar-based live research project on regenerative design that brought together students with staff in the Vancouver office of Busby Perkins Will. Working with student research assistants,

Joseph Dahmen designed, built and installed Mycobenches, mycelium biocomposite benches, at a number of venues, including the Museum of Vancouver, Craft Ontario (Toronto), the AIBC Gallery, and on the UBC campus.

3.2 Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan. The CABC encourages absolute candor in conducting and reporting the self-assessment so that, if well done, it will largely anticipate the VTR.

The APR must include:
- A description of the program's self-assessment process;
- Faculty, student, and alumni assessments of the program's overall curriculum and learning context, as outlined in the CACB Perspectives.

The self-assessment undertaken for this report took two primary forms. The first is a detailed evaluation by the Program Chair of how well we have met the goals of the program's 2011 Strategic Plan (see Section 3.2.1).

Individual course and faculty evaluations that are completed by students near the end of each term were not a part of the self-assessment process, but are a significant tool used by individual instructors, the Program Chair, and the SALA Director, to evaluate the effectiveness of instructors and courses (see Section 4.8.1).

The Program Chair developed surveys for three constituencies: Faculty, Students, and Alumni. The surveys were organized around the CACB Five Perspectives: Architectural Education and 1/ The Academic Context; 2/ The Students; 3/ Registration; 4/ The Profession; 5/ Society. This provided a mechanism for individuals to offer their personal assessments. Each generated data that has provided a glimpse into the impressions – but also divergent impressions -- within those groups about the strengths and weaknesses of the architecture program. Copies of the self-assessment surveys are compiled in Section 4.8.2.

Faculty and students completed the same survey in hard copy, with the results collected and correlated by staff into an .xls format. Their responses are correlated below.

In order to gain a more retrospective insight into the program's engagement with the CACB Five Perspectives, the alumni survey development process began with a draft presented at the first meeting of the Alumni Council in May 2017. In response to council members' recommendations, revisions were made to the structure of the survey and questions were added. The alumni survey was conducted online for four weeks in June and July 2017.

The self-assessment process, its comparison of program performance against goals set out by our 2011 Strategic Plan, its surveys and focus groups, and the input of the newly established Alumni Council, have all contributed to the development of the Program Action Plan in Section 1.2.

3.2.1 Detailed Self-Assessment of 2011 Strategic Plan

This detailed Self-Assessment is formatted in two columns. In the left column is the text of the 2011 Strategic Plan document, organized around its three Commitments to Teaching, Community, and Research; on the right is a detailed (retropective) Self-Assessment of the Program's progress in addressing those Commitments since the 2012 accreditation visit.

Commitment #1 (Teaching). Provide an outstanding and distinctive professional education directed toward the breadth and complexity of issues germane to contemporary built and natural environments.

Goal 1: Maintain and build on the strength of the disciplinary core by:

A/ Ensuring quality of courses and all studios.

- All core courses and studios are taught by full time faculty.
- Faculty peer review of all studios at the end of term exhibit.
- Regular faculty review of teaching of core courses and studios.

Goal 1 Retrospective Self-Assessment

A/ All core courses and studios are either taught or coordinated by full time faculty. We have identified and mentored a single, teaching-committed adjunct design instructor to help deliver instruction in ARCH 500: Introductory Design Studio 1 and ARCH 521: Comprehensive Building Studio. With the exception of the need to cover for full-time faculty during sabbaticals or leaves of absence, all other courses in the core curriculum have been taught by full time faculty.

Since 2012, faculty peer review of studios occurs in an end-of-term "walk-around" in which the work of each studio is presented by its students to students and faculty. The format allows for debate and discussion, and gives faculty the opportunity to see the work done in all studios.

Faculty review of teaching and core courses occurs especially for junior tenure-track faculty through annual peer reviews that are required as part of the tenure case documentation process. Faculty also regularly discuss core courses and curriculum during program meetings. Additional review of teaching performance and course syllabi is done by the SALA Director and Program Chair, who review student evaluations of courses on an ongoing basis.

B/ Reviewing and revising the curriculum on an ongoing basis.

- Maintain a curriculum committee to assess the curriculum and its pedagogical effectiveness and to identify any issues arising from current practices and changes in the profession or accreditation demands.
- Refer to Student assessments of Teaching

B/ Since 2012, the work of the curriculum committee (now Academic Affairs) has led to the implementation of several changes in the curriculum that addressed unmet Student Performance Criteria. These changes were in studio, history/theory, design media, and technical areas of the curriculum. The most recent round of changes include:

- In fall 2016, implemented ARCH 551 Communicating Construction, in which students

and Coursework as it contributes to curricular discussions.

- Compare the program to other programs to assess its relative merits and currency.

develop a set of construction documents, as a core course

- In spring 2017, implemented ARCH 501 as a vertical core studio that focuses on the site and material aspects of building design
- In fall 2017, implementation in ARCH 504/505 Architectural History 1 and 2 with a new thematic content structure
- In fall 2017, implementation in ARCH 515 Design Media 1 with a modular structure that will allow students to engage skill-based content at the level appropriate to their entry-level skills.

Student course evaluations have led to changes in some curricular areas, notably in the ARCH 515 Design Media 1 syllabus. The 2015 decision to increase the Advanced Placement cohort from 12 to 24 has led to new challenges that are only now beginning to appear and that need to be addressed.

There is near consensus among visioning and branding processes and focus groups that distinctiveness in the Architecture Program resides in four areas: our location in Vancouver, British Columbia, on the Pacific Rim; sustainable design expertise, the uniqueness of the term-long Studies Abroad Program, and the individual attention by faculty and staff to students to customize their courses of study.

Our faculty are also regular participants in studio reviews and give lectures at architecture schools both nationally and internationally, providing the Program with context to assess its position relative to other programs. The Program has identified a weakness in the specific area of digital design culture that has in part emerged as part of this engagement with other institutions.

C/ Operating exemplary standards of design theory, practice and advocacy.

- Familiarize students with and adopt technologies that provide graduates with broad and pertinent experience.
- Ensure faculty maintain currency in their knowledge base and pedagogy.

C/ The Program continues to develop its curriculum with respect to all three areas.

- In 2016, SALA received a UBC Teaching and Learning Enhancement Fund (TLEF) grant to explore how to integrate digital tools and media into its various degree programs. This initiative was led by Architecture Program faculty member

- Seek new faculty capable of augmenting and enriching existing resources in order to expand dialogue and enhance program capacity.

Blair Satterfield and supported by SALA Director Kellett.

- In March 2017, the Architecture Program hired Dr. Adam Rysanek, PhD, who is a leading expert in simulation modeling in building- related fluid dynamics
- In March 2015, the Architecture Program hired Dr. Sara Stevens, PhD, an architectural and urban historian with a focus on the economics of urban development.
- In fall 2016, Senior Instructor Greg Johnson's teaching responsibilities in the Civil Engineering Department ended, allowing the expansion of his core and elective courses within the Architecture Program, with content related to technical documentation, detailing, and construction documentation.
- Over the past several years, the second term ARCH 517 Design Media 2 has been offered with an expanded field of content that includes intermediate 3D modeling, digital fabrication, and animation.

Goal 2: Build the Program's national and international profile by:

A/ Attracting and admitting exceptional applicants and continuing to graduate exceptional students who are equipped to be future leaders in practice and research.

- Maintain an open and accessible application process that recognizes past experience and accomplishment of applicants.
- Promptly identify top students and entrance scholarships candidates and recruit accordingly.
- Continue to augment and enhance available scholarships and track new and relevant scholarships registered with the Faculty of Graduate Studies.
- Provide a structured program of graduate teaching assistantships and graduate research assistantships distributed across ENDS and MArch studio and course offerings, including

Goal 2 Retrospective Self-Assessment

A/ Over the past six years, the number of domestic and international applicants to the MArch program has steadily increased, and in 2017 approached 600 in number. During the application review process exceptional applicants are identified and the Program Chair personally contacts these applicants by phone or Skype, answering questions, describing the Program, and offering an entry scholarship.

The SALA website lists many financial support opportunities, including internal and external scholarships and awards, grants for travel, community projects, and UBC projects.

Program Staff have put in place a well-organized process describing the requirements for all Teaching Assistant positions. These are advertised to all incoming and already-enrolled students many months

a clear communication of requirements and opportunities.

- Maintain an informative website that effectively communicates information about the Architecture programs and current activities and that celebrates achievements of faculty, students and alumni.

in advance of the employment period. Interested students submit their qualifications, and faculty review them and make their hiring decisions.

The SALA website has been reconstructed twice since 2012, and is currently being redeveloped. It is the objective of faculty and staff to more aggressively populate the new website and other social media with content that includes the achievements of faculty and students as well as events including lectures, prizes including the Margolese Prize, and other significant public information. The website also provides diverse materials and information including student handbooks, funding opportunities, and other resources.

B/ Involving the program and students with the professional community.

- Maintain an effective co-operative program.
- Maintain an effective mentoring program involving students and practitioners.
- Explore the possibility of profession-initiated directed studies opportunities.
- Continue to integrate contemporary architectural offices / practitioners across the curriculum.
- Offer regular Student tours of exemplary contemporary work.
- Enhance design-build opportunities.
- Institutionalize and expand international exchange and studies abroad programs.
- Maintain the SALA public lecture series and continue to afford student involvement with speakers in related seminars and tours.

B/ The Program's co-operative program is managed by faculty member Greg Johnson, AIBC. Greg monitors the co-op students' experiences, meets with them on a regular basis, evaluates the results of the co-op at its conclusion, and where necessary consults with the architectural practices in which co-op students are placed.

Since 2011 incoming MArch students have been paired with a mentor from the professional community. Students have availed themselves of this opportunity to varying degrees, and many speak to its value. SALA faculty have recently been reviewing the mentoring program, and expect to make some adjustments to its mechanisms in the next year. The Program Chair, as part of the self- assessment process has been in discussion with alumni and gained valuable insights from them about ways to improve it.

Practitioners continue to offer professionally-initiated study in the form of vertical studios, on the order of 3-5 per year. Each year, the Program Chair provides guidance toward the development of studio proposals by interested practitioners for the following year. These are submitted for review by Program Faculty, who select from the pool the best proposals. This process has become increasingly competitive, and this past year four out of sixteen proposals were selected for fall and spring term studios.

In collaboration with Vancouver architectural practices Urban Arts Architecture and HCMA the Program has begun to reconstruct its ARCH 543 Contemporary Practice course. The course will continue to focus on practice-related Student Performance Criteria, and continue to integrate visits to a variety of architectural offices. We are exploring a greater focus on the future of architectural practice (a joint initiative of the Canadian Architectural Licensing Authorities [CALA] and Canadian Council of University Schools of Architecture [CCUSA]) and the implications of the national Truth and Reconciliation process for architectural education and practice.

Many core courses offer opportunities for students to tour exemplary local buildings, including ARCH 521 Comprehensive Building Studio, ARCH 533 Environmental Systems and Controls II, ARCH 511 Architectural Technology 1, ARCH 531 Architectural Technology 2, and ARCH 543 Contemporary Practice.

The Program has significantly expanded opportunities for students to engage in design-build projects; three consecutive years of students designing, developing construction documents, and completing construction of three cabins, an archery range, and an amphitheatre. This now stabilized program is among the Program's most popular course offerings.

In 2015 the Program began offering its semester-long fall studies abroad program annually. In addition, each year students have two SALA-wide summer studies abroad opportunities. In recent years several students per year have participated in exchange programs, primarily in Europe and Australia.

SALA continues to offer a robust public lecture program of local, national, and international architects, landscape architects, and urban designers, artists, and activists. The lecture series venue is at UBC's downtown Robson Square auditorium, and since 2012 has featured speakers from Spain, India, Japan,

Denmark, Thailand, England, France, China, Switzerland, Germany, Italy, South Africa, Norway, the United States, and Canada.

C/ Advocacy on behalf of design excellence in the constructed environment, responsibly expressed across a rich variety of constituencies.

- Encourage students to become involved in design debates across the campus and within the city.
- Studios focused on pertinent contemporary issues, exemplified by the Core Comprehensive Building studio.
- Encourage student involvement with social issues via exhibitions and competitions.

C/ Students are encouraged to participate in contemporary design debates through local forums such as the Urbanarium City Debates on architecture, urban design and housing, and the Turncoats Vancouver debaes on architecture, design, and urbanism.

Students are encouraged to participate in competitions and exhibition/installation competitions. Several have had their proposals selected via local, national, and international competitive juries.

Goal 3: Enhancing the educational opportunities that foster interdisciplinary collaboration and cross cultural learning by:

A/ Providing opportunities for cross-disciplinary education.

- Maintain opportunities for students to take classes in other fields.
- Afford interdisciplinary teamwork in required assignments in core coursework.
- Regularly offer interdisciplinary studios (with landscape architecture and/or engineering), design-build projects, seminars and cross or multi-disciplinary thesis committees.

Goal 3 Retrospective Self-Assessment

A/ Program staff regularly updates and publishes course offerings in other UBC academic units.

Students work in pairs for much of the ARCH 521 Comprehensive Building Studio, and are encouraged to identify and work on aspects of project development that play to the strengths and interests of each student in the pair. Students in ARCH 500 Architectural Design Studio 1 collaborate on the planning of shared site models, and the development of base drawings for their assignments.

Students are able to take a Landscape Architecture studio offering as one of their three vertical studio options. The Design/Build course sequence from design, to construction documents, to construciotn joins students from the MArch and MLA programs. The Faculty of Applied Science will in January 2018 initiate its post-professional Master of Engineering Leadership High Performance Buildings program, in which MArch students will have the opportunity to take courses in a multi-disciplinary environment with practicing professionals in engineering, architecture, and development.

B/ Providing opportunities for cross-cultural learning.

- Institutionalize and expand international and exchange and Studies Abroad Program options, ensuring their sustainability via a cost recovery program and enhancing access to all students.
- Regularly offer studios with a focus on community involvement that may be both local and international.

B/ The Architecture Program and SALA more broadly have expanded the opportunities for both the full-term Studies Abroad Program and four- to six-week Summer Studies Abroad Program. The cost recovery model has been fully implemented.

ARCH 501, ARCH 520, and ARCH 540 Vertical Studios regularly offer community-engaged studios on a range of topics including housing and public building design.

Goal 4: Enhance the quality of student life in the Program by:

Goal 4 Retrospective Self-Assessment

A/ Actively encouraging and supporting student initiatives that allow them to develop their own collegial relationships and projects beyond the domain of program curricula.

- Support student initiatives, the student led ARCHUS and student representation in larger student organizations.
- Continue to liaise with UBC support staff to provide information and guidance on issues pertaining to topics such as stress and equity.
- Offer extra-curricular directed studies with cross disciplinary collaborators.

A/ With the support of past and current SALA Directors Van Duzer and Kellett, ARCHUS has implemented a robust wellness program that take place in-studio and that include healthy breakfasts, yoga, and pet days.

In fall 2016 SALA initiated a new five-committee structure that includes a Student Affairs Committee. This Committee established regular meetings with Professional Degree and Undergraduate student groups including ARCHUS. Prior to this, previous Director Van Duzer established and current Director Kellett continued a Student Executive Committee meeting policy that also met regularly with student associations.

While there have been some attempts to link ARCHUS to the other Canadian architecture programs' student associations, this remains a work in progress, as is the linkage of ARCHUS to the American architecture programs' American Institute of Architecture Students (AIAS).

Program Staff maintain an important line of communication with UBC's Access and Diversity Office, and seek its guidance and refer students to it on an as-needed basis.

Students occasionally take advantage of opportunities to undertake cross-disciplinary extra-curricular directed studies, especially in collaboration with their student colleagues in the Landscape Architecture Program. Many of these are undertaken in design and design/build competitions.

Student and Alumni self-assessment input has identified a strong desire to reestablish the end-of-year exhibition of student work, which occurred from 2012-2015 and entitled SALA Projects. This was suspended in 2016 due to budget priorities.

Goal 5: Support the Program's faculty by:

A/ Ensuring that explicit and equitable expectations of teaching, research and scholarly activity and service are enacted across all faculty members of the program and School, consistent with current expectations of SALA Faculty and University policies.

- Annual review of faculty teaching, committee and community work to ensure equitably distributed loads and recognition.
- A Faculty Development Program.
- Maintain public lectures and events, community interactions and publications.
- Fund faculty participation in conferences, lectures, fellowships, and publications.
- ARPT mentoring parallel with Program Chair and SALA Director.

Goal 5 Retrospective Self-Assessment

A/ SALA Director Kellett has continued the policy of annual meetings with faculty. The discussion includes each individual's teaching interests, research, and service objectives for the next year.

Teaching assignments are coordinated across several programs, primarily by Program Chairs in consultation with the Director, including the MArch, MLA, ENDS and MUD degrees. While most assignments are settled early on, there can be unanticipatable faculty leaves and other circumstances do on occasion present challenges to the timely informing of faculty teaching assignments.

Support funding is available through SALA for travel expenses associated with peer-reviewed presentations. The Director make available additional support for faculty, including reduced teaching responsibilities if time is needed by faculty to develop research or new courses.

Several new events have been developed beyond the maintenance of SALA's public lecture program. These include an annual exhibition and opening reception at the AIBC gallery of Comprehensive Building Studio projects; in 2016, ARCHUS and the RAIC initiated the Praxis Mixer, a Pecha Kucha, in which architectural offices and thesis students present their work; in 2014, the AIBC and RAIC sponsored a Good Times event in the fall term to talk about their respective roles vis-a-vis the licensure, internship, and advocacy for the profession.

Co-edited by Program Faculty Chris Macdonald and Leslie Van Duzer, the first five West Coast Modern House Series books have been published under ORO's label. The series documents several of the iconic examples of built works from the mid-twentieth

century, many of which are in disrepair, face the threat of demolition and are in danger of being forgotten.

The SALA Director, Program Chair provide mentoring to junior faculty as they progress toward the tenuring process.

Goal 6: Improve the Program's physical resources by:

A/ Acquiring a new building to house all programs and permit open design reviews, installations, exhibitions and public programs.

- Maintain the momentum gathered by the 2010 feasibility study.

Goal 6 Retrospective Self-Assessment

A/ Since the 2010 Feasibility Report several efforts have occurred toward the end of unifying SALA's programs in one place. These include:

- Procurement of a $10 million-dollar pledge in writing from a major donor.
- Completion of the SALA programming document, with full SALA faculty buy-in, produced by Architecture Research Office of New York.
- Several site selection and testing endeavours.

B/ Devising a self-sustaining digital media resource capability including multiple forms of output devices and appropriate support capacity.

- Improve the current capability of IT resources and support.

B/ In 2016, SALA received a UBC Teaching and Learning Enhancement Fund (TLEF) grant to develop proposals for how and where to integrate digital resources and digital fabrication into its curriculum.

The Architecture Program has made some progress regarding digital media resource capability, including the purchase of several 3D printers, upgrades to its plotters, and operation and maintenance of its laser cutters.

The University and/or SALA maintain software licensing agreements with many commonly used applications, including Microsoft Word, Autodesk, Adobe Creative Cloud, Rhinoceros 3D, etc. etc. These applications are available to students (and faculty) at significantly reduced rates, nominal fees or free of charge.

IT resources and support have also expanded since 2012. On-site support from UBC IT Services is available daily in the Lasserre Building.

C/ Maintaining a presence in the city center to increase the activities (teaching, thesis reviews, events and exhibitions) and visibility of the Program, School and UBC in the downtown core.

- Continue delivery of a public lecture and exhibition programs and events held at downtown locations.
- Re-establish a program presence in downtown in the form of a studio/exhibit space.

C/ Maintaining the downtown presence of the Architecture Program has been challenging due to our budget limitations, competition for dwindling resources, and the scarcity of venues. The Program and SALA have continued to deliver a public lecture program in a downtown venue. SALA did from 2013-2015 organize a popular annual exhibition of student work at downtown venue.

In April 2017, SALA held its first annual public open house exhibition of student work and reception at UBC. This event was attended by more than two hundred and fifty people and brought together students, alumni and members of the professional community.

Smaller events, including an AIBC Gallery exhibition of Comprehensive Building Studio projects has been held annually since 2013. The Praxis Mixer, since 2016, has brought together graduating students and representatives from Vancouver's architectural offices. If the goal of increasing our downtown presence has been achieved, it has done so by creating new small, and temporary oppoiurtunities, and not through the establishment of a relatively permanent presence in the form of a storefront or other space.

Goal 7: Enhance the Program's Administration by:

Goal 7 Retrospective Self-Assessment

A/ Establishing an external advisory group to provide regular and ongoing advice on regarding the Program's activities and development.

A/ Begun under Director Van Duzer in 2011 and continued under Director Kellett, a SALA Advisory Council provides SALA and its various Programs with advice about its ongoing activities and future development.

B/ Liaise with SALA Director to ensure periodic review of administrative structures, confirm a hiring plan to optimize its human and physical resources and develop a review structure for monitoring the success of its implementation.

B/ The Architecture Program Chair meets with SALA Director Kellett on a regular basis in both the formal setting of the SALA Council (previously SALA Executive Committee) and more informally as needed to discuss and coordinate student, faculty and staff issues.

In fall 2016, after an efficiency analysis of Program and School Committee efforts, Director Kellett proposed and gained faculty approval for the organization of a SALA-wide committee structure.

The new structure organization combines faculty and staff members in committees responsible for addressing issues related to five areas, described elsewhere in this Report. Despite some minor refinements, the committee's end-of-year reports (Section 4.6.7) seem to indicate that the new committee structure is operating effectively.

Commitment #2 (Community). Engage with a wide range of constituencies in the larger community – academic, professional practice and public - and bring these associations directly to bear on its educational and administrative priorities.

Goal 1: Strengthen academic ties by:

A/ Enhancing existing and forging new connections between the work by students, design research and scholarship locally and internationally.

- Expand opportunities for visiting critics at final design reviews.
- Institute a seminar event with visiting lecturers for students.

Goal 1 Retrospective Self-Assessment

A/ The Architecture Program has out-of-town critics participate in all panels for final advanced studios and thesis reviews. These critics come from across Canada and the United States.

When possible, seminars with visiting out-of-town lecturers occur during the day or following the lecture. Because it has been difficult for guest speakers to extend their stays, this goal has not developed into a consistent program. Still, it does contribute to a program of such events that includes local practitioners a venue for students to experience informal exchanges with professionals and academics.

B/ Engaging with other academic units at UBC and beyond.

- With other UBC academic units and private NGO's, work with British Columbia's First Nations communities to develop a socially and economically sustainable model for locally produced architecture, land use visions, and other collaborative endeavours.

B/ Program students and faculty have contributed to efforts with two B.C. First Nations communities related to locally sustainable models of housing development, most recently with the Heiltsuk First Nation of Bella Bella and previously with the Nuxalk Nation of Bella Coola.

Several other initiatives have been undertaken with other communities (the Mowachaht-Muchalaht and the Nisga'a Nation) related to architectural and urban design, historical analysis and youth education, and other project-based research. These projects have been done in collaboration with UBC's Schools of Forestry and Business, with the Architectural

Association in London. Some work has been supported by Mitacs grants and funding from SALA.

C/ Promoting flexibility within the accredited professional curricula, and actively seeking partnerships with other academic programs within the School and UBC to provide specialist emphasis and focus.

- Strengthen curricular connections within SALA and with the Faculty of Applied Sciences and other academic units at UBC.
- Participate in the development of new programs, including current proposals for a graduate urban design degree, and a program in energy systems within Applied Science.

C/ The Architecture Program has strengthened curricular connections within SALA, especially with its professional Landscape Architecture degree counterpart. Core curriculum in Design Media (ARCH 515 and ARCH 517), Research Methods (ARCH 568), and Process and Practice (ARCH 541) are now offered as joint MArch and MLA courses with discipline-specific content taught as break out modules.

MArch students are able to take one landscape architecture studio for full credit toward fulfilling their advanced design studio (ARCH 520 or ARCH 540) requirements.

There is little to report on advancements of strengthened curricular connections between the Architecture Program and academic units in the Faculty of Applied Sciences (APSC). However, having been approved by the Provincial Ministry of Advanced education, the graduate urban design degree (MUD) graduated its first cohort of students in summer 2015, and the new APSC Master of Engineering Leadership programs will begin its new High Performance Buildings (HPB) post-professional degree in January 2018. Architecture Program students may take courses in the HPB program for credit toward their degree requirements.

Finally, the MArch and MLA programs have developed a Dual Degree Option (MARCLA) degree, a four year course of study that allows students accepted into both professional degree programs to opportunity to pursue both degrees at the same time. The MARCLA degree''s first cohort of students was admitted in fall 2016.

Goal 2: Strengthen professional ties by:

Goal 2 Retrospective Self-Assessment

A/ Continuing to be productively engaged with the Architectural Institute of British Columbia, The Royal Architectural Institute of Canada and the local community of practitioners.

- Clarify role and strengthen participation of the

A/ Since January 2016, the Program Chair has sat on the AIBC Council, and on its Public Outreach Committee. Since winter 2017 the Chair has also participated in the joint CALA/CCUSA ad hoc Future of Practice Committee, which was established in late

Program Chair and or designate in the AIBC. Explore issues related to licensure examination and streamlining, right to title and continuing education.

- With the Architectural Institute of British Columbia, organize exhibitions of student research and design.
- Maintain the practice of having the AIBC host an annual Good Times event at Lasserre. Develop new annual dinner meeting with AIBC members.
- Develop new continuing education opportunities for AIBC members who participate in activities in the Architecture Program.

2016 to develop recommendations on several topics related to education, internship, and right to title.

The 2015 CACB Focused Evaluation Report determined that the Program was in compliance with four of the seven Student Performance Criteria found to be unmet in the 2012 CACB Visiting Team Report.

Since 2014 the AIBC has hosted an exhibition of student work from the Comprehensive Building Studio, and continues to host a Good Times event at Lasserre, now in conjunction with representatives of the RAIC and BCSLA. In spring 2016, architecture student organization ARCHUS partnered with the BC RAIC chapter in the Praxis Mixer event, an evening of pecha kucha-style presentations by students who have just completed their thesis and representatives of local architectural practices.

B/ Maintaining its fulfillment of Canadian Architectural Certification Board (CACB) accreditation standards and actively contributing to ongoing dialogue concerning the definition of the governing Conditions and Procedures that underpin the accreditation process.

- Development of an Integrated Studio that will establish significant links with areas of contemporary practice in Architecture.

B/ ARCH 521 Comprehensive Building Studio was inaugurated in 2013 and is integrated with ARCH 533 Environmental Systems and Controls II and ARCH 532 Structures II. A series of structured interactions is integrated into the studio involving lighting, energy, mechanical, structural and code consultants from local architectural and engineering practices, who offer technical and design guidance to students as they develop their projects.

C/ Establishing events to complement and expand upon current alumni the alumni relationships to the Program.

- Continue in partnership with AIBC's Annual General Meeting to organize an annual reception for all Program alumni.
- Include alumni in the new IDP Building project feasibility study process.
- Continue to pursue grandfathering a MArch degree for to the approximately 900 alumni with the three-year BArch degree.

C/ An alumni event is held at the annual AIBC Annual General Meeting. In general, the Architecture Program's relationship with its alumni is an area with many opportunities. However, it is also an area of outreach that needs to be strengthened.

Growing out of the CACB self-assessment process, the newly formed Alumni Council will provide a forum to develop the Architecture Program's alumni outreach efforts.

Events that seek to strengthen the Program's ties to its alumni occurs primarily on an ad hoc basis, and is an area that needs to be developed. The June 2017 retirement celebration of Professor Ray Cole brought together 420 Program alumni from the 1970s to the present, and provided a glimpse into the potential of

a more robust relationship between the Architecture Program and its alumni.

The dormant status of the IDP (the new SALA building) has put alumni-inclusive events related to its development on hold.

Since 2012, staff did a comparative analysis of MArch and BArch credits, and determined that nine additional credits would need to be taken by alumni holding the BArch degree in order to meet MArch requirements. This process is ongoing.

Goal 3: Strengthen community ties by:

A/ Exploring potential venues from which to actively disseminate the design research and scholarly activities of the School Community including web-based publishing and forging partnerships with allied institutions to effect exhibitions, publications, etc.

Goal 3 Retrospective Self-Assessment

A/ Having to make difficult choices within the means of the SALA budget, the Downtown Studio lease was not renewed in 2011. This has led to a greater focus on event-based public programming, both in downtown Vancouver and at UBC.

An end-of-year exhibition of student work, entitled SALA Projects, was held from 2012-2015 in downtown venues, and was a popular, well-attended event. Despite its popularity, it was suspended in 2016 due to budget priorities.

At the completion of her appointment as SALA Director, a $100,000 alumni gift honoring Leslie Van Duzer was given to SALA. The gift has funded SALA outreach and lecture programming.

In April 2017, SALA and the Architecture Program initiated a new on-campus public event called Studio Sessions and Design Night, in which studio work from the 2016-2017 academic year was exhibited. The event was attended by approximately 200 people.

In 2014 the first of five West Coast Modern House Series books, House Schumiatcher, by Leslie Van Duzer, was published. Each book launch was hosted with an event downtown at Inform.

In 2015-16, SALA was an Academic Partner of Places Journal, an online resource for public scholarship on the future of architecture, landscape, and urbanism. Due in part to a lack of faculty uptake of

the opportunity to publish in Places, difficult decisions related to budget concerns and priorities, led to the decision not to continue this partnership.

In 2012, SALA began offering not-for-credit summer courses as part of the UBC Vancouver Summer Program. SALA courses now include Design in the public realm, Landscapes and parks of the Vancouver region, Fabrication techniques for design, Integrating design and fabrication, Design thinking and strategic design, Design thinking as a practice, Wood as a Building Material, Case studies in building with wood, Sustainability by design, and Perspectives on city making.

SALA and the Architecture Program co-sponsored an exhibit at the Museum of Vancouver titled "Play House: The architecture of Daniel Evan White," which was curated by Senior Instructor Greg Johnson was. The exhibit ran from October 2013 to March 2014.

B/ Establishing public programs focused on vital architecture and landscape issues that affect policy, planning and vision within the University Community, in the City of Vancouver and throughout the Lower Mainland.

- Re-establish a downtown space for the Architecture Program for studio, thesis reviews and meetings, exhibitions, and other community events.

B/ Then-SALA Director Van Duzer and current Director Kellett contribute to UBC's physical development by participating in the Campus Design Review Committee.

Program Faculty member Matthew Soules contributes to Vancouver's physical development through membership in Vancouver's Design Review Panel.

The SALA Advisory Council, established in 2011 by Director Van Duzer, have typically met in a downtown venue. The Council is comprised of prominent members of Vancouver's design professions, the development industry, museum administrators and community activists.

It was through conversations at Advisory Council meetings that the Urbanarium was established. The Urbanarium has quickly become a key organizer within the city of discussions and debates about urban design and policy, with ten public debates thus far in its first six months. The Urbanarium also sponsors competitions and organizes city tours.

Goal 4: Strengthen international ties by:

A/ Maintaining a vital architectural Studies Abroad Program.

B/ Encouraging and supporting additional study abroad programs that, while providing emphasis to the program core are accessible to students in both of SALA's professional programs.

- Develop exchange and studies abroad programs with other universities.
- Establish visiting Adjunct positions that attract national or internationally known figures.
- Actively explore opportunities for the Program's co-operative students to work abroad.

Goal 4 Retrospective Self-Assessment

A/ Since the late 1960s, the term-long, fifteen-credit Studies Abroad Program has been a vital part of the Architecture Program's identity, and continues to be.

B/ In 2015, the term-long SA Program began to be offered annually instead of bi-annually, and to students in the MArch and MLA professional degree programs. Tokyo, Japan and Chandigarh, India have been the most recent locations of the Program.

Typically, two six-credit Summer Studies Abroad programs are offered each year to SALA students. In recent years these have travelled to Spain, Portugal, the Netherlands, Denmark, Sweden, and Italy.

The new Master of Urban Design Program's 2016 Mexico Studies Abroad program was attended by several MArch students.

SALA has exchange partnerships with 12 universities internationally.

Each year between three and six of our MArch students participate in exchange programs in Europe, Australia, and Hong Kong, and approximately the same number come to UBC on exchanges. Some of our exchange students remain abroad to work, occasionally for co-op credit.

Commitment #3 (Research). Engages in leading edge design research and scholarship activities that contribute constructively to the theory and practice of architecture.

Goal 1: Nurture and support leading edge design research and scholarship by:

A/ Actively promoting faculty's research interests within the architecture program and establish the means to focus these efforts on collaborative and distinct enterprises.

- Consult with faculty on research interests,

Goal 1 Retrospective Self-Assessment

A/ The research interests of faculty are often integrated into elective studios and research seminars of the MArch Program. Among these have been studios and seminars on a diverse range of topics from Urban Design to Material Research that have been led by AnnaLisa Meyboom, Joe Dahmen, Matthew

activities, and plans; provide guidance for faculty on research and funding opportunities and publication venues.

- Promote opportunities for collaboration with industry and research institutions.

Soules, Inge Roecker, John Bass, Blair Satterfield, and Mari Fujita.

Directors Van Duzer and Kellett have conducted end-of-the-year interviews with all SALA faculty that address research interests and activities, funding opportunities, teaching interests, and guidance on publishing opportunities. Faculty have been successful in many of their applications for funding support from industry and research institutions, including from Mitacs, SSHRC, NSERC, UBC's TLEF fund, and the City of Vancouver.

B/ Encourage the dissemination of faculty and student research work in both academic and public communities and provide support for faculty participation.

B/ Self-assessment surveys of students and alumni and identity research done by a branding consultant indicates that SALA should develop greater awareness of the faculty's research within both academic and public communities.

Goal 2: Support faculty research by:

Goal 2 Retrospective Self-Assessment

A/ Providing funding support for faculty research

- Maintain annual funding support for faculty conference participation.
- Establish effective research support within the Department of Applied Science such as appropriate grant writing support.

A/ Annual funding support for travel to conferences by Program Faculty continues. Development staff in the Faculty of Applied Science grant writing and development support have aided faculty on a range of interests from relatively modest support for design/ build projects to donors for the new SALA building.

B/ Recognizing and supporting junior faculty research through course relief and scheduling.

B/ Course relief, study leaves, or scheduling accommodation for junior faculty is given upon request.

C/ Maintaining and augmenting spaces for faculty duties and research including individual offices for full-time faculty and dedicated research space.

C/ All full-time faculty have dedicated office space, which for many is also their research space. Several faculty maintain offices for their practices, and during the summer months the Lasserre Building is able to accommodate faculty needs for additional research space for student research assistants.

The program for the new SALA building includes dedicated research space.

Goal 3: Support graduate student research by:

A/ Establishing pathways for successful research by MArch students and MArch thesis students.

B/ Integrating students in the MArch and MASA programs into the intellectual, design and research culture of the architecture program.

- Support for dissemination and presentation of student research.

C/ Establishing a clear pathway for students in the MArch and MASA programs to gain meaningful teaching experience; promote continuation of MArch and MASA research in Doctorial/PhD programs to meet the increasing demand for higher-level terminal degrees in Architecture and related interdisciplinary explorations.

- TA opportunities in MArch and ENDS courses.

Goal 3 Retrospective Self-Assessment

A/ During the course of the academic year and summer, many MArch students work as program faculty research assistants, which is the primary pathway for most students.

B/ Especially active and ambitious students also independently develop their research, and SALA provides funding support for travel to conferences and exhibitions for student research papers or exhibition/ installation projects that are accepted via peer review.

Many students also use their two-term Graduation Project (thesis) to develop research guided by their faculty mentor.

C/ Many MArch students are TAs for MArch and ENDS courses. The number of TA opportunities has expanded in the past several years with the development of the three service courses now delivered by SALA faculty in large undergraduate class formats.

Alumni of the MArch program are regularly invited to participate in studio reviews and as members of thesis committees, providing them with experience in mentoring and critiquing students' work.

Goal 4: Remain current in design theory, practice and advocacy by:

A/ Faculty hiring.

- Continue to fill vacated positions with new hires; initiate process for new hire in design and course faculty with contemporary history/theory focus.

B/ Establishing a series of publications to actively disseminate the design research and scholarship activities.

- Explore publication venues to facilitate faculty and student publications.

Goal 4 Retrospective Self-Assessment

A/ Since 2012, two new junior faculty tenure-track hires have been made, and three junior faculty have been promoted to tenure. These hires and promotions span across most of the curricular areas of the architecture program, including design, technology, history/theory, and media.

B/ Apart from the West Coast Modern House book series, there has been little coordinated activity to advance the goal of facilitating publication by faculty and students.

- Identify funding sources and a faculty publication coordinator to supervise and support architecture program publications.

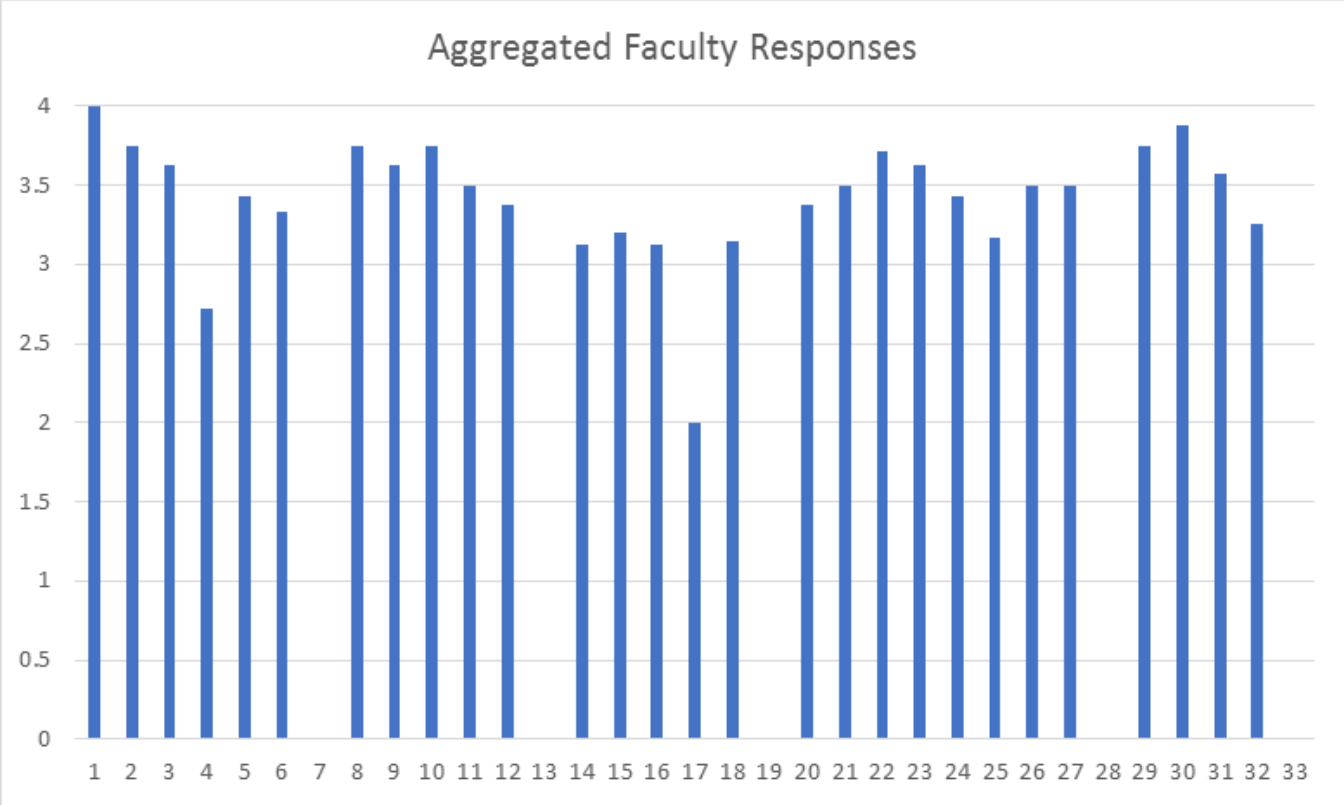
Section 3.2.2 Assessment by the Faculty and Students

Program faculty provide ongoing self-assessment of the program's curriculum, administrative procedures, admissions policies, and governance structures through monthly faculty meetings alternating between the (MArch) program and (SALA) school level.

The Program Chair holds a general student meeting in the fall and spring terms. The SALA Director and the SALA Student Affairs Committee hold monthly meetings with ARCHUS and other SALA student representatives on a monthly basis. At the request of ARCHUS (the Architecture Student Society) representatives, the Program Chair is available to meet to receive student questions and concerns as well as to update representatives on actions taken in response to them.

The following charts and responses present a diverse range of student insights and opinions. Survey questions organized along a spectrum from 1 (strongly disagree) to 4 (strongly agree). Except for corrections to spelling and grammar, written comments are taken verbatim from the surveys.

Chart 3.2.a. Aggregated Faculty Responses



Faculty Survey Analysis

Faculty responses indicate that on aggregate Faculty disagree most strongly with the following two statements:

17/ "The program should develop a compulsory co-op term of 8 or 12 months." (2.00)
Several faculty responded "don't know" to this statement, and the remainder mostly disagreed or strongly disagreed with this statement. The program oversees a voluntary co-op program, which is undertaken by two or three students per year. Discussions around a compulsory co-op program occur from time to time, but at this point it does not appear that developing such a program has any real momentum.

4/ "Students are able to contribute to my research in the classroom context." (2.71)
Statement 4 received the second lowest agreement rate, and is worth noting that Statement 5, "Students are able to contribute to my research outside the classroom context" received an aggregate faculty score of 3.42, or an approximately average aggregate score. This distinction between teaching and research is perhaps an expression of the legacy and value of teaching in the program. Nevertheless, whether the integration of teaching and research should be more fully realized within the curriculum is part of an active discussion among faculty.

Especially high rates of agreement (strongly agree, or >3.5) with the survey statements were found for 11 statements, in descending order:

1/ "I maintain high professional standards with regard to research and publication." (4.00)

30/ "The program provides students with opportunities to generate their own knowledge regarding social, environmental and ethical issues." (3.875)

2/ "I make clear to my students the academic standards expected in their work." (3.75)

8/ "I am responsive to how students wish to shape their personal learning agendas." (3.75)

10/ "I am respectful of students who are different from me." (3.75)

29/ "The program provides students with a learning context that allows them to explore how social and environmental issues are addressed in architectural and urban design." (3.75)

22/ "The program provides students the opportunity to use tools and think about questions related to their future in architectural practice." (3.71)

3/ "I have opportunities for interaction with other academic programs at UBC." (3.625)

9/ "I structure my coursework so that students are able to work with other students in ways that contribute to their education." (3.625)

23/ "The program provides students with opportunities to explore the collaborative nature of architectural practice." (3.625)

31/ "The program provides opportunities for students to directly engage in civic activity and public service." (3.571)

In all, the Faculty perceive the architecture program to provide students a learning context that supports the independent growth of designers, collaborative work, social engagement, and ethical and environmental consciousness.

Faculty narrative responses to survey statements:
Below is a collection of the Faculty's written responses to the survey:

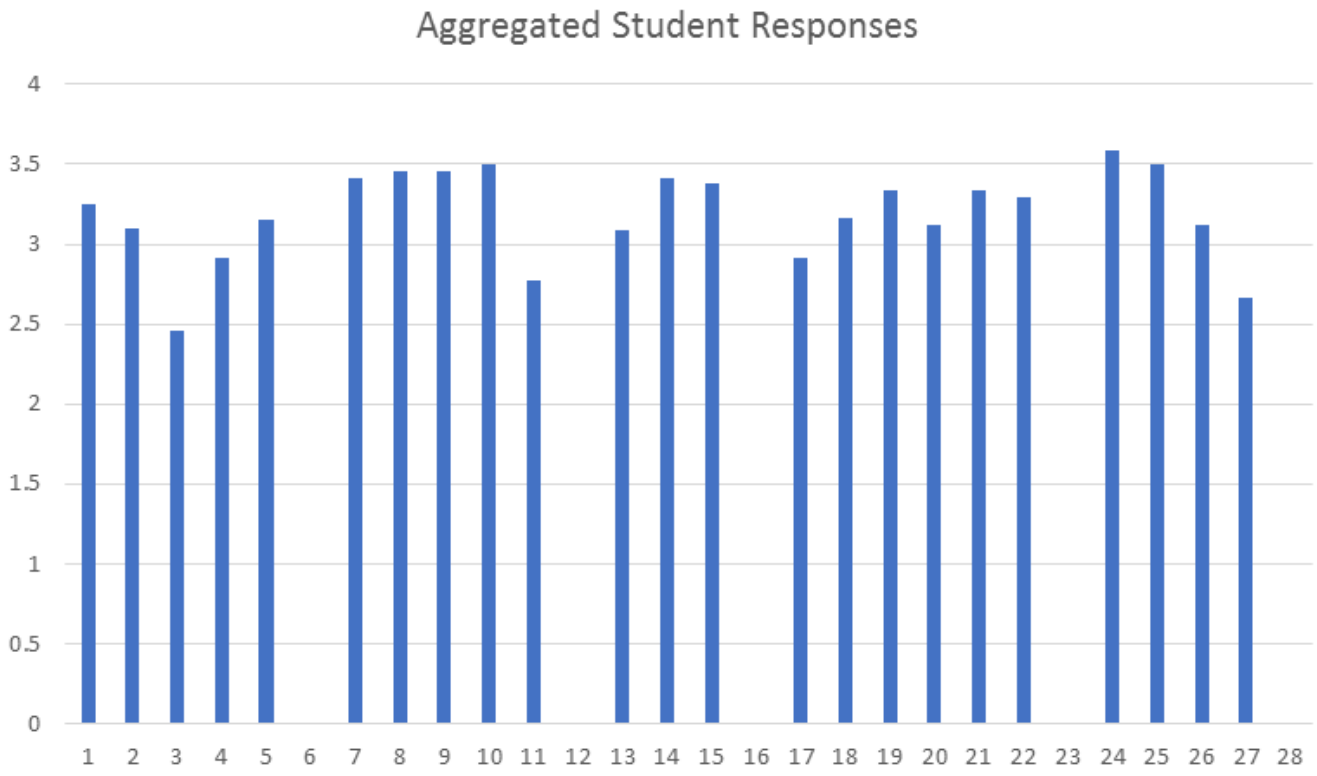
> "My response to question six is impacted by a lack of shop space and research space provided by UBC. SALA does its best to develop these hard infrastructure assets, but our ability to do so is somewhat limited. The University because of limits of funding at the Provincial level, has pushed responsibility for raising funds to the faculty. Teaching, service, and research are the areas of focus of a professor."
> (Rank not indicated)

> "I have been impressed by the time and energy devoted to issues of student career trajectory, engagement, and school culture. The interest in these issues is much greater than in my prior institutions or in practice (in my experience)."
> (Rank not indicated)

> "The line between academic learning and internship learning moves according to topic & individual. C17 [re: co-op]: Probably agree, though need to extend program, which is [a] significant change."
> (Senior Instructor, tenured)

> "All of these [referring to Perspective Four: Architecture Education and the Profession] are theoretically touched on in the program, but not in great depth."
> (Senior Instructor, tenured)

Chart 3.2.b. Aggregated Student Responses



Student Survey Analysis

Student responses indicate that on aggregate students tend to have less extreme opinions about the architecture program. Analysis of student responses to survey statements find that on aggregate students disagree most strongly with the following three statements, with only one falling within the "strongly disagree" (<2.5) range:

> *3/ "Architecture students have opportunities for interaction with other academic programs at UBC." (2.45)*
>
> *27/ "The program provides opportunities to engage in civic activity and public service." (2.67)*
>
> *11/ "I am exposed to the national and international context of practice and the work of the allied design disciplines." (2.77)*

Student responses to statements 3 and 27 contrast to Faculty responses, and indicate areas where more effective communication and/or development of interaction opportunities for students are in order.

In clear contrast to the Faculty, the Students "strongly agreed" (>3.5) with statements about the program on only one occasion:

> *24/ "I am aware of the social and environmental issues associated with architecture." (3.58)*

Students also scored another six statements at or near a “strongly agree” (>3.4):

25/ “I have had the ability to explore how social and environmental issues are resolved through sound architecture and urban design principles.” (3.5)

10/ “I have access to mentoring from members of the professional design community.” (3.5)

8/ “I am able to work with other students in ways that contribute to my education. (3.45)

9/ “I am respectful of students who are different from myself.” (3.45)

14/ “I am aware of the role of the Architectural Institute of British Columbia in the internship and licensure processes.” (3.42)

7/ “Faculty are responsive to how I wish to shape my personal learning agenda.” (3.41)

These latter responses correlate to much of the Faculty’s perception of the program, and suggest that the development of individual learning agendas, the inculcation of social and environmental principles, and learning through collaboration are experienced by students as part of their time in the architecture program.

Below is a collection of Students’ written responses to each of the survey’s five sections:

Question Set #1 - “In what ways would you like to see the Architecture Program augment its engagement with CACB Perspective 1: Architectural Education and the Academic Context?”

“There’s a big school out there I only see 2 rooms of it. Faculty has high highs and low lows. This will always be true. The same is true with students.”
(MArch student)

“We should have more elective credits available to take classes outside of SALA.”
(MArch student)

“The program MArch at UBC is more flexible and open to pluri-disciplinary education than other Canadian MArch. But that is also because I am advanced placement student.”
(MArch student)

“There is no interaction between other academic programs, the students (myself included) have to produce these relationships. Whether this is a role of a student is unknown.”
(MArch student)

Question Set #2 - "In what ways would you like to see the Architecture Program augment its engagement with CACB Perspective 2: Architectural Education and the Students?"

"Printing, CNC is ridiculously expensive. Hurts my poor student wallet."
(MArch student)

"We are all under pressure."
(MArch student)

"Comprehensive studio should maybe be split into two semesters. One with partner, one without."
(MArch student)

Question Set #3 - "In what ways would you like to see the Architecture Program augment its engagement with CACB Perspective 3: Architectural Education and Registration?"

"There seems to be a huge discrepancy between school (studio in particular) + professional practice. Not necessarily a bad thing."
(MArch student)

"Education is only about the AIBC, and not other provincial associations despite that many students are not from British Columbia and likely will work elsewhere."
(MArch student)

"Due to my own aloofness…unsure where I'll practice in the future."
(MArch student)

"SALA (some faculty) favour the route of not getting registered. Certainly, no right or wrong position on this. Just interesting."
(MArch student)

Question Set #4 - "In what ways would you like to see the Architecture Program augment its engagement with CACB Perspective 4: Architectural Education and the Profession?"

"Greg Johnson's class is essential if a bit dull."
(MArch student)

"Awareness or opportunity."
(MArch student)

Question Set #5 - "In what ways would you like to see the Architecture Program augment its engagement with CACB Perspective 5: Architectural Education and the Students?"

"Ray will be dearly missed."
(MArch student)

"I answered "strongly agree" to 24 and 25 because I worked on social issues for my thesis. I think architecture education fails to explore the social involvement of architecture and engage deeply with issues of class, gender, race, sexuality. Architecture doesn't like to talk about these uncomfortable issues."
(MArch student)

"No public service is required or encouraged."
(MArch student)

Section 3.2.3 Assessment by the MArch Alumni

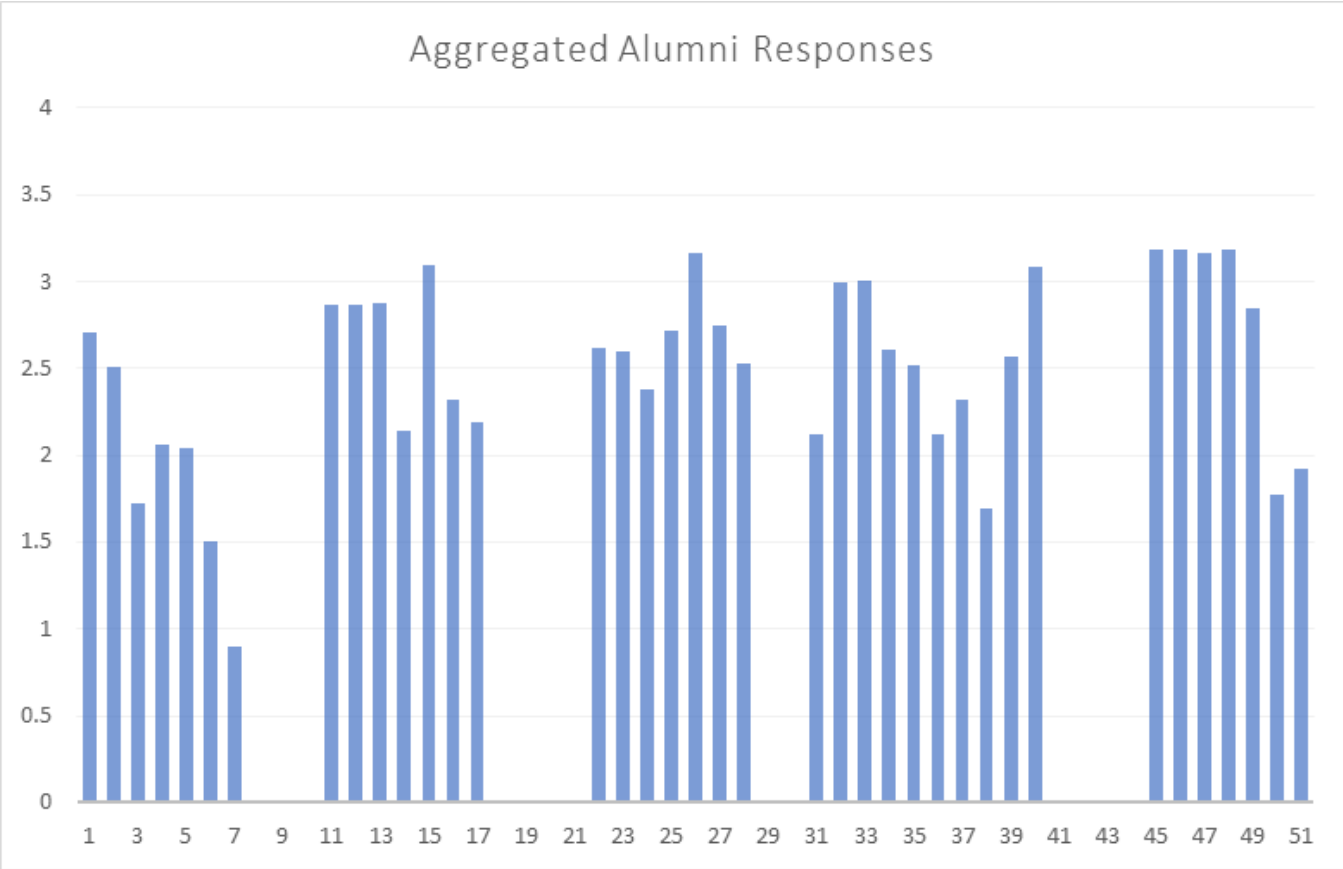
Program alumni's interactions with faculty are less developed than they should be, and this is something that needs to be addressed in the long term. In spring 2017, as part of the self-assessment process, the program chair constituted an MArch Alumni Council of 2007-2017 MArch alumni who were familiar with the program's recent history and had recent, often ongoing experiences of internship, mentorship, and licensure in their professional lives.

The MArch Alumni Council has held several meetings over the spring and summer. The Council reviewed student and faculty surveys, and then consulted on the development of unique survey statements from the perspective of alumni experience as part of the program self-assessment process.

Beyond the self-assessment process, the Council has proven to be a very productive forum in terms of developing goals to strengthen the social, curricular and extracurricular ties between alumni and the program, and will continue to consult with the program chair and faculty on a schedule and with an agenda that is being formulated during the early fall 2017. It is worth noting that ideas that arose through Alumni Council meetings are evident as goals in the 2017 Action Plan.

The following charts and responses have been selected to present a diverse range of alumni insights and opinions. Except for corrections to spelling and grammar, they are taken verbatim from the surveys.

Chart 3.2.c. Aggregated Alumni Responses



Alumni Survey Analysis

The survey was conducted online for three weeks in June 2017. Among the 109 alumni respondents, 59% were registered interns, and 38% were licensed architects. This number is significant in part because the vast majority (>85%) of respondents had graduated since 2008.

The chart above can be read multiple ways. According to alumni, the program most consistently provided a solid foundation for CACB Perspective C: "Architectural Education and Registration" -- although it also suggests that CACB Perspective E: "Architectural Education and Society," is considered by alumni to be a strength of the UBC MArch education. Less strongly perceived was the program's engagement with Perspective A: Architectural Education and the Academic Context."

Analysis shows that on aggregate, the alumni respondents disagree strongly (<2.00) with the following six statements:

16/ "After graduation I have continued to produce peer-reviewed research." (0.81)

15/ "As a student I was able to produce research that was presented or published in peer-reviewed contexts." (1.45)

47/ "The program provided me with opportunities to explore the obligations the architect has to the client." (1.69)

12/ "I was able to productively interact with other UBC academic programs." (1.70)

59/ "The Program provided me with opportunities to directly engage in public service." (1.77)

60/ "The Program provided me with opportunities to interact with community groups or other advocacy interests." (1.92)

Survey analysis shows that on aggregate, the alumni respondents agree strongly (>3.00) with the following eight statements:

55/ "The Program provided me with a learning context that allowed me to explore how environmental issues are addressed in architectural and urban design." (3.19)

54/ "The Program provided me with a learning context that allowed me to explore how social issues are addressed in architectural and urban design." (3.18)

57/ "The Program provided me with opportunities to generate my own knowledge regarding environmental issues." (3.18)

35/ "Becoming a licensed architect is/was a very important step in my career goals." (3.17)

56/ "The Program provided me with opportunities to generate my own knowledge regarding social issues." (3.16)

49/ "The program provided me with opportunities to explore the obligations the architect has to produce well-designed buildings and spaces." (3.08)
24/ "The program exposed me to the national and international context of architectural theory and practice." (3.08)

42/ "The Program provided me with the opportunity to use tools and think about questions related to the future of architectural practice." (3.00)

85% of respondents would recommend the program to potential future students, and ranked the reasons as follows:

69% School Culture
61% Location
52% Tuition
51% Study Abroad
50% Studio Offerings
40% Program Flexibility
37% Sustainability Training
4% Other

Following is a collection of Alumni written responses to each of the survey's five sections:

Question Set #1 - "In what ways would you like to see the Architecture Program augment its engagement with CACB Perspective 1: Architectural Education and the Academic Context?"

"A lot of the faculty research seemed to me to be remote from the concerns of the public, the knowledge and interests of most students, and the types of practice in which 90% of graduates will take part... The school could benefit by shifting its research in a more pragmatic and grounded direction."
(2014 graduate)

"When looking explicitly at the final theses subject matter, there is a wide range and not all may be truly relevant to the architectural profession. Perhaps the research methods course or another alongside the research semester could aid students in finding a relevant and current research topic that actually contributes to contemporary discourse i.e. current issues and trends. I believe this will help students to better isolate their future direction in the field of architecture after graduating."
(2017 graduate)

"Would like to see more cross-over with the business school, in contexts like development projects - to steer conversations / demonstrate value of good design. Also engage in product / business related questions architects would be well poised to address - how is a product (Architectural or otherwise) bringing value to a business?"
(2016 graduate)

"We seemed to have very little interaction with other departments (except maybe landscape architecture). This has changed in the intervening years. More engagement with engineering or business disciplines would make sense. These are the people we interact with on a regular basis."
(2008 graduate)

"SALA does very poorly to embrace its own institutional context. There is little to no engagement with art and philosophy. Being 'interdisciplinary' is either not on most professors' agendas or it is exclusive limited in the realm of applied arts."
(2015 graduate)

"The creation of 'labs' around core thematic topics to further augment capacity building (i.e. via collaborations with Government/NGO's/community of practice/civil society to help address critical, local/ regional real-world issues)."
(2010 graduate)

"Landscape, Urban Design, and Architecture are already working together more so than when I was a student. Bridging courses with geographies and sciences would have been nice. I had written for a magazine (not peer reviewed) while in school and have since taken over as editor of that magazine. The way I see it students in Vancouver do not have a global outlook, they don't seek out conferences or publications or opportunities to contribute to a broader field or context."
(2013 graduate)

"A stronger sense of program/departmental focus. The school could benefit from adopting a coherent position on the discipline, and finding ways to a) implement / publicize research and work in this area b) collaborate or interact with other disciplines or members of the academic community to demonstrate/ explore the role that the school can play (or that architectural inquiry can play) in solving problems, exploring ideas, etc."
(2012 graduate)

"I believe that the program could benefit from greater engagement with disciplines with stricter traditional academic standards (eg. theory, methods) and with applied programs (e.g. engineering)."
(2011 graduate)

"I generally do not recall any knowing engagement with any of my professor's research, nor do I feel that my own pursuit of research was promoted or encouraged to any degree, let alone the typical standard for post graduate studies in other faculties. Frankly, I am (I guess pleasantly) shocked that this is currently a priority based on my experience."
(2012 graduate)

"The architecture school should resist the tendency to overthink and reinvent itself, and focus on the fundamentals of training people to be good architects. That will always be relevant and useful to Society, and will always be approved by governing accreditation authorities."
(2010 graduate)

"Only that it seems to me a shame that while the school's position on broad issues like cultural inclusivity and climate change are obvious in a kind of de rigueur way, that the region would benefit from the school engaging in specificity and regional issues - even at the risk of making a bit of trouble.

I think the geography of UBC is a challenge, after working up the west coast in the US I wondered why these schools didn't collaborate more."
(2006 MArch graduate)

Question Set #2 - "In what ways would you like to see the Architecture Program augment its engagement with CACB Perspective 2: Architectural Education and the Students?"

"The curriculum I went through was successful in facilitating a very open-minded learning environment. Students were constantly encouraged to explore and design discourse from other context, cultures and disciplines."
(2016 MArch graduate)

"I would like to see the school take a strong stance in addressing the Truth and Reconciliation Commission's Calls to Action and be a leader in the conversation of how to deal with reconciliation in design."
(2009 MArch graduate)

"I think the school, for me, did an excellent job in this regard."
(2014 MArch graduate)

"I would say that SALA does not embrace cultural differences. It is still very much an old boys club. We are taught the western male history and engage very little with other vernaculars or other ways of knowing/ designing. Perhaps the school should be more open to other perspectives and create a healthier more inclusive environment where women and minorities are recognized. The school should recognize that work/life balance and professional success can go hand in hand."
(2017 MArch graduate)

"The program successfully engaged many international students. And I think it is important that not all studios focus on the Canadian context - as it successfully does. I think it is important for an architect to be capable of culturally unbiased design work and to be able to address the local context as well as think globally."
(2017 MArch graduate)

"Architecture, as a discipline, has the potential to positively contribute to solving large complex problems beyond the conventional 'built' realm. This should be stressed, in my opinion. Ideas, thinking, process and communication over technical knowledge that will be learnt regardless."
(2015 MArch graduate)

"More support in terms of physical and mental well-being, a lot of which is a matter of linking SALA more closely with existing UBC health resources."
(2015 MArch graduate)

"The mentorship program is a good step to achieving this goal. A physical presence in the heart of the city will make it easier to engage the profession and the general public. There are significant changes being considered in the urban design and built characteristic of Vancouver, and having a physical presence in the city may allow the school engaging these topics in a meaningful way and help project a voice on these sorts of matters in the future."
(2008 MArch graduate)

"SALA could do a better job providing need-based and merit-based financial support. Students from lower socioeconomic backgrounds provide different cultural experiences and views, and have increased challenges completing higher education programs."
(2015 MArch graduate)

"Continuation of the existing studies abroad options. Further studies abroad options (short courses over winter break, or summer courses) would offer more opportunities in interpersonal milieus and cultural differences. Studies 'abroad' also do not necessarily be outside of BC or Canada. Many contexts do exist for professional and personal development in the province and elsewhere in Canada."
(2012 MArch graduate)

"Courses or work study programs directly linked to professor research in this domain was greatly valuable and eye opening in my experience. This also clearly exposes students to forms of practice."
(2009 MArch graduate)

"I understand (and greatly appreciate & respect) that work is going / has already gone into addressing many of the above since I left, including strengthening mentorship and design-build, reducing barriers to engaging learnings beyond SALA, and integration of indigenous (and other non-western) perspectives. (I was unfortunately not in a position to be able to take advantage of studies abroad during my time at SALA - so international exposure ratings lower than would have been otherwise)."
(2010 MArch graduate)

"The scholarship process at SALA was incredibly opaque (from the student perspective) and seemed to reward students who played politics well instead of supporting students with greater need. That being said, there were some professors who were sympathetic to this issue by providing research opportunities. But it often wasn't enough, necessitating multiple jobs and side hustles. The energy I had to expend just to make ends meet was definitely detrimental to my educational output."
(2015 MArch graduate)

Question Set #3 - "In what ways would you like to see the Architecture Program augment its engagement with CACB Perspective 3: Architectural Education and Registration?"

"It could be argued that students don't have a great "real world" reality of office culture nor does it prepare them for office life as an intern. My opinion is that there is a lot to learn about the profession and I'd rather have that time spent teaching me about design than practicalities of office life which I will learn in the seven years it takes me to get registered."
(2016 MArch graduate)

"I sense that though I was fortunately exposed professors with well received recommendations, the school still merely provides students the minimum exposure to discourse of professional practice. There appear to be a gap between what students perceive to be the expectation, and what they're encouraged or supported to do through their education. For example, the school provides minimal support for co-op placement."
(2016 MArch graduate)

"A better integration of CHOP with the curriculum so that when we are in practice, we better understand the responsibilities of an architect at different stages of work."
(2009 MArch graduate)

"Maybe this has improved in recent years but there was little to no relationship between academic and professional worlds. I'm personally on the fence about how close this relationship should be. I felt we were being prepared to run an office not just be an employee and I appreciated that."
(2009 MArch graduate)

"I'm of the belief that the institution should engage with professional life only in an auxiliary capacity. Maybe that's a co-op situation. Maybe have more site visits to in-progress buildings in the area with visits to that architect's office to see the process. In no way should the institution veer from an academic first focus."
(2011 MArch graduate)

"Although the theoretical, research and design side of architecture should be the focus of architectural education, construction education, working drawings and technical skills are very important in a professional program. I think most programs lack this and graduates are un-prepared for the professional setting."
(2012 MArch graduate)

"Let's celebrate paths OTHER than internship/registration. What else can architects do? How do they do it? What other ways can we contribute?"
(2017 MArch graduate)

"Co-op is a valuable option. However, I think there is value in the school as being apart somewhat from the concerns of practice. School, in my view, is about making better citizens, and in this case better citizens whose worldview is through the practice of architecture. Every time firms complain that the school doesn't train students well enough, they are a) forgetting that they didn't know much when they graduated, b) that architecture is more complex than when they graduated, and c) they are really only trying to execute cost savings by shirking their traditional professional role as mentor."
(2006 MArch graduate)

"Exposure to alternative/emergent models of (real-world) practice. More (reciprocal) support/engagement/capacity-building with AIBC, RAIC and community of practice re: Internship/alternative pathways. This is a larger nut to crack, necessitating commitments from each of the other named parties."
(2010 MArch graduate)

"Have an architectural practice seminar early on and introduce the students to possible career paths, including license procedure and timeline."
(2016 MArch graduate)

"Program can provide more information, direction in the process, highlight connecting points and even help in choosing appropriate firms. There are a multitude of scales, types of work, cultures, personalities, and facets to every firm. The path to license is more complicated than what is taught at school."
(2009 MArch graduate)

"All the skills that may not seem to be related to critical thinking are so important in the profession, from technical writing to making good contract documents to the soft skills of managing people, time and budgets."
(2009 MArch graduate)

"The school does a good job in this regard. I can't recall what the law class was called but it was excellent, with a very engaging and knowledgeable lawyer with a background in architecture. I waived the other professional practice class so can't comment on that one. I wouldn't want to see the school to expand much beyond these courses, because I'd rather spend the time I have at university learning about things and doing things you *can't* do while you're practicing. "
(2014 MArch graduate)

"I would love to see a more integrated registration process like that in the UK, where there seems to be a smoother transition between school and work life."
(2008 MArch graduate)

"I think co-ops are hugely beneficial, but I don't believe a mandatory co-op term should be added to the program. There should be support and encouragement of the benefits of a co-op term, though."
(2012 MArch graduate)

"Overall, the program was good preparation for internship. However, I would have been better prepared had if I been informed in more detail about the business models of architecture, what type of work is standard for a graduate beginning their internship, and with more experience in detailing (perhaps as an added component in vertical studios?)."
(2006 MArch graduate)

"Part of the problem is the attitude of firms locally in Vancouver. Most senior designers treat students like they know nothing. This is not the case in Europe for example where young people are catalysts for new ideas. Licensure in Canada is a problem generally though. The school could focus more on preparing students for the AIBC but they would sacrifice academic rigour."
(2013 MArch graduate)

"Exposure to other career paths beyond traditional architectural practice. Recognition of the limited demographics represented in the architecture professional and honest discussion/advocacy/support to diversify."
(2010 MArch graduate)

"While I greatly valued my time doing co-op and I think the program should be further supported through direct relationships between the school and firms, I do not think it reflects everyone's path and should not be required."
(2011 MArch graduate)

Question Set #4 - "In what ways would you like to see the Architecture Program augment its engagement with CACB Perspective 4: Architectural Education and the Profession?"

"The process one must undergo to become a registered architect is absurd and opposed to the profession's stated goals of increasing diversity and engagement with the public. To what end are we forcing students through multiple degrees, an excruciating experience logging process, overly long and arduous licensure exams, and the remaining litany of requirements (interview, professional practice courses, etc.)? The answer surely can't be public safety, for if it was the bridges and skyscrapers designed by engineers who have but a mere bachelor's degree would be crumbling around us. The answer, of course, is the profession's peculiar superiority complex, and it's a big problem the universities and regulators should be working together to address."
(2014 MArch graduate)

"Perhaps if architects need to assume new roles, students need to assume a variety of roles throughout their education. I'm not sure how this could be achieved, but perhaps adding more kinds of players to every project could be beneficial - client, co-client, owner, builder, non-for profit group, BIA, etc."
(2017 MArch graduate)

"Even if these topics are taught, as I'm sure some were when I was there, but it's all pretty abstract until you're out there in practice. Also, practice and regulations will force the issue, but no one in the profession will teach you how to think or even how to design. It's like how buildings have to be built to code but any technician can do that, understanding consultant coordination and municipal bylaws won't help people become better architects."
(2009 MArch graduate)

"Gaining AIBC credible hours while in school would take the sting out of it later. Also, the AIBC has required courses for interns - why are these not mentioned or engaged with earlier? That and perhaps the school could examine the content of the exams to better understand what the since deems as crucial knowledge for architects."
(2015 MArch graduate)

"Client and regulatory demands are difficult to address outside of practice and I think this is something that can more or less stay there. Collaboration on the other hand is interesting for me personally and seems to be lacking somewhat. More collaborative work in the studios would not only help students to work together, but ensure that the studio environment stays alive and active. Each year fewer students work in studio - this may have adverse effects not only on practice but also personal development for students. My undergrad involved an open work environment with lots of idea sharing. This is how we grew and learnt - not only from our professors and ourselves. It would also be great if the comprehensive studio demanded AP students not to work together. In practice we work with other disciplines - the range of backgrounds in the school is a great introduction to that aspect of practice."
(2017 MArch graduate)

"Some broad-based business courses could be extremely helpful here: why would an architect be valuable to a project even if regulation A, B, C were to change tomorrow is a common business proposition, but not one that gets asked a lot in the discipline. I would like to see the conversation to move towards one of value (how architects can remain valuable as consultants in a changing ecosystem) than one (strictly-speaking) of design quality."
(2016 MArch graduate)

"There could be a stronger engagement between the teaching of architectural history and the teaching of environmental science. Somewhere in between those topics is where the stories of changing client and regulatory demands are hidden. Imagine a history class on Sterling's Staatsgalerie that teases out the design and construction process, client meetings and regulatory challenges, while also discussing it's architectural impact on theory and practice."
(2011 MArch graduate)

"The program should not be burdened with developing an internship structure. The best schools in Europe ETH for example combine academics and technical rigour. The internship program should be dissolved. Students should automatically be architects like in Europe. The market will determine who can deliver."
(2013 MArch graduate)

"I would love to see more constraint studios that reflects the work environment in terms of structure, cost and regulation limitations. And the adoption of objected/data oriented tools like Revit could be taught in school to formulate the tangled complexity exist in real projects."
(2016 MArch graduate)

"Architecture is design school, it is not about realizing building projects. There is ample time in the professional practice of architecture to learn how to realize building projects, or engage culture, etc."
(2010 MArch graduate)

Question Set #5 - "In what ways would you like to see the Architecture Program augment its engagement with CACB Perspective 5: Architectural Education and Society?"

"The school excels in exposing students to social and environmental issues. I was given multiple opportunities through SALA to interact with stakeholders and advocacy groups, and area which greatly influenced my education and seems to distinguish me from architecture graduates from other schools."
(2016 MArch graduate)

"I would like to see SALA develop a strong program focus in social response/outreach, as well as be leaders in "sustainable" design. Our graduates should be sought after by architecture firms across North America as the ones to hire because of their knowledge, skill sets and innovative design capabilities in regenerative/ sustainable design."
(2009 MArch graduate)

"Bring back the downtown studio! Being in the heart of downtown gentrification was eye-opening to a young independent person."
(2010 MArch graduate)

"This topic was very clearly on the agenda when I was in school. Then and now it skews more toward Urban Design and big Landscape Urbanism issues but, in professional practice, we often have a more narrowly defined slice of the pie. Is important to understand the big issues but needs to be balanced with understanding what constitutes an architectural idea (i.e. What's our scope vs what's our responsibility?)"
(2009 MArch graduate)

"Understanding of social and environmental problems should be stressed even more than they already are. Problem solving through design should absolutely focus on what threatens the environment and humanity. The discipline needs to shift even more from the past virtues that are less relevant to those that are."
(2015 MArch graduate)

"It would be beneficial to develop a more structured and sustained manner of interaction with local communities that is directly understood as a form of contribution of the school towards social justice in the city (for example, through a core studio focusing on a certain social issue, or a design-build course situated in a contested urban context)."
(2015 MArch graduate)

"Felt this area was the strength of my education. Social engagement and ethics are what drew me to the program."
(2013 MArch graduate)

"It wasn't until moving to Europe that I appreciated the systemic thinking that I had been exposed to at UBC. Unfortunately, this is rarely required in a conventional developer driven project at a firm in Vancouver. Nevertheless, I think the school is doing this well."
(2013 MArch graduate)

"Municipalities across Canada are looking for ways to address the TRC's Calls to Action. Our students should be (but are not yet) in a position to assist finding culturally appropriate responses."
(2009 MArch graduate)

"Per environmental issues, I again see this as primarily a technical issue not an issue of design per se. The leading green building standards require detailed technical understanding of building envelope science and building systems."
(2008 MArch graduate)

"I don't feel like social/ethical topics were a focus of the program while I was there. The environmental offerings were good + diverse. It was only in my GP1/2 where I was really able to engage meaningfully with social/ethical/environmental concerns in any depth."
(2011 MArch graduate)

3.3 Public Information

The program must provide clear, complete, and accurate information to the public by including in its academic calendar and promotional literature the exact language found in Appendix A-1, which explains the parameters of an accredited professional degree program. Candidate programs must include, as well, the exact language found in this appendix *on the parameters of candidacy status.*

The APR must include:
- The program description as it appears in university academic calendar or any other institutionally authorized printed or digital materials.
- Evidence that all faculty and incoming students have been provided with a printed or digital copy of the Guide to Student Performance Criteria.

3.3.1 University Calendar

The following section is excerpted from the UBC Vancouver Academic Calendar 2017/18. Much of this content is also available online at the UBC SALA website.

Introduction
The Master of Architecture (MArch) program is an accredited professional graduate program for those with an undergraduate degree who wish to pursue professional studies in architecture, as a prerequisite to becoming a registered architect.

The full program is 119 credits. Students entering the program with an undergraduate degree normally take three and one-half years of full-time study to complete the requirements. Students holding a pre-professional architecture degree will be considered for advanced placement. An undergraduate degree in a field related to architecture may be advantageous in reducing the length of the program, but it is not a required prerequisite. Demonstration of interest and aptitude in the field occurs as part of the application process. At the time of application, the School's Admissions Committee will determine the extent of advanced placement on the basis of the applicant's undergraduate transcript and portfolio.

Academic Advising
Students entering the program are assigned an advisor for their first year of study. In addition, during the first year, and in subsequent years, students may seek advice from their studio or thesis mentor, administrative faculty (specifically the chair of Standings and Promotion and the chair of the Master of Architecture program), as well as the administrative staff.

Admission
The selection of university courses anticipating graduate studies in architecture should emphasize a breadth and mix of academic experience, including exposure to some aspect of visual communication. Irrespective of specific degree requirements within various faculties or universities, university-level course work in mathematics, physics, English literature, and composition is desirable. Beyond specific academic experiences, students entering the Master of Architecture program should demonstrate interest and potential in the creative arts and architecture.

Please visit the School for information and guidance in preparation for entry.

Candidates for admission to the Master of Architecture program are generally required to hold the academic equivalent of a four-year baccalaureate degree from UBC. In at least four years of study, candidates should have obtained a B+ average in third- and fourth-year coursework. Applicants must in addition demonstrate creative potential and aptitude for the study of architecture.

Applicants must submit all of the following by January 4:

- Application Form and fee information.
- Biographical statement. A brief summary (in resumé form) including work experience, travel, or other relevant experience.
- Statement of interest. A brief statement of the reasons for desiring to study architecture as well as reasons for selecting Architecture at UBC.
- Portfolio. A portfolio of work demonstrating aptitude and experience in creative endeavours and evidence of graphic skills. Additional information and instructions pertaining to the presentation of the portfolio are available by email.
- Transcripts. Two official transcripts of all post-secondary study completed to date (up to, and including, December grades) received in sealed, endorsed envelopes. If an applicant is currently completing a degree, an evaluation will be made on the transcripts to date. Acceptance will be conditional on the successful completion of the bachelor's degree according to the academic requirements, and receipt of a final, official transcript confirming the degree awarded.
- Letters of reference. A minimum of three letters of reference from persons who can best assess the applicant's initiative and academic, analytical, and creative abilities. These must be received through the online application system (see the School's website) or in sealed, endorsed envelopes.

Places are awarded on a competitive basis as interest in the program far exceeds available resources and facilities. The Admissions Committee reserves the right to not admit applicants who nominally meet the entrance requirements. All admissions must be approved by the Faculty of Graduate and Postdoctoral Studies.

A week-long workshop course in late August is mandatory for entering students. Details about the workshop course are provided with the letter of offer. Students who are unable to attend must re-apply for admission at a later date.

Readmission and Reinstatement
For regulations concerning readmission and reinstatement, see Withdrawal, Reinstatement and Readmission.

Academic Regulations
See Section 4.2.2 for detailed information.

Portfolio
All students are required to keep a portfolio of their work in each design studio for review by faculty members at the end of each term in which the studio is held. The portfolio must contain, at a minimum, all the presentation drawings from each project in a studio, but these may be digital files or reproductions of originals and photographs of other presentation materials such as models, etc. The portfolio is to be kept available for review in case of an appeal of grade in a studio or other dispute regarding the student's standing.

Advanced Placement
As noted under Admission, advanced placement is normally established at the time of admission, subject to confirmation of previous experience by appropriate faculty.

Supplementary Work
No supplementary work is available in design studios.

For courses other than design studios, the normal University regulations apply. Only in exceptional circumstances will a student be allowed to undertake supplementary work in those other Architecture courses, which are assessed on a continuing basis throughout the term.

Appeal Procedures
See Section 4.2.2 for detailed information.

Degree Requirements
See Section 4.2.2 for detailed information.

Study Abroad Program
A student who enrolls in the full-term Study Abroad Program may substitute ARCH 538 (Study of Architecture Abroad) for elective credits and ARCH 539 (Architectural Design Abroad) for ARCH 520 or 540, so as to make up a full term's work abroad.

Co-op Education Program
The added Co-op component to the Master of Architecture program provides motivated, qualified students with paid employment experience directly relevant to their academic program under the supervision of practicing professionals.

The optional program consists of two consecutive terms; placement begins in September, January, or May. The Co-op experience must be followed by two terms of academic study.

Students will be selected on the basis of academic performance, written and oral communication skills, and general suitability for the work environment. Students may apply during their fourth term of studio. Specific deadlines are available at Architecture's administrative offices.

Faculty advisors or coordinators visit students at their places of work and provide advice on the work term reports that is a requirement of the program.

Students are responsible for finding their own work placements, although the Architecture office keeps a file of interested firms. Students participating in the program will be registered in ARCH 555 and ARCH 556 for a total of 6 credits and pay the usual graduate fees. These 6 credits are considered elective credits. In addition, the elective ARCH 543 will be waived if a Professional Practice Workbook is completed.

Program Specific Expenses
Apart from the cost of living and tuition, certain additional expenses must be anticipated to include books, equipment, the Introductory Workshop (ARCH 502) and support technology and equipment.
Students electing to participate in a Study Abroad Program must be prepared to meet further expenses.
Graduation Project

The Graduation Project, consisting of ARCH 548 and ARCH 549, provides an opportunity for students in the professional MArch program to identify, delineate, and explore a topic of their choice leading to a proposal for a specific architectural project clearly situated in a fully articulated context. Students are required to demonstrate their ability to define an architectural project, to acknowledge the varied scales of resolution appropriate to the task, and to take responsibility for the management of the process to complete the project on schedule.

The Graduation Project is overseen by the Graduation Project Review Committee (GPRC), a subcommittee of the faculty.

Complete details on the criteria for and completion of the Graduation Project can be found within the Graduation Project Guidelines at Architecture.

Graduation Project Part I: ARCH 548
The purpose of Part I of the Graduation Project is to explore a chosen topic, to discover and define the architectural project that is inherent or implicit within it, and to develop an outline program through which the project may be explored in terms of its design ramifications. ARCH 548 is a one-term, 3-credit course. In order to be eligible to enrol in ARCH 548, a student must have successfully completed all requirements for second year.

Graduation Project Part II: ARCH 549
The purpose of Part II of the Graduation Project is to explore in deliberate design terms the material of Part I. ARCH 549 is a one-term, 9-credit course. In order to enrol in ARCH 549, in addition to passing ARCH 548, a student must have reduced any outstanding course requirements beyond ARCH 549 to a maximum of 18 credits. The final grade will be determined by the supervising committee in consultation with guests and other faculty in attendance at the final presentation. A minimum of 68% is required in order to obtain credit for the course. It should be noted that in cases where the time taken to complete the Graduation Project has been extended, the final grade will fully reflect the period of time taken to complete the project.

Should a grade of less than 68% be attained for ARCH 549, the student would then be required to take a leave from the program for a period of twelve months. The student would then be required to submit a new Part II proposal and, with the approval of the GPRC, begin again with a new topic and a new supervisory committee. It would be necessary for the student to undertake any needed preparatory work acceptable to the new committee chair without credit, prior to re-registering.

Should a student receive a grade of less than 68% after a second attempt, the student would be required to withdraw from the program and would not be permitted to re-register.

Graduation Project Final Report
The Graduation Project Final Report consists of an amalgam of the work of Part I and Part II, submitted with the purpose of, in part, providing a bound copy of the project to be held in the Architecture Reading Room. Adherence to specified format requirements is expected.

Time Limit for Completion of Degree Requirements
University regulations establish a five-year time limit for the completion of a master's program. For provisions regarding on-leave status, see On Leave Status.

3.3.2 Admissions and Recruitment Materials

In 2016 SALA published a new admissions and recruitment package for its professional MArch and MLA degree programs as well as its post-professional Master of Urban Design and undergraduate Bachelor of Environmental Design programs. Also included in this package was a 2016 Fall Lecture Series poster. The SALA website (see Section 3.3.3 below) contains many sources of information, including FAQs, Feature Stories, detailed admissions requirements, post-admissions tasks, and many other issues of interest to prospective students.

A package of information including the CACB Terms and Conditions of Accreditation and Student Performance Criteria is mailed to incoming students after they accept the program's offer of admission.

3.3.3 School of Architecture and Landscape Architecture Website

The outline below describes the nested structure of the SALA website. Hyperlinks to key areas related to the architecture program are provided for convenience.

About

- History
- Accreditation
- Margolese National Design for Living Prize
- Recipients
- FAQs
- Career Opportunities
- Contact

People

- Leadership
- Advisory council
- Faculty
- Emeriti and honorary professors
- Staff

Events + news

- Lecture series
- Feature stories
- News
- Events

Admissions

- Bachelor of Design in Architecture, Landscape Architecture, and Urbanism
- Master of Architecture
- Master of Landscape Architecture
- Dual Degree option
- Master of Urban Design
- Master of Advanced Studies in Architecture
- Master of Advanced Studies in Landscape Architecture
- International applicants

I've applied. Now what?
I've been accepted. Now what?

Academics

Non-Degree Programs
Vancouver Summer Program
Design Discovery
Undergraduate Degree
Bachelor of Environmental Design
Why Study Environmental Design Here?
What Can I Do With My Degree?
Curriculum
Bachelor of Design in Architecture, Landscape Architecture, and Urbanism
Graduate Degrees
Master of Architecture
Why Study Architecture Here?
What Can I Do With My Degree?
Curriculum
Master of Landscape Architecture
Why Study Landscape Architecture Here?
What Can I Do With My Degree?
Curriculum
Dual Degree Option
Why Pursue Both Degrees Here?
What Can I Do With My Degrees?
Curriculum
Post-Graduate Degrees
Master of Urban Design
Why Study Urban Design Here?
What Can I Do With My Degree?
Curriculum
Annual Theme and Forum
Community Partnerships
Affiliates
Master of Advanced Studies in Architecture
Why Pursue a Second Architecture Degree Here?
What Can I Do With My Degree?
Curriculum
Master of Advanced Studies in Landscape Architecture
Why Pursue a Second Landscape Architecture Degree Here?
What Can I Do With My Degree?
Curriculum

- **Enriched Educational Experiences**
    - Co-Op
    - Design Build
    - Directed Studies
    - Study Abroad
    - Exchanges
  - Academic Calendar
  - Courses
- **Student Life**
  - Student Government
  - Student Organizations
  - Advising
  - Mentorship
  - Health and Wellbeing
  - Employment
  - Scholarships, Grants and Awards
  - Policies and Procedures
- **Resources**
  - Buildings
  - Computing
    - Accounts
    - Computers
    - Network and internet access
      - Print, plot, and scan
      - Security
      - Software
      - Technical support
  - Media and AV
  - Library and Resource Collections
  - Workshop and Fabrication
    - CNC router
    - Die cutter
    - Laser cutters
    - 3D printers
    - Material sales
  - Room and Fabrication Reservations
  - Make a payment
  - Book a room or fabrication device
  - Get help
  - Handbooks and Forms

Work

3.3.4 Memo to Students and Faculty outlining CACB Accreditation Criteria and Processes

The following message was emailed to all incoming and currently enrolled students in the professional architecture program:

> To all incoming and enrolled MArch students,
>
> Please view the document at the following link, CACB Conditions and Terms for Accreditation, from the Canadian Architectural Certification Board.
>
> This document contains the following statement from the CACB: “This guide is written expressly for the faculty and students of professional degree programs in architecture. It begins with a brief overview of the parameters for accrediting professional degree programs, including a list of the twelve conditions that your program must address to maintain its accreditation. However, the guide’s primary purpose is to inform you about one of these conditions, namely the Student Performance Criteria.”
>
> Student Performance Criteria are areas where every student who graduates from an accredited architecture program must demonstrate the required level of accomplishment measured either “understanding,” or the higher degree of “ability.” The criteria define the minimum requirements for your professional education in architecture.
>
> As some of you may already be aware, the School is gathering student work throughout the 2017 year as part of our preparations for the CACB’s accreditation visit in early 2018. Graduating from an accredited program enables your architectural education to be certified automatically. This is a major step toward professional architectural registration.
>
> Sincerely,
>
> John Bass
> Chair, Architecture Program

Mon 8/14/2017 12:06 PM

UBC <ubc.systems@ubc.ca>

Send Confirmation

To

If there are problems with how this message is displayed, click here to view it in a web browser.
Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

Your message has been sent. Please see the details below: SUBJECT: CACB Accreditation Criteria and Processes
DATE-TIME SENT: 2017-08-14 12:05:51

To all incoming and enrolled MArch students,

Please view the document at the following link, CACB Conditions and Terms for Accreditation, from the Canadian Architectural Certification Board.

This document contains the following statement from the CACB: "This guide is written expressly for the faculty and students of professional degree programs in architecture. It begins with a brief overview of the parameters for accrediting professional degree programs, including a list of the twelve conditions that your programme must address to maintain its accreditation. However, the guide's primary purpose is to inform you about one of these conditions, namely the Student Performance Criteria."

Student Performance Criteria are areas where every student who graduates from an accredited architecture program must demonstrate the required level of accomplishment measured either as "understanding," or the higher degree of "ability." The criteria define the minimum requirements for your professional education in architecture.

As some of you may already be aware, the School is gathering student work throughout the 2017 year as part of our preparations for the CACB's accreditation visit in early 2018. Graduating from an accredited program enables your architectural education to be certified automatically. This is a major step toward professional architectural registration.

Sincerely,

John Bass

Chair, Architecture Program

© Copyright The University of British Columbia

The following e-mail message was sent to all faculty members in the School of Architecture:

> Architecture faculty,
>
> One of the requirements for accreditation is that the School distribute the CACB's most recent Conditions and Terms for Accreditation, which includes Student Performance Criteria to all faculty. Here is your copy.
>
> This document describes the accreditation process, including the set of 31 student performance criteria (formerly 37), the delivery of which is our most important responsibility. This document describes the accreditation process in detail, including the ongoing preparation of the Architecture Program Report.
>
> Another document, CACB Procedures for Accreditation, describes in detail the various aspects of the full accreditation reporting, review, and assessment process. As you prepare for a new year, please take some time to review these important documents, and carefully consider how your courses will unambiguously contribute to meeting our responsibilities to provide our students with the highest standard of professional education.
>
> Sincerely,
>
> John Bass
> Chair, Architecture Program

Mon 8/14/2017 12:09 PM

O'Donnell, Jaynus

CACB Accreditation Criteria and Processes

To 'arch-faculty@lists.ubc.ca'

Architecture faculty,

One of the requirements for accreditation is that the School distribute the CACB's most recent *Conditions and Terms for Accreditation*, which includes Student Performance Criteria to all faculty. Here is your copy.

This document describes the accreditation process, including the set of 31 student performance criteria (formerly 37), the delivery of which is our most important responsibility. This document describes the accreditation process in detail, including the ongoing preparation of the Architecture Program Report.

Another document, CACB Procedures for Accreditation, describes in detail the various aspects of the full accreditation reporting, review, and assessment process. As you prepare for a new year, please take some time to review these important documents, and carefully consider how your courses will unambiguously contribute to meeting our responsibilities to provide our students with the highest standard of professional education.

Sincerely,

John Bass
Chair, Architecture Program

Jaynus O'Donnell
Student Services Coordinator
School of Architecture and Landscape Architecture
The University of British Columbia | Vancouver Campus
402-6333 Memorial Road | Vancouver BC | V6T 1Z2 Canada
Phone 604 822 2779
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http://www.sala.ubc.ca

THE UNIVERSITY OF BRITISH COLUMBIA

3.4 Social Equity

The accredited degree program must provide a summary of provincial and institutional policies that augment and clarify the provisions of the Charter of Rights and Freedoms as they apply to social equity. Where policies in place are specific to the School or professional program, these should be clearly stated, as well as the means by which they are communicated to current and prospective faculty, students and staff.

The APR must include:
- Procedures in place used to achieve equity and diversity in School operations and activities.

Broadly, a number of authoritative bodies have established policies directly focused on social equity, including the Federal government, the Provincial government, and the collective agreements between the University of British Columbia and faculty, administration and staff.

In the UBC Mission document Valuing Difference: A Strategy for Developing Equity and Diversity at UBC, Dr. Stephen Toope, former President of UBC states,

> "Fresh perspectives are as integral to academic enterprise as blood is to life. Accordingly, The University of British Columbia recognizes that diversity amongst its students, staff and faculty is essential to ensure a lively learning environment where ideas and perspectives are given voice. Being a diverse community is not enough, however; UBC must ensure that those voices perceived to be 'different' are recognized and appreciated.
>
> The values of mutual respect and equity are therefore central to the University's strategic planning document, Place and Promise: The UBC Plan, in which UBC articulates its commitment to building intercultural aptitudes and creating a strong sense of inclusion. Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC is central to realizing that commitment. It is intended to ensure that equity and diversity are embedded not only in UBC's values but also in its operations. Valuing Difference also recognizes that there is still much work to be done to achieve these goals …. and that action is required to address these concerns."

UBC's Equity Office is specifically responsible for promoting institutional practices and individual behaviours that enhance the pursuit of educational and employment opportunity. They work to prevent discrimination and harassment on campus, to provide procedures for handling complaints and to coordinate UBC's employment and educational equity program. They help educate members of the UBC community about their rights and responsibilities. Workshops and training sessions for students, staff and faculty on issues such as discrimination and harassment, equity and diversity are offered regularly and are available on request. They also regularly provide detailed reports on UBC's progress towards achieving employment equity.

The UBC website provides public information on many policies directly related to issues of social equality. These include Employment Equity, Discrimination and Harassment, and Advertising of Position Vacancies, #73 Academic Accommodation for Students with Disabilities.

3.4.1 Faculty

Specifically pertaining to all School of Architecture faculty, including sessional faculty, the Faculty Association delineates these guidelines under the Framework Agreement for Collective Bargaining. The Collective Agreement between the Faculty Association and the University of British Columbia is the governing document on major issues such as faculty rights, discipline, appointments, promotion and tenure.

> **Article 4. No Discrimination**
> 4.01. There shall be no discrimination regarding any term or condition of employment by reason of sex, sexual orientation, age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability (provided that such condition does not interfere with the ability to carry out the essential duties of the position), or membership or nonmembership in, or activities on behalf of, the Association. The University, the Association, Faculty Members, Librarians and Program Directors are committed to fostering a positive working climate of mutual respect in which all members of the University Community - students, faculty, staff and visitors - are able to study and work free from harassment and discrimination.
>
> 4.02. In keeping with the requirements of the Federal Contractors Program, to which the University is committed, the University and the Association agree to the principle of employment equity for all groups as may be designated in Federal and Provincial legislation, or as agreed to by the Parties. This principle ensures opportunities in hiring, promotion and tenure for members in designated groups and ensures no systematic barriers exist to the full participation of these groups in the workplace.

When hiring new tenure-track faculty, the procedures are conducted according to the University policies which at the initial round are limited to Canadian citizens. (Should a qualified candidate not emerge from this round, applications will be sought from non-Canadian.) In order to achieve the greatest diversity, all faculty and senior academic administrative openings are advertised in the AUCC publication University Affairs and the CAUT Bulletin prior to selection of a candidate for appointment. To this list of publications, the School of Architecture also adds the ACSA newsletter and/or other selected academic publications. All advertising for positions contains the wording “UBC hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply.”

For sessional appointments, postings are advertised in accordance with the Agreement on Conditions of Appointments for Sessional and Part-time Faculty Members. Every attempt is made to encourage the highest qualified candidates possible from the professional community to apply for these positions. Accommodations are made to the teaching format in order that highly qualified professional instructors may integrate their teaching and professional responsibilities.

Criteria and procedures for achieving equity and diversity in faculty appointments, re-appointments, and promotions are clearly set out in the Collective Agreement between the University of British Columbia Faculty Association and the University of British Columbia (Section 4). Faculty members applying for promotion are counseled by the Director with respect to assembling relevant information. Special consideration is given in establishing the weighting of teaching, service and research to ensure that these weightings fairly reflect the applicant’s role and responsibilities within the Faculty.

Full time faculty members in the Architecture program reflect this diversity. Of the full-time faculty members, 40% are women.

3.4.2 Staff

Policies with respect to hiring procedures for support staff are covered in the collective agreement between the University of British Columbia and the Canadian Union of Public Employees (CUPE) 2950, as well as the Agreement on Conditions and Terms of Employment between the University of British Columbia and the Association of Administrative and Professional Staff (AAPS).

3.4.3. Students

Broadly, the UBC Calendar states "The University of British Columbia is committed to ensuring that all members of the University community – students, faculty, staff and visitors – are able to study and work in an environment of tolerance and mutual respect that is free from harassment and discrimination.".

For students, UBC offices which reflect the University's commitment to social equity "irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation" include the Equity Office, the Access and Diversity Office, the Disability Resource Centre, Counselling Services, the International House, the Women Students' Office and the First Nations House of Learning.

Student representatives are voting members at all levels of university committees from the Board of Governors to the standing and ad hoc committees of the School of Architecture and Landscape Architecture, including the Student Executive Committee, which has regular meetings with the SALA Director and the SALA Student Affairs Committee, comprised of faculty from SALA's degree programs.

Over the course of the last several years, ARCHUS has developed a series of health and wellness programs that are available to students in the architecture program. These include a weekly healthy breakfast each Friday, in which students prepare waffles, crepes and other meals. Every term, ARCHUS sponsors a Health and Wellness Day, which includes recreational activities and the presence of Wellness Peers from UBC's Health and Wellness Centre, and BYDTSD: Bring Your Dog to School Day.

3.4.4 Admissions Process

While there is no formal avenue to identify many characteristics, such as religious and sexual preferences and ethnic background, during the admissions process care is taken to eliminate bias against these characteristics as best as possible by virtue of the size and structure of the Admissions Committee. In the last admissions committee, all available faculty and ten students who volunteer through ARCHUS, individually assess the applications [four per applicant file] based on the submitted pieces. Then at a combined meeting, each member's results are evaluated and reviewed then a consensus reached for each of the applicants.

The Professional MArch program accepts between 25-35 students into its first year and between approximately 10-15 additional students are given advanced standing into second year. Table 3.5.a. shows the number of applicants over the past six years to illustrate the changes from one year before the last accreditation visit to the present.

Since the last Accreditation Visit, the statistics for admissions has remained fairly constant. The percentage of women admitted to the program is approximately equal to the percentage of men admitted. Approximately 30% of successful applicants are visible minorities, primarily of Asian and Iranian origin.

3.4.5 Advancement, Retention, Graduation

Within the requirements of the architecture program, students are given a fair degree of latitude and autonomy in making decisions in their course selections that reflect their academic objectives within the constraints of the program. A couple of examples where student autonomy is intertwined with intervention are listed below.

The three nine-credit vertical options studios give students opportunity to choose design studios which reflect their interests and academic objectives while at the same time meeting the necessary educational requirements for architectural design. In order to enroll in a vertical options studio, students participate in a lottery process whereby students rank their interest in each options studio offered that term. With results compiled, the vertical options studios are balanced with respect to verticality, gender, academic strengths and preference to senior-level students all the while respecting each student's highest-ranked studio choices where at all possible. To explore an alternate placement in an options studio, a student may discuss the placement with the Chair or a designated member of the design faculty.

Study abroad opportunities are offered by Architecture faculty in both full term study as well as short four to six week summer study. A full term study abroad program is now offered every year while a short study abroad offering is typically offered each summer. Students have equal opportunity to apply to participate in these offerings. The study abroad programs are balanced with respect to gender and year level as enrollment permits with some weight to academic standing and seniority in the program.

Beyond that, with respect to advancement, retention and graduation, academic accomplishment becomes the only criteria.

3.4.6 Equity, Health and Wellbeing Services

UBC's Equity and Inclusion Office provides students with many services and resources. The SALA website section on Health and Wellbeing has a link to the Equity Office, along with links to several related university services, including Access and Diversity, Counselling Services, and Health Services.

3.4.7. Access to Formulation of Policies and Procedures

Faculty, students and staff are given access to the formulation of policies and procedures including curriculum review and program development.

For Architecture faculty, all major program decisions have been instituted after review in a faculty meeting and voted on by all faculty members. An annual all-day architecture faculty retreat as well as monthly meetings provide ample opportunity for review, discussion, and voting. SALA has five standing committees: Academic Affairs, Student Affairs, IT Infrastructure, Research, and Outreach. These committee's end-of-year reports are in Section 4.6.7. Each program's subcommittees report to the SALA committees in such areas as curriculum, graduation project, awards, admissions, Web/IT, lectures and events. Senior faculty have standing and promotions meetings that address appointments, reappointments, promotions and tenure. In addition, SALA faculty meetings occur monthly with one all-day faculty retreat and one half day retreat per year.

For students, a student representative is a member of the Faculty Meeting and takes information and decisions to the students through their student ARCHUS society. The SALA Director and Chair of the Student Affairs Committee has monthly meetings with representatives from the five student bodies within SALA – Architecture, Landscape Architecture, [undergraduate] Environmental Design, Urban Design, and (Architecture and Landscape Architecture) Advanced Studies.

3.5 Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head devoting not less than fifty percent of his/her time to program administration, administrative and technical support staff, and faculty support staff. Student enrolment in and scheduling of design studios must assure adequate time for an effective tutorial exchange between the faculty member and the student. A maximum student/faculty ratio between 12:1 and 15:1 is considered acceptable. The total teaching load should be such that faculty members have adequate time to pursue research, scholarship, and practice to enhance their professional development.

The APR must include:
- Students: Description of the students' educational backgrounds and the program's selectivity, retention, and time-to-graduation rates since the last accreditation sequence.
- Faculty: Description of the distribution of effort between teaching and other responsibilities of each faculty member and evidence that students evaluate individual courses and faculty.
- Administration: Description of the distribution of effort between administration and other responsibilities for each position.
- Staff: Description of the responsibilities for each position.

3.5.1 Students

Applications and Admissions to the MArch Program
It is the goal of the Professional MArch program to enroll 60 students -- or five studio sections of twelve per section – every year. The number increased from approximately 48 to 60 in 2016, when the decision to run the full-term Studies Abroad Program annually (which creates space in Vancouver as up to 16 students participate in the SA) instead of biannually, opened up the opportunity to augment tuition intake.

Between 33 and 39 students holding a wide variety of undergraduate diplomas enter into the first-year non-advanced placement stream. Approximately 24 additional students are given advanced standing with either 18/21 or 36/39 credits and enter directly into an advanced placement stream. These numbers translate into an annual student body renewal of three studio sections entering the curriculum at its beginning and two studio sections placing into an advanced course of study.

Table 3.5.a. shows the number of applicants over the past six years to illustrate the changes from one year before the last accreditation visit to the present.

Table 3.5.a. Admissions Data for MArch Program

Category	2012	2013	2014	2015	2016	2017
Total # of Applicants	367	338	355	429	489	510
% of AP Applicants	No Info	42%	53%	55%	54%	61%
Canadian	226	211	241	273	305	280
US	36	33	23	23	52	54
International [non US]	105	94	91	133	132	176
Admitted to Year 1	30	34	35	32	35	33
Advanced Standing	12	18	12	16	17	22
Total Enrolled	42	52	47	48	52	55
Applied/Enrolled	367/42	338/52	355/47	429/48	489/52	510/55
% Canadian Enrolled	85%	71%	87%	83%	84%	80%
Male:Female	0.91:1	1.08:1	0.88:1	0.66:1	1.36:1	0.90:1
Graduated	43	44	42	45	41	39

Application numbers have risen significantly, and the applicant geographical distribution are disproportionately toward international applicants. In the 2011 Architecture Program Report the program reported:

> "That of the accepted applicants, approximately 40 – 50% are from BC, 30 – 40% were from other parts of Canada, and about 20% from the US and abroad."

In the 2017 applicant data, the percentage of international students from the US and elsewhere is now approximately 45%. However, the Canadian cohort continues to be approximately 80% of those enrolled.

Several key observations can be derived from this table:

- The proportion of advanced placement (AP) applicants has significantly increased. Coupled with ongoing pressure to find new sources of revenue for the program, this shift led to the program decision to expand the AP cohort by one studio section of 12 students.
- The demand for places in the professional MArch program remains exceptionally high. The number of applicants has increased by 42% since 2012.
- Over the past six years, while the number of Canadian applicants has risen relatively steadily, the number of US applicants slowed in 2014-15, but has spiked since 2016. Non-US international students have seen the biggest increases, with the number of applicants from China and India increasing most dramatically.
- The ratio of applicants to admitted is approximately 5:1, and the ratio of applicants to enrolled is currently approximately 9:1. Space and resource limitations prevent the School from accommodating a larger number of qualified applicants.
- The gender mix in the MArch program varies from year to year but is close to gender equity.

The preferred applicant academic distribution encompasses a full range of academic four-year degrees, from a Bachelor of Fine Arts to a Bachelor of Applied Science. A very small number of students enter with graduate level work or more than one degree at an undergraduate level. From 2005-2011, the breakdown of degree specializations for incoming students fell along these approximate parameters:

Bachelor of Arts (including BFA)	35%
Bachelor of Science	15%
Pre-Architecture degrees	40%
Bachelor of Applied Science	5%
Other degrees	5%

Selectivity

Last year, 510 applications were received for the Master of Architecture program. Each application is reviewed individually for admissibility, then those that meet minimum requirements are reviewed by at least two faculty members. Staff then correlates results to identify the successful candidates. Approximately 110 offers of admission are sent out, with an acceptance return of about 50 - 55%. Since 2015, we now target to admit 60 students.

Retention and Time to Graduation

Table 3.5.b. describes retention, time to graduation rates and reasons for leaving the program for students in the Master of Architecture admitted 2009 through 2013. The data includes students who were required to complete the full program at 119 credits as well as those who were admitted with a range of advanced placement. Unless a hardship or other form of exception is applied for and granted, the time limit for completion of degree requirements is five years.

Table 3.5.b. Completion Data for MArch Program

Entry Year	# Enrolled	# Graduated	Retention Rate	Avg. Time to Complete	Min/Max to Complete	# Leaving Program, Reason
2009	52	45	86%	3.37	2.3 / 6 years	5 withdrew (4 vol, 1 req), 1 changed program (LARC), 1 time limit lapsed
2010	42	39	85%	3.41	2 / 5.3 years	7 withdrew (6 vol, 1 req)
2011	46	40	87%	3.32	1.6 / 4.6 years	6 withdrew (5 vol, 1 req)
2012	46	35	83%	3.12	2.3 / 4.6 years	5 withdrew (4 vol, 1 req), 2 changed prog (1 ENG, 1 LARC)
2013*	52	43	83%	3.01	2.3 / 3.6 years	4 in-progress, 4 vol withdrew, 1 changed program (LARC)

* Does not include in-progress students. 2013 entry year is still in progress, with 4 still in program. Retention rate would increase to 90% if 4 remaining 2013 entry students graduate.

A student's discontinuance from the program is most often a result of the student's interests and abilities being at cross-purposes with the demands and focus of the program.

Over this time period, students' time to graduation averaged three years and three months, four months less than reported in the 2012 APR. This number will likely continue to decrease as the larger cohort of Advanced Placement students make their way to graduation.

Minimum / maximum times to graduation ranged from one year six months to six years - in one exceptional case – and more typically approximately four and a half years. The shorter end of the range reflects those who enter the program with significant advanced credit and are able to complete course work over the summer terms. The longer end of the range reflects those who have extended their academic career for a number of reasons including a co-op opportunity, taking studies abroad programs, which can disrupt students from moving through the course of study along the most time-efficient path, taking time to work for financial or career opportunities, academic difficulties or personal difficulties.

Student/Faculty Ratios
Student to faculty ratios range as follows:

Table 3.5.c. Student/Faculty Ratios

Year	Studio	Lecture	Seminar
2012/13	10.5	30.6	13
2013/14	10.3	40	13.4
2014/15	12.6	37.9	10.6
2015/16	12.3	35	13.4
2016/17	11.9	36	14.9
2017W TERM 1	12.7	36.5	14

3.5.2 Faculty Members' Teaching, Research, and Service

Neither UBC nor the Faculty of Applied Science has a stated policy with regard to expectations of the balance between teaching, research and service roles. However, UBC maintains a web portal for faculty and department heads with information about university promotion and tenure review policies.

At present, The SALA Appointments, Reappointments, Promotions and Tenure (ARPT) Review Norms is the internal document that outlines faculty load expectations. The Review Norms were most recently updated in 2015. This broad characterization is unlikely to accurately measure any individual faculty's deployment at a given time, but over the course of an academic career provides a useful working measure. Teaching, research and service comprise about 40%, 40%, and 20% respectively of a typical tenure-track faculty activity, with tenure-track lecturer positions increased toward teaching and decreased research expectations.

Service roles occur within the governance structure of SALA, in liaison with the Faculty and University and other appropriate roles in the broader community. SALA governance is described in Section 3.10.7. Committee assignments are organized by the SALA Director in consultation with the program chairs and with individual faculty members. The Director attempts to balance service responsibilities across the faculty, taking into account the fact that faculty service obligations are widespread, and often involve significant time commitments to panels, councils, etc. outside of program, school, or UBC.

Full-time faculty serve on a variety of committees at higher levels within the university. All full-time Design and Specialist faculty serve on the committees within SALA committee governance structure. All MArch full-time faculty participate in the admissions review process. As with the other SALA program chairs, the MArch program chair receives teaching relief of one course and a stipend to support research activity.

A typical yearly teaching load for SALA faculty would be:

- Architecture Design faculty: One design studio each term, one core or seminar course per year and the supervision of between (4-6) Graduation Project [GP]-1 and GP-2 student projects each term (one hour per week per student). They may also sit as members of other GP-2 committees.
- Architecture Specialist faculty: Three core courses/seminars each academic year, participation in studio critiques on an as-needed basis, (1-3) thesis research (GP1) students, and serving as chair or committee member on (1-3) design thesis (GP2) committees.

Creative practice, scholarly and research efforts are similarly broad in their application across the School's faculty, making strict parity difficult to describe accordingly. In advance of an annual meeting with the SALA Director, faculty submit an updates of their teaching, service, and research activities. This update is also a key part of merit-based salary increases, which are determined by a SALA faculty committee.

Faculty Knowledge with regard to Changing Conditions of Practice and Licensure
The program chair serves as a voting member of the Architectural Institute of British Columbia (AIBC) Council, and provides regular updates to program faculty about the discussions taking place at Council, including changes to licensure, internship requirements, membership, and other agendas of the Council.

The program chair and SALA Director have also participated in national discussions among the schools, regulators, CACB and CALA regarding the future of architectural practice, and the impacts that these changes might have on architectural education and CACB conditions and terms of accreditation. These future of architecture conversations are ongoing and will have impacts on the core curriculum in the next few years.

Recent years have seen the development of better lines of communication between the AIBC and the architecture program, with social events sponsored by the AIBC and RAIC each term that inform students of the path to licensure. These events are attended by many faculty, and take place at UBC and at architectural offices in Vancouver.

Design and technical curriculum faculty actively engage members of the Vancouver architectural and related consulting professional communities through invitations to student reviews, guest seminars in class and in-progress technical consultation in the development especially of the students' comprehensive design projects.

Table 3.5.d. Full-time Faculty Teaching and SALA Administrative Duties for 2017/2018 School Year

Name	2017/2018 Courses/Studios Taught	2017/2018 ARCH / SALA Committees
John Bass	ARCH 520/540 Vertical Studio [F]	Architecture Program Chair Academic Affairs Admissions Accreditation Liaison
Joe Dahmen	LARC Technology I [F] SALA Survey Course [W]	Admissions Academic Infrastructure
Mari Fujita	On sabbatical	ENDS Admissions Academic Affairs
Cynthia Girling	ARCH 541 Process and Pract. [W]	
Greg Johnson	ARCH 531 Technology II [F] ARCH 551 Communic. Const. [F] ARCGH 544X Design/Build [F] ARCH 511 Arch Tech I [W] ARCH 551 Communic. Const. [S] ARCH 544Y Design/Build	Co-op Program Advisor Admissions Academic Infrastructure
Chris Macdonald	ARCH 520/540 Vertical Studio [F] ARCH 561 Adv. History Theory [F] ARCH 521 Comp. Des. Studio [W]	On Leave
Sherry McKay	Sabbatical [F] ARCH 504/505 History [W] ARCH 523 Cont. Theories [W]	Admissions Student Affairs
AnnaLisa Meyboom	ARCH 520/540 Vertical Studio [F] ARCH 512 Structures I [F] ARCH 532 Structures II [W]	On Leave
Oliver Neumann	On leave	
Bill Pechet	ARCH 520/540 Vertical Studio [F] ENDS 411 Technology [F] ARCH 501 Vert. Core Studio [W]	Admissions
Inge Roecker	ARCH 500 First year studio [f] ARCH 543 Contemp. Practice [W]	Admissions Student Affairs
Adam Rysanek	ARCH 513 ESAC I [F] ARCH 533 ESAC II [W] ARCH 573 Env. Sys. Elective [W]	New Faculty
Blair Satterfield	ENDS 401 Studio [F]	Admissions Academic Infrastructure
Matthew Soules	ARCH 500 Elements Studio [F] ARCH 568 Research Methods [F] ARCH 523 Cont. Theories [W]	Admissions Outreach Thesis Coordinator
Sara Stevens	MUD Core History ARCH 504/505 History [F]	MUD Program Chair Outreach

Leslie Van Duzer	ENDS 231 Design by Thinking [W] ENDS 403 Themes [S] ARCH 501 Vert. Core Studio [W]	Admissions Outreach
George Wagner	ARCH 500 Elements Studio [F]	Admissions

3.5.3 Adjunct and Sessional Faculty Members

Teaching in all streams of the curriculum from design (Condon, Gates, Grady Huemoeller), to media (Barton, Vass, Cloutier), history/theory, technology (Labrie) and practice (Paczkowski), adjunct faculty contribute a great deal to the delivery of the Program's professional education. Typically, adjunct and sessional positions are hired on a part-time, per-term basis, and do not include service or research components.

Many of the adjunct faculty cohort are drawn from Vancouver's professional architectural community. Others connect to it through the Program's longstanding Studies Abroad Program, in which local knowledge and expertise (Duggal, Singh) complement Vancouver-based adjunct faculty who will this year coordinate the Chandigarh, India-based Program on the ground.

In 2017, SALA established two "fellowship" positions, one in media and design (Tak), the other in history (Watson), that will bring people and expertise from outside the Lower Mainland to invigorate the culture of the school. Ms. Tak's two-year appointment is is modeled after UBC Instructor position, with an emphasis on teaching, and includes a service component. Mr. Watson's is for one year, although it is likely that there will be an ongoing role for an adjunct history instructor.

Table 3.5.e. Adjunct Faculty Teaching for 2017/2018 School Year

Name	**2017/2018 Courses/Studios Taught**	**Notes**
Michael Barton	ARCH 517 Design Media II [W]	
Roy Cloutier	ARCH 539 Stud. Abr. Studio [F] ARCH 538A Stud. Abr. Elect. [F] ARCH 538B Stud. Abr. H/T [F] ARCH 577 Revit [S]	Chandigarh Studies Abroad Co-coordinator with N. Sylvia
Darryl Condon	ARCH 501 Vert. Core Studio [W]	
Bindu Duggal	ARCH 538B Stud. Abr. H/T [F]	1/3 course, Chandigarh Studies Abroad
Joanne Gates	ARCH 500 First Year Studio [F] ARCH 521 Comp. Des. Studio [W]	
Matthew Grady	ARCH 520/540 Vertical Studio [F]	
James Huemoeller	ARCH 521 Comp. Des. Studio [W]	
Michel Labrie	ARCH 574 Adv. Tech. Elective [W]	
Nick Paczkowski	ARCH 541 Process and Pract. [W]	1/3 course
Nicole Sylvia	ARCH 539 Stud. Abr. Studio [F] ARCH 538A Stud. Abr. Elect. [F] ARCH 538B Stud. Abr. H/T [F]	Chandigarh Studies Abroad Co-coordinator with R. Cloutier
JP Singh	ARCH 538B Stud. Abr. H/T [F]	1/3 course, Chandigarh Studies Abroad

Thena Tak	ARCH 568 Research Methods [F] ARCH 520/540 Vertical Studio [F] ARCH 501 Vert. Core Studio [W] ARCH 517 Design Media II [W] ARCH 573 Elective [S]	Design Teaching Fellow
Lőrinc Vass	ARCH 515 Design Media I [F]	
Joseph Watson	ARCH 504/505 History [F] ARCH 504/505 History [W] ENDS 402 Studio [W]	History Teaching Fellow

3.5.4 Student Course and Instructor Evaluation

Each term, students complete a confidential on-line evaluation of course and teaching for every lecture, seminar and design studio in which a student is enrolled. Students are given a two week window prior to the final exam or final review in order to complete each evaluation. Results are available once final grades have been entered on-line as follows: The Provost's office receives results for the UBC-Wide Questions for all courses evaluated. The Director of SALA and the Chair of Architecture have access to results for the UBC-Wide Questions, Course Evaluations and Teaching Evaluations for all courses evaluated. Each instructor has access to review the UBC-Wide Questions, the Course Evaluations and the Teaching Evaluations for each class taught by that instructor. Where a class is taught by more than one instructor, each instructor would have access to review the university-wide questions, the course evaluations and his/her individual teaching evaluations.

Student feedback is taken into consideration in evaluating curriculum, faculty teaching, consideration for merit and in tenure and promotion. In addition, a peer-review process is in effect in which junior (tenure-track) faculty are reviewed annually through the time of their re-appointment upon conclusion of the third year of their contract. If reappointed, peer-review occurs again in the three-year period leading up to their case for promotion and tenure.

3.5.5 School of Architecture and Landscape Architecture (SALA) Administration

The designation of School at UBC, in general, recognizes that the program trains professionals, conducts research related to the education program, maintains a relationship with professional certification bodies and provides continuing education for practitioners. See Section 3.10 of this report for details regarding University / SALA / Architecture Program governance.

SALA is related administratively to the Faculty of Applied Science (APSC) but functions relatively autonomously in academic matters. As a School under the Faculty of Applied Sciences, Architecture enjoys the generous support of the APSC Dean and many of the administrative benefits of a large faculty, such as the Alumni and the Development infrastructures, while maintaining considerable autonomy regarding program development and budget expenditures.

The Faculty of Graduate Studies is responsible for ensuring the academic quality and integrity of graduate programs and providing a supportive and equitable environment for faculty and students alike. These services include admissions, student records, awards, PhD orals, and graduation for 6500 graduate students.

3.5.6 Staff Members

Staff as of June 27, 2017 (Proposed changes to be instituted before accreditation review not included):

Administration

Hanne Bartlett (Administration Manager)
Responsible for the management of SALA's financial and human resources. Reports to the Director and provides advice and guidance to faculty on administrative and financial matters. Recruits and supervises support staff. Administers and controls departmental finances including the operating budget of approximately $6.1 million. Forecasts budgets and prepares statements of financial status. Oversees management of all staff and faculty records.

Tracy Satterfield (Accounts Payable + Payroll Coordinator)
Responsible for coordinating, maintaining and processing accounts payable, clerical financial functions and the student employment process. Coordinates student hires, reconciles research and specific purpose accounts and establishes and maintains school-wide processing procedures in these areas. Reports to the Administration Manager.

Theresa Juba (Academic Coordinator)
Responsible for coordinating new curriculum initiatives and curricular revisions, course scheduling, exam scheduling, and student evaluation of course and teaching. Supervises and coordinates academic, end of term events including end of term studio reviews. Advises on academic policies and procedures through the role of staff lead on the Academic Affairs committee. Orients adjunct faculty to academic systems and hires and supervises students or volunteers for academic events. Reports to the Administration Manager.

Vacant (Receptionist/Secretary to the Director) (as of July 15)
Responsible for reception and administrative support to Director, architecture program Chair, faculty and staff. Acts as the first line of contact for the School of Architecture and Landscape Architecture (SALA) Office and provides information and advice to students and prospective students of the ARCH program. Reports to the Administration Manager.

Emma Fennell (SALA Outreach and Communications Manager)
Responsible for the outreach and communications initiatives for the School of Architecture and Landscape Architecture (SALA). Establishes and maintains strong connections to the design professions, alumni and wider community and advises the Director and/or designate committee(s) on best practices for the development and execution of communications and marketing strategies. Coordinates external events. Prepares and communicates public information on behalf of the School. Reports to the SALA Director. Manages work study students and temporary employees.

Student Services

Tara Deans (Student Services and Recruitment Manager)
Responsible for the management of student recruitment, admissions and student advising for SALA and oversees the day-to-day operations of the SALA Student Services unit. Reports to the Director and provides advice and guidance to SALA administration in these areas through her roles as a SALA Council member and staff lead on the Student Affairs committee. Recruits and manages SALA student service staff and oversees student awards, the SALA graduation event and non-credit programs offered by SALA.

Jaynus O'Donnell (Student Services - Architecture)
Responsible for student support, academic advising and student records management for Graduate Programs in Architecture. Advises and provides complex information to students in the Master of Architecture (MArch) and Master of Advanced Studies in Architecture (MASA). Reports to the Student Services and Recruitment Manager. Works with faculty administration on student related projects and issues.

Amy Villablanca (Student Services – Landscape Architecture, Environmental Design and Urban Design)
Responsible for student support, academic advising and student records management for Graduate Programs in Landscape Architecture (LARC) and Urban Design (MUD) and the Environmental Design Undergraduate program (ENDS). Advises and provides complex information to students in the Master of Landscape Architecture (MLA), Master of Advanced Studies in Landscape Architecture (MASLA) and Master of Urban Design (MUD) graduate programs as well as the Bachelor of Environmental Design Program (BED). Reports to the Student Services and Recruitment Manager. Works with faculty administration on student related projects and issues.

Physical & Learning Resource Support

Nick Scott (Workshop Technician)
Responsible for managing and maintaining the SALA workshops and digital output facilities. Performs on-going inspection, maintenance, and repair equipment throughout the School. Makes recommendations for new equipment acquisitions and coordinates the acquisition process. Provides technical instruction to faculty and students. Reports to the SALA Manager of Administration and SALA Director. Hires and manages student employees.

Graham Entwistle (Workshop Assistant)
Assists workshop and digital fabrication equipment users, ensures a safe and orderly workshop environment, and helps to monitor student employees. Reports to and provides backup support to the SALA Workshop Technician.

Vacant (Library Assistant)
Responsible for coordination of activities and collections of the SALA Reading Room, including books, periodicals, technical literature, slides, working drawings and models. Assists in establishing the policies and procedures of the Reading Room, and the scope, organization and emphases of the collection. Responsible for managing the School's Audio-Visual collection, including AV and photographic equipment. Supports facilities management.

3.6 Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

The APR must include:
- The program's policy regarding human resource development opportunities.
- A description of the policies, procedures and criteria for faculty appointment, promotion and tenure.
- A description of faculty development opportunities.
- Evidence of how faculty activities encourage currency in the knowledge of changing demands of practice and licensure.
- Evidence of the program's facilitation of student opportunities to participate in field trips and other off-campus activities.
- Evidence of opportunities to participate in student professional societies, honors societies, and other campus-wide student activities.
- Description of student support services, including academic and personal advising, career guidance, evaluation of progress, and internship placement (if applicable).
- A list of guest lectures and visiting critics brought to the program since the previous site visit.
- A list of public exhibitions brought to the program since the previous visit.

As stated on the SALA website:

> "Deeply committed to the quality of the built and natural environment, we are a close-knit school of architecture and landscape architecture at one of the world's top 20 public universities. We rank 20th in the 2015 and 27th in the 2016 QS World University Rankings, the highest of all Canadian architecture schools.
>
> "We are located in Vancouver, an ideal laboratory to prepare the next generations of architects, landscape architects, designers, and planners to respond to the urgent human and environmental issues of our times. Through our undergraduate and graduate programs, we teach students to become intellectual and creative leaders, articulate spokespersons, and progressive agents of change for society.
>
> "In addition to contributing significantly to the dialogue, education, research, and innovation within the architecture, landscape architecture, and urban design professions, we award a major national design prize each year to individuals who have shown extraordinary talent and dedication to make Canada a better place to live."

In this spirit, the Architecture program strives to provide diverse opportunities for faculty, staff and students to gain the most from limited financial resources but expanding opportunities.

3.6.1 Students

Student Support Services - UBC Wide

The University of British Columbia has developed a wide range of student support services including the office of Awards and Financial Aid, Career Services, Counseling Services, the Disability Resource Centre, International Student Services, Student Health Services, the Wellness Centre and the Women Students' Office. Each of these offices is well publicized through the SALA website, the University calendar, the University's website, through bulletin boards and through a centralized location in the Student Services building, Brock Hall. These offices have proved to be a valuable aid in supporting student progress with students being referred to these offices as appropriate.

Graduate Student Society
The Graduate Student Society (GSS) is an organization that; advocates for and protects the interests of graduate students at UBC; and supports graduate students in their studies or as they face academic problems. The GSS advocates on issues such as communication between departments and administration at UBC, and improved relations between supervisors and students. The GSS also hosts social, recreational and career-oriented events.

Alma Mater Society
A portion of student fees go toward the Alma Mater Society (AMS) which provides student services such as an extended health & dental plan; U-Pass bus pass, advocacy on such issues as student discipline cases and appeals, academic appeals, residential tenancy or housing issues, and information on peer counseling, and crisis support. They also oversee many recreational activities and clubs including ARCHUS, the architecture student organization.

International Student Services
International Student Services provides support to international students at UBC, through services and programs such as one-to-one advising, educational and social programs, ESL classes, the Peer Program and information about their visa status and adjustment to Canada. ISS also coordinates the UBC Student Exchange Programs and provides social and cultural space to the International Community at International House.

Student Support Services - Architecture Wide

Academic Advising
Architecture advising occurs in a number of different ways and contexts. Each student receives a Student Handbook which outlines their academic career, identifies policies and procedures for the different programs and gives general information about the School. All first-year students are assigned a faculty member to go to for assistance. All architecture faculty are available to assist students in issues related to their program of study.

SALA tech fee
In September 2008, the SALA students put together a SALA IT Fee Referendum which responded to the need for funds to support the ongoing development and maintenance of requisite design media infrastructure. They identified this infrastructure as essential to maintaining professional and academic credibility, accreditation and remaining competitive with other professional programs offered across Canada. It is also necessary for students to remain competitive in entering professional practice. This referendum passed by a 72% majority. The dispersal of this fee is done by the IT Committee which has student representatives. The annual fee remains at $300, with an additional $50 Student Association fee.

Field Trips and other Off-Campus Activities

Field trips form an integral part of the delivery of the MArch curriculum. Notable are the various site visits arranged in the introductory technology courses and visits enriching design studio instruction, including recent trips to Vancouver Island, Alberta and northern B.C., , etc. Most often, the local trips are free, but trips away from Vancouver are paid for by the student with attempts to keep costs as low as possible.

Mentor Program

Beginning the Fall of 2011, a new initiative was launched to pair each incoming professional Architecture and Landscape Architecture student with a local, professional mentor. The goal is that the mentor will serve throughout the student's academic career, and ideally on through licensure. The mentors, some of whom are UBC alumni, represent some of the best firms in town and will no doubt offer their mentees invaluable early exposure into the professions. The mentors include a wide range of design practices [S, M, L, XL] and other public offices such as the City of Vancouver Planning Department. Students are given a profile of the possible mentors and rank their choices depending on their particular interests. Of course, the students will return with stories, information and ideas to tell other students which will broaden the experience for all. They in turn, will be representatives of the School to the professional community.

Table 3.6.a. Mentors participating in Mentor Program

Name (Last, First)	Firm
Amanat, Hossein	Amanat Architect
Coady, Teresa	B+H BuntingCoady
Vasto, James	B+H BuntingCoady
Apostolides, Michael	B+H BuntingCoady
Smyth, Dwayne	B+H BuntingCoady
Lambur, Peter	B+H BuntingCoady
Javidan, Amirali	Bing Thom Architects
Merk, Harald	Bing Thom Architects
McDonald, Ian Ross	Bruce Carscadden Architect
Bristol, Graeme	Centre for Archtitecture & Human Rights
Chester, Robert	Robert Chester Architect
McCauley, Brian	Concert Properties Ltd
Haden, Bruce	Dialog
Webster, Lyn	Dialog
Gerson, Kate	Dialog
Arthur, Holly	Dialog
Cutbill, Jennifer	Dialog
Harris, Vance	Dialog
Cheung, Michael	Dialog
Scott, Our	Dialog
Ellison, Simon	Dialog
Larigakis, Andrew	Dialog
Boldt, Chris	Henriquez Partners Architects
Schimert, Christian	Henriquez Partners Architects

Cheadle, Brock	Henriquez Partners Architects
Sheaffer, Patrick	Henriquez Partners Architects
Lee, Thomas	Henriquez Partners Architects
Cheng, James K.M.	James K. M. Cheng Architects
Wai, Joseph	Joe Y. Wai Architect Inc.
McDonald, Michael	Kasian Architecture Interior Design & Planning
Gardner, Milton	Kasian Architecture Interior Design & Planning
Wojciech, Brus	Kasian Architecture Interior Design & Planning
Nakaska, Alan	Kasian Architecture Interior Design & Planning
Werker, Lynne	Lynne Werker Architect
Green, Michael	MGB Architecture + Design
McFarlane, Steve	MGB Architecture + Design
Woodford, Chris	MGB Architecture + Design
Delage, Jean Phillipe	MGB Architecture + Design
Maxwell, Heather	MGB Architecture + Design
Minard, Alex	Perkins & Will
Richter, Max	Perkins & Will
Gushe, Susan	Perkins & Will
Lampard, Mason	Perkins & Will
Miu, George	Perkins & Will
Mani, Sanaz	Perkins & Will
Greig, Bob	Perkins & Will
Gomes, Catarina	Perkins & Will
Madkour, Yehia	Perkins & Will
Scott, David	Peter Cardew
Rositch, Bryce	Rositch Hemphill Architects
Guenter, David	Shape Architecture
Smith, Alec	Shape Architecture
Funk, Nathaniel	Shape Architecture
Lit, Kelvin	Stantec
Wolfe, Ray	Stantec
Knapp, Bruce	Stantec
Wong, Terrance	Stantec
Wreglesworth, Peter	Stantec
North, Brent	Stantec
Howat, Heather	BattersbyHowat
Liu, Fang	BattersbyHowat
Kwan, Tillie	BattersbyHowat
Balcaen, Bettina	BattersbyHowat
Lee, Cindy	BattersbyHowat

Cuk, Mary	BattersbyHowat
Schroeder, Thomas	Patkau Architects
McGeough, Gerry	UBC Campus and Community Planning
Yustin, David	David Zacharko Architect
Higgs, Melissa	HCMA Architecture + Design
May, Tobi	Measured Architecture
Hein, Scot	City of Vancouver
Bailey, Jim	City of Vancouver
Boddy, Trevor	

Word of mouth has circulated amongst the professional community and many professionals have contacted SALA in order to participate in the program. In fact, so many have done so that, having successfully matched all incoming students, the program will be opened now to all professional students on a first-come, first-serve basis.

Developing opportunities to strengthen alumni-to-student mentoring has recently been raised during meetings with the Alumni Council. Council members believe that there are many opportunities for MArch alumni to become more active in mentoring events and activities, and wish to explore this in the 2017-18 academic year. An early example of this being implemented is in the expanded role that alumni will play in the 2017 Introductory Workshop.

Networking Opportunities with the Local Professional Community

Since 2015 program faculty have conducted a portfolio workshop for current and prospective students. Twice a year, several members of the AIBC and RAIC sponsor a “Good Times” event at which both organizations make brief orientations and do a Q&A with students. In 2015, the RAIC began hosting an evening Pecha Kucha at which local firms and graduating MArch students network and present their work. The Pecha Kucha is an opportunity to meet SALA’s brightest talent, and in turn, give the students exposure to a wide range of practices and potential employers. It has been well-attended, and has now become an annual event.

Introductory Workshop [ARCH 502]

This workshop, which takes place the week before the September school opening, is a required course for all first-year students entering the program. Many field trips are incorporated within the framework of this workshop. The Workshop supports many objectives, including orientation, a Pecha Kucha-style introduction to SALA faculty, introduction to senior students, and formation of a framework for subsequent design problems. Recently an orientation to a variety of administrative topics takes morning, such as introduction to the Reading Room, Workshop, IT Services, and the office administration including student opportunities and responsibilities.

Summer Studies Abroad

Summer study abroad opportunities organized by faculty of the UBC School of Architecture reflect faculty interest and generally range from four to six weeks in length faculty. These opportunities are open to all students, and should demand exceed the course capacity, the criteria of gender balance and academic standing define the list and wait list. Students pay their own expenses for these courses, while faculty seek to keep costs as low as possible. Recent Summer Study Abroad offerings were as follows:

2012 The Netherlands with Cynthia Girling
2013 Sweden with Christopher Macdonald
2014 Berlin with Daniel Roehr and Doug Patterson
Portugal with Christopher Macdonald
2015 Switzerland: Modernity Now, with Christopher Macdonald
2016 Mexico City with Kees Lokman and Daniel Roehr
2017 The Netherlands with Bill Pechet and Collette Parras
Scandinavia with Leslie Van Duzer and Michael Perlmutter

Studies Abroad

In addition, on a biennial basis, a full term of study is possible that includes vertical studio credit and an allowance of three three-credit electives. Operating continuously since 1968, these Studies Abroad programs have provided an extraordinarily rich context for approximately 16 students to develop and measure their emerging sensibilities.

Since 2012, the Study Abroad programs were as follows:

2012 Tokyo
2015 Chandigarh
2016 Tokyo
2017 Chandigarh

Past programs have been held in Egypt, Barcelona [Spain], Hong Kong, Amedebad [India], Kyoto [Japan], Paris [France], Venice [Italy], Jerusalem [Israel] and other urban centres of architectural significance. Students pay their own expenses for these courses, while faculty members seek to keep costs as low as possible.

Exchange Programs

Opportunities are available for students to participate in exchange programs coordinated through the UBC's Go Global Student Mobility Programs office as well as the Faculty of Graduate Studies through the Western Deans Agreement or the University Exchange Agreement. These exchange programs are available across Canada as well as in 150 partner universities internationally. Students continue to pay UBC's highly affordable tuition fees while taking advantage of excellent opportunities elsewhere.

In its own right, SALA also has developed 12 exchange partnerships with universities around the world. Partner institutions are located in diverse locations around the world, allowing students to pursue courses of interest abroad that can be transferred back as UBC degree requirements. In turn, our program is enriched by students entering as visiting or on exchange from within Canada or internationally. These students most often come for one term of study and generally enroll in a vertical studio and some additional coursework.

Students' Participation in Other Activities

The intense and collegial environment of the MArch design studio quite naturally encourages a culture of shared interests and events organized by students. Formally, the architecture student society, known as ARCHUS, elects representatives of the various constituencies within the School and holds regular Good Times social events on Friday evenings. ARCHUS generally organizes health and well-being events, social events and end-of-thesis receptions during the school year, and liaises with its counterparts in other SALA programs and at the university level.

Students initiate publications that receive support from SALA. The title of an upcoming publication is *Room*, and is planned as a series. Each issue of the annual will explore a different distinguishable room and challenge its boundaries and demarcations, both material and immaterial. The inaugural issue of *Room* will explore the Bathroom. The publication has received partial grant funding, along with original submissions from artists, writers, and designers including Peter Greenaway and Leonard Koren. The students developing the book are currently collaborating with the Vancouver-based design agency Post Projects, and the book launch date will be October or November 2017.

Students have also been involved in the development *Sixty-Three Drawings from Chandigarh* (2017) and *Tokyo from Vancouver 3* (spring 2018). These provide students a significant opportunity to become immersed in aspects of graphic design and desktop publishing. Students also form an integral part of other facets of the School's activities, including mounting the annual AIBC Comprehensive Design Studio Exhibition (2013-present) and SALA Projects exhibition (2013-2016).

Student Advisory Committee

The ARCHUS executive also serves as liaison with School administration and ensures that student voices are represented on diverse issues. The Student Executive Committee is comprised of the Presidents of the student organizations, a student representing each year of each program, the SALA Director, the chair of Student Affairs Committee, and the Manager of Student Services and Recruitment.

This Committee is intended as a dialogue to hear student concerns in a focused way, to give information to all students and to bridge the five SALA programs through student-centered proposals.

Co-Op [Internship] Placement

Though a small facet of our program, the Co-Op option affords an opportunity for students to gain professional experience. It is enthusiastically received for those who participate. Each of those interested is encouraged to seek their own opportunities either locally or abroad. Since 2014, students have or are working for such firms as ipli Architects, Singapore; Lekker Architects, Singapore; STUDIO V Architecture, New York; Amanat Architects, Vancouver; HCMA Architecture + Design, Vancouver; LWPAC, Vancouver; Plant Architect Inc., Toronto; Francl Architecture, Vancouver; Battersby Howat Architects, Vancouver; B+H Architects, Vancouver; Arrow Architects, Copenhagen; BIG Architecture, New York; Dialog, Vancouver; Jodoin Lamarre Pratte Architectes Inc., Montreal; Guy Architects, Yellowknife; Stuart Howard Architects, Vancouver.

Before taking the Co-Op option, students must complete two years of study. The Co-Op program itself requires participants to have at least a continuous eight-month work experience.

3.6.2 Full-Time Faculty

With respect to Policies, Procedures and criteria for appointment, promotion and tenure, neither UBC nor the Faculty of Applied Science has a stated policy with regard to expectations of the balance between teaching, research and service roles. However, UBC maintains a web portal for faculty and department heads with information about university promotion and tenure review policies.

At present, The SALA Appointments, Reappointments, Promotions and Tenure (ARPT) Review Norms is the internal document that outlines faculty load expectations. The Review Norms were most recently updated in 2015. This broad characterization is unlikely to accurately measure any individual faculty's deployment at a given time, but over the course of an academic career provides a useful working measure.

Professional Development Reimbursement Expenses
Beginning July 1, 1999 the University of British Columbia instituted a university-wide program to provide financial assistance of $500 per year for full time professors, associate professors, assistant professors, instructors and lecturers. As of July 1, 2011 these funds for Regular Faculty and Sessional Lecturers with continuing status, was increased by $600 per year, bringing the total amount available to $1,100 per year. The Carry Forward (also called the "accrued" or "banked") period was increased from three to five years.

The assistance is to be used for professional development expenses that relate to activities that "enhance the performance, ability, or effectiveness of a member's work at the University." Detailed information about this program can be found here.

In addition to the University-wide program, SALA has established a program to budget additional professional development funds for all faculty members. Starting in 2011 the faculty began receiving $1400 for professional development expenses. Within the University, various funding sources exist to promote faculty researches, including the Teaching and Learning Enhancement Fund, from which most recently faculty members received $46,150 to develop proposals for the integration of contemporary "making practices" into the SALA curriculum, Hampton Research Grants and Study Leave Research Grants.

Teaching and Academic Growth
UBC's Centre for Teaching and Academic Growth works with UBC faculty to foster quality teaching and learning across the University. In doing so, they take a leadership role in addressing professional development needs for current and future practitioners of teaching in higher education. In all of their activities, they aim to create supportive learning environments in which to explore teaching practice and reflect upon a range of contemporary instructional issues.

Leaves
Conditions governing Leaves of Absence are set out in the Collective Agreement between the University of British Columbia and the Faculty Association. In addition, under special circumstances, Faculty are granted reduced workloads or leave of absence without pay to pursue individual research work.

Faculty members on approved Research/Study Leaves include:

Blair Satterfield	Jan 1/18 to Dec 31/18
Mari Fujita	Sep 1/17 to Aug 31/18
Sherry McKay	Jul 1/17 to Dec 31/17
AnnaLisa Meyboom	Sep 1/16 to Aug 31/17
Christopher Macdonald	Jul 1/16 to Jun 30/17
George Wagner	Jul 1/14 to Jun 30/15
Inge Roecker	Jul 1/12 to Dec 31/12

Administrative Leaves:

Leslie Van Duzer	Jul 1/15 to Jun 30/16

Leave of absence without pay, or reduced workload, were given to the following faculty:

Matthew Soules	Sep 1/15 to Feb 29/16
Matthew Soules	Jan 1/18 to Jun 30/18
Oliver Neumann	Sep 01/12 to Mar 1/13
	Sep 1/15 to Ongoing
Christopher Macdonald	Jan 1/12 to Jun 30/12

Equipment Renewal Initiative

A new initiative for all SALA faculty and staff is the anticipation of rotational computer renewal every three years. This renewal initiative arose out of the extensive budget evaluation and renewal which occurred 2010/2011 in SALA.

Summary of Faculty Research

John Bass, Associate Professor

BArch, Rhode Island School of Design 1985
BFA, Rhode Island School of Design 1984
Associate's Degree, Wentworth Institute of Technology, 1979

Bass works in contested territories, including three coastal British Columbian First Nations partner communities including the Mowachaht/Muchalaht First Nation, the Heiltsuk First Nation, and the Nisga'a Nation on housing design, education, and interdisciplinary projects. He is also working in India, studying the slum rehabilitation colonies of Chandigarh's periphery, and collaboration in the public space and engineering design for low-tech infrastructure improvements in several rural villages.

Ray Cole, Professor (ret. July 2017)

PhD (University of Wales, 1973)
BSc (Civil Eng. City University, London, 1969)

Ray Cole has been teaching environmental issues in building design in the Architecture program for the past thirty years. He was co-founder of the Green Building Challenge - an international collaborative effort to benchmark progress in green building performance and environmental assessment - and has served on numerous national and international committees related to buildings and the environment.

Joseph Dahmen, Assistant Professor

MArch, School of Architecture & Planning, Massachusetts Institute of Technology, 2006
BA, Wesleyan University, 1997

Dahmen, with his partner Amber Frid-Jimenez, Canada Research Chair in design, runs AFJD Studio, and is co-founder and Director of Sustainability at Watershed Materials LLC. His research and design projects investigate the technical methods and cultural effects of resource use at the scales of architecture and territory. He is a frequent conference speaker on these topics and has consulted on projects in North America, Europe, Asia, and Africa. He is a faculty associate of the Peter Wall Institute for Advanced Studies.

Mari Anna Fujita, Associate Professor

MArch, School of Architecture, Princeton University, 2003
BA, Columbia College, Columbia University 1998

Fujita's research focuses on the spatial and cultural effects of globalism. She maintains a design practice, Fubalabo, which has pursued diverse projects including material studies, wearables, gallery installations, interiors, building designs, and urban proposals. She received the ACSA/JAE 2010/11 Best Scholarship of Design Article Award for the article *Foray into building identity: Kampung to Kampong in the Kuala Lumpur metropolitan area*. She has worked as an architectural designer in both New York and Berlin.

Cynthia Girling, Professor

MLA, University of Oregon
BLA, University of Oregon
BES, University of Manitoba

Girling's work focuses on sustainable urban design, the public realm, and tools for urban design. With Ronald Kellett, she co-directs the elementslab, a SALA research group housed in the Centre for Interactive Research on Sustainability. The lab develops methods and tools of measured visualizations for public engagement in community planning and design. Girling and Kellett are co-authors of elementsdb, a database and decision-support tool for students, professionals, and researchers in the quest to design more sustainable urban regions.

Greg Johnson, Senior Instructor

MScA, Université de Montréal, 1980
BArch, Université de Montréal, 1977
BASc Mechanical Engineering (Honors), University of British Columbia, 1974

With a background in architecture and engineering, Johnson has integrated the two disciplines throughout his 30-year architectural practice, now as a partner in the firm Principle Architecture. He was part of early passive solar design and energy conservation initiatives, and recently larger issues of sustainability and high-performance buildings. With the Museum of Vancouver, Greg co-curated the first retrospective exhibition on the work of local architect Daniel Evan White in 2013-14.

Christopher Macdonald, Professor, Architecture

AA Diploma (Honors), 1979
BES University of Manitoba, 1975

Macdonald's current research activities include assisting in a definitive historical survey of early modern houses in the Vancouver region and preparing a study of contemporary urban housing practices across Canada. He is the author of *A Guide to Contemporary Architecture in Vancouver*, and *Downs House II* (2016), part of SALA's Modern House Series. Since 2012 he has contributed essays to several books and monographs and had work exhibited in Canada and the US.

Sherry McKay, Associate Professor

PhD, University of British Columbia, 1995

McKay is book review editor for *Building Research & Information* (UK) and an editor in SALA's Modern House Series. She was co-applicant in a SSHRC Connection Grant (Principal Penny Gurstein, SCARP) for The Future of Public Housing and presenter in its international workshop at UBC (January 2015). Research includes "West Coast Land Claims," a chapter in *Northern Building: Canadian Architecture, 1967-2017* (Princeton University Press, 2018); *Beyond Functionality: The Design Capital of Bridges* with AnnaLisa Meyboom; and an exhibition proposal, "Housing Equity: Vancouver Public Housing"

AnnaLisa Meyboom, Associate Professor

MArch, University of British Columbia

BASc, University of Waterloo

Meyboom directs research into future transportation and its catalytic relationship to urban form in her in interdisciplinary research group, Transportation Infrastructure and Public Space. She also studies the use of structural behaviour algorithms in the generation of architectural form. She maintains a blog on her research and teaching. She is a practicing engineer and has a background in bridge design.

Oliver Neumann, Associate Professor

Associate Chair of Wood Building Design and Construction, UBC Faculty of Forestry

Associate Faculty, UBC Pulp and Paper Centre

MSc Advanced Architectural Design, Columbia, 1996

Dipl. Ing. Architect, Technical University Berlin, 1995

Neumann is an Associate Chair of Wood Building Design and Construction and an Associate Faculty member at the Pulp and Paper Centre. He is a licensed architect in Berlin, Germany. His research projects build on collaborations with wood scientists, engineers, fabricators, and material suppliers, and focuses on the role of digital technology in the building process and in broader speculations of emerging material culture.

Bill Pechet, Lecturer in Practice

BArch, University of British Columbia

BFA, University of Victoria

BA, University of Victoria

Pechet maintains a private practice engaged in an array of projects from strategic urban planning studies, to residential and retail design, cemeteries, set design, and public art installations. His accomplishments include large artworks for many Canadian cities, and urban infrastructures, public spaces, and cemeteries in Western Canada, the US, Europe and Asia.

Inge Roecker, Associate Professor

MArch, University of Manitoba

Roecker's research focuses on sustainable forms of urban habitation and its relationship with evolving social and cultural entities. She is the co-founder of the interdisciplinary research collective, living lab, which centers its inquiry and work on her interests in urban living and urban communities. She is a registered architect in British Columbia and Germany and principal of ASIR architekten, that has been recognized internationally through awards, publications, and exhibitions.

Adam Rysanek, Assistant Professor

PhD, University of Cambridge, 2013
MSc Mechanical Engineering, Queen's
BSc Mechanical Engineering, Queen's

Rysanek's research specializes in integrated design of low-carbon, or low-exergy buildings and communities; alternative construction approaches and operational modes for sustainable, comfortable buildings; and new visualization and human-building interaction tools for evaluating building performance. His current research project – '3for2 Beyond Efficiency' – studies integrated structural, mechanical, and electrical systems and the development of design concepts with significant material, space, and energy lifecycle savings.

Blair Satterfield, Assistant Professor

MArch, School of Architecture, Rice University, 1995
BSAS, University of Illinois at Urbana Champaign, 1991

Satterfield began his collaboration with Marc Swackhamer in Houston in 1998. HouMinn Practice, whose work has been featured in Dwell and Fast Company, and has garnered prestigious awards from Architect and ID Magazines. Blair's ongoing research focuses on the impact of digital production and fabrication techniques on housing and the urban landscape.

Matthew Soules, Associate Professor

MArch, Graduate School of Design, Harvard University, 2003
BA (double major), University of British Columbia, 1999

Soules is a licensed architect and the director of Matthew Soules Architecture. His research investigates the relationship between contemporary capitalism and the built environment, and has received research funding from the Social Sciences and Humanities Research Council, the Canada Council for the Arts and the British Columbia Arts Council. His built work and research has received widespread recognition and awards, notably from the ACSA and AIBC, and has been published internationally.

Sara Stevens, Assistant Professor

PhD, Princeton University
MED, Yale University
BArch, Rice University
BA, Rice University

Stevens is an architectural and urban historian. Her research focuses on the relationship between architecture and capital, looking at American real estate developers of the twentieth century and exploring the cultural economy of architectural practice, risk, and expertise. Her book, "Developing expertise: Architecture and real estate in metropolitan America" (Yale University Press, 2016), studies real estate development in twentieth-century American cities, and how developers, investors, and architects worked together to build subdivisions and superblocks, cul-de-sacs, and towers.

Leslie Van Duzer, Professor

MArch, University of California Berkeley
BA Architecture, University of California Berkeley

An expert in early-modern European architecture, Van Duzer is co-author of four books. Most recently, Leslie sole-authored *House Shumiatcher* (2014), the first in a series she initiated of building monographs documenting endangered West Coast Modern houses in British Columbia. She is currently working on two new books: *The Art of Deception*, based on her longstanding interest in the relationship between architecture and magic, and *Atelier Nishikata*, a monograph on a remarkable but little-known practice in Tokyo.

George Wagner, Associate Professor

MArch, University of Washington, 1981
BA, Bard College, 1975

Wagner's research interests include architecture and modernism, the North American City, urban form and its ideological implications, contemporary Japanese architecture, and urbanism. His writing has been published in journals such as *Harvard Architecture*, *Perspecta*, *Bauwelt*, *AA Files, Canadian Architect*, and *Harvard Design Magazine* and books including *Architecture and Feminism*, *Free University Berlin*, *Stan Douglas*, and *Hitoshi Abe: on-the-spot*.

3.6.3 Public Lectures, Competition Awards, Major Publications, Exhibitions, and Events

Public Lectures

Throughout the academic year, SALA sponsors or co-sponsors several lecture series and public forums. As part of a commitment to outreach to the public and to Vancouver's professionals, all lectures listed below occur in more accessible downtown Vancouver venues. Organized by SALA faculty member Joe Dahmen (with support from BC Hydro) the Form and Energy Series lectures are marked with an *.

Table 3.6.b. Public Lectures in 2012

2012	Speaker(s)	Affliation	Notes
*January 25th	Charles Bloszies	Office of Charles Bloszies, San Francisco	Panel Discussion - Trevor Boddy, Robert Fung, Marco D'Agostini, and Michael Green, panelists
*February 28th	Trevor Butler	Archineers, Kelowna, BC	
*March 7th	Michelle Addington	Yale University	
March 13th	Winy Maas	MVRDV, Rotterdam	
*March 14th	Mark West	University of Manitoba	
*March 19th	David Gissen	California College of the Arts, San Francisco	
*March 27th	Phillippe Rahm	Philippe Rahm architects / Princeton University	
September 27th	Kim Nielsen + Kasper Guldager Jorgensen	3XN, Copenhagen	
September 28th	Blair Satterfield + Marc Swackhamer	HouMinn	
*October 4th	Sean Lally	University of Illinois	
October 15th	Paul Fast	Fast + Epp	
October 18th	Achim Menges	University of Stuttgart	
October 26th	Henri Bava	Agence Ter, Paris	
October 30th	Adam Yarinsky	Architecture Research Office, NYC	
November 5th	Dominique Alba	APUR, Paris	
*November 15th	David Easton	Rammed Earth Works, California	
November 19th	Peter Osler	College of Architecture Illinois Institute of Technology	

Table 3.6.c. Public Lectures in 2013

2013	Speaker(s)	Affliation	Notes
*January 14th	Francois Roche	R&Sie(n), Paris + Bangkok	
January 18th	Aranzazu Rangel	muf architecture/art, London	
January 21st	Marlon Blackwell	University of Arkansas	
January 23rd	Cornelia Oberlander		
February 5th	Yung Ho Chang	Atelier FCJZ, China	
February 13th	Bernadette Blanchon	ENSP Versailles, France	
February 25th	Peter Cardew	Peter Cardew Architects, Vancouver	
March 4th	Carol Mayer-Reed	Mayer/Reed, Portland	
March 11th	Marc Treib	University of California	
March 18th	Eric Miller	University of Toronto	Margolese National Design for Living Prize
*March 20th	Rania Ghosn	University of Michigan	
March 25th	Harry Gugger	Harry Gugger Studio, Switzerland	
April 3rd	Peter Busby	Perkins + Will, Vancouver	
April 8th	Julie Bargmann	DIRT Studio, NYC	
September 9th	Thomas Woltz	Nelson Byrd Woltz, NYC	
September 23rd	Annette Gigon	Gigon/Guyer, Switzerland	
October 7th	Lola Sheppard	Lateral Office, Toronto	
October 21st	Phyllis Lambert	Canadian Centre for Architecture, Montreal	
November 4th	Greg Smallenberg, Kelty McKinnon + Alla Johnson	PFS Studio	
November 18th	Gregg Pasquarelli	SHoP Architects, NYC	

Table 3.6.d. Public Lectures in 2014

2014	Speaker(s)	Affliation	Notes
January 27th	Julie Campoli	Terra Firma Urban Design, Burlington, VT	
February 3rd	Andreu Arriola + Carmen Fiol	Arriola + Fiol, Barcelona	
February 6th	Cornelia Oberlander + Susan Herrington	Vancouver	
March 10th	Rahul Mehrotra	Harvard Graduate School of Design, Cambridge and Mumbai	
March 17th	Bing Thom	Bing Thom Architects, Vancouver	Margolese National Design for Living Prize
March 24th	Cristina Moreno + Efren Grinda	AMID (Cero9) Architects, Madrid	
March 31st	Benedetta Tagliabue	Miralles / Tagliabue Architects, Barcelona	
September 22nd	Rainer Schmidt	Rainer Schmidt Landschaftsarchitekten, Germany	
October 6th	Harrison Fraker	University of California at Berkeley	
October 20th	Aaron Naperstek	Streetsblog, NYC	
November 1st	Olivo Barbieri (Milan), Greg Girard (Vancouver), Leo Rubinfien (NYC), Guy Tillim (Capetown)		Photography in the City panel discussion

Table 3.6.e. Public Lectures in 2015

2015	Speaker(s)	Affliation	Notes
January 12th	Amale Andraos	Work Architecture Company, NYC	
January 19th	Vikram Bhatt	McGill University	Margolese National Design for Living Prize
February 2nd	Mikyoung Kim	Mikyoung Kim Design, Boston	
February 23rd	Jenny Sabin	Jenny Sabin Studio, Philadelphia	
*March 2nd	Christoph Reinhardt	MIT	
March 9th	Ron Williams	University of Montreal	
*March 16th	Philippe Block	ETH, Zurich	
September 14th	Hillary Brown	Spitzer School of Architecture, NYC	
September 21st	Keller Easterling	Yale University	
September 28th	George Baird	University of Toronto	
October 5th	Luis Callejas	LCLA, Norway	
October 26th	Susannah Drake	dlandstudio, NYC	
November 2nd	Pierre Belanger	Harvard University	
November 6th	Louisa Jones	Provence, France	
November 16th	Piet Oudolf	Hummelo, Netherlands	

Table 3.6.f. Public Lectures in 2016

2016	Speaker(s)	Affliation	Notes
January 11th	Georgeen Theodore	Interboro and NJIT, New York	
January 20th	Joyce Drohan, Brent Toderian, Michael A. Goldberg, Sam Sullivan	Perkins + Will, TODERIAN UrbanWORKS, UBC Sauder, MLA Vancouver False Creek	Urbanarium City Debate
*February 1st	Janette Kim + Erik Carver	Columbia University	
February 3rd	Lance Berelowitz, Oliver Lang, Dave Ramslie, Christopher Vollan	URBAN FORUM ASSOCIATES, LWPAC, Integral Group LLC, Rize	Urbanarium City Debate
February 22nd	Chris Cornelius	Studio:Indigenous and UWM, Wisconsin	
February 29th	Frank Barkow	Barkow Leibinger, Germany	
March 7th	Cornelia Oberlander	Vancouver	Margolese National Design for Living Prize
March 9th	David Eby, DJ Larkin, Tom Davidoff, Andrey Pavlov	MLA Vancouver-Point Grey, Pivot Legal Society, UBC Sauder, SFU Beedie	Urbanarium City Debate
March 21st	Studio Obuchi	University of Tokyo, Japan	
April 13th	Adriane Carr, Patrick Condon, Geoff Meggs, Gordon Price	Vancouver City Council, UBC SALA, Vancouver City Council, SFU City Program	Urbanarium City Debate
May 11th	Michael Geller, Judy Rudin, Charles Campbell, Michael Kluckner	THE GELLER GROUP, J Rudin Communications, The Tyee, Vancouver Historical Society	Urbanarium City Debate
October 6th	Ole Scheeran	Buro Ole Scheeren, Germany	
November 6th	Louis Benech	Neuilly-sur-Seine, France	
November 16th	Kate Orff	SCAPE and Columbia University. NYC	

Table 3.6.g. Public Lectures in Spring 2017

Spring 2017	Speaker(s)	Affliation	Notes
January 16th	Leila Araghian	Diba Tensile Architecture, Tehran, Iran	
January 18th	Sandy Garossino, Caitlin Jones, Mark Busse, Jane Cox	National Observer, Western Front Society in Vancouver, HCMA Architecture + Design, Cause + Affect	Urbanarium City Debate
January 23rd	Anthony Acciavatti	Columbia University, New York	
January 30th	Gunther Vogt	Vogt Landscape Architects, Zurich	
February 6th	Zita Cobb	Shorefast Foundation, Fogo Island, Newfoundland	
February 15th	Christine Duhaime, Jens von Bergmann, Kirk LaPointe, Tsur Somerville	Duhaime Law, MountainMath, Business in Vancouver, UBC Sauder	Urbanarium City Debate
February 27th	Aneerudha Paul	KRVI, Mumbai	
March 6th	Sara Stevens	UBC SALA, Vancouver	
March 8th	Caroline Adderson, Michael Kluckner, Javier Campos, Bryn Davidson	SFU, Vancouver Historical Society, Campos Studio, Lanefab Design/Build	Urbanarium City Debate
March 24th	Sylvia McAdam	Idle No More	Margolese National Design for Living Prize
*March 30th	John Ochsendorf	MIT	
April 26th	David Eby, Sam Sullivan, David Wong	NDP, BC Liberals, Greens	Urbanarium City Debate
May 17th	Thom Armstrong, Gabu Heindl, Antonio Gómez-Palacio, Tom Davidoff	Co-operative Housing Federation of BC, GABU Heindl Architektur, DIALOG, UBC Sauder	Urbanarium City Debate

Table 3.6.h. Public Lectures in Fall 2017

Fall 2017	Speaker(s)	Affiliation	Notes
September 11th	FIRE 1: Jack Self and Leigh Claire La Berge	London, New York	FIRE Series #1
September 14th	Oliver Krieg and David Correa	ICD Stuttgart	
September 18th	FIRE 2: Daniel M. Abramson (Boston) and Andrew Herscher (Ann Arbor)	Boston, Ann Arbor	FIRE Series #2
September 20th	VANPLAY Smart City Talk I		
September 25th	Susanne Schindler and Catherine Ingraham	ETH Zurich, Pratt, NYC	FIRE Series #3
September 27th	Ron Kellett	SALA	View Corridors Series #1
October 3rd	VANPLAY Smart City Talk II		
October 11th	Bill Pechet	SALA	View Corridors Series #2
October 17th	VANPLAY Smart City Talk III		
October 25th	Leslie Van Duzer	SALA	View Corridors Series #3
October 26th	Adele Weder		Book Launch -- Copp House
October 27th	Kathryn Gustafson	Seattle and London	
November 1st	VANPLAY Smart City Talk IV		
November 6th	James Cheng	Vancouver	
November 8th	Greg Girard	SALA	View Corridors Series #4
November 15th	VANPLAY Smart City Talk V		
November 22nd	Michael Perlmutter	SALA	View Corridors Series #5

Brown Bag Lectures (lunchtime lectures in Lasserre 202)
Lunchtime lectures have a long but informal history in the program, allowing spur of the moment events of interest to students. In fall 2016, an effort was made to organize these events in conjunction with other public programming as part of an events poster.

Table 3.6.i. Lunchtime Lecture Series Spring 2017

2017	Speaker(s)	Affliation	Notes
January 11th	Shelley Long	Hapa Collaborative	
January 18th	Michael Leckie	Leckie Studio Architecture and Design	
February 1st	Susan Scott	Scott & Scott Architecture	
March 1st	Bill Pechet	UBC SALA and Pechet Studio	
March 8th	Marianne Amodio	MAA Studio	
March 17th	Meg Graham	Superkül	

The fall 2017 Brown Bag Series expanded to include both lecture/discussions with local practitioners and to leverage the availability of out-of-town lecturers to conduct seminars with students and faculty.

Table 3.6.j. Lunchtime Lecture Series Fall 2017

2017	Speaker(s)	Affliation	Notes
September 11th	Jack Self and Claire La Barge	London, New York	
September 18th	Daniel M. Abramson and Andrew Herscher	Boston, Ann Arbor	
September 25th	Susanne Schindler and Catherine Ingraham	ETH Zurich, Pratt, NYC	
September 27th	Ian Macdonald	Carscadden Stokes Macdonald	
October 11th	Shelley Craig and Jennifer Marshall	Urban Arts Architecture	
November 1st	John Wall	Public Architecture	
November 6th	James Cheng	James KM Cheng Architects	
November 22nd	Marie-Odile Marceau	McFarland Marceau Architects	

SALA Lectures done in Collaboration with Industry or Government
SALA also wishes to recognize that public programming is often done in collaboration of partners from industry and government, often due to the grant-writing and outreach work of faculty and the Director to develop those ties. The following is a description of programming done in partnership with groups outside of SALA since 2012:

SALA / BC Hydro Powersmart
- Form and Energy: Interdisciplinary lectures open to the public featuring architects and designers whose work engages energy in new ways. Spring 2012 - 2017, grant recipient: Joe Dahmen

SALA / French Consulate

- Henri Bava (Paris), October 2012
- Dominique Alba (Paris), November 2012
- Bernadette Blanchon (Versailles), February 2013

SALA / Dutch Consulate

- Piet Oudolf (Netherlands), November 2015

SALA / UBC Chair of Wood Building Design and Construction / Architecture Program at University of Oregon, Portland

- Achim Menges (Stuttgart), October 2012

SALA / Credit Suisse

- Harry Gugger (Basel), March 2013

SALA / IDSWest

- HouMinn (Vancouver-Minneapolis), Spring 2015

SALA / Vancouver Public Library

- *View Corridors: Five Takes on Vancouver* -- A series of five lectures by SALA faculty and adjuncts for the general public at the Vancouver Public Library, Fall 2017

SALA / Museum of Vancouver

- *SALA Speaks* – Two Sunday afternoon lecture series featuring SALA faculty at the Museum, Spring 2012, Fall 2012
- *Migrating Landscapes*, British Columbian contribution to Venice Biennale (organized by Biennale winners: 5468796, Winnipeg), 2012
- *Play House: The Architecture of Daniel Evan White* – Exhibition designed and curated by SALA Lecturer Greg Johnson with Adjunct Martin Lewis

SALA / Vancouver Board of Parks + Recreation / Urbanarium

- *VanPlay Smart City Talks: The Future of Vancouver Parks and Recreation* - A five-part lecture series imaging the future of Vancouver's parks. Curator: Cynthia Girling (representing SALA), Fall 2017

SALA / Urbanarium

- *City Debates*: Ten Oxford-style debates on urban design and policy featuring a wide range of topics and experts, Spring 2016, Spring 2017, curator: Leslie Van Duzer

SALA / Inform (Book Launches)

- *Building Seagram*, Phyllis Lambert October 2012
- *Cornelia Hahn Oberlander: Making the Modern Landscape*, Susan Herrington in conversation with Cornelia Hahn Oberlander, 2013-2014
- *House Shumiatcher*, Leslie Van Duzer in conversation with Judah Shumiatcher
- *Downs House II*, Chris Macdonald in conversation with Barry Downs
- *Merrick House*, Tony Robins in conversation with Paul Merrick
- *Binning House*, Matthew Soules
- *Friedman House*, Richard Cavell
- *Copp House*, Adele Weder
- *Smith House II*, Michael Prokopow

SALA / Westbank (developer)

- Bjarke Ingels, Spring 2012
- Kengo Kuma, Spring 2015

SALA / Stantec

- Marlon Blackwell, January 2013

SALA / UBC

Since 2012, SALA faculty have served on a variety of UBC committees in which the design of on-campus buildings, landscapes, or spaces have been the primary focus. These committees include:

- SEEDS – on-campus installations
- Public Realm Steering Committee
- New Architect Selection Committee
- Advisory Urban Design Panel
- Green Buildings Plan Steering Committee
- UBC Campus Planning Consultant Review Committee

SALA / PuSH Festival

- Aranzazu Rangel, muf architecture/art (London), January 2013

SALA / West Vancouver Museum

- Assisted with fundraisers for the Museum's Barry Downs and Ron Thom exhibitions.

Competitions sponsored by professionals

- Checkwitch Poiron Best Section Competition (2013)
- James Cheng Best Project Competition (2014)
- Fast & Epp Best Structure Competition (2013-ongoing)

Annual Funded Lectures

- Paul Sangha Lecture (2011-five-year pledge, recently renewed)
- Webb Lecture (endowment)
- Cornelia Hahn Oberlander Lecture (endowment)
- Arthur Erickson Lecture (endowment)
- SALA Friends and Alumni Lecture (ongoing fund)

Leslie Van Duzer Legacy Outreach Fund

Upon the completion of her five-year term as SALA Director, an anonymous donor awarded SALA $100,000 over four years for continued outreach. Given a tightening budget, the fund has allowed SALA to continue a robust series of events.

Margolese National Design for Living Prize

The Margolese National Design for Living Prize celebrates and inspires exceptional impact on living environments benefitting all Canadians. Created by a generous estate gift made to the University of British Columbia by Leonard Herbert Margolese, it awards annually an unrestricted $50,000 prize to a Canadian who has shown extraordinary talent and dedication to make Canada a better place to live.

- 2012 – Eric Miller
- 2013 - Bing Thom
- 2014 - Vikram Bhatt
- 2015 – Cornelia Hahn Oberlander
- 2016 – Sylvia McAdam
- 2017 – TBA

Honorary Professors

These are appointments made in recognition of services rendered to a Faculty, Department or School and are not normally held by individuals holding a faculty appointment at the University or another academic institution.

- 3-year terms (July 2012 - June 2015), Peter Busby + Cornelia Hahn Oberlander

Major Book Publications (see faculty bios in Section 4.4 for complete publication record)
Girling, Cynthia, Anezka Gocova, Vanessa Goldgrub, Nicole Sylvia. Wesbrook Place, University of British Columbia, Canada, A Case Study in Sustainable Neighborhood Design, April, 2015.

Murakami, S., Iwamura, K., & Cole, R.J. CASBEE: A Decade of Development & Application of an Environmental Assessment Method for the Built Environment, Institute for Building Environment & Energy Conservation, Tokyo, 2014, 296p.

Stevens, Sara. Developing Expertise: Architecture and Real Estate in Metropolitan America, Yale University Press, 2016.

West Coast Modern House Series Book Launches
This series was co-edited by Leslie Van Duzer and Sherry MacKay.

Table 3.6.k. West Coast Modern House Series Book Launches

Date	Book	Host
May 4th, 2014	Leslie Van Duzer: House Shumiatcher	Inform Interiors
May 4th, 2016	Christopher Macdonald: Downs House II	Inform Interiors
April 20th, 2017	Anthony Robins: Merrick House	Inform Interiors
May 4th, 2017	Matthew Soules: Binning House	Inform Interiors
May 18th, 2017	Richard Cavell: Friedman House	Inform Interiors
September 15th, 2017	Adele Weder: Copp House	Inform Interiors

Awards at Competitions
Joe Dahmen:
- Architizer A+ Award Popular Choice Winner: Watershed Block. Products +Technology.

Cynthia Girling:
- Mahyar, Narges, Kelly J. Burke, Xiang (Ernest) Jialing, Siyi (Cathy) Ming, Kellogg S. Booth, Cynthia L. Girling, and Ronald W. Kellett (2016). “UD Co-Space: A Table-Centred Multi-Display Environment for Public Engagement in Urban Design Charrettes,” ISS ‘16: Proceedings of the 2016 ACM on Interactive Surfaces and Spaces, ACM, New York, NY, USA, 10 pages. Honorable Mention award, ISS ’16 Conference

Bill Pechet:
- The Otherside - Shortlisted. 2017
- Heaven Between – Competition 1st place. 2016
- Closer Than – Competition 1st place. 2016
- Dichroic Vancouver – Competition 1st place. 2014
- The Gathering – Competition finalist. 2013

Inge Roecker:

- Competition Entry, Multigenerational Housing (81 units) Invited Competition for Infill Site, Stuttgart, Germany (December 2011) Shortlisted

Blair Satterfield:

- First Place for Mississippi River Bridge Plaza Design Competition. 2012

Matthew Soules

- Materials Category, Architizer A+ Awards. Note: Awards included publication: "Vermilion Sands," A+ Awards 2015, ed. Marc Kushner (London: Phaidon Press, 2015): 104 – 05. 2015

Exhibitions

Joe Dahmen:

- "Mycobenches," Architectural installation of mycelium biocomposite benches at Living Well exhibition at Craft Ontario, as part of Toronto Offsite Design Festival. January 16- March 18, 2017
- Architectural Installation of mycelium biocomposite blocks at Why I Design at Museum of Vancouver in Vancouver, BC November 9, 2016
- "They grow without us," architectural installation in Primary Research Lab exhibition curated by Lee Plested at Western Gallery, University of Washington (Bellingham) Sept., 2016
- "They Insulate," temporary installation of mycelium biocomposite materials at Architecture Institute of British Columbia in Vancouver, BC. October 31- November 25, 2016
- "They grow without us," temporary architectural installation composed of functional seating made of mycelium biocomposites exhibited at Lee Square on UBC Campus April 12-July 1, 2016
- "Mycelium Mockup," architectural installation Catalyze
- "I Hear You Say," architectural installation at Peter Wall Institute for Advanced Studies. September 23, 2013-October September 1, 2014
- "Pop Rocks," public art installation commissioned by the City of Vancouver. Aug. 15–Oct. 1, 2012

Mari Fujita:

- "The Rate of Uselessness / Bubble City," (with Michael Barton) 2'x2' model Exhibited at Your Future Home: Creating the New Vancouver. Museum of Vancouver. January 21-May 15, 2016.
- "Line 13: Civic Space Under Development," (with Jason Anderson) Exhibited in Section Perspective, Diana Center Gallery, Barnard College, NY, May 30 - June 14, 2013. Invited and selected for exhibition. Work is an annotated map of a transit line in Beijing, China. The drawing and text, in English and Chinese, describe the transit line as a section cut through the concentric rings of Beijing that offer sequential, lateral views of adjacent zones. 2013

Greg Johnson:

- Oversaw design and co-curated exhibition and publication on the architectural work of Daniel Evan White Architect, in partnership with the Museum of Vancouver. 2013-2014

Sherry McKay:

- "The Measure of Dan White," Playhouse: The Architecture of Daniel Evan White, exhibition catalogue curated by Greg Johnson and Martin Lewis, Museum of Vancouver Oct. 2013-Mar 2014

Blair Satterfield:

- "Hypernatural: Architecture's New Relationship with Nature," University of Milwaukee Wisconsin School of Architecture and Urban Planning Gallery & The Goldstein Museum of Design. 2015
- "HouMinn Evolution," University of Hawaii. 2015

Leslie van Duzer:

- "On Drifting Sand" in Exhibition: Drawing by Drawing / Svein Tønsager & Friends. Danish Architecture Center, Copenhagen. Opening 1.2012

3.6.4 Out-of-Town and Local Visiting Critics

Table 3.6.k. Out-of-Town Final Studio and Thesis Review Visiting Critics 2012-2017

Year	Guest Critic	Affiliation
2012	Mark Swackhamer	University of Minnesota, HouMinn Practice, Minneapolis
	Roger Sherman	UCLA, Roger Sherman Architecture and Urban Design, Los Angeles
	John Comazzi	University of Minnesota, Minneapolis
	Jennifer Schab	Rios Clementi Hale Studios, Los Angeles
	Andrew King	Cannon Design
	John Patkau	Patkau Architects
	Patricia Patkau	Patkau Architects
	Lola Sheppard	University of Waterloo
	Gundula Proksch	University of Washington
	Craig Scott	California College of the Arts, San Francisco
2013	Nathan Bishop	SCI-ARC, Koenig Eizenberg, Los Angeles
	Jae-Sung Chon	University of Manitoba
	Jorge Colon	University of New Mexico
	Jim Siemens	SKArc, Saskatoon
	Kiel Moe	Harvard Graduate School of Design
	Peter Osler	Illinois Institute of Technology
	Ken Oshima	University of Washington
	Richard Sommer	University of Toronto
	Daniel Winterbotton	University of Washington
	Julie Bargmann	University of Virginia
	Michael Piper	University of Toronto
2014	George Baird	University of Toronto, Baird Sampson Neuert, Toronto
	Neeraj Bhatia	California College of the Arts, San Francisco

	Tom Buresh	UC Berkeley
	Rob Corser	University of Washington
	Roddy Creedon	UC Berkeley, Allied Architecture and Design, San Francisco
	Mona El Khalif	University of Waterloo
	Giovanni Fantappie	No Art Just Sign; Architect, Florence, Italy
	Barry Sampson	University of Toronto, Baird Sampson Neuert, Toronto
	Takako Tajima	University of Southern California, Bureau EAST, Los Angeles
2015	Gail Peter Borden	University of Southern California, Los Angeles
	Rocco Ceo	University of Miami, Florida
	Julie Eizenberg	Koenig Eizenberg Architecture, Santa Monica
	Adam Frampton	Columbia University, Only If, New York
	Andrew Levitt	University of Waterloo
	Jim Nicholls	University of Washington, Seattle
	Peter Osler	Illinois Institute of Technology, Chicago
	Annette Rudolf-Cleff	TU Darmstadt, Germany
	Kim Wiese	University of Manitoba, Winnipeg
	William Williams	University of Cincinnati
2016	Kevin Alter	University of Texas, AlterSTUDIO Architecture, Austin, TX
	Irene Cheng	California College of the Arts, Cheng + Snyder, San Francisco, CA
	Debbie Choe	ZGF, Portland
	Neyran Turan	UC Berkeley, NEMESTUDIO, San Francisco, CA
	Niel Minuk	University of Manitoba, DIN Projects
	Jeffrey Hou	University of Washington, Seattle, WA
	Curt Gambetta	Princeton University
	David Ruy	SCI-ARC, RuyKlein, Los Angeles, CA
	Adam Marcus	California College of the Arts, Variable Projects, San Francisco, CA
2017*	Thena Tak	University of Minnesota, Office of Vincent James, Minneapolis, MN
	Wendy Gilmartin	Cal Poly Pomona, FAR frohn&rojas, Los Angeles, CA
	Jim Nicholls	University of Washington, Seattle, WA
	Deirdre Harris	DNCA Architects, Albuquerque, NM

*Spring Term only

Local Visiting Critic and Service Contributors

Whether visiting for a studio review, serving on a thesis committee, providing technical expertise to and mentoring students, or doing a Q&A at a Friday Good Times, members of the Vancouver professional community make an immense contribution to the life of the Architecture program.

Russell Acton MAIBC, FRAIC
Larry Adams MAIBC, BArch 1981
Hanako Amaya MLA 2004
Marianne Amodio MAIBC
Jill Anholt M. Arch 1996
Javier Arbona
Joost Bakker MAIBC, FRAIC
Rebecca Bayer MArch 2008
Matt Beall MArch 2011
Bryan Beca MArch 2010
Milos Begovic MArch 2009
Noel Best MAIBC, BArch 1967
Mahbod Biazi
Brian Billingsley MAIBC, MRAIC, MArch 1998
Sailen Black MAIBC
James Bligh
Aaron Boley
Greg Boothroyd, MAIBC
Alicia Breck
Kyle Bruce
James Burton
Peter Busby MAIBC, FRAIC
Mark Busse
Javier Campos MAIBC
Peter Cardew MAIBC
Teresa Coady MAIBC, FRAIC, BArch 1983
Barbara Cole
Darryl Condon MAIBC, FRAIC
Emily Cooperman
Shelley Craig MAIBC
Clinton Cuddington MAIBC, MArch 1998
Taylor Culler
Piers Cunnington
Gabe Daly
Steve DiPasquale MArch 2010
Tyler Dixon
Craig Duffield
Alexander Earl
James Eidse MArch 2007
Michelle Fenton MAIBC
Jana Foit MAIBC, MArch 2002
Dianna Foldi MAIBC
Daniel Gasser
Joanne Gates MAIBC
Katherine Gerson MAIBC, BArch 1974
Rob Grant MArch 2000
Andrew Gruft emeritus professor
David Guenter IA.AIBC, MArch 2010
Matt Grady MAIBC
Bruce Haden MAIBC, MRAIC, BArch 1991
Matt Halverson MAIBC
Doug Hamming MAIBC
Jim Hancock MAIBC, FRAIC
Fernanda Hannah-Suarez
David Harding MAIBC, BArch 1992
Courtney Healey IA.AIBC, MArch 2009
Michael Heeney MAIBC, MRAIC, BArch 1984
Scot Hein
John Hemsworth MAIBC, MArch 2002
Richard Henriquez MAIBC, FRAIC
Gregory Henriquez MAIBC, FRAIC
Garnet Hertz
Melissa Higgs MAIBC
Eitaro Hirota IA.AIBC, MArch 2008
Darren Huebert MArch 2016
Roger Hughes MAIBC, FRAIC
Richard Iredale MAIBC
Daniel Irvine MArch 2015
Dane Jansen
Caitlin Jones
Tewanee Joseph
Ron Kato MAIBC
Scott Kemp MAIBC, MRAIC
Robert Kleyn MAIBC, BArch 1988
Aaron Knorr MArch 2007
Michel Labrie MAIBC, MRAIC, MASA 2000
Oliver Lang
Maria Lantin
Michael Leaf
Michael Leckie MAIBC, MArch 2000
Elizabeth Lee
Michael Lis
Sara Maia
Armen Mamourian MArch 2009
Chad Manley MArch 2011
Jennifer Marshall MAIBC
Esteban Matheus MArch 2012
Jaymie Matthews
Ian Ross McDonald MAIBC, MArch 2005
Steve McFarlane MAIBC Mary McMains
MArch 2006
Heather McNeill
Alex Minard MAIBC MArch 2006
Barbara Miszkiel
Jeanie Morton
Nathanial Nacionales IA.AIBC
Kurt Neiswender
Martin Nielsen MAIBC, MRAIC, MArch 1996
Donal O'Donoghue
Rodrigo Cepeda Oettinger
Tony Osborn MAIBC
Mark Ostry MAIBC FRAIC
Nic Paczkowski MAIBC, MRAIC
Duane Palibroda
Angelique Pilon MArch 2010
Ryan Panos MArch 2013
Andrew Pask
Patricia Patkau MAIBC, FRAIC
John Patkau, MAIBC, FRAIC
Sean Pearson
Angelique Pilon IA.AIBC, MArch 2010
Adrian Politano
Kelly Porth
Ray Pradinuk MAIBC, BArch 1979
Kevin Redmond
Simon Richards MAIBC, BArch 1974
Gordon Richards MAIBC
Stephanie Robb MAIBC
Anthony Robins MAIBC
Bryce Rositch MAIBC B Arch
Scott Romses MAIBC
Robert Saliken MAIBC, MRAIC
Ana Sandrin IA.AIBC

Eesmyal Santos-Brault
Thomas Schroeder
Ouri Scott MAIBC, MArch 2008
Gabriela Aceves Sepulveda
Marko Simcic MAIBC, BArch 1990
Craig Simms MAIBC
Hazen Sise MAIBC
Chris Sklar IA.AIBC, 2009
Alec Smith MAIBC
Carla Smith MAIBC
Craig Stanghetta
Steve Suchy
Nick Sully MAIBC. MArch 1998
Zhenzhen Tan
Peeroj Thakre MAIBC, 1999
Bill Uhlrich MAIBC
Annabel Vaughan IA.AIBC, MArch 1999
Erick Villagomez MArch 2003
Jane Vorbrodt MAIBC, MArch 2002
Nicholas Waissbluth MAIBC
Brian Wakelin MAIBC, MRAIC, MArch 1998
John Wall MAIBC, BArch 1994
Patrick Warren
Gair Williamson MAIBC
Cindy Wilson MAIBC
Ray Wolfe
Terrance Wong
Taizo Yamamoto
Innes Yates MAIBC
Katy Young, MAIBC, MArch 2011

3.7 Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accomodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

The APR must include:
- A general description, together with labeled plans, indicating seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.
- A description of any changes under construction, funded, or proposed.

3.7.1 General Description of Physical Resources

3.7.1.a Classroom, Studio, Office and Administrative Resources

The Architecture program presently is distributed across three locations, nearly all of which resides in the Lasserre Building. A secondary location accommodates in one space both graduate and PhD research student offices in Ponderosa B, and a third accommodates a faculty office in the Centre for Interactive Research in Sustainability (CIRS).

Administrative Offices and Reception Area
Located on the fourth floor of the Lasserre Building, School staff members oversee admissions, student records and the administrative life of the School. The Director's office is also included in the administrative area, which in physical and electronic manifestations provides a front-line location for inquiries and making contact with the School.

Faculty Offices
Faculty offices, with the exception of one faculty member, are dispersed throughout three floors of the Lasserre building. The other faculty member is located in the Centre for Interactive Sustainability with two Landscape Architecture faculty, which optimally locates her amongst an multidisciplinary cohort of colleagues, some at a very senior level, from many disciplines at UBC all working on sustainability. Each full-time faculty member has individual office space.

Design Studios
Each student in the MArch program is assigned a studio work-space, allocated in groups according to their design studio placements. The entire third floor of the Lasserre Building encompasses the majority of space, with additional studio space in the basement of Lasserre. A joint Architecture / Landscape Architecture studio is on occasion located at the MacMillan Building where Landscape Architecture, Urban Design, and the undergraduate Environmental Design programs are located. The various studios' provisions include drawing and layout tables, and provide a secure, 24-hour-accessible environment with wi-fi capability and readily accessible clusters of computer workstations. Printers, plotters, laser cutters, 3D printers and other tools are available here.

Lecture Rooms
Primary lecture halls are located on the ground level of the Lasserre Building (Lasserre 102, 104, 105, 107), with smaller classes and seminars [Lasserre 202, 211, 301 and 309] distributed across the various facilities of the School. While some of these are controlled by the School, others are accessed through the Classroom Services and are in high demand from many departments. Most have been fitted with digital media capability.

3.7.1.b Architecture Reading Room, Audio-visual Store and Materials Library

The Architecture Reading Room and Audio-visual store are located in the lower floor of the Lasserre Building. While primary research materials are located in the Art + Architecture + Planning Library nearby, the Reading Room offers a selection of current periodicals, Reserve course materials and a collection of recent School Thesis projects. These resources are supplemented by a store of audio-visual equipment available to students on a loan basis. Online access to the University library system and databases, desktop and slide scanners, a CD burner and copy machines are also available for students' use. Perhaps more importantly, the Reading Room offers a quiet, central location outside of the studios where students regularly meet.

In summer 2017, the Materials Library was relocated from the lower floor of Lasserre to the second floor, conveniently adjacent to Room 202, where many of the materials-related courses are taught.

The audio-visual store provides students and faculty access to laptops, digital and slide projectors, TVs and VCRs, digital cameras and camcorders, wireless microphones, 35mm cameras and other photography accessories, photography lights, and a light table.

3.7.1.c Workshop and Digital Fabrication

The School's model and furniture making workshops are located on the basement level of Lasserre Building in Rooms 2 and 4.

Room 2 contains a comprehensive joinery shop with stationary and portable power tools as well as hand tools available for students use, (see inventory below). This resource is open 5 days a week during office hours with evening and weekend hours supervised by student monitors, for a total of about 60 hours a week. Any of the portable tools can be signed out overnight for use at home or in the studio.

Room 4, which is open to students at all times, compliments Room 2 as an assembly shop. It has workbenches with electrical and compressed air outlets as well as a drill press, disc sander and sandblaster.

SALA has 3 types of digital fabrication devices: a CNC machine, 2 laser cutters and a 3D printer. These are available to students via a web based sign-up application, and are run mostly by work/study monitors who become very familiar with the machines and the best strategies for running different types of projects. The use of the machines is charged to the students at a low rate to partially recoup the costs of running them. This is done by a swipe card system using their UBC student cards.

The CNC machine is in a separate room accessed from within Room 4. It is a Precix Model 9000, 3 axis machine with a 4' x 8' bed. It is available during shop hours plus 24 hours on evenings and weekends. It is used by students engaged in a wide variety of work including studio projects, Digital Media courses, and directed studies as well as their own extra-curricular explorations. The School also accepts occasional outside work, typically machining site models for design firms.

The two laser cutters are Trotec Speedy 300 units @ 60 watts. They can cut paper, wood and acrylic up to ¼" thick. One is located on the 3rd floor adjacent to the studio area and the other is located at the Landscape Architecture studio. Both machines are available to all SALA students, (72 hours per week in total), and are very popular for cutting parts for architectural models.

The 3D printer is a ZCorp 310+ model; it is located in an alcove of Room 4. It is available for 4 builds a week – the machine is started in the evening and unloaded the following morning. Although it gets its greatest use toward the end of term when students need final models, it is also used for Digital Media exercises. Like the CNC machine we occasionally do work for outside design projects for payment.

The Workshop is staffed by one full time technician with extra help being provided by 3 work/study or Graduate Academic Assistants [GAA]. The digital fabrication devices are staffed by 16 students each working 6 – 8 hours per week.

Use

All incoming students are required to attend an orientation session and sign a waiver before being permitted to use the workshop. The School purchases basic accident insurance on behalf of all the students. Training is provided on a one-to-one basis as the need arises. Students, especially those in First Year are encouraged to speak with the technician or monitor in charge to discuss their project and to come up with a plan for accomplishing it. The student is then instructed on the machinery involved and assisted as necessary throughout the process of working from raw materials to finished product.

A selection of materials is available for purchase in the workshop for prices close to our cost. Included are Baltic birch plywood, basswood, MDF, and acrylic in a range of thicknesses. When other materials are required students can consult a list of local suppliers or consult with the technician. The workshop also sells at cost basic safety equipment.

The last 10 years have seen the workshop extensively renovated to create a safe and up-to-date resource. The electrical supply has been upgraded, a powerful dust extraction/make up air system installed, and worn-out or inadequate machinery and tools have been replaced or overhauled. At this point the shop is developed to the maximum possible given the space available. Limitations include the lack of metal working and plastics tools. The facilities capacity is under pressure as a result of increased use by architecture students. With the merger of the Architecture and Landscape Architecture programs this pressure can be expected to increase as both Landscape Architecture and ENDS students take advantage of the facilities.

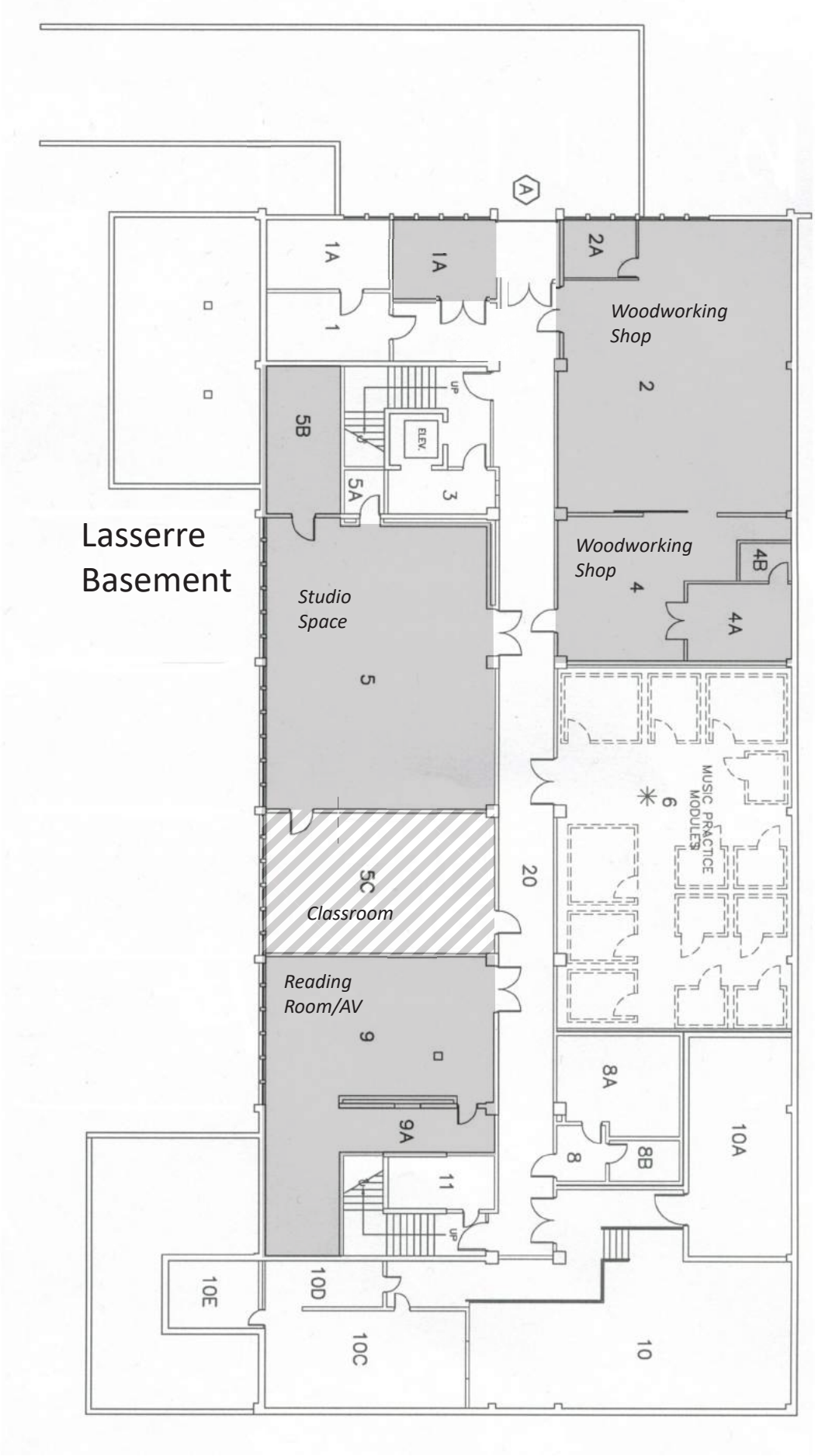
Inventory
The stationary machinery includes:

- 2 @ 10” table saws
- 1 @ 24” and 1 @ 14” band saw
- 1 @ 6” jointer
- 1 @ 14” planer
- 2 drill presses
- 1 compound mitre saw
- 1 @ 24” scroll saw
- 1 @ 16” thickness sander
- 1 edge sander
- 1 combination disk/belt sander
- 1 disk sander
- 1 router table
- 1 spindle sander
- 1 metal cutting band saw
- 1 polystyrene cutter
- 1 sandblaster

As mentioned above there is a comprehensive collection of portable power and hand tools as well as measuring, clamping (including a vacuum clamp for laminating) and finishing tools.

3.7.1.d Building Plans

The following pages contain floor plans of the Lasserre building, the primary building for the Master of Architecture Program.



Studio Space
5

Classrooms
5C

Reading Room/AV
9/9A

Woodworking Shop
2/2A/4/4A/4B

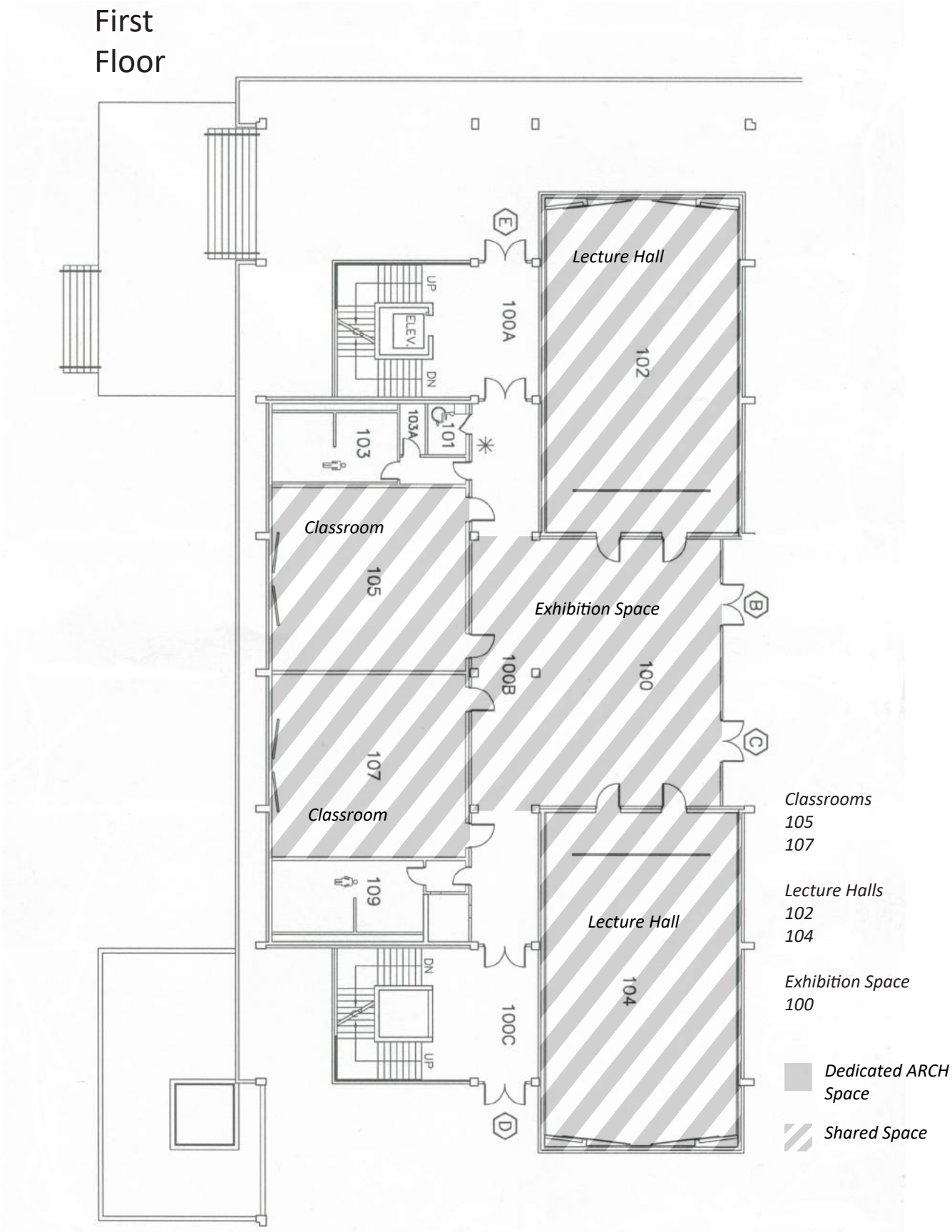
Laser Cutter
5B

Storage
1A

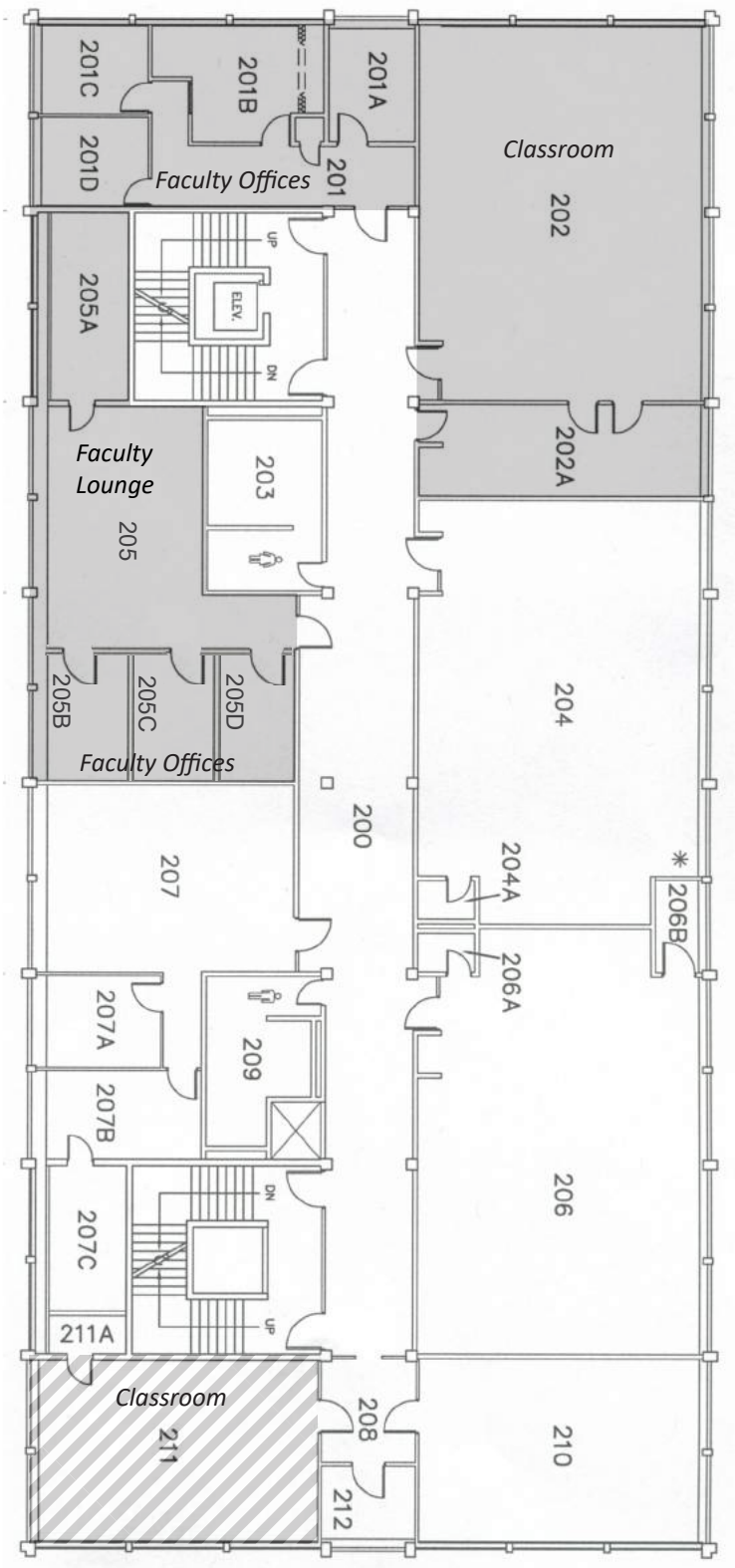
Dedicated ARCH Space

Shared Space

Lasserre First Floor



Lasserre Second Floor



Classrooms
202
211

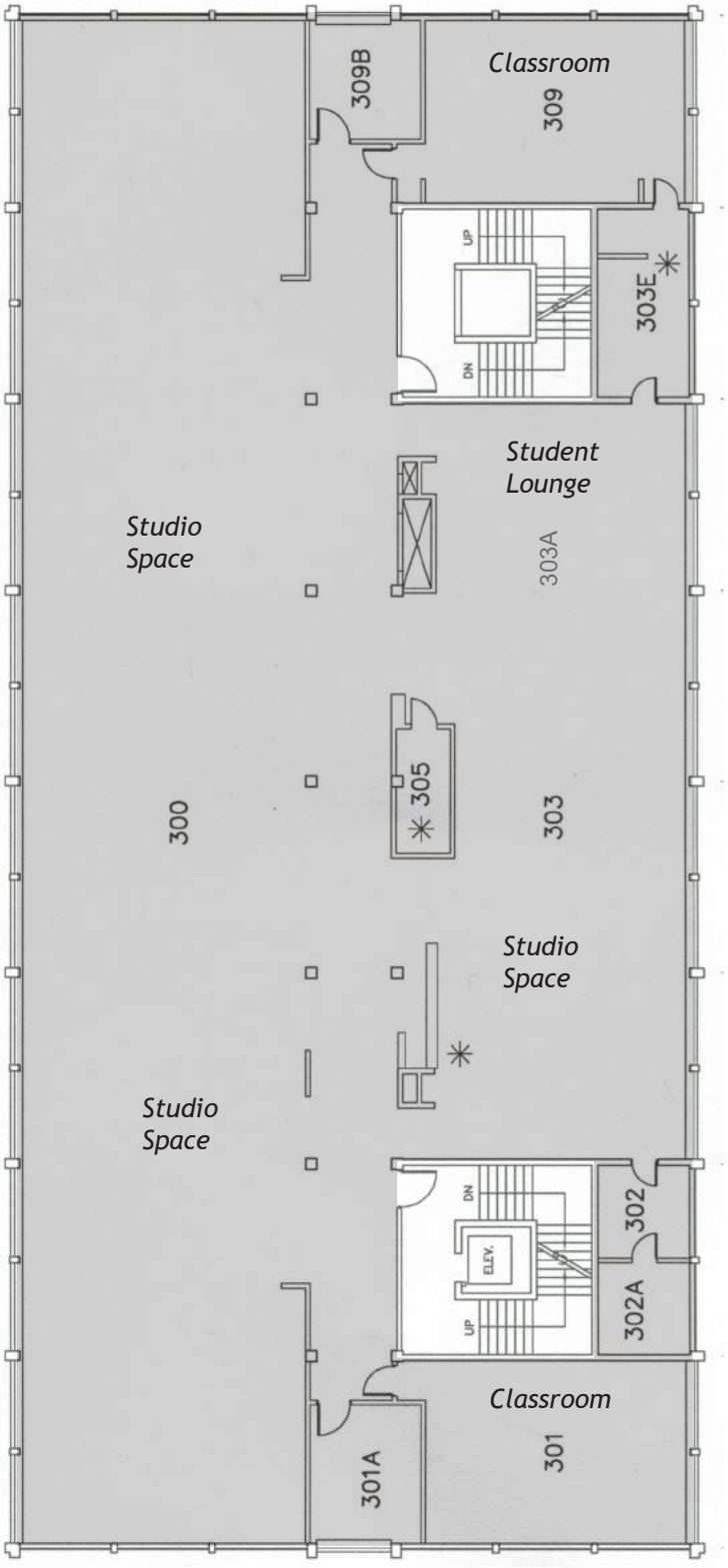
Faculty Offices
201A
201C
201D
202A
205A
205B
205C
205D

Faculty Lounges
201B
205

Dedicated ARCH Space

Shared Space

Lasserre Third Floor



Studio Space
300
303

Classrooms
301
309

Faculty Offices
301A
309A

Laser Cutter
302

Spray Booth
302A

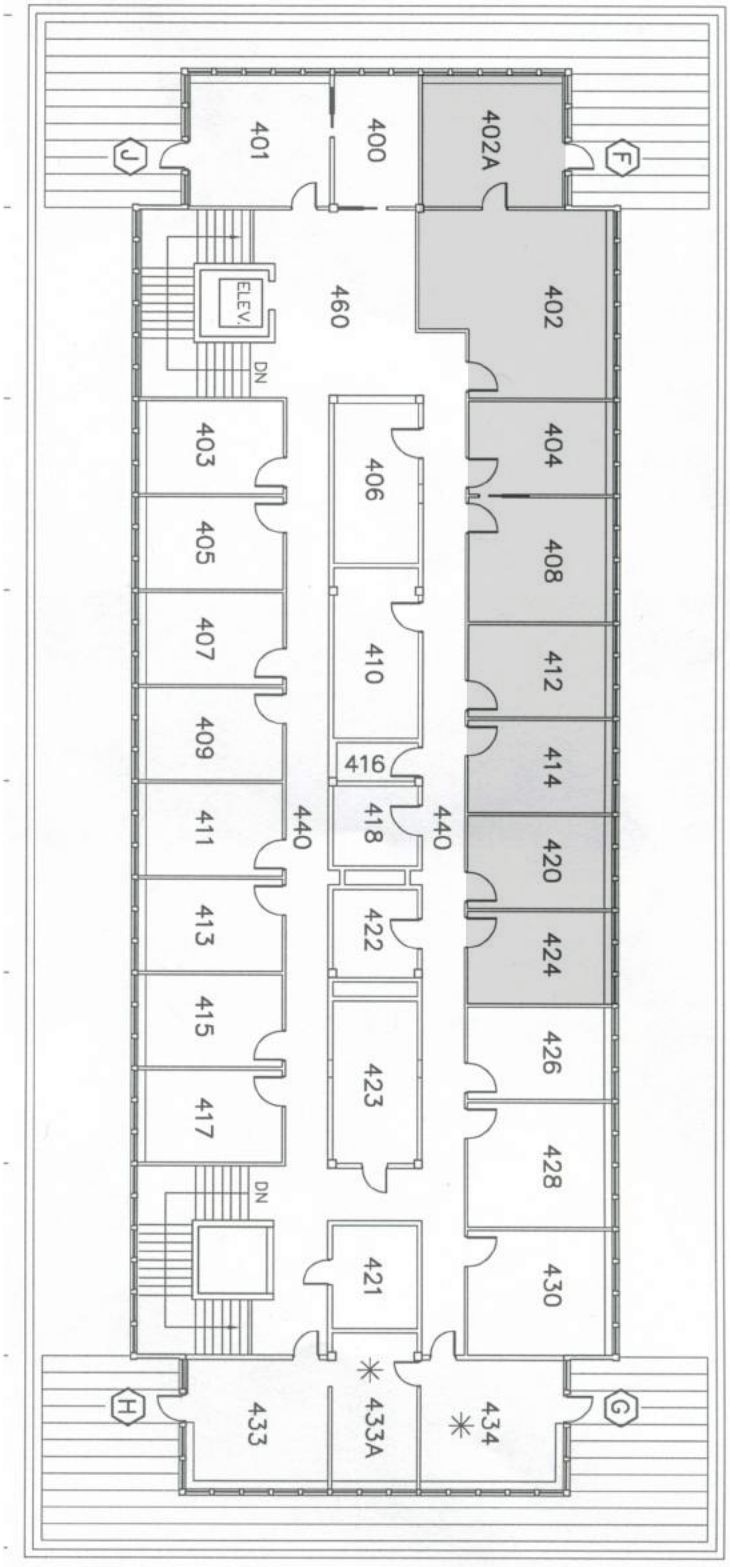
Student Lounge
303A

Student Kitchen
303E

Dedicated ARCH Space

Shared Space

Lasserre Fourth Floor



Director Office
408

Faculty Offices
408
412
414
420
424

Admin Offices
402
402A
404

Dedicated ARCH Space

Shared Space

3.7.2 Chronology of Work on New SALA Building, 2011-2017

For many years, the School of Architecture, then subsequently the School of Architecture and Landscape Architecture, has suffered for a lack of space as detailed extensively in many Accreditation Reports, feasibility studies and Faculty Reports. Over many years, some of the difficulties have been somewhat alleviated by renovations, space rental and new furniture.

What follows is a chronology of the past six years of efforts to consolidate SALA at a single location.

2011-2012: Expanding Lasserre
When SALA was initially formed in the mid-2000's, the Director's key objectives have been to bring the identity and budget of the Architecture and Landscape Architecture (and now, Urban Design and Environmental Design) programs together, but also to bring them into closer physical proximity [currently they are separated by about one kilometer]. Under Christopher Macdonald and Ray Cole, the first major attempt to consolidate SALA at the Lasserre site progressed through University review, and was in 2010 approved for a feasibility study. In 2011, under Director Van Duzer, SALA conducted the feasibility study. In 2012, after the last accreditation review, the university concluded that the originally approved site was too small for SALA's aspirations, so the project was reconceived as a mixed-use tower (SALA academic space plus graduate student housing) on the newly assigned West Mall Annex site nearby.

2013: The West Mall Annex Site
In 2013, Director Van Duzer secured the promise of a $10 million donation from a private donor. With newfound optimism, New York-based Architecture Research Office (ARO) was hired in summer 2013 to do the programming for a new mixed-use academic and residential building on a new site: the West Mall Annex. ARO's work was based on the many strategic planning discussions the faculty had the previous year and a summer workshop with faculty, staff, student representatives and UBC administrators. With the ARO program in hand and a $31 million budget established, Brent Sauder, Director of the UBC Strategic Partnerships Office, tried diligently without success to secure enough funding from the wood industry and the government to create an 18-story, tall wood tower. With no further prospects for major donors in sight, the project appeared doomed, until UBC Vice-President Resources and Operations Pierre Ouillet promised $10 million dollars for the project. Including other small donations, SALA was within $8.8 million of its goal, a smaller but still significant funding gap.

2014: Downtown Alternatives
Director Van Duzer and the Vice-President Ouillet approached the private donor, a major developer in Vancouver, with the possibility of moving the school downtown as one possible way to close the remaining funding gap. This would also fulfill a longstanding desire of SALA to have a presence downtown. At our May 2014 SALA retreat the SALA faculty and staff voted unanimously in support of exploring two off-campus options: a new development proposition the donor was negotiating with city planners, and the soon-to-be vacated Emily Carr facilities on Granville Island. Subsequently, UBC administrators expressed hesitation about working with CHMC, owners of the island, and the donor made it clear he would withdraw his $10 million donation if that was the option we chose. His donation was intact for both the on-campus or off-campus in his new development options.

Following a Board of Governors meeting where the possibility of SALA moving downtown was discussed, then-UBC President Stephen Toope contributed $2 million from his own discretionary funds as a sign of his support for the project, no matter the siting. SALA was then $6.8 million short if the school was built on campus, with a smaller shortfall if built off-campus.

2014: Split Campus Option
The SALA Advisory Board, comprised of 40 leading figures from the community, met to discuss the options and clearly felt it was important for SALA to maintain some presence on-campus. After more discussion, a proposal for developing the school both on and off-campus was raised for the first time. This idea very quickly picked up momentum and the faculty voted unanimously to pursue the split school option. Fully supportive of the idea of a school that bridges the city and the remote UBC campus, the donor offered an additional $2-$3 million for this option, reducing our shortfall to $3.8-4.8 million. UBC has offered to find a few million more as needed to help close the gap.

2015: SALA Only at West Mall Annex
As we were studying the broader SALA Building options, UBC was studying our West Mall Annex site. Concerned about massing and the associated shadows cast, it was determined by Community and Campus Planning that our project would no longer be in a mixed-use tower with student housing, but would instead be a dedicated SALA facility. The SALA faculty was happy with this decision, feeling it would give the school more control over the design of the building.

In 2015, we reported that a Request for Qualifications had been let in 2014 based on program and site approved in 2013. Due to our lead donor's concerns about the selected site, this RFQ was subsequently suspended. In 2015, the University, in consultation with the lead donor, identified another site, tested program feasibility and recalculated the project cost estimate. Currently the committed funding is short of the threshold necessary to approve consultant selection. However, a new SALA building remains the top building priority of the Faculty of Applied Science and among the highest of the University of British Columbia.

2016: UBC Gateway Site
By late 2015, a prominent site at an entrance to campus acceptable to the principal donor had been identified and studies were initiated to test the SALA program on it. In the intervening two years, a campus construction boom in combination the greater prominence and construction complexities of the new site, the cost of the proposed SALA project had increased by more than a third to approximately $44M, roughly double the funding available. SALA and the University have been unable to close this gap while changes in leadership at the University (2016), the Faculty of Applied Science (2017 and 2018) and the provincial government (2017) have complicated appeals for additional support. As a consequence, this most recently proposed UBC site has been claimed by other academic competitors who have gained authorization to proceed, displacing SALA's claims to the site.

2017: Incrementalism
As a consequence, at this writing, SALA Director Ron Kellett is working closely with the University to develop an incremental approach to develop alternative approaches to the project. Among the options under consideration are alternative sites developed in collaboration with other academic partners and incremental phased approaches that would consolidate graduate programs, academic and administrative infrastructure in a new or remodeled building while accommodating an expanded undergraduate program in existing studio and teaching spaces in Lasserre. While these remain under active consideration, no conclusions have been drawn or decisions made at this time.

Nonetheless, despite these setbacks, we continue to shape, expand, and integrate our academic programs and curricula in anticipation of future growth and co-location. Since our last accreditation visit, for example, we have fully integrated design media, research methods and professional context coursework and increased joint vertical studio options for all Master of Architecture and Master of Landscape Architecture students, and developed

streamlined dual degree pathways for students pursuing coincident Master of Architecture and Master of Landscape Architecture degrees. We have redesigned and expanded our undergraduate program as a Bachelor of Design in Architecture and Urbanism (anticipated launch in 2018) and initiated two new interdisciplinary post-professional Masters degrees in Urban Design (2013) and High Performance Buildings (2018).

3.8 Information Resources and Information Technology

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library. The library collection must contain a wide variety of print, visual, and electronic media, and be adequate in size, scope, content (both current, and retrospective), and availability for a professional degree program in architecture. The collection must include at least 5,000 different Library of Congress NA or Dewey 720-729 titles along with technical and support volumes to provide a balanced architecture collection as described by the Art Libraries Society of North America and the Association of Architecture School Librarians. Its staff and services should be adequate and appropriate to support the goals, objectives, and curriculum of the architecture program. Visual resources and other non-book materials are considered an integral part of an architecture education, and students must have ready access to these materials. Access to other architecture libraries in the region is not a substitute for an on-site library.

The APR must include:
- The type of architecture library serving the program.
- A self-assessment of the library, including library collections, visual resources and other non-book collections, services, staff, facilities, and budget/administration/operations.
- Library statistics report.

For Information Technology Resources, the program must also provide the information technology infrastructure and corresponding staff support in order to effectively contribute to the delivery of the curriculum, as well as supporting activities of staff and faculty.

The APR must include:
- A description of the hardware, software, networks and other computer resources available to students, faculty and staff.
- A current action plan outlining recurring levels of staff support, renewal of hardware and infrastructure and student software access, as well as anticipated modifications to current installation.
- Demonstrate sufficient funding to execute the action plan.

Note: In the absence of a Reading Room resource staff person at SALA to coordinate this self-assessment, the self-assessment of UBC's Music, Art, and Architecture (MAA) Library was completed by Paula Farrar, UBC's Architecture and Planning Librarian. SALA Administrative Manager Bartlett completed the self-assessment of the Reading Room Collection with some support from the architecture program chair.

Library Resources Overview
The architecture library collection is located in two places on the UBC campus. The Reading Room collection is on the lower floor of the Lasserre Building, home to the architecture program. The collection contains a small (approximately 4,000 titles) collection of periodicals, monographs, history and theory and other sections of often-accessed architecture, landscape architecture, urban design and planning books, its materials widely indexed online. Shelving for books in the Reading Room is at its limit, and new acquisitions require that room be made for them.

The Reading Room acts as a circulating/reference library, course reserve materials, study space, audio visual equipment bookings, materials library access for the architecture, landscape, urban design, and ENDS Programs

while the MAA Library houses the primary architecture collection. The Reading Room functions very well with a manual circulation system and is a personal, comfortable place for the students and faculty to study, research or communicate with one another.

The Reading Room holds two computer workstations, and also provides faculty and students easy access to basic A/V equipment including digital projectors and cameras. The Reading Room collection is funded out of the SALA general operating resources, with a $4,000 annual budget to cover journal subscriptions, binding costs, and faculty-initiated book orders. In lieu of new staffing for the Reading Room collection, it is currently staffed by work study students, and open approximately 24 hours per week.

Housed a five-minute walk from the Lasserre Building in the full-service university library I.K. Barber Learning Centre is the main architecture collection. Contained within the MAA, the main collection contains over 35,000 volumes with the Library of Congress NA subject designation, a total that has increased by approximately 2,500 since 2010. The MAA Library journal collection holds 48 of 55 titles associated as “core” by the Association of Architecture School Libraries (AASL). The MMA provides a range of digital subscription services covering a broad range of resources, from over 100,000 slides in digital databases to online journals and indexes, to software and hardware tools.

Access to e-books and other online resources have increased since 2012, and as their quality and comprehensiveness have improved, so has this gradually changed the way that students and faculty use the Reading Room collection and library resources more generally. These changes in resource accessibility and the retirement of the Reading Room Librarian in fall 2016 presented SALA with an opportunity to significantly redefine the tasks that were once overseen by that staff person.

Reading Room Staffing
The SALA Director and Human Resources Administrator are at an advanced stage of defining the new job description. Some tasks that were previously the responsibility of the Reading Room Librarian would shift to others’ staff persons’ portfolios. Others would be expanded, including archiving and collection of student and faculty research and work, involvement in the curation of digital and online collection, and other fields of expertise that extend beyond managing the Reading Room collection. This is a complex portfolio. Given the limited number of staff positions, it is important to define that portfolio in a way that is resilient. This is challenging in the face of dynamic, changing, difficult to precisely define, world of information tools and the human expertise to manage them.

Funds
The funding is provided by the School budget, TLEF grants, and gifts from donors and book sales. The library coordinator has input and authority for budget expenditures and acts as a liaison with the AArP Librarians.

Evidence of Planning
Meetings with the Director and administrator are scheduled to discuss plans, budgets and goals. Staff meetings are typically set for every 2 weeks to discuss future and present events.

Participation of Faculty and Students
ARCHUS (student association), faculty and staff all participate in the development and evaluation of library policies, services, resources and programs.

3.8.1 Library Self-assessment

In the absence of a Reading Room resource person at SALA, the following self-assessment was completed by Paula Farrar, Architecture and Planning Librarian at UBC's Music, Art, and Architecture Library.

BACKGROUND

UBC Library is the second largest research library in Canada with multiple branches on the Vancouver Point Grey Campus, as well as the UBC Okanagan Library in Kelowna. The Library ranks thirty first among members of the Association of Research Libraries (ARL), an organization comprised of 114 research libraries in North America. UBC Library's collections are large and diverse. As of July 2016, they include over 7.9 million volumes, 2.3 million of which are ebooks, and more than 291,000 journal subscriptions.

UBC's Music, Art & Architecture (MAA) Library in the Irving K. Barber Learning Centre (IKBLC) houses the core architecture collection and provides reference and instructional support via the Architecture & Planning Liaison Librarian. Due to the interdisciplinary nature of architecture, collections and expertise in the Koerner Library (UBC's humanities and social sciences library, including government publications, GIS, data and statistics), and the Woodward Library (UBC's Science library, including engineering) are partners in supporting the teaching and research of the School of Architecture + Landscape Architecture (SALA).

UBC Library: library.ubc.ca
MAA Library: barber.library.ubc.ca
IKBLC: ikblc.ubc.ca

STAFF

The Music, Art & Architecture (MAA) Library is administered by the Acting Head Librarian, Kevin Madill, in consultation with an Associate University Librarian. In addition to the Head Librarian, the MAA Library employs two full-time professional librarians, one of which is the Architecture & Planning Liaison Librarian, Paula Farrar. Paula joined UBC Library in 2005 after completing her MLIS at UBC's School of Library & Information Studies. In 2014 she took on the role of Architecture liaison. Currently Paula is responsible for the development of UBC Library's architecture, landscape architecture, and planning collections, as well as reference, instruction and liaison to the School of Architecture + Landscape Architecture and the School of Community & Regional Planning. The MAA Library also employs a manager, three full-time reference assistants, 7 full-time circulation assistants, two graduate academic assistants (graduate students in the School of Library, Archival and Information Studies) and student shelving assistants.

All Library staff members are encouraged to participate in professional development. Library employees in MAA can apply for workshops and/or conferences using their professional development funding to support attendance at local, national, and international conferences. Conferences recently attended by Paula Farrar include: the Association of Architecture School Librarians (AASL) in Detroit (Mar 2017), the Northwest Chapter of the Art Libraries Society of North America (ARLIS/NA) in Portland (Nov 2016), and the UK Architecture Librarians Group (ARCLIB) in Glasgow (Jul 2016).

FACILITIES

The North Wing of the Irving K. Barber Learning Centre (IKBLC) opened in August 2005 and housed two separate library units: the Art + Architecture + Planning Division and the Science & Engineering Division. In June 2013, the Science & Engineering Division moved out of the IKBLC and the Music Library moved in, merging with the Art + Architecture +

Planning Division to form the Music, Art & Architecture (MAA) Library. With this new configuration, the Library undertook a renovation project to create a new entrance and single service counter on the third floor, as well as the creation of four Digital Media Rooms.

The IKBLC has been a clear destination for many in the campus community since the opening of its south wing in April 2008. During the busy fall and winter terms, the IKBLC attracts just over a quarter of a million visitors per month. The building provides expanded access to computer and word processing workstations, multimedia Mac workstations, printers, scanners, improved study spaces for individuals and groups, including nine bookable Group Study Rooms and three bookable Digital Media Rooms, and much more.

The MAA Library provides two Graduate Research Rooms. These are secure spaces for graduate students to conduct advanced research for theses and dissertations. The space provides a dedicated, comfortable, quiet work environment and includes secure storage space for library materials. Access is limited to graduate students whose primary research requires extensive use of IKBLC collections.

The IKBLC is also home to the Library's Automated Storage and Retrieval System (ASRS). The ASRS is an onsite storage facility for library collections with a capacity of 1.8 million volumes. Materials housed in the ASRS are made available within fifteen minutes of an online request being made. In 2016 the Library opened PARC, a second storage facility at the south end of the Vancouver Campus. PARC provides 2,280 square metres of high-density collection storage and can house approximately 1.6 million volumes. The facility also houses a campus-wide records management service, a small digitization area, a staff work area and a publicly accessible reading room. Materials in PARC are provided via the Library's Document Delivery service, with a 1 day delivery time.

The Chapman Learning Commons, located in the heritage core of the IKBLC, is a collaborative and innovative learning space that brings together learners of all types— students, faculty, staff, and community members—making the most of technology to support and enhance learning and teaching at UBC. The Commons offers learning support services and programs, including tutoring, writing and research support, study skills workshops, academic peers, and access to a variety of technologies including multimedia software and hardware. learningcommons.ubc.ca

The Research Commons, located in the Koerner Library, provides workshops and 1 on 1 consultations to support graduate students with thesis formatting, citation management, GIS software, data analysis software and more. Services are provided by graduate student peer instructors, subject specialist librarians and campus collaborators. Koerner Library is also the home of the Library's Maps, GIS & Data Services unit, which includes a specialized GIS/Data lab for students. researchcommons.library.ubc.ca

COLLECTIONS

The origins of the Music, Art & Architecture (MAA) Library at UBC can be traced back to the 1940s with the establishment of the Fine Arts Room in the old Main Library. The opening of the School of Architecture in 1949 was a catalyst for the Library to begin collecting intensively in the area of architecture. Over the years the architecture collection has grown and transitioned from the Fine Arts Room, the Fine Arts Library, the Art + Architecture + Planning Division, to the current MAA Library. The MAA Library's primary goal is to create and cultivate a strong and vital collection that supports the research needs of faculty and students in the Department of Art History, Visual Art and Theory, the School of Community and Regional Planning, and, most relevantly, the School of Architecture and Landscape Architecture.

The Architecture Liaison Librarian is responsible for the acquisition of all architecture materials and is guided by a written collection development policy (see appendix A). The policy aims for a collection that is broad while also providing deep,

comprehensive coverage of Canadian materials—especially British Columbian—and relevant North American, UK, European and Pacific Rim publications with selective coverage of Central and South American publications. Materials are selected for the collection via firm orders and approval plans with UBC Library's book vendor YBP Library Services, a vendor that specializes in providing scholarly content for academic libraries across North America. Additionally, the Architecture Liaison Librarian actively surveys national and international publisher's catalogues and websites to ensure that the most up-to-date materials are being purchased including those not offered through formal arrangements with the Library's book vendor. Faculty and students are encouraged to suggest relevant books, periodicals and databases for purchase or subscription and can do so via an online form or email to the Architecture Liaison Librarian.

The MAA Library estimates its physical collection to be approximately 476,876 items as of June 2017. This number includes monographs, serials, vertical files, reference materials, CDs, DVDs, etc. The number of titles with the Library of Congress subject heading designation assigned to architecture (NA) is approximately 35,885[1]. The number of NA classed titles with imprints 2010-2016 is approximately 2,500. *Please note* this number excludes the Library's extensive ebook collection.

Collections Expenditures FY 2016 – 2017

UBC Library Vancouver:	$16,631,712 (CAD)
Music, Art & Architecture Library:	$371,929 (CAD)

Monographs

The principal print collection of architecture monographs is housed in the MAA Library; however, as previously mentioned, due to the interdisciplinary nature of the subject area, relevant print collections are also housed in the Koerner Library (humanities and social sciences, GIS, government publications, data and statistics) and Woodward Library (engineering). Additionally, the print collection at the Okanagan Library is available to architecture students and faculty via document delivery. An area of constant growth is UBC Library's ebook collection which now exceeds 2.3 million titles. UBC Library purchases individual ebook titles and subscribes to numerous ebook collections, many of which are purchased through provincial and national consortial agreements. For a list of recent NA acquisitions visit the Library's New Books search at: bit.ly/2gQVPZo

Monographs Budget FY 2016 – 2017

UBC Library Vancouver:	$2,316,147 (CAD)
Music, Art & Architecture Library:	$157,467 (CAD)

Serials/Periodicals

The Library purchases electronic journal subscriptions where a reliable, stable, and up-to-date online version exists. Although a number of architecture titles are now available online, UBC Library retains a number of 'print only' journals due to instability of provider and poor quality of online images (in pdf or html formats), and where the online version of a journal excludes images published in the print version.

[1] Architecture topics are also covered in the MAA Library under a large array of different Library of Congress subject classifications, given the multidisciplinary nature of architecture and its intersections with visual art, art history, sustainability, urban design and planning, and engineering.

The MAA Library journal collection has both current and historic materials in both print and electronic formats. The MAA Library currently subscribes to 48 of the 55 titles identified as "Core" by the Association of Architecture School Librarians (AASL). www.architecturelibrarians.org/coreperiodicalslist

CORE LIST – UBC Library current subscriptions (and open access)

1. 306090 (print)
2. A + U (Architecture and Urbanism) = Kenchiku to toshi (print)
3. AA Files (print)
4. Abitare (print)
5. Architect (print + online)
6. Architects' Journal (AJ) (online)
7. Architectural Design (AD) (print + online)
8. Architectural History: the Journal of the Society of (online)
9. Architectural Record (print + online)
10. Architectural Review (print + online)
11. ARQ: Architectural Research Quarterly (online)
12. AV Monografias (print)
13. Baumeister (online)
14. Canadian Architect (print + online)
15. Casabella (print)
16. Crit, the Journal of the American Institute of Architecture Students (print)
17. El Croquis (print)
18. Detail (Munich) (print)
19. Domus (print)
20. Environment and Behavior (online)
21. GA Document (print)
22. GA Houses (print)
23. GreenSource (print – publication ceased in 2013)
24. Grey Room (online)
25. Harvard Design Magazine (print)
26. ID (International Design) (print – publication ceased in 2010)
27. Japan Architect (print)
28. Journal of Architectural and Planning Research (print)
29. Journal of Architectural Education (JAE) (online)
30. Journal of Architecture (online)
31. Journal of Green Building (online)
32. Journal of the American Planning Association (JAPA) (online)
33. Journal of the Society of Architectural Historians (JSAH) (online)
34. Journal of Urban Design (online)
35. Landscape Architecture (print)
36. Landscape Journal (online)
37. Log (print)
38. Lotus International (print)
39. Metropolis (online)
40. Perspecta (print)

41. Places (online)
42. Planning (print)
43. Praxis: Journal of Writing + Building (print)
44. Quaderns d'arquitectura i urbanisme (online – current year embargoed)
45. RIBA Journal (Royal Institute of British Architects) (print)
46. Thresholds (online – current year embargoed)
47. Urban Land (print + online)
48. Werk Bauen und Wohnen (print)

Access to serials is enhanced by the UBC eLink–software that supplies a direct link from online index search results (Avery, Geobase, Google Scholar) to either the Library's full text online subscription or the print holdings in the Library catalogue. Users can access UBC Library's electronic resources on campus or remotely; in the latter case, they will be asked to authenticate with a campus-wide login through UBC Library's EZproxy service.

Serials & Database Subscription Budget FY 2016 – 2017

UBC Library Vancouver:	$13,157,569 (CAD)
Music, Art & Architecture Library:	$ 212,096 (CAD)

Electronic Materials

As mentioned in the previous sections on Monographs and Serials, UBC Library has significant ebook and ejournal collections. In addition to these e-resources, UBC Library subscribes to many electronic databases. Examples of core databases in architecture to which UBC Library subscribes include: the *Avery Index to Architectural Periodicals*, *Art Full Text, Building Types Online* (Birkhauser), *Detail Inspiration* and the *Design & Applied Arts Index*. Secondary databases include: *ARTbibliographies Modern*, *Art Index Retrospective*, *Bibliography of the History of Art*, *Compendex*, *GreenFile*, *International Bibliography of Art*, and *Urban Studies Abstracts*. UBC also subscribes to large multidisciplinary databases like the *Web of Science*, *Academic Search Complete*, *Canadian Business & Current Affairs*, *GeoBase*, *JSTOR*, and *ProQuest Theses Dissertations Global*. For a comprehensive list of UBC's electronic databases visit: resources.library.ubc.ca

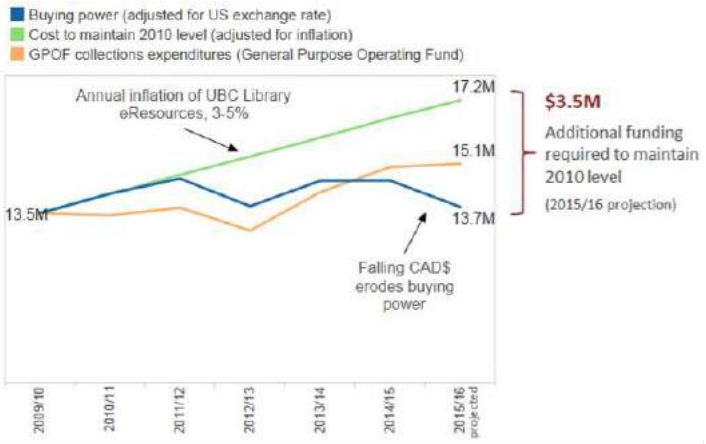
The MAA Library subscribes to two image databases: *ARTstor* and the *Archivision Digital Research Library*. ARTstor is a digital library of more than two million images, information about the images, and software tools designed to enhance teaching, learning, and scholarship. The images in ARTstor come from a wide range of cultures with initial strengths in European, American, and Asian cultures and come from many notable collections including the recent collaboration between Columbia University's Graduate School of Architecture, Planning, and Preservation (GSAPP) and the Avery Architectural & Fine Arts Library that makes available 20,000 images of architectural plans and sections and related materials. Archivision is a database of 80,000 plus high quality, professionally photographed images of landscape architecture, architecture, urban planning, archaeology, and design. It includes images of contemporary structures from the United States, Canada, Europe, and Asia. The MAA Library has also purchased ongoing access to *OnArchitecture*, an audiovisual online streaming resource for architecture. *Criterion On Demand* and *Kanopy*, are UBC Library's general online streaming resources.

Funding for Collections in the Current Economic Climate

As noted in the previous accreditation report, the Library has continued to face challenges with maintaining a healthy collections budget. The 2015/2016 fiscal year brought unprecedented challenges. The purchasing power of the Library's collections budget continued to decline following the combined effects of inflation, skyrocketing e-resources costs, and

the falling Canadian dollar. Of the 14.8 million dollars allocated to the Library's collections that year, 13.2 million (89%) was required just to maintain existing levels of access to the Library's current collection of research journals and databases. The dramatic increase in the cost of these resources left limited funds to expand journal and e-resource subscriptions, or support information resources across other formats such as monographs.

The graph below makes visible the decline from 2010 to 2015 in the Library's collection purchasing power and the Library's ability to sustain existing resources.



Since 2015 the University provides a standardized 2% yearly increase to the Library's collections budget to help offset the cost of inflation. UBC Library is grateful to the University for this yearly increase as well as various one-time supplements to the collection budget; however, regrettably, these much-needed and welcomed funds are not sufficient to off-set typical inflationary increases for the information resources we provide. UBC Library continues to explore new funding models that will meet the approval of the Provost and Deans, with the goal of increasing UBC Library's base budget (including collections) and making it sustainable over time.

ACCESS TO SERVICES

Reference & Instruction

In person reference assistance is available to Architecture students and faculty during regularly scheduled times at the Research Help counter of the Music, Art & Architecture Library's Information Desk on the third floor of the IKBLC. Faculty and students can also phone or email questions to the Architecture liaison librarian or schedule one-on-one research appointments. Generally, these appointments are generally scheduled for an hour. UBC Library participates also participates in the province-wide, post-secondary, virtual chat reference service AskAway.

MAA Library Reference Hours (Winter Session 2016/2017)

Monday - Friday: 11 am – 5 pm

AskAway Hours (Winter Session 2016/2017)

Sunday – Thursday: 10 am – 9 pm
Friday & Saturday: 11 am – 5 pm

In the past all incoming Architecture students have received an introductory hour long Library Research Skills workshop from the Architecture liaison librarian as part of SALA's orientation program. A more comprehensive session is also provided to students taking SALA's Research Methods course. To supplement in person reference and instruction an online subject specific research guides is also available to students:
guides.library.ubc.ca/architecture

UBC Library also provides many general workshops throughout the year that architecture students and faculty can register for via the online Instructional Calendar. Sample sessions from the Graduate Workshop Series include:

- Citation Management
- Best Practices in Research Data Management
- Copy Right for Authors & Creators
- Publishing a Journal Article
- And various software programs such as NVivo and SPSS

For a list of upcoming sessions in the Graduate Workshop Series visit: events.library.ubc.ca/series/7

Interlibrary Loan (ILL)

UBC Library's Interlibrary Loans (ILL) service allows UBC faculty, staff, and students to borrow material from other libraries free of charge when items are not part of UBC Library's collection, such as hard-to-find resources including non-English language publications, obscure conference proceedings, or non-UBC dissertations. Requests for materials are submitted online and desktop delivery is provided for journal articles, book chapters and conference papers usually within 1-2 business days. Physical books are usually available for pickup within 7 business days.

UBC Library also participates in reciprocal borrowing agreements that allow UBC students and faculty to borrow material while visiting other Canadian institutions. Faculty members have additional privileges at some American universities. For more information visit: services.library.ubc.ca/borrowing/reciprocal-borrowing

Course Reserves

In 2013 the UBC Library began offering electronic course reserves. Through the Library Online Course Reserves system (LOCR), instructors request material to be put on course reserve for their classes. LOCR staff create permanent urls to the Library's purchased/subscribed electronic content, or for print journal articles, book chapters and conference papers, scan, upload and clear copyright, including paying any required transactional license fees. In some cases, print books are placed on course reserve with a restricted loan period of 2 hours, 1 day, or 3 days. If faculty require assistance using the LOCR system, the Architecture liaison librarian is available to help by email, phone or in person. For more information on LOCR visit: services.library.ubc.ca/borrowing-services/using-course-reserves

Copyright & Scholarly Communication Services

The UBC Library's Scholarly Communications & Copyright Office supports scholarly communications and copyright services for the UBC community. The office advises faculty and staff on the application of UBC's copyright requirements and guidelines in a higher education setting and provides a range of services to support faculty, staff and students in the preparation of their course materials, assignments, presentations and publications. UBC Library continues to play a major role institutionally regarding copyright in the development and maintenance of the UBC copyright website, developing and running copyright compliance workshops for faculty and students, and organizing and running an Open Access Event—a week-long series of seminars and workshops designed to incite discussion regarding the implications of copyright legislation on research and study in an academic setting. For more information visit: copyright.ubc.ca

Technology

The following list provides an overview of the types of technology (hardware and software) and technology lending available to UBC architecture students and faculty.

1. Wireless Network available in all Library branches (UBC IT)
2. 123 workstations throughout IKBLC
    a. 111 PC workstations running Windows with MS Office (2010)
    b. 8 iMac workstations with:
        i. Microsoft Office for Mac 2016
        ii. Apple Pages, Numbers and Keynote
        iii. LibreOffice 5
        iv. Apple Photos, iMovie, and Garage Band
        v. Google Earth
        vi. Google SketchUp
        vii. CyberDuck (for FTP)
        viii. Safari, Google Chrome and Mozilla Firefox
        ix. Xcode 7 (in Applications)
    c. 14 iMac multimedia workstations with the above plus:
        i. Adobe Creative Suite
        ii. Final Cut Pro X
3. 43 GIS workstation in the Koerner Library with:
    a. ArcGIS Desktop & ArcGIS Pro (including ArcMap, ArcGIS Pro, ArcCatalog, ArcGlobe, ArcScene)
    b. AutoCAD
    c. ESRI City Engine
    d. FME Desktop
    e. Google Earth Pro
    f. Grass GIS
    g. IrfanView Image Viewer
    h. Matlab
    i. NVivo
    j. R
    k. QGIS
    l. SPSS
    m. Stat Transfer
    n. Trimble SketchUp Pro

4. Printers and copiers with black & white, colour and double-sided printing capabilities located near all computer workstation areas.
5. 1 Engineering copier (available in Koerner Library)
6. 11 Microfilm/fiche/card readers, some with the ability to create digital documents (available in Koerner Library)
7. Flatbed scanners in all branches, with 1 large format scanner in the MAA Library
8. 36 Laptops (available from 4 UBC Point Grey Library branches)
9. 8 Sony Digital HD Video Camera (available from the IKBLC)
10. 8 LCD projectors (available from the IKBLC)
11. 6 Digital cameras (available from the IKBLC)
    a. 2 Cannon DSLR
    b. 2 GoPro Hero 4
    c. 2 Cannon Power Shot
    d. 9 tripods
12. Various phone chargers & adapters (available from the IKBLC)

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Date: September 11, 2017

Appendix A

THE UNIVERSITY OF BRITISH COLUMBIA
Library

Architecture
Collection Development Policy
Music, Art & Architecture Library

Clientele

The architecture collection serves the needs of the School of Architecture and Landscape Architecture (SALA), which offers courses at both undergraduate (Bachelor of Environmental Design) and Master's of Arts levels. Other departments may also use this collection, including the Department of Art History, Visual Art and Theory.

Overview of the strengths of the existing collection

The architecture collection is housed in the Music, Art & Architecture Library in the Irving K. Barber Learning Centre. The library's collection, numbering over 400,000 items (including over 400 current journal subscriptions) is rich in Canadian, Pre-Columbian, Asian, Italian Renaissance, and Baroque art as well as the history of architecture.

Current areas of collecting

The architecture selector covers architectural history, theory, criticism, and design for special populations, sustainability, housing and urban design, and environmental studies. Canadian architecture and in particular, the architecture of British Columbia, is of special emphasis.

Research and publishing characteristics

Books on architecture fall into the following general categories: theory, historical, engineering/technical, and design. Theory, history, and design books overlap with art, and technical books overlap with science/engineering. Books on architectural projects, housing, urban design, sustainability, and environmental and social aspects of architecture overlap with community and regional planning. These overlaps are reflected in courses offered in other departments. Books with scholarly content on architecture published in the United States or Canada are supplied by an approval plan. All other materials on architectural history are so closely related to art history that many of the art books contain as much information on architecture as on art.

Form

The collection includes books, journals, article indexes, image databases and more. In addition, there are cabinets of files with an emphasis on architecture.

Coverage

There are no exclusions.

Publication date

The majority of acquisitions will be for current publications, with retrospective purchasing to fill collection gaps and to meet research needs of users, in particular faculty.

THE UNIVERSITY OF BRITISH COLUMBIA
Library

Languages

Predominantly English language, but we collect in all western European languages. We buy books in the Asian languages, as long as there is some text in the western languages.

Geographic origin

We collect from all areas worldwide, emphasizing Canada, the United States, the Pacific Rim, and Europe. More selective collecting is done for Central and South America.

Exclusions

Books without critical text, textbooks, blueprints, manufacturers catalogues, 3-D models, slides, computer-aided design programs (CADD), “how to” renovation books, text books, revised editions which do not have significant text changes, dissertations (unless published as a monograph), or popular biographies on architects.
We buy limited numbers of stand-alone CD-ROMs; most of the CD-ROMs we collect are incorporated into published monographs.

Collections in other UBC Libraries/ Areas of overlap

- Asian Library
  Material with text in Chinese, Korean, Japanese, and Indic languages.
- Koerner Library
  Humanities & Social Sciences materials
- Woodward Library
  Engineering materials.

3.8.2 Reading Room Collection

The Reading Room collection is composed of monographs, journals, course reserve material, graduation projects, unique, school archives, audio visual equipment and a digital image database that support the School's teaching and research needs. Additional teaching and learning resources include a selection of AV Equipment for loan and a Materials Library. The reading room and A/V equipment are located in Room 9 on the lower floor of the Lasserre Building and the the Materials Library, which houses samples of building material products is located on the second floor of the Lasserre Building.

While the central Music, Art + Architecture Library (MAAL) houses the primary architecture & landscape collections on campus, the School's Reading Room, a small circulating library and study space provides convenient access to resources for SALA faculty and students. SALA's reading room catalogue is accessible online through the UBC Library cataloguing module called Voyager, making materials widely accessible. Reading room hours are currently reduced to a staff vacancy, however every effort is made to schedule open hours 5 days per week.

The Reading Room augments the MAAL collection with materials relating to practice, history, theory and criticism that support the curriculum of the School. There are approx. 4000 titles relating to architecture, planning and landscape architecture. Some duplicates with the MAAL exist. All the appropriate periodical indexes are available on-line. The extent of the collection remains stable with regular purchases and discards. New material is catalogued upon receipt and displayed on the new book shelf. The book collection is mended and bound as needed. In addition to new volumes, the collection receives book donations from the community on a regular basis.

The Reading Room maintains a selection of key architecture and design journals. The monograph collection reflects the School's courses of instruction, student interests, faculty research and studies abroad. Effort is made to avoid duplication with the MAAL.

The Reading Room developed a digital Image database collection of 5241 images from Studies Abroad and Canadian Architecture. SALA's digital image database uses software called MDID developed through The James Madison University. Funding to set up the database was provided by UBC's Teaching and Learning Enhancement Fund grants. There is also a collection of approximately 20,000 slides, a variety of models, building material samples, and a small collection of CD's and DVD's.

School archives and theses dating back to 1950 have been catalogued and filed in storage lockers by the Reading Room and are available for library use only. Archival material is catalogued, placed in acid free envelopes or boxes before filing.

The Materials Library is situated in the Lasserre Building room 202A and consists of holdings of product literature, samples of building materials, CDs, and technical literature.

The Reading Room has two computer workstations available for students to connect to the campus library system, providing access to extensive online resources for users. A printer with scanning and copying capabilities is also available.

Funding for the Reading Room is provided through SALA's general operating resources. Four thousand dollars per year is allocated to covers journal subscriptions, binding costs and SALA faculty initiated book orders. Other sources of funding include project based grants through the UBC Teaching and Learning Enhancement Fund and the sale of surplus books.

The full-time reading room reference assistant position is currently vacant. The School is reviewing the positon to consider modernization of the role and expanding the role to include digitization and archiving. To date, the reference assistant has educated patrons on how to use the library system, catalogued collections and coordinated reading room purchases and discards. The MAAL library is the main source for library training and orientation for students and provides a series of training sessions through the year.

Two to three students staff the reading room and provide circulation and reading room support during fall and winter terms. Each student assistant works a maximum of 10 hours per week. The reading room is open 20 to 24 hours per week.

3.8.3 Information Technology Resources

In the summer of 2011, the SALA IT department was centralized to the UBC IT department, part of a University-wide strategy. Given SALA's limited resources it cannot support its own IT staff, helpdesk, etc. and this solution has worked reasonably well as an alternative. Along with access to the university's IT staff support and resources, a UBC IT staff person is available Monday-Friday at the Lasserre Building for several hours each day to support and troubleshoot faculty and administration hardware and software problems and upgrades, and to monitor the Lasserre Building's IT infrastructure.

From the perspective of the students, day-to-day operations of the IT resources of the school are overseen by SALA staff, who maintain equipment and operate some digital fabrication hardware. SALA staff also train and oversee a large cohort of student technicians, who operate, maintain, and top up necessary supplies for digital fabrication and printing hardware.

Digital fabrication tools have also expanded and been upgraded in recent years. From page 16 of this report (Program Response, by Director Ron Kellett): "Since the 2012 accreditation visit, incremental facility improvements to the Lasserre Building have continued every year. The improvements have largely developed the program's digital fabrication tools, including four plastic filament 3D printers, located in or near the three studio locations, two in Lasserre; one Die Cutter, located in Lasserre; and one Larger format laser cutter (2017), located in Lasserre. Digital Projectors have been installed in Lasserre's three principal seminar rooms."

Table 3.8.a. Computer and Hardware Inventory

Location	Item	Quantity	Details
Lasserre 3rd Floor	Mac Pro	4	APPLE MACPRO C2D 3.2GHZ/2GB/320GB
	Dell Precision	3	T3400 2.66GHZ /4GB/ 80GB
	Dell Precision	1	T7400 2.00GHZ/4GB/160GB
	Dell Precision	1	390
	Dell Studio	1	XPS
	Color LaserJet printer	1	HP 6015
	Color LaserJet printer	1	HP 5550dtn
	Color LaserJet printer	1	HP 9500
	B&W LaserJet printer	1	HP5000N
	B&W LaserJet printer	1	HP5100
	Plotter	1	HP DesignJet 500
	Plotter	2	HP DesignJet 800
	Plotter	1	HP DesignJet T1120
	Plotter	1	HP DesignJet T1200
	Scanner	4	Epson Perfection V200 Photo Pro
	Scanner	1	HP DesignJet T1120 42” HD
Reading Room	PC Computer	2	Dell
	PC Computer (L/T)	2	Dell Latitude D800 PentiumM
	Mac (L/T)	1	Macbook Pro

3.8.4 Current IT Infrastructure Action Plan

Recurring Levels of Staff Support
In 2017-18, SALA will realign two technical staff positions to better support operation and renewal of the School’s infrastructure. One staff position focuses on the School’s physical infrastructure (classrooms and IT). A second position focuses on the School fabrication infrastructure (shop and fabrication devices).

Renewal of Hardware Infrastructure / Anticipated Modifications to Current Installations
Renewal and modifications to the physical and hardware infrastructure of the SALA are defined and managed through a SALA-level Academic Infrastructure committee co-chaired by faculty and staff. Students are also represented. This committee develops and recommends policies and priorities for the assessment, renewal and expansion of SALA’s infrastructure including IT infrastructure. This committee consults broadly with faculty, staff and students. Its outputs include annual reports of needs and recommendations for infrastructure renewal and expansion. This committee, for example, defined and recommended the aforementioned infrastructure staff realignments.

SALA maintains a service agreement with UBC IT to monitor and maintain the School’s IT infrastructure. This agreement includes dedicated IT staff assignments to SALA. SALA funds the service agreement with UBC IT at $45k.

A three-year Teaching Learning and Enhancement Fund curriculum development initiative 'Integrated Design Learning through Making and Building @SALA' includes task areas linking academic goals and planning to infrastructure needs. The principal goal of this project is to develop curricula and infrastructure to enable every student in the School access to integrated design, fabrication and building curricula and experiences at every level of every program. In 2016-17, the first year of this initiative, SALA completed a School- and campus-wide inventory and mapping of fabrication related tools and equipment accessible to students and, researched case studies and models of best and innovative global practice. Work currently underway develops instructional materials related to safe and effective operation of this equipment and pilots first iteration course refinements. Work soon to begin will engage broader issues of curriculum development and the technology investments necessary to support this curricular redesign initiative.

3.8.5 Demonstration of Sufficient Funding to Execute the Action Plan

Recurring levels of staff support
All staff support and student support to staff is funded in the recurring base budget. Funding allocated to support infrastructure staff positions represented approximately $120k in salary and benefits. In 2018-19 the salaries associated with these recently reclassified positions will elevate to match increased their responsibilities and scopes of work. These positions are supplemented with student employees at $35k.

Renewal of Hardware Infrastructure / Anticipated Modifications to Current Installations
SALA allocates an annual hardware renewal and acquisitions budget of $100k.

SALA allocates an annual physical infrastructure repair and modification budget. In 2017-18 SALA allocated $37k to regular upgrade of hardware and an additional $63k to a significant upgrade to laser cutting equipment and infrastructure in Lasserre. An additional $12k was allocated to physical infrastructure (teaching space) repairs and upgrades.

Student Software Access
Student technology fees and output device revenue contributes $91k and $115k respectively to technology hardware, infrastructure and materials. SALA supplements this funding with $134k from the recurring budget.

SALA provides the most current hardware and software solutions to facilitate the pedagogical mission of the school. This is accomplished by supporting Mac and PC platforms with a wide array of up-to-date software including Microsoft Office, Adobe Creative Suite, AutoCAD and its related Building Information Modelling (REVIT) software, advanced digital modelling and scripting, animation software, and beginning in fall 2017, a workstation with VR capability.

SALA provides access to peripheral hardware (itemized elsewhere in this Report), wireless connectivity, and academically discounted software packages to promote the student's achievement. Its computer facilities are governed by UBC's 'Appropriate Use of Information Technology' policy.

3.9 Financial Resources

Programs must have access to sufficient institutional support and financial resources.

The APR must include:
- Program budget, endowments, scholarships, and development activities.

3.9.1 Budget

Architecture revenue and expenses are included in the overall SALA budget. Table 3.9.a. is a five year summary of SALA's financial position, included as a foldout at the end of this section.

An estimate of Architecture specific costs in relation to the overall costs of the School is presented in Table 3.9.a. Salaries for Architecture faculty, sessional instructors teaching Architecture courses and student teaching assistants supporting Architecture courses are based on actual salary costs. All other amounts are estimated based on the percentage of students in the Architecture program compared to other programs offered at SALA. These percentages are used to breakout both revenue and costs where the actual breakdown is not available.

A comparison of the reported surplus/deficit across the Faculty of Applied Science (APSC) for year ending March 31, 2017 and year ending March 31, 2016 is included below (Table 3.9.b.). Note that Nursing and the School of Community and Regional Planning (SCARP) are Schools and the others listed are engineering departments.

Table 3.9.b. Comparative Surplus/Deficit Data of Annual Expenditures 2016/2017 (thousands of $)

Program	March 2017	March 2016
ChemBio	201	(194)
Civil	940	192
Electrical	(121)	657
Mechanical	(2)	468
Materials	248	186
Mining	(163)	26
Nursing	(54)	(237)
SALA	179	(21)
SCARP	(192)	(172)

3.9.2 Tuition Revenue

The School's annual funding allocation comes from a combination of graduate and undergraduate enrolment based tuition (approximately 33% of total) and a baseline budget allocation (set in 2011 when UBC introduced a new University wide funding model) that carries forward each year with adjustments based on the net change again the previous year. If enrollments and tuition rates increase the funding will increase. If enrollments decrease to an extent that is greater than the net tuition increase for the year the net change will be negative. As shown in the table below the school's graduate tuition increased by $17,708 in 2016/17 over 2015/16. It should be noted that since the baseline was set in 2011/12 SALA has not experienced a negative change and therefore experienced growth in its funding allocation. The change is variable when compared to other schools and departments in APSC – see below (Table 3.9.c.).

Table 3.9.c. Tuition Allocation for Graduate Programs across APSC

Program	MASc	MEng	MSc	PhD	FY16/17	FY15/16	Change
ChemBio	99,369	93,808	7,866	258,746	459,789	475,402	(15,612)
Civil	273,799	478,129		189,540	941,468	771,181	170,287
Electrical	301,295	358,000		529,090	1,189,386	1,188,694	692
Mechanical	196,352	87,971		215,238	499,561	671,657	(172,096)
Materials	93,765		2,210	195,958	291,933	285,215	6,718
Mining	118,238	287,535		84,209	489,982	517,395	(27,413)
Nursing					430,412	426,403	4,009
SALA					1,384,259	1,366,551	17,708
SCARP					523,960	421,172	102,789
ICICS					3,880	315,285	(311,405)

While tuition is typically capped at a rate of 2% per year, SALA is part of a University wide initiative that is approved for accelerated tuition increases for non-thesis based international graduate students. Over the next 3 years new international graduate students will see a tuition increase of 37.2%.

International students make up approximately 25% of the student body across SALA and the direct funding from tuition makes up about 33% of the School's budget. As such tuition increases alone will not address the ongoing structural deficit and rising costs. The school continues to work on new initiatives in an effort to increase revenues and/or control costs

3.9.3 Finance-Impacting Academic Initiatives

Since 2011, several other financial initiatives which affect architecture courses include:

- The development of several Vancouver Summer Programs courses.
- The development of university-wide service courses that provide funding to SALA through undergraduate tuition.
- In 2017, the approval of a UBC Teaching and Learning Enhancement Fund grant to explore the integration of digital and manual making tool and spaces throughout the SALA programs.
- In 2015, the expansion of the full-term studies abroad program, allowing an increased intake of approximately 12 incoming MArch students.
- In 2015, the increase of the MArch Advanced Placement cohort, who typically move through their course of study in approximately one year less time than do non-Advanced Placement stream students.
- In 2014, the inauguration of the Master of Urban Design Program.

Future finance-impacting initiatives include:

- Master of Engineering Leadership – High Performance Buildings starts in January 2018.
- Bachelor of Design proposed and pending Ministry approval for 2018/19 start date.

3.9.4 Other Income Sources

Donations
In addition to the annual budgets SALA receives funds from alumni donations for both specific and general purposes. On March 31, 2017 the Architecture Program had an accumulated balance of approximately $120,000.00 in outside donations to be used for purposes such as public lectures, student scholarships and bursaries and support for studies abroad.

Research
As of March 31, 2017 the various faculty members in the Architecture program collectively held $354,193.09 in research funds.

Scholarships
One of the key initiatives since the Accreditation Report 2011 has been the development of new scholarship opportunities for architecture students. In 2017, the Architecture program distributed $163,050 in scholarships to both incoming and continuing students an increase of $74,550, or nearly 100%, since the 2011 APR.

Table 3.9.a. SALA Five-Year Financial Report

SALA Financial Report Prepared 23-Jan-18	**FYE March 31, 2018** Forecasted			**FYE March 31, 2017**			**FYE March 31, 2016** Forecasted			**FYE March 31, 2015** Forecasted			**FYE March 31, 2014** Forecasted		
	SALA	ARCH	OTHER	SALA	ARCH	OTHER	SALA	ARCH	OTHER	SALA	ARCH	OTHER	SALA	ARCH	OTHER
Funding/Revenue															
Recurring															
GPO Funding Allocation	5,432,425	2,987,834	2,444,591	5,227,653	2,770,656	2,456,997	4,989,706	2,644,544	2,345,162	5,032,040	2,666,981	2,365,059	4,862,924	2,577,350	2,285,574
Printing Lab and Materials Revenue	137,004	75,352	61,652	142,265	75,400	66,865	114,739	60,812	53,927	102,000	54,060	47,940	100,000	53,000	47,000
Student Tech Fees	91,240	50,182	41,058	90,369	47,896	42,474	86,742	45,973	40,769	84,930	45,013	39,917	85,000	45,050	39,950
Student Fees - Cost Recovery Workshops	66,050	36,328	29,723	149,978	79,488	70,489	97,614	51,735	45,879	86,400	45,792	40,608	44,066	23,355	20,711
Student Fees - Vancouver Summer Program	412,506	226,878	185,628	366,148	194,059	172,090	177,845	94,258	83,587	92,016	48,768	43,248	-	-	-
Student Fees - Design Discovery Summer Program	28,500	15,675	12,825	-	-	-	-	-	-	-	-	-	-	-	-
Student Fees - Application Fees	31,620	17,391	14,229	34,406	18,235	16,171	32,183	17,057	15,126	27,000	14,310	12,690	25,000	13,250	11,750
Faculty teaching resourse support	-	-	-	60,000	31,800	28,200	97,500	51,675	45,825	37,500	19,875	17,625	37,500	19,875	17,625
Non-Recurring															
Donations for Specific Purpose/GPO accounts	29,447	-	29,447	8,940	-	8,940	584	-	584	-	-	-	-	-	-
Research Overhead	2,489	-	2,489	4,054	-	4,054	-	-	-	-	-	-	-	-	-
Other Non-Operarional Projects	76,150	-	76,150	45,067	-	45,067	81,517	-	81,517	122,750	-	122,750	-	-	-
Total Funding/Revenue	6,307,432	3,409,640	2,897,792	6,128,879	3,217,534	2,911,345	5,678,430	2,966,054	2,712,376	5,584,636	2,894,800	2,689,836	5,154,490	2,731,880	2,422,610
Expenses															
Salaries															
Faculty (actual allocation) **ARCH Faculty 14 FTE*	3,341,093	1,849,705	1,491,388	3,242,833	1,942,419	1,300,413	3,036,080	1,914,777	1,121,303	2,922,790	1,772,375	1,150,415	2,872,157	1,757,264	1,114,893
Sessional	664,953	320,527	344,425	540,850	254,731	286,119	330,770	171,670	159,100	315,571	192,054	123,517	366,839	170,958	195,881
Students - Academic	252,483	75,192	177,291	228,366	60,353	168,013	217,957	56,268	161,689	219,593	39,206	180,387	158,334	27,788	130,546
Students - Non-Academic	124,887	68,688	56,199	69,039	25,759	43,280	34,125	18,086	16,039	56,009	29,685	26,324	41,326	21,903	19,423
Staff	531,696	292,433	239,263	558,527	296,019	262,508	528,956	280,347	248,609	552,119	292,623	259,496	542,463	287,505	254,958
Payroll Costs/Benefits	621,084	341,596	279,488	616,065	326,515	289,551	588,480	311,894	276,586	569,559	301,866	267,693	547,461	290,154	257,307
Non-Salaried Expenses (Operational Expenses)	747,993	411,396	336,597	627,669	332,665	295,004	860,410	456,017	404,393	699,502	370,736	328,766	592,713	314,138	278,575
Capital Expenditure (Furniture / Equipment)	181,625	-	181,625	66,681	-	66,681	102,730	-	102,730	339,132	-	339,132	52,399	-	52,399
Total Expenses	6,465,814	3,359,538	3,106,276	5,950,031	3,238,462	2,711,570	5,699,508	3,209,059	2,490,449	5,674,275	2,998,545	2,675,730	5,173,692	2,869,710	2,303,982
Surplus/Deficit	(158,382)	50,102	(208,485)	178,849	(20,928)	199,776	(21,078)	(243,005)	221,927	(89,639)	(103,746)	14,107	(19,202)	(137,831)	118,629
carry forward (opening)	578,660			399,810			420,888			510,527			529,729		
carry forward (closing)	420,278			578,659			399,810			420,888			510,527		
	**ARCH @ 55% (based on ratio of student FTE)*			**ARCH @ 53% (based on ratio of student FTE)*			**ARCH @ 53% (based on ratio of student FTE)*			**ARCH @ 53% (based on ratio of student FTE)*			**ARCH @ 53% (based on ratio of student FTE)*		

3.10 Administrative Structure

The program must be part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

The APR must include:
- A description of the program's administrative structure, a comparison of this structure with those of other professional programs in the institution, and a list of any other programs offered in a multi-discipline unit.

3.10.1 UBC Accreditation

Institution's Accreditation by a Recognized Agency:
The University of British Columbia currently operates under the authority of the University Act of the Province of British Columbia (R.S.B.C. 1996, c468). It is also a member of the Association of Universities and Colleges of Canada.

3.10.2 UBC Organizational Structure

From the webpage of UBC's governance and organizational structure:

> "Governance of The University of British Columbia is balanced between the Board of Governors and the Senates, and flows through the President's Office to the portfolios of the Vice-Presidents.
>
> "The Chancellor serves as the titular head of the University, presides over all major ceremonies, and is an ex officio member of the Board of Governors, the Senates, and the Council of Senates.
>
> "The role of the President is to provide oversight and direction for the operation of the University, in accordance with the strategic framework and directions of UBC's governing bodies, the Board of Governors and the Senates."

A diagram of the UBC governance structure:

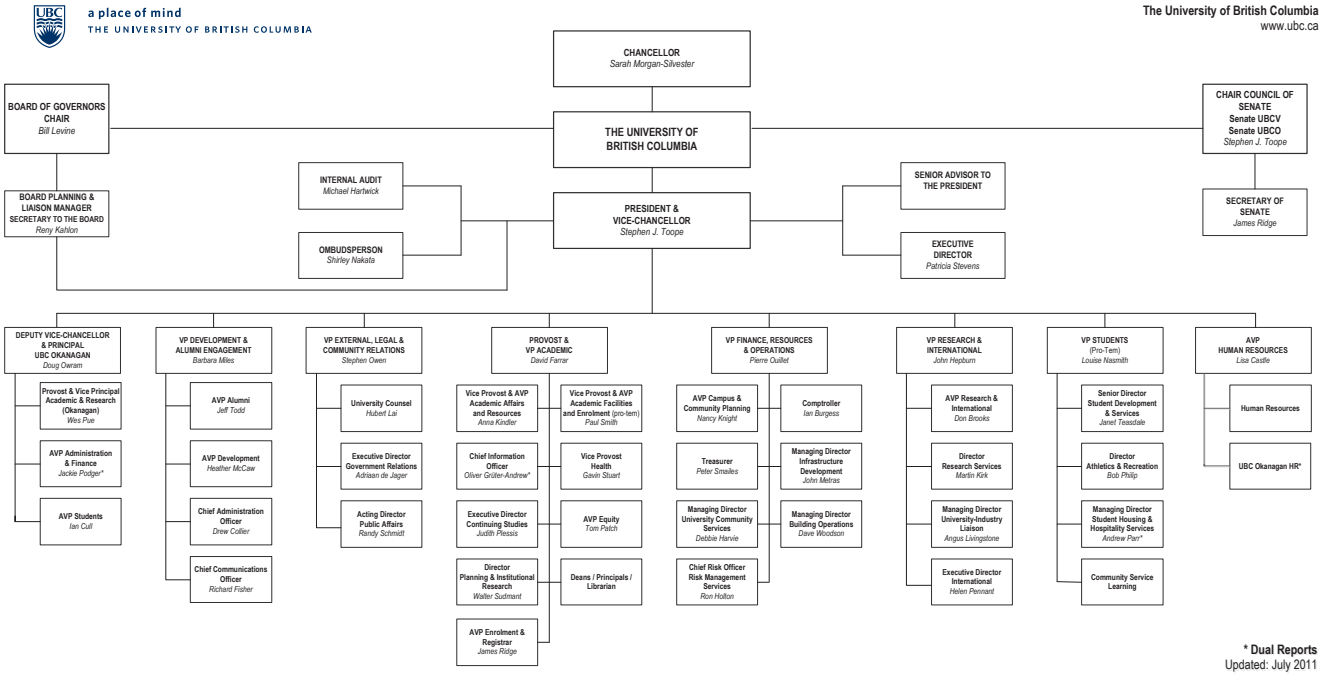


Chart 3.10.a. UBC Governance Structure

3.10.3 The Faculty of Applied Science Administrative Structure

The Faculty of Applied Science, one of twenty-six faculties and schools at UBC, offers undergraduate and graduate programs in Engineering, Architecture, Landscape Architecture, Regional Planning, and Nursing. The Faculty offers these engineering programs:

- Biomedical Engineering
- Chemical & Biological Engineering
- Civil Engineering
- Electrical & Computer Engineering
- Engineering Physics
- Environmental Engineering
- Geological Engineering
- Integrated Engineering
- Materials Engineering
- Mechanical Engineering
- Mining Engineering
- UBC Okanagan Engineering

Under the leadership of former Dean Marc Parlange and in partnership with the UBC Sauder School of Business, Applied Science has developed nine Master of Engineering Leadership post-professional degrees. These intensive, one-year degree programs include:

- Advanced Materials Manufacturing
- Clean Energy Engineering
- Dependable Software Systems
- Green Bio-Products
- High Performance Buildings
- Integrated Water Management
- Architecture and Marine Engineering
- Resource Engineering Management
- Urban Systems

Architecture program faculty made significant contributions to the development of the High Performance Buildings program, including its emphasis on regenerative design, and will help deliver its course of study. Its courses will also be available to be taken by MArch students as an elective.

Applied Science participates in a number of research centres and laboratories at UBC, some of which are inter-faculty collaborations and others of which are within Applied Science and involve inter-departmental collaborations.

- Advanced Materials & Process Engineering Laboratory (AMPEL)
- Clean Energy Research Centre (CERC)
- Institute for Computing, Information & Cognitive Systems (ICICS)
- Michael Smith Laboratories
- Pulp & Paper Centre (PPC)

Networks of Centres of Excellence
Applied Science faculty members also participate in several distinguished Networks of Centres of Excellence, including:

- AUTO 21 - The Automobile of the 21st Century
- Canadian Water Network
- Institute for Robotics and Intelligent Systems
- Intelligent Sensing for Innovative Structures
- Micronet-Microelectronic Devices, Circuits and Systems
- Sustainable Forest Management

NSERC Strategic Research Networks
UBC Applied Science faculty members are the primary investigators responsible for three NSERC Strategic Network Grants which provide $15m over five years. These include:

- Canadian Network for Research and Innovation in Machining Technology (CANRIMT)
- RES'EAU-WaterNet
- Magnesium Network (MagNet)

Applied Research Consortiums

- Composites Research Network
- Energy Reduction in Mechanical Pulping

The two schools in the Faculty – the School of Nursing and the School of Architecture and Landscape Architecture - offer programs in their respective disciplines.

3.10.4 SALA Academic Structure

A School within the Faculty of Applied Science, the School of Architecture and Landscape Architecture is comprised of four programs:

- The Architecture Program, which offers a professional graduate Master of Architecture (MArch) degree and a post-professional Master of Advanced Studies in Architecture (MASA) degree
- The Landscape Architecture Program, which offers a professional graduate Master of Landscape Architecture (MLA) degree and a post-professional Master of Advanced Studies in Landscape Architecture (MASLA)
- The Urban Design Program, which offers a post-professional Master of Urban Design (MUD) degree
- The Environmental Design Program, which offers an undergraduate non-professional environmental design (ENDS) degree.

The SALA academic structure is as below:

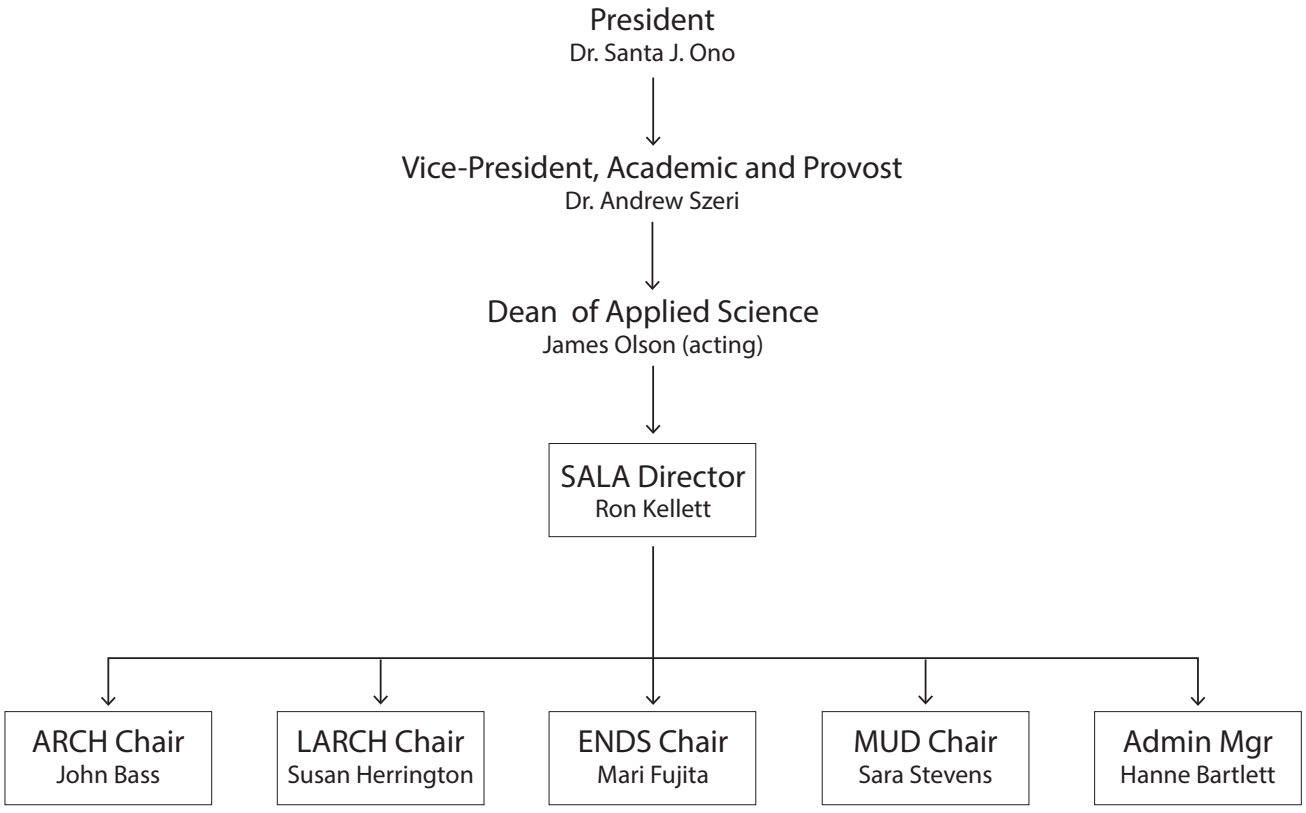


Chart 3.10.b. SALA Academic Structure

3.10.5 SALA Staff Structure

A staff reorganization and expansion project is currently underway, led by the SALA Director and Administration Manager, with consultation from the SALA Council.

The current SALA staff structure is as below:

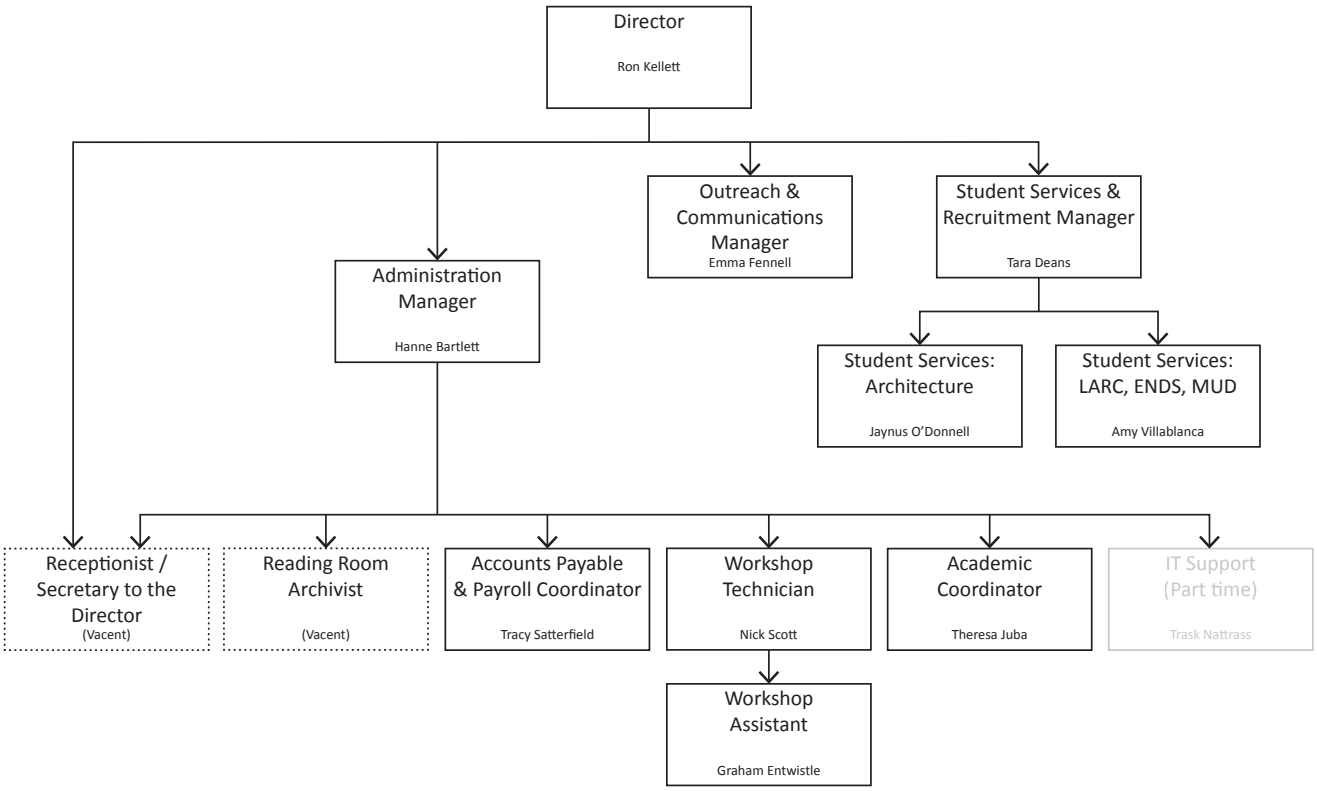


Chart 3.10.c. SALA Staff Structure

3.10.6 SALA Council

The SALA Council meets biweekly, with membership is as below:

Chair Ron Kellet
Staff Lead Hanne Bartlett
Members John Bass Susan Herrington Mari Fujita Sara Stevens Joe Dahmen
Ad hoc Members (per agenda) Academic Affairs Chair Academic Infrastructure Chair Student Affairs Chair Research & Faculty Development Chair Outreach Chair

Table 3.10.d. SALA Council Membership

3.10.7 SALA Committee Governance Structure

The Architecture Program meets monthly to review, discuss issues related to the internal workings of its programs, including matters related to curriculum, admissions, advanced placement policies, awards, faculty searches. The Program Chair also shares progress report updates and seeks counsel from program faculty regarding SALA Council and SALA committee work issues.

SALA committees meet biweekly or monthly, and review and discuss ongoing work of the committee and any work being done by ad hoc subcommittees, leading to presentation at SALA Faculty meetings. SALA Faculty meetings are where issues are presented for discussion and where appropriate, voting. The SALA committee governance structure is as below:

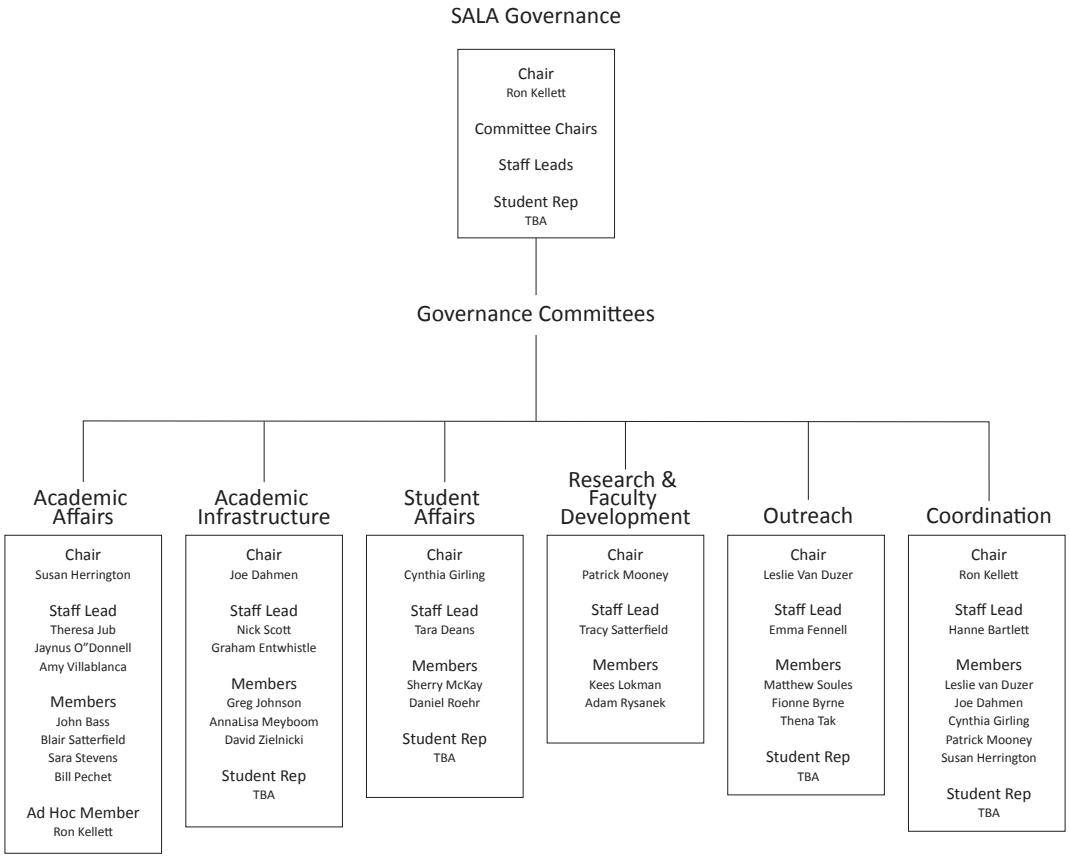


Chart 3.10.e. SALA Committee Governance Structure

3.10.8 Comparison with other Professional Programs at UBC

The School of Community and Regional Planning (SCARP) shares the same building as the Architecture program, and in 2012 moved its administrative home to the Faculty of Applied Science from the College of Interdisciplinary Studies. SCARP's administrative structure is similar to Architecture's.

3.11 Professional Degrees and Curriculum

The CACB awards accreditation only to first-professional degree programs in architecture. These include: Master of Architecture degree with a related pre-professional bachelor's degree requirement, typically amounting to five or six years of study; Master of Architecture degree without a pre-professional requirement, consisting of an undergraduate degree plus a minimum of three years of professional studies; Bachelor of Architecture degree requiring a minimum of five years of study.

The curricular requirements for awarding these degrees must include three components: general studies, professional studies, and electives that respond to the needs of the institution, the architecture profession, and the students respectively. Together these three components comprise a liberal education in architecture and ensure that graduates will be technically competent and critical thinkers who are capable of defining multiple career paths within a changing societal context.

The APR must include:
- Specification of the degree(s) offered.
- For each degree offered, an outline of the curriculum showing the distribution of general studies, professional studies (including their prerequisites), and electives.
- A summary description of how the stated CACB curricular requirements are reflected in student admission assessments concerning advanced placement within the program.

The Architecture Program offers three streams leading toward a professional Master of Architecture degree. These are:

- Master of Architecture [professional degree]
- Master of Architecture with advanced placement [professional degree]
- Master of Architecture and Master of Landscape Architecture (MARCLA) Dual Degree Option [dual professional degrees]

The following criteria apply to all admissions assessments for students entering into any of the above degree streams:

All students admitted to the MArch program must have completed the equivalent of a UBC undergraduate degree. On "previous degree" tab on the SALA website, the MArch program specifies the following requirements regarding undergraduate study:

> "You must hold a degree that is academically equivalent to a four-year bachelor's degree at UBC. There is no requirement for the discipline of your previous degree. We accept students from a wide variety of academic fields."

On the University Calendar, applicants are notified that:

> "The selection of university courses anticipating graduate studies in architecture should emphasize a breadth and mix of academic experience, including exposure to some aspect of visual communication. Irrespective of specific degree requirements within various faculties or universities, university-level course work in mathematics, physics, English literature, and composition is desirable. Beyond specific academic experiences, students entering the Master of Architecture program should demonstrate interest and potential in the creative arts and architecture."

The following criteria applies to all admissions assessments for students applying to the two advanced placement streams:

Unlike several of the Canadian professional graduate degree programs in architecture, there is no UBC undergraduate degree in architectural studies to which the UBC MArch degree is directly linked (the so-called 4+2 structure is perhaps the best example). This makes our faculty and staff examination of undergraduate architectural studies transcripts something that cannot be mapped directly onto our own undergraduate architectural studies degree.

The number of applicants for admission with advanced placement into the MArch program has increased significantly every year for the past several years, and advanced placement applicants now significantly outnumber applicants to the non-advanced placement degree stream. Students who apply, and indeed, are admitted with advanced placement standing come to the program from many programs across Canada and internationally. The program's past practice of providing a highly customized process of reviewing individual transcripts and offering individually-tailored terms of advanced placement transfer credit became onerous to staff and faculty to administer, and difficult to prospective and accepted students to explain.

To address this, in 2017 the MArch program reviewed its "in-practice" advanced placement course waiver policies for the past five years, and based on that analysis -- *including confirmation of the fulfillment of General Studies requirements during an advanced placement applicant's undergraduate study* -- adopted policies to simplify and streamline its advanced placement structure.

Since 2017, students entering from a four-year Bachelor of Science in Architecture or a five-year professional undergraduate Bachelor of Architecture (with more courses of equivalent professional studies curricular content) receive 36 to 39 credits toward their degree. These are students who typically waive out of the entire first year of study in the MArch program.

Advanced placement applicants from four-year undergraduate Bachelor of Arts (or similar degree titles with some but less professional studies curricular content) are given 18 to 21 credits. For example, a student may be waived from ARCH 515 Design Media I, but required to take ARCH 517 Design Media II, a common term of acceptance for many students admitted with some but not the full suite of advanced placement credits.

This structure offers quality-control advantages to faculty who can make fine-grained distinctions about standard of quality regarding advanced placement applicant work. It translates to two tiers of advanced placement measured in semesters, not in years: a maximum amount of transfer credit of two terms plus one three-credit course, and a minimum amount of one term plus one three-credit course.

Details of advanced placement offers of admission are communicated to accepted students in their offer of admission letter. Within this two-tier framework, this method of administering advanced placement remains highly customizable, but requires less time on the part of faculty and staff to review and administer.

3.11.1 Master of Architecture Program Curriculum

Completion of any of the three Master of Architecture degree streams leads to the accredited professional degree with the Canadian Architectural Certification Board. Breakdown of general studies, professional studies, and elective requirements toward completion of the degree requirements is described in Section 3.11.3 below.

In order to satisfy the requirements for the Master of Architecture, students must successfully complete 119 credits of study, including the following: two credits introductory workshop, six credits design media, six credits architectural technology, six credits architectural structures, six credits environmental systems and controls, twelve credits architectural history, theory and research, three credits advanced history and theory elective, forty-five credits architectural design, six credits professional practice, three credits technical documentation, twelve credits elective course work and twelve credits graduation project parts one and two.

Within the above requirements students are given a fair degree of latitude and autonomy in making decisions in their course selections that reflect their academic objectives as noted below.

Studio Requirements
The requirement for forty-five credits in architectural design is met through two nine-credit core design studios, one nine-credit core option studio, and two nine-credit vertical options studios. The core design studios – ARCH 500: Elements of Architectural Design and ARCH 521: Comprehensive Design Studio – are comprised of specific programmatic requirements for which each student must enroll and complete or alternately be granted exemption should it be demonstrated that equivalent content was successfully completed within previous education. The one nine-credit ARCH 501 core option studio is the required second term studio for all non-advanced placement students, chosen from a suite of studio offerings with a consistent set of learning objectives that focus on building and site design. The two nine-credit vertical options studios give students opportunity to choose design studios which reflect their interests and academic objectives – including the opportunity to take a landscape architecture or urban design studio - while at the same time meeting the necessary educational requirements for architectural design.

Elective Requirements
In meeting the elective requirements, students may select course offerings within architecture however students are also encouraged to investigate course offerings outside the discipline of architecture to a maximum of six credits. Outside electives are frequently drawn from the disciplines of landscape architecture and planning as well as from the disciplines of geography, resource management and environmental studies, sociology, anthropology, urban studies, history, literature and film studies. In order for an outside course be counted for elective credit, students are required to submit to the Chair for approval the course description and rationale for its inclusion. Students may also make application to undertake a directed study for elective credit – an individual independent exploration of a selected topic – supervised by a member of the full-time faculty. All proposals for directed study require two signatures – that of the supervising faculty member and that of the Chair.

Graduation Project Requirements
Within the criteria set out for the graduation project, the individually directed graduation project allows students a fair degree of latitude in developing a graduation project that reflects each student's academic interests within a set of specific committee-established criteria. Students may also be approved by their thesis supervisor(s) to work as a pair on topics of ambitious interrelated scales or complexity. In part one of the graduation project, each student (or pair of students) works with a member of the full-time faculty to explore a chosen topic, to discover and define an architectural project inherent or implicit within that topic and to define an outline program through which the project may be explored in terms of its design ramifications. In part two of the graduation project, each works with a supervisory committee that is chaired by a member of the full-time faculty to explore in deliberate design terms the field of inquiry established in part one of the graduation project. Both components of the project are directed by the student(s) with the mentor and committee in place to provide guidance and expertise as required, but generally on a weekly basis. The work of the graduation project is culminated in a public defense of the project and followed by submission of the full documentation of the project that then becomes a part of the collection of the Reading Room and hence a resource for other students.

3.11.2 Master of Architecture and Master of Landscape Architecture Program Curriculum – Dual Degree

The dual degree (MARCLA) program option permits qualified students the opportunity to earn a Master of Architecture and a Master of Landscape Architecture concurrently.

The MARCLA option is a four-year program to pursue the Master of Architecture (MArch) and the Master of Landscape Architecture (MLA) at the same time. Each degree is accredited: the MArch degree by the Canadian Architectural Certification Board and MLA degree by the Landscape Architecture Accreditation Council.

The MARCLA program is a very rigorous course of study leading to graduate professional degrees in both disciplines. Entry to the dual degree program is highly competitive and applications are selectively evaluated. Applicants should demonstrate an interest in and some knowledge of architecture and landscape architecture.

Admission Requirements
Students wishing to pursue the MARCLA option must be admitted separately to the Master of Architecture and the Master of Landscape Architecture programs. Those seeking admission to the dual degree program must provide notice of this intention in writing in their applications to both programs. Students holding a pre-professional degree in one of the two disciplines (a Bachelor of Environmental Design, Bachelor of Science with a major in Architecture, a Bachelor of Landscape Architecture, for example) will typically be given advanced standing at the discretion of each program's Admissions Committee.

Program Requirements
The MARCLA option for the Master of Architecture (MArch)/Master of Landscape Architecture (MLA) degrees is designed for candidates seeking admission to both professions. Full-time students normally complete this program in four years. The dual master's degrees are awarded upon the completion of 149 credits of work, including an interdisciplinary major graduating project supervised jointly by a full-time faculty from architecture and landscape architecture.

Core Curriculum Requirements

The MARCLA core curriculum includes 45 core required credits in MArch; 39 core required credits in MLA and 53 interdisciplinary (joint) core required credits. The combined total of 84 core required credits across both programs account for all technical, history, theory and research, media, and professional practice courses. All students are additionally required to take 12 elective credits.

3.11.3 Distribution of General Studies, Professional Studies including prerequisites and electives

General Studies
Students entering the program have completed degrees in a wide range of disciplines and courses generally considered to be 'general studies' and are part of that required undergraduate degree. Recommended courses include first year Math and Physics as well as a broad range from humanities, social sciences, applied sciences, sciences and fine arts. This particular academic background largely fulfills the requirement of 'general studies.'

Professional Studies
Professional studies in the MArch program are organized in many curricular streams, including history/theory (including research methods), design, media (including technical documentation), technology, and practice.

Since 2012, the MArch program has made two significant adjustments to the core professional studies curriculum. These are intended to address concerns of the 2012 Visiting Team Report (and subsequent Focused Evaluation), in particular deficiencies regarding technical documentation, and the pedagogical evolution of the faculty. Program faculty also sought to keep in place the total number credits (119) needed to complete the degree, and of the balance between required core and electives courses.

The professional studies curricular changes include the replacement of ARCH 543 Contemporary Practice (still a requirement for several students as the new curriculum is transitioned in) with ARCH 551 Communicating Construction (a core requirement for incoming students since fall 2016), and the replacement of ARCH 503 Themes in Architecture with ARCH 568 Research Methods, which is intended to enhance our students' research skills.

Regarding the above changes, program faculty believes that the student performance criteria currently addressed by ARCH 543 Contemporary Practice are also addressed by other courses (see Section 3.12 Student Performance Criteria: Core Courses Content Matrix). This led to the opportunity to create a core course related to technical documentation. However, the program is exploring a new version of a Contemporary Practice course that will focus on Leadership and Practice aspects of professional studies, including the future of practice, and models of contemporary practice, as described in Section 1.2, Goal 2, Article B and elsewhere in the Action Plan.

The following table outlines the core and elective courses of the program ordered by course content.

Electives in any stream are typically taken by students without advanced placement after completion of two years of core professional study curriculum. In general, the first core course listed in the table in any stram is a prerequisite to the subsequent course.

Table 3.11.a. MArch Core Courses and Advanced Elective

Stream	Core	Elective
History and Theory	504 Architectural History I 505 Architectural History II 523 Contemporary Theories in Architecture 568 Research Methods 548 Graduation Design Project Part I	504/505 Advanced Architectural History 522 Current Issues in Architecture 524 History of Urban Form 538 Studies Abroad Seminars 544 Architectural Seminar 561 Topics in Arch History & Theory 561J Green Cities – Capitalism, Urbanism and Environmentalism
Design Studio	502 Introductory Workshop 500 First Year Studio 501 Core Option Studio 520 Vertical Studio 521 Comprehensive Design Studio 540 Vertical Studio 549 Graduation Design Project Part II	539 Studies Abroad studio
Media	515 Design Media I 517 Design Media II	577A Design Media III 577B Revit
Building Technology	511 Architectural Technology I 531 Architectural Technology II	573D Regenerative Development & Design
Building Structures	512 Structures I 532 Structures II	572 Advanced Structures
Building Systems	513 Environmental Systems and Controls I 533 Environmental Systems and Controls II	573 Advanced Topics in Environmental Studies [4 courses]
Technical Documentation	551 Communicating Construction	544X Design Build I 544Y Design Build II 541 Art and Science of Detailing
Professional Practice	541 Process and Practice of Architecture 543 Contemporary Practice	ARCH 555, 556 Co-Op

For course descriptions of all MArch core and many MArch electives, please refer to supplemental pages (Section 4.3).

Electives

To fulfill the requirements of the MArch program, students complete 5 elective courses, and one advanced history/theory requirement. These elective courses are offered through the School, through allied disciplines such as Community and Regional Planning and Landscape Architecture, or through the university at large. Providing the opportunity to broaden their education beyond the general studies and professional curriculum, students can choose elective courses that apply to their present interests and future careers. All electives taken outside of SALA must be approved by the MArch program chair.

Outline of the Non-Advanced Placement Curriculum (see also Section 3.12 Student Performance Criteria: Core Courses Content Matrix)

The program sequence for an incoming student requiring the full 119 credits of study (non-Advanced Placement) will resemble the following:

First Year | August
ARCH 502 | Introductory Workshop

First Year | Fall Term
ARCH 500 | Elements of Architectural Design Studio
ARCH 504 | Architectural History I
ARCH 512 | Architectural Structures I
ARCH 515 | Design Media I

First Year | Spring Term
ARCH 501 | Second Term Vertical Studio
ARCH 505 | Architectural History II
ARCH 511 | Architectural Technology I
ARCH 517 | Design Media II

Second Year | Fall Term
ARCH 520 | Advanced Vertical Design Studio
ARCH 568 | Research Methods
ARCH 513 | Environmental Systems and Controls I
ARCH 531 | Architectural Technology II

Second Year | Spring Term
ARCH 521 | Comprehensive Building Studio
ARCH 523 | Contemporary Theories in Architecture
ARCH 532 | Architectural Structures II
ARCH 533 | Environmental Systems and Controls II

Third Year +

The remaining requirements are noted below. The trajectory for completing these requirements can vary greatly and thus students need to set their own trajectory.

ARCH 540 | Vertical Design Studio 3a
ARCH 541 | Process and Practice of Architecture
ARCH 543 | Contemporary Practice*
ARCH 551 | Communicating Construction*
Electives | 6 electives including one Advanced History/Theory requirement
ARCH 548 | Graduation Design Project Part I: Directed Study
ARCH 549 | Graduation Design Project Part II: Design Thesis

Outline of the Advanced Placement Curriculum (see also Section 3.12 Student Performance Criteria: Core Courses Content Matrix)

Please note that this outline describes the course of study for a student who receives the maximum (two terms plus one three credit class) amount of transfer credits.

The program sequence for an incoming student requiring the minimal 80 credits of study (Advanced Placement) will resemble the following:

First Year | August
ARCH 502 | Introductory Workshop

First Year | Fall Term
ARCH 520 | Advanced Vertical Design Studio
ARCH 568 | Research Methods
ARCH 513 | Environmental Systems & Controls I
ARCH 531 | Architectural Technology II

First Year | Spring Term
ARCH 521 | Comprehensive Building Studio
ARCH 523 | Contemporary Theories in Architecture
ARCH 532 | Architectural Structures II
ARCH 533 | Environmental Systems and Controls II

Second Year +

The remaining requirements are noted below. The trajectory for completing these requirements can vary greatly and thus students need to set their own trajectory.

ARCH 540 | Vertical Design Studio 3a
ARCH 541 | Process and Practice of Architecture
ARCH 543 | Contemporary Practice*
ARCH 551 | Communicating Construction*
Electives | 6 electives including one Advanced History/Theory requirement
ARCH 548 | Graduation Design Project Part I: Directed Study
ARCH 549 | Graduation Design Project Part II: Design Thesis

*As described above, ARCH 543 Contemporary Practice is being phased out as a core course, as its content is covered elsewhere in the professional studies curriculum. It is being replaced within the professional studies curriculum by ARCH 551 Communicating Construction.

3.11.4 Student Progress and Graduation

As noted in Student Progress Evaluation, student progress is evaluated individually by each course instructor and overall at the conclusion of each academic term. Any concerns are addressed to the student in writing and often followed up in an individual meeting.

Each student is eligible to graduate once he/she has successfully met all requirements as stated on the letter of offer of admission from the Faculty of Graduates Studies and has submitted an application for graduation. Once verified by a member of staff within Architecture, the name of each student who has successfully met the requirements for the Master of Architecture is put forward to a member of staff within the Faculty of Graduate Studies who then confirms all requirements have been met. Once confirmed, that member of staff in Graduate Studies then puts each student's name forward for approval to Graduate Council within the Faculty of Graduate Studies, which then proceeds to Senate and finally the Board of Governors.

3.11.5 Minors or Concentrations Students May Elect to Pursue

Minors or concentrations are not specified in the curriculum literature, however through careful choice of electives and Graduation Project (and, to a lesser extent, the studio choice), students can develop a concentration in a particular area, e.g. urban design, environmental issues, digital applications, etc.

3.12 Student Performance Criteria

The CACB intends to maintain the performance criteria that assist programs in preparing students for the broad requirements of the profession, while also encouraging educational practices suited to the circumstances of particular programs. While the CACB stipulates the student performance criteria that must be satisfied, it specifies neither the educational programs nor the forms of student work that may serve as evidence of having satisfied these criteria. Programs are therefore encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria.

Each architecture program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice. The program must provide evidence that all its graduates have satisfied each criterion through required course work.

The APR must include:
- An overview of the program's curricular goals and content.
- A thematic summary of how the 31 Student Performance Criteria (SPC) are acknowledged in the structure and deployment of the curriculum.
- A graphic matrix that cross-references each required course with the performance criterion it fulfills.

3.12.1 Curriculum Overview

The Masters of Architecture (MArch) program at UBC is constructed to allow students with undergraduate degrees in unrelated subject areas to fulfill the expectations of a professional degree program in three years. Those admitted with significant accomplishment in related design disciplines are granted advanced standing in the program up to one year of credit. The program is exercised with the intent of allowing a degree of flexibility, but the high proportion of 'core' required coursework provides the essential structure and sequence of the curriculum.

Apart from a degree of flexibility afforded students in selecting two of their four studio options, the first two years of the curriculum are entirely core history, media, and technical areas of study.

The third year includes the advanced history/theory seminar and practice-related core areas of study as well as the two-part thesis sequence. The final year's four-to-six elective courses allow students to shape their more advanced educational experiences according to individual interests (students may also choose to distribute their electives more evenly over their course of study by taking them during the summer, including summer studies abroad opportunities).

Year One	First Term		
		ARCH 502	Introductory Workshop (2 credit hours)
		ARCH 500	Elements of Architectural Design Studio (9)
		ARCH 504	Architectural History I (3)
		ARCH 512	Structures I (3)
		ARCH 515	Design Media I (3)
	Second Term		
		ARCH 501	Second Term Vertical Studio (9)
		ARCH 505	Architectural History II (3)
		ARCH 511	Architectural Technology I (3)
		ARCH 517	Design Media II (3)
Year Two	First Term		
		ARCH 520	Adcanced Vertical Design Studio (9)
		ARCH 568	Research Methods (3)
		ARCH 513	Environmental Systems and Controls I (3)
		ARCH 531	Architectural Technology II (3)
	Second Term		
		ARCH 521	Comprehensive Design Studio (9)
		ARCH 523	Contemporary Theories in Architecture (3)
		ARCH 532	Structures II (3)
		ARCH 533	Environmental Systems and Controls II (3)
Year Three	First Term		
		ARCH 540	Advanced Vertical Design Studio (9)
		ARCH 541	Process and Practice (3)
		ARCH 548	Graduation Project Part I (3)
	Second Term		
		ARCH 504/505	Advanced History/Theory Seminar (3)
		ARCH 543	Contemporary Practice (3)
		ARCH 549	Graduation Project Part II (9)

The remaining 15 of the total required credit hours consist of five 3-credit hour approved electives, some of which are taken inside of the MArch program itself.

Please see the foldout at the end of this section (Chart 3.12.a. Course of Study) for a diagrammatic version of this information.

The following notes provide brief introduction to the logic of the core course sequences.

History/Theory/Research

The History/Theory/Research stream includes a sequence of required courses: Architectural History I (504), Architectural History II (505), Research Methods (568), and Contemporary Theories in Architecture (523), as well as a required Advanced History/Theory Seminar (504/505). The culmination of the stream occurs in Graduation Project Part I (548) in which individual research is undertaken with individual faculty mentor.

Research Methods, Contemporary Theories, and the Advanced History/Theory Seminar emphasize issue based or building-specific analysis venues for developing research, critical thinking, verbal and writing skills. Architectural History I and II develop knowledge and research methodologies through a thematically organized topics on architectural history to 1900, and from 1900 to the present, respectively. The Graduation Project provides the opportunity for students to declare their own topic of interest, pursued with the aim of preparing a full and compelling context for further design exploration.

The Advanced History/Theory Seminar (ARCH 504/505) requirement is fulfilled from an approved array of topic seminars delivered by Architecture faculty, varying from term to term.

Design Media Core

The Design Media sequence of required courses include Design Media I (515) and Design Media II (517). Using both manual and digital tools, these courses introduce theories and techniques fundamental to architectural representation and the principles of spatial organization. In Design Media I, students are expected to develop critical sensibilities through recursive, studio-based exercises that examine several subjects at different scales, including scale and the body, the analytic sketch, measure and proportion, and orthographic, axonometric and perspective projection. Given that design practitioners today and into the foreseeable future must adapt to understand new software quickly and repeatedly, Design Media II focuses on developing a degree of fluency in digital modeling [Rhinoceros], animation [Bongo], and parametric modeling [Grasshopper] and the translation of digital models to digital output machines.

Professional Practice

Professional topics are engaged in the courses Process and Practice (541) and Contemporary Practice (543). Both courses occur near the end of the MArch curriculum, serving as somewhat of a bridge to anticipated professional life while building upon the likelihood that a majority of the students will have obtained some office experience at this point in their studies.

In their areas of focus, Process and Practice is largely concerned with the legal and administrative context surrounding professional practice, including elements of contract law, local authority jurisdiction and aspects of practice formation, liability, etc. The focus of Contemporary Practice will be framing, clarifying, and questioning the “evolving professional identity” of architecture. Through lectures, case examples, discussions, guest lectures, and a series of short projects, students will be introduced to and discuss many of the conventions of, and connections between design, practice, advocacy, ethics, and the building production industry. Materials covered will include programming, design, construction documentation, sequencing, coordination, and communication. Financial and legal responsibilities, ethical and contractual forces, and how such concerns impact the design and delivery of architecture will also be included in the course.

Studio Design Sequence

The design sequence within MArch curriculum is structured alongside Technology courses - both independent and interconnected - and parallel History and Theory coursework. The sequence culminates with the Graduation Project (548/549).

An introductory Elements of Architectural Design Studio (500) in the first term of First Year, a Second Term Vertical Studio (501), and a Comprehensive Studio concluding the Second Year (521) are required of all students, typically being run as a series of 3-4 distinct studio groups each responding to a common thematic topic. Within the vertical structure, the second term – spring term - Vertical Studios are constrained by building-scale focus on site-to-building design-related content including basic material and assembly, program testing and organization, and introductory issues related to accessibility. The remaining two Design Studios (520, 540) are selected from an array of topics offered each fall term – and are fully Vertical Design Studios.

The intent of the vertical format - in which students at different levels of progress within the program work together - is to invite peer-to-peer learning of a high order and provide preparation for the challenge of constructing the complex context and direction of enquiry required in the Graduation Project (548/549). To that end, within the topical framework established by the course instructor, students are given a degree of latitude in establishing their own individual scale and scope of enquiry.

Spring 2017 MArch Second Term Vertical Studios (501/540) included:

- Powell Street (Roecker)
- The New Normal (Satterfield)
- Our Aging Network (Huemoeller)
- Grafting Social Space (Condon)

Fall 2017 MArch Vertical Studios (520) include:

- Naming and Claiming: The Yuquot Whalers' Shrine (Bass)
- Towards a More Responsive Tower (Grady)
- Housing Builds the City (Macdonald)
- Timber Tech (Meyboom)
- Retail Therapy (Pechet)
- Wallflower Architecture (Tak)
- Convivial City Chandigarh: Dwelling In/On The Periphery [Cloutier/Sylvia]

Technology Coursework
Six courses constitute the required education in technology. These are taken in the following sequence: First year: Structures I (512) and Architectural Technology I (511); second year: Architectural Technology II (531), Environmental Systems and Controls I and II (513 and 533), and Structures II (532). In the first year the structures course as well as the architectural technology course provides the background for the required Second Term Vertical Studio. In the second term of the second year the Environmental Systems and Controls II and Structures II courses are coordinated with the concurrently-run Comprehensive Studio (521), and require some coursework developed out of the students' design as it develops. Nearly all of the courses are responsive to environmental issues.

In addition, many of the students take elective seminars on technical topics ranging from detailing, to the learning the building information management tool Revit, to advanced seminars in high-performance buildings.

Architecture Electives
In addition to the Advanced History/Theory Seminars, which contribute to required core coursework, seminars in other topics expand upon core content in each of the Technology streams.

These include an Advanced Structures seminar (572) in which parametric modeling is used in modeling complex large-span structures; Advanced Building Technology seminar (571) in which students explore more complex envelope assemblies, material investigations, construction typologies, and design development. Advanced Sustainability courses (573) address the central issue of integration of green performance requirements and technologies into a work of architecture in an effective, economic and elegant manner.
A sampling of recently delivered electives includes:

ARCH 538a – Architecture Studies Abroad – Fieldwork [George Wagner]
ARCH 538b – Architecture Studies Abroad – Contemporary Architecture: Tokyo [George Wagner]
ARCH 538c – Architecture Studies Abroad – Directed Study [George Wagner]
ARCH 538a – Architecture Studies Abroad – Fieldwork [John Bass]
ARCH 538a – Architecture Studies Abroad - Grid, Zone, and Field Studies [Roy Cloutier and Nicole Sylvia]

ARCH 538 – Summer Studies Abroad
- 2017 – Stockholm S,M,L,XL [Leslie Van Duzer]
- 2017 – Stockholm Through the Lens [Michael Perlmutter]
- 2017 – Netherlands [Bill Pechet and Collette Parras]
- 2016 – Portugal [Chris Macdonald]
- 2015 – Switzerland: Modernity Now [Christopher Macdonald]
- 2014 – Siza and Souta de Moura: Modernity and the Traditions of Building [Christopher Macdonald]
- 2014 – Analysis through the Designer's Lens: Berlin [Daniel Roehr and Doug Paterson]
- 2013 – Sweden [Christopher Macdonald]
- 2012 – The Netherlands [Cynthia Girling]

ARCH 544 – Seminars

- 2014 - present – Design Build 1 & 2 [Greg Johnson]
- 2016 – On Writing [George Wagner]
- 2016 – Looking at the Region: Urban Design Case Studies in Metro Vancouver [Neil LaMontagne]
- 2015 – Future Transportation and Urban Form [AnnaLisa Meyboom]
- 2015 – UBC Student Union Building Intervention [Oliver Neumann]
- 2015 – Building Images: A Two Week Course in Architectural Photography [Michael Perlmutter]
- 2015 – Photographing the Hidden City [Greg Girard]
- 2015 – City Studio: Outdoor Classroom Design/Build Project [AnnaLisa Meyboom]
- 2014 – Multi-Levels of Conflict [Alicia Breck]
- 2014 – Adaption, Cooptation, and Exaptation [Blair Satterfield]
- 2014 – Urban Traditions and Prospects [Christopher Macdonald]
- 2014 – Assemblages [AnnaLisa Meyboom]
- 2014 – The Body Acoustic [Leslie Van Duzer and Dana Reitz]
- 2013 – Creativity: Codes and Bylaws [Inge Roecker]
- 2013 – Arctic Adaptations [John Bass]
- 2012 – Type-Prototype [Christopher Macdonald]

ARCH 545: Directed Studies

ARCH 555 – Co-Op 1
ARCH 556 – Co-Op 2

ARCH 561 – Advanced Architectural History/Theory

- 2017 – Arrival City 2.0 [Christopher Macdonald]
- 2017 – Green Cities: Capitalism, Urbanism, and Environmentalism [Sara Stevens]
- 2016 – Housing Equity [Sherry McKay]
- 2016 – Capitalism and the Modern City [Sara Stevens]
- 2015 – On Density [George Wagner]
- 2015 – Design Build [Oliver Neumann]
- 2014 – Territory, Atoll, Edge, Enclave [Mari Fujita]
- 2013 – Asset Urbanism [Matthew Soules]
- 2013 – Current Debates in the Built Environment [Sherry McKay, Abidan Kusno]
- 2013 – Pax Metropolitan A / Martial Metropolis [Matthew Soules]

ARCH 571 – Advanced Architectural Technology

- 2013-present – The Art and Science of Detailing [Greg Johnson]

ARCH 573 – Advanced Environmental Technology

- 2018 – Green Building Contemporary Practice
- 2017 – Sustainability in Practice [Adam Rysanek]
- 2014-2017 – Regenerative Development and Design [Ray Cole]
- 2016 – Green Design and Regenerative Development - Live Project [Ray Cole]
- 2014-2015 – Sustainable Design in Practice [Michel Labrie]
- 2014 – Social Sustainability in Practice [Darryl Condon]
- 2013 – Topics in Sustainable Building Science [Ray Cole]
- 2013 – Light, Colour, Space [Ray Cole]
- 2012 – Green Building [Ray Cole]
- 2012 – Regenerative Design [Ray Cole]

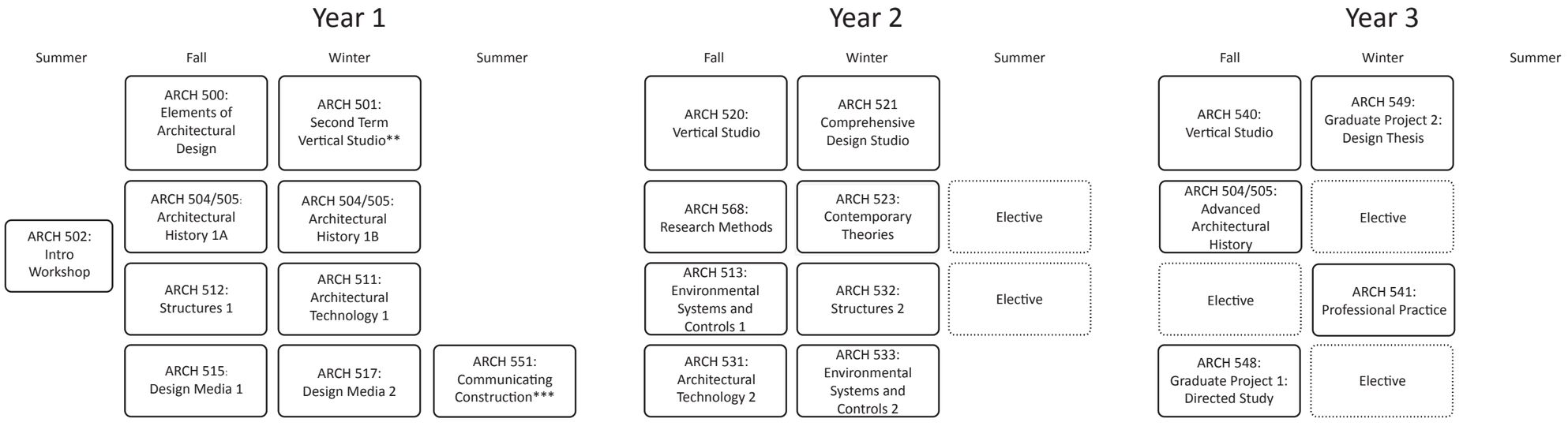
ARCH 577 – Advanced Media

- 2016-present – Design Media III [Blair Satterfield]
- 2015-present – Building / Information: Design and Production with Autodesk Revit [Roy Cloutier]

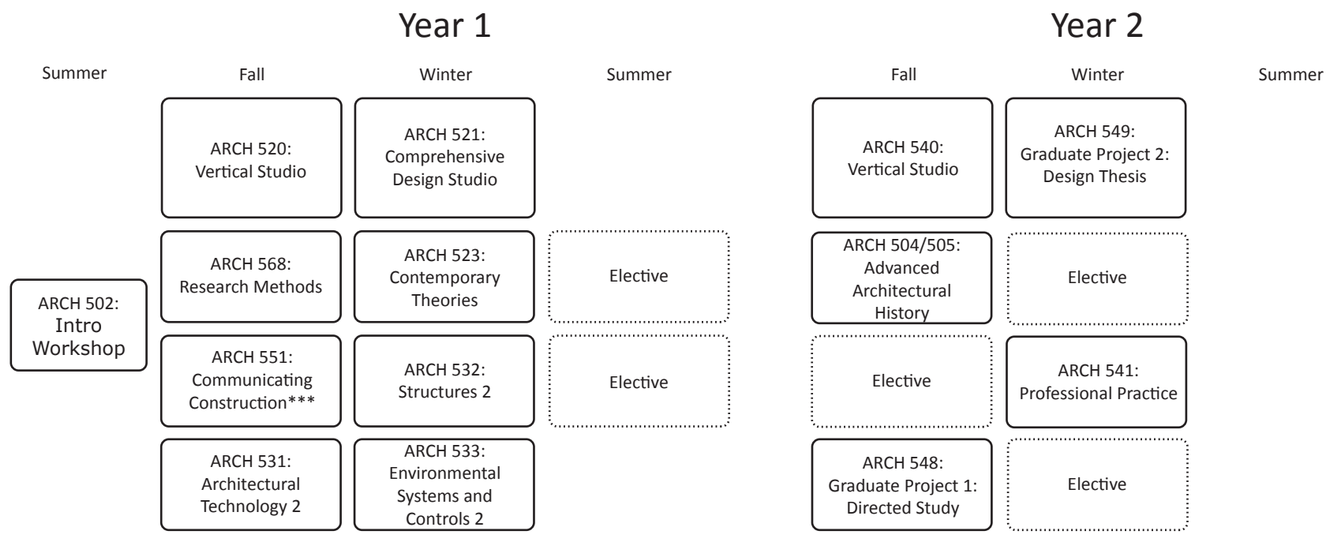
Although as electives this array of coursework falls outside the purview of accreditation requirements, student involvement is considerable with at least 50% of students taking at least 2 to 3 advanced level courses in the completion of their MArch program. Together with the more modest special interests served in the selection of vertical Design Studios, these electives encourage students to articulate individual interests within the discipline and graduate with deeper knowledge of one or more aspects of the professional curriculum.

Chart 3.12.a. Course of Study

Three-year (119 credit) course of study



Two-year (83 credit, Advanced Placement) course of study*



Notes on Course of Study

*Advanced Placement stream illustrated here for comparison purposes only. Advanced Placement courses of study vary widely and thus cannot be fully illustrated. UBC requires that 60% of the M.Arch degree's typical 119 credits, or 72 credits, must be completed at UBC.

**ARCH 501 is the second term vertical studio required for all non-advanced placement students.

*** ARCH 551 Communicating Construction is offered in the fall and summer semester.

In order to meet their core and advanced history curriculum requirements (an elective), students must take nine credits of Architectural History (ARCH 504 and 505). These credits cannot be all the same course number. For example, a student may not take nine credits of either ARCH 504 or 505. Students may take six credits of 504 and three credits of 505 or six credits of 505 and three credits of 504.

ARCH 538B (a course taken as part of a full term study abroad) can also be used to fulfill three credits of a student's Architectural History requirement.

3.12.2 Summary of Student Performance Criteria

Narrative Summaries

This document provides overview and summary of the relationship between CACB Student Performance Criteria and the UBC MArch core curriculum. As such it serves as a reference to Course Syllabus material and should be read with reference to the accompanying Matrix (foldout, Table 3.12.b.) - which provides graphic summary - and the Curriculum Overview (Section 3.12.1). With the majority of performance criteria, conditions are met through a curriculum structure that is iterative and cumulative: Coursework that introduces, raises and culminates with demonstration of the particular criterion is noted accordingly.

A Critical Thinking and Communication

The History/Theory stream in the professional MArch Program contributes most directly to fulfillment of CACB Critical Thinking and Communication student performance criteria (A1, A4-A9) while complementing and overlapping with Design/Media coursework (A2-3).

A1 Critical Thinking Skills
Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.

The ability to precisely formulate questions, based on the use of abstract ideas to interpret information and the consideration of diverse points of view is developed in lectures (ARCH 504, 505, 523, 568) and seminars (ARCH 504, 505, 504/505, 523, 568) as is evidenced in the syllabi for those courses. It is demonstrated in the related exams (504, 505) and essays (523, 568).

Also demonstrated in the assignments are basic methods of data collection and analysis, a skill set which prepares for the Graduation Project (548/549).

Demonstration: Student work 504/505, 523, 568 and 548/549.

A2 Research Skills
Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.

Research skills and case study examination of architectural research methods are presented and considered in lectures (ARCH 568) and in the History/Theory seminars (ARCH 504, 505, 504/505, 523). Basic data gathering, analysis and visualizing skills are introduced and developed in Design Media I and II (515, 517). Research and analysis provide the underpinning of all Design Studios (500, 501, 520, 521, 540) culminating in the Graduation Project Part I (548) and Part II (549).

Demonstration: Research Methods 568, Vertical Studios 501, 520, 521, 540 and Graduation Project 548/549

A3 *Graphic Skills*

Ability to employ appropriate representational media to convey essential formal elements at each stage of the programming and design process.

Representation and technical documentation conventions, skills and media are introduced in the Media Stream (515, 517, 551) and instrumental to all aspects of the Design Studios (500, 501, 520, 521, 540). The skills culminate in the completion of the Graduation Project (548/549).

Demonstration: Design Media I (515) and II (517); Communicating Construction (551); Core and Vertical Studios 500, 501, 520, 540; Comprehensive Studio 521 and Graduation Project 548/549

A4 *Verbal and Writing Skills*

Ability to speak and write effectively on subject matter contained in the professional curriculum.

Verbal and writing skills are developed throughout the History/Theory stream in the requirement of essay writing. These essays take different forms: literature reviews, short expositions and long essays. Writing skills are demonstrated in essay assignments in 504, 505, 568 and 523.

These writing skills are augmented in seminar/lecture formats courses 504, 505, 568 and 523 where verbal skills are demonstrated in formal student presentations of their research, similar to the formal and informal presentation of progress in Design Studios (500, 501, 520, 521, 540). These skills are a basis for the Graduation Project 548/549 where verbal skills are tested in the presentation of work to committee members and faculty-wide reviews and writing skills demonstrated in the text of 548 and its later augmentation with the design work of 549.

Demonstration of Writing skills: Student work 504, 505, 568, 523, 548.

Demonstration of Verbal skills: Assignment descriptions 568, 523 and graduation instructions for 548, 549.

Note: Students having evident difficulties with writing are directed to the writing workshops offered by UBC student services: similarly to Graduate Studies seminars on effective verbal presentation techniques.

A5 *Collaborative Skills*

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with others when working as members of a design team and in other settings.

Collaborative work occurs in various settings across the curriculum. All Design Studios (500, 501, 520, 521, 540) contain aspects of group projects, especially in base model and drawing development and preparatory research.

Students in Comprehensive Design Studio 521 work in pairs, albeit with individual Detailed Design Development (C1) and Building Systems Integration (C2) assignments to assure all students meet SPC thresholds for those areas of their development. In the Technology stream, students work collaboratively in Architectural Technology I and II (511, 531) and Environmental Systems and Controls I and II (513,

533). Within the History/Theory stream, collaborative assignments are set in Contemporary Theories 523. Collaborative work is also undertaken by students in Contemporary Practice 543.

Demonstration: Representative Design Studio work 501 and 521

A6 Human Behavior

Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

Students develop their understanding of the relationship between human behavior, the natural environment and the design of the built environment across the entire studio sequence, with a focus in the core research methods, technology and contemporary practice courses.

Lectures and seminars in Research Methods (568) results in presentations and essays on contemporary local and global research papers. The technical implications of how human behavior impact reconciling the environment, environmental control, and design are studied in the Environmental Systems sequence (513, 533).

Contemporary Practice (543) introduces some of the public engagement, advocacy, and programming aspects of human behavior from an ethical and professional perspective. Cumulatively, these are synthesized in the Graduation Project (548/549) where historical, or existing, traces of this interrelationship must be understood in relationship to the proposed project and its future consequences.

Demonstration: Student assignments and essays in Research Methods 568, Contemporary Practice 543, and Graduation Project Part I 548.

A7 Cultural Diversity

Understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

The criteria for cultural diversity are met across the History/Theory sequence as well as in Contemporary Practice 543.

Demonstration: Architectural History I 504 and II 505, Advanced Architectural History 504/505, Research Methods 568, Contemporary Theories 523, Graduation Project 548

A8 History and Theory

Understanding of diverse global and local traditions in architecture, landscape, and urban design, as well as the factors that have shaped them.

This understanding is accomplished across core History/Theory courses (504, 505), Research Methods (568) and Contemporary Theory in Architecture (523). The specific manner in which the contextual factors are related to global and local traditions is described in the course syllabi and readings.

Demonstration: Student assignments, exams, essays in 504, 505, 504/505, 523, and 568

A9 Precedents

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.

Demonstration of this ability begins with building analyses that form part of the research for the History courses (504, 505), is reiterated through Contemporary Theories (523) and culminates in the preparatory work for the Graduation Project (548). In addition, precedent analysis forms a widespread component if Design Studios (501, 520, 521, 540), in particular in the Introductory Design Studio (500).

Demonstration: Student assignments, essays in 523 and Graduation Project Part 1 548.

B Design and Technical Skills

The six-studio sequence includes three core studios, two vertical studios, and the Graduation Project Part 2 (thesis) and through the sequence encourages students to work on increasingly self-defined professional, social and technical objectives. The Introductory Core Studio (500) introduces foundational aspects of architectural design. The second term (Second Term Vertical) studios (501) develop basic site-to-building, material and technical, and accessibility aspects of design. The third and fifth term studios (520, 540) provide students with an opportunity to explore issues, scales, and methods of design that are of personal interest, including landscape architecture or urban design. The fourth-term Comprehensive Design Studio (521) is highly integrative, and is taught in conjunction with the contemporaneous Structures II (532) and Environmental Systems and Controls II (533).

B1 Design Skills

Ability to apply organizational, spatial, structural, and constructional principles to the conception and development of spaces, building elements, and tectonic components.

These aspects of the design process are introduced and given emphasis to varying degrees throughout the Design Studio sequence (500, 501, 520, 521, 540).

Demonstration: Introductory Core Studio 500, Second Term Vertical Studio 501, Vertical Studios 520 and 540, and Comprehensive Studio 521

B2 Program Preparation

Ability to assemble a comprehensive program for an architecture project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws and standards, and site selection and design assessment criteria.

The vertical Design Studios (520, 540) require the establishment of a comprehensive program for the student projects, sometimes developed within a collaborative group. The development and testing of a given program vis-à-vis regulatory constraints and site conditions is a specific requirement for the students within the Second Term Vertical and Comprehensive Design Studios (501, 521). All students must assemble a comprehensive program in order to fulfill the requirements of their individual Graduation Project I (548).

Demonstration: Second Term Vertical Studio 501, Comprehensive Studio 521, Graduation Project Part I 548 and Part II 549

B3 Site Design

Ability to analyze and respond to context and site conditions in the development of a program and in the design of a project.

This aspect of the design process is emphasized throughout the Design Studio sequence (500, 501, 520, 521, 540) and is given special emphasis in the Second Term Vertical Studio (501) and Graduation Project I and II (548/549).

Demonstration: Vertical Studios 501, Comprehensive Studio 521, and Graduation Project Part II 549

B4 Sustainable Design

Ability to apply the principles of sustainable design to produce projects that conserve natural and built resources, provide healthy environments for occupants/users, and reduce the impacts of building construction and operations on future generations.

Concepts of sustainable design are introduced in the majority of technical courses and the Technical Documentation course (551) as an essential component of the course syllabus. The contemporaneous linkage of Environmental Systems and Controls II (533) to Comprehensive Design Studio (521) provides students with the opportunity to apply this knowledge explicitly on a given project.

Demonstration: Environmental Systems and Controls I 513 and II 533, Comprehensive Studio 521

B5 Accessibility

Understanding to design both site and building to accommodate individuals with varying physical and cognitive abilities.

Introduced at an urban design scale as part of a student assignment in the First Term Core Studio (500) and in the design of an accessible washroom in Communicating Construction (551), accessibility issues are then addressed in some depth in the Second Term Vertical (501) studio, and specifically as a building system within the Comprehensive Studio (521).

Demonstration: Communicating Construction 551, Design Studios 501 and 521

B6 Life Safety Systems, Building Codes and Standards

Understanding the principles that inform the design and selection of life safety systems in buildings and their subsystems; the codes, regulations, and standards applicable to a given site and building design project, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.

Introduced in the Structures (512, 532) and Architectural Technology (511, 531) sequences, this criterion is addressed specifically in the syllabus of Professional Practice (541) and Communicating Construction (551). Students have the opportunity to apply the elements of this criteria explicitly as a component of the Comprehensive Studio (521).

Demonstration: Student work in Communicating Construction 551, Contemporary Practice 541 and Comprehensive Studio 521.

B7 Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range and appropriate applications of structural systems.

Structures I (512) introduces these criteria in basic principle, with greater focus and applied demonstration of technical integration in Structures II (532) and its concurrent delivery with Comprehensive Design Studio (521).

Demonstration: Structures I and II (512, 532) and Comprehensive Design Studio (521)

B8 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, illumination and climate modification systems, building envelopes, and energy use with awareness of the appropriate performance assessment tools.

This criterion is introduced in Architectural Technology I and II (511, 531) with particular reference to building enclosures, then addressed as the key syllabus component of the Environmental Systems and Controls sequence (513, 533). Students have the opportunity to apply their knowledge of environmental systems within most vertical studios (501, 520, 540), but to a more extensive and explicit degree within the Comprehensive Design Studio (521).

Demonstration: Coursework in Environmental Systems and Controls I, II 513, 533

B9 Building Envelopes

Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

This requirement is addressed as major component of the syllabus in Architectural Technology I (511) for smaller buildings, and furthered as a syllabus component in Architectural Technology II (531). The criterion is addressed as a syllabus component in Environmental Systems & Control I (513) and in Communicating Construction (551). Students have the opportunity to apply their knowledge of building envelopes to an extensive degree within the requirements of the Comprehensive Design Studio (521).

Demonstration: Coursework in Architectural Technology I, II 511, 531, and Environmental Systems and Controls I 513

B10 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

Introduced as major syllabus components in both Architectural Technology I and II (511, 531) and Environmental Systems and Controls I and II (513, 533), students undertake assignments dealing with developing an understanding of the various building systems. They are subsequently required to demonstrate their ability to apply this knowledge explicitly in their Comprehensive Design Studio (521) project.

Demonstration: Architectural Technology I and II (511, 531), Environmental Systems and Controls I 513 and II 533

B11 Building Materials and Assemblies

Understanding of the basic principles utilized in the appropriate selection of construction materials, products, and assemblies, based on their inherent characteristics and performance.

An understanding of assemblies and materials is a focus of the Second Term Vertical Studio (501) and given special emphasis in the Comprehensive Studio (521). More explicitly particular materials, products, and assemblies are described in the required Structures (512, 532) and Environmental Controls I (513) courses. Most specifically, the criterion is addressed as major component of the syllabus in Architectural Technology I (511) for smaller building construction types, and furthered as a syllabus component in Architectural Technology II (531) for larger buildings. Communicating Construction (551) requires students to graphically describe this criterion.

Demonstration: Technology sequence coursework 511, 531, and Communicating Construction 551

B12 Building Economics and Cost Control

Understanding of the fundamentals of development financing, building economics, construction cost control, and life-cycle cost accounting.

Structures I and II (512, 532) introduce issues related to structural systems and life cycle cost accounting. Research Methods (568) and Contemporary Practice (543) explore respectively aspects of development financing, and the economic implications of emerging and conventional methods of architectural design and building production.

Demonstration: Coursework in Structures I 512 and II 532, Research Methods 568 and Contemporary Practice 543

C Comprehensive Design

The interrelated criteria for Comprehensive Design (C1-C4) have been consolidated within the second year, second term of the MArch program. However, information at preceding terms of the program provide a foundation for the Comprehensive Design term, including the introductory courses in Structures (512), Environmental Systems (513), and the Architectural Technology I and II sequence (511, 531). The Introductory Core Studio (500) and Second Term Vertical Studios (501) are purposely constrained to the scale of building design to ensure adequate iterative experience in advance of the Comprehensive Design Studio.

Comprehensive Studio (521) is coordinated with the delivery of Structures II (532) and Environmental Systems and Controls II (533).

C1 Detailed Design Development
Ability to assess and detail as an integral part of the design, appropriate combinations of building materials, components, and assemblies.

The Second Term Vertical Studio (501) focuses on bringing a design from concept to some depth of detailed, integrative design thinking at the scale of building systems. 501 is followed by Architectural Technology II (531), with its depth of focus on the detailed technical development of a single building throughout the course of the term. Both courses precede and anticipate the more specific requirement toward this end within the fourth term Comprehensive Design Studio (521).

Demonstration: Second Term Vertical Design Studio 501 and Comprehensive Studio 521, supported by Structures II 532 and Environmental Systems and Controls II 533

C2 Building Systems Integration
Ability to assess, select, and integrate structural systems, environmental systems, life safety systems, building envelope systems, building envelopes, and building service systems into building design.

Running concurrent to Second Term Vertical Studio (501) and its focus on basic integration of building systems is Architectural Technology I (513), which introduces and explores in a technical class context the integration of structures and environmental systems. The cumulative and iterative base of these and other courses lead to the fourth term Comprehensive Design Studio (521) and the concurrent Structures II (532) and Environmental Systems and Controls II (533).

Demonstration: Student work in Second Term Vertical Studio 501, Architectural Technology I 513 and II 531, Comprehensive Studio 521, Structures II 532 and Environmental Systems and Controls II 533

C3 *Technical Documentation*

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

Communicating Construction (551) was introduced as a core course in 2016. Though considered a part of the media stream, the course provides students an opportunity to learn the organizational logic and graphic conventions used to develop a set of construction documents. Through lectures and redlining sessions, students learn how to interrelate the several scales from site to building of technical description of code-related specification, building systems, and assemblies necessary to communicate general and detailed relationships of a design. Comprehensive Design Studio (521) requires students to demonstrate a depth of integrative design documentation.

Demonstration: Comprehensive Design Studio 521 and Communicating Construction 551

C4 *Comprehensive Design*

Ability to project a comprehensive design based on an architectural idea, a building program and a site. The design of designs should integrate structural and environmental systems, building envelopes, building assemblies, life-safety provisions, and environmental stewardship.

As noted in (C1, C2, C3) above and in previous sections, a foundational understanding of site-to-building design, accessibility, program analysis and testing, environmental stewardship, life safety, and integrating the various building systems in a single design is gained incrementally and iteratively within various courses and studios especially in the second, third, and fourth terms. Communicating Construction 551 also gives students the opportunity to experience the complexity of describing a resolved, integrated technical artifact that begins as an idea.

This foundation precedes the fourth term Comprehensive Design Studio term. Students work in pairs from site analysis and design, structural and environmental systems analysis and integration, to program testing and schematic design, through life safety and building code analysis and integration. A series of one-on-one pin up style meetings with structural and mechanical engineers, code consultants and architects help review the in-progress work of the students and provide technical guidance on the refinement of their design development. Toward the end of the design phase of the term, students are given individual assignments so that they may demonstrate their individual ability to produce detailed wall section development that integrates the various elements of an exterior wall section.

Demonstration: Second Term Vertical Studio 501, followed by Comprehensive Studio 521, and Communicating Construction 551

D Leadership and Practice

The role of the architect as advocate have long been a tradition of the program. That the architect draws his or her leadership authority by acting wisely and in the public interest, whether in the context of environmental, ethical and/or political contexts or judgments, is a principle woven into all or nearly all courses in the curriculum.

D1 Leadership and Advocacy
Understanding of the techniques and skills for architects to work collaboratively with allied disciplines, clients, consultants, builders, and the public in the building design and construction process, and to advocate on environmental, social, and aesthetic issues in their communities.

The collaborative nature of architecture is introduced and discussed in the Architectural Technology (511, 531), Structures II (532) and Environmental Systems and Controls II (533) as well as in Comprehensive Design Studio (521). The focus on accessible design in the Second Term Vertical Studio (501) is an emerging area of advocacy that is now being introduced to the MArch students. Research Methods (568) gives an overview of architectural research in leading-edge issues of the built environment. Graduate Project Part I (548) provides students a voice to establish a position regarding advocacy and principle.

How architects and architectural practices lead and advocate on these specific areas is discussed and explored in some depth Process and Practice (541) and especially in Contemporary Practice (543) lectures, field visits, and coursework.

Demonstration: Coursework in Process and Practice 541, Contemporary Practice 543

D2 Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

Discussions of ethical issues are implicitly part of the curriculum at all levels. They are discussed alongside the delivery of technical information in the Environmental Controls streams (513, 533). A fuller, more explicit exploration of such issues occurs in Contemporary Theories (523) and in the context of professional practice occurs in Process and Practice (541) and Contemporary Practice (543) coursework.

Demonstration: Coursework in Contemporary Theories 523, Process and Practice 541, Contemporary Practice 543

D3 Legal Responsibilities

Understanding the architect's responsibility to the client and the public under the laws, codes, regulations and contracts common to the practice of architecture in a given jurisdiction.

Legal responsibilities as they relate to building code analysis and technical documentation are discussed in Architectural Technology I (511) and Communicating Construction (551). The full understanding of the laws, codes, regulations, and contracts occurs during the Process and Practice (541). In in-depth workshop in building code analysis with professional code specialists is integrated into the Comprehensive Design Studio 521.

Demonstration: Coursework in Process and Practice 541, Comprehensive Design Studio 521

D4 Project Delivery

Understanding of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.

Understanding the methods of project delivery occurs in the Process and Practice course (541) during the final year of the program. Communicating Construction (551) provides students with an in-depth exploration and development of aspects of project delivery related to technical documentation.

Demonstration: Coursework in Process and Practice 541, Contemporary Practice 543, and Communicating Construction 551

D5 Practice Organization

Understanding of the basic principles of practice organization, including financial management, business planning, marketing, negotiation, project management, risk mitigation, as well as an understanding of trends that affect practice.

Aspects of this criterion are discussed in Research Methods, in particular with regard to the role of research in business development, development economics and marketing. More specific comprehension of practice organization occurs in the Contemporary Practice (543) course, in which students do case study research in diverse practice organizations and models of contemporary practice. The criterion is further discussed in Process and Practice (541), especially with regard to financial and risk management, insurance, and includes visits to a local firm by students. Communicating Construction (551) uses construction documents as a means to understand the aspects of practice related to construction.

Demonstration: Coursework in Process and Practice 541, Contemporary Practice 543, and Communicating Construction 551

D6 *Professional Internship*

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers.

The route to registration is thoroughly discussed in the Process and Practice (541) course. The RAIC and AIBC make an annual presentation to the MArch students discussing the requirements for interns and pathways to eventual registration.

Demonstration: Coursework in Process and Practice 541

Table 3.12.b. SPC Matrix

Student Performance Criteria: Core Courses Content Matrix

This diagram focuses solely on how Student Performance Criteria are delivered by the core curriculum, either by individual core courses or cumulatively.

This material is delivered in two degrees of competency:

● = Course introduces basic CACB SPC principles, which are often cumulatively explored and examined by students, as documented in course materials and student work.

● = Course documents CACB SPC principles in student work, meeting threshold of "understanding" or "ability."

			A: Critical Thinking and Communication									B: Design and Technical Skills												C: Comprehensive Design				D: Leadership and Practice					
			Critical Thinking Skills	Research Skills	Graphic Skills	Verbal & Writing Skills	Collaborative Skills	Human Behavior	Cultural Diversity	History & Theory	Precedents	Design Skills	Program Preparation	Site Design	Sustainable Design	Accessibility	Life Safety, Building Codes & Standards	Structural Systems	Environmental Systems	Building Envelopes	Building Service Systems	Building Materials & Assemblies	Building Economics & Cost Control	Detailed Design Development	Building Systems Integration	Technical Documentation	Comprehensive Design	Leadership & Advocacy	Ethics & Professional Judgment	Legal Responsibilities	Project Delivery	Practice Organization	Professional Internship
			A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
Studio	ARCH 502	Introductory Workshop					●																										
	ARCH 500	Elements of Architectural Design	●		●		●	●			●	●		●	●	●	●	●															
	ARCH 501	Second Term Vertical Design Studio	●					●				●	●	●		●	●	●	●	●	●	●		●	●	●	●							
	ARCH 521	Comprehensive Design Studio					●					●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●		●				
	ARCH 548	Graduate Project 1: Directed Study	●	●							●		●															●						
	ARCH 549	Graduate Project 2: Design Thesis	●	●	●							●	●																					
History/Theory	ARCH 504	Architectural History 1A	●	●		●			●	●	●																							
	ARCH 505	Architectural History 1B	●	●		●			●	●	●																							
	ARCH 568	Research Methods	●	●		●		●	●	●													●											
	ARCH 523	Contemporary Theories	●	●		●	●		●	●	●																		●					
	ARCH 504/505	Advanced Architectural History	●	●		●			●	●																								
Technical	ARCH 512	Structures I															●	●				●	●		●									
	ARCH 532	Structures II					●					●					●	●				●	●	●	●		●							
	ARCH 511	Architectural Technology I			●		●					●			●		●		●	●	●	●		●	●	●				●				
	ARCH 531	Architectural Technology II			●		●					●			●		●		●	●	●	●		●	●	●								
	ARCH 513	Environmental Systems & Controls I					●	●							●				●	●	●	●			●				●					
	ARCH 533	Environmental Systems & Controls II						●				●			●				●		●				●		●		●					
Media	ARCH 515	Design Media I	●		●							●																						
	ARCH 517	Design Media II	●		●		●	●			●	●	●																					
	ARCH 551	Communicating Construction			●							●			●	●	●		●	●	●	●		●	●	●	●			●	●	●		
Practice	ARCH 541	Professional Practice															●											●	●	●	●	●	●	
	ARCH 543	Contemporary Practice	●	●				●	●		●												●					●	●		●	●		

4.0 Supplemental Information

4.1 Introduction to the Institution and Program History

4.1.1 History, Description, and Mission of the Institution

The appendix of the APR must provide a brief history and description of the institution, in which the program exists, as well as the institution's current mission statement and the date of its adoption of last revision. This could be provided as a web link.

The University of British Columbia is a publicly supported, comprehensive university comprising twelve Faculties, fourteen Schools, almost 70 centers and institutes and four affiliated teaching hospitals. UBC is the third largest university in Canada and the oldest in the province. It is consistently ranked as one of the top three Canadian universities, and ranks thirty-sixth -- and among the top twenty public institutions -- in the world in the 2016-2017 *Times Higher Education World University Rankings.*

Incorporated by the provincial government in 1908, UBC admitted its first students in 1915. It moved to its present Point Grey location in 1925 following the "Great Trek" which had convinced the Provincial Government to resume the construction that had been halted by the First World War. Today almost 500 buildings occupy a 400-hectare campus, with downtown facilities in Robson Square and a separate Okanagan campus. The Vancouver campus educates more than 63,000 undergraduate and graduate students each year, representing 140 different countries.

The University Calendar is a comprehensive guide to all programs, courses, services, and policies at the University of British Columbia. The Calendar also serves as a record of many University academic policies and procedures. The online Calendar is the official Calendar as UBC no longer supports a print version. Changes are incorporated online at intervals throughout the year.

4.1.1.a UBC Strategic Plan

The UBC Strategic Plan is constructed as a statement of Vision, Value and Commitments to quite particular arenas in which University interest and resources will be focused. It serves as an overarching document within which more local strategic planning occurs. In summary:

The UBC Plan Vision
As one of the world's leading universities, The University of British Columbia creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world.

The UBC Plan Values
Academic Freedom: The University is independent and cherishes and defends free inquiry and scholarly responsibility.

Advancing and Sharing Knowledge: The University supports scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and seeks every opportunity to share them broadly.

Excellence: The University, through its students, faculty, staff, and alumni, strives for excellence and educates students to the highest standards.

Integrity: The University acts with integrity, fulfilling promises and ensuring open, respectful relationships.

Mutual Respect and Equity: The University values and respects all members of its communities, each of whom individually and collaboratively makes a contribution to create, strengthen and enrich our learning environment.

Public Interest: The University embodies the highest standards of service and stewardship of resources and works within the wider community to enhance societal good.

The UBC Plan Strategic Priorities

Student Learning: The University provides the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences and rewarding campus life.

Research Excellence: The University creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination and application of research within and across disciplines.

Community Engagement: The University serves and engages society to enhance economic, social and cultural well-being.

Aboriginal Engagement: The University engages Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of Indigenous cultures and histories into its curriculum and operations.

Alumni Engagement: The University engages its alumni fully in the life of the institution as valued supporters, advocates and lifelong learners who contribute to and benefit from connections to each other and to the University.

Intercultural Understanding: The University engages in reflection and action to build intercultural aptitudes, create a strong sense of inclusion and enrich our intellectual and social life.

International Engagement: The University creates rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborates and communicates globally.

Outstanding Work Environment: The University provides a fulfilling environment in which to work, learn and live, reflecting our values and encouraging the open exchange of ideas and opinions.

Sustainability: The University explores and exemplifies all aspects of economic, environmental and social sustainability.

4.1.1.b Faculty of Applied Science Mission and Vision

Within that institutional context, in 2015, the Faculty of Applied Science under the direction of Dean Marc Parlange developed Engage 2020: The UBC Applied Science Strategic Plan, which distilled and refocused many of the Place and Promise themes around a distinctive vision of an integrated and interconnected constellation of "applied sciences —architecture, landscape architecture, engineering, nursing and planning" able to respond to "the greatest challenges of our time" because it is able to "cross cultural and disciplinary boundaries . . . [and] see the world through . . . bigger pictures and longer terms." Engage 2020 set out to establish an "unparalleled research and learning environment in which creative minds work together to address today's greatest challenges in service to society" through three core values — connection, leadership and impact; and four key commitments — a culture of valuing people, a focused research enterprise, a distinctive learning environment, and an engaged community.

4.1.1.c SALA Mission and Vision

Situated with the Faculty of Applied Science, SALA exists as a relatively independent administrative entity within the larger Faculty, which also includes the School of Nursing.

As described by SALA Director Kellett in Section 1.1.1 of this report, SALA's strategic objectives are guided by University and Faculty strategic planning mission and value statements. In part guided by the 2009 UBC Strategic Plan, these are the current SALA Mission and Vision statements:

> The School of Architecture and Landscape Architecture's core responsibility is design education.
>
> Through its teaching, professional endeavours, research and scholarly activities, the School is committed to producing outstanding graduates equipped to provide the necessary design and intellectual leadership that will contribute to a built environment that supports civil and sustainable patterns of living.

Guided by this vision, the individual and collective teaching, research and scholarship within the School is directed at building an internationally recognized school that:

1. Provides an outstanding and distinctive professional education directed toward the breadth and complexity of issues germane to contemporary built and natural environments.
2. Engages with a wide range of constituencies in the larger community – academic, professional and public – and brings these associations directly to bear on its educational and administrative priorities.
3. Anticipates evolving realities within the realm of contemporary practice and stimulates effective innovation that supports cross-scale and interdisciplinary approaches and solutions.
4. Engages in leading edge design research and scholarship activities that contribute constructively to the theory and practice of architecture and landscape architecture.

Since 2012, SALA has implemented several school-level (SALA) objectives, including:

- Twice redeveloped the SALA website, the most recent iteration launched in 2016.
- Developed a post-professional Master of Urban Design degree program (2013).

- Implemented cross-disciplinary (for the professional Master of Architecture and Master of Landscape Architecture cohorts) core coursework in areas where it was appropriate, including Professional Practice, Design Media, Research Methods, and Advanced Design Studios.
- Developed dual degree pathways in the Master of Architecture and Landscape Architecture programs (2016).
- Undertook a School branding study (2016), that will lead to the creation of new recruitment messaging and materials.
- Successfully recruited five top faculty candidates to the MArch and MLA programs.
- Collaborated with Mechanical and Civil Engineering on the development of a Master of Engineering Leadership in High Performance Buildings (2017).
- Developed a four-year Bachelor of Design in Architecture, Landscape Architecture and Urbanism (forthcoming 2018).
- Defined the core research, scholarship and creative practice strengths of the School (2017 and continuing).
- Developed and initiated a fund-raising effort to create a new facility adjacent to the Lasserre building – the traditional home of Architecture - to house SALA under one roof.

The Master of Architecture Mission and Vision statements are included in Section 1.1 of this report.

4.1.2 Program History

The appendix of the APR must provide a brief program history.

The establishment of the School of Architecture at UBC in 1946 was shaped by circumstances of geographic isolation and historical immediacy. After more than 60 years of producing professional graduates, it is fair to observe that the condition of metropolitan Vancouver itself may serve as the most direct testimony to the work of the School over time. Indeed, the origins of a distinctive 'West Coast' design idiom and its continuing development are directly linked to the work of students, faculty and graduates of the UBC School.

The School's early identity was deliberately modernist, largely defined by the first School Director Frederic Lasserre whose vision of the modern project in architecture was set in a program that advocated, in his own words "breaking away from studying the earlier practice of applying old architectural designs to modern needs."

By the mid-1950s, the School had grown to a student population of 150. Lasserre's ambition for a modern and functional design sensibility was given pointedly didactic presence in the completion of the purpose-built Lasserre Building for the School of Architecture in 1962. Designed by the Vancouver firm of Thompson Berwick and Pratt, the Lasserre Building also included the Department of Art History and Fine Arts and the School of Community and Regional Planning, a conjunction of concerns that continues to the present day. Among significant faculty during these formative years, Peter Oberlander, Arthur Erickson and Abraham Rogatnick were crucial in establishing enduring standards of intensity and spirit in the School's pedagogy.

Appropriate to the shifting social circumstances which characterized the 1960s, the philosophical position of the School found expression in deliberate community activism undertaken by faculty and students alike. Guided by its Director, Henry Elder, the School was actively engaged in significant local planning issues, most famously in the repudiation of the plan to destroy Vancouver's historic Chinatown and Gastown in the process of constructing a freeway. The School was also instrumental in the initiatives which preserved the Roundhouse as an active community centre and fostered the development of Granville Island: significant moments in Vancouver's efforts to define alternative models and discover its own urban potential.

During the 1980's, Doug Shadbolt introduced "core" courses to the curriculum. From 1990 to 1998, under the directorship of Sandy Hirshen, the program shifted the existing Bachelor of Architecture to a graduate Master of Architecture [MArch] program; developed key outreaches in the community, particularly securing and renovating a permanent downtown location and establishing a regular design-build elective. Several new faculty were hired which gave excellent direction and fresh energy to the program. Serious budget cuts and frozen tuition fees however, negatively impacted discretionary monies.

Christopher Macdonald was the Director of the School of Architecture from 1999 to 2005 and under his leadership, extensive physical renovations were made to the Lasserre building, together with developing an elective co-op option and extending community interaction. Most significantly, he oversaw the introduction of the undergraduate Bachelor of Environmental Design (ENDS) program and the amalgamation of the School of Architecture and the Landscape Architecture Program into the School of Architecture and Landscape Architecture (SALA).

In 2006, Ray Cole was appointed as SALA's inaugural Director, with Sherry McKay assuming the newly formed role of Chair of the Architectural Programs. In the new SALA governance model, the Program Chair continued to direct the academic mission of the professional MArch, including overview of budget and assignment of teaching roles to faculty. Meanwhile, the Director's responsibilities included orchestrating a new institutional identity, developing of its vision and mission and initiating the planning of new facility to bring all of SALA to one location.

George Wagner assumed the role of Program Chair for Architecture in 2009 and oversaw considerable renewal in full-time faculty as well as the hiring of a new SALA Director, Leslie van Duzer, in 2010.

Under Director Van Duzer, many governance elements of the Architecture Program were consolidated under the SALA umbrella. SALA faculty and staff worked with design consultants on two feasibility studies for a new SALA facility on the UBC campus. The $50,000 Margolese National Design for Living annual prize was first awarded in 2013. New not-for-credit Vancouver Summer Program offerings began and have expanded since. A new post-professional Master of Urban Design (MUD) degree program began in September 2014. and Canada's first dual professional degree Architecture and Master of Landscape Architecture (MARCLA) began, its first cohort of students beginning in September 2016.

John Bass became Program Chair for Architecture in 2012, at a time when SALA was prepared to develop cross-disciplinary curricular integration where it served well the purposes of both of its professional degree programs. During this period, the Program refined its discipline-specific core curriculum. Introduced were a consistent body of learning objectives for ARCH 501, the second term vertical studio (2017) and integration of the Comprehensive Design Studio with Environmental Systems and Controls II and Structures II (2013). A core course in technical documentation was established in 2016. Introduced in fall 2017 was a new curriculum for architectural history (ARCH 504/505) organized around pre-twentieth-century and modern history.

The period from 2014 to 2017 saw the development of the cross-disciplinary (for MArch and MLA students) core curriculum. Cross-disciplinary courses implemented include joint core instruction in design media (2014), research methods (2014), and professional practice (2014) areas of the curriculum. Additionally, under the initiative of Greg Johnson, the design/build offerings expanded, and the Architecture Program's biannual Studies Abroad program began to be offered annually in 2015 to both MArch and the MLA students.

In spring 2015, Professor Ron Kellett was appointed SALA Director. Academic developments since include an expansion to the undergraduate ENDS program, which was approved by the Province in fall 2016; SALA contributions to new post-professional Master of Engineering Leadership programs, including most significantly the new High-Performance Buildings degree, offered by the Applied Science faculty. Director Kellett has continued to pursue the goals of uniting the SALA programs in a new facility, and refining the governance model of an expanding SALA. Begun in fall 2016, a branding consultant has led SALA faculty constituencies in an exercise that will provide the principles for these challenges, and inform new SALA strategic planning, research and outreach activities.

4.2 Student Progress Evaluation

The appendix of the APR must include:
- The procedures for evaluating student transfer credit and advanced placement.
- The procedures for evaluating student progress, including the institutional and program policies and standards for evaluation, advancement, graduation, appeal and remedial measures.

4.2.1 Procedures for Evaluating Student Transfer Credit and Advanced Placement

Student Transfer Credit and Advanced Placement
The full program is 119 credits, and the University requires that in the case of students with Advanced Placement (AP), 60% of that 119 credits, or 72 credits, must be completed while a UBC student. Students entering the program with an undergraduate degree normally take three to three and one-half years of full-time study to complete the requirements.

The broad outlines of transfer credits for student who are admitted with advanced placement are normally established at the time of admission, subject to confirmation of previous experience by transcript and syllabus review by appropriate faculty within their specific areas of the curriculum. With transfer credits from their undergraduate B.A. or B.S. degrees in architecture, AP students may take as little as two years to complete the requirements of the UBC MArch degree. See Chart 3.12.a. for the non-AP and AP course of study diagrams.

Students holding a pre-professional architecture degree (either BA or BS) will be considered for advanced placement. An undergraduate degree in a field related to architecture may be advantageous in reducing the length of the program, but it is not a required prerequisite. Demonstration of interest and aptitude in the field occurs as part of the application process, and letters of interest by applicants, their portfolio, and references all play important roles in the admission evaluation process.

At the time of application, the School's Admissions Committee will determine the extent of advanced placement on the basis of the applicant's undergraduate transcript and portfolio. Beginning in the 2017 admissions process, the Admissions Committee awarded advanced placement in blocks of one-term or a full two-term transfer credit (18/21 or 36/39 credits). These AP credits are usually given for first term or first year courses taken at the undergraduate level across the curriculum, including Studio, Media, Technology, and History.

4.2.2 Procedures for Evaluating Student Progress

Students in the Master of Architecture program fall under academic regulations in place for master's programs as set out by the Faculty of Graduate and Postdoctoral Studies. The following apply specifically to the Master of Architecture program:

A grade of at least 60% is required in any course taken in the program with no more than 15 credits of Pass-level standing (60-67%) being counted towards degree requirements. In addition, a grade of at least 65% is required in ARCH 500 and at least 68% in ARCH 540 and 549. Failure to obtain credit for a total of three design studios will require the student to withdraw from the program and the student will not be permitted to re-register in the program.

Should a student not attain 65% or above in ARCH 500, the following conditions would apply:

- If the mark is less than 60% the student would be required to withdraw from the program for eight months and retake ARCH 500 in the subsequent Winter Session Term 1;
- If the mark is between 60% and 65% the student will not be granted credit for ARCH 500. The student will be required to re-register for ARCH 500 the following term.

A minimum mark of 74% must be obtained when repeating a failed course.

Appeal Procedures
Students may protest decisions relating to their academic studies. In this event, it is recommended that the student first consult the faculty member directly involved in the decision. At any point in seeking resolution, a student should feel free to seek the advice of the chair of the program's Standings and Promotion Committee. If satisfactory resolution is not forthcoming at this point, the appeal process should continue with a written request of appeal to the chair of the program.

When the protest relates to a decision in a design studio, the program chair would establish an appeal committee to hear the case. The appeal committee would consist of three full-time design faculty plus the program head, ex-officio, and has the authority to interview all persons involved and to recommend to the program chair that the grade be affirmed or changed. The appeal would only be heard if it is initiated within thirty days from the time the decision has been communicated to the student, whether it be by letter or by posting on the Student Service Centre.

If the matter has not reached satisfactory resolution, the student would then contact the following sequence of individuals as necessary: the Director of SALA, the Dean of Applied Science, and finally the Dean of the Faculty of Graduate and Postdoctoral Studies. Any change of grade must be approved by the Dean of the Faculty of Graduate and Postdoctoral Studies. Normally resolution can be achieved through the above processes, however the following additional procedures are in place. In matters of academic judgment, students may request a Review of Assigned Standing through Enrolment Services. For details, see Review of Academic Standing. With respect to matters of procedure, resolution may be sought through the Registrar to the Senate Committee on Appeals on Academic Standing. For details, see Senate Appeals on Academic Standing.

Degree Requirements
Instruction in the School is offered through several types of courses:

- The Introductory Workshop, mandatory for all incoming students for a period of one week prior to Labour Day, involves the engagement of environmental and architectural concerns of the West Coast through field trips, design exercises, and seminars.
- Lecture courses and seminars
- Design studios (required core studios and vertical options) explore selected topics in architectural design. Students are expected to present and defend their proposals in the course of critical dialogue with faculty members, visiting professionals, and their peers during reviews.

To qualify for the Master of Architecture, students must satisfactorily complete a minimum of 119 credits including a sequence of structured core coursework, 15 credits of electives, and a major Graduation Project as follows:

- Workshop Course: ARCH 502
- Lecture/Seminar Courses: ARCH 504[1], 505[1], 511[1], 512[1], 513[1], 515, 517, 523, 531, 532, 533, 541, 551, 568, and an advanced history/theory requirement from one of ARCH 504, 505 or 538[2]
- Design Studio Courses: ARCH 500, 501, 520, 521, 540
- 15 credits of electives which may be selected from: ARCH 504, 505, 522, 537, 538, 543, 544, 545, 561, 571, 572, 573, 577
- Graduation Project: ARCH 548, 549

[1]These courses are prerequisite to more advanced-level courses and should therefore be completed in the first and second year of the program.
[2]Winter Session study abroad advanced history/theory offering.

Students holding a pre-professional architecture degree, as noted in the Admissions section, above, will in general be eligible to qualify for the Master of Architecture by completing fewer credits than 119; the minimum (university) requirement being 72 credits. The exact number of credits to be completed and the program of study will be established at the time of admission, and will vary according to the applicant's previous education and level of achievement.

A student may be waived from a required course if he/she has completed a similar course at a prior date. For this to take place, a student must validate the equivalence with the faculty member responsible for the course. A waived course is to be replaced by another of the same credit value so that there is no change to the number of credits required for completion of the degree.

Students may undertake courses outside Architecture for elective credit toward their degree. Such courses must be demonstrated to be relevant to the student's program of study. Students must submit a request for permission to enroll in the course for credit towards the Master of Architecture, in writing, to the Chair of Architecture.

Complete university course information can be found here. Detailed and current information regarding Architecture courses is available at the SALA website.

4.3 Current Course Descriptions

The appendix of the APR must include a one or two-page description with an overview, learning objectives, course requirements, prerequisites, date(s) offered, and faculty for each required and elective course in the program.

4.3.1 Core Courses

ARCH 500: Elements of Architectural Design

Credits: 9
Type: Core
Faculty: Joanne Gates, Matthew Soules, George Wagner
Prerequisites:
Term: Fall. 2017

		Year 1
Fall	ARCH 500	Elements Studio
	ARCH 504	Architectural History I
	ARCH 512	Structures I
	ARCH 515	Design Media I

Student Performance Criteria
A1, A3, A5, A6, A9, B1, B3, B5, B6, B7

Course Description

The first semester design studio enrolls students with diverse academic backgrounds; this is understood to be one of the great strengths of graduate level architectural education. It is this diversity that allows us to believe that the responsibility of the semester, and the Masters of Architecture program, is to offer more than a simple professional degree, but an introduction to a discipline that is both extremely specific in its practical application and material resolution, and quite broad in its inevitable engagement with the borders of other political and cultural discourses.

The first term core studio is predicated on several principles:

1. Architecture, as both a discipline and a practice, uses two- and three-dimensional media as tools to explore and represent ideas. These media are used in the most speculative stages of design as well as a design's most precise and specific descriptions.

2. Design is organization, often dependent on the synthesis and conceptualization of deliberate structural and syntactic logic.

3. Site, context and position are not simplistic or preexisting conditions to which the architect reacts, but essential conditions to be constituted and developed by the designer.

4. The body is the invariable presence in architecture. Its dimension is the constant of architectural composition, the material fact of architectural space, and the mobile increment by which architecture is perceived.

The curricula of the semester will be comprised of four design projects. Methods and media of exploration will vary both among the projects, and within the design process of individual problems. It is intended that a range of approaches, increasing in complexity throughout the semester, will acquaint the student with the fundamental conventions of architectural design, and the extent to which those conventions themselves hold the keys to meaningful invention.

Learning Objectives

Over the course of this introduction to architectural design, students are expected to develop a set of research, technical, formal, graphic, conceptual, and time management skills.

Research
Students are expected to become aware of and demonstrate the proper application of basic dimensional and functional aspects of buildings, including how these relate to the human body and other functional factors that inform the design of buildings. This basic demonstration of research skills will include referring to manuals such as Architectural Graphic Standards, but also through a critical examination and application of lessons learned from building design precedents.

Technical
Students are expected to become aware of and demonstrate the proper application of basic technical aspects of building design, including the common-sense principles of structure and gravity, orientation to environmental factors including site, topography, sun, wind, light, etc.

Formal
Students are expected to become aware of some of the formal conventions of building design, including techniques for organizing served and service program, establishing the front/back – public/private orientations of ground plane and elsewhere, testing and developing basic relationships of structure and space, choreographing circulation and public and private sequences of spaces and movement.

Graphic
Students are expected to demonstrate the ability to graphically communicate ideas, space and form at several scales and using basic sketching, diagramming, architectural drawing, and study and presentation model conventions. Using digital and manual drawing media, students are required to understand and correctly execute such basic drawing types as site and floor plans, building and street sections, axonometric and isometric 3D views, concept diagrams, and perspective views.

Conceptual
Students are expected to demonstrate the ability to observe and analyze the context provided to them in any given exercise about the physical, social, ecological, and political world. Students are also expected to abstract from this observation and analysis specific questions about space, form and program, and show the ability to critically test and develop these abstractions into the physical and spatial material of building design.

Time Management
Students are expected to demonstrate the understanding that deadlines affect design processes. This understanding includes showing the ability to be responsive to instructor's guidance from one class to the next, to move work forward at each interval between studio meetings, and to prepare all new or required printing and model materials in time for the start of all desk crits, reviews and pinups.

Requirements

Contribution to overall evaluation is distributed as follows:

10% Exercise one
20% Exercise two
30% Exercise three
30% Exercise four
10% Effort and arc of improvement

ARCH 501/540: Grafting Social Space Studio

Credits: 9
Type: Core
Faculty: Darryl Condon & Melissa Higgs
Prerequisites: ARCH 500: Elements of Architectural Design
Term: Spring. 2017

	Year 1	
Spring	ARCH 501	Vertical Studio
	ARCH 505	Architectural History II
	ARCH 515	Architectural Technology I
	ARCH 517	Design Media II
	Year 3	
Spring	ARCH 540	Vertical Studio
	ARCH 543	Contemporary Practice
		*Elective
		*Elective

Student Performance Criteria
A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B5

Course Description

The importance of truly public social space in supporting the goals of resilience and social sustainability are increasingly well understood. What is more problematic is the lack of metrics or frameworks for guiding the discussion and ultimately measuring the potential social impact of architecture. This studio will explore the creation of meaningful social space across a variety of scales.

Granville Island occupies a unique place within the City of Vancouver. While surrounded by, connected to and dependent on the City of Vancouver it is federal territory that operates within its own set of rules and context. Granville Island is a constructed place, created within the waters of False Creek in the location of a sandbar that was part of the traditional First Nations community called Snauq. This ambiguous place will be the territory of exploration for this studio.

Art, and especially community based art, in its many forms, plays an important role in challenging preconceptions and pushing the boundaries of public thought. Public buildings focused on the production and display of community art are surprisingly rare. This studio will examine the opportunities within the program of a contemporary community art centre to contribute to social impact while responding to the diverse ambitions for Granville Island. The studio will be led by the Managing Principal of HCMA Architecture + Design, Darryl Condon, with support from HCMA Principal Melissa Higgs and other staff. The investigations will be taught from a practice-based perspective and part of the exploration will be to test the potential for integration and cross-pollination between educational and professional studios.

Program
The program will focus on an evolving public building typology, the community art centre. Students will be responsible for considering the changing nature of the delivery of community services and to investigate the potential for this building type of have positive social impact.

Site(s)
The studio will explore a series of progressively complex sites on Granville Island. As the complexity of the program increases, so too with the complexity of the sites.

Learning Objectives

- To encourage design innovation through iteration and layering of complexity
- To encourage a range of analysis and representations of architectural concepts.
- To investigate the impact of differing context on architectural form.
- To examine the social impact potential of inserting social space within a mature context.

Requirements

You will be marked for both scope and rigor in studio projects as well as for the depth of participation in studio meetings and discussions. The relative weighting of the studio assignments will be as follows:

PHASE 1	10%
PHASE 2	15%

PHASE 3	25%
PHASE 4	40%
Scholarship	10%

ARCH 501/540: Our Aging Network Studio

Credits: 9
Type: Core
Faculty: James Huemoeller
Prerequisites: ARCH 500: Elements of Architectural Design
Term: Spring. 2017

	Year 1	
Spring	ARCH 501	Vertical Studio
	ARCH 505	Architectural History II
	ARCH 515	Architectural Technology I
	ARCH 517	Design Media II
	Year 3	
Spring	ARCH 540	Vertical Studio
	ARCH 543	Contemporary Practice
		*Elective
		*Elective

Student Performance Criteria
A1, A6, A7, A8, A9, B1, B2, B3, B5

Course Description

It is no secret that, for lack of a better term "developed" nations are aging at a potentially unsustainable rate. Canada, while not necessarily leading the way, is still expected to see its over 65 population constitute over half the population. The equates to a potentially $65 billion-dollar shortfall as the ratio of retirees to workers continues to change. Of course, these are stats that sell newspapers (when those existed), so what does this mean for architecture? If nothing else, it means that the able-bodied individual you see in most renderings constitutes only half the potential user group. That likely that person you have been envisioning as you work through your designs is the wrong one.

This studio will explore the idea of aging within Vancouver and the role the built environment should play on this evolving issue. Rather than focus though on housing, the traditional territory in architecture for addressing aging, this studio is going to look at the city. It will look at aging, not in isolation, but within a context. We will confront the stereotypes and assumptions our society and architecture as a profession makes about this demographic. We will look at the categories that define the aged, what they want and need, and finally their networks, both social and familial, either to we make sure they remain connected to those networks or to question if that is even a good idea. Is aging in place a solution, or just a feel-good design trope?

Within this topic, the studio will focus on two important issues within the architecture profession. First, students will be asked to ensure their design projects address accessibility. Not just as a series of turning radiuses and sloping walkways, but as an experience within the city. How does one move through the city, and from the city to the building? How, when needed, is that movement made legible, and for whom do we define those experiences. A second, tangentially related issue will ask the student to move beyond research and embrace the speculation of architectural form within the context laid out for both projects. All the students in this class have begun to learn the language of design, with various levels of experience and have thought about research, either within the context of architecture or perhaps another discipline. This studio will take those skills and translate them into clear formal ideas that address the social context of an aging population's experience within the city.

Learning Objectives

The challenge of this studio is to learn to maintain a clear communicable line of analytical and design thought between different scales and phases throughout the design project. Students will explore the boundaries of the architectural design process through a series of directed, but open-ended studies that will allow students to both engage and question traditional practice. Finally, students will learn to define a specific design problem, research its context, and develop architectural responses, and then articulate those ideas through a variety of traditional and non-traditional presentations mediums.

The design research will be supported by a body of readings and investigations into precedents that will place the design objectives into the context of broader conversations within the design communities. The objective here is primarily one of exposure, ensuring any design proposals sees the immense body of knowledge within our profession as a stepping stone for developing new ideas. Given the theme of the studio, it is also expected that the students will gain a better understanding of accessibility in the built environment. Visits with aging Vancouverites, and a trip to Seattle, the students will hopefully see accessibility as something more than just turning radiuses and clearances.

Requirements

Your ability to develop and communicate a critical, research-driven project within a given set of criteria as outlined in the relevant schedule descriptions will form the basis of evaluation. Assignment of letter grades will be as per the “UBC General Grading Practices.” As always, attendance to classes is the first step and absence will adversely affect a student’s grade on the relevant project. The breading breaks down as follows:

Project 1: 35%
Project 2: 65%

ARCH 501/540: Powell Street Studio

Credits: 9
Type: Core
Faculty: Inge Roecker
Prerequisites: ARCH 500: Elements of Architectural Design
Term: Spring. 2017

	Year 1	
Spring	ARCH 501	Vertical Studio
	ARCH 505	Architectural History II
	ARCH 515	Architectural Technology I
	ARCH 517	Design Media II
	Year 3	
Spring	ARCH 540	Vertical Studio
	ARCH 543	Contemporary Practice
		*Elective
		*Elective

Student Performance Criteria
A1, A6, A7, A8, A9, B1, B2, B3, B4, B5, B6, B7, B8, B9, B11, B12, C1, C2

Course Description

Poweru-Gai K'EMK'EMELA'Y' Connecting Narrative Through Placemaking

Connecting Narratives Through Placemaking will explore the processes to understand and the many layers, voices and narratives that shape a space into a place. How can we respect, commemorate and celebrate the life of the past in places we plan for the present? There is an increasingly complex range of challenges for realizing thriving and socially inclusive cities. Large scale issues such as environmental resilience, economic prosperity and social equity need to be addresses to reverse a growing urban development pattern of segregation by economic values. The DTES was the center of the city at the turn of the 20th century, with City Hall, the courthouse and the Carnegie Library all located there. The headquarters of the BC Electric Railway Company was also in the area, making it also the region's transportation hub. It was also the main shopping area for the city, which centered around Woodward's Department Store. The surrounding stretch of Hastings Street was a major cultural and entertainment district. Prior to the Second World War, there was also a vibrant Japantown along Powell Street centered around Oppenhiemer Park. This unique historical precinct has been and remains home to unique civic culture that is intensely connected and committed to the place and its stories.

Learning Objectives

The impetus for this studio is to gain a greater understanding of the stories that the place has to tell and suggest spaces and buildings required to tell them. Our goal is to generate and explore fresh ideas for the neighborhood with new architechtonic and programmatic visions for a culturally, socially and economically inclusive community. To explore new layers for future realities of urban existence with the Japantown context. What programs will support the community and celebrate its diverse roots and cultures? Would it be places for production, service, exhibition, education, entertainment, community, nature or living? Theoretical basis to prepare for the studio will be drawn from Subdivided: City-Building in an Age of Hyper-Diversity, a compilation by Jay Pitter and John Lorinc. "Hyperdiversity, intense diversification of population in socio-economic, social and ethnic terms, but also in respect of lifestyles, attitudes and activities. How do we build cities where we aren't just living within the same urban space, but living together, and what makes a truly connected city?" Jay Pitter

Requirements

This studio will proceed through a series of exercises that form synthetic whole. As an advanced design studio it is expected that each student will develop a unique and conceptually rich position leading to inventive spatial propositions. The exercises are meant to function as a constructive framework to aid design evolution and are not exclusive to the generation of diverse individual positions. The following outline provides the term structure, each loop follows a feedback loop in class and community.
Theory Workshop

Loop 1a: Historic Building Mapping

Loop 1b: Historic Building Drawing

Loop 2: Site Analysis

Loop 3a: Community Process

Loop 3b: Program Conceptual Development Loop

3c: Program Schematic Development

Loop 4: Comprehensive Design

ARCH 501/540: The New Normal Studio

Credits: 9
Type: Core
Faculty: Blair Satterfield
Prerequisites: ARCH 500: Elements of Architectural Design
Term: Spring. 2017

	Year 1	
Spring	ARCH 501	Vertical Studio
	ARCH 505	Architectural History II
	ARCH 515	Architectural Technology I
	ARCH 517	Design Media II
	Year 3	
Spring	ARCH 540	Vertical Studio
	ARCH 543	Contemporary Practice
		*Elective
		*Elective

Student Performance Criteria

A1, A3, A5, A6, A9, B1, B2, B3, B5, B6, B7

Course Description

Normal (From Wikipedia): “Definitions of normality vary by person, time, place, and situation
– It changes along with changing societal standards and norms. Normal behavior is often only recognized in contrast to abnormality. In its simplest form, normality is seen as good while abnor- mality is seen as bad. Someone being seen as “normal” or “not normal” can have social ramifications, such as being included, excluded, or stigmatized by larger society.”

What is normal? What is abnormal? What is exceptional? Howard Schatz’s composite image of Olympic and professional athletes shows bodies that are perfected, but not perfect. Each body in his famous photograph is in fact atypical due to genetics and hyper-optimization. Each was selected and developed to excel at very specific activities, and each falls neatly outside what is considered “normal” for the human form. These athletes are universally celebrated, yet many equally accomplished individuals are not. Paralympic athletes (for example) are as physically gifted as their Olympic counterparts, yet often struggle for equivalent recognition and are considered by many to be inadequate, despite their accomplishments. What if we altered our perspective? What if the experiences of those labeled as disabled were seen as normal? What if the accommodation of all bodies was seen as an opportunity to generate better form, assembly, and flow? This studio begins with the premise that global “normalcy” is a fiction, that the concept of “normal” is more a personal construct than a static measure or metric, and that those who aren’t considered typical might offer something incredible to designers. In The Normal Studio we reject preconceptions about limited types of so-called normative bodies. Instead we embrace a position that seeks to find and celebrate the exceptional qualities and experiences of alternative “normal” humans.

Learning Objectives

Develop a set of drawings, diagrams, and models that investigate and communicate the idea, effect and approach of your building and it’s unique circulation and structural system. During the course of the semester, students will pay special attention to issues of access and accessibility. Architectural sequences that seem mundane can be some of the most challenging for many of our friends and neighbors. Egress stairs, bathrooms, and entry sequences will all be considered central to our proposals. We will work to make something exceptional from these experiences. Students are asked to review and understand the rules and regulations that surround ADA. Students will also visit Dark Table (a restaurant with blind servers), Seattle landmark projects known for their innovative yet accessible circulation sequences, and two firms (ARCH and LARC) to discuss and understand accessibility in design. The New Normal Studio strives to build ability to design both site and building to accommodate individuals with varying physical and cognitive abilities. Further, the studio wants to find exceptional normal experiences in those we erroneously categorize as limited.

Requirements

Each assignment will carry a grade. The breakdown is listed below and is based on a one hundred point system. Points will be determined by how well the objectives of the exercise are met and by the quality of the execution of those objectives by students. It is extremely important that you ask questions to clarify the intentions and ground rules for each assignment. Late submissions

are accepted at the discretion of the instructor and are subject to a 20% grade reduction per week. Team projects (if applicable) will be given one grade, so it is important that work is coordinated between individuals and that each team member participates fully.

Attendance and participation - 5%
Sectional Exceptional 1 - 10%
Sectional Exceptional 2 - 10%
Sectional Exceptional 3 - 10%
Midterm Pinup - 10%
A Centre for New Normal Experiences - 55%

ARCH 502: Introductory Workshop

Credits: 2
Type: Core
Faculty: Inge Roecker
Prerequisites:
Term: Fall. 2017

Student Performance Criteria
A5

Course Description

As part of a long lasting school tradition, on Monday, August 28 – Friday, September 1, 2017 you'll be attending the 2017 Introductory Workshop. This is a one week interdisciplinary orientation to the School of Architecture and Landscape Architecture, and will include introductions to the faculty, staff, students, facilities, programs and design culture of the school.

In addition to these introductions, in this workshop, you will engage in a collaborative design assignment that will start out by exploring some of Vancouver's neighbourhoods. By the end of the week, your work will be showcased and exhibited in the the Lassere courtyard, where we'll celebrate together in typical SALA style.

Over the course of the week, we will work in groups of 10 students, with sub-groups of 2 students, where we will be sketching, documenting (through various mediums) and talking through ideas. This assignment is ultimately geared towards shedding light on the architectural culture of Vancouver, grounding you with a contextual understanding of the city, and steering you to think critically about the design around you.

We will also be exploring various levels of scale. This is done through the simple context of Charles and Ray Eames's short documentary, Powers of Ten. It is a means of relating ourselves to design, architecture, and the urban environment.

Learning Objectives

This assignment introduces critical thinking about our lived environment. We will be looking at neighbourhoods as designers rather than tourists. We will explore the neighbourhood's history, for example the era in which it was built, its evolution in the context of its surroundings, and how it is perceived today. Through researching, sketching, measuring and filming, we can then begin to understand the decisions made by the architect, landscape architect or urban planner. Through means of documentation, we will then critically analyze our findings and present them as a group installation.

The overall goal is to work efficiently, and effectively with limited time and material in order to produce work that expresses ideas of context, scale and space.

Requirements

Each neighbourhood group will be responsible for producing four 1-minute videos, to be presented together as a cohesive 4-minute presentation, expressing different aspects of their neighbourhood. These will be produced with camera-phones (or other camera you have access to), edited in-studio and presented together for a final installation. The final installation, including a 1.5m square projection screen will be produced by each group. Storyboards showing process work will also be displayed as part of the presentation.

Each sub-group (2-3 students) will pick one of the following focuses: 1m, 10m, 100m, 1000m, and Installation. The four sub-groups exploring scale will film their neighbourhoods in that context, producing their own 1-minute video. These videos will be compiled into a looped, installation ready video. Final video file format should be exported as an mp4. The fifth group will be responsible for the title cards, cohesion of the four videos, and the production and installation of the projection screen.

Each student will be required to use their sketchbooks, cameras, and phones to document their findings, and to produce storyboards and process drawings.

ARCH 504: Architectural History I

Credits: 3
Type: Core
Faculty: Sara Stevens
Prerequisites:
Term: Fall. 2017

	Year 1	
Fall	ARCH 500	Elements Studio
	ARCH 504(5)	Architectural History I(II)
	ARCH 512	Structures I
	ARCH 515	Design Media I

Student Performance Criteria
A1, A2, A4, A7, A8, A9

Course Description

Empire Building:
The Cultural Economy of Architectural Production, pre-1900

This course will introduce students to a global history of architecture focused on the 18th and 19th centuries. The course argues that cultural exchanges produced not just style, nationalism, memory, and eclecticism, but architectural knowledge itself. By using empire as a rubric for studying architecture, the course will situate design within a system of economic and cultural exchanges. In tracing architectural interactions across continents, the political economy of globalization appears in a much longer history, amidst a diverse set of actors, including both colonizers and colonized. Students will learn to read buildings and interpret their cultural meaning and to interrogate the changing relationship between architecture and society.

Our readings of projects will highlight the cultural economy of architectural production, by which I mean the ways that a design is embedded in political economies through cultural output and exchanges. Through thematic investigations arranged in an overlapping chronology, the lectures, while far from comprehensive, will offer synthesis and narrative (without denying disjunctures) and will offer examples of the analytic work expected of the students in their assignments. With close readings of 2-3 projects each week, the course will examine infrastructure, landscape, technology, representation, and politics as constituent parts of architectural design.

The course is open to students from all disciplines. The format for the course will be two lectures each week, with discussion time integrated into each course period. Discussions will center around the readings and writing assignments.

Learning Objectives

- To learn to read buildings: using drawings, sketches, perspectives, renderings, paintings, and any number of visual sources, students will read and interpret architectural and cultural meaning.
- To learn to interpret documents: primary and secondary sources (i.e. this is not a grab bag of ideas for thesis projects).
- To interrogate the changing relationship between architecture and society, the impact of the industrial revolution, international trade ways, and cultural contact on defining architectural design.
- To interrogate architecture's changing obsessions with memory, eclecticism, style, technologies, commerce, and nation.
- To understand what studying buildings can reveal about their cultural contexts (political, economic, social, technological, environmental, aesthetic) and to see how the production of buildings and designs negotiates those contexts.

Requirements

In addition to active weekly participation, students will be expected to master the concepts presented in the class (in other words, this will be neither slide memorization nor advanced independent research) through three types of assignments. For students enrolled in ARCH 504, the paper will be longer and will require greater development of the research topic and analysis.

1. Fast, frequent visual analysis exercises (that combine writing and drawing) will structure architectural interpretations of historical projects. These will be in-class assignments. [At least once every 2 weeks, students will turn in 1 hand-drawn sketch or 1 short paragraph analyzing a project shown in lecture. The paragraph will be an informal, writing-to-learn exercise that aims for historiographic commentary (i.e. students develop an argument about the work, rather than merely mining projects for studio techniques).] These exercises will count toward the participation grade.

2. A timeline will be a visual analysis of a single project presented

in class, researched and graphically presented on an 11x17" page. One in-class pin-up/crit during the week of October 25 will provide feedback for revisions before the assignment is graded. The topic for this timeline can continue into the long research paper. The final timeline will be due November 8.

3. One long research paper will develop research and analysis skills to build students' abilities to undertake independent research projects in subsequent architecture courses. These will be outlined in detail as the course progresses. [Understanding primary/secondary sources; finding and integrating sources and illustrations; analyzing others' arguments; making your own arguments.]

1. DUE November 3: Topic selection for research paper, identification of possible sources, and statement of research question (250 words)

2. DUE December 9: Final paper on a topic related to the timeline (2,500-3,000 words for ARCH404, 3,000-3,500 words for ARCH504)

4. Two short-answer exams (a midterm and a final) will cover content, and point toward the questions that motivate architectural history. Midterm exam: October 20

FINAL EXAM: December 12 or 13

15% Midterm exam
15% Final exam
15% Participation / visual analysis exercises
15% Timeline
40% Research paper (in two parts: topic and research question, 10%; final paper, 30%)

ARCH 505: Architectural History II

Credits: 3
Type: Core
Faculty: Sherry McKay
Prerequisites: ARCH 504: Architectural History I
Term: Spring. 2017

	Year 1	
Spring	ARCH 501	Vertical Studio
	ARCH 505	Architectural History II
	ARCH 515	Architectural Technology I
	ARCH 517	Design Media II

Student Performance Criteria

A1, A2, A4, A7, A8, A9

Course Description

This course traces the debates in modern and contemporary architectural thought, including critical analysis of the contribution of the 20th century and early 21st century producers of architecture and their social and political contexts.

Learning Objectives

- Understanding of the multiple and parallel developments of architectural modernism of the 20th and early 21st century
- Understanding of the social, technical, material and political issues influencing the production and development of architecture during this time
- Awareness of the literature produced by significant figures of the period
- Ability to identify issues in specific projects
- Ability to identify global developments and local variations (Western and alternative geographies)
- Ability to reflect critically on the architecture of the various modernisms of the period
- Ability to research and write about significant architectural phenomena (buildings or issues) in a cogent manner

Requirements

Evaluation will be based on the following:

Mid-term exam	15%
Research Project	10%
Ideas Map	15%
Final Research Paper	30%
Final Exam	15%
Participation	15%

ARCH 505: Architectural History II

Credits: 3
Type: Core
Faculty: Joseph Watson
Prerequisites:
Term: Fall. 2017

	Year 1	
Fall	ARCH 500	Elements Studio
	ARCH 504(5)	Architectural History I(II)
	ARCH 512	Structures I
	ARCH 515	Design Media I

Student Performance Criteria

A1, A2, A4, A7, A8, A9

Course Description

The Skyscraper and the Modern City

The skyscraper is one of the most defining, and divisive, features of modern architectural and urban histories. While tall buildings visually dominate the skylines of cities across the globe, this course argues that their histories are more complex than a succession of novel architectural objects. Lectures, readings, and discussions will explore how skyscrapers have both shaped and been shaped by aesthetic debates, financial markets, infrastructural developments, technological revolutions, environmental conditions, cultural aspirations, class stratifications, and gender politics, among other factors. By tracing these diverse threads from the late-nineteenth century to the present, students will develop a multifaceted, cross-disciplinary understanding of theskyscraper's role in the history of modern architecture and the shaping of contemporary cities.

This course traces the debates in modern and contemporary architectural thought, including critical analysis of the contribution of the 20th century and early 21st century producers of architecture and their social and political contexts.

Learning Objectives

- Understanding of the multiple and parallel developments of architectural modernism of the 20th and early 21st century
- Understanding of the social, technical, material and political issues influencing the production and development of architecture during this time
- Awareness of the literature produced by significant figures of the period
- Ability to identify issues in specific projects
- Ability to identify global developments and local variations (Western and alternative geographies)
- Ability to reflect critically on the architecture of the various modernisms of the period
- Ability to research and write about significant architectural phenomena (buildings or issues) in a cogent manner

Requirements

Evaluation will be based on the following:

Attendance and participation	25%
Discussion section leadership	15%
Reading response	10%
Final paper outline	20%
Final paper	30%

ARCH 511: Architectural Technology I

Credits: 3
Type: Core
Faculty: Greg Johnson
Prerequisites:
Term: Spring. 2017

	Year 1	
Spring	ARCH 501	Vertical Studio I
	ARCH 505	Architectural History II
	ARCH 515	Architectural Technology I
	ARCH 517	Design Media II

Student Preformance Criteria

A3, A5, B1, B4, B6, B8, B9, B10 B11, C1, C2, C3, D3

Course Description

Architectural Technology 1 (ARCH 511) and 2 (ARCH 531) investigate building materials and systems – including properties, application and performance – in the context of architectural design, environmental conditions, historical context, regulatory controls, sustainability, and economic constraints.

In ARCH 511, the principles of building science, construction materials/systems and the technical issues of design will be introduced primarily through the understanding of how a building is layered. Light wood frame construction will be the primary vehicle used to explore these relationships, though reference will also be made to other construction systems – heavy/mass timber, steel, masonry and concrete – throughout the term.

Building Systems
Structural, Electrical & Lighting, Mechanical & HVAC, Plumbing, Enclosure, Site.
Characteristics & design of integrated building systems: site, structural, enclosure, finishes/furnishings & service systems. Evaluation of building performance, durability & sustainability.

Materials in Architecture
Metals, Concrete, Wood, Masonry. Concept of the building enclosure: definition & evolution. Building science principles: control of air, moisture, heat, sound, fire propagation. Characterization of environmental forces: exterior & interior environments. Requirements of exterior cladding: visual & water management requirements, open/closed cladding, rainscreen & pressure-equalized systems, durability.

Construction Documentation
Drawing Specifications. Relationship between construction drawings & technical specifications and their role in communicating design information. Project delivery methods and construction contracts.

Regulatory Environment
Zoning & Development Bylaws, Building Codes & Bylaws
Control of built form. Building safety, building size and height, control of fire spread, occupancy loads, egress routes.

Learning Objectives

Upon completing the course, students should have familiarity with the materials used in contemporary construction, their history and their properties. In addition they should understand the integration of building systems, the process of creating building assemblies, and be able to analyze in particular the various roles materials play in the performance of the building enclosure. Skills at drawing typical construction assemblies should be reasonably well developed, with an emphasis on light wood framing.

Requirements

Exercises typical of the type of those found on the examinations will be undertaken together during class time in order to understand concepts. These exercises will not be graded, but answers will be posted on Connect.

Individual and group assignments will be assigned on a regular basis, and are to be submitted by class time on the date indicated. Submissions should be in hard copy format, clear and well organized, and accompanied by an electronic pdf version. Any photographs, drawings or referenced material used must have their sources clearly identified.

Assignments (individual & group)	70%
Final exam (laptop + open book)	30%

ARCH 512: Structures I

Credits: 3
Type: Core
Faculty: AnnaLisa Meyboom
Prerequisites:
Term: Fall. 2017

		Year 1
Fall	ARCH 500	Elements Studio
	ARCH 504	Architectural History I
	ARCH 512	Structures I
	ARCH 515	Design Media I

Student Performance Criteria
B6, B7, B11, C1, C2, C4

Course Description

Structure is an intrinsic part of making and as such is important to the architect as part of his/her repertoire of media with which they will create. This course helps students attain, through both quantitative and qualitative means, a basic understanding of statics, structural materials and flow of force through a structure.

Students will learn to use rules of thumb for sizing of structural elements of structure in concrete, steel and wood and form an understanding of the basic elements required for stability in a structure. Students will develop a fundamental understanding of structural design following current engineering practices and will be introduced to engineering terminology in order to effectively communicate with their structural engineers when they enter practice.

Overall topics in the course include the following: configuration of basic structural systems, light wood frame construction, loads, properties of materials, equilibrium, column behavior, lateral stability, shear and moment diagrams, and bending stresses in beam elements.

Learning Objectives

- To develop an understanding of the flow of force through a structure, to understand where structure is necessary and to lay out a basic structural system.
- To understand how to roughly size structural members in steel, timber and concrete structures.
- To understand the impact of architects' decisions on the economy and sustainability of the structural system.
- To develop an understanding of engineering terminology in order to better communicate with their engineering collaborators.

Requirements

A final grade of at least 60% is required on the final exam in order to pass the course. The grading will take place as follows:

Final Exam:	50%
Exercises:	50%

ARCH 513: Environmental Systems and Controls I

Credits: 3
Type: Core
Faculty: Adam Rysanek
Prerequisites:
Term: Fall. 2017

	Year 2	
Fall	ARCH 520	Vertical Studio
	ARCH 513	ESAC I
	ARCH 531	Architectural Technology II
	ARCH 568	Research Methods

Student Performance Criteria
A5, A6, B4, B8, B9, B10, B11, C2, D2

Course Description

This introductory course examines the role of the architect and other design consultants in assuring appropriate thermal, atmospheric and luminous conditions within and around buildings. It will identify key environmental issues across a range of building types, with a strong emphasis placed on those related to green design. The course provides a conceptual and theoretical basis for the subsequent environmental control course, ARCH 533: Environmental Systems and Controls II.

The following specific issues will be addressed throughout the course:

- The key issues related to the environmental controls in buildings
-The key climatic factors affecting building environmental performance
- The performance and architectural opportunities of various solar control strategies
- Traditional and reflective daylighting strategies
- Thermal mass and passive solar heating
- Natural ventilation strategies – wind-driven, stack and solar-enhanced stack ventilation.
Course

Issues directly related to the derivation of R-Values/U-Values of building elements and the energy analysis of buildings not covered in this course since these are covered in ARCH 511: Technology 1 and ARCH 533: Environmental Systems and Controls II respectively. Nor are acoustic theories and concepts directly examined. However in the exploration of solar control, passive solar, daylighting and natural ventilation strategies, explicit reference will be made to their potential energy and acoustic consequences.

Learning Objectives

- To develop an understanding of key environmental issues in the context of building design.
- To examine and explore the factors which collectively lead to the design of relevant and appropriate thermal, atmospheric and luminous environments for different building types.
- To understand the impact of climate on the design of buildings and understand how buildings provide environmental control.
- To develop an understanding of how to critique the environmental control systems of buildings, and to be able to formulate an appropriate environmental strategy for a building and integrate it within the broader context of architectural design.
- To be conversant with the various specific techniques available to architects which enable control of the environment in and around buildings and understand the potential of environmental factors to act as generators of architectural form.

Requirements

Throughout the term there will be three assignments, two undertaken in groups and a third individually. Each assignment broadly tests students comprehension of one of the the three main tranches of the course's curriculum: principles of heat transfer and site climate analysis, fundamentals of passive environmental systems and control, and case study analysis. The "principles" assignment involves a climate analysis of a North American location. The "fundamentals" assignment extends the case study and asks students to propose passive environmental systems and controls for a program's thermal and daylight requirements. The "case studies" assignment asks students to propose, science-informed passive design alterations to an existing space(s) on UBC campus. These course assignments will be supplemented by a final exam.

The course will be marked based on the following distribution:

"Principles" assignment	15%
"Fundamentals" assignment	20%
"Case studies" assignment	30%
Final exam	30%
Participation	5%

ARCH 515: Design Media I

Credits: 3
Type: Core
Faculty: Lőrinc Vass
Prerequisites:
Term: Fall. 2017

	Year 1	
Fall	ARCH 500	Elements Studio
	ARCH 504	Architectural History I
	ARCH 512	Structures I
	ARCH 515	Design Media I

Student Performance Criteria
A1, A3, B1

Course Description

Designers of the built environment including architects, landscape architects, urban and environmental designers, draw on a range of tools, techniques, and media to observe, describe, analyze, and synthesize knowledge about our natural and anthropogenic environments, and in turn to speculate on, intervene in, and generate new environments. Such media include analog and digital representations, such as drawings and models, as well as time-based media, material and computational simulations, etc. As forms of visual and graphic communication, the use of these media are guided by rules, conventions, and best practices. On the one hand, they are contingent on subject matter, context, audience, and intent. On the other hand, the choice and application of media influences the nature and outcome of the process of design itself.

Design Media 1 (DM1) is the first course in the SALA media sequence that introduces the basic manual and digital tools, techniques and graphic conventions that are an essential part of the design process used by architects and landscape architects. Taught jointly by faculty representing both graduate degree programs at SALA, DM1 provides students with the opportunity to gain an understanding basic practical knowledge of architecture and landscape architecture's shared and distinct practices with respect to using design media. This cross-disciplinary approach aims to equip students with the ability to operate and collaborate within today's expanded field of spatial design practices, across subject matter, scale, media, and technique.

DM1 is an introductory course, one that emphasizes breadth rather than depth of exposure to the various conceptual and technical skills covered, with a focus on producing two-dimensional representations of three- and four-dimensional objects and processes. The key focus of the course lies in the problematics of how scale affects representations of the built environment (understood here as encompassing both landscape and architecture, softscape and hardscape, indoor and outdoor space, living and inert material, etc.); the ways our increasingly digital tools exacerbate this problem; and the ways such tools might be harnessed as catalysts towards accurate, critical, and inventive spatial production. Through lectures, skills tutorials, and exercises, students will learn about communicating idea through choice of media and technique, concerning questions such as what to draw and what to edit out, what an appropriate drawing type or point of view might be, the signifying function of line weights and types, how a page is composed, etc. This emphasis on a range of fundamental concepts, skills, and techniques is intended to allow students to acquire the necessary foundation for pursuing more specialized interests in their subsequent study, research, and practice.

Learning Objectives

To develop:
—sketching and freehand drawing abilities;
—the ability to effectively communicate ideas and intentions through non-verbal, graphic media;
—the ability to effectively communicate three-dimensional form and space in two dimensions;
—the ability to use basic projection types (orthographic, axonometric, oblique and perspective) and an understanding of their geometric logic;
—the ability to integrate manual and digital media, including raster- and vector-based content;
—the ability to deploy descriptive, analytic, and speculative content through the appropriate graphic means;
—an understanding of the basic historical problems, concepts and principles of architectural and landscape architectural representation.

DESIGN MEDIA TECHNIQUES
- Concept and Idea Sketching (Hand Sketching, Montage, and Sketch Modeling)
- Plane Projections (Plan, Section, and Elevation)
- Central and Parallel Projections (Perspective, Axonometric and

Isometric)
- Diagrams (Analytical, Organizational, Relational)
- Presentation (Composition and Layout, Typography, Graphics, Labeling)

DESIGN DRAWING CONVENTIONS
- Two Dimensional Drawing
- Basic Computer Graphics and Rendering
- Graphic Communications
- Basic Laser Cutting

DESIGN MEDIA CONCEPTS
- Understanding of drawing conventions
- Ability to use media operatively
- Ability to use media appropriately
- Understanding the difference between synthetic and analytic drawing
- Ability to clearly represent and present form and content graphically

Requirements

The organization of DM1 is intended to sponsor a lively culture of inquiry and engagement with the history, theories, and material of design media. The rhythm of lectures, labs and pinups provides several complementary ways to learn: the more passive lecture/tutorial; the interactive desk crits; and the necessity of being a sponge in the “learn from your peers” experience of the group pin-up. The labs, along with the optional evening and weekend TA labs should foster an atmosphere of consistent production, peer and instructor engagement, and cross-fertilization between students. Please learn to be an active listener and questioner, and don’t be afraid to imitate successes of others through appropriation of technique, styles, organizational strategies, etc.

You are required to keep a sketchbook as a way to develop the essential habit of quickly studying certain possibilities and problems of design, composition. You are also required to integrate the key sketches from your process into each exercise presentation. Your sketchbook, and perhaps a software/app counterpart like Paper should be your constant companion, and should be used at desk crits to provide evidence of consistent exploration of your work You are also encouraged to develop a habit of browsing and studying examples of architectural and landscape architectural drawings in print and online (see the Bibilography), as well as the work of your colleagues at SALA.

Students are expected to be consistently productive, self-directed, inventive and precise. Each of the six exercise modules will account for 12% of the final grade. At the end of each exercise, your work will be collected and provisionally evaluated using a five-point grading system: Excellent, Very Good, Good, Needs to Improve, Poor. The evaluation will keep you informed of your standing, and the work will be returned to you at the completion of the next exercise. You will have the opportunity at the end of the term to update/revise/complete past exercises and integrate them into your final portfolio, which will be worth 12%. Class participation and attendance, effort and arc of improvement will account for the remaining 16% of final grade.

Your final grade will be determined at the end of the term by review of your final portfolio submission. If you have questions or problems that cannot be discussed during regular class meeting times, you are encouraged to make an appointment with the instructors or one of your TAs. At any point in the term, students with unsatisfactory progress will receive a letter of concern with recommendations for improved performance.

Attendance during class times is mandatory. Accumulation of more than three unexcused absences from class will constitute grounds for failing the course.

ARCH 517: Design Media II

Credits: 3
Type: Core
Faculty: Blair Satterfield
Instructors: Mike Barton, Dave Flanders, Jessyca Fan, Stuart Lodge, Lőrinc Vass
Prerequisites: Design Media I
Term: Spring. 2017

	Year 1	
Spring	ARCH 501	Vertical Studio 1
	ARCH 505	Architectural History II
	ARCH 515	Architectural Technology I
	ARCH 517	Design Media II

Student Performance Criteria

A1, A3, A5, A6, A9, B1, B2

Course Description

Design Media II (DM2) is the second course in the SALA media sequence.

The focus of DM2 centers on specific software and media used for generating and representing design content. Emphasis will be placed on industry standard software suites (Rhino, Grasshopper, G.I.S., Adobe CS Flash, AutoCAD, etc.) and select 3D digital output devices. Specifically, the course will explore how and when to best utilize these programs and tools in the generation of design work.

The mastery of any software suite takes time, rigor and repetition. This class is designed to help students better understand the logics, potentials and limitations of each software package and hardware package. The goal is to build enough familiarity with production software (and some output equipment) to allow student to use them in their own design work, and in doing, to further develop their own skills and methods. The instructors and teaching assistants will work to communicate the basic structure and organization of each program and tool set. Issues ranging from input and workflow to output will be discussed. Efforts will also be made to situate this work in a broader discourse of digital production in design.

The course is divided into 4 blocks and 4 modules. Each module will be taught as short exercises supported with lectures and instructional work sessions.

Block 1
(Jan 4-Jan 27)
- Rhino 1 (Stuart Lodge)
- Rhino 1 (Lőrinc Vass)
- Animation (Mike Barton)
- G.I.S. (Dave Flanders)

Block 2
(Jan 30 - March 1)
- Actuated Media (Mike Barton)
- Rhino 1 (Lőrinc Vass)
- Rhino 2 (Jessyca Fan)
- Grasshopper 1 (Stuart Lodge)

Block 3
(March 6-April 3)
- Immersive Media
- Diagram/Adv. Illustrator (Lőrinc Vass)
- Rhino 2 (Jessyca Fan)
- Grasshopper 2 (Stuart Lodge)

Each student chooses 1 module to undertake for each block. Curating their own way though Design Media II.

Learning Objectives

In 2013 the SALA Faculty asked for a substantial redesign of the second course in the Design Media sequence. The decision was made to deliver course content through a series of focused modules and to expand the class to include Landscape Architecture (MLA) and Environmental Design (ENDS) Students. The course is evolving and has grown to address the following objectives.

- Provide training in the means, methods and use of select design software.
- Provide training in the means, methods and use of select digital tools.
- Provide training in the means, methods and use of select analog media techniques.
- Establish a shared baseline understanding of techniques and strategies for the use of digital tools and design media for all SALA students.
- Foster a shared media culture at SALA.
- Offer a more choice and targeted media exposure.

- Where possible, allow students to tailor their own media experience within the DM sequence.
- Provide enough long-term flexibility within the course to adjust to shifting trends in media use.
- Provide enough capacity within the course to accommodate MArch, MLA, and ENDS students.
- Give students more strategies for success in the future.

Media is changing at a rapid pace. It is no longer possible to gain life-long “expertise” in a given tool set. Successful professionals will intend to provide a foundational understanding of some of the media designers use in practice. It is also structured to give students techniques and strategies for engaging new software and hardware throughout their professional careers.

Requirements

Students will be evaluated and graded on four criteria (listed below). More specific requirements will be provided in each individual module:

1. Complexity of ideas, depth of analysis, quality of production
2. Attendance, participation
3. Work habits, progress
4. Projects

A grade will be provided for each module. The final grade will be determined by averaging grades from each of three selected modules.

ARCH 521: Conceptualizing the Technical: Local Air Transport Centre

Credits: 9
Type: Core
Faculty: Joanne Gates, Bill Pechet, Matthew Soules
Prerequisites: ARCH 500: Elements of Architectural Design
ARCH 501: Vertical Studio
Term: Spring. 2017

	Year 2	
Spring	ARCH 521	Comprehensive Studio
	ARCH 523	Contemporary Theories
	ARCH 532	Structures II
	ARCH 533	ESAC II

Student Performance Criteria

A5, B1, B2, B3, B4, B5, C1, C2, C3, C4, D3

Course Description

The studio will focus on conceptualizing technical material in the design process. You will be asked to think, quite directly, about how ideas are embodied in or conveyed by the technical systems and materials used to accommodate necessity. The program is a new facility centered around floatplane travel on Sea Island in Richmond, BC. The building is made up of a wide range of programmatic elements that serve the logistics of plane transportation – from ticketing and check-in to fueling and repair. In addition – ancillary or not – is an array of administrative and support functions as well as a restaurant and hotel.

If the aggregate of these spaces establishes the expressive character of the building, the specific inflection of structure, tempered environment and spatial logic describe the specific geography and culture of the facility.

Both site and program for this studio have the capacity to carry a significant formal and conceptual agenda. Situated on Sea Island, on the banks of the Fraser River, the site is at the nexus of a complex series of dynamic systems. The river, with its seasonal changes, fluctuating hydrology, and estuary ecology support a range of avian and marine life that offers a powerful opportunity to examine architectures relationship with non-human life-forms and systems. At the same time, Sea Island sits within a complex human ecology in which automobiles, planes, trains, and helicopters connect Vancouver to sites within the immediate region and locations across the globe. The site is intense with local specificity but is a portal to other locations. The river and its banks are also increasingly the site of recreational leisure activities, from cycling and jogging to rowing and boating. Together, these characteristics render the site a location that is in constant flux: water flows, birds glide and floatplanes buzz. At the same time, it is also a place of stasis: people sleep, passengers wait, and places get serviced.

In considering the program for the Local Air Transport Centre, the variety of constituencies served by the facility provides an important point of departure in establishing a sense of cultural priority for the project. While an array of specific necessities and associated dimensions will be provided as a kind of forensic carcass of a programmed, teams will need to bring to this document a emerging sense of character and spirit of the proposed facility. How can such a facility not only acknowledge but also actively participate in changing ideas about dynamic systems? What kinds of experiences can be forged to produce a lively and engaging location? And – of course – what is the role of architecture in both facilitating this experience while inevitably providing its form of expression? As well, the variegated program suggests the development of a lexicon of environmental control and visual exposure.

Learning Objectives

The main objective of the studio is to explore integrated design thinking as applied to architecture. The studio will expect you to:
- Identify, explore and transform specific formal and programmatic precedents that help to situate your proposal within an argument about a contemporary transportation facility in general and the new building on Sea Island in particular
- Identify and explore technical systems and develop their relationships with spatial, organizational and experiential agendas
- Understand the relationships between an architectural agenda and its development through building materials and systems
- Demonstrate the ability to imbue ideas of the above along a continuum of scales from landscape setting to building to material assembly and furnishing.

From a practical point of view, this studio will focus on a single building design, recursively explored and carefully developed for the duration of the term. You will be working in collaborative teams of two. The opportunities that this partnership provides include

new ways to communicate and compromise, sharpen and clarify, brainstorm and bounce ideas off, meet deadlines and coordinate work. You will also have the opportunity to develop your interim project in some detail individually.

The course is also coordinated with assignments in ARCH 533: Environmental Systems and Controls II (ESAC 2) and ARCH 532: Structures II. You will be calculating the energy supply and demand loading for your projects through assignments in ESAC 2 and developing and refining your structural system through work in Structures II. This work will begin soon after the start of the studio, and develop as an inherent part of each team's project. Professors Joe Dahmen (ESAC 2) and Monplaisir (Structures II) will contribute to ongoing project development, with their expertise amplified by a varied set of presentations by specialist professionals through the course of the term.

Requirements

From a practical point of view, this studio will focus on a single building design, recursively explored and carefully developed for the duration of the term. You will be working in collaborative teams of two. The opportunities that this partnership provides include new ways to communicate and compromise, sharpen and clarify, brainstorm and bounce ideas off, meet deadlines and coordinate work. You will also have the opportunity to develop your interim project in some detail individually following Spring Break.
The course is also coordinated with assignments in Environmental Controls and Structures. You will be calculating the energy supply and demand loading for your projects through assignments in EC and developing and refining your structural system through work in Structures. This work will begin soon after the start of the studio, and develop as an inherent part of each team's project. Professors Dahmen and Monplaisir will contribute to ongoing project development, with their expertise amplified by a varied set of presentations by specialist professionals through the course of the term.

Your work will be graded for both scope and rigor in studio projects, and for your ability to successfully collaborate and participate in class meetings. Your work should show initiative in self-directed research to support and extend your inquiries. Grades will be assigned as follows:

Quality of the spatial idea that organizes site and program. 20%

Development of the architecture of integrated technical and cultural ideas. 50%

Collaborative engagement and timely fulfillment of studio obligations. 20%

Depth and clarity of participation in studio discussions and work. 10%

ARCH 523: Contemporary Theories in Architecture

Credits: 3
Type: Core
Faculty: Sherry McKay
Prerequisites: ARCH 505: Architectural History II
Term: Spring. 2017

	Year 2	
Spring	ARCH 521	Comprehensive Studio
	ARCH 523	Contemporary Theories
	ARCH 532	Structures II
	ARCH 533	ESAC II

Student Performance Criteria

A1, A2, A4, A5, A7, A8, A9, D2

Course Description

This lecture-and-seminar course looks at a specific set of contemporary theoretical and historical propositions. It seeks to foster a dialogue between theory and practice. The course also aims to develop analytical and critical skills via focused discussion and varied writing venues. Discussion will be facilitated by small break out group and commentary sessions. The intention of the course is to afford the intellectual context and framework by which you might begin to position your architectural ambitions.

Learning Objectives

Writing venues include: two short trenchant papers, and a lengthier, more developed and synthetic research essay. The objective is not only to explore a relevant body of writing and work but to also develop skills in relating theoretical investigation to its embodiment in built form and space.

Requirements

Students will be graded according to the following breakdown:

Class presentation and example	10%
A 1000 word reflective essay	20%
A 1000 word observed and theorized essay	20%
A 2000 word synthetic theoretical essay	40%
Class Participation	10%

ARCH 531: Architectural Technology II

Credits: 3
Type: Core
Faculty: Greg Johnson
Prerequisites: ARCH 511: Architectural Technology I
Term: Fall. 2017

	Year 2	
Fall	ARCH 520	Vertical Studio
	ARCH 513	ESAC I
	ARCH 531	Architectural Technology II
	ARCH 568	Research Methods

Student Performance Criteria

A3, A5, B1, B4, B6, B8, B10 B11, C1, C2, C3

Course Description

Architectural Technology 1 (ARCH 511) and 2 (ARCH 531) investigate principles and methods of construction, building materials, and construction systems – including properties, application and performance – in the context of architectural design, environmental conditions, historical context, regulatory controls, sustainability, and economic constraints.
In ARCH 531, the principles of building science, construction materials/systems and the technical issues of design will be applied to the major construction types – solid/mass wood, steel, masonry and concrete – throughout the term. A module on architectural acoustics is also included.

Construction Tolerances & Building Movement
Manufacturing variations, movement due to thermal, moisture, seismic issues, settlement, wind & snow loads, construction tolerances.

Steel Construction
History & development of steel construction, steel frame, steel properties & profiles, connection methods, architectural exposed structural steel (AESS), light steel framing.

Mass/Solid/Tall Wood Construction
History & development of tall (mass) wood construction using engineered wood products, fastening techniques, fire protection, durability & weatherproofing, moisture dimensional changes.

Masonry Construction
History & development, fired & unfired clay units, concrete unit masonry elements, loadbearing & veneer masonry systems, design of highly modular construction systems, reinforcing, building enclosure issues of masonry buildings

Concrete Construction
History & development, reinforcement, concrete forming, cast-in-place, pre-cast systems, tilt-up, pre- and post-tensioned systems, exposed concrete weatherproofing, finishing & detailing.

Building Foundation Systems
Shallow & deep foundations, spread footings, piles & caissons, foundation drainage.

Facade & Cladding Systems
Metal panels, terra cotta, stone, concrete, plastics, attachment methods.

Glazing Systems
Glazing characteristics, punched windows, curtain, storefront & window wall systems, structural glazing

Interior Finish Systems
Suspended ceiling systems, wet & dry gypsum systems, paneling.

Acoustics
Acoustic principles, sound control & spatial acoustics

Learning Objectives

Upon completing the course, students should have familiarity with the major construction types: mass wood, steel, concrete, masonry. They should be able to design (and draw in 2D and 3D) full enclosures using a variety of interior and exterior cladding systems, ensuring a high level of technical performance.
Students should be able to demonstrate an understanding of basic acoustic principles, and apply them to issues of sound control within buildings. They should also be able to recognize the importance of room size, shape, and interior surface materials to controlling the acoustic qualities of a space.

Requirements

Exercises typical of the type of those found on the examinations will be undertaken together during class time in order to understand concepts. These exercises will not be graded, but answers will be posted on Connect.

Individual and group assignments will be assigned on a regular basis, and are to be submitted by class time on the date indicated. Submissions should be in hard copy format, clear and well organized, and accompanied by an electronic pdf version. Any photographs, drawings or referenced material used must have their sources clearly identified.

Assignments (individual & group)	70%
Final exam (laptop + open book)	30%

ARCH 532: Structures II

Credits: 3
Type: Core
Faculty: Jean Dières-Monplaisir
Prerequisites: ARCH 512: Structures I
Term: Spring. 2017

	Year 2	
Spring	ARCH 521	Comprehensive Studio
	ARCH 521	Contemporary Theories
	ARCH 532	Structures II
	ARCH 533	ESAC II

Student Performance Criteria

A5, B1, B6, B7, B11, C1, C2, C4

Course Description

Using the basic principles established in Architectural Structures I, this course expands the agenda from simple statically determined single-span structures into more complex multi-span and continuous systems. Advantages of continuous systems and effective material configuration are discussed and compared quantitatively. Simplified methods of analysis are used for steel and concrete systems sizing. Selection of appropriate structural systems as well as understanding the implications of building configuration on earthquake performance are emphasized. Structural consideration for the design of high-rises are introduced. Fundamental concepts of design following current engineering practices will be taught with engineering terminology in order that the students can effectively communicate with their structural engineers when they enter practice.

Learning Objectives

- To develop an understanding of conventional structural systems and how their selection is impacted by architectural constraints
- To become familiar with both steel and concrete structural system layout strategies.
- Understand how structural analysis considerations, such as continuity and fixity, can help architects in strategically deploying of a structural system to minimize material use.
- Understand how basic design steps can be taken to insure satisfactory seismic behavior.
- Understand structural strategies and rules of thumb for the design of high-rises.
- Become familiar with engineering terminology in order to efficiently communicate with structural consultants.

Requirements

A final grade of at least 60% is required on the final exam in order to pass the course. The grading will take place as follows:

Final Exam:	45%
Exercises:	30%
Fast+Epp competition:	15%
Comprehensive Design studio assignment:	10%

ARCH 533: Environmental Systems and Controls II

Credits: 3
Type: Core
Faculty: Joe Dahmen
Prerequisites: ARCH 513: Environmental Systems and Controls I
Term: Spring. 2017

	Year 2	
Spring	ARCH 521	Comprehensive Studio
	ARCH 521	Contemporary Theories
	ARCH 532	Structures II
	ARCH 533	ESAC II

Student Performance Criteria

A6, B1, B4, B8, B10, C2, C4, D2

Course Description

Architects direct the flow of a substantial amount of energy. The residential sector accounts for one quarter of global energy demand, while the built fabric is responsible for close to half of the total energy consumed annually in Canada. Energy consumption by buildings causes major impacts on the natural environment, and the performance of environmental control systems is intricately tied to the ecological and haptic performance of buildings. Environmental Systems and Controls II will prepare architects for 21st century practice by considering the functions and design implications of the strategies and technologies that control interior environments. From a design perspective, energy and interior environments offer opportunities at the intersection of form and energy. This course will seek to understand the physical processes underlying the flow of energy in and through buildings, and the passive and active technologies available to contemporary architects.

Environmental Systems and Controls II will investigate state of the art of building systems to control interior environments as well as the technologies likely to become available to architects in the future. The course will also consider the history of contemporary techniques to better understand their function and evolution. The course is modeled on the current mode of architectural practice, with lectures from ex- pert consultants, site visits, and collaborative design assignments. Readings and student presentations will supplement course lectures. ARCH 533, Environmental Controls II is a companion course to ARCH 513, Environmental Controls I, which is a prerequisite. A collaborative design project in which teams of students will research and propose environmental control systems for studio projects will be integrated with the Comprehensive Design Studio offered concurrently. However, enrollment in the Comprehensive Design Studio is not a prerequisite for the course.

Learning Objectives

By the end of this course, students will be able to
- Identify and estimate the major sources of energy flows in buildings
- Explain the modes of thermodynamic transfer in buildings
- Display a holistic understanding of the major functions of passive and active environmental control systems
- Evaluate the performance of different environmental control system strategies from the perspectives of inhabitant experience, architectural form, functionality, and energy use
- Provide direction to specialized consultants collaborating on the design of environmental systems

Requirements

Final grades will be based on the following:

Assignments	20%
Design Project A	20%
Midterm Exam	20%
Design Project B	20%
Participation and attendance	10%

ARCH 541: Professional Practice

Credits: 3
Type: Core
Faculty: Cynthia Girling, Nicholas Paczkowski
Prerequisites:
Term: Fall. 2017

		Year 3
Fall	ARCH 540	Vertical Studio
	ARCH 541	Professional Practice
	ARCH 551	Communicating Construction
		Elective*

Student Performance Criteria

B6, D1, D2, D3, D4, D5, D6

Course Description

This professional practice course will introduce the ethical, regulatory and administrative issues encountered in practice. In the course we will discuss the meaning and responsibilities of being a professional and will overview the regulation of Architecture & Landscape Architecture in British Columbia. We will cover the importance and critical role of contracts and contract documents in the design/construction process, liability issues associated with practice, and aspects of the business of architecture/landscape architecture.

Learning Objectives

- Know what it means to be a licensed professional, the mandates, responsibilities and liabilities.
- Understand the regulatory context of practice relative to health safety welfare.
- Understand professional ethics in architecture and landscape architecture.
- Understand professional registration in British Columbia.
- Understand professional liability and how to manage risk.
- Learn about contract law as it relates to the practice of the professions.
- Learn the scope and responsibilities of prime and sub-consultants in contract administration.

Requirements

- Attendance 20%
- Mid-term take-home test: The mid-term test focuses on understanding and interpretation of the CCDC2 standard form of Construction Contract. This will be an open book test conducted during Reading Week. 40%
- Field Review Report: Students will arrange to attend a Field Review with their Mentor or another registered professional. The intent is to gain experience with conducting a Field Review and writing a mock report of that review. 20%
- The Debates (group project): Teams of students will debates opposing positions relative to ethical dilemmas posed as scenarios. 20%

ARCH 543: Contemporary Practice

Credits: 9
Type: Core
Faculty: Inge Roecker
Prerequisites: ARCH 541: Professional Practice
Term: Spring. 2017

	Year 3	
Spring	ARCH 548	Graduate Project Part I
	ARCH 543	Contemporary Practice
		*Elective
		*Elective

Student Performance Criteria

A1, A2, A6, A7, A9, B12, D1, D2. D5

Course Description

The architectural profession opportunistically defines itself in ways that are both supportive and contradictory to its agenda(s). Despite generations of practice and discourse, the definition of architectural practice remains in flux. Architects are eagerly defining opportunities for new kinds of design outcomes- expanding engagement with the built environment, the territory of architecture and the role of the architect. The course delivery will be in form of lectures and guest presenters, students presentations, office visits and class discussions.

Learning Objectives

The focus of the seminar will be to frame, clarify and question the evolving identity of the architectural profession. The course objective is to introduce students to the possibility and diversity of architectural practice at present in traditional but also non-traditional fields. The focus is on exploring emerging modes and processes of architectural production. Students will explore both local and international practices to learn about pertinent issues in the contemporary practice of architecture. Topics include finding /generating work, working(studio/office) structures, expertise/ collaboration, methods of production, and branding.

Requirements

1. Architectural practice research presentation (40%): interrogation of a current architectural practice, analyzing and critiquing its field of operation, methodology and organization.

A list of practices will be provided to choose from, work will be done in groups of two.

2. Reading responses (20%) 200 word summary and response to assigned readings to be completed individually, and inn advance of class as preparation for discussion.

3. Tour Responses(20%) 200 word summery and response to architectural practice tours to be completed individually, as preparation for class discussion.

4. Attendance and Participation (20%)

ARCH 551: Communicating Construction

Credits: 3
Type: Core
Faculty: Greg Johnson
Prerequisites: ARCH 511: Architectural Technology I, ARCH 512: Structures I
Term: Fall. 2017

	Year 3	
Fall	ARCH 540	Vertical Studio
	ARCH 541	Professional Practice
	ARCH 551	Communicating Construction
		Elective*

Student Performance Criteria

A3, B1, B4, B5, B6, B8, B9, B10, B11, C1, C2, C3, C4, D3, D4, D5

Course Description

One of the critical roles of the architect is to communicate to those involved in the construction of a building the information necessary to fulfill the intent of the conceptual design. This requires a good understanding of materials, the trades involved, and the processes which lead to the complex assemblies of today's buildings.

Communication of such information has traditionally been undertaken through the means of construction documents, the large majority of them prepared by the architect. Although this communication vehicle may ultimately be replaced by a more intelligent electronic one, presently it comprises electronically-produced working drawings and technical specifications, each of which possess unique characteristics and conventions which have been developed over a long period of time to aid in the transmission of such specialized information.

This required course will familiarize the student with essentials of construction documentation through reviewing precedents, discussing the various components, and producing documents for a student-designed term project.
Offered in two terms in different course formats:

1. Fall term, meeting once a week for 3 hours, and

2. Early summer term meeting 3 times per week for 3 hours over 4 weeks during the month of May.

Course will include the following activities:
- Instructor-led presentations and discussions
- Review of precedent example projects
- Completion of exercises
- Development & presentation of individual design projects

Learning Objectives

This course will strive to fulfill the following learning objectives:

1. To understand the requirements and organization of the documentation necessary for construction communication, through review of precedent examples and exercises, including:
- Relationship of technical specifications, working drawings and contracts
- Understanding the various graphic projections and drawing conventions typically used for construction drawings
- Developing an understanding of how construction drawings are developed ("building the drawings")
- Developing familiarity with the use of 2D CAD applications and their relationship to 3D models, including the structure and organization of electronic file systems

2. To understand the process of refining and elaborating a preliminary design (traditionally known as the design development phase) in preparation for construction, including:
- Understanding the integration of the major systems in a building: site, structure, enclosure, finishes & furnishings, services
- Understanding the role of the architect in the coordination of disciplines during design and construction: site development, structural, enclosure, plumbing, heating/ventilation, fire protection, electrical power, lighting, data, security, interior finishes, furnishings
- Understanding the role of building codes, bylaws and standards in the design of a building (occupant safety, community development, building form, quality control)
- Establishment of 2D and 3D reference systems for spatial organization and coordination of building systems
- Integration and performance of construction materials (performance, cost-efficiency, durability, weathering, building movement, etc.)

Requirements

A number of short exercises will be undertaken early in the course to familiarize students with the aspects of drawing clarity.

Students will undertake an individual design project based on given criteria. Through regular assignments, the construction documentation (drawings & technical specifications) for the project will be progressively developed. Refer to Design Project document for more details.

Course evaluation will be based approximately on the following:

Course attendance & participation	20%
Floor plan exercise	20%
Design project	60%

ARCH 568: Research Methods

Credits: 3
Type: Core
Faculty: Matthew Soules
Prerequisites:
Term: Fall. 2017

		Year 2
Fall	ARCH 520	Vertical Studio
	ARCH 513	ESAC I
	ARCH 531	Architectural Technology II
	ARCH 568	Research Methods

Student Performance Criteria

A1, A2, A4, A6, A7, A8, B12

Course Description

The general objective of the course is to make us effective researchers. It seeks to introduce the basic components of good research design: a sound methodology, secured by cogent research strategies and pertinent tactics based upon an appropriate literature review and clear assessment of the available data. It is the underlying premise of this course that research involves imagination and creativity as well as logical argumentation and a careful understanding of the multiple information sources available and their framing by pertinent disciplines. The more specific objective of the course is to produce a body of clearly conceived research with its attendant strategies, tactics and literature review.

Learning Objectives

Readings are to be read before each class. Each week, students will prepare one question for each one of the readings. The question should be designed to foster discussion around the course topic (e.g. by questioning fundamental assumptions of the author or clarifications.) These questions will form the basis of the seminar discussion. These questions are not “test” questions, designed to test if you read the reading. They are “seminar” questions, designed to provoke discussion, and in particular, to stimulate an understanding of how the reading is relevant to the core course concerns as stated in the learning objectives above and summarized as follows:

- Questions pertaining to the research paradigm the article falls under.
- Questions pertaining to specific methodological choices made by the author.
- Questions about how this particular approach can help you make decisions about design decisions.
- Questions about how the methodology and the information can be understood in relation to formal outcomes or design strategies.

Questions need only be one or two sentences long. No more than 150 words. One question per reading. They must be brought to class printed. Questions will be handed in to the instructor at the end of the seminar and will form part of the ‘class participation grade.’

Requirements

Class Participation	15%
Assignment 1: Commentary and Thesis Statement	10%
Assignment 2: Bibliography and Article Review	10%
Assignment 3: Research Proposal – Short	10%
Assignment 4: Case Study	10%
Assignment 5: Presentation of Research	15%
Assignment 6: Research Booklet	30%

4.3.2 Elective Courses

ARCH 520: Housing Builds the City Studio

Credits: 9
Type: Elective
Faculty: Chris Macdonald
Prerequisites: ARCH 500: Elements of Architectural Design
Term: Fall. 2017

	Year 2	
Fall	ARCH 520	Vertical Studio
	ARCH 513	ESAC I
	ARCH 531	Architectural Technology II
	ARCH 568	Research Methods

Student Performance Criteria

A5, A6, A7, A9, B2, B3, C1, C2, D1, D5

Course Description

While the quest for 'affordability' in many contemporary settings - including Vancouver - may be tossed by the forces of land values, foreign capital movement and government policy, it is surely necessary to cultivate the ability to create meaningful expressions of domestic life and understand their important contribution to our collective urban identity.

This vertical design studio will take up this challenge, working collaboratively with Gair Williamson Architects - http://www.gwarchitects.ca/ -and absorbing the practice's well established excellence in this realm. We will be working at a full range of scales from individual unit design through to urban design and 'shadowing' two current projects in the GWA portfolio.

Following a visit to two contemporary projects in Chinatown - one nearing completion by Gair Williamson Architects and one recently completed by SALA faculty Inge Roecker - we will undertake a one week charrette exploring the realities of current standards for modest rental units in Vancouver. This will be followed by a four week project for a constricted site at 1182 Granville Street, to be undertaken in teams of two – assigned by the instructor. Having discovered something of the problematics of urban housing, we will take a moment to prepare Case Studies – individually. Finally, there will be a ten week long project for a more substantial and complex site at 95 West Hastings Street, undertaken by groups of four – groups to be self selected. The intent of including collaborative group work is to acknowledge this as the paradigm of current practice and also to accelerate the capacity to describe projects at both urban and very detailed local scales: ie. detailed façade and furnishing designs alongside massing and logistical diagrams.

Learning Objectives

While the studio deliberately embraces the sometimes perplexing realities of architectural practice in Vancouver, the intent is to at all times probe, question and challenge the status quo. As in past collaborative studios that have been run alongside practice, we believe that the important wisdom and advice coming from that arena may be constructively mirrored with inspirational and alternative initiatives from within the academic milieu.

Requirements

Grading will be accounted for as follows:

Unit Study	10%
Granville Street	30%
Case Studies	10%
West Hastings	50%

Written notes will accompany each stage of the project and we will conclude with exit interviews.

ARCH 520: Naming and Claiming Studio

Credits: 9
Type: Elective
Faculty: John Bass
Prerequisites: ARCH 500: Elements of Architectural Design
Term: Fall. 2017

	Year 2	
Fall	ARCH 520	Vertical Studio
	ARCH 513	ESAC I
	ARCH 531	Architectural Technology II
	ARCH 568	Research Methods

Student Performance Criteria
A5, A6, A7, B2, B3, B4, B5, B8, B9, B11, D1, D2

Course Description

Amongst the contentious legacies of British Columbia's colonial era are the thousands of artifacts and remains taken or purchased from coastal First Nations in the 19th and 20th centuries, and demands that these be repatriated as part of the process of national reconciliation with Canada's Indigenous people the Federal government has claimed it is committed to.

In British Columbia, perhaps the most rarified of these artifacts is the Yuquot whalers' shrine, taken from Nuu-Chah-Nulth territory by ethnologist George Hunt at the behest of Franz Boas, who was chief ethnologist for the American Museum of Natural History. This description of the shrine from Aldona Jonaitis:

"An assemblage of 92 carved wooden figures and whales, 16 human skulls, and the small building that housed them – variously identified as a burial place for great chiefs and a shrine used for rituals associated with whale hunting – the shrine had for centuries stood in Yuquot, or Friendly Cove, on the remote west coast of Vancouver Island, to be visited only by chiefs and their wives. Since its removal to New York, it has captured the imagination of individuals who have represented it in anthropological and historical writings, film, television, video, and newspapers."

Since it was taken in 1904, the shrine has been in storage in the basement of the AMNH, where for many reasons it is today, despite the desire of the museum to see it repatriated. For our purposes, we will assume that a successful outcome to repatriation negotiations will be reached in the future -- that the shrine will return to the Yuquot National Historic Site – and to Nuu-Chah-Nulth traditional territory – where it will need a home.

Learning Objectives

As is the case of many studios, it is expected that you will be able to successfully synthesize a project well-developed at several scales from the many spatial and non-spatical, physical and non-physical, 3D and 4D factors informing design.

You are expected to demonstrate an high degree of knowledge and control of the following Performance Criteria that are part of the education of an architect:

Cultural Diversity. Understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

Program Preparation. Ability to assemble a comprehensive program for an architecture project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws and standards, and site selection and design assessment criteria.

Site Design. Ability to analyze and respond to context and site conditions in the development of a program and in the design of a project.

Sustainable Design. Ability to apply the principles of sustainable design to produce projects that conserve natural and built resources, provide healthy environments for occupants/users, and reduce the impacts of building construction and operations on future generations.

Accessibility. Understanding to design both site and building to accommodate individuals with varying physical and cognitive abilities.

Environmental Systems. Understanding of the basic principles that inform the design of environmental systems, including acoustics, illumination and climate modification systems, building envelopes, and energy use with awareness of the appropriate performance

assessment tools.

Building Envelopes. Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Building Materials and Assemblies. Understanding of the basic principles utilized in the appropriate selection of construction materials, products, and assemblies, based on their inferent characteristics and performance.

Leadership and Advocacy. Understanding of the techniques and skills for architects to work collaboratively with allied disciplines, clients, consultants, builders, and the public in the building design and construction process, and to advocate on environmental, social, and aesthetic issues in their communities.

Ethics and Professional Judgment. Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

Requirements

The studio will be organized in three basic parts: An initial programming, inventorying, fabrication methods and technology research phase that will include a site visit and programming exercise followed by a two-part, nine-week design phase that will result in well-developed building and site designs spanning scales from 1:500 to 1:20.

Phase One (three weeks, 20% of grade):
- A two-week collective research project that will inventory off-grid energy options, and compile design research on digitai and material prefabrication systems.
- You will collectively inventory the artifacts of the Whalers' Shrine, developing a graphic strategy to identify its many pieces and the functional requirements for their storage.
- Concurrently, individuals will begin to develop a phased functional and temporal program for their projects. The project scope will be very limited, and functional constraints that each of you will have to work within will be set.
- Each individual's programming will address capacity-building as well as staged development of the project and high-level scenarios for funding.
- Each of you will also identify within the work of artists Marcel Duchamp and Robert Smithson a critical point of entry into your own work. I wish to emphasize that you are to understand the work of both artists as historical figures, whose methods and arguments are in need to recasting in the context of the politics and ethical consciousness of the 21st century.
- A three-day weekend site (Sept. 22-24) visit.Though we will visit the site, it is not yet confirmed whether we will be able to stay overnight at the site, but the trip will involve meetings with community members.
- After returning from the site visit, individuals will refine their functional programs and phasing diagrams. On Sept. 29 we will pinup to discuss your specific and detailed proposal for an economic/institutional scenario complete with temporal, functional and technical programs.

Phase Two (three weeks, 25% of grade):
The first review of site and building design work will occur on October 20th. Required at the review will be a site plans and sections at 1:500, schematic designs in plan and section at 1:100 illustrating programmatic organization and key subjective and haptic representations of individual proposals.

Development of this project will continue until the end of the term. So it is at this stage that basic commitments will be set with regard to conceptual and spatial strategies, materials, energy systems, and pre- and post-fabrication logic. All of these will be evident in site and building schematic design organization linking the (private) given and (public) discretionary elements of the project.

Phase Three (four weeks, 25% of grade)
The second and final interim review, one focused on refinement and development, will be on November 17th. As the scope of the projects is modest, it is expected that projects will develop a high degree of resolution, including geometry and formal elaboration, key pieces of furniture, openings, and interfaces (more on what an "interface" is later).

At this review you should demonstrate significant resolution of site and building vis-à-vis the design of integrated technical, programmatic, spatial, material fabrication and conceptual systems at scales that approach 1;
Final Presentions (Dec. 4 or 5, 20% of grade)
Requirements, including drawings and models, TBD.

The final 10% of your grade will be a measure of your arc of improvement, conceptual ambition, effort, and colleagiality.

ARCH 520: Retail Therapy Studio

Credits: 9
Type: Elective
Faculty: Bill Pechet
Prerequisites: ARCH 500: Elements of Architectural Design
Term: Fall. 2017

	Year 2	
Fall	ARCH 520	Vertical Studio
	ARCH 513	ESAC I
	ARCH 531	Architectural Technology II
	ARCH 568	Research Methods

Student Performance Criteria

A1, A2, A3, A4, A5, A6, A7, A8, A9, B1, B2, B3, B4, B5, B6, B11, B12, D1, D2

Course Description

From the beginning of urban history, spaces of commercial exchange have served not only merchantry roles within cities but have also been prime activators in the construction of public life. The souks, agorae, stoae, streets, arcades, malls and markets of both historic and contemporary provenance all carry with them parallel universes of activities that complement the act of shopping. These form complex social and economic ecosystems of interdependency, where buying things or looking at things to buy, becomes part of a larger act of civic engagement.

This studio will look at those interdependencies by focusing on 3 blocks of Vancouver's Robson Street, from Burrard to Jervis streets. A few decades ago, this shopping district shifted from providing a local/civic service role serving a more local clientele with a mix of grocery stores, cafes, restaurants and clothing into being a primarily clothes-oriented strip with a retail mix similar to a middle-range shopping centre. It was famously a street where 2 Starbucks were kitty corner from each other and this fact was a kind of symbol that it reached the status of generic….'the street that was malled', some said.

Interestingly, today, rental rates on Robson are among the most expensive in North America, effectively excluding the possibility that anything but global brands can afford locate there. Even so, walking up and down its sidewalks, one is struck by the large amount of for lease signs and also the relatively low-density of the buildings. The struggle of the street is under constant analysis by the local business association, marketing agencies and city planning think-tanks. Whereas the daily pedestrian counts are very high, competition from a nearby shopping centre and a host of other local and international market issues are affecting the performance of the area, rendering it melancholic. Even so, Robson is a prime connector between the cultural/business district of downtown and the dense residential area of the West End and so holds immense potential to capitalize on this position and serve both communities.

It is common knowledge that marketing agencies, local business associations, land-owners and city planning think tanks play significant roles in shaping consumer environments and they use all kinds of tactics in order to distinguish them from precincts in other neigbourhoods or cities. Under constant review via pedestrian counts, postal code analysis and countless other research methods shopping precincts are scrutinized in order to help reinforce and/or change them. This chicken and egg analysis is often reflective of natural trends and is reinforced through the tools of economic forecasting on the part of the business community and influenced by the enforcement of zoning and by-laws. This forms the very nature of the environmental experience of those places. Things like street furnishings, festival décor, signage and other such light-touch elements become adornments to communicate these distinctiveness's and are relatively quick-fix strategies. However, the larger bones of space such as building scale, architectural response, landscape, pedestrian and vehicle circulation and infrastructure deeply influence the persona of these precincts, and take longer to change. From this and more 'organic' systems of evolution these shopping environments accrue reputations as local, regional, national, international and have their archetypal shopping avatars who become the ideal target demographics.

Along with some participation from the RBA and COV planning, we will examine the role that urban design and densification can play in repositioning Robson as a vital economic and public engine for the city, where both locals and visitors can find a relevant set of spaces to shop and not-shop. This will involve looking at precedents from around the world, forensic dissection of the economic, regulatory and circulatory systems that govern the current street, and then finally rethinking Robson with ambitious and visionary designs that fold in greater density, diverse programming, public space, revised circulation, landscape, other vital infrastructures and, yes, of course, shopping.

Our class will investigate the powerful role that analysis and

visionary thinking can play in forming urban space and experience. Using a methodology focusing on experimentation and research, the studio will work with an iterative process of thinking/making in a way both systematic and inventive. The goal is to trigger ideas by exploring ideas with intent, and then projecting those into form and space on real sites, mindful of economic models, climate and cultural practice. The studio will be structured to take an urban idea and test it at a closer-up scale in order to see how the larger context and the immediate design response are very contingent on one another.

Learning Objectives

The main objective of the studio is to recognize how urban form embodies larger ideas of cultural purpose as influenced by economies, notions of public and private space and that those systems are regulated through by-laws that reflect those conditions.

Students are exepcted to develop a traceable methodologies which integrate ways of thinking with appropriate means of testing. Of primary importance is interpreting and creatively responding to the requirements of the studio assignments, with encouragement to move beyond into deep and imaginative speculation.

Students will be encouraged to formulate their own mini-thesis for each project within the larger discourses of the studio and to demonstrate the ability to imbue ideas at the several scales of operation, from the large to the detailed.

Requirements

You will be marked for both scope and rigor in studio projects, and for your ability to successfully collaborate and participate in class meetings and discourse. Your work should show initiative in self-directed research to support and extend its own inquiries. Grades will be assigned as follows:

10%	Project 1	weeks 1-3
20%	Project 2	weeks 3-7
60%	Project 3	weeks 7-13.5
10%	Depth and clarity of participation in studio discussions and contributory research	

Students should understand that this is a design studio, not a technical studio. Integrated thinking is paramount to success on the projects, particularly on the clarity of understanding how ideas can be manifest inventively, technically, experientially and culturally. Thinking has consequences at all layers of experience; urbanistically, locally, environmentally, and socially. The projects will be assessed by the design that results from this multi-leveled understanding.

At midterm interviews you will receive a personal interview and verbal evaluation of your work to date. This evaluation is intended to help you understand both what appears positive in the work you are producing and what remains problematic. It should identify any critical issues or skills that you need to address in the remaining half of the term. The purpose of this review is not to judge but to help you in your work at a time when you can still address any outstanding concerns.

If there are serious concerns at this juncture, the oral review will be supplemented with a written review and submitted to both yourself and the school administration.

After final reviews, an exit interview will be arranged to discuss the work of the term.

The studio will meet Tuesday and Friday afternoons. Attendance in studio during scheduled meeting times is mandatory.

ARCH 520: Timber Tech Studio

Credits: 9
Type: Elective
Faculty: AnnaLisa Meyboom
Prerequisites: ARCH 500: Elements of Architectural Design
Term: Fall. 2017

	Year 2	
Fall	ARCH 520	Vertical Studio
	ARCH 513	ESAC I
	ARCH 531	Architectural Technology II
	ARCH 568	Research Methods

Student Performance Criteria
A1, A2, A5, A9, B1, B3, B4, B7, B11

Course Description

While we see many industries around the world reeling from the disruptive effect of technology, the construction industry remains intransigent both in materials and methods. While change for change's sake is a fool's errand, in construction there may be a clear benefit to innovation - namely the environment. The building sector is responsible for the use of 47.6% of the energy produced in the US (48% in Canada) and 44.6 % of the total CO2 emissions1 . Building construction is 5.9% of this total. Innovation in design and construction could therefore provide a significant contribution to reducing GHG emissions both within Canada but also internationally.

Wood is a renewable resource and absorbs carbon as it is grown. As such it is one of the most sustainable building materials that can be used. It is also light to transport, can be used as both structure and finish, and is easily machinable, lending itself to energy efficient construction as well as facilitating a large variety of architectural forms and expressions. This studio will focus on where material, structure and processes of building come together with a focus on the use of wood. With new technology comes new opportunities and the question for this studio is how new technologies in digital design and robotic fabrication of wood can contribute to make building less environmentally costly.

Timber structures have taken many forms throughout the ages and across cultures. Each timber typology reflects the technology, environment and cultural values of their times. Timber structures play a large role in the architecture to which they belong - they simultaneously reflect light and provide mood, express the technology of the time, and provide supporting structure. Use of timber is thus compelling in architecture but the basic form of the structure has not changed significantly over time: many of the timber structures take the form of a post and beam of some description in a hierarchical manner. This studio challenges not only the heirarchy of post and beam but the singularity of its use. Wood can perform as structure, finish, insulation and furniture but a hierarchical use of wood limits its use to only structural and requires other elements to take on other roles. Perhaps new conceptions of wood may take on other roles simultaneously rather than in isolation.

The physical form of trees is different in the new growth and the fast growth we have in today's forests. The wood sources which are sustainable are second and third growth forests. These forests have characteristics which differ from timber used in previous generations. The timber of today is fast growing and planted closely spaced to grow tall and thin. This commodity timber is smaller in diameter and thus may be suited to a different type of design.

One of the innovations in material recently involves engineered wood products. These products are made of smaller pieces, particularly suitable for use in engineered wood products. The combining of smaller pieces into a larger whole piece leads to different and potentially more flexible forms while increasing sustainability of the material by its reduced impact on old growth forests as well as its ability to use rapidly renewing forest resources.

The joint is where the action is in wood structures. Beautiful wood joints have been celebrated in Japanese and Chinese architecture for centuries. Wood joinery is a highly celebrated craft appreciated for its combination of beauty and function.

Innovations in joints include a resurgence of wood to wood connections after many years of metal connection pieces Innovations in glued connections including developments of wood based glues are also of interest. Finger joints which use larger surface areas are already in widespread use to splice smaller dimensional lumber. What possibilities are there for innovation in connections?

Digital fabrication methodologies allow us mass customization as

well as permitting us infinite variations on a theme. As such, each piece can be cut differently and precisely placed in relation to the next piece. Ideally the assembly instructions will be included in the pieces so assembly is easier, quicker and more accurate.

Many of our construction processes are wasteful and result in much material going to landfill. One of the arguments used for prefab is often that the material use is more efficient since things can be planned to minimize material waste and waste from the production stream can be reused or disposed of in a more sustainable way. The challenge is to develop a design process which acknowledges and addresses this issue.

Learning Objectives

- Identify and assume divergent roles that maximize individual talents, and to cooperate with others when working as members of a design team and in other settings.
- Apply organizational, spatial, structural, and constructional principles to the conception and development of spaces, building elements, and tectonic components.
- Apply the principles of sustainable design to produce projects that conserve natural and built resources, provide healthy environments for occupants/users, and reduce the impacts of building construction and operations on future generations.
- Understand the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range and appropriate applications of structural systems.
- Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance.

Requirements

Successful completion of each exercise is required to complete this course. Attendance at all studio meetings, pinups and presentations is mandatory. You will be marked for both scope and rigour in studio projects. Your work should show initiative in self directed research to support and extend its own inquiries.

Students will be evaluated according to the following three categories: design process and content, design media and conventions, and scholarship. Consistency of effort, ability to conceptualize from within the context of the given exercise, quality of presentation, participation in studio culture and responsiveness to criticism are significant factors by which the instructor will evaluate each exercise.

At midterm you will receive a personal review of your work to date. This evaluation is intended to help you understand both what appears positive in the work you are producing and what remains problematic. It should identify any critical issues or skills that you need to address in the remaining half of the term. The purpose of this review is not to judge but to help you in your work at a time when you can still address any outstanding concerns. At the end of term, you will receive a written evaluative paragraph of your studio work as well as have an exit interview with the instructor.

The weight and criteria of course work [per project and overall] will be evaluated as follows:

WS	Workshop	5%
PP1	Prelude	10%
PS1	Design Build Exercise	25%
PS2	Competition Exercise	40%
Research & scholarship		10%
Effort and arc of improvement		10%

ARCH 520: Towards a More Responsive Tower Studio

Credits: 9
Type: Elective
Faculty: Matthieu Grady
Prerequisites: ARCH 500: Elements of Architectural Design
Term: Fall. 2017

	Year 2	
Fall	ARCH 520	Vertical Studio
	ARCH 513	ESAC I
	ARCH 531	Architectural Technology II
	ARCH 568	Research Methods

Student Performance Criteria

A1, A2, A6, A9, B1, B2, B3, B4, B8, B9, D2

Course Description

From the Tower of Babel, through to the first towers of Chicago at the turn of the century, to the current supertall skyscrapers, building higher has been a persistent pursuit throughout time; for reasons pragmatic (economics, proximity, productivity, etc.) and aspirational (symbols of progress, definers of city skylines, markers of wealth and status, etc.), towers have acted as lighting rods for the ambitions of a culture, as stakes in the ground in the progress of technical prowess, as signposts marking, in time and place, the evolution of cities. Yet, in response to growing importance of densifying intelligently in response to the persistent population increases in cities (more than 50% of the world's population is now urban, and that number is set to balloon exponentially) coupled with the very real need to design and build sustainably and energy-consciously, many towers have seldomly departed significantly from a uniformly similar core design in the past decades. Despite several emblematic examples, and despite significant progress in the science around building technologies, systems and strategies, towers continue to be designed and built to prescribed and conventional norms, using standard strategies, systems and products applied similarly to sites around the world without consideration of the site's unique contextual conditions; a site's maximized allowable floor plate is repeated vertically and undifferentiated limited only by zoning restrictions; hermetically sealed exterior envelopes wrap all orientations uniformly regardless of solar exposure, view, or urban context; little generosity is given to the city and the public further than the first floors at grade, reserving the benefits of height, view, air and prospect for those who have access and who can afford it. Those tall buildings that do depart from the standards of the typical tower do so with gestural expression as their goal, their sculptural formalism and gimmickry abetted by the increasing ease of advanced computer modelling in order to justify their value to a city. Alongside a growing appetite of clients to differentiate their product from their competitors by defining and promoting themselves with increasingly "iconic" architecture, tower design has swung violently from the traditional extruded tower toward evermore sculpturally expressive and daring forms into which the life of the building and its inhabitants must fit, at times uneasily, and with unfortunate consequences for cities and citizens alike.

Learning Objectives

This studio aims to expose students to the very specific set of parameters, constraints and opportunities inherent in the tower typology, in order to critically explore ways in which these factors can be manipulated, modified and mutated toward towers that are more responsive, reactive and adapted to their surrounding context, radically reshaping the typical tower typology through a deep and careful consideration of the unique conditions each specific site affords. Of specific concern will be the influence of environmental factors in how the tower typology can respond responsibly to its energy-intensive nature, given the inherent challenges this typology embodies – i.e. large exterior envelope surfaces exposed to the elements (sun, wind, rain, etc.); imbalances between the desire for expansive views and the concurrent loss of thermal performance; gluttonous use of energy in vertical transportation as well as mechanical servicing systems, etc. Students will be encouraged to explore ways in which environmental factors inherent in building high can not only be controlled for and defended against, but be harnessed and channelled towards positively benefit the building and its inhabitants, turning constraints into advantages. In parallel, attention will be paid to the ways in which the tower, as opposed to being a solipsistic and solitary entity, can become a more intimately connected, richly programmed vertical extension of the city, and can intelligently respond to the evolving nature of the use patterns of its citizens.

Requirements

During the first 2 weeks, the first phase of the studio will pursue comprehensive studies of notable precedent tower projects that will expose students to the specific characteristics of the tower typology, as well as the ways in which towers might reflect the concepts of responsiveness. This phase will be punctuated by critically-minded visits of specific and emblematic towers in Vancouver, as well as by talks by practitioners and specialists in the field of tower design.

During the following 3 weeks, the second phase of the studio will involve a series of preliminary and open-ended speculative exercises on discrete and specific characteristics of the tower typology (vertical circulation, structure, exterior envelope, technical servicing, etc.) creating a lexicon of potential and innovative responses to the “inevitables” of tower design. Acknowledging that the most successful towers are more often the fruit of the efforts of and interactions between many people and increasingly less a result of the individual gesture of a solitary “genius”, the second phase will conclude with a collective exercise whereby the studio as a whole will engage in the collaborative design of a tower together based on the previous study of essential characteristics of the tower typology.

For the final 7 weeks, the third phase of the studio will involve an in-depth design development of a mixed-use tower in Vancouver’s downtown core, where students will develop a design that specifically responds to essential qualities of the site and context. The final project will be preceded by a collective gathering and/or creation of all essential background information of the site by each member of the studio to create a comprehensive information set of shareable and accessible data (i.e. digital 2D and 3D of existing, drone photography, climate and site information, physical site context model, etc.) as well as an individual analysis of the critical contextual conditions of site to which each tower’s typological adaptations will respond.

ARCH 520: Wallflower Architectures Studio

Credits: 9
Type: Elective
Faculty: Thena Tak
Prerequisites: ARCH 500: Elements of Architectural Design
Term: Fall. 2017

	Year 2	
Fall	ARCH 520	Vertical Studio
	ARCH 513	ESAC I
	ARCH 531	Architectural Technology II
	ARCH 568	Research Methods

Student Performance Criteria

A1, A2, A3, A4, A5, A6, A7, A8, A9, B1, B2, B3, B4, B5, B6, B11, B12, D1, D2

Course Description

Architectural accolades are often relegated to glamour programs - think museums, libraries, embassies - and to be sure, in an age where image reigns king, there is no shortage of demand for the stylized or the fashionable. Yet for most us, glamour spaces are the exception and instead, our everyday spaces are experiences of drugstores, gas stations, bus stops, and that small convenient store on the corner that sells Poprocks. In large part, everyday architectures are candidly generic and forgettable.

Wallflower Architectures champions the ordinary by exploring the dormant possibility of the most unheroic spaces that diffidently substantiate their existence through grounded necessity and function. As one of the most ordinary spaces and arguably one of the most public spaces in our current milieu, the grocery store will define this studio's programmatic charge and appropriately, its unhero.

Evolving from a history of trading posts and over-the-counter grocers, the contemporary grocery store is one of the touchstone participants in a global food market that is estimated to be an $8 trillion dollar industry. Sustenance, that is food, is a universal need that transcends cultural, social, and temporal boundaries leading to an incredibly diverse industry that engages multiple scales and networks. The familiar grocery store provides a point of entry into this complex industry and offers the opportunity to ask if architecture can be more inclusive, cyclical, and even preemptive? Can we rethink the grocery store, which is typically a landscape of consumption, as also a landscape of production, pleasure, culture, and/or even waste? Is there a more cyclical approach to food flows that can be integrated and at the same time generative? If food is one of the last outposts of sociability, are there notions of collectivity that can actively reform the grocery store typology?

Students will be asked to question and test the relevance of program, material, language, organizations, and spatial conditions in order to reimagine a grocery store typology that subverts the ordinary and expected. In doing so, familiar qualities of the grocery store, from name to function to aesthetics, will be open to reinterpretation, contamination, and reinvention. The studio will begin with the particulars through an in-depth analysis of specific plant foods and will then transition into the general by researching larger food networks and grocery typologies. As a whole, the course will engage an array of tools for critical thinking that will include: historical and precedent analysis, physical model-making, iterative and experimental representation, and in-field site visits to local grocery stores, agricultural centers, and waste facilities. Each student is expected to develop a set of curiosities and that will act as both friction and driver in the evolution of each project.

Learning Objectives

- Reconsider even the most everyday spaces as rich opportunities for thoughtful and provocative design.
- Develop an iterative understanding to design and apply methods which integrate both thinking and making.
- Question and adapt established program typologies, the grocery store in this case, to respond to our changing environments and contexts.
- Develop a critical position based on individual research, exploration, and testing of ideas and intuitions.
- Develop representation as an integral part of the design process.
- Understand and demonstrate how drawing, images, and modeling (digital and physical) impact design thinking.

Requirements

You will be marked for both scope and rigor in studio projects, and for your ability to successfully collaborate and participate in class meetings and discourse. Your work should show initiative in self-directed research to support and extend its own inquiries. Grades

will be assigned as follows:

25%	Project 1	weeks 1-3
15%	Project 2	weeks 3-7
50%	Project 3	weeks 7-13.5
10%	Depth and clarity of participation in studio discussions and contributory research	

Students should understand that this is a design studio, not a technical studio. Integrated thinking is paramount to success on the projects, particularly on the clarity of understanding how ideas can be manifest inventively, technically, experientially and culturally. Thinking has consequences at all layers of experience; urbanistically, locally and environmentally and the projects will be assessed by the design that results from this understanding.

ARCH 538A: [Grid, Zone, and] Field Studies

Credits: 3
Type: Elective
Faculty: Roy Cloutier and Nicole Sylvia
Prerequisites: ARCH 515: Design Media I, ARCH 517: Design Media II
Term: Fall. 2017

Student Performance Criteria
A2, A3, A6, A7, A8

Course Description

This course is a fieldwork-based research seminar that operates in documentary and scenario modes, using annotated drawing as the primary means of communicating ideas. The course is structured around a series of explorations of conceptually-significant conditions within Chandigarh and its peri-urban and rural landscapes. These explorations are situated in the locally conceptually-loaded typological spatial conditions of the grid, zone, and field. A series of 'field walks' — loose, experimental drawing exercises in the field — will provide the foundation for individual research and the development of a folio of three, highly-crafted narrative drawings.

Part ethnography, part experimentation, the aim of this course is to capture the quotidian circumstances of Chandigarh and its surrounds through the medium of the line drawing. Initially conceived in a top-down manner as a rational and relatively fixed entity, the city has instead evolved as a vibrant platform for the complexities of the everyday. In this seminar students will address questions like: What are the conditions endemic to this particular intersection between High Modernism and the tactics of everyday life? Who and what are the actors and agents that inhabit this city/region and how do they interface with the spaces, networks, and forces around them? What sorts of lived, social spaces do they occupy, and how do they tactically carve them out of the strategies of the city?

Learning Objectives

- Develop a command over graphic, analytical, and synthetic skills required to communicate effectively on-site.
- An understanding of the social/political/spatial/behavioral conditions unique to this region of the world.
- Ability to engage complex and unfamiliar subject matter and graphically translate it in a clear and provocative way.
- A broader and deeper awareness of the conventions and techniques of visual communication from around the world.
- Ability to self-critique and that each student may objectively read the drawings he/she has produced.

Requirements

- Background research on historical drawing conventions and techniques from around the world (individual)
- In-the-field sketching, emphasis on analytical and synthetic techniques as well as graphical creativity (individual)
- Development of a folio of highly-crafted drawings that each communicate a narrative about a condition of the region. The final drawings will demand that several draft iterations be developed (individual)

ARCH 538B: Infrastructures of Incrementality

Credits: 3
Type: Elective
Faculty: Roy Cloutier and Nicole Sylvia
Prerequisites: ARCH 504: Architectural History I, ARCH 505: Architectural History II
Term: Fall. 2017

Student Performance Criteria
A2, A4, A6, A7, A8, D1

Course Description

In recent years, architecture has begun to resdiscover its long-standing interest in incremental forms of housing—that is, development in which the architect consciously, selectively, and tactically leaves space for the will of other agents and their changing desires over time. Yet while promising in its pedigree and ambitions, the contemporary enthusiasm for varieties of incremental housing too often deteriorates into a contextually-oblivious form of intervention that places far too much onus on those who are able to provide the least—an abdication of collective responsibility masquerading as 'openness' or 'self-determination', or a miserly blankness created in the name of 'flexibility'. In response, this course argues that architecture (and in particular, incremental forms of social housing) is in need of a new understanding of generosity—eschewing the blankness of 'flexibility' and the precarity of 'openness' in favor of new, specific, generative relationships between the architect and the inhabitant.

This advanced history-theory course probes alternate histories of incremental housing, specifically seeking out sources and voices beyond the Western canon. Likewise, the course places at its core an interdisciplinary, social-science and historically-based method that emphasizes the lives of projects over time and the agency and desires of their inhabitants. To this end, the course is co-taught with two Chandigarh-based researchers: Dr. Bindu Duggal, a sociologist, and J.P. Singh, an architect and professor.

In its slum-clearance efforts, the Chandigarh administration has forcibly relocated tens of thousands of settlement-dwellers to various iterations of 'rehabilitation colonies' with varying forms of land tenure and resource provision. The course will visit several of these examples before focusing in on one particular colony, Dhanas, for in-depth fieldwork (building upon research conducted in a previous version of this course in 2015). Dhanas is a settlement of 8,448 units housing roughly 40,000 people. Its architecture is repetitive and imposing—yet its ostensibly rigid logic has proven unexpectedly resilient and adaptable over time (much like that of Chandigarh itself). Its simple, 'single-celled' urbanism has proven remarkably capable of rapid evolution, becoming overtaken, appropriated, transformed, and diversified by its inhabitants. The course is based around field analysis and reconceptualization of the transformations observed—framing them first in the form of a policy-proposal document to a Chandigarh-based audience, then second in the form of an academic research paper that places them in a broader historical and theoretical context.

Learning Objectives

- A deeper understanding of the interaction of the built environment and its inhabitants over time—particularly the ways in which design can influence that relationship in challenging social contexts.
- An awareness and understanding of sociological methods and their potential applications within architectural practice, particularly the role of direct fieldwork and occupancy analysis.
- An ability to work between direct fieldwork and historical/theoretical writing, placing found examples and patterns in a larger context.
- Greater command over writing, particularly the ability to reframe complex information for radically different audiences.

Requirements

- Dhanas questionnaire creation and fieldwork (teams of 3-4)
- Dhanas policy presentation and research document (teams of 3-4)
- 500-word manifesto (individual)
- Final research paper (individual)

ARCH 538D: Cityspace, Livingspace, Waterspace

Credits: 6
Type: Elective
Faculty: Bill Pechet, Colette Parras
Prerequisites:
Term: Summer. Amsterdam May 28th - June 8th. Rotterdam June 8th - June 13th. 2017

Student Performance Criteria

A1, A2, A3, A4, A7, A8, A9, B1, D2

Course Description

Join Bill and Colette for a tour of the Netherlands; a country where density is supported by exceptional design invention in public space, architecture, landscape architecture, planning and infrastructure. The 2.5 week tour will examine both contemporary and historic examples of Dutch design at a number of scales and media. Primarily based out of Amsterdam and Rotterdam, the tour will include daytrips to Hilversum, Otterlo, Almere, Utrecht, Delft, Arnhem and the Western Water Barriers. Schedule permitting. the tour will also include office visits and lectures from specialists. There will also be time for individualized wandering.

At over 17 million people, and a land area 1/22nd the size of BC, the Netherlands has established a culture of innovation in design to ameliorate this density. Prior to the trip, we will conduct a series of teacher and student-led seminars to provide background on the historic, geographic, and societal influences that formed the design culture of the country. The course will focus on the systems and mechanisms that engender inventive and affordable housing, innovations in architecture, a vibrant public realm, and infrastructures for transport and water management. Upon returning home, students will produce a research project based on these themes, with latitude to allow each student to reflect their own particular interests and disciplines.

Learning Objectives

The tour itself is 17 days in duration with an expected 10-12 hours per day schedule. Some days may extend into the evenings, particularly when the group is on a field-trip outside the two core cities. Students are expected to participate in all organized tours and to be cognizant of the fact that, as a group, punctuality and respect for each other is paramount. 3 days are allotted to allow the students to do individual research on their own, under the advisement of both teachers.
While the simple joy of visiting places is a core experience of the trip, students are reminded that they must treat these excursions as serious research sojourns; that means that it is not enough to just photograph something, but rather to think analytically through recording, sketching, and diagramming the sites we visit.

Requirements

Pre-trip Seminar
This 5-day seminar will serve to give our class the basic foundations of historic and cultural information to understand contemporary Dutch infrastructures, landscapes, architecture, and public space. The course themes of Cityspace, Livingspace and Waterspace will serve as a basic armature to connect these 3 topics to one another. The final seminar day will review some of the canonical works we will be visiting and profiles of the major design firms that are shaping the contemporary built environment of the country. The seminars will run from 4-7:00 pm (3 hours x 5 =15 hours) with 7-8 presentations per session. Each student will present 2 of the seminars in an expanded pecha kucha format and provide a one-page (double sided) hand-out.

Research Project
This may be an individual or a 2-person project that targets a specific topic within the 3 major themes of the course (CITYSPACE, LIVINGSPACE AND WATERSPACE). The research project must seek to integrate 2 of these terms together in order to represent their confluences and contingencies. The goal is to discover situations and conditions that are specific to the Netherlands; that reveal themselves through observed, designed environments.

During the tour, individual meetings will be set up with each student to discuss their chosen direction to determine the mode of analysis and methods of representation.

ARCH 538E: Stockholm S,M,L,XL

Credits: 3
Type: Elective
Faculty: Leslie Van Duzer
Prequisites:
Term: Summer. 2017

Student Performance Criteria
A1, A3, A4, A7, A8, A9

Course Description

This course, taught in tandem with Michael Perlmutter's Stockholm Through the Lens (ARCH 538F), unfolds over three weeks in the beautiful Scandinavian city of Stockholm. Long known for its sustainable urban design, extensive park system, progressive housing policies, refined architecture and exquisite product design, Stockholm is an ideal city for studying the interrelationship of social values and planning policies, the harmonious relationship between landscape and architecture, the use of landscape as infrastructure, the design of intimately scaled architecture, and innovative fabrication technologies. This course is well suited for students from any SALA discipline interested in gaining a broader understanding of how a society's values and design inform each other across multiple scales.

Stockholm S, M, L, XL includes ten full or half days of intensive touring and discussion; two of those are combined with on-site photography lessons in Stockholm through the Lens.

Learning Objectives

The objectives of this course are to explicitly reveal the multitude of form generators, including those that are not readily apparent, such as social and economic policies; to situate the Swedish design discourse within a broader, international context; and to inspire students to see beyond the surface of models to find types or essences that are transferable.

Requirements

Students should bring their SLR camera and notebook on all excursions. All class meetings are mandatory and students must be at meeting points on time.

There is one running project for this course. Students are required to individually design a blog (using a starter template is fine) and to update it daily. This blog should demonstrate the student's curiosity, presenting independent research and thoughtful reflections on the sites/sights encountered daily. The research might include information about: other buildings the architect has designed with reflections on how the building is situated in the architect's oeuvre; similar international movements that may have inspired the local example with reflections on similarities and differences; context, such as the economic climate or planning policy at the time and reflections on how that impacted the project; etc. (Note: The blog is not intended for friends and family and must not contain selfies.)

The evaluation of students will be based on the design (20%) and substance (70%) of their blogs and their active participation in class (10%). Students are required to design the blog framework prior to the first day of class and to send their url to the instructor. The instructor will provide students with individual feedback on their progress each week. The blog will be graded following the last day of class (and the last post.)

ARCH 538F: Stockholm Through the Lens

Credits: 3
Type: Elective
Faculty: Michael Perlmutter
Prerequisites:
Term: Summer. 2017

Student Performance Criteria
A1, A3, A4, A7, A8

Course Description

This course, taught in tandem with Leslie Van Duzer's Stockholm S, M, L, XL (ARCH 538E), will focus on the craft of architectural photography, where students shall have the opportunity to photograph buildings and interiors under the guidance and critique of the instructor, a professional architectural photographer. Photography sessions in the field will be combined with lectures, readings and discussions exploring issues of technique, the history of architectural photography, contemporary practices and approaches, and the impact of architectural photography on the culture of architecture.

Learning Objectives

Without photography, a building, regardless of its qualities, is destined for obscurity. Buildings of exceptional merit, if they are to receive recognition as works of architecture, must be photographed and published. Photography, in this respect, is intrinsic to the culture of architecture.

The intention of this course is to expose students to fundamental issues regarding the representation of architecture through photography. Lectures, readings and discussions will heighten the student's awareness of how the photographic image affects our view and understanding of architecture in general. Hands-on photography assignments will help ensure that the knowledge gained is well grounded in first-hand experience.

The purpose of the course is not about educating future architectural photographers. Instead the focus will be on the importance of architectural photography for architecture: in representing the architect's intentions and ideals, in communicating the qualities and importance of notable buildings, in promoting specific architectural viewpoints.

Photography is the art of seeing, and through the photography assignments students will not only refine their own photographic eye, they will also acquire a heightened visual awareness of the built environment, and develop a sharper visual sensibility that can be of value in their design work.

Requirements

To participate effectively in the course, each student will need a DSLR or mirrorless camera that takes interchangeable lenses. Additional required equipment includes at least one wide-angle lens (or zoom with wide-angle), a sturdy tripod, and a laptop with the latest versions of Photoshop and Lightroom installed.

Students should preferably have some previous experience with photography, including a basic knowledge of working with aperture, shutter speed, depth of field, ISO, etc.

All class meetings are mandatory and students must be at meeting points on time.

There will be two group photography sessions, where the instructor will take the class to specific locations of architectural interest and provide guidance and assistance for each student on a one-on-one basis. In-class reviews of student work will follow (30%). There will also be reading assignments which coordinate with the lectures and photography. Short written summaries of the readings will be required (20%). For the final presentation on the last day of the course, each student will present a series of photographs from a project individually chosen (50%).

Student Evaluation Criteria:
Quality of the student's photography work, ability to zero in on the main themes or ideas in the text summaries, level of participation in class discussions, progress and development over the course of the class.

ARCH 539: Convivial City Chandigarh

Credits: 9
Type: Elective
Faculty: Roy Cloutier and Nicole Sylvia
Prerequisites: ARCH 500: Elements Studio
Term: Fall. 2017

Student Performance Criteria
A1, A2, A3, A7, A8, B1, B3, D2

Course Description

Based in Chandigarh, India, Convivial City Chandigarh is a study abroad studio rooted in two forms of research: one academic, examining contemporary scholarship on urbanization; and one deeply rooted in the histories and cultures of a particular place—in this case, the historically-charged and urbanistically-fraught context of Chandigarh. The studio examines contemporary urban dynamics in India, particularly as precipitated by the Modi government's Smart Cities program. It questions the dominant urban and architectural models adopted by Smart Cities advocates, examining them through dual lenses: on one hand, critical geography, on the other, architectural process, representation, and speculation. In turn, the studio proposes to study these emerging forms of urbanism from the inside out—accepting the concerns of the Smart City while questioning, pluralizing, and radically remaking the processes by which it takes form and evolves over time. As such, the studio is ultimately both analytic and synthetic, working toward speculative proposals of alternative forms for the Smart City.

At the core of the studio's interests are the conceptual and disciplinary shifts that are happening as architects increasingly take systems as the object of design—a shift from conceiving of architects as authors of discrete built objects to instead conceptualizing design in terms of the management of increasingly complex processes and organizations of matter. The course grounds this interest in current discourse on infrastructure—not merely in terms of literal infrastructure and its implications, but more importantly in the emerging discourse around understanding architecture as an open-ended, generative platform to be appropriated and transformed by its users—a neostructuralism of sorts that harkens back to the city's Corbusian plan in curiously resonant ways.

The studio takes a sympathetic yet critical lens to these tendencies, interrogating them against the harsh realities of mass urbanization, migration, and precarity in contemporary India. Engaging the periphery of Chandigarh's Corbusian plan as a found context, the studio questions and selectively extrapolates the logics of the city to an urban-scale site currently targeted for Smart Cities development. Interventions work both upward from the scale of a unit (of dwelling, of material assembly, of mutualistic exchange, of social collectivity, etc.) and downward from the scale of an urban arrangement, converging toward interventions that are both systematic and deeply architectural

Learning Objectives

- A critical understanding of contemporary patterns of urbanization (particularly in India) and the sociopolitical and economic implications thereof.
- An understanding of the roles of the architect and (particularly Western) architectural expertise in the production of the built environment in developing (and often postcolonial) countries like India.
- Ability to analyze a complex, unfamiliar urban context and identify within it patterns, systems, and sites for intervention on an urban scale.
- An understanding of the relationship between architecture, landscape architecture, urban design, and planning; development of an ability to operate fluidly between them.
- Cultivation of a critical yet inventive attitude toward representation—broadening and reconceptualizing it for the new subjects, new audiences, and new modes of intervention encountered in the study abroad course.

Requirements

- Research and analysis on contemporary dynamics of urbanization, particularly in India (groups of 2-3).
- Analysis of a selected architectural/conceptual precedent (individual).
- Intervention at a system-scale via urban design (individual)
- Development of the proposal at an architectural scale (individual)
- Development of a graphical and written argument; submission to a conference (individual).

ARCH 544X: Design Build I

Credits: 3
Type: Elective
Faculty: Greg Johnson
Prerequisites: ARCH 511: Architectural Technology I, ARCH 512: Structures I, ARCH 551: Communicating Construction
Term: Spring. 2017

Student Performance Criteria

A1, A2, A3, A5, A9, B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, C1, C2, C3, C4, D1, D2, D3, D4, D5

Course Description

One of the elements recognized to be important in the training of an architect is the exposure of the student to actual full scale construction activities. A common method of addressing this requirement is through the technique of a design-build project, which involves the students undertaking the design – followed by the actual construction of a project. It permits not only hands-on building using tools and real construction materials, but more importantly enables the students to see directly the implications of their design decisions. Usually due to time and budget constraints, these projects are relatively modest in scale.

This pair of two courses form the framework for the design-build project:

- ARCH 544X is offered in the Spring term, and involves the design phase of the project(s). Although the work of this term will take place primarily at UBC, there will likely be one or more visits made to the site.

- ARCH 544Y is offered during approximately 6 weeks in the month of May-June in the early part of the summer, and will involve continual attendance at the jobsite for approximately 200 hours of work.

Learning Objectives

The design-build project will strive to fulfill the following learning objectives:

- To engage students in the design of an actual small scale structure based on a program provided by a client.
- To understand the sequence of design stages and the appropriate presentation and communication techniques to interact with the client and accept critical review from professionals
- To ensure conformance to the relevant Zoning & Development Bylaws and the appropriate Building Code.
- To undertake the production of the construction documentation for such a building to fully describe how it is to be built, and to coordinate the necessary documents for a building permit application.
- To undertake material take-offs, investigate and source materials, determine costing, develop a project budget, and eventually place the order for all materials, including coordination and arrangement for delivery of materials.
- To organize team(s) to undertake the construction itself in an efficient manner.
- To plan and provide ongoing monitoring of the construction schedule.
- To fully document in text and photos the construction process.

Requirements

Course evaluation will be based on participation and engagement in both courses, as well as the success of the finished projects in meeting the criteria.

ARCH 544Y: Design Build II

Credits: 3
Type: Elective
Faculty: Greg Johnson
Prerequisites: ARCH 511: Architectural Technology I, ARCH 512: Structures I, ARCH 551: Communicating Construction, ARCH 544X: Design Build I
Term: Summer. 2017

Student Preformance Criteria

A1, A2, A3, A5, A9, B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, C1, C2, C3, C4, D1, D2, D3, D4, D5

Course Description

One of the elements recognized to be important in the training of an architect is the exposure of the student to actual full scale construction activities. A common method of addressing this requirement is through the technique of a design-build project, which involves the students undertaking the design – followed by the actual construction of a project. It permits not only hands-on building using tools and real construction materials, but more importantly enables the students to see directly the implications of their design decisions. Usually due to time and budget constraints, these projects are relatively modest in scale.

This pair of two courses form the framework for the design-build project:

- ARCH 544X is offered in the Spring term, and involves the design phase of the project(s). Although the work of this term will take place primarily at UBC, there will likely be one or more visits made to the site.

- ARCH 544Y is offered during approximately 6 weeks in the month of May-June in the early part of the summer, and will involve continual attendance at the jobsite for approximately 200 hours of work.

Learning Objectives

The design-build project will strive to fulfill the following learning objectives:

- To engage students in the design of an actual small scale structure based on a program provided by a client.
- To understand the sequence of design stages and the appropriate presentation and communication techniques to interact with the client and accept critical review from professionals
- To ensure conformance to the relevant Zoning & Development Bylaws and the appropriate Building Code.
- To undertake the production of the construction documentation for such a building to fully describe how it is to be built, and to coordinate the necessary documents for a building permit application.
- To undertake material take-offs, investigate and source materials, determine costing, develop a project budget, and eventually place the order for all materials, including coordination and arrangement for delivery of materials.
- To organize team(s) to undertake the construction itself in an efficient manner.
- To plan and provide ongoing monitoring of the construction schedule.
- To fully document in text and photos the construction process.

Requirements

Course evaluation will be based on participation and engagement in both courses, as well as the success of the finished projects in meeting the criteria.

ARCH 561J: Green Cities - Capitalism, Urbanism and Environmentalism

Credits: 3
Type: Elective
Faculty: Sara Stevens
Prerequisites: ARCH 504: Architectural History I, ARCH 505: Architectural History II,
ARCH 523: Contemporary Theories
ARCH 568: Research Methods
Term: Spring. 2017

Student Performance Criteria
A1, A2, A4, A8, A9

Course Description

This course aims to look critically at different conceptions of environmentalism and sustainability in architecture and allied fields to understand their relationship to capitalism. What kind of cover does greenwashing offer? What does it mean to look at environmentalism next to capitalism, in a way that goes beyond Natural Capitalism, Eco-commerce, LEED platinum, etc.? What does it mean to think about cities as expressions of capitalism next to a rising concern about sustainability? How can we frame the terms 'environmentalism' and 'sustainability' historically? What models for urban development are based on environmental ideas (Malthusian economics and Limits to Growth)? How do architects, landscape architects, and planners participate in, contribute to, and critique green cities? Students will research historical examples of architectural or urban environmental radicalism to situate a concern for nature aside a self-interest in capital accumulation.

Learning Objectives

This is a graduate-level seminar. Attendance and participation in the discussion is mandatory; it's also what will make the class interesting and successful. Each week you are responsible for the readings on the syllabus and for posting a response and question (2-4 thoughtful sentences) on Connect's discussion board. The point here is intellectual priming-the-pump—a warm-up for what you can bring to the table in discussion. For the initial assignment, students will create an original conceptual representation of an urbanism (metabolic, cartographic, systematic, ecological, cybernetic, etc.) that investigates a theme in the course. Sketches or rough drafts will be produced for discussion/pin-up in Week 3, then revised and finished for final submission in Week 4. The major project for the course is a research paper. This project will be broken into three parts. Initially you will submit an abstract and annotated bibliography, due at Week 6. Then you will present to the class an op-ed piece or manifesto with slides. Here you will take a first stab at the research and develop your argument. The presentations will be in class during Week 11 & 12. Finally, you will build from that opinion-driven piece to create a full-length research paper that will situate buildings in an aesthetic and economic context to read architecture and urban form as documents of social, political, and cultural forces.

Requirements

Class participation, weekly reading responses and attendance: 20%

Urbanism drawing: 20%

Abstract + Annotated bibliography for research paper: 10%

Op-ed / manifesto (500 words + images + bibliography) + illustrated presentation: 20%

Research paper (3,000 - 4,000 words + images + bibliography): 30%

ARCH 573D: Regenerative Development & Design

Credits: 3
Type: Elective
Faculty: Ray Cole
Prerequisites: ARCH 513: ESAC I, ARCH 533: ESAC II
Term: Spring. 2017

Student Performance Criteria
A2, A6, B3, B4, B8

Course Description

Green building practices have become increasingly commonplace in North America over the past decade, largely due to the introduction and widespread use of the Leadership in Energy and Environmental Design (LEED®) green building rating system. Green strategies, performance goals and associated assessment methods currently emphasize the ways and extent that buildings should mitigate global and local resource depletion and environmental degradation. While an important Initial step, simply producing buildings which “do less harm” and that are incrementally better than current practice will prove insufficient to meet the requirements of a built environment that can support sustainable patterns of living.

Within the context of climate change and rapid urban development, greater performance leaps will be necessary and at a faster rate. This will challenge many existing norms and expectations and, in particular, redefine how we conceive the design, construction and operation of buildings. Whereas the current focus is on “green” design - strategies will also increasingly centre on adapting to the direct and indirect consequences of climate change and restoring previous adversely impacted human and natural systems.

The emerging notion of “regenerative” development and design emphasizes a co-evolutionary, partnered relationship between humans and nature rather than a managerial one. It is the first approach to bridge human development with the physical and functional, emotional and spiritual attributes of nature. Moreover, while green building design remains largely a set of fragmented technological strategies, regenerative design is a whole, living systems approach that emphasizes an interconnected web of performance issues.

This course will examine a range of approaches regarding the relationship between human and natural systems within the context of the emerging theory and practice of regenerative development and design. It will provide an understanding of how regenerative approaches differ from green design and how they can offer new insights and directions for architectural design so that constructed projects can add positively to the places in which they are located and increase, rather than diminish, social and natural capital.

Regenerative development and design are equally concerned with rethinking the processes necessary to create projects and the continuing role that they play within the larger community rather than seeing them as ‘finished’ isolated architectural works. Given this process emphasis of regenerative developments and design, a central ambition of the course will be to examine and draw from a host of architectural and landscape architectural practices to understand their ethos, the principles that represent this ethos, the tactics they deploy and how they see the broader consequence of their work.

Learning Objectives

The primary learning objectives of this course are two-fold:

1. To understand the emerging notions of regenerative development and design and their differences with current green and sustainable approaches to building design.
2. To gain a critical understanding of the potential lessons for architectural design that can be legitimately drawn from natural systems and processes.

Specific objectives of the course are:

- To develop an understanding of the key characteristics and principles of regenerative development and design.
- To gain experience in the ways and extent that regenerative principles can guide and inform project planning and design.
- To gain an understanding of the features of emerging regenerative design support frameworks and ways to evaluate the regenerative capability invested in a project.
- To identify and explore ideas, models and strategies evidenced in natural systems that can help reframe design issues and prompt new ways of exploring, testing and communicating design strategies.

- To assist in formulating/refining a clear position/attitude regarding the relationship between architecture and nature.

Requirements

Two short exercises will be directed at asking you to identify your own ethos, associated principles and larger ambitions with particular reference to engaging nature. Each of these exercises is weighted at 10% of the course.

Assignment
One major assignment will be undertaken during the term that can hopefully relate to your current studio project, GP1 or GP2, or current research interests. Given that each studio/graduation project will have a unique focus, site and program, some degree of latitude in the interpretation of the assignment is necessary to maximize its value.

ARCH 577A: Design Media III

Credits: 3
Type: Elective
Faculty: Blair Satterfield
Prerequisites: ARCH 515: Design Media I, ARCH 517: Design Media II
Term: Fall. 2017

Student Performance Criteria

A1, A2, A5, A9, B1, B11

Course Description

Is design about representation or generation? Is the latter in service of the former? What if they were one in the same? Students spend countless hours immersing themselves in the learning of software and hardware useful for the generation of drawings, models, and other presentation materials. Some tools reinforce inherited techniques of representation (AutoCAD generates drawings that share basic traits with hand generated predecessors). Others tools abandon the tried and true fir new approaches to delivering work (Revit). Three-dimensional modeling and scripting programs allow us to generate form with increasing complexity (Rhino, Grasshopper, etc.). Software can talk to hardware so we can make material solids from those we generate virtually (digital fabrication). Other software monitor or model performance (scan and solve). What aren't they considered tools for design? All of these tools and techniques that we collectively label "design media" are unavoidable. They are givens for this generation's designer and we invest in them heavily. Despite this investment, we rarely have opportunity to examine the potential of the tools we use to represent our work, and we rarely privilege media as a locus of our research.

Learning Objectives

Design Media 3 centers on the ideas of tool hacking, applied material research, and advanced topics in media use and representation as a means of production. It is designed to allow and encourage students to apply their more developed skills (and interests) in DM to explore advanced avenues of design, representation, prototyping and fabrication. Students will work independently and/or in teams to build expertise in the materials and methods of architectural production. Students will be asked to speculate on and prototype new possibilities in the media of choice. The course will be taught as combination working lab and research seminar.

This seminar aims to explore the concepts of adaptation, cooperation and exaptation as they relate to the use of tools in the manipulation of materials, media, form and assembly.

Requirements

The course will be broken into a series of small research exercises and design explorations. These will map over a given assignment that will have its own time requirements and logics. This course is about emerging processes techniques as well as product, so the course will be follow two interrelated trajectories.

Trajectory 1

Phase 1 - DM3 Topics
Form teams and select a media topic that interests you. Pick a material. Pick a tool. Pick a strategy that illustrates your idea. This will be an exhaustive investigation of a selected subject and its properties, strength and weaknesses. Consideration will be given to use, function, and processing. Sourcing and preparation of the material will also be researched. Your findings will be formatted and presented to the class.

Phase 2 - Tooling
Once topics are selected by student teams, work will begin on the design of both solutions for the problem at hand, and strategies for how the use of media tools and techniques can help generate them.

Phase 3 - Adapt, Coopt, Exapt
This phase will include a speculative proposal for tool modification or invention. This will include the manipulation of a material and a potential application for that manipulated material. Testing of the limits of both tool and material will be essential.
Phase 4 - Natural Selection:
One or more of the projects developed in A,C,E will be selected for further exploration and possible fabrication.

Trajectory 2
- First students will familiarize themselves with terms, precedents,

and materials.
- Then individuals will select a method of tooling, forming, or working as a precedent to analyze. Focus will be placed on research precedents, analogous processes, and tool behavior.
- Next, students will speculate on the potential of that process to be expanded or modified. This will lead to a proposal for a new method of material manipulation.
- Finally, teams of students will develop and test select ideas through their own proposals or a series of pollinator houses. Resources and equipment permitting, prototypes will be developed.

Attendance and participation	5%
DM3 Topics	15%
Tool-Time	15%
Adapt, Coopt, Exapt	20%
Natural Selection	30%
Documentation	15%

ARCH 577B: Architectural Production and Autodesk Revit

Credits: 3
Type: Elective
Faculty: Blair Satterfield
Instructor: Roy Cloutier
Prerequisites: ARCH 511: Architectural Technology I, ARCH 515: Design Media I, ARCH 517: Design Media II
Term: Summer. 2017

Student Performance Criteria

A3, A8, A9, B11, C3

Course Description

Building/Information is an in-depth investigation of a key emerging design media: building information modeling. The course pairs pragmatic training with a critical perspective, placing BIM in the context of the broader historical and sociotechnical shifts in architectural production that it is precipitating. It couples the technical learning of an increasingly-widespread architectural design and representation tool, Autodesk Revit, with reflection on the use of Revit as a design medium, the analytic opportunities its use can provide, and the design approaches to which it is conducive. Fundamental techniques are introduced through in-class exercises and workshops. These techniques are applied through an ongoing, semester-long study of an exemplary precedent, culminating in a comprehensive set of drawn documentation.

This design media elective blends equal parts design media instruction, historical/theoretical investigation, and building construction training. Students learn the use of a paradigmatic BIM program to an advanced level, gain an awareness of its place in larger discussions of architectural production, and have the chance to examine a specific architectural precedent to a significant depth and rigor. In the process, students gain experience putting together a drawing set—with a particular focus on how to set up and deploy drawing conventions, both for presentation and for construction documentation. Likewise, they have the opportunity to examine and analyze a precedent project—reverse-engineering, representing, then communicating its design intent via in-class pinups at several key points throughout the semester. The end product is a comprehensive set of documents ranging from visualization to analysis to construction documentation.

Learning Objectives

- A critical understanding of the role of BIM in contemporary architectural production and the changes it precipitates
- An understanding of the differences between BIM and conventional 3d modeling
- Command over modeling, drawing and visualization in Revit
- Command over the software's automation capabilities and ability to remake graphic standards
- Ability to identify the design intent behind the technical decisions that arise in works of architecture, and a corresponding ability to extract general principles from specific cases
- Ability to identify and document the construction of various envelope and structural assemblies, in three dimensions, arranged to define a complete building

Requirements

- Background research on a selected precedent building (individual)
- Thorough and proper modeling of that building in Revit (individual)
- Clear, effective, and comprehensive drawn communication of that building using Revit (individual)

4.4 Current Faculty Resumes

The appendix of the APR must include a condensed resume (not more than two pages) for each faculty member currently teaching in the program. The resume must list: the courses currently taught; educational background and registration data; recent honors and awards; recent research, scholarship, and creative activity; recent publications; current academic, professional, and public service; and professional memberships. The term "recent" refers to accomplishments since the last accreditation visit.

Michael Barton

Adjunct Professor, 2015

Courses Taught

ARCH 517: Design Media II (Instructor). 2016-2017

ARCH 520: Vertical Design Studio. 2016

Education

MArch, University of British Columbia. 2008

MSc, University of East London. 2008

BA (Honors), University of London. 1995

Recent Research, Scholarship & Creative Activity

Research / Scholarship
Researcher on Mixed Reality Wood Fabrication Research Project.

Co-funded project investigating potential applications of AR/Mixed Reality in wood fabrication and construction. With support from Microsoft, the Province of British Columbia, Forestry Innovation Inc., and industry partners.

Creative Activity
FUBALABO Design Corp, Principal.

Stanley Park Apartment, Vancouver (Private, Residential): Interior Renovation. 2017

Bubble City: The Rate of Uselessness presented at Museum of Vancouver. Urbanarium: Your Future Home. 2016

Hollyburn Properties HQ, Vancouver (Corporate, Office): Planning, Interior Design and Furniture Design. 2016

BBTV HQ, Vancouver (Corporate, Office): Planning and Preliminary Design. 2016

Vision Critical HQ, Vancouver (Corporate, Office): Planning. 2016

Hootsuite, Singapore (Corporate, Office): Planning and Design Consultation. 2016

Hootsuite 2, Vancouver (Corporate, Office): Planning and Interior Design. 2015

Santa Fe House, New Mexico (Private, Residential): Addition, Renovation. 2015

Hootsuite, London (Corporate, Office): Planning and Interior Design. 2015

Hootsuite 1, Vancouver (Corporate, Office): Interior Design. 2015

Warcraft: The Beginning (Feature Film): VFX Set Designer. 2015

Once Upon a Time (TV Series): Set Designer. 2014

High Moon (TV Movie): Set Designer. 2014

RoboCop (Feature Film): Set Designer. 2013

Witches of East End (TV Series): Set Designer. 2013

Man of Steel (Feature Film): Set Designer. 2013

Percy Jackson: Sea of Monsters (Feature Film): Set Designer. 2012

Midnight Sun (Pilot): Set Designer. 2012

Current Academic, Professional & Public Service

Academic
SALA: IDLMB (Integrated Design Learning Through Making and Building) Working Group

Member of UBC Emergent Media Lab

Member of UBC VR/AR Working Group

Professional

Member of IATSE Local 891 - The union of professional artists and technicians working in film and television production in BC.

John Bass

Associate Professor, 2010 / Program Chair, 2012-present

Courses Taught

ARCH 500: Elements of Architectural Design. 2014, 2016

ARCH 515: Design Media I. 2013, 2014. 2016

ARCH 520: Vertical Design Studio. 2017

ARCH 521: Comprehensive Design Studio. 2012 - 2014

ARCH 538A: History/Theory Abroad in Chandigarh. 2015

ARCH 538B: Field Lab Abroad in Chandigarh. 2015

ARCH 539: Studio Abroad in Chandigarh. 2015

ARCH 544M: Arctic Adaptionations. 2013

Education

BArch, Rhode Island School of Design. 1985

BFA, Rhode Island School of Design. 1984

Associate Degree, Wentworth Institute of Technology. 1979

Recent Research, Scholarship & Creative Activity

Research / Scholarship

GoGlobal: Chandigarh Studies Abroad Program. $9,600. 2017

GoGlobal: Chandigarh Studies Abroad MUD seminar and SALA studies abroad program. $19,800. 2015

Mitacs. Nuxalk Sustainable Development of Forest Resources. $10,000. 2013.

Creative Activity

Works With Kwakwaka'wakw and Nootka, Nuxalk and Nisga'a.

Presentation of work at Indigenous Housing Research Day, March 28, 2017, University of British Columbia, Vancouver.
Village improvements for Dhakrani, Uttarakhand, India, public space design for a gravity-fed fountain and public space. Design completed September 2016

Chandigarh's Rehabilitation Colonies. Ongoing research into the history, present, administrative and urban design future of Chandigarh's slum resettlement colonies, begun winter 2016, ongoing.

Culturally specific housing for the Heiltsuk Nation, ongoing community-based design collaboration, began fall 2016, ongoing.

Naming and Claiming: Nootka Sound. Completed July 2016.

Village improvements for Dhakrani, Uttarakhand, India, public space design for a gravity-fed fountain and public space. Design completed September 2016

Memory Marker prototype, presented to Chief Mike Maquinna, Mowachaht-Muchalaht Band, at Yuquot, July 20, 2015.

Is Chandigarh Still an Idea? Lecture given at Sushant School of Art and Architecture, Ansal University, October 29, 2015, Gurgaon, India

Chandigarh's contested geographies. Presentation given at Chandigarh College of Architecture, January 19, 2015, Chandigarh, India

Village improvements for Manko, Punjab, India, engineering for a low-tech sanitation infrastructure, Manko, Punjab, India. Design and fund-raising materials work completed December 2015.

Design in the Anthropocene: The opportunities of scaling and scoping. Presentation given at TU Graz, June 30, 2014, Graz, Austria.

Feasibility Study for the Cultural Village and Cultural Village Longhouse, Laxgalts'ap, BC. Design work completed Fall 2014.

Feasibility Study for the Mill Bay Camp, Gingol'x, BC. Completed February, 2014.

Tableau Vivants, paper given at Architecture at the Ragged Edge of Empire: Race, Place, Taste and the colonial context. University of Queensland, June 27-28, 2013, Brisbane, Australia.

The Agency of Analytic Drawing: Fort Rupert, British Columbia, 1849-1930, presentation at the University of Auckland School of Architecture, June 2013.

Feasibility Study for the Welcome House Café, Gitwinksihlkw, BC. Design work completed December 2013.

Selected Publications

Bass, John. 63 Drawings of Chandigarh, University of British Columbia School of Architecture, 2017.

Bass, John. Naming and Claiming: Nootka Sound, University of British Columbia School of Architecture, 2016. Transmitted to the Mowachaht-Muchalaht First Nation, July 2016

Times of Chandigarh, "Canadians foresee future shock,: article on Chandigarh Studies Abroad program, December 15, 2015.

Times of India, Chandigarh edition, "Moving beyond 'modernism,' article on Chandigarh Studies Abroad program, September 14, 2015.

Bass, John. (online) "Watermark: Along the California Aqueduct," Published August 2015. <https://placesjournal.org/article/watermark-along-the-california-aqueduct/>

Bass, John. "Drawing conclusions: Fort Rupert, British Columbia in 1863," in Architecture and Justice, Nick Temple and Renee Tobe (eds.), UK, Ashgate Press, 2013; pp 189-202.

Bass, John. Peak Water studio: The California Delta, University of British Columbia School of Architecture and Landscape Architecture. ISBN: 978-0-88865-670-4

Current Academic, Professional & Public Service

Academic

Council Member, Architectural Institute of British Columbia, 2017

Member, AIBC Public Outreach Committee, 2016-present

CALA/CCUSA Future of Practice Ad Hoc Committee, ongoing.

Chair, Architecture Program, Fall 2012-present
Chair, MArch faculty search committee

Chair, SALA Academic Affairs Committee

Storytelling in Picture and Plans, presentation at UBC SALA Truth and Reconciliation Day Forum, September 2013

Member, SALA Council, Fall 2012-present

Standing member, Admissions Committee

Mentor, Verna J. Kirkness Science and Engineering Education Program, 2016-2017

Public Service

Organizer, UBC SALA event at First Nations House of Learning, March 2014

Member, ASPC Aboriginal Engagement working group, January 2016-present

Roy Cloutier

Adjunct Professor, 2014

Courses Taught

ARCH 538A: Theory Abroad in Chandigarh. 2017

ARCH 538B: Field Lab Abroad in Chandigarh. 2017

ARCH 539: Studio Abroad in Chandigarh. 2017

ARCH 577: Design & Production with Autodesk Revit. 2014-2017

Education

MArch, University of British Columbia. 2016

BScA, University of Minnesota. 2012

Licenses / Registrations

AIBC, Intern Architect

Recent Honors / Awards

Royal Architectural Institute of Canada Student Medal. 2016

SALA Projects, 2015; Masters of Architecture Awards. 2015

Terry J. Gower Memorial Scholarship. 2015

Werner Forster Memorial Scholarship,.2014

Recent Research, Scholarship & Creative Activity

Research / Scholarship

Research Fellow. TimberSkin Labs. 2015

Undergraduate Research Fellow. University of Minnesota 2012

Creative Activity

Contingent Design. Co-founder, research lead. 2017

Patkau Architects. Intern Architect. 2017

PUBLIC Architecture + Communication Design. 2016

Lamoureux Architect. Project Designer. 2015

Silicon Sage Builders. Project Designer. 2013

Selected Publications

"Four Grids for the Great Plains." Uncertain Futures, OCAD University, Toronto, ON, forthcoming October 27-29. With Nicole Sylvia. 2017

"Architecture After Cultivation." 105th Annual Meeting of the Association of Collegiate Schools of Architecture: Detroit, MI, March 23-25. With Nicole Sylvia. 2017

"Marking Land, Bordering Systems," -SITE Magazine, vol. 35: "Borders". 2016

"Atomizing the Smart City: Toward a Flexible Infrastructural Urbanism" Infrastructure Space: 5th International Forum for Sustainable Construction, LafargeHolcim Foundation: Detroit, MI, April 7-9. 2016

"Marking Land," CLOG Journal 5, Landmark: 126-7. 2016

"Atomizing the Smart City" 104th Annual Meeting of the Association of Collegiate Schools of Architecture: Seattle, WA, March 17-19. 2016

"Atomized Urbanism: Design in the Networked City". Urban Design Forum, University of British Columbia: Vancouver, BC, March 10-12. 2016

"Urbanisms of Difference: Toward a Theory of Enclave Tactics," 15th International Cultural Studies Symposium, Ege University: İzmir, Turkey, May 6-8.

"Enclave: A Typological Atlas," 103rd Annual Meeting of the

Association of Collegiate Schools of Architecture: Toronto, ON, March 19-21.

Current Academic, Professional & Public Service

Academic

Teaching Assistant. Environmental Design Studio II: Constructions. 2016

ARCHUS President. 2014-15

SALA Alumni Advisory Committee. 2014-15

Teaching Assistant. Design Media I. 2014

Lead Teaching Assistant. Introductory Workshop. 2014

Ray Cole

Professor, 1977

Courses Taught

ARCH 513: Environmental Systems and Controls I. 2012-2017

ARCH 573D: Regenerative Development & Design. 2017

ARCH 573G: Regenerative Design (Live Project). 2016

ARCH 573: Topics in Sustainable Building Science. 2013

ARCH 573: Light, Colour, Space. 2013

ARCH 573: Green Building. 2012

ARCH 573: Regenerative Design. 2012

Education

Phd, University of Wales. 1973

BSc Civil Engineering, City University, London. 1969

Licenses / Registrations

AIBC, Honorary Member

RAIC, Fellow

Recent Honors / Awards

World Green Building Council Chairman's Award, for "individuals who have made an outstanding contribution to the global sustainability movement."

Selected Publications

Cole, R.J., Robinson, J., & Westerhoff, L. M., Regenerative Sustainability: Rethinking Neighborhood Sustainability, IN: Pragmatic Sustainability: Dispositions for Critical Adaptation, Ed. Steven A. Moore, Routledge (New York). 2016

Cole, R.J., and A. Oliver, Chapter 11: Shifting Agendas, IN: Low Carbon Low Energy Architecture, Ed: Khaled A. Al-Sallal, Taylor & Francis. 2016

Fedoruk, L.E., Cole, R.J., Robinson, J.B., & Cayuela, A., Learning from failure: understanding the anticipated-achieved building energy performance gap, Journal of Building Research & Information, 43(6), p750–763. 2015

Robinson, J., and Cole, R.J., Theoretical Underpinnings of Regenerative Sustainability, Journal of Building Research & Information, 43(2), p133–143. 2015

Cole, R.J., and Fedoruk, L.E., Shifting from Net Zero to Net Positive, Buildings Journal of Building Research & Information, 43 (1), p111-120. 2015

Cole, R.J., Net Zero and Net Positive Design: A Question of Value, Journal of Building Research & Information, 43 (1), p1-6. 2015

Murakami, S., Iwamura, K., & Cole, R.J., CASBEE: A Decade of Development & Application of an Environmental Assessment Method for the Built Environment, Institute for Building Environment & Energy Conservation, Tokyo, 296p. 2014

Cole, R.J., Situating CASBEE within a Broader Context, IN: Murakami, S., Iwamura, K., & Cole, R.J., (Eds) CASBEE for enhancing Quality of Life & reducing Environmental Loads, Commemorative publication at the 10th anniversary of CASBEE, Japan Sustainable Building Consortium (JSBC), Tokyo. 2014

Cole, R.J., Situating CASBEE, A Japanese-made unique building rating and certification system, within a Broader Context, Territorio, Italia, 01/14, p9-22. 2014

Cole, R.J., Oliver, A., & Blaviesciunaite, A., The Changing Nature of Workplace Culture, Facilities, 32 (13/14), p786-800. 2014

Cole, R.J., and Valdebenito, M.J., The importation of building environmental certification systems: international usages of

BREEAM and LEED, Journal of Building Research & Information, 41(6), p662-676. 2013

Cole, R.J., Oliver, A., and Robinson, J., Regenerative design, socio-ecological systems and coevolution, Journal of Building Research & Information, 41(2), p237-247. 2013

Blaviesciunaite, A., and Cole, R.J., The Cultural Values Embedded in Building Environmental Assessment Tools: A Comparison of LEED®- Canada and CASBEE, International Journal of Sustainable Construction, 1(1), p7-16. 2012

Robertson, A.B., Lam, F.C.F, and Cole, R.J., A Comparative Cradle-to-gate Life Cycle Assessment of Mid-rise Office Building Construction Alternatives: Laminated Timber or Reinforced Concrete, Buildings, 2(3), p245-270. 2012

Cole, R.J., Bild, A., and Oliver, A., The Changing Context of Knowledge-based Work: Consequences for Comfort, Satisfaction & Productivity, Intelligent Buildings International, 4 (3) 182-196. 2012

Cole, R.J., Bild, A., and Matheus, E., Direct & Indirect Consequences of Automated & Human Activated Controls, Intelligent Buildings International, 4(1), 4-14. 2012

Cole, R.J., Rating Systems for Sustainability, IN: Encyclopedia of Sustainable Science & Technology, Meyers, Robert A. (Ed.) Springer Press, 1st Edition. 2012

Cole, R.J., Regenerative Design and Development: Current Theory and Practice, Journal of Building Research & Information – Editorial, 40(1), 1-6. 2012

Cole, R.J., Busby, P., Guenther, R., Briney, L., Blaviesciunaite, A., & Alencar, T., Developing Regenerative Design Framework, Journal of Building Research & Information, 40(1) 95-111. 2012

Cole, R.J., Transitioning from Green to Regenerative Design, Journal of Building Research & Information, 40(1) 39-53. 2012

Current Academic, Professional & Public Service

Academic

Instructor: SENV 7400 – Building Environmental Assessment, MSc Course, Chinese University of Hong Kong, April 9-17th 2016; April 11-19th 2015; April 12-20th 2014; April 7-15th, 2012

Professional

Member: Scientific Committee, World Sustainable Built Environment 2017, Hong Kong, June 5-7th, 2017

Member: AIBC Volunteer Recognition Committee, 2011-17

Member: Scientific Committee, Central Europe towards Sustainable Building 2016, Prague, Czech Republic, June 22-24th, 2016

Member: Scientific Committee, Sustainable Building 14-Barcelona, Barcelona, Spain, October 26-28th, 2014

Member: International Scientific Committee – SB13 Portugal – Sustainable Building Contribution to Achieve the EU 20-20-20 Targets, Guimarães, Portugal, 30th Oct – 1st Nov 2013

Jury Member: University of Manitoba Visionary (re)Generation Design Competition Phase 1 & 2, UoM, Winnipeg, January 1st – September 20th 2013

Member: International Scientific Committee – SB13 Singapore, Realising Sustainability in the Tropics 9 -10th September 2013

Member: International Scientific Committee – CESB13 Prague – Central Europe towards Sustainable Building 2013 – Sustainable Building and Refurbishment for Next Generations, Prague, 26-28th June 2013

Organisor & Chair: SB13 Vancouver: Pushing the Boundary – Net Positive Design, CaGBC 2012 National Conference & Expo, Vancouver, BC June 4-6th 2013

Jury Member: FuturArc Sustainable Design Awards, Singapore – Feb 31st - Apr 15th 2013

Jury Member: FuturArc Sustainable Design Awards, Singapore – Feb 1st – Mar. 15th 2013

Jury Member: RAIC/Canada Green Building Council – Green Building Design Awards, Ottawa – January 15th 2013

Public Service

Member: Advisory Committee: Pathways Toward Carbon Neutral and Net Zero Energy for Residential Buildings in BC Roadmap project, Lighthouse, Vancouver

Darryl Condon

Adjunct Professor, 2014

Courses Taught

ARCH 501/540: Second Term Vertical Studio. 2017

ARCH 501/540: Second Term Vertical Studio. 2016

ARCH 573F: Social Sustainability in Practice. 2014

Education

BArch, McGill University. 1990

BScA, McGill University. 1988

Licenses / Registrations

Architectural Institute of British Colombia

The Alberta Association of Architects

The Saskatchewan Association of Architects

Fellow, Royal Architectural Institute of Canada

LEED

Recent Honors / Awards

BC Woodworks Wood Design Awards. Architect Category. 2017

Lieutenant Governor of British Columbia Awards for Architecture. Grandview Heights Aquatic Centre. 2016

Lieutenant Governor of British Columbia Awards for Architecture. Jasper Place Branch Library. 2016

World Architecture Festival. Grandview Heights Aquatic Centre - Category Winner. 2016

American Architecture Prize. CESM Soccer Centre (silver). 2016

North American Wood Design Award. CESM Soccer Centre. 2016

Institution of Structural Engineers – iStructe. Grandview Heights Aquatic Centre – Supreme Award winner. 2016

IIDA/ALA Library Award. Mill Woods Library, Seniors and Multi-cultural facility. 2016

Athletic Business Facility of Merit Award. Grandview Heights Aquatic Centre. 2016

Wood Design and Building Award. Grandview Heights Aquatic Centre. 2016

SAB Canadian Green Building Design Award. Jasper Place Library. 2016

ACEC – Schreyer Award. Grandview Heights Aquatic Centre. 2016

ACECBC Structural Engineering Awards. Grandview Heights Aquatic Centre. 2016

Lieutenant Governor of British Columbia Awards for Architecture. Steveston Fire Hall. 2015

City of Edmonton Urban Design Awards. Mill Woods Library, Seniors and Multi-cultural facility. 2015

Alberta Construction Magazine. Mill Woods Library, Seniors and Multi-cultural facility. 2015

PA Awards. CESM Soccer Centre. 2014

International Olympic Committee / IAKS Award. Hillcrest Centre. 2013

International Paralympic Committee / IAKS Award. West Vancouver Community Centre. 2013

City of Edmonton Urban Design Awards. Jasper Place Library. 2013

Athletic Business Facility of Merit Award. Hillcrest Centre. 2012

BC Woodworks Wood Design Awards. Steveston Fire Hall. 2012

Recent Research, Scholarship & Creative Activity

Creative Activity

HCMA Architecture + Design, Partner. 2000-2017

Selected Publications

Places: Public Architecture. 2015

Pools: Aquatic Architecture. 2013

Current Academic, Professional & Public Service

Professional

President / Councilor, Architectural Institute of British Columbia. 2013-2017

President / Director, BC Recreation and Parks Association. 2012-2017

Chair, CPRA Infrastructure Task Group. 2014-2017

Juror, ACEC-BC Awards. 2017

Juror, ACEC-BC Awards. 2016

Juror, RAIC Sustainable Design Awards. 2015

Juror, SAB Magazine Sustainable Design Awards. 2015

Member, FII Wood First Advisory Committee. 2013-2014

Member, City of Vancouver Urban Design Panel. 2012-2014

Juror, Athletic Business Facilities of Merit Awards. 2014

Juror, Prairie Wood Awards. 2012

Juror, Canstruction Vancouver. 2012

Public Service

Technical Advisor, Rick Hanson Foundation. 2016-2017

Member, Canadian Infrastructure Report Card Advisory Board. 2015-2017

Director, Kids Up Front Foundation. 2013-2014

Joseph Dahmen

Assistant Professor, 2011

Courses Taught

ARCH 501/540: Second Term Vertical Studio. 2016

ARCH 501/540: Second Term Vertical Studio. 2015

ARCH 501/540: Second Term Vertical Studio. 2014

ARCH 520: Vertical Design Studio. 2012

ARCH 521: Comprehensive Design Studio. 2012

ARCH 533: Environmental Systems and Controls II. 2012-present

LARC 504: Landscapes for Energy Interpretation. 2014

LARC 582B: Emergent Topics in Environment and Sustainability. 2015

Education

MArch, Massachusetts Institute of Technology. 2006

BA, Wesleyan University. 1997

Recent Honors / Awards

SXSW Eco Finalist, Greentech category: Watershed Materials. 2014

Architizer A+ Award Popular Choice Winner: Watershed Block. Products +Technology.

Architizer A+ Awards, Architecture + Materials Finalist, Pop Rocks: March 8, 2013

Recent Research, Scholarship & Creative Activity

Research / Scholarship

Wall Scholar, Peter Wall Institute for Advanced Studies, UBC. Sept. 2016-Sept. 2017

UBC SEEDs (Social, Economic, Environmental Development) grant, They Grow Without Us

UBC Campus and Community Planning grant, They Grow Without Us

National Science Foundation SBIR Grant Technology Commercialization & Innovation Grant, Watershed Materials

National Science Foundation SBIR Phase II Grant, Watershed Materials

Early Career Scholar, Peter Wall Institute for Advanced Studies Sept. 2012- Sept. 2013

Creative Activity

"Mycobenches" Architectural installation of mycelium biocomposite benches at Living Well exhibition at Craft Ontario, as part of Toronto Offsite Design Festival. January 16- March 18, 2017

Architectural Installation of mycelium biocomposite blocks at Why I Design at Museum of Vancouver in Vancouver, BC November 9, 2016

"They grow without us" architectural installation in Primary Research Lab exhibition curated by Lee Plested at Western Gallery, University of Washington (Bellingham) Sept., 2016

"They Insulate" temporary installation of mycelium biocomposite materials at Architecture Institute of British Columbia in Vancouver, BC. October 31- November 25, 2016

"They grow without us" temporary architectural installation composed of functional seating made of mycelium biocomposites exhibited at Lee Square on UBC Campus April 12-July 1, 2016

"Mycelium Mockup" architectural installation Catalyze, Museum of Vancouver as part of ISEA 2015 annual conference of the International Society of Electronic Art. August 16, 2015

"I Hear You Say," architectural installation at Peter Wall

Institute for Advanced Studies. September 23, 2013- October September 1, 2014

"Pop Rocks" public art installation commissioned by the City of Vancouver. Aug. 15–Oct. 1, 2012

"Energy Systems," in SALA Works at Orr Gallery, Vancouver. February 27th- March 12, 2012

Selected Publications

Dahmen, J. "Soft Matter" in: Reflections of Canada: Illuminating our Biggest Opportunities and Challenges at 150 Years Ed: Philippe Tortell. Vancouver: UBC Press, 2017 (in press)

Dahmen, J., Kim, J, and Ouellet-Plamondon, C. "Life cycle assessment of emergent masonry blocks," Journal of Cleaner Production, February, 2017 (in revision)

Dahmen, J., and Frid-Jimenez, A. "They Grow Without Us" Proceedings of the ACSA Conference, Detroit, MI, US, March 23-25, 2017

Dahmen, J., Dalton, B, and Frid-Jimenez, A. "New Cloud Atlas" Proceedings of the ACSA Conference, Detroit, MI, US, March 23-25, 2017

Dahmen, J. "Soft Futures: Mushrooms and regenerative design," Journal of Architectural Education, February, 2017, Vol. 71, No. 1 pp 57-64

Dahmen, J., "Soft Matters: Responsive Architectural Operations," Technoetic Arts: A Journal of Speculative Research, Vol14, Numbers 1-2, June 2016, pp. 113-125

Dahmen, J. "Raw Earth Architecture: opportunities and barriers to adoption," in Raw Earth Architecture Ed: Mehdi Mahmoud Dellagi, Tunis: Beit al Hikma Editions, 2016

Dahmen, J., and Frid-Jimenez, A. "Mycelium Mockup" Proceedings of the ACSA Conference, Seattle, WA, US, March 17-19, 2016

Muñoz, J.F., Easton, T., Dahmen, J. "Evaluation of Alkaline Activated Fly Ash Geopolymer Binders on Stabilized Soils," Construction and Building Materials, July 2015, Vol 95, pp 86–95

Dahmen, J., Soules, M, and Frid-Jimenez, A. "Pop Rocks" Proceedings of the ACSA Conference Toronto, Canada, March 19-21, 2015

Frid-Jimenez, A. and Dahmen, J. "Data Visualization," in Encyclopedia of Aesthetics, Ed: Michael Kelly, Oxford University Press, 2014

Dahmen, J, Muñoz, J, "Modular Rammed Earth Masonry Block," Proceedings of the First International Conference on Rammed Earth Construction, Perth, Australia, Feb. 10-13, 2014 pp 79-84

Dahmen, J. "Who's Afraid of Raw Earth? Experimental wall in New England and the Environmental Cost of Stabilization" Proceedings of the International Conference on Rammed Earth Construction, Perth, Australia, Feb. 10-13, 2014 pp 85-88

Dahmen, J., Muñoz, J., "Earth Masonry Unit: Sustainable CMU Alternative," International Journal of GEOMATE, December, 2013, Vol. 05, No. 02 (Sl. No. 10) pp 903-909

Dahmen, J., Muñoz, J., "Earth Masonry Unit: Sustainable CMU Alternative," GEOMATE Third International Conference on Geotechnique, Construction Materials and Environment, Nagoya, Japan November 13-15, 2013

Dahmen, J., Frid-Jimenez, A, and Soules, M., "Pop Rocks: soft urban boulder field," ACSA 101st Annual Meeting, San Francisco, CA, US, March 21-24, 2013 pp20-21

Dahmen, J and Ochsendorf, J. "Earth masonry structures: arches vaults, and domes," chapter in Modern earth buildings; materials, engineering, construction and applications, Matthew R Hall, Rick Lindsay, and Meror Krayenhoff, eds. Cambridge UK: Woodhead Publishing, 2012, pp425-458

Dahmen, J., "Architecture beyond borders: provisional lessons learned from the developing world," Proceedings of ACSA International Conference, June 20-23, 2012 pp401-406

Dahmen, J,. and Roehr, D. "Collaborative Design Methods for the Open University of West Africa," Proceedings of Sustainable Futures Conference: Architecture and Urbanism in the Global South, Kampala, Uganda, June 27-29, 2012 pp255-261

Jean Dières-Monplaisir

Adjunct Professor, 2016

Courses Taught

ARCH 512: Structures I. 2016

ARCH 532: Structures II. 2017

Education

MArch, University of British Columbia. 2015

M Civil and Structural Engineering, National Institute of Applied Sciences. 2010

BE Civil, Structural, and Environmental Engineering, Trinity College Dublin. 2009

Licenses / Registrations

Intern Architect, AIBC. 2015

Recent Honors / Awards

RAIC Student Medal. 2015

Stantec Scholarship in Architecture. 2013

MArch Award, UBC International Student Initiative. 2012

Recent Research, Scholarship & Creative Activity

Creative Activity
Principle Architecture, Intern Architect. 2015-present

Mari Fujita

Associate Professor, 2013

Courses Taught

Undergraduate
ENDS 110: Studio. 2017

ENDS 302: Studio. 2014-2016

Graduate
ARCH 500: Elements of Architectural Design. 2013

ARCH 502: Introductory Workshop. 2014

ARCH 520: Vertical Design Studio. 2016

ARCH 520: Vertical Design Studio. 2015

ARCH 520: Vertical Design Studio. 2014

ARCH 520: Vertical Design Studio. 2013

ARCH 523: Contemporary Theories. 2013

ARCH 544E: Elective Course. 2015

ARCH 561: Adv. History Theory Seminar. 2015

Education

MArch, Princeton University. 2003

BA, Columbia University. 1998

Recent Research, Scholarship & Creative Activity

Research / Scholarship
Research on Shrinking Cities in Japan, working towards scholarly articles and a book proposal. 2016-present

Morris and Belkin Gallery, Spatial Politics and the City Symposium - Moderator. A symposium occasioned by the Tom Burrows exhibition at the Morris and Belkin Art Gallery. 4 speakers were invited to talk about squatting and the contested city. March 27, 2015

"Copy. Paste. Build" for Five Crucial Decades of Citybuilding: MUD Urban Design Forum, UBC, Presenter. One of 15 presenters invited to participate in day-long forum on the next five decades of urbanism. Speakers were academics and policy makers from across North America. November 05, 2014

"Adventures at the intersection of neuroscience and architecture with Colin Ellard and Ian Ross McDonald" - Moderator, Built City @ MOV: Synapse Event, Museum of Vancouver. November 2013

Creative Activity
"The Rate of Uselessness / Bubble City" (with Michael Barton) 2'x2' model Exhibited at Your Future Home: Creating the New Vancouver. Museum of Vancouver. January 21-May 15, 2016.

"Line 13: Civic Space Under Development" (with Jason Anderson) Exhibited in Section Perspective, Diana Center Gallery, Barnard College, NY, May 30 - June 14, 2013. Invited and selected for exhibition. Work is an annotated map of a transit line in Beijing, China. The drawing and text, in English and Chinese, describe the transit line as a section cut through the concentric rings of Beijing that offer sequential, lateral views of adjacent zones. 2013

Museum of Vancouver Upcycled Urbanism Event, Project Partner. 2013. Invited to be 1 of 6 Project Partners for a public event that celebrates urbanism and public space. Responsible for the organization and the leadership of a design workshop on March 17, 2013. My role is specifically to help the workshop participants form their ideas around ones that are buildable and implementable. Also responsible for the coordination and execution of the event. July 2013

Selected Publications

Mari Fujita, "Chinatowns as Territorial Trope: A Case Study of Vancouver, San Francisco and Los Angeles," in Global Perspectives in Heritage Conservation, Expansive Scopes, Plural Boundaries & Empathetic Approaches, Vinayak Bharne, ed. (London: Routledge, forthcoming Fall 2016)

Mari Fujita, "Projecting Urban Villages in Shenzhen" Shaping

New Knowledges: ACSA Annual Meeting. Seattle, WA, 2016, 591-597. 2016

Mari Fujita, “City Limits” Journal of Architectural Education, 70:1 (Winter 2016): 78-80

Mari Fujita, “Enclave Urbanism in Flux,” SALA/SCARP Urban Forum, UBC. Paper presentation. March 2016

Mari Fujita, “Expanding Notions of Home, Conceptualizing and Representing Global Consciousness in Vancouver” The Expanding Periphery and the Migrating Center: ACSA Annual Meeting. Toronto, ON, 2015, 415-420. 2015

Mari Fujita and Jason Anderson, “Building Urban Narrative, Themed New Towns in China,” Globalizing Architecture: Flows and Disruptions: ACSA Annual Meeting. Miami Beach, FL, USA, 2014, 55-63. 2014

Current Academic, Professional & Public Service

Academic

Chair of Environmental Design Program, UBC School of Architecture and Landscape Architecture

Professional

Journal of Architectural Education (JAE) Editorial Board

Sustainable Cities and Society, Paper Reviewer

Public Service

Powell Street Festival Design Build Competition, Co-organizer. Co-wrote brief for design competition, handled communications to SALA students, organized jury, participated in media press release and communications strategy

Joanne Gates

Adjunct Professor, 2012

Courses Taught

Undergraduate
ENDS 402: Settlements. 2013

Graduate
ARCH 521: Comprehensive Studio. 2014-present

ARCH 500: Elements of Architectural Design. 2014-present

ARCH 520: Vertical Design Studio. 2012

Education

MArch, University of Manitoba. 1994

BES, University of Manitoba. 1989

Licenses / Registrations

Registered Architect, AIBC

Recent Honors / Awards

Finalist - Arthur Erickson Memorial Award, Western Living 2013
Designer's of the Year Competition. 2013

Recent Research, Scholarship & Creative Activity

Creative Activity
Gates - Suter Architects Inc. Principal.

B-C House, Vancouver 2017

acoustics + hygiene: Bathroom Renovation, North Vancouver, B.C. 2017

Red Tree Wellness, Vancouver, B.C. 2016
Attendease Rooftop Patio, Sun Tower, Vancouver, B.C. 2015

Les Petits Artistes Daycare, Vancouver, B.C. 2014

Vancouver Osteopathy Centre, B.C. 2014

Artspace l Children's Art Centre, Burnaby, B.C. 2012

Selected Publications

Bathroom Renovation, North Vancouver. Azure. March/April 2018

The Home Front/ Numbers building for female architects
Vancouver Sun. August 2015

Let in the Light. Canadian Interiors Magazine. December 2012

Current Academic, Professional & Public Service

Professional
Mentor for the Intern Architect Program at the AIBC

Cynthia Girling

Professor, 2007

Courses Taught

Undergraduate
ENDS 301: Design Studio 1. 2017

Graduate
ARCH 502: Introductory Workshop. 2015

ARCH 541: Professional Practice. 2014-2017

LARC 510D: Netherlands Urban Design Studio. 2014

Education

MLA, University of Oregon. 1980

BLA, University of Oregon. 1978

BES, University of Manitoba. 1975

Licenses / Registrations

RLA, British Columbia Society of Landscape Architects. 1983-present

Registered Landscape Architect in Oregon. 1996-2013

Fellow, Canadian Society of Landscape Architects

Fellow, Council of Educators in Landscape Architecture

Fellow, American Society of Landscape Architects

Recent Research, Scholarship & Creative Activity

Research/Scholarship
"Tools for Engaging in Urban Design and Emissions Reductions," Cool Tools: Climate change, digital tools and schools, Collaborative for Advanced Landscape Planning, UBC, October 14, 2016

"Can We Create Home? Evaluating livability and sense of place in a new community," 2016 CSLA Congress Home: Locally Inspired, Winnipeg, MB, presentation with Margot Long, FCSLA, BCSLA, ASLA, LEED Associate, Principal, PWL Partnership, Dr. Kejia Zheng, Assistant Professor, College of Architecture and Urban Planning, Tongji University

"Fast Early Often: Measured visualizations to inform planning practice," 2014 BC Land Summit, Vancouver, BC, 15 May, 2014

"Three Applications of a Prototype Interactive Engagement Tool for Urban Design," with Maged Senbel, Ron Kellett, Mike van der Laan, 2014 Council of Educators in Landscape Architecture, Baltimore MD, March 26-29, 2014. (juried abstract)

"Town & Gown: Creating complete communities on campus," 2014 Great Places Lecture, Saskatoon, Saskatchewan, October 9, 2014

Creative Activity
ElementsLAB, Co-Director. 1995-present

Selected Publications

Girling, C., Senbel, M., Kellett, R., Lay, E., "Effects of visualizations and information rich public engagement on resident acceptance of smart growth for emissions reductions," Journal of Architecture and Planning Research, Vol. 33 No. 2, pp. 140-158. Summer, 2016.

Mahyar, Narges, Kelly J. Burke, Xiang (Ernest) Jialing, Siyi (Cathy) Ming, Kellogg S. Booth, Cynthia L. Girling, and Ronald W. Kellett (2016). "UD Co-Space: A Table-Centred Multi-Display Environment for Public Engagement in Urban Design Charrettes," ISS '16: Proceedings of the 2016 ACM on Interactive Surfaces and Spaces, ACM, New York, NY, USA, 10 pages. Honorable Mention award, ISS '16 Conference

Maged Senbel, Mike van der Laan, Ron Kellett, Cynthia Girling, Jessica Stuart, "Can form based codes help reduce municipal GHG emissions in small towns? The case of Revelstoke, British Columbia", Canadian Journal of Urban Research. Vol. 22, No. 1 supplement pages 72-91. 2013.

Maged Senbel, Cynthia Girling, James T. White, Ron Kellett, Patrick F. Chan, "Precedents reconceived: Urban design learning catalysed through data rich 3-D digital models." Design Studies. Vol. 34, No.

1, January 2013. Shortlisted for 2013 Design Studies Award.
Michael van der Laan, Ron Kellet, Cynthia Girling, Maged Senbel, Kellogg Booth, Tao Su, "A Collaborative Multi-touch, Multi-Display, Urban Futures Tool," Proceedings, 2013 Simulation for Architecture and Urban Design (SimAUD) Symposium, April 7-10, San Diego, CA. (http://www.simaud.org/proceedings/)

Mahyar, Narges, Kellogg Booth, Cynthia Girling, Ronald Kellett, "Just Scratching the Surface, the Long Road to Effective Cross-Display Interaction," Cross-Surface 2016 Workshop, 2016 ACM ISS Conference, Niagara Falls, Canada, November 2016.

Girling, Cynthia, Anezka Gocova, Vanessa Goldgrub, Nicole Sylvia, Wesbrook Place, University of British Columbia, Canada, A Case Study in Sustainable Neighborhood Design, April, 2015

Kellett, Ronald, Cynthia Girling, Michael van der Laan, Stephanie Mauer, Maysa Phares and Maged Senbel, Urban Design Metrics and Visualizations for Marpole and Grandview Woodland, Report to the City of Vancouver 2013

Current Academic, Professional & Public Service

Academic

Member - Applied Science Appointment Reappointment Promotion and Tenure Committee

Member - Landscape Architecture Faculty Search Committee

Member - SALA Student Affairs Committee

Member - SALA Student Executive Committee

Member - SALA Faculty Executive Committee

Member - ENDS, MLA Admissions Committees

Member - Urban Forestry Program Advisory Committee

Member - SEEDS Biodiversity TLEF Steering Committee

CGS / Affiliated Fellowships - Master's Adjudication Committee

Member - Urban Forestry Program Faculty Search Committee

Member - UBC Okangan Design Guidelines Advisory Committee

Member - MECH Head Reappointment Committee

Professional

BCSLA Board of Directors, Ex-officio 2012-2016

Oregon ASLA Fellows Nomination Committee

Washington ASLA Design Awards Jury

Editorial Board, Landscapes/Paysages

Matthieu Grady

Adjunct Professor, 2017

Courses Taught

ARCH 520: Vertical Design Studio. 2017

Education

MArch, University of British Columbia, Vancouver, BC. 2000

BA, McGill University, Montreal, QC. 1996

Licenses / Registrations

Architect, Architectural Institute of British Columbia

Recent Honors / Awards

1st Place - Grand Paris, 2 Metro Stations for New Ligne 15 (Competition), Paris, France. 2013

2nd Place - Congress Centre and Symphony Hall (Competition), Angers, France. 2012

Recent Research, Scholarship & Creative Activity

Creative Activity
Load Design, principal & creative director. 1999-present

Diamond Schmitt Architects, Vancouver office lead/design lead. 2017-present

HOK Architects, design director/senior associate. 2015-2016

B+H Architects, design director/senior associate. 2013 -present
- CETC Tower, Shanghai, China. 2015
- Emily Carr University of Art and Design, Vancouver, BC. 2014
- Winnipeg True North Square (Competition), Winnipeg, MN. 2014
- Cumberland Terrace (Competition), Toronto, ON. 2013

Paul Andreu / Richez&Associés, Design director. 2012-2013

Kilo Architectures, design director. 2011-2012
- Grand Stadium (Competition), Casablanca, Morocco. 2011
- Mediathèque (Competition), Khouribga, Morocco. 2011
- Baccarat Hotel and Residences (Competition), Rabat, Morocco. 2011
- Sporting Complex (Competition), Ben Guerir, Morocco. 2011

Current Academic, Professional & Public Service

Academic
Thesis committee member, University of British Columbia. 2013-2015

Guest critic - University of British Columbia. 2013-2015

James Huemoeller

Adjunct Professor, 2016

Courses Taught

ARCH 501/540: Second Term Vertical Studio. 2017

ARCH 520: Vertical Design Studio. 2016

Education

MArch, University of Virginia. 2008

BA, Lehigh University. 2002

Licenses / Registrations

Architect, Architectural Institute of British Columbia

Registered Architect, Pennsylvania

LEED BC+D

Construction Document Technologist

Recent Research, Scholarship & Creative Activity

Creative Activity

Acheiropoiēton (Not Made by [Human] Hands) - Exhibition, The American Academy, Cinque Mostre, Rome, Italy. 2016.

BOOMtowns - Exhibition, The American Academy in Rome, Text and Image Series. February 2016

Vaguely Familiar Histories - Invited speaker, SALA University of British Columbia, Brown Bag Series. November 2016

Philadelphia School Reuse Charrete, Community Design Collaborative, w/ Kieran Timberlake. 2015

Morgantina Archaeological Park Conversation. Ongoing

Carport. Ongoing

Row House Remodel II. Ongoing

Georgetown Conservation Project. Ongoing

Ellis Residence. 2016

Wood Residence. 2015

Row House Remodel. 2013-2015

New School of Engineering, Brown University, with Kieran Timberlake. 2014 - 2015

DVBC Concession Stand, with Kieran Timberlake. 2015

McKinlock House Renewal, with Kieran Timberlake. 2012 - 2014

Dunster House Renewal, with Kieran Timberlake. 2012 - 2015

Selected Publications

Walthall, D., R. Souza, J. Benton and J.F. Huemoeller. “Preliminary Report on the 2013 Field Season of the American Excavations at Morgantina: Contrada Agnese Project (CAP).” Fasti On Line Documents & Research. 2015. No. 222:1–15. 2014

Benton, J., R. Gorham, J.F. Huemoeller, L.A. Lieberman, D. Massey, A. Smalling, R. Souza, A. Truetzel, and D.A. Walthall. “Relazione sul recente lavoro a Morgantina: Il progetto Contrada Agnese(2013-2014),” in G. Bruno and L. Maniscalco (eds.), La geoarcheologia come chiave di lettura per uno sviluppo sostenibile del territorio sala congressi del museo archeologico di Aidone (EN), 04 - 05 luglio. 2014

Current Academic, Professional & Public Service

Professional

JIM, Principal. 2015-present

Volubilis Excavations, Project Architect. 2016-present

Morgantina Excavations, Geospatial Director. 2008-present

Greg Johnson

Senior Instructor, 2011

Courses Taught

Undergraduate
ARCH 411: Architectural Technology I. 2012-2013

CIVL 201: Civil Engineering 1. 2012-2015

CIVL 478: Building Science & the Building Enclosure. 2012-2015

Graduate
ARCH 511: Architectural Technology I. 2012-present

ARCH 531: Architectural Technology II. 2014-present

ARCH 513: Environmental Systems and Controls I. 2012

ARCH 544X: Design Build I. 2015-present

ARCH 544Y: Design Build II. 2015-present

ARCH 551 (formerly ARCH 544N): Communicating Construction. 2013-present

ARCH 571B: Architectural Detailing. 2012-present

ARCH 597A: Sustainable Building Science Program Topics. 2012-2015

CIVL 598G: Sustainable Building Science Program Projects. 2012

Education

MScA, Université de Montréal. 1980

BArch, Université de Montréal. 1977

BASc, University of British Columbia. 1974

Licenses / Registrations

Royal Architectural Institute of Canada

Association of Professional Engineers & Geoscientists of British Columbia

Architectural Institute of British Columbia

Building Envelope Professional Designation

LEED Accredited Professional Designation

Recent Research, Scholarship & Creative Activity

Research / Scholarship
Collaborator in the Sustainable Building Science Program, funded through an NSERC CREATE grant totaling $1.6 million over 6 years. Participated in the delivery of the teaching components of the program. 2010-2017

Creative Activity
Oversaw design and co-curated exhibition and publication on the architectural work of Daniel Evan White Architect, in partnership with the Museum of Vancouver. 2013-2014

Current Academic, Professional & Public Service

Academic
Development of new course for MArch program (ARCH 551) on Construction Documentation to better address accreditation requirements. Elective course 2013-15, converted to required course in 2016.

Integration of communication/language skills component of APSC 201 into CIVL 201.

Development of Design-Build course and project, undertaken in two terms: first term of design (ARCH 544X), second term of construction (ARCH 544Y). Relationship is now established with non-profit partner organization, able to provide a site and accommodation for the students. The intent is to create an opportunity for an annual project to provide practical construction experience for the students.

Association of Professional Engineers & Geoscientists of BC Board of Examiners. 2017

Department of Engineering, Carleton University Accreditation Review Committee. 2017

SALA Faculty Merit & PSA Review committee. 2017

SALA Academic Infrastructure sub-committee. 2016-present

Architectural Institute of BC Registration Committee Member, SALA representative. 2014-present

Architecture Co-op program coordinator. 2013-present

SALA Safety Committee. 2012-present

SALA Landscape Architecture Instructor position search committee. 2016-2017

SALA Faculty Merit & PSA Review Committee. 2014-2016

External examiner for MSc candidate, BC Institute of Technology. 2016

Civil Engineering Department Teaching & Learning Sub-Committee. 2015

UBC Climate Action 2020 Workshop. 2015

Civil Engineering Department Merit & PSA Review Committee. 2014

Civil Department Head Search Committee. 2014

Canadian Architectural Certification Board (CACB) Validation Conference. 2014

SALA Review of Teaching. 2013

Applied Science Killam Teaching Prize Committee, co-chair. 2011-2014

Professional

Committee member, Chair in Wood Building Design & Construction. 2011-present

Review of “Architectural Tectonics” for publisher Routledge. 2014

Organizing committee member, 12th Canadian Masonry Symposium. 2011-2013

Wood Design Awards, Jury Member. 2012

Masonry Institute of British Columbia Masonry Design Awards, Jury Member. 2012

Public Service

School Noise Action Group. 2006-present

Christopher Macdonald

Professor, 2005

Courses Taught

Undergraduate
ARCH 403: Themes in Architecture and Design.

Graduate
ARCH 520: Vertical Design Studio. 2015, 2017

ARCH 521: Comprehensive Design Studio. 2014, 2015

ARCH 538: Portugal. 2016

ARCH 538: Switzerland: Modernity Now. 2015

ARCH 538: Siza and Souta de Moura: Modernity and the Traditions of Building. 2014

ARCH 538: Sweden. 2013

ARCH 544: Urban Traditions and Prospects. 2014

ARCH 544: Type-Prototype. 2012

ARCH 561: Arrival City 2.0. 2017

Education

AA Diploma (Honors), Architectural Association School of Architecture. 1979

BES, University of Manitoba. 1975

Recent Research, Scholarship & Creative Activity

Research / Scholarship
The Canada Council for the Arts, 2015 - $20,000 for production of Downs House II monograph

'Design Research as a Convergence of Practice and Academia', May 2016 RAIC Festival of Architecture, Presentation with Andrew King, Ottawa.

'Downs House II: A Conversation', Presentation with Barry Downs, November 2016, Inform Interiors, Vancouver.

'The Vancouver Modern House: A Fragile Legacy', Presentation September 2016, Vancouver Heritage Foundation, Museum of Vancouver, Vancouver

'Drawing Ambience', contributor to group exhibition at Washington University, RISD and Cooper Union, 2016

'Hank Schubart', Bool Launch and Presentation, May 2012 Harbour Art Gallery, Ganges.

'Migrating Landscapes', Panel Discussion, November 2011 Museum of Vancouver, Vancouver.

'Vancouver Present Tense', Invited presentation and field trip, with Matthew Soules May 2011, RAIC Festival of Architecture, Vancouver.

Selected Publications

Downs House II, photography by Michael Perlmutter. UBC SALA West Coast Modern House Series with Oro Editions, Vancouver 2016.

'Perfect Seven', in Border Crossings Art + Architecture, volume 35, number 2 Summer 2016.

'Christopher Macdonald' and 'Christopher Macdonald and Peter Salter, contributors to Drawing Abience, Washington University and RISD, distributed by University of Chicago Press, 2015, pp,92-95

'The Next Modern House', Chapter in The West Coast Modern House, Figure.1 Publishing, Vancouver 2014.

'Domestic Topography: An Introduction', Essay in monograph BattersbyHowat, TUNS Press, Halifax 2013.

'Foreword' in, Houses Made of Wood and Light, Michele Dunkerley, University of Texas Press, Austin, 2012.

'Collected Wisdom'. In Canadian Architect RAIC Gold Medal,

Volume 57, June 2012, pp. 28-29.

Current Academic, Professional & Public Service

Academic

Member, UBC Campus Planning Consultant Review Committee, MoA Renewal Project. 2017

Member, President's Advisory Committee for the Selection of a New Dean for the Faculty of Applied Science. March - December 2012

Member, SALA Building Committee. 2011- present

Professional

Member, APSC ARPT Committee. 2012, 2017

Member, Council of the Architectural Institute of British Columbia. 2013-2016

Participant, CACB educating Future Architects Conference, St-Sauveur, Quebec. September 2014

Sherry McKay

Associate Professor, 1992

Courses Taught

Undergraduate
ENDS 281: Architecture in Context + Across Time. 2014-2015

Graduate
ARCH 504: Architectural History I. 2012-2014

ARCH 505: Architectural History II. 2012-2017

ARCH 523: Contemporary Theories. 2012-present

ARCH 561H: Housing Equity. 2016

ARCH 561C: Current Debates in the Study of the Built Environment. 2012 - 2013

Education

PhD, University of British Columbia. 1995

MA, University of British Columbia.

BA, University of British Columbia.

Licenses / Registrations

Society of Architectural Historians 2012-2017

Recent Research, Scholarship & Creative Activity

Research / Scholarship
"West Coast Land Claims," Northern Building: Canadian Architecture, 1967-2017 (Princeton University Press, Spring 2019)

Co-applicant, SSHRC Connections grant for "Future of Public Housing" Workshop, January 2015 granted ($49, 934) Principle Investigator: P. Gurstein

Selected Publications

"The Measure of Dan White," Playhouse: The Architecture of Daniel Evan White, exhibition catalogue curated by Greg Johnson and Martin Lewis, Museum of Vancouver Oct. 2013-Mar 2014

Current Academic, Professional & Public Service

Academic
Chair - Student Affairs Committee, SALA. 2017

Chair - Architecture History + Urban Design Faculty Position Committee. 2014

Chair - Urban Design Faculty Position Search Committee. 2013

Member - ISGP Advisory Committee, and Admissions Committee 2012-2017

Member - UBC SSHRC Faculty of Graduate and Post Graduate Studies. 2015, 2016

Member - UBC, Department of Geography, Urban Studies Specialization Committee. 2012-2017

UBC Faculty of Graduate Studies PhD, University Examiner 2014, 2015, Chair. 2013

University Examiner, Curtin University Australia, PhD. September 2014

Public Service
Co-editor: West Coast Modern House Series, Oro Publications + SALA. 2014

Book Editor: Building Research & Information, UK. 2012-2017

Review of the Manuscript Palimpsest: Strategies and Tactics for Intervening in Urban Landscapes, Routledge. January 2015

Reviewer - Manuscript for Francis and Taylor. February 2013

Reviewer - Manuscript for Francis and Taylor. December 2012

Publication referee for Racar: Henri Labrouste et l'architecture comme experience totale. February 2012

AnnaLisa Meyboom

Associate Professor, 2016

Courses Taught

ARCH 501/540: Second Term Vertical Studio. 2013, 2014

ARCH 512: Structures I: 2012-2015, 2017

ARCH 532: Structures II. 2012-2016

ARCH 520: Vertical Design Studio. 2015, 2017

ARCH 544O: Studio with students from Southeast University in Nanjing, China. 2014

ARCH 544U: Future Transportation & Urban Form. 2016

Education

MArch, University of British Columbia. 2007

BASc, University of Waterloo. 1993

Licenses / Registrations

Member, Association of Professional Engineers and Geoscientists BC

Member, Royal Architecture Institute of Canada

Recent Research, Scholarship & Creative Activity

Research / Scholarship

Invited presenter - 'Autonomous Vehicles : Designing the Urban Future' to Hatch Engineering Board of Directors, Wosk Centre for Dialogue, Vancouver, Canada. June 23, 2017

Invited presenter - 'Autonomous Vehicles and their Impact on Urban Form and Society' to Vancouver Board of Trade, April 21, 2017

Invited presenter - Autonomous Vehicles and the Future of Driving in the Region at Tranlink Regional Roundtable on the Future of Driving, New Westminster, BC, Feb 2, 2017

Invited presenter - Designing the Future of Autonomous Vehicles and Urban Form at the Automated Vehicles: Planning the Next Disruptive Technology. Conference Board of Canada Conference, Toronto, Canada, April 19-20, 2016.

Invited presenter - TimberSkin Research: Large Scale Wood Membrane Structures. Centre of Advanced Wood Processing Open House 2015. Vancouver, January 29, 2015

Invited presenter - Disruptive Technologies and the Future of the City. Five Crucial Decades of City Building. UBC Urban Design Forum. November 5, 2014

Invited presenter - Digital Design and Fabrication from the Architect's Perspective. Digital Design and Construction of Timber Structures Workshop 2014. Vancouver, June 12-13, 2014

UBC Hampton Grant. Intelligent Mobility & Urban Design: Impact on the City & Society. $18,260. 2014-2015

Grant - Forest Innovation Investment (Wood First Investment Plan). Shell Structures in Wood. $64,000. 2014

Grant - UBC Living Lab. Parkades of the Future. $13,725. 2014

Selected Publications

Maia, Sara Costa, and Annalisa Meyboom. "Understanding the Effects of Autonomous Vehicles on Urban Form." Road Vehicle Automation 4 (2017): 201.

Sara Costa Maia & AnnaLisa Meyboom. 'Researching Agency in Interactive Architecture.' ACADIA 2016, Posthuman Frontiers: Data, Designers and Cognitive Machines. Michigan, USA. Oct 27-29 2016.
Sara Costa Maia*, Hannah Teicher and AnnaLisa Meyboom. "Infrastructure as Social Catalyst: Electric Vehicle Station Planning and Deployment". Journal of Technological Innovation and Social Change. Elsevier. Volume 100. November 2015. 53–65

AnnaLisa Meyboom, Oliver Neumann & Thomas Tannert. Extending the Vocabulary of Wood: Research in Large Scale Shell Structures in Wood. Real Time - Extending the Reach of Computation. The

Association for Education and Research in Computer Aided Architectural Design in Europe (eCAADe). Vienna, Austria. September 16-18, 2015.

Meyboom, AnnaLisa, Annette Bögle & Jose Romo Martin. Geometry and Parametric Modeling in the Conceptual Design of Bridges. International Association of Bridge and Structural Engineers. Geneva, Switzerland. September 23-25, 2015.

Ata Sina, Shannon Pitt, AnnaLisa Meyboom, Mark Martinez, James Olson. Thermocatalytic Metafolds: Experiments in the Fabrication of a Composite Paper Polymer Shape Changing Material. ACADIA, Computational Ecologies: Design in the Anthropocene, Cincinnati, USA: October 19-25, 2015.

Sara Costa Maia, AnnaLisa Meyboom. "Interrogating Interactive and Responsive Architecture" in Computer-Aided Architectural Design Futures. The Next City - New Technologies and the Future of the Built Environment. 16th International Conference, CAAD Futures 2015, São Paulo, Brazil, July 8-10, 2015.

Alexandra Cheng*, Thomas Gaudin, AnnaLisa Meyboom, Oliver Neumann and Thomas Tannert. Large Scale Wood Surface Structures. 3rd Annual International Conference on Architecture and Civil Engineering (ACE 2015) Singapore, 13-14 April, 2015.

"A Graphical Analysis of British Columbia's Energy Grid in Relation to Electric Vehicle Fleet Loads". Prepared by TIPSlab for research collaborators, BC Hydro, BC Hydro, Province of BC and National Resources Canada. March 15, 2015. 27 pages.

'Parkades of the Future.' Prepared by TIPSlab for UBC Living Lab, December 22, 2014. 82 pages, illustrated.

Persuasive User Interfaces to match Plug-In Electric Vehicle (PEV) charging to renewable availability and off-peak power demand. Prepared by TIPSlab for research collaborators, BC Hydro, BC Hydro, Province of BC and National Resources Canada. December 2, 2014. 37 pages.

Evaluation of Fast Charging Station Locations: Assessment of Conformance to the Station Location Process Guide. Prepared by TIPSlab for BC Hydro, Province of BC and National Resources Canada. April 2014.

Evaluation of Level 2 Charging Station Locations: Assessment of Conformance to the Station Location Process Guide. Prepared by TIPSlab for BC Hydro, Province of BC and National Resources Canada. February 2014.

Meyboom, AnnaLisa, Hannah Teicher. Strategic Siting of Early Fast Charging Stations to Accelerate Growth. EVVE: Accelerating EV Growth. Gatineau, Canada, Oct 21-23, 2013. (Accepted on abstract)
Meyboom, AnnaLisa, Hannah Teicher. Level 2 Siting Methodology for Municipalities. EVVE: Accelerating EV Growth. Gatineau, Canada, Oct 21-23, 2013. (Accepted on abstract)

Reeves, David, Meyboom, AnnaLisa. Stigmergic Space. ACADIA 2013 Adaptive Architecture Conference. Cambridge, Canada, Oct 24-26, 2013.

Design Guidelines and Standards, BC Public Electric Vehicle Charging Stations. Prepared by TIPSlab for BC Hydro and the Province of BC. August 2013. 140 pages, illustrated.

UBC Electric Vehicle Charging Network Plan: A Campus Approach. Prepared by TIPSlab for University of British Columbia and the University Neighbourhoods Association. February 2013. 62 pages, illustrated.

Current Academic, Professional & Public Service

Academic
Member, Working Commission on Design, International Association of Bridge and Structural Engineers, Zurich, Sept 2009-present

Professional
Transportation Research Board

Institute of Electrical and Electronics Engineers

Public Service
Plug in BC Advisory Committee 2013-14. Advised in the preparation of the EV Communications Strategy, Province of British Columbia.

Plug in BC Advisory Committee 2015. Advising on Electric Vehicle Strategy, Province of British Columbia

Advisory Council to the Federal Government on Autonomous Vehicles, 2017

EV Infrastructure Strategy Working Group of the City of Vancouver, 2017

Oliver Neumann

Associate Professor, 2009

Courses Taught

ARCH 520: Vertical Design Studio. 2013, 2014

ARCH 544: UBC Student Union Building Intervention. 2015

ARCH 561: Design Build. 2015

Education

MAAD, Columbia University. 1996

MArch, Technical University. 1995

Recent Research, Scholarship & Creative Activity

Creative Activity
Chrysalis, University of British Columbia, Vancouver, BC, Canada. 2015

Lightbox, Vancouver, BC, Canada. 2013

Selected Publications

O. Neumann, J. Hunter, A. Meyboom, A. Cheng, Th. Tannert. TimberShell: Wood in Building. Journal of Engineering and Architecture, Vol. 3, Issue 2. 2015

AnnaLisa Meyboom, Oliver Neumann and Thomas Tannert. Extending the Vocabulary of Wood: Research in Large Scale Shell Structures in Wood. Real Time - Extending the Reach of Computation. The Association for Education and Research in Computer Aided Architectural Design in Europe (eCAADe). Vienna, Austria. 2015

Alexandra Cheng, Thomas Gaudin, AnnaLisa Meyboom, Oliver Neumann and Thomas Tannert. Large Scale Wood Surface Structures. 3rd Annual International Conference on Architecture and Civil Engineering (ACE 2015) Singapore, China. 2015

Oliver Neumann and Rodrigo Cepeda Oettinger. Wood Fibre-based Building: Innovative Architectural Applications of 3-D Printing for Prefabricated Housing Production. The International Journal of the Constructed Environment, Vol. 3. 2013

Current Academic, Professional & Public Service

Academic
UBC Pulp and Paper Centre, Associate Faculty. 2011-present

Associate Chair of Wood Building Design and Construction, UBC Faculty of Forestry. 2010-present

Colette Parras

Adjunct Professor, 2016

Courses Taught

Undergraduate
ENDS 420: Technology and Techniques. 2016

Graduate
ARCH 538D: Cityspace, Livingspace, Waterspace. Abroad in Netherlands. 2017

Education

MArch, University of British Columbia. 2001

B.Visual Arts, University of Victoria. 1996

Licenses / Registrations

Registered Architect in the Netherlands. 2010

Recent Research, Scholarship & Creative Activity

Creative Activity
Bing Thom Architects. Associate Business Development, Vancouver. BC. 2016-present

Patkau Architects Inc. Vancouver, BC. 2013-2014

Exhibition and Conference at Adedes Gallery. Berlin, Germany. 2013

'Scales' UNStudio at THINK Amsterdam. Amsterdam, Netherlands. 2012

UNStudio. Associate Architect, Amsterdam, the Netherlands. 2001-2013

Current Academic, Professional & Public Service

Public Service
Guest Critic, SALA Thesis Reviews. 2014

Bill Pechet

Lecturer in Practice, 2000

Courses Taught

Undergraduate
ENDS 402: Studio. 2012, 2016

ENDS 411: Materials and Methods. 2012-2017

Graduate
ARCH 501/540: Second Term Vertical Studio. 2012

ARCH 500: Elements of Architectural Design. 2012

ARCH 520: Vertical Design Studio. 2014-present

ARCH 521: Comprehensive Design Studio. 2013, 2017

ARCH 538D: Cityspace, Livingspace, Waterspace. Abroad in Netherlands. 2017

Education

BArch, University of British Columbia. 1987

BFA, University of Victoria. 1982

BA Geography, University of Victoria. 1979

Recent Honors / Awards

The Otherside - Competition shortlist, City of Toronto Public Art competition, Toronto, ON. 2017

Heaven Between – Competition 1st place, City of Winnipeg Public Art competition, Winnipeg, MB. 2016

Closer Than – Competition 1st place, Brighouse Station Public Art Competition (Canada Line), Richmond, BC. 2016

Dichroic Vancouver – Competition 1st place. 2014

The Gathering – Competition finalist. 2013

Granville Street – National merit Award from Canadian Society of Landscape Architects. 2010

Recent Research, Scholarship & Creative Activity

Creative Activity
Alton Millpond – Gathering Pavilion and Rehabilitation project, Caledon, ON. 2018

Keynote Speaker – K'vod V'Nichum Conference (North American Chevra Kadisha), San Rafael, CA. June 2017

Keynote Speaker – JCANA (Jewish Cemetery Association of North America) Convention, Vancouver, BC. May 2017

The Federation Table, A Moving Monument, Calgary, AB. Fall 2017

Jewish Cemetery of Reno Master Plan, Reno, NV. 2017-2018

Necessaria at Mountain View Cemetery, Vancouver, BC. 2017

Restoration of Jewish Cemetery at Mountain View, Vancouver, BC. 2017

Presentation - Work of Pechet Studio, BC Association of Garden Designers. February 2017

OA Laneway House, Vancouver, BC. On hold.

Presentation - Work of Pechet Studio, Emily Carr University, Dept. of Industrial Design. November 2016

Dichroic Vancouver, Vancouver. 2016

Schara Tzedeck Cemetery Addition & Memorial Plaza, Vancouver, BC. 2016
Bute Street Plaza, Vancouver, BC. 2016

Rings on Alberni - lighting project for Alberni Street, Vancouver, BC. 2015-2018

Roger That, Public Art lighting installation, Calgary, AB. 2015

Ambleside Precinct Street Design Guidelines, Vancouver, BC. 2015

Decorative Lighting and Demonstration Projects for the West End. Vancouver, BC. 2014

Garden City Lands Visioning Report & Master Plan. Richmond, BC. 2014

Public Realm Master Plan for Mount Pleasant and Broadway East, Vancouver, BC. 2014

Woods Columbaria, Phase 2, Capilano View Cemetery, West Vancouver, BC. 2014

Little Spirits Garden and Ossuary. Saanich, BC. 2013

Emptyful, Millennium Plaza. Winnipeg, MB. 2012

Current Academic, Professional & Public Service

Academic

SALA Alumni Committee Member. 2014-present

SALA rep to MOV for Upcycled Urbanism events and exhibitions. 2014-present

SALA rep to BCSLA Board of Examiners. 2014-present

SALA ENDS committee member. 2013-present

Public Service

Jury Member. Public Art Competition for Fraser Heights Community Centre, Surrey, BC. 2017

Jury Member. Public Art Competition for Kildonan Park Pond, Winnipeg, MB. 2017

Vancouver Urban Design Awards. Submission Juror. 2016

Michael Perlmutter

Adjunct Professor, 2013

Courses Taught

ARCH 538F: Stockholm Through the Lens. 2017

ARCH 544F: Building Images. 2012, 2015

AAHN15: Creative Tools - Architectural Photography. (Lund University, Sweden). 2013

Education

MArch, University of California Berkeley. 1988

BA, University of California Berkeley. 1977

Licenses / Registrations

Licensed to practice architecture in the state of California. 1985-present

Member of the Swedish Association of Professional Photographers. 1996-present

Recent Honors / Awards

Two photographs were made into Swedish postage stamps. 2013

Recent Research, Scholarship & Creative Activity

Creative Activity
Commissioned Photography. Photography of architecture, interiors, and works of art in Europe and North America. Commissioned by architects, engineers, publishers, government agencies, product manufacturers, museums, etc. 1994-present

Edsviks Konsthall, Stockholm. Group Exhibition of photography work. 2015

Main Gallery, Stockholm. Solo exhibition of photography work. 2014

St. Petersburg Design Week, Russia. Solo exhibition of photography work. 2012

Selected Publications

UBC SALA West Coast Modern House Series: Friedman House with text by Richard Cavell, Copp House with text by Adele Weder, Binning House with text by Matthew Soules, Merrick House with text by Anthony Robins. 2017

UBC SALA West Coast Modern House Series: Downs House II with text by Christopher MacDonald. 2016

UBC SALA West Coast Modern House Series: House Shumiatcher with text by Leslie Van Duzer. 2014

Inge Roecker

Associate Professor, 2010

Courses Taught

ARCH 500: Elements of Architectural Design. 2014-2016

ARCH 501/540: Second Term Vertical Studio. 2014-2017

ARCH 502: Introductory Workshop. 2016-present

ARCH 521: Comprehensive Design Studio. 2012

ARCH 543: Contemporary Practice. 2013-present

Education

MArch, University of Manitoba. 1999

BES, University of Manitoba. 1991

Licenses / Registrations

Registered Architect. AIBC. 2016

Registered Passive Haus trained Professional. CAN PHI, Vancouver, BC. 2012-2015

Registered Architect. Architektenkammer Baden-Württemberg, Germany. 1999

Member. RAIC. 2007

Recent Research, Scholarship & Creative Activity

Research / Scholarship

I have conducted extensive research that is focused on the historical and cultural fabric of Vancouver's Chinatown. These studies are instrumental in directing planning guidelines and zoning documents for Chinatown. I am also an appointed member of CHAPC advising City Council on issues pertaining Chinatown development.

Creative Activity

Design Project, Turner Dairy, Heritage Conversion of Vancouver's first Dairy distribution center /1920 (14 family units), Vancouver, BC. 2015-present

Rezoning Stage (prototype study for a courtyard typology within single family typology in Vancouver)

Design and Feasibility Study, Testing new Zoning requirements along the Hastings Corridor. Vancouver. 2016

Competition Entry, Shortlisted, Multigenerational Housing (81 units) Invited Competition for Infill Site, Stuttgart, Germany. December 2011

Design Building Project, Energy +, Collective Housing development producing / storing solar energy (28 units), Weinsberg, Germany. 2011- 2015

Design Project, Energy+, Urban Infill Housing (8 Units), Heilbronn, Germany. 2012-2015

Design Project, 217 East Georgia/Chinatown, Urban Infill on 25 feet lot (28 units/ prototype development), Chinatown, Vancouver, BC. 2012-2015

Selected Publications

Kerry Gold, Vancouverites aim to create Co-housing space within a tower, Globe and Mail. April 2016

Dr Thomas Haag, Wohnen der Zukunft, erlebt in der Gegenwart, BWGZ, Oekologisches BAuen. June 2015

Ulrike Bauer-Doer, A perfect environment to grow old, Heilbronner Stimme. February 2015

Herrgott, Barbara S."Wohn-und Geschaeftshaus in Bad Rappenau". Handbuch und Planungshilfe Altengerechtes Wohnen. Berlin: DOM publishers, pp. 145-149. ISBN 978-3-86922-149-6. 2012

Loeffelhardt, Markus. "Altenwohnen". Neue Architektur: Heilbronn

in Stadt und Landkreis. Sutttgart: Edition Panorama Publishing, pp 210-211. ISBN 978-3-941001-09-1. 2012

Van Uffelen, Chris. “Lu’s Pharmacy”. UBC SALA Outreach by design, Pharmacies. ASIR Studio, Organelle, Basel: Braun Publishing, pp.217-219. ISBN 978-3-037668-096-4. 2012

Current Academic, Professional & Public Service

Academic

Member, SALA Arch. Faculty Search Committee. 2017

Member, SALA MLA Faculty Search Committee. 2016

Member, SALA MArch Admissions Committee. 2016

Chair, SALA MArch Admissions Committee. 2014

Chair, SALA MArch Graduation. 2013

Chair, SALA MArch Admissions Committee. 2012

Member, SALA Directed Study Options. 2012

Member, SALA AIBC Internship/Co-op. 2012

Professional

Appointed Board Member, Chinatown Historic Area Planning Committee, City of Vancouver -CHAPC. 2016-present

Appointed Board Member, Creative Advisory –Innovative Housing and Design, City of Vancouver. 2016-present

Appointed Board Member, Advisory Board- Re:address Summit – International Housing Conference, Vancouver. October 2016

Board Member, Chinatown Society Buildings Revitalization Committee (CSBRC). 2012-present

Board Member, Vancouver Chinatown Revitalization Committee (VCRC), Planning and Development Committee. 2015-

Appointed Board Member, Seattle Chinatown Design Center, Seattle, USA. 2009-2013

Public Service

Appointed Vice President, Vancouver Women’s Health Collective (VWHC). 2011-2013

Adam Rysanek

Assistant Professor in Environmental Systems, 2017

Courses Taught

ARCH 513: Environmental Systems and Controls I. 2017

Education

PhD in Engineering (Civil, Structural, and Environmental), University of Cambridge, Cambridge, UK. 2013

MSc in Engineering (Mechanical), Queen's University, Kingston, ON. 2009

BASc (Mech. Eng.), Queen's University, Kingston, ON. 2006

Recent Honors / Awards

ERASMUS/MUNDUS Transatlantic Partnership for Excellence in Engineering (TEE) Research Mobility Scholarship; undertook a 3-month visiting research post at the University of British Columbia, Vancouver, BC. 2013-2014

UK Engineering and Physical Sciences Research Council Science and Innovation Award scholarship. 2009-2013

Recent Research, Scholarship & Creative Activity

Research/Scholarship

Principal Investigator: approx. US$ 600k research and development award under the Singapore Building Construction Authority (BCA) Green Building Innovation Cluster (GBIC) Demonstration scheme for the '3for2@UWCSEA' project. 2016-2018

Investigator and co-author: approx. US$ 650k research award under the UK Engineering and Physical Sciences Research Council to develop the Bayesian Building Energy Management (Bbem) Portal, a software platform for integration of Bayesian approaches to uncertainty analysis into building energy simulation. 2014-2017

Invited guest lecturer - Department of Civil and Environmental Engineering, Princeton University. 2015

Guest lecturer - Judge Business School, University of Cambridge. 2011-2012

Selected Publications

Rysanek, A., Fonseca, J., Schlueter, A. (in preparation). Bayesian calibration of dynamic building energy models Target publication: Applied Energy.

Peng, Y., Rysanek, A., Nagy, Z., Schlueter, A. (in review). Using Machine Learning Techniques for Demand-Driven Cooling Control in Office Buildings Applied Energy.

Lienhart, L., Rysanek, A., Schlueter, A., (in review). Evaluation of the net economic costs andbenefits of a '3for2' commercial building in Singapore Journal of Building Construction and Planning Research.

Peng, Y., Rysanek A., Nagy, Z., Schlueter, A. (accepted). Learning-based attribution of building occupant services demand Energy & Buildings.

Rysanek, A., Miller, C., Schlueter, A. (2017). A workflow for managing building information and performance data using virtual reality: an alternative to BIM for existing buildings? Proceedings of Building Simulation 2017 San Francisco, California

Schlueter, A., Rysanek, A., Meggers, F., Mast, M., Bruelisauer, M., Chen, K. W., Miller, C., Pantelic, J. (2016). 3-for-2: Realizing spatial, material, and energy savings through integrated design. Journal of the Council for Tall Buildings and Urban Habitat (CTBUH) 2016 Issue II.

Ward, A., Heo, Y., Choudhary, R., Rysanek, A. (2016). Exploring the impact of different parameterisations of occupant-related internal loads in building energy simulation. Energy & Buildings 123(1), 92-105

Peng, Y., Rysanek, A., Nagy, Z., Schlueter, A. (2016). Case Study Review: Prediction Techniques in Intelligent HVAC Control Systems Proceedings of IAQVEC 2016 Songdo, Republic of Korea

Rysanek, A., Choudhary, R. (2015). DELORES - a tool for stochastic prediction of occupant services demand. Journal of Building Performance Simulation. 8(2), 97-118.

Rysanek, A., Murray, P., Miller, C., Pantelic, M., Mast, M., Schlueter, A. (2015). Simulation analysis of a low-exergy decentralized air-conditioning system for hot and humid climates. Proceedings of the 14th International Conference of the International Building Performance Simulation Association (IBPSA) Hyderabad, India

Omu, A., Rysanek, A., Stettler, M., Choudhary, R. (2015). Economic, climate change, and air quality analysis of distributed energy resource systems. Procedia Computer Science 51, 2147-2156.

Rysanek., A, Murray, P., Pantelic, J., Miller, C., Meggers, F., Mast, M., Schlueter, A. (2015). The design of a decentralized ventilation system for an office in Singapore: Key findings for future research. Proceedings of CISBAT 2015; International Conference on Future Buildings and Districts. Lausanne, Switzerland

Murray, P., Rysanek, A., Pantelic, J., Mast, M., Schlueter, A. (2015). On decentralized airconditioning for hot and humid climates: Performance characterization of a small capacity dedicated outdoor air system with built-in sensible and latent energy recovery wheels. Proceedings of the 6th International Building Physics Conference. Torino, Italy

Tian, W., Rysanek, A., Choudhary, R., Heo, Y. (2015). High resolution energy simulations at the city scale. Proceedings of the 14th International Conference of the International Building Performance Simulation Association (IBPSA) Hyderabad, India

Ward, R. M., Choudhary, R., Heo, Y., Rysanek, A. (2015). Parameterisation of internal loads in assessment of building energy performance. Proceedings of the 14th International Conference of the International Building Performance Simulation Association (IBPSA) Hyderabad, India

Rysanek, A., Choudhary, R. (2013). Optimum building energy retrofits under technical and economic uncertainty. Energy & Buildings. 57, 324-337.

Rysanek, A., Choudhary, R. (2013). Using building simulation to create marginal abatement cost curves for individual buildings. Proceedings of the 13th International Conference of the International Building Performance Simulation Association. Chambery, France.

Ward, R., Mortada, A., Omu, A., Rysanek, A., Rainsford, C., Choudhary, R. (2013). Analysis and optimisation of retrofit and energy supply strategy across a diverse urban building portfolio. Proceedings of the 13th International Conference of the International Building Performance Simulation Association. Chambery, France.

Rysanek, A., Choudhary, R. (2012). A decoupled whole-building simulation engine for rapid exhaustive search of low-carbon and low-energy building refurbishment options. Building and Environment 50(0), 21-33.

Rysanek, A., Booth, A., Tian, W., Choudhary, R. (2012). Incorporating future climate models into building retrofit analysis to assess the economic impacts and likely adaptation to climate change. Proceedings of the 5th International Building Physics Conference. Kyoto, Japan.

Current Academic, Professional & Public Service

Academic

Chair of Architecture and Building Systems, Institute of Technology in Architecture, ETH Zurich, Switzerland. 2014-2017

Course project reviewer - Department of Civil and Environmental Engineering, Princeton University. 2015

Professional

Association of Scientific Staff Singapore-ETH (AsETH), Governing Board Member and Treasurer. 2014-present

Member of International Building Performance Simulation Association (IBPSA) British Columbia Chapter. 2014-

Member of Electricity Policy Research Group (EPRG), University of Cambridge. 2009-2014

Task coordinator, IEA-ECES Annex 31: Energy storage with Net Zero Energy Buildings and Districts: Optimization and Automation. 2013

Member of British Research and Policy Contact Group (RPCG) on decarbonizing commercial and public buildings. 2011-2013

Blair Satterfield

Associate Professor, 2015

Courses Taught

Undergraduate
ENDS 401: Studio. 2017

ARCH 437: Design Media II. 2014-

Graduate
ARCH 544: Design/Build Seminar. Canada Wood Council. 2014-2017

ARCH 577: Revit. 2015-2016

ARCH 515: Design Media I. 2015

ARCH 517: Design Media II. 2014-

ARCH 501/540: Vertical Design Studio. 2012, 2017

ARCH 500: Elements of Architectural Design. 2015

ARCH 520: Vertical Design Studio. 2012, 2013, 2014

ARCH 521: Comprehensive Design Studio. 2013

ARCH 543: Contemporary Practice. 2012-2013

ARCH 544: Design/Build Seminar. Canada Wood Council. 2014-2017

ARCH 577: Revit. 2015-2016

ARCH 577A: Design Media III. 2016-present

Education

MArch, Rice University. 1995

BSAS, University of Illinois. 1991

Licenses / Registrations

American Collegiate Schools of Architecture Member. 2008-present

Association for Computer Aided Design in Architecture (ACADIA). 2013-2017

Recent Honors / Awards

First Place for Mississippi River Bridge Plaza Design Competition. 2012

Recent Research, Scholarship & Creative Activity

Research / Scholarship
CREATE. Human in the loop Interactive Computational Tech. $150,000 grant. 2017

F.I.I. Grant. $103,000. 2017

SEEDS Grant. $8,000. 2017

Large TLEF Grant. $46,150. 2017

P.O.P House Grant. $4,800. 2017.

P.O.P House Grant. $10,800. 2016

Hampton Fund Research Grant. $25,000. 2015

Canada Wood, China Wood Design/Build. $9,250 each. 2014, 2015

UofM Imagine Fund, Goodtimes/T-Wall. $5,000. 2014/2015

Creative Activity
HouMinn Practice, founding partner 1998-

Hypernatural: Architecture's New Relationship with Nature. University of Milwaukee Wisconsin School of Architecture and Urban Planning Gallery & The Goldstein Museum of Design. 2015

HouMinn Evolution. University of Hawaii. 2015

VarVac Wall. 2012-2014

The Kinetic Commons. 2012

Selected Publications

iijournal, associate editor. 2014-2017

"Becoming Finders of Form | Variable Vacuum Forming" International Journal of Interior Architecture + Spatial Design 03. With Marc Swackhamer. 2015

Primary Illustrator: "Hypernatural: Architecture's New Relationship with Nature" by Brownell, Blaine and Marc Swackhamer (New York, USA: Princeton Architectural Press). 2014

Current Academic, Professional & Public Service

Academic
SALA Academic Infrastructure Committee. 2016-2017

ENDS New Curriculum Committee. 2016-2017

Established HiLo Lab at UBC SALA. 2016

SALA Interim Chair. 2015

SALA New Building. 2012-2016

Design Media II Course Redesign. 2014-2015

Public Service
American Collegiate Schools of Architecture (ACSA) SALA Representative. 2013-2017

Matthew Soules

Associate Professor, 2017

Courses Taught

ARCH 500: Elements of Architectural Design. 2011-2012, 2017

ARCH 521: Comprehensive Design Studio. 2011, 2013-2015, 2017

ARCH 520: Vertical Design Studio. 2014, 2016

ARCH 523: Contemporary Theories. 2011

ARCH 568: Research Methods. 2013-2014, 2016-2017

ARCH 561: Adv. History/Theory Elective. 2012-2013

Education

MArch, Harvard University. 2003

BA, University of British Columbia. 1999

Licenses / Registrations

AIBC, Registered & Licensed Architect. 2008-present

Recent Honors / Awards

AIBC Special Jury Award - Vermilion Sands. Architectural Institute of British Columbia. October 2015

Built Environment Professional Notable - Vermilion Sands. Core 77 2015 Annual Design Awards. June 2015

People's Choice Award – Cultural Pavilions Category, Special Mention – Commercial Pop-Up/Temporary Category, Finalist – Materials Category - Vermilion Sands. Architizer A+ Awards. Note: Awards included publication: "Vermilion Sands," A+ Awards 2015, ed. Marc Kushner (London: Phaidon Press, 2015): 104 – 05. April 2015

Honorable Mention - Vermilion Sands. Faculty Design Award, Association of Collegiate Schools of Architecture. March 2015

Wheelwright Prize – Nomination, Graduate School of Design, Harvard University. January 2015

Finalist – Pop Rocks. Materials Category, Architizer A+ Awards. Note: Award given jointly to collaborators – AFJD Studio. April 2013

Housing Design Education Award, Association of Collegiate Schools of Architecture/American Institute of Architects, March 02, 2012

Recent Research, Scholarship & Creative Activity

Research/Scholarship
SSHRC - Insight Development Grant, Asset Urbanism. 2012-2014

Creative Activity
Founder and Director - Matthew Soules Architecture Inc., Vancouver, Canada. 2008-

Vancouver Art Gallery North Plaza - Design of Vancouver's new primary outdoor civic space, Vancouver, Canada. Note: Collaboration with Nick Milkovich Architects, Hapa Collaborative, and Urban Futures Associates. Ongoing

Centennial Square Public Washrooms - New public washroom building on the grounds of Victoria City Hall, Victoria, BC. December 2016

Social Shapes - Plaza seating installation, Burnaby, BC. January 2016

Intense the Heat - Temporary installation for an arts festival, West Vancouver, BC. August 2015

City Fabric - Temporary installation on the Burrard Bridge, Vancouver, BC. Note: An equal collaboration with Rebecca Bayer. August 2015

EcoSoMo (Ecological Social Modules) - Permanent public art installation, Burnaby, BC. April 2015

Vermilion Sands - Temporary installation for an arts festival, West Vancouver, BC. August 2014

'V' Bicycle Parking Racks - New bicycle racks throughout downtown Victoria, Victoria, BC. 2012

Pop Rocks - Temporary public space installation in downtown Vancouver, Vancouver, BC. Note: Equal collaboration with AFJD Studio. AFJD Studio is the design practice of Amber Frid-Jimenez and Joe Dahmen. 2012

Selected Publications

Matthew Soules, "Vermilion Sands" in Transmaterial Next: Materials That Will Redefine Our Future Physical Environment, Blaine Brownell (New York: Princeton Architectural Press, 2017), 128-130. In press.

Matthew Soules, "Constant Object," Log 40 (New York: Anyone Corporation, Spring/Summer 2017): 101 - 106.

Matthew Soules, Binning House: West Coast Modern House Series (San Francisco: ORO Editions, 2017).

Matthew Soules, "Financial Formations," in Industries of Architecture, eds. Katie Lloyd Thomas, Nick Beech and Tilo Amhoff (London: Routledge, 2016), 199-209.

Matthew Soules, "Leisure, Nature & Views: Notes of Spatial Financialization #2," in Asset Architecture No. 2, ed. Ali Rahim (Philadelphia: University of Pennsylvania School of Design, 2016), 35-38.

Matthew Soules, "What Was Once Called Architecture: Notes on Spatial Financialization," in Asset Architecture No. 1, ed. Ali Rahim (Philadelphia: University of Pennsylvania School of Design, 2015), 13-15.

Matthew Soules, "Deconstructing Livability. Perspectives from Central Vancouver," in Post-War Middle-Class Housing: Models, Construction and Change, eds. Gaia Caramellino and Federico Zanfi (Bern: Peter Lang, 2015), 329-349.

Matthew Soules, "From Sci-Fi to Fi-Fi: Fictions and The Socio-Technologies of Architectural Production," JAE Journal of Architectural Education 69, no. 2 (August, 2015): 220-227.
Matthew Soules, "Pax-Metropolitana: Urbanism and Its Relationship to Violence and Peace," The International Journal of the Constructed Environment 3, no. 4 (2013): 25-33.

Current Academic, Professional & Public Service

Academic
Chair - End-of-Year Exhibition, UBC SALA. 2013-2015

Professional
Selection Committee Member - Skyway Public Art Commission, Durante Kruek, Vancouver. June - August 2015

Selection Committee Member - Robson Redux International Design Competition, Vancouver. March 2015

Associate Editor - The International Journal of the Constructed Environment. 2013-14

Award Juror - Annual Architecture Awards, American Institute of Architects – New England Chapter. August 22, 2012

Public Service
Member - Vancouver Urban Design Panel, City of Vancouver. Note: Panel advises City Council on all major re-zonings and development permit applications. 2014-2015

Sara Stevens

Assistant Professor, 2015

Courses Taught

Undergraduate
ARCH 404: Architectural History I. 2015-present

Graduate
ARCH 504: Architectural History I. 2015-present

ARCH 561J: Green Cities - Capitalism, Urbanism and Environmentalism. 2017

ARCH 561H: Capitalism and the Modern City. 2016

UDES 504: Urbanism by Design. 2015-2017

Education

PhD, History & Theory of Architecture and Urbanism, Princeton University. 2012

MED, Yale University. 2006

BArch, Rice University. 2002

BAArch. Rice University. 2000

Licenses / Registrations

Member, Society of Architectural Historians; Member, Society of American City and Regional Planning Historians, 2008-present

Recent Honors / Awards

Publication Grant - Developing Expertise (2016), Graham Foundation for Advanced Studies in the Fine Arts, 2015-2016

Publication Grant - Developing Expertise (2016), Barr Ferree Fund for Publications, Princeton University, 2015-2016

Course Development Fund, Rice School of Architecture, Summer 2013 and 2014

Fellowship of Woodrow Wilson Scholars, Princeton University, 2011-2012

Social Science Research Council, Dissertation Development Fellowship, 2008

Yale School of Architecture Merit Scholarship, 2004-2006
Alpha Rho Chi Medal, Rice University, 2000

Chillman Prize for Most Outstanding Portfolio, Rice University, 2000

Recent Research, Scholarship & Creative Activity

Research/Scholarship
"REITs: The Financialization of Architectural Production," Society of Architectural Historians Annual Conference, St. Paul, Minnesota, USA, April 2018

"Designing Development: The Architectural Division of Webb & Knapp," Rethinking Pei: A Centenary Symposium, jointly hosted by Hong Kong University and Harvard University Graduate School of Design, Hong Kong, December 2017

Presenter on urban design pedagogy, Administrators' Conference for Association of Collegiate Schools of Architecture, Albuquerque, New Mexico, USA, November 2017

"REITs and the Financialization of Space," Society for American City and Regional Planning History, Cleveland, Ohio, USA. October 2017

"Developing Expertise," invited evening lecture in school series, University of British Columbia School of Architecture and Landscape Architecture, March 2017

"The Real Estate Developer Running for President," invited seminar speaker, University of Kansas Urban Studies Seminar, October 2016

"J. C. Nichols Suburban Infrastructure: The Aesthetic, Moral, and Legal Foundations of American Suburbia," Wide Open Town Symposium, Kansas City Public Library, April 2016

Invited panel chair and respondent, "Reconceptualizing Real Estate Development," Society of American City and Regional Planning

History Conference, Los Angeles, California, USA. November 2015

"From Swindlers to Experts: Professionalization in Real Estate Development," Histories of American Capitalism Conference, Cornell University, Ithaca, November 2014

"Hines in Houston: The Urbanism of Architectural Exceptionalism," Society of Architectural Historians Annual Conference, Austin, Texas, April 2014

"Just So Stories in Real Estate History, or, How the Apartment Tower Got Its Glass Skin," Aggregate Architectural History Collaborative, Pratt Institute, Brooklyn, New York. March 2014

"The Architecture of Real Estate," invited all-school lecture at University of Houston College of Architecture, Houston, Texas. January 2014

"The Aesthetics of Property Values: Investing in Suburban Landscape Design," Planning History Conference (SACRPH), Toronto, October 2013

"Pursuing Profit: How Zeckendorf Followed Urban Renewal to Denver," Society of Architectural Historians, Detroit, Michigan. April 2012

"Professionalization Meets Public Policy: How the Urban Land Institute Shaped Urban Renewal," Business History Conference, Philadelphia, March 2012

Selected Publications

Developing Expertise: Architecture and Real Estate in Metropolitan America, Yale University Press, 2016. Reviewed in: Metropolis Magazine, September 2016 (preview); Urban Omnibus, January 2017; and Casabella, July 2017.

"Speculative: Design and Capital in the Work of Gerald Hines," ARPA Journal 05: Conflict of Interest (Applied Research Practices in Architecture, arpajournal.net) (submitted February 2017, under review)

"Field Notes: 1893 World's Fair Panorama," Manifest Journal #3: Bigger Than Big, (submitted October 2017, under review)
"Just So Stories of Real Estate History," The Aggregate website (transparent peer review), http://we-aggregate.org (under revision)

"Big Money, Little Stories," Journal of Architectural Education 69, no. 2, October 2015, 200-202.

Dictionary entries for "Retail Architecture" and "Gensler" (architecture firm) in Oxford University Press's Grove, Dictionary of Art Online, "Retail Architecture," and "Gensler." 2014

"(Modern) Design by (Real Estate) Committee," Pidgin 16, April 2013, 41-52.

Book reviews in *Buildings + Landscapes*, *Journal of Architectural Education*, and *Enterprise and Society*.

Current Academic, Professional & Public Service

Academic
Master of Urban Design Chair. 2017-present

FIRE Lecture Series Organizer. 2017

SALA Outreach Committee Chair. 2016-2017

Lecture Series Organizer, School of Architecture and Landscape Architecture, University of British Columbia. Fall 2016, Spring 2017

Green College Leading Scholar, University of British Columbia. 2016-2018

Workshop participant, "Kansas City's Golden Age," University of Missouri at Kansas City. November 2015

Professional
Journal of Architectural Education, Editorial Board Member. July 2017-June 2020

Student Travel Award Committee Chair, Society of American City and Regional Planning History. 2017

Jury Member, Phillip Tattersfield Essay Competition, British Columbia Society of Landscape Architects. 2016-2017

Chair and commenter, "Re-conceptualizing Real Estate Development," Society of American City and Regional Planning Historians, Los Angeles. November 2015

Nicole Sylvia

Adjunct Professor, 2017

Courses Taught

Undergraduate
ENDS 202: Constructions Studio. 2016 (as TA)

ENDS 220: Architecture in Context. 2014, 2016 (as TA)

Graduate
ARCH 538A: Theory Abroad in Chandigarh. 2017

ARCH 538B: Field Lab Abroad in Chandigarh. 2017

ARCH 539: Studio Abroad in Chandigarh. 2017

ARCH 541: Professional Practice. 2016 (as TA)

ARCH 577: Design & Production in Autodesk Revit. 2014-2016 (as TA)

Education

MArch, University of British Columbia. 2016

Summer Institutes: [IN]CITY, University of California, Berkeley. 2012

BDA, University of Minnesota. 2012

Recent Honors / Awards

AIA Henry Adams Medal, 2017

RAIC Honor Roll, 2017

Thompson, Berwick, Pratt & Partners Scholarship, 2015

Concord Erickson Energy and Architecture Fellowship, 2014

Master of Architecture Award, 2014

Faculty of Applied Science Graduate Award, 2013

Recent Research, Scholarship & Creative Activity

Research / Scholarship
Sustainable Infrastructure in Punjabi Villages, Research Assistant. 2015

NSERC Engage Project - Exploring Better Integration of Building-Scale and Geospatial Tools to Inform Urban Design and Planning, Research Assistant. 2015

Frameworks for Regenerative Design, Researcher. 2014

Wesbrook Village Post Occupancy Study, Research Assistant. 2014

Creative Activity
Bing Thom Architects, Intern Architect. 2017-

Contingent Design, Co-Founder/Researcher. 2017-

Silicon Sage Builders, Project Designer. 2013

City of Martinez, California, Planning Department Intern. 2013

Selected Publications

"The Modernisms of Vancouver." The Modernist, issue 24, forthcoming fall 2017.

"Four Grids for the Great Plains." Uncertain Futures Conference, OCAD University, Toronto, ON, forthcoming October 27-29. With Roy Cloutier.

"Architecture After Cultivation." 105th Annual Meeting of the Association of Collegiate Schools of Architecture: Detroit, MI, March 23-25. With Roy Cloutier.

"Aloha Evolution." Illustrations and storyboard design for an animated short. Presented at HouMinn Evolution, University of Hawaii. With Prof. Blair Satterfield, HouMinn, and team.

"Suspended Sphere." First Place, Fast + Epp Architectural Engineering Design Competition. With Kate Mathers.

Thena Jean-hee Tak

Adjunct Professor, 2017

Courses Taught

ARCH 520: Vertical Design Studio. 2017

Education

MArch II, Harvard University Graduate School of Design, Cambridge, MA. 2015

BArch, Cornell University, College of Architecture, Art and Planning, Ithaca, NY. 2009

Recent Honors / Awards

Recipient of 2011-2012 Robert James Eidlitz Travel Fellowship. 2012

Recent Research, Scholarship & Creative Activity

Research/Scholarship
"Soft Efficieny" - Presenter, GSD Open House: Option Studio Presentation, Harvard University GSD. 2015

Creative Activity
Goose Creek Safety Rest Area - Safety Rest Area for MN Department of Transportation, Minneapolis, MN. Ongoing

Environmental Learning Center - Public nature center, St. Paul, MN. Ongoing

Designer - Vincent James Associates Architects, Minneapolis, MN. 2015-present

Thicket Installation - Public installation for the exhibition 'How Soon is Now,' Judin Gallery, Berlin, Germany. 2015

Intern - Barkow Leibinger, Berlin, Germany. 2014

Pinckney Street Residence - Private residence, Boston, MA. 2013

Hanely Wood - Office Interior Renovation, Washington, D.C. 2013

Aviary - Public interactive art, Dubai, UAE. 2013

Boston Society of Architects Headquarters - Office-exhibition, interior renovation, Boston, MA. 2012

Project Architect - Höweler + Yoon Architecture, Boston, MA. 2010-2013

Selected Publications

"The Violent Picturesque" - PIDGIN Magazine 22: Flora and Fauna, Princeton School of Architecture Press. 2017

"Soft Efficiency" - GSD Platform 8. Actar, Harvard University GSD, 2015. 2016

"Surface Tectonics" - GSD Platform 7. Actar, Harvard University GSD, 2014. 2015

"Babylonian Slowness" - GSD Platform 7. Actar, Harvard University GSD, 2014. 2015

"Amphibious Territories" - Association, Vol. 5. Cornell University AAP, 2013. 2013

Current Academic, Professional & Public Service

Academic
Review Critic, University of Minnesota College of Design. 2015-2017

Review Critic, University of Milwaukee School of Architecture. 2015-2016

Review Critic, Northeastern University. 2013-2014

Leslie Van Duzer

Professor, 2010

Courses Taught

Undergraduate
ARCH 403: Themes. 2017, 2018

ENDS 231: Thinking by Design. 2012, 2013 (x2), 2016, 2017

Graduate
ARCH 502: Introductory Workshop. 2014

ARCH 501/540: Second Term Vertical Studio. 2018

ARCH 538E: Stockholm S,M,L,XL. 2017

ARCH 544P: The Body Acoustic. 2014

LARC 525: Research Methods. 2012, 2013

Education

MArch, University of California, Berkeley. 1986

BAArch, University of California, Berkeley. 1981

Recent Research, Scholarship & Creative Activity

Research/Scholarship
"The Infinity of Identity" - Invited lecturer, CONFERENCE EUPRO 2017: Identity of Contemporary Architecture in Global World Environment, Liberec, Czech Republic. September 2017

"Design Thinking: What Architects and Magicians Have in Common" – Invited lecturer, Healthcare Infrastructure Summit, Muskoka, Ontario. April 2017

"Adolf Loos Readymade" - Invited lecturer, Waseda University, Tokyo. June 2016

"The Art of Deception: Adolf Loos and Mies van der Rohe" - Invited lecturer, University of Tokyo, Tokyo. June 2016

U40 Lunch / Panel: "Legends of Architecture" - Panel moderator, Urban Development Institute. February 2016

"Building the Zeitgeist" - Invited lecturer, Vancouver Heritage Foundation, B.C. Mid-Century Modern House Tour. September 2015

Panel: "Curse of the Livable City" - Panel moderator, Richmond Art Gallery, Richmond, B.C. Exhibition: Greg Girard: Richmond / Kowloon. April 2015

Panel: "Integrated Infrastructure and Urban Systems" - Panel moderator, Urban Development Institute / Asia Society, Beijing. Pacific Cities Sustainability Initiative – Healthy City/Resilient City Conference. April 2015

"In Praise of Ambiguity" - Invited lecturer, Peking University, Beijing. December 2014

Q+A with Herzog and deMeuron team - Moderator, Vancouver Art Gallery. Orpheum Theatre, Vancouver. October 2014

"Gesamtkunstwerk" - Invited lecturer, Westbank Salon Series, Vancouver. April 2014

"The Village Model" - Invited lecturer, Evergreen CityWorks, Toronto. February 2014

"Ambiguity and Imagination" - Invited lecturer, BC Society of Landscape Architects Annual Conference. April 2013

"Thinking by Design" - Invited lecturer, University of Saskatchewan - School of Architecture Initiative. Symposium 3: Design Thinking and Teaching. March 2013

"In Praise of Ambiguity" - Invited lecturer, Museum of Vancouver. SALA Speaks. November 2012

Creative Activity
"In the Thick of Loos" – Invited exhibition at Adolf Loos Study Centre, City of Prague Museum, Prague, 2019. In progress

"Janice Swings" - Commissioned by Campus Planning and Design. Collaborators: students Peter Fortune, Darren Hubert, Anthony Roach. 2014

"Container Contained" - Commissioned by UBC Infrastructure Development/Project Services and Campus and Community Planning. Collaborators: students Peter Fortune, Dylan Korba, Jean Dières Monplaisir, Devan Burr. 2014

"On Drifting Sand" in Exhibition: Drawing by Drawing / Svein Tønsager & Friends. Danish Architecture Center, Copenhagen. January 2012

Selected Publications

Leslie Van Duzer. Atelier Nishikata: When This Becomes That. Book in progress

Leslie Van Duzer. The Art of Deception. Book in progress

Chris Macdonald, Sherry McKay, Leslie Van Duzer, eds., West Coast Modern House Series, San Francisco: ORO (7 books)
- Michael Prokopow and Douglas Coupland, Smith House II. 2018
- Adele Weder, Copp House. 2017
- Tony Robins, Merrick House. 2017
- Matthew Soules, Binning House. 2017
- Richard Cavell, Friedman House. 2017
- Chris Macdonald, Downs House. 2016
- Leslie Van Duzer, House Shumiatcher. 2014

Leslie Van Duzer, "Mies and the Remix," arq 19 n. 3 (2015): 197. 2015

Leslie Van Duzer, "Letter to a Magician," Pidgin Magazine 19 (Spring 2015): 1-7. 2015

Leslie Van Duzer, "The Alchemy of Dance and Architecture" in Dance Aesthetics: The Significance of Space (Vancouver: The Dance Centre, 2013), 15-16.

Leslie Van Duzer, "Preface: Architecture of Eloquence" in Building Artistry, (Vancouver, Westbank, 2012), 4-7.

Current Academic, Professional & Public Service

Academic

Formalized SALA-wide ongoing "in-reach" student lunchtime lecture series. 2017

Director of UBC School of Architecture and Landscape Architecture. 2010 - 2015
Established the Master of Urban Design Program

Established the professional mentor program for all incoming students

Established SALA's participation n the Vancouver Summer Program

Design juror - Portland State University, USA (thesis reviews). 2015

Design juror - University of California, Berkeley, USA (thesis reviews). 2013

Professional

Juror, Berkeley Prize Essay Competition. 2012 – 2016

Alghurair University, Dubai (accreditation review for proposed new school) Team member: Amir Ameri. 2014

Lambda Alpha International, Vancouver Chapter. Executive Board member, Treasurer. 2013 – 2015

External Advisor to Ecuadorian Government on the founding of a new university in the Amazon. 2013

Technical Review Committee, first round of architect selection process for a new Vancouver Art Gallery. 2013

Jury Member, Western Living Magazine's 2013 Designers of the Year competition. 2013

Expert reviewer for Fulbright Commission, Prague. 2013

Arthur Erickson Foundation. Board member, Vice President. 2011-2013

Public Service

SALA and Urbanarium: City Debates. Curated ten public Oxford-style debates on urban design issues. 2016-2017

Established the non-profit Vancouver Urbanarium Society thorough SALA Advisory Board. Founding and ongoing Board Director. 2013-

Mayor's Task Force on Affordable Housing, Vancouver. Academic Working Group. 2012

Lőrinc Vass

Sessional Instructor, 2016

Courses Taught

Undergraduate
ENDS 401: Environmental Design Studio III. 2017

Graduate
ARCH 517: Design Media II. 2017

ARCH 538A: On Density. 2016

ARCH538B: Post-War Japanese Architecture & Urbanism. 2016

ARCH 539: Study Abroad Studio Tokyo. 2016

Education

MArch, University of British Columbia. 2015

BFA (Honors), Simon Fraser University. 2011

Recent Honors / Awards

Canadian Architect Student Award of Excellence. 2016

American Institute of Architects Henry Adam Medal. 2016

Royal Architectural Institute of Canada Honor Roll. 2016

Think Public Space Architectural and Urbanistic Competition (second prize). 2015

“Full Void Park“ (in collaboration with Pengfei Du, Yan Luo, Neal Qiongyu Li, Daichi Yamashita). 2015

Architectural Institute of British Columbia Scholarship. 2015

Fentress Global Challenge 2013: Upcycled Architecture (shortlist of 16). 2014

“Metabolic Infrastructure” (in collaboration with Justin Neenan). 2014

Fast+Epp Architectural Engineering Design Competition (second prize). 2014

“Urban Forest Bridge” (in collaboration with Mamoud Bakayoko). 2014

International Student Initiative Award, University of British Columbia. 2012-2013

Affiliated Fellowship, University of British Columbia. 2012-2013

Selected Publications

Lőrinc Vass, “Constellations of the In-between: Topological Diagrams of Urban Interstices,” Association of Collegiate Schools of Architecture 2015 Fall Conference: Between the Autonomous and Contingent Object, Syracuse, NY: October 8-10.

Lőrinc Vass, “Francisco Kripacz: Interior Design,” BC Studies 192, Winter 2016/17.

George Wagner

Associate Professor, 1998

Courses Taught

Undergraduate
ARCH 503: Themes. 2011, 2013

Graduate
ARCH 500: Elements Studio. 2013, 2017

ARCH 501/540: Second Term Vertical Studio. 2012, 2013, 2015

ARCH 538A: On Density. 2016

ARCH538B: Post-War Japanese Architecture & Urbanism. 2016

ARCH 539: Study Abroad Studio Tokyo. 2012, 2016

ARCH 544: On Writing. 2016

ARCH 561: On Density. 2015

Education

MArch, University of Washington. 1981

BA, Bard College. 1975

Recent Research, Scholarship & Creative Activity

Research/Scholarship
Symposium: HIGH LIFE: The Residential High Rise as Urban Habitat: Contemporary Perspectives, International Assessments, Viennese Contexts. Lecture: Vancouver: Tall and dense. AzW Vienna. 2013

Selected Publications

Tokyo from Vancouver 3. Collection of student works from Study Abroad in Tokyo. 2014

Academic, Professional, and Public Service

Academic
Architecture Chair, UBC SALA, 2009-2012

Public Service
Massachusetts Institute of Technology, Cornell, University of Toronto, University of California at Los Angeles and Berkeley, University of Michigan, University of Washington, Carnegie-Mellon, Arizona State University, University of Manitoba, Architectural Association. Temple University Japan, Tokyo University of the Arts, Meijii University

Final Studio Reviews, Thesis Reviews, Daniels Faculty, University of Toronto. 2013

Final Reviews, Daniels Faculty, University of Toronto. 2011-2012

Joseph Watson

Sessional Lecturer in History and Design, 2017

Courses Taught

ARCH 505: Architectural History II. 2017

Education

PhD Candidate in the History and Theory of Architecture, School of Design, University of Pennsylvania. 2018 (anticipated)

MA Theology (concentration: Social Ethics), Union Theological Seminary in the City of New York. 2012

BArch (magna cum laude), College of Architecture and Design, University of Tennessee at Knoxville. 2008

Recent Honors / Awards

President Gutmann Leadership Award, Carnegie President's Fund and the Graduate and Professional Student Assembly, University of Pennsylvania. 2015

Will M. Mehlhorn Scholarship, School of Design, University of Pennsylvania. 2013

Recent Research, Scholarship & Creative Activity

Research/Scholarship

Presenter, "Beyond Radio City: Rockefeller Center's Regional Context," The Society for American City and Regional Planning History 17th National Conference, Cleveland, October 26-29, 2017

Panel organizer and presenter, "Transatlantic Movements of Interwar Modernist Planning," The Society for American City and Regional Planning History 17th National Conference, Cleveland, October 26-29, 2017; fellow presenters were Avigail Sachs and Gideon Fink Shapiro, commentator Elihu Rubin

Symposium panelist, "Commerce and Culture in The Disappearing City," Living in America: Frank Lloyd Wright, Harlem, and Modern Housing, Temple Hoyne Buell Center for the Study of American Architecture, Columbia University, September 28-29, 2017

"Reclaiming the Borderlands: Commerce and Culture in The Disappearing City," invited panelist, Living in America: Frank Lloyd Wright, Harlem, and Modern Housing, Temple Hoyne Buell Center for the Study of American Architecture, Columbia University, September 28-29, 2017

Presenter, "The Suburbanity of Frank Lloyd Wright's Broadacre City," Buell Dissertation Colloquium, Temple Hoyne Buell Center for the Study of American Architecture, Columbia University, New York, March 31-April 1, 2017

Presenter, "Redlining Usonia: The Social Politics of Frank Lloyd Wright's Cloverleafs," Urban History Association 8th Biennial Conference, Chicago, October 13-16, 2016

Panel organizer and presenter, "Scaling Up: Spatial Practices and Urban Systems in the 20th and 21st Centuries," Urban History Association Eighth Biennial Conference, Chicago, October 13-16, 2016; fellow presenters were Daniel Richter and Jesse Smith, commentator Bryant Simon

Presenter, "Utopia and the City: Edward Bellamy and the Topographies of the Future," Architecture Ph.D. Colloquium, University of Pennsylvania, April 8, 2016

Presenter, "Structuring Utopia: Edward Bellamy's City and Regional Planning," The Society for American City and Regional Planning History 16th National Conference, Los Angeles, November 5-8, 2015

Presenter, "Bureaucracy and Architecture: Rockefeller Center and the Case for a New Historiography," 12th Annual Architectural Humanities Research Association Research Student Symposium: Syncretic Architectures, Plymouth University (UK), June 11-13, 2015

Presenter, "Architecture's Territorial Ambitions, ca. 1929," Architecture Ph.D. Colloquium, University of Pennsylvania, April 10, 2015

Presenter, "John Portman versus the Janitors," Short Circuit Lightning Talks, School of Design, University of Pennsylvania, March 30, 2015

"Outside Looking In: Race, Class, and Space in Atlanta, ca. 1964," invited lecturer, Spring Lecture Series, Graduate Program in Architecture, Morgan State University, March 12, 2015

Presenter, "Revaluing the Land: Broadacre City and Frank Lloyd Wright's Theory of Capital," 9th Savannah Symposium: The Architecture of Trade, Savannah College of Art and Design, February 5-7, 2015

Graduate Research Grant, Mellon Humanities, Urbanism and Design Project, University of Pennsylvania. 2015

Penny White Project Fund, for Wild Interfaces (www.wildinterfaces.com), in collaboration with Mary Miller, Graduate School of Design, Harvard University. 2015

Guest lecturer, "Outside Looking In: Race, Class, and Space in Atlanta, ca. 1964," Spring Lecture Series, Graduate Program in Architecture, Morgan State University, March 12, 2015

Symposium Co-Organizer and Panel Chair, City Futures, University of Pennsylvania, November 12-13, 2015; organized with Winka Dubbeldam and Daniela Fabricius; participants included Daniel D'Oca, Reinier de Graaf, Andrew Herscher, Thom Mayne, Paul Preissner, Vyjayanthi Rao, Marilyn Jordan Taylor, Liam Young

Presenter, "Outside Looking In: Atlanta's Peachtree Center and the Politics of Space," Annual Conference of the Southeast Chapter of the Society of Architectural Historians, University of Arkansas, Fayetteville, October 29-November 1, 2014

Presenter, "The Politics of the Atrium: Atlanta's Peachtree Center and the Re-invention of Space," Bankrupt: Economic Crisis and the Built Environment, University of Michigan, Ann Arbor, April 4-5, 2014

Symposium Co-Organizer and Panel Chair, Architecture Education Goes Outside Itself: Crossing Borders, Breaking Barriers, University of Pennsylvania, February 8-9, 2013; organized with Daniel Barber, David Leatherbarrow, and Joan Ockman; panel participants included Michael Carriere, Andrew Chin, Andrea Merrett, Albert Narath

Selected Publications

"Topographies of the Future: Urban and Suburban Visions in Edward Bellamy's Utopian Fiction," published online in Planning Perspectives, July 2017, forthcoming in print

"Aid, Capital, and the Humanitarian Trap," Thresholds 40 (2012): 238-244

Current Academic, Professional & Public Service

Academic

Ph.D. Representative, School of Design Student Council, University of Pennsylvania. 2014-2015

School of Design Research Representative, University of Pennsylvania Graduate and Professional Student Assembly. 2014-2015

Originator and Co-Organizer, Short Circuit, an ongoing series of interdisciplinary lightning talks, School of Design, University of Pennsylvania. 2014-present

Convener, Architecture Ph.D. Colloquium, University of Pennsylvania, 2013-2015; participants included Francesca Ammon, Daniel Barber, Etienne Benson, Charles Davis, John Dixon Hunt, Sandy Isenstadt, Joan Ockman, Liliane Weissberg

Professional

Member - Society for American City and Regional Planning History

Member - Society of Architectural Historians

Member - Southeastern Society of Architectural Historians

Member - Urban History Association

4.5 Visiting Team Report from the Previous Visit

The appendix of the APR must include a copy of the report from the previous site visit in its entirety.

2012 Visiting Team Report

Master of Architecture Program
University of British Columbia

The Canadian Architectural Certification Board
1 Nicholas Street, Suite 710
Ottawa (Ontario) Canada K1N 7B7
Voice: (613) 241-8399
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Table of Contents

I. Introduction • CACB Accreditation

The CACB is a national independent non-profit corporation, whose Directors represent the Canadian Architectural Licensing Authorities (CALA), the Canadian Council of University Schools of Architecture (CCUSA) and the Canadian Architectural Students Association (CASA). The CACB is both a decision-making and policy-generating body. It is the sole organization recognized by the architectural profession in Canada to assess the educational qualifications of architecture graduates (*Certification program*) and to accredit professional degree programs in architecture offered by Canadian Universities (*Accreditation program*).

By agreement of the Registration Authorities and Councils of nine Provincial Institutes and Associations, the CACB was established in 1976 to assess and certify the academic qualifications of individuals holding a professional degree or diploma in architecture who intend to apply for registration. The Ordre des Architectes du Québec joined the CACB in 1991. In 1991, the CACB mandate to certify degree credentials was reaffirmed and its membership was revised to reflect its additional responsibility for accrediting professional degree programs in Canadian University Schools of Architecture.

The CACB awards accreditation only to professional degree programs in architecture. These are normally:

- Master of Architecture degree with a related pre-professional bachelor's degree; requirement, typically amounting to five or six years of study;
- Master of Architecture degree without a pre-professional requirement, consisting of an undergraduate degree plus a minimum of three years of professional studies;
- Bachelor of Architecture degree requiring a minimum of five years of study, except in Quebec, where four years of professional studies follows two years of CEGEP studies.

The process of accreditation begins at the school with the preparation of the Architecture Program Report (*APR*). The *APR* identifies and defines the program and its various contexts, responding to the *CACB Conditions and Procedures for Accreditation*. The *APR* is expected to be useful to the planning process of the school, as well as documentation for the purposes of accreditation.

Upon acceptance of the *APR* by the CACB Board, an accreditation visit is scheduled. The CACB's decision on accreditation is based upon the capability of the program to satisfy the Conditions and Procedures for Accreditation, including the ability of its graduating students to meet the requirements for learning as defined in the Student Performance Criteria. During the visit, the team reviews student work and evaluates it against these requirements. The team also assesses the effectiveness and degree of support available to the architectural program through meetings with the institution's administrators at various levels, architecture and other faculty, students, alumni, and local practitioners.

At the conclusion of the visit, the Visiting Team makes observations and expresses compliments and concerns about the program and its components. It also offers suggestions for program enrichment and makes recommendations, which, in the judgment of the team, are necessary for the program's improvement and continuing re-accreditation. Following the visit, the team writes the following VTR, which is forwarded with a confidential recommendation to the CACB. The CACB then makes a final decision regarding the term of accreditation.

II. Summary of Team Findings

1. Team's General Comments

The Team was impressed with the vibrancy of the School's faculty, students and staff, as well as with the pedagogical context for the MArch degree program. The learning environment created by the School encourages and nurtures creativity and exploration, grounded within the context of Vancouver and its environs: culturally, socially, and environmentally. The School has historically played an important role within the City of Vancouver, as well as on the national stage, and with the appointment of SALA's new Director, there is promise of even greater influence and impact on the City, as well as the institution of UBC itself. It is hoped that there will be the possibility for the return of the School to the context of the downtown, as the role that this presence has had in the past has been immeasurably beneficial to the School, to UBC, the downtown community, and the City at large.

Although the School has experienced success and reputation in its current physical context of the Lasserre Building, the time has clearly come for either renewed facilities within the existing building, or within a new building altogether. In addition to requiring larger space for studios, workshop and offices, the physical state of the Lasserre building is inadequate for the functioning of the School. In particular, it is noted that the building does not meet the structural seismic requirements for the area, a fact of concern to both the staff of SALA as well as UBC's administrators.

The timing of this Visit coincides with the recent creation of the new Strategic Plan, the amalgamation with Landscape Architecture into SALA, curriculum changes, and the pivotal appointment of a new and energetic new Director. The Team is optimistic that UBC's School of Architecture is entering a new phase of resurgence and innovation within the landscape of architectural education in Canada.

2. Conditions for Accreditation "met" and "not met": a summary

	Met	Not Met
1. Program Response to the CACB Perspectives		
A. Architecture Education and the Academic Context	[X]	[ ]
B. Architecture Education and the Students	[X]	[ ]
C. Architecture Education and Registration	[X]	[ ]
D. Architecture Education and the Profession	[X]	[ ]
E. Architecture Education and Society	[X]	[ ]
2. Program Self-Assessment	[X]	[ ]
3. Public Information	[X]	[ ]
4. Social Equity	[X]	[ ]
5. Human Resources	[X]	[ ]
6. Human Resource Development	[X]	[ ]
7. Physical Resources	[ ]	[X]
8. Information Resources and Information Technology	[X]	[ ]
9. Financial Resources	[X]	[ ]
10. Administrative Structure	[X]	[ ]
11. Professional Degrees and Curriculum	[X]	[ ]
12. Student Performance Criteria (SPC)		
A1. Critical Thinking Skills	[X]	[ ]

A2.	*Research Skills*	[X]	[ ]
A3.	*Graphic Skills*	[X]	[ ]
A4.	*Verbal and Writing Skills*	[X]	[ ]
A5.	*Collaborative Skills*	[X]	[ ]
A6.	*Human Behavior*	[X]	[ ]
A7.	*Cultural Diversity*	[X]	[ ]
A8.	*History and Theory*	[X]	[ ]
A9.	*Precedents*	[X]	[ ]
B1.	*Design Skills*	[X]	[ ]
B2.	*Program Preparation*	[X]	[ ]
B3.	*Site Design*	[X]	[ ]
B4.	*Sustainable Design*	[X]	[ ]
B5.	*Accessibility*	[X]	[ ]
B6.	*Life Safety Systems, Building Codes and Standards*	[X]	[ ]
B7.	*Structural Systems*	[X]	[ ]
B8.	*Environmental Systems*	[X]	[ ]
B9.	*Building Envelopes*	[X]	[ ]
B10.	*Building Service Systems*	[ ]	[X]
B11.	*Building Materials and Assemblies*	[X]	[ ]
B12.	*Building Economics and Cost Control*	[X]	[ ]
C1.	*Detailed Design Development*	[ ]	[X]
C2.	*Building Systems Integration*	[ ]	[X]
C3.	*Technical Documentation*	[ ]	[X]
C4.	*Comprehensive Design*	[ ]	[X]
D1.	*Leadership and Advocacy*	[X]	[ ]
D2.	*Ethics and Professional Judgment*	[X]	[ ]
D3.	*Legal Responsibilities*	[X]	[ ]
D4.	*Project Delivery*	[X]	[ ]
D5.	*Practice Organization*	[X]	[ ]
D6.	*Professional Internship*	[X]	[ ]

3. Program's Progress since the previous site visit (from previous VTR)

The Visiting Team applauds SALA for the evident and substantial improvements to the program, in response to the concerns expressed in the last Visiting Team Report. Most of the causes for concern have been addressed as noted below:

Absence of a Strategic Plan
A Strategic Plan has been developed, which would benefit from an implementation/action plan including timeframe and action items. It is understood that this additional planning is already in progress by the Director.

IT
The current IT model, being that of incorporating the Architecture School into the central UBC campus wide IT infrastructure, has recently replaced the previous model, consisting of two onsite IT staff, which had been implemented subsequent to the last VTR. The consensus from both faculty and students is that the IT support has become more reliable and professional in its delivery.

The incorporation of this model has freed up staff budget time; faculty is now on a rotational schedule for upgraded hardware on 3-year basis.

Faculty is in the process of acquiring multiple software licensees of AutoDesk AutoCAD Suite. This will allow the faculty and students on campus access to required CAD software. As well, students have access to free downloads of the student version of this software. This will resolve two issues: students will be exposed to current software most generally in use in professional offices; and students will have access to required software at little or no cost.

Accessibility
Introduction of accessibility notions in the Architectural technology course is a good initiative, but is not sufficient yet to give the ability to the student to design a building or a site as required to accessibility standards.

Program preparation
The Team observed program preparation components within the E-Studios, and to a more complete extent, within the thesis work.

Research Support
The limitation of the studio scheduling to three afternoons a week for required studios and two afternoons a week for all other studios, to has free up dedicated faculty research.

Financial Aid
There has been no change since the previous VTR.

Financial Equity
Access to the Study Abroad programs remains limited to those students who find the funding for these programs.
Some software has been provided since the previous VTR, and a change to some packages of open student source software is providing more open access. However, there is still the expectation that students pay for other software packages.

Campus Development Planning at UBC
SALA faculty are still not involved in the standing committee that oversees new construction on campus, and architect selection committees.

Perceived Loss of a Teaching Position
With the appointment of the Director, this has not occurred. In fact, three new, junior faculty members have been hired since the previous VTR, in addition to two Chairs.

Fundraising
Director Van Duzer has made fundraising a priority for the SALA, and is actively engaged with the community and the University to increase revenues for the School.

4. Program Strengths

Faculty
The faculty at SALA are a knowledgeable, dedicated and highly collegial group with a broad variety of professional interests and expertise. The faculty has been renewed and complemented by energetic new hires. Their broad range of educational backgrounds and experience has brought a robust complement to faculty research. The collegiality of the faculty cohort has positively influenced the students who are similarly respectful, collegial and passionate.

Students
The students form a dynamic and concerned group who are actively involved in enhancing their education, while being very interested in social and environmental issues. They are involved in organizing exhibitions, competitions and social activities that significantly enrich the educational experience.

Administrative staff
Administrative staff continues to be hard working and dedicated to SALA. The amalgamation of the School of Architecture and the Landscape Architecture Programs is requiring many changes, additional work load and adaptation to new situations. Despite these expectations and changes, the staff exude enthusiasm and dedication to working for the betterment of the students and the School.

Educational Environment
The School of Architecture should be lauded for its positive environment where much is accomplished within a framework of limited resources.

Sustainability
It is important to note the School's focused interest in sustainability of the environment and its potential to capitalize on this strength. The efforts to explore innovative approaches to environmental stewardship and leadership are taking the School to the leading edge of sustainable design and practice.

Studies abroad
Studies Abroad programs add an additional opportunity for enrichment.

Co-op Program
This program for the School shows promise of contributing to the educational experience. Students fully appreciated the insight into the profession they gained while working in practice before graduation.

Interdisciplinary Collaboration
Initiatives to increase collaboration with SCARP and Landscape Architecture are positive moves towards consolidating SALA as a coherent academic unit. The consolidation strengthens the case for a facility that houses all of SALA.

Mentorship Program
This new program for the School is unique and the students appreciate the effort of the school in pairing them with local professionals for regular informal meetings to share perspectives and opportunities.

Support for the School of Architecture and SALA
The Vice Provost was well informed of the current transformations occurring in SALA, and expressed strong support for the School.

New director of SALA
The visiting team recognizes the new Director of SALA for bringing active and positive leadership and vision to the School. There is much support and respect for Director Van Duzer by faculty, students, University administration, and the community, and expectations are high for the School.

5. Causes of Concern and Team's recommendations

Loss of a downtown presence
The downtown studio was an important facility for the School. Because of the isolation of the UBC campus it is critical that the school maintains its presence in downtown Vancouver. This has allowed for students to be exposed to the social and urban design issues related to the rapidly evolving inner city environment and public discourse within the city. This has also facilitated the schools involvement with both the architectural and wider community. It was also serving as a gallery as there is no space available on campus for this type of activity and was an ideal location for the thesis students to meet with their mentors from private practice, to have studio space, and exhibition space for their final work. The closure of the downtown studio is a significant loss to the School and the community, both professional and public.

Lack of clarity around a new facility
There is a clear need for either a new building or renovated/expanded Lasserre building. In the meantime, optimization of the Lasserre building could be explored.

Lack of contiguous space for Architecture and Landscape Architecture studios
Available studio space is inadequate, and is less per student than at the time of the previous VTR as the Downtown studio was closed. General environmental conditions within the Lasserre building are less than optimal.

Administrative Staff
The incomplete amalgamation of SALA is affecting staff, particularly in the area of job descriptions and responsibilities. The School is encouraged to complete this process as soon as possible, to ensure that functionality and proper service to students is maintained.

Budget
Due to the current changes to UBC's budget model, the SALA budget allocation from the University is unknown. The School is encouraged to work with the University to clarify its budget allocation as soon as possible.

III. Compliance with the Conditions for Accreditation

1. Program Response to the CACB Perspectives

Programs must respond to the relevant interests of the constituencies that make up the CACB: educators (CCUSA) and regulators (CALA), as well as members of the practicing profession, students and interns, and the general public.

A. Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

Met	Not Met
[X]	[ ]

Team comments:

The School's academic pedagogy is ground within its contexts of Vancouver, UBC, and the local region. Coursework and studio projects utilize these contexts for exploration and elucidation in architectural terms, but also in terms of cultural, social and environmental concerns. Students in the School are taught clearly that design is a contextual exercise, to the benefit of both students and the School. Some of the initiatives that address this requirment include:

- Collaboration with SCARP students and amalgamation of Landscape Architecture
- SALA participation and studios at the MacMillan and CIRS buildings
- Successful collaboration with campus and community planning initiatives
- Continued engagement with and direct support for ENDS program

B. Architecture Education and the Students

The program must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

Met	Not Met
[X]	[ ]

Team comments:

Although some measures could be taken to organise the support of the student projects and opinions brought through the voice of ARCHUS, some really good initiatives have been taken to maintain a good level of communication between the direction and the student body (open door policy from director and Student Executive Committee). It should also be noted that the unofficial communication between the faculty, the direction and the student appeared really open and collegial.

C. Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to professional life, including internship and licensure.

Met	Not Met
[X]	[ ]

Team comments:

ARCH 543 covers this topic with plenty of reference cases and topics as it relates to practice organization, roles and responsibilities of the profession, internship. The new initiative of the Mentor program has been received positive by the students. It should be applauded that SALA has initiated this program that may give students an opportunity to create relationships

and connect to the local profession easing into internship and licensure. As part of this transition and immersing students into the local professional life increasing the connection to Vancouver's downtown professional design community may be beneficial for students. One of the great opportunities are being presented with the opportunity through by Associate Professor Inge Roecker's Chinatown Acupuncture projects. However it should be noted that the lack of downtown space for SALA impedes on the opportunities for students connecting with the local design community during thesis reviews.

D. Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

Met	Not Met
[X]	[ ]

Team comments:

Many topics concerning the practice of architecture are covered in the required courses ARCH 541 Process and Practice and ARCH543 Contemporary Practice. The positive attributes of these courses, as well as other practice related initiatives in the School include:

- Engineers and consultants are invite to work directly with students in some workshops
- Students are in contact with teachers who also have a practice
- The school has a Co-op program that offers professional experience
- SALA has instituted a Mentor program that pairs students with local professionals for informal meetings with a practitioner
- Local professionals routinely serve on studio juries
- Representatives of the AIBC visit annually to inform students of the intern program

E. Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

Met	Not Met
[X]	[ ]

Team comments:

Courses such as ARCH 520, 521, 540, Vertical Design Studio, for example, studios addressing 'Urban Acupuncture' and insertions into such neighbourhoods as Chinatown, or with a retrofit of the building exterior and interior at 29 East Hastings Street, led by Associate Professor Inge Roecker in collaboration with the UBC School of Architecture and Landscape Architecture's community outreach design studios, initiated by the Vancouver Women's Health Collective (VWHC), with the latter's goal to open a pharmacy for women in the Downtown Eastside, a safe place to discuss health and receive peer support, provide excellent examples of fulfillment of these criteria.

2. Program Self-assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its action plan.

Met	Not Met
[X]	[ ]

Team comments:
The accreditation process encourages program self-assessment to achieve pedagogic goals and the aims of the strategic plan. The SALA program has hired a new Director (externally sourced) who is well supported by the Dean, the alumni / development staff and the UBC president. An annual retreat is a forum for budget, human resources, facilities, curricular and student performance issues, with a move to the integration with the university and professional communities at large. A committee has been struck to formulate a Program Strategic Plan, to establish terms of reference, with an emphasis for how Architecture should be visualized as distinct within SALA and beyond. With some of the issues surrounding IT support, there has been a move to centralize the service, with a saving of a portion of a staff position. Peer review, highlighting the early performance of new hires is conducted at the conclusion of all coursework, in addition to student reviews of all instructors and courses. Graduate satisfaction surveys are now completed, with the results informing the recent strategic planning sessions.

3. Public Information

The program must provide clear, complete, and accurate information to the public by including in its academic calendar and promotional literature the exact language found in the CACB 2010 Conditions (Appendix A-1), which explains the parameters of an accredited professional degree program.

Met	Not Met
[X]	[ ]

Team comments:
This information is included on SALA website under the MArch program, and is clearly laid out and easily accessible.

4. Social Equity

The accredited degree program must provide a summary of provincial and institutional policies that augment and clarify the provisions of the Charter of Rights and Freedoms as they apply to social equity.

Met	Not Met
[X]	[ ]

Team comments:
UBC operates following criteria set by the Federal government, the Provincial government and the collective agreement. The University has an Equity Office, an employment Equity Plan (2010), and an Equity and diversity strategic Plan(2010). In addition, UBC has establish a number of policies directly related to the issues of social equality in its Policy Website. As demonstrated by School statistics, there is a good balance of women and men among the faculty and students

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head devoting not less than fifty percent of his/her time to program administration, administrative and technical support staff, and faculty support staff.

Met	Not Met
[X]	[ ]

Team comments:

Administrative
Since the last Accreditation Visit, a new Director of SALA has been appointed, bringing stability, energy and vision to the School. Leslie Van Duzer began as Director in 2010-11, and began the process of the amalgamation of the programs within SALA, including rationalization of staffing and budgets. In addition, Director Van Duzer has established SALA wide: budgeting, policies & procedures, staffing, course schedules, and an Executive Committee comprised of program chairs, as well as faculty and student representatives. Senior Administration, faculty, students, and the external community, very positively view Director Van Duzer, and the changes that she has implemented to date. In addition to her administrative duties, Director Van Duzer also contributes teaching in the form of two "services courses" (undergraduate, pan-university), which brings some university wide attention to SALA.

Faculty
Three new, junior faculty members have been hired in the Architecture program since the last Accreditation Visit as replacements for retired faculty. In addition, two new tenureable positions have been created: a position in Building Science/Technology (75% Architecture, 25% Civil Engineering), and a position in Sustainable Design (100% SALA). These hires are welcomed additions to the faculty cohort, bringing energy and passion to their new roles. These new faculty are well received and appreciated by students and faculty alike.

Faculty workloads appear to have been rationalized, with equivalency in teaching workloads established.

Staff
The Staffing of SALA is presently undergoing a rationalization as the process of amalgamation of programs is not yet completed. This has two areas of implication for staff that may affect the functionality of the Architecture Program, in administrative terms. Firstly, discussions with staff indicate that portfolios of responsibility for some staff have not yet been finalized. Discussions with students indicate that they are experiencing a lack of student advising, which may be as a result of this incomplete process of staffing responsibilities. Faculty advisors are not necessarily known to students, and have been noted to be unresponsive to student queries. The School is encouraged to complete this process in a timely fashion, and ensure that student advising is consistently available.

Secondly, staff are presently located in different buildings, which presents difficulties for some. In addition to presenting challenges, there is some duplication of staff, such as receptionist positions. Two positions are currently being recruited to cover the areas of Outreach & Recruitment, and Clerical Financial/Reception.

The Workshop operates under the staffing of one individual, who works with and supervises student monitors, who assist with the operation of the digital fabrication equipment. These student monitors also supervise students in the Workshop after hours. All students receive one session of safety training, and equipment training occurs on a one-on-one, as needed basis. The workload for one full-time staff member is therefore onerous, and workable only due to the dedication of this staff member. Although the accident rate is relatively low in the Workshop, as compared to other institutions with similar equipment, there is no back-up for this position which is vitally important in a program in which a workshop plays a vital role in the pedagogy, and one in which demand for digital output is increasing. Students have noted that the Workshop is closed when the technician

needs to perform other duties outside the shop, which can be challenging in times of deadlines. The addition of a second workshop technician, either full-time or part-time, would be beneficial to the operation of this important component of the Architecture Program.

Since the last Accreditation Visit, IT staff support has been operating on a centralized model, as described in Section 8. The responsibilities and requirement for IT support appears to have been resolved, with improvements to this arrangement continuing to be developed and fine-tuned.

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Met	Not Met
[X]	[ ]

Team comments:

Faculty

The SALA amalgamation has included the establishment of a separate SALA APRT Review Norms for the assessment and promotion of faculty. Previously assessed within the norms of the Faculty, SALA faculty are now assessed within a framework that is more appropriate for design faculty.

UBC funding for faculty professional development of $1,100 per year has been supplemented by SALA by $1,400 to a total of $2,500 each year that can be used for expenses that relate to professional development.

Faculty computer equipment is now being replaced on a three-year rotational basis, a new initiative under the leadership of Director Van Duzer.

Students

There are various Study Abroad opportunities for Architecture students within the Architecture program, and these are much valued by the student body. However, these programs operate on a cost recovery basis, with the costs covered by students as additional to the other costs of the Program. Feedback from students indicates that these additional costs act as an impediment to some students, thereby creating an environment in which not all can enjoy the benefits of these highly beneficial programs. The Program is therefore encouraged to seek additional funding for the study abroad programs, in order to equalize these opportunities across the student body.

There are additional opportunities for students to study abroad through the UBC Go Global program, but the Program could benefit from coordination, as students currently navigate the program without guidance or assistance. In addition, the Program is encouraged to explore opportunity for students participating in Go Global to receive academic credit for coursework taken through this program, as students currently must extend their time to completion if they take advantage of Go Global.

Student leadership occurs in the Architecture Program under the aegis of *ARCHUS*, an elected body of student volunteers. *ARCHUS* activities include “Good Times,” a weekly social event that is much appreciated by the student body. In addition, *ARCHUS* has representation on The Executive Committee established by Director Van Duzer, organizes other events, and assists the Program regularly with gallery and exhibition design and set-up. *ARCHUS* plays a valuable role in the

student life of the Program, providing peer support and continuity across the years of the Program, in addition to Program support in a variety of ways.

7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

Met	Not Met
[ ]	[X]

Team comments:

As previously identified in the last Accreditation Visit, the facilities continue to be of concern for a program dedicated to design and matters related to the spatial efficacies.
The elimination of the downtown studio lease for financial considerations by the University has exacerbated the crowding of the Lasserre studio spaces and other spaces on the UBC campus. Additionally, the removal of this studio from the urban setting has drawn universal criticism from students and staff alike, who considered this invaluable for the course of study which concentrates heavily on urban design issues, some of which are located in the immediate area. The ability for this location to facilitate outreach to the architectural community is now compromised, from a perspective of exhibition exposure to the attraction of visiting critics from the community.

The Lasserre Building, while a fine example of a building of the period, is challenging the faculty to deliver instruction optimally. The separation of program delivery to five buidlings on campus is obviously straining cohesion, most notably with the landscape architecture program. A closer physical proximity – even if located in a neighbouring arts precinct - would help to strengthen both programs. The condition and distribution of programming amount the various facilities has a potential impact on the ability of the program to attract new staff.

The space utilized by the architecture program within Lasserre is stretched; addressing this critical consideration has been initiatied with the commissioning and receipt in June 2011of the UB Planning and Design feasibility report. Unfortunately, the timing indicated in the feasibility study no longer appears current and a budget or a funding model was not articulated. While the co-location of architecture with music and planning in Lasserre may acomplish overarching institutional objectives, these are clearly at the expense of the effective operation of the architecture program. This has stressed many of the functions, from over crowding in studios to scheduled classroom useage. Student gathering space is very limited. The workshop, while clearly well organized and managed, suffers to the point where students using the facility frequently determine the methods employed for project implementation by the availability of some of the equipment. Wisely there has been no attempt to integrate any metal fabrication into a workshop setting, as this would further challenge the already limited space, while impacting safety considerations.

In addition to crowding in the Lasserre building, the physical state of the building itself is of concern. Work areas in the building are not always heated, thereby discouraging student use of the studio spaces in evenings and weekends. Also, and of greater concern, the building does not meet the seismic requirements for the area, which is known to be seismically active. This concern was expressed to the Team by both staff within SALA, as well as by a senior administrator within the University. At the very minimum, the Lasserre building should be upgraded seismically.

8. Information Resources and information technology

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library. For Information Technology Resources, the program must also provide the information technology infrastructure and corresponding staff support in order to effectively contribute to the delivery of the curriculum, as well as supporting activities of staff and faculty.

Met	Not Met
[X]	[ ]

Team comments:

The Architectural collection, housed within the Fine Arts, Architecture and Planning division of the central campus library, consists of some 29,000 publications; the capital expenditure for new publications and periodicals is approximately $35,000.00; the adequacy of the central library to service the Architectural program is more than adequate.

The School also houses a Reading Room in the Lasserre Building, which is very well used by the School. Its resources for the School include quiet study space, the materials library, AV equipment, archival space, access to online image database. The holdings of the Reading Room complement the Fine Arts, Architecture and Planning Library, and together comprise a history of the intellectual life of the School over the past 50 years, including bound copies of student thesis projects.

The current IT model, being that of incorporating the Architecture School into the central UBC campus wide IT infrastructure, has recently replaced the previous model, consisting of two onsite IT staff. The incorporation of this model has freed up staff budget time; as well the consensus from both faculty and students is that the IT support has become more reliable and professional in its delivery. The only issue would seem to be that of response time, however strategies have been put in place to mitigate this; such a 'pencils down' pre-deadline to allow adequate plot time.

9. Financial Resources

Programs must have access to sufficient institutional support and financial resources.

Met	Not Met
[X]	[ ]

Team comments:

In 2010-11, the budget for the Architecture program was merged into one consolidated SALA budget. Section 3.9, Financial Resources Supplementary Material reads, in part:

> "The funding allocations have been combined and cannot be easily separated. This year some information was available to split the expenses for the school between the Architecture Program and the Landscape Architecture Program. Where required, the split between the two programs' expenses will be assumed to be 2/3 Architecture and 1/3 Landscape Architecture based on the relative comparisons of both Faculty FTE and Student FTE (on average)."

In addition the 2011-12 budget allocation has not, as of this writing, been released to SALA by the University, as a new pan-university funding model is presently being implemented.

Therefore, making an accurate comparison between the budgets in this accreditation cycle and the previous is challenging. However, based upon observation of facilities, delivery of the program,

discussions with faculty, students and administration, it is concluded that funding at this time is determined to be adequate.

10. Administrative Structure (Academic Unit & Institution)

The program must be part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

Met	Not Met
[X]	[ ]

Team comments:

In meetings with Director van Duzer, and with Vice Provost and Associate Vice President for Academic Affairs and Resources Dr. Anna Kindler, it was clear that the program enjoys levels of autonomy and support from the administration.

11. Professional Degrees and Curriculum

The CACB awards accreditation only to first-professional degree programs in architecture. These include:

- *Master of Architecture degree with a related pre-professional bachelor's degree; requirement, typically amounting to five or six years of study;*
- *Master of Architecture degree without a pre-professional requirement, consisting of an undergraduate degree plus a minimum of three years of professional studies.*
- *Bachelor of Architecture degree requiring a minimum of five years of study, except in Quebec, where four years of professional studies follows two years of CEGEP studies;*

The curricular requirements for awarding these degrees must include three components: general studies, professional studies, and electives that respond to the needs of the institution, the architecture profession, and the students respectively.

Met	Not Met
[X]	[ ]

Team comments:

The SALA M.Arch. program is organized as a 3 year (+) professional degree in Architecture, without a pre-professional requirement. However, the introduction of the ENDS, pre-professional program, has provided the opportunity for progression, within SALA, from undergrad through to Masters.

As not all students accepted into the M.Arch. program come from backgrounds incorporating fundamental architectural skills, it has been found that some students are at a disadvantage at the start of the program, in terms of specific software and drawing skills. Faculty are investigating the opportunity to deliver a 'bridging course' in the summer, prior to program commencement, to address these deficiencies. This endeavor should be pursued vigorously, as current student feedback would strongly support the need for course.

12. Student Performance Criteria (SPC)

Each architecture program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for

meeting the demands of an internship leading to registration for practice. (See CACB 2010 Conditions for further detail regarding the SPC categories and criteria).

A1. Critical Thinking Skills
Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well reasoned conclusions, and test them against relevant criteria and standards.

Met	Not Met
[X]	[ ]

Team comments:
This criterion was well met throughout all the theory courses, though these skills did not appear as strongly in the Graduation Project 2.

A2. Research Skills
Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.

Met	Not Met
[X]	[ ]

Team comments:
Throughout the student exhibits the team has observed the general ability of students collecting data and analyzing specific parts of the program. It should be noted that some of the data collection and analysis could be more thorough and consistently displayed in the student work exhibits.

A3. Graphic Skills
Ability to employ appropriate representational media to convey essential formal elements at each stage of the programming and design process.

Met	Not Met
[X]	[ ]

Team comments:
A good diversity in the use of media was observed, the digital fabrication achievements being particularly remarkable even though mainly aimed at the final representation stage of the design process.

A4. Verbal and Writing Skills
Ability to speak and write effectively on subject matter contained in the professional curriculum.

Met	Not Met
[X]	[ ]

Team comments:
The written work in ARCH 504 and 505 (Architectural History 1A and 1B) demonstrate the ability to critically and effectively reflect and write about architectural ideas and developments. Written work that accompanies ARCH 549 capably communicates the architectural ideas explored in these design projects.

A5. Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with others when working as members of a design team and in other settings.

Met	Not Met
[X]	[ ]

Team comments:
The vertical studios integrate varying terms together in single project teams whereby students are exposed to overlapping abilities, and learn in a group setting from their peers. This fosters students to identify strengths and weakness in their abilities and to assist and assume in roles as required and appropriate. As well, with the integration of the School of Architecture and the Landscape Architecture Program, there has been an opportunity to provide joint studios and foster interdisciplinary learning and collaboration. The student feedback on these two strategies has been positive.

A6. Human Behavior

Understanding of the relationship between human behaviour, the natural environment and the design of the built environment.

Met	Not Met
[X]	[ ]

Team comments:
This topic is well covered in the required Architectural History courses (ARCH 504 &505) as well as in some of the vertical studios.

A7. Cultural Diversity

Understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

Met	Not Met
[X]	[ ]

Team comments:
This topic is covered mainly in the Contemporary Theories in Architecture (ARCH 523), but also in the required Architectural History courses, and notions of the topic were also noticeable in some of the vertical studios.

A8. History and Theory

Understanding of diverse global and local traditions in architecture, landscape, and urban design, as well as the factors that have shaped them.

Met	Not Met
[X]	[ ]

Team comments:
Courses that support this criteria are dispersed throughout the program curriculum. The courses start with a more observational review of traditional architecture, landscape, and urban design motifs and developments; and develop into a critical analysis of contemporary architecture, landscape, and urban design.

A9. Precedents
Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.

Met	Not Met
[X]	[ ]

Team comments:
As well as relying on the courses that support criteria A8, this criteria is also supported by the design studios. The Thesis Studios provide the most comprehensive evidence.

B1. Design Skills
Ability to apply organizational, spatial, structural, and constructional principles to the conception and development of spaces, building elements, and tectonic components.

Met	Not Met
[X]	[ ]

Team comments:
Development of architectural design skills are evident in most course and project work, as should be expected as a core competence in any architectural program. The issues of some concern include the proportion of group work compared to independently generated in the various design studios and to what extent students will be evaluated independently. Additionally, many projects are not developed beyond what would traditionally be considered a schematic level of resolution. The standard of acceptance takes many of the project graphics only to a point where the construction of models is well informed. While some projects are notable exceptions, this does appear to be the normative level of completion presented.

B2. Program Preparation
Ability to prepare a comprehensive program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws and standards, and site selection and design assessment criteria.

Met	Not Met
[X]	[ ]

Team comments:
ARCH 543 outlines methods for program preparation for student understanding. Throughout the student exhibits the ability of preparing a comprehensive program can be observed, yet more detailed information showing the basis of the analysis of user needs, space requirements and design criteria could be more consistent (see also A2, research skills). Reviewing the student work there seems less focus on relevant laws and standards as they pertain to a project.

B3. Site Design
Ability to analyze and respond to context and site conditions in the development of a program and in the design of a project.

Met	Not Met
[X]	[ ]

Team comments:
This criteria is supported by the design studios. The Thesis Studios provide the most comprehensive evidence.

B4. Sustainable Design

Ability to apply the principles of sustainable design to produce projects that conserve natural and built resources, provide healthy environments for occupants/users, and reduce the impacts of building construction and operations on future generations.

Met	Not Met
[X]	[ ]

Team comments:

The evidence to support this criteria is found in the 'E Studio', and more robustly in the technical courses: ARCH513 and ARCH533. Although this criteria is deemed to be met, there is a lack of investigation and implementation of current rating systems, which are employed to analyze Sustainable Design, within building projects.

B5. Accessibility

Ability to design both site and building to accommodate individuals with varying physical and cognitive abilities.

Met	Not Met
[ ]	[X]

Team comments:

Design including barrier free washrooms were integrated in the Architectural Technology 1 course (ARCH511) and was noticeable in some of the vertical studio and thesis work. However, there is still limited evidence that students have the ability to design a site or a building with the inclusion of the full range of accessibility issues, which includes all types of handicaps. The use of stairs and other universal access barriers in projects, without alternate paths was also noticeable.

B6. Life Safety Systems, Building Codes and Standards

Understanding the principles that inform the design and selection of life-safety systems in buildings and their subsystems; the codes, regulations, and standards applicable to a given site and building design project, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.

Met	Not Met
[ ]	[X]

Team comments:

ARCH 511, 531, 541 and 543 have little information of specific design, selection and application of Life Safety Systems, Building Codes and Standards as part of the design process. The information provided in the course outline covers topics such as general requirements of codes and standards, yet no specific information about building code classifications, occupancy, separation requirements or fire protection can be found. The vertical studio work and E -Studio work do show inconsistent evidence of students' ability or understanding of these systems within the design process.

B7. Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range and appropriate applications of structural systems.

Met	Not Met
[X]	[ ]

Team comments:
Structural concepts and systems are to be found in the courses Structures I & II, as well as throughout studio work. Integration of structural concepts and systems into design is amply and well demonstrated across all years of the MArch program.

B8. Environmental Systems
Understanding of the basic principles that inform the design of environmental systems, including acoustics, illumination and climate modification systems, building envelopes, and energy use with awareness of the appropriate performance assessment tools.

Met	Not Met
[X]	[ ]

Team comments:
Environmental Systems & Controls I, ARCH 513, described as addressing 'appropriate thermal, atmospheric, luminous (visual) and acoustic conditions in and around buildings, identifying key active and passive approaches to environmental controls across a range of building types and within a variety of climatic zones, placing a strong emphasis placed on issues of sustainability', ensures that this criteria is met with excellence.

B9. Building Envelopes
Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Met	Not Met
[X]	[ ]

Team comments:
Building envelope methodologies and design are discussed in various courses, notably ARCH 531. Exercises are developed to illustrate plausible examples and address realistic conditions. Application of these principles into various studio projects is evident, but some presented work does not show a thorough understanding of the principles of building envelope design as they are applied to these projects.

B10. Building Service Systems
Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

Met	Not Met
[ ]	[X]

Team comments:
ARCH 511, 513 and 533 cover partial areas of building service systems in various degrees: a large focus is displayed on building envelope performance, heat loss and gain calculations, vertical transportation, day lighting, energy and sustainability principles. There is little information

or evidence of the integration of actual mechanical or electrical systems, communication, security and fire protection systems or principles as to when and why certain systems will be applied. Throughout the student exhibits there is a lack of evidence of integration of such building service systems, especially basic systems such as HVAC, space requirements for systems and fire protection and how this may affect design considerations.

B11. Building Materials and Assemblies
Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance.

Met	Not Met
[X]	[ ]

Team comments:
This criteria is generally supported by the Design Studios, with more in-depth review evidenced within technical courses ARCH511 and ARCH531. There is also a materials library available to the students, which has allocated staff to monitor and update the contents on a continuous basis.

B12. Building Economics and Cost Control
Understanding of the fundamentals of development financing, building economics, construction cost control, and life-cycle cost accounting.

Met	Not Met
[X]	[ ]

Team comments:
The basics of this topic are covered in the Contemporary Practice course ARCH 543. It would be beneficial for the students to deepen the notion of the cost control.

C1. Detailed Design Development
Ability to assess and detail as an integral part of the design, appropriate combinations of building materials, components, and assemblies.

Met	Not Met
[ ]	[X]

Team comments:
There is no singular evidence in support of this criterion. Various technical courses, including ARCH 511, 531, and 532, indicate intent of aspects of Detailed Design Development. However this is not translated into a building design. Many design studio work shows no significant evidence of progress beyond the conceptual design stage.

C2. Building Systems Integration
Ability to assess, select, and integrate structural systems, environmental systems, life safety systems, building envelopes, and building service systems into building design.

Met	Not Met
[ ]	[X]

Team comments:

These criteria are evidenced under ARCH 513. However, this course and design studios should provide a more rigorous review of how systems, including conventional systems, are integrated into typical architectural design solutions.

C3. Technical Documentation
Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

Met	Not Met
[ ]	[X]

Team comments:
The conceptual development of details and accomplishment in graphical documentation were limited in scope. While some elective courses showed a good level of accomplishment or a technical documentation that emerged from a personal design, the courses dedicated to meet this criterion were lacking in consistency sufficient to meet the ability level.

C4. Comprehensive Design
Ability to project a comprehensive design based on an architectural idea, a building program and a site. The design or designs should integrate structural and environmental systems, building envelopes, building assemblies, life-safety provisions, and environmental stewardship.

Met	Not Met
[ ]	[X]

Team comments:
The Comprehensive Design has undergone two iterations since the last VTR, with a third currently underway. The first iteration, as noted in the APR under the Program Self Assessment of the 2007-08 Annual Report, identifies that this criteria is supported by the "Culture of Making" Studio. This has been revised in the second iteration, which is the presented evidence for this VTR, with the Vertical Studios modified by an "E" designation and supplemented by various technical courses, particularly ARCH513 and 531. Although it is understood that this criteria may be satisfied by more than one studio and/or course, this approach can lead to inconsistencies across student submissions and instructor requirements. This is the case in this instance. The "E" Studio elective addition to some of the studio work varies in depth and complexity, as demonstrated in the work exhibited, depending upon the instructor.

The team has a concern with the course outline of the E studio. The studio expectation of this studio summarizes that students elect and identify criteria to be incorporated into the design process as they relate to ecology. For the period of consideration for this assessment, the requirement for Comprehensive Design was included as a component called the E-Studio stream within the Vertical Studio sequence. Students were required to take E-Studio in at least one of the three required Vertical Studios. Students "identify which criteria they will be addressing in their work, and pursue a design process so that results in a synthesis of those criteria." The E-Studio required students to relate social and cultural issues to defined areas of design and performance.

Environmental stewardship and sustainable design considerations are being incorporated and integrated to a large degree in vertical design studios and E-Studio. Yet the review team notes that analysis and application of basic building systems such as HVAC, plumbing and life safety are lacking or being displayed inconsistently throughout the displayed work. The focus of the

UBC on ecology including social, cultural and economic aspects of environmental issues should be commended, yet should not replace a student's capability of evaluating and incorporating basic building systems, as required by this SPC.

D1. Leadership and Advocacy

Understanding of the techniques and skills for architects to work collaboratively with allied disciplines, clients, consultants, builders, and the public in the building design and construction process, and to advocate on environmental, social, and aesthetic issues in their communities.

Met	Not Met
[X]	[ ]

Team comments:

The combination of the two practice courses presented a great and diverse sum of material allowing a good understanding of the criterion.

D2. Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

Met	Not Met
[X]	[ ]

Team comments:

Such Courses with pertinent content as ARCH 531 and Arch 543 ensure the criteria are met with excellence.

D3. Legal Responsibilities

Understanding of the architect's responsibility to the client and the public under the laws, codes, regulations and contracts common to the practice of architecture in a given jurisdiction.

Met	Not Met
[X]	[ ]

Team comments:

Courses ARCH541 and ARCH543 provide coverage of the Legal Responsibilities of the profession.

D4. Project Delivery

Understanding of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.

Met	Not Met
[X]	[ ]

Team comments:

This topic is well covered in the required courses Process and Practice (ARCH 541) and Contemporary Practice (ARCH 543).

D5. Practice Organization

Understanding of the basic principles of practice organization, including financial management, business planning, marketing, negotiation, project management, risk mitigation and as well as an understanding of trends that affect practice.

Met	Not Met
[X]	[ ]

Team comments:

ARCH 543 covers the basic principles of practice organization through case studies, examples and reference cases. The course material in general is modeled through interesting parallels and examples. Students receive a well-balanced cross section through current Practice organization, business planning and future trends.

D6. Professional Internship

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers.

Met	Not Met
[X]	[ ]

Team comments:

Course ARCH543 provides specific content directed to the role of Internship in the profession. In addition, a mentorship program has been established that links students with Vancouver practitioners, which acts as a mirror to the mentorship requirements for professional Internship.

IV. Appendices

Appendix A: Program Information

The following is condensed from the Program's Architecture Program Report

1. Brief History of the University of British Columbia

The University of British Columbia is a publicly supported, comprehensive university comprising twelve Faculties, fourteen Schools, almost 70 centers and institutes and four affiliated teaching hospitals. UBC is the third largest university in Canada and the oldest in the province. It is consistently ranked as one of the top three Canadian universities and ranks thirtieth in the world in the 2010 *Times Higher Education World University Rankings*.

Incorporated by the provincial government in 1908, UBC admitted its first students in 1915. It moved to its present Point Grey location in 1925 following the "Great Trek" which had convinced the Provincial Government to resume the construction that had been halted by the First World War. Today almost 500 buildings occupy a 400-hectare campus, with downtown facilities in Robson Square and a separate Okanogan campus. The Vancouver campus educates more than 47,000 undergraduate and graduate students each year, representing 140 different countries.

The University Calendar is a comprehensive guide to all programs, courses, services, and policies at the University of British Columbia. The Calendar also serves as a record of many University academic policies and procedures. The online Calendar is the official Calendar as UBC no longer supports a print version. Changes are incorporated online at intervals throughout the year.

2. Institutional Mission

The UBC Plan is constructed as a statement of Vision, Value and Commitments to quite particular arenas in which University interest and resources will be focused. It serves as an overarching document within which more local strategic planning occurs. In summary,

The UBC Plan *Vision*
As one of the world's leading universities, The University of British Columbia creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world.

The UBC Plan *Values:*
academic freedom: The University is independent and cherishes and defends free inquiry and scholarly responsibility.
advancing and sharing knowledge: The University supports scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and seeks every opportunity to share them broadly.
excellence: The University, through its students, faculty, sta! , and alumni, strives for excellence and educates students to the highest standards.
integrity: The University acts with integrity, fulfi lling promises and ensuring open, respectful relationships.

mutual respect and equity: The University values and respects all members of its communities, each of whom individually and collaboratively makes a contribution to create, strengthen and enrich our learning environment.
public interest: The University embodies the highest standards of service and stewardship of resources and works within the wider community to enhance societal good.

The UBC Plan *Commitments:*
Student Learning: The University provides the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences and rewarding campus life.
Research Excellence: The University creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination and application of research within and across disciplines.
Community Engagement: The University serves and engages society to enhance economic, social and cultural well-being.
Aboriginal Engagement: The University engages Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of Indigenous cultures and histories into its curriculum and operations.
Alumni Engagement: The University engages its alumni fully in the life of the institution as valued supporters, advocates and lifelong learners who contribute to and benefit from connections to each other and to the University.
Intercultural Understanding: The University engages in reflection and action to build intercultural aptitudes, create a strong sense of inclusion and enrich our intellectual and social life.
International Engagement: The University creates rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborates and communicates globally.
Outstanding Work Environment: The University provides a fulfilling environment in which to work, learn and live, reflecting our values and encouraging the open exchange of ideas and opinions.
Sustainability: The University explores and exemplifies all aspects of economic, environmental and social sustainability.

3. Program History

The establishment of the School of Architecture at UBC in 1946 was shaped by circumstances of geographic isolation and historical immediacy. After more than 60 years of producing professional graduates, it is fair to observe that the condition of metropolitan Vancouver itself may serve as the most direct testimony to the work of the School over time. Indeed the origins of a distinctive 'West Coast' design idiom and its continuing development are directly linked to the work of students, faculty and graduates of the UBC School.

The School's early identity was deliberately modernist, largely defined by the first School Director Frederic Lasserre whose vision of the modern project in architecture was set in a programme that advocated, in his own words "breaking away from studying the earlier practice of applying old architectural designs to modern needs."

By the mid-1950s, the School had grown to a student population of 150. Lasserre's ambition for a modern and functional design sensibility was given pointedly didactic presence in the completion of the purpose-built Lasserre Building for the School of Architecture in 1962. Designed by the Vancouver firm of Thompson Berwick and Pratt, the Lasserre Building also included the Department of Art History and Fine Arts and the School of Community and Regional Planning, a conjunction of concerns that continues to the present day. Among significant faculty during these formative years, Peter

Oberlander, Arthur Erickson and Abraham Rogatnick were crucial in establishing enduring standards of intensity and spirit in the School's pedagogy.

Appropriate to the shifting social circumstances which characterized the 1960s, the philosophical position of the School found expression in deliberate community activism undertaken by faculty and students alike. Guided by its Director, Henry Elder, the School was actively engaged in significant local planning issues, most famously in the repudiation of the plan to destroy Vancouver's historic Chinatown and Gastown in the process of constructing a freeway. The School was also instrumental in the initiatives which preserved the Roundhouse as an active community centre and fostered the development of Granville Island: significant moments in Vancouver's efforts to define alternative models and discover its own urban potential.

During the 1980's, Doug Shadbolt introduced "core" courses to the curriculum. From 1990 to 1998, under the directorship of Sandy Hirshen, the program shifted the existing Bachelor of Architecture to a graduate Master of Architecture [M.Arch.] program; developed key outreaches in the community, particularly securing and renovating a permanent downtown location and establishing a regular design-build elective. Several new faculty were hired which gave excellent direction and fresh energy to the programme. Serious budget cuts and frozen tuition fees however, negatively impacted discretionary monies.

Christopher Macdonald was the Director of the School of Architecture from 1999 to 2005 and under his leadership, extensive physical renovations were made to the Lasserre building, together with developing an elective co-op option and extending community interaction. Most significantly, he oversaw the introduction of the undergraduate Bachelor of Environmental Design (ENDS) program and the amalgamation of the School of Architecture and the Landscape Architecture Program into the School of Architecture and Landscape Architecture (SALA).

In 2006, Ray Cole was appointed as SALA's inaugural Director, with Sherry McKay assuming the newly formed role of Chair of the Architectural Programs. In the new SALA governance model, the Program Chair continued to direct the academic mission of the professional MArch, including overview of budget and assignment of teaching roles to faculty. Meanwhile, the Director's responsibilities included orchestrating a new institutional identity, developing of its vision and mission and initiating the planning of new facility to bring all of SALA to one location.

George Wagner assumed the role of Program Chair for Architecture in 2009 and, significantly, has overseen substantial renewal in full-time faculty as well as the hiring of a new SALA Director, Leslie van Duzer, in 2010. Under Leslie Van Duzer, significant changes have been formulated for a single budget for SALA, progress has been towards a new building and steps have been initiated for greater SALA cohesion.

4. Program Mission

Situated with the Faculty of Applied Science, SALA exists as a relatively independent administrative entity within the larger Faculty, which also includes the School of Nursing. At present the APSC Faculty does not possess a distinct faculty-level strategic plan, although policy concerns are coordinated among all pertinent Department Heads and School Directors at regular meetings with the Dean.

More specifically pertinent to the MArch program are the current SALA Mission and Vision statements:

Through its teaching, professional endeavours, research and scholarly activities, the School is committed to producing outstanding graduates equipped to provide the necessary design and intellectual leadership that will contribute to a built environment that supports civil and sustainable patterns of living.

Guided by this vision, the individual and collective teaching, research and scholarship within the School is directed at building an internationally recognized school that:

1. Provides an outstanding and distinctive professional education directed toward the breadth and complexity of issues germane to contemporary built and natural environments
2. Engages with a wide range of constituencies in the larger community – academic, professional and public – and brings these associations directly to bear on its educational and administrative priorities
3. Anticipates evolving realities within the realm of contemporary practice and stimulates effective innovation that supports cross-scale and interdisciplinary approaches and solutions
4. Engages in leading edge design research and scholarship activities that contribute constructively to the theory and practice of architecture and landscape architecture

The School of Architecture and Landscape Architecture's core responsibility is design education. Since the appointment of its inaugural Director and Program Chairs, SALA has not only formulated a mission and vision statement articulating its collective aspirations, but also:

1. Developed a new identity and a new website formally launched in November 2007
2. Formulated and begun to execute new Information & Technology capability
3. Developed and initiated a fund-raising effort to create a new facility adjacent to the Lasserre building – the traditional home of Architecture - to house SALA under one roof

5. Program Strategic Plan

Strategic Plan: Professional Master of Architecture Program, School of Architecture and Landscape Architecture

December 9, 2011
The Architecture Program Strategic Plan is coordinated with the encompassing School of Architecture and Landscape Architecture Strategic Plan and supports **Place and Promise**: *The UBC Plan,* sharing in its commitment to student learning, community engagement and research excellence, and its engagement with Aboriginal, intercultural and international engagement and sustainability.

Vision
The *Architecture Program* of the *School of Architecture and Landscape Architecture's* core responsibility is design education.

Through teaching, professional endeavours, research and scholarly activities, the Program is committed to the production of outstanding graduates equipped to provide the necessary design and intellectual capabilities that will contribute to a built environment that supports civil and sustainable patterns of living.

The Architecture Program has three overarching commitments: enhanced student learning,

productive community involvement and research excellence. The actions taken to achieve the goals set by these commitments can often serve to further several goals and more than one commitment: curricular and pedagogical practices may also involve community engagement and /or faculty research. This interrelatedness contributes to the robustness of the Program.

To further this end, our goal is to make interdisciplinarity common practice. Engagement with environmental issues, for instance, is distributed across all facets of the program, including dedicated course work, classes and studios, faculty research and publications and community initiatives.

The Strategic Plan is implemented through the Program Chair in consultation with the SALA Director and is revisited as an agenda item at the annual Architecture Program retreat held at the end of the Academic Year in May and revised as needed.

Commitment #1 (Teaching). Provide an outstanding and distinctive professional education directed toward the breadth and complexity of issues germane to contemporary built and natural environments.

Goal 1: **Maintain and build on the strength of the disciplinary core by:**

A/ Ensuring quality of courses and all studios

- All core courses and studios are taught by full time faculty
- Faculty peer review of studios at the end of term exhibit
- Regular faculty review of teaching of core courses and studios.

B/ Reviewing and revising the curriculum on an ongoing basis.

- Maintain a curriculum committee to assess the curriculum and its pedagogical effectiveness and to identify any issues arising from current practices and changes in the profession or accreditation demands.
- Refer to Student assessments of Teaching and Coursework as it contributes to curricular discussions.
- Compare the program to other programs to assess its relative merits and currency

C/ Operating exemplary standards of design theory, practice and advocacy

- Familiarize students with and adopt technologies that provide graduates with broad and pertinent experience.
- Ensure faculty maintain currency in their knowledge base and pedagogy.
- Seek new faculty capable of augmenting and enriching existing resources in order to expand dialogue and enhance program capacity.

Goal 2: **Build the Program's national and international profile by:**

A/ Attracting and admitting exceptional applicants and continuing to graduate exceptional students who are equipped to be future leaders in practice and research.

- Maintain an open and accessible application process that recognizes past experience and accomplishment of applicants.
- Promptly identify top students and entrance scholarships candidates and recruit accordingly
- Continue to augment and enhance available scholarships and track new and relevant scholarships registered with the Faculty of Graduate Studies.

- Provide a structured program of graduate teaching assistantships and graduate research assistantships distributed across ENDS and MArch studio and course offerings, including a clear communication of requirements and opportunities.
- Maintain an informative website that effectively communicates information about the Architecture programs and current activities and that celebrates achievements of faculty, students and alumni.

B/ Involving the program and students with the professional community.

- Maintain an effective co-operative program
- Maintain an effective mentoring program involving students and practitioners
- Explore the possibility of profession-initiated directed studies opportunities
- Continue to integrate contemporary architectural offices / practitioners across the curriculum
- Offer regular Student tours of exemplary contemporary work.
- Enhance design-build opportunities
- Institutionalize and expand international exchange and studies abroad programs.
- Maintain the SALA public lecture series and continue to afford student involvement with speakers in related seminars and tours.

C/ Advocacy on behalf of design excellence in the constructed environment, responsibly expressed across a rich variety of constituencies

- Encourage students to become involved in design debates across the campus and within the city.
- Studios focused on pertinent contemporary issues, exemplified by the Core Comprehensive Building studio.
- Encourage student involvement with social issues via exhibitions and competitions.

Goal 3: Enhancing the educational opportunities that foster inter-disciplinary collaboration and cross cultural learning by:

A/ Providing opportunities for cross-disciplinary education

- Maintain opportunities for students to take classes in other fields,
- Afford interdisciplinary teamwork in required assignments in core coursework
- Regularly offer interdisciplinary studios (with landscape architecture and/or engineering), design-build projects, seminars and cross or multi-disciplinary thesis committees.

B/ Providing opportunities for cross-cultural learning

- Institutionalize and expand international and exchange and Studies Abroad Program options, ensuring their sustainability via a cost recovery program and enhancing access to all students.
- Regularly offer studios with a focus on community involvement that may be both local and international.

***Goal 4*: Enhance the quality of student life in the Program by:**

A/ Actively encouraging and supporting student initiatives that allow them to develop their own collegial relationships and projects beyond the domain of program curricula.

- Support student initiatives, the student led ARCHUS and student representation in larger student organizations
- Continue to liaise with UBC support staff to provide information and guidance on issues pertaining to topics such as stress and equity.

- Offer extra-curricular directed studies with cross disciplinary collaborators

***Goal 5*: Support the Program's faculty by:**
A/ Ensuring that explicit and equitable expectations of teaching, research and scholarly activity and service are enacted across all faculty members of the program and School, consistent with current expectations of SALA Faculty and University policies.

- Annual review of faculty teaching, committee and community work to ensure equitably distributed loads and recognition
- A *Faculty Development Program*
- Maintain public lectures and events, community interactions and publications.
- Fund faculty participation in conferences, lectures, fellowships, and publications
- ARPT mentoring parallel with Program Chair and SALA Director

***Goal 6:* Improve the Program's physical resources by:**
A/ Acquiring a new building to house all programs and permit open design reviews, installations, exhibitions and public programs.

- Maintain the momentum gathered by the 2010 feasibility study.

B/ Devising a self-sustaining digital media resource capability including multiple forms of output devices and appropriate support capacity.

- Improve the current capability of IT resources and support

C/ Maintaining a presence in the city center to increase the activities (teaching, thesis reviews, events and exhibitions) and visibility of the Program, School and UBC in the downtown core.

- Continue delivery of a public lecture and exhibition programs and events held at downtown locations.
- Re-establish a program presence in downtown in the form of a studio/exhibit space.

***Goal 7:* Enhance the Program's Administration by:**

- Establishing an external advisory group to provide regular and ongoing advice on regarding the Program's activities and development
- Liaise with SALA Director to ensure periodic review of administrative structures, confirm a hiring plan to optimize its human and physical resources and develop a review structure for monitoring the success of its implementation.

Commitment #2 (Community). Engage with a wide range of constituencies in the larger community – academic, professional practice and public - and bring these associations directly to bear on its educational and administrative priorities.

***Goal 1:* Strengthen academic ties by:**
A/ Enhancing existing and forging new connections between the work by students, design research and scholarship locally and internationally.

- Expand opportunities for visiting critics at final design reviews.
- Institute a seminar event with visiting lecturers for students

B/ Engaging with other academic units at UBC and beyond.

- With other UBC academic units and private NGO's, work with British Columbia's First Nations communities to develop a socially and economically sustainable model for locally produced architecture, land use visions, and other collaborative endeavours.

C/ Promoting flexibility within the accredited professional curricula, and actively seeking partnerships with other academic programs within the School and UBC to provide specialist emphasis and focus.

- Strengthen curricular connections within SALA and with the Faculty of Applied Sciences and other academic units at UBC.
- Participate in the development of new programs, including current proposals for a graduate urban design degree, and a program in energy systems within Applied Science.

Goal 2: **Strengthen professional ties by:**

A/ Continuing to be productively engaged with the *Architectural Institute of British Columbia, The Royal Architectural Institute of Canada* and the local community of practitioners.

- Clarify role and strengthen participation of the Program Chair and or designate in the AIBC. Explore issues related to licensure examination and streamlining, right to title and continuing education.
- With the Architectural Institute of British Columbia, organize exhibitions of student research and design.
- Maintain the practice of having the AIBC host an annual Good Times event at Lasserre. Develop new annual dinner meeting with AIBC members.
- Develop new continuing education opportunities for AIBC members who participate in activities in the Architecture Program.

B/ Maintaining its fulfillment of *Canadian Architectural Certification Board* (CACB) accreditation standards and actively contributing to ongoing dialogue concerning the definition of the governing Conditions and Procedures that underpin the accreditation process.

- Development of an Integrated Studio that will establish significant links with areas of contemporary practice in Architecture

C/ Establishing events to complement and expand upon current alumni the alumni relationships to the Program.

- Continue in partnership with AIBC's Annual General Meeting to organize an annual reception for all Program alumni
- Include alumni in the new IDP Building project feasibility study process.
- Continue to pursue grandfathering a MArch degree for to the approximately 900 alumni with the three-year BArch degree.

Goal 3: Strengthen community ties by:

A/ Exploring potential venues from which to actively disseminate the design research and scholarly activities of the School Community including web-based publishing and forging partnerships with allied institutions to effect exhibitions, publications, etc.

B/ Establishing public programs focused on vital architecture and landscape issues that affect policy, planning and vision within the University Community, in the City of Vancouver and throughout the Lower Mainland.

- Re-establish a downtown space for the Architecture Program for studio, thesis reviews and meetings, exhibitions, and other community events.

Goal 4: **Strengthen international ties by:**

A/ Maintaining a vital architectural Studies Abroad Program

B/ Encouraging and supporting additional study abroad programs that, while providing emphasis to the program core are accessible to students in both of SALA's professional programs.

- Develop exchange and studies abroad programs with other universities.
- Establish visiting Adjunct positions that attract national or internationally known figures.
- Actively explore opportunities for the Program's co-operative students to work abroad.

Commitment #3 (Research). Engages in leading edge design research and scholarship activities that contribute constructively to the theory and practice of architecture.

Goal 1: **Nurture and support leading edge design research and scholarship by:**

A/ Actively promoting faculty's research interests within the architecture program and establish the means to focus these efforts on collaborative and distinct enterprises.

- Consult with faculty on research interests, activities, and plans; provide guidance for faculty on research and funding opportunities and publication venues.
- Promote opportunities for collaboration with industry and research institutions.

B/ Encourage the dissemination of faculty and student research work in both academic and public communities and provide support for faculty participation.

Goal 2: **Support faculty research by:**

A/ Providing funding support for faculty research

- Maintain annual funding support for faculty conference participation.
- Establish effective research support within the Department of Applied Science such as appropriate grant writing support.

B/ Recognizing and supporting junior faculty research through course relief and scheduling

C/ Maintaining and augmenting spaces for faculty duties and research including individual offices for full-time faculty and dedicated research space..

Goal 3: **Support graduate student research by:**

A/ Establishing pathways for successful research by MArch students and MArch thesis students

B/ Integrating students in the MArch and MASA programs into the intellectual, design and research culture of the architecture program.

- Support for dissemination and presentation of student research

C/ Establishing a clear pathway for students in the MArch and MASA programs to gain meaningful teaching experience; promote continuation of MArch and MASA research in Doctorial/PhD programs to meet the increasing demand for higher-level terminal degrees in Architecture and related interdisciplinary explorations.

- TA opportunities in MArch and ENDS courses

Goal 4: **Remain current in design theory, practice and advocacy by:**

A/ Faculty hiring:

- Continue to fill vacated positions with new hires; initiate process for new hire in design and course faculty with contemporary history/theory focus

B/ Establishing a series of publications to actively disseminate the design research and scholarship activities.

- Explore publication venues to facilitate faculty and student publications.
- Identify funding sources and a faculty publication coordinator to supervise and support architecture program publications

Appendix B: The Visiting Team

CHAIR

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Claudia Nuwenhof Practitioner
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Appendix C: The Visit Agenda

TIME	EVENT	LOCATION	PARTICIPANTS
Saturday, February 25, 2012			
AM	Arrival of Team Chair		
12:00	Meet/lunch with Chair	meet Hotel Vancouver Lobby; lunch at Market; reservation under George	Fowlow, Wagner
2:00	Team Room visit	Team Room LASR 9	Fowlow, Wagner
PM	Team arrival		
17:30	Team Introductions	Team Chair suite	All team
19:00	Team dinner (casual)	CinCin Restaurant; 1154 Robson; reservation under Loraine Fowlow	All team
Sunday, February 26, 2012			
7:30	Breakfast	Griffins in Vancouver Hotel; can charge to room	All team
8:30	travel to SALA **		
9:00	Facilities tour	SALA	All Team, Wagner
10:30	Team orientation, review of APR	Team Room LASR 9	All team
11:00	Preliminary review of exhibits	Team Room LASR 9	All team
12:00	Lunch with SALA academic staff	LASR 205	All team, academic staff
13:00	Presentation of program by academic staff	Team Room LASR 9	All team, academic staff
15:00	Review of exhibits	Team Room LASR 9	All team
19:00	Dinner and de-briefing	Coast Restaurant 1054 Alberni; reservation under Loraine	All team
Monday, February 27, 2012			
7:30	Breakfast with Chair	Hotel Vancouver	All team, Wagner
8:30	travel to SALA **		
	ENTRY MEETINGS:		
9:00	Leslie Van Duzer, Director SALA	LASR 408	
10:00	Dr. Paul Smith, Vice Provost & AVP Academic	Koerner Library, 6th floor	Team members, tbd
10:30	*break*		
11:30	Administrative and Support Staff	TBD	Team members, staff
12:30	All Student Meeting	LASR 104	All Team; students only
13:30	ARCHUS student executive for Lunch	Team Room LASR 9	All Team, ARCHUS exec
14:30	Library tour	TBD	Team members, tbd
15:00	*break*		
15:30	Work Session	Team Room LASR 9	All team
15:30	IT meeting	TBD	Team members, tbd
17:00	travel to AIBC Gallery	taxi vouchers in Team package	All team
17:30	Viewing Faculty Exhibition	Or Gallery, 555 Hamilton St.	All team, Chair
18:30	Gallery Reception	Or Gallery	Alumni, practitioners, staff,
			faculty, students, Admin
20:00	Dinner	Chambar, 562 Beatty Street; reservations under Loraine	All team
	VTR work	Hotel Vancouver	

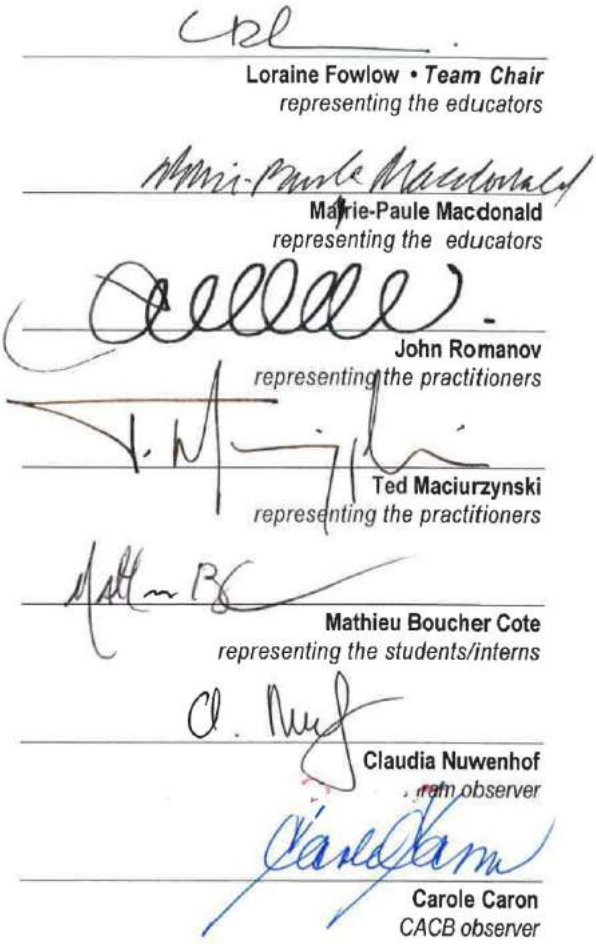
Tuesday, February 28, 2012

7:30	Breakfast	Hotel Vancouver	All team
8:30	travel to AIBC for Heavy Studio	440 Cambie Street	
9:00	travel to UBC**		
9:30	Work Session	Team Room LASR 9	All team
	Class/Studio observation		
12:00	Lunch with faculty from other programs	Sage Restaurant; reservation under Loraine	All team; faculty list in team folder
13:00	Work Session	Team Room LASR 9	All team
	Class/Studio observation		
	Potential interviews: staff, students, faculty		
18:00	Dinner	Dinner can be brought into Team Room, Room service can be ordered at the hotel or I can arrange a restaurant.	All team
	VTR work	Hotel Vancouver	All team

Wednesday, February 29, 2012

7:30	Breakfast	Hotel Vancouver	All team
8:30	travel to SALA	Luggage can be secured in Team Room LASR 9	
	EXIT MEETINGS:		
9:00	Chair Wagner	LASR 420	All team
10:00	Leslie Van Duzer, Director	LASR 408	
10:30	Dr. Eric Hall, Dean of Applied Sciences	# 5006 Kaiser Building	
11:00	*BREAK*		
11:30	Dr. Farrar, VP Academic & Provost	6th floor, Koerner Library	
12:00	School exit meeting	LASR 104	
12:30	travel from SALA to airport		

V. Report Signatures



Loraine Fowlow • *Team Chair*
representing the educators

Marie-Paule Macdonald
representing the educators

John Romanov
representing the practitioners

Ted Maciurzynski
representing the practitioners

Mathieu Boucher Cote
representing the students/interns

Claudia Nuwenhof
AIA observer

Carole Caron
CACB observer

4.6 Annual Reports

The appendix of the APR must include copies of all ARs (including the Annual Statistics Report) that have been submitted to the CACB since the previous site visit. Only the most recent school academic calendar should be submitted.

4.6.1 Annual Report 2011 - 2012

CACB	Human Resources Statistics Report Annual Report: 2011-2012 (CACB 2005) School: University of British Columbia School of Architecture and Landscape Architecture Compiled: George Wagner, Chair, Architecture Program				
Student Data	B.En.D. Pre-prof	B.Arch Prof	M.Arch Prof	M.A.S.A. Post-prof	Ph.D.
Full-Time Students	49		136	15	
- Men	26		75	6	
- Women	33		61	9	
FTE Students (total)	49		148	15	
Architecture Design Studio Students					
Outside Students Serv. by Department (total FTE)					4
Foreign Students	8		31	11	
Total Degrees Awarded	16		40	1	
- Men	5		21	0	
- Women	11		19	1	
Number of Applicants			390	27	
Number enrolled in the given year			48	6	
Number of applicants admitted with advanced standing			11	0	

Resource Data			
BUDGET still being determined by UBC			

Faculty Data		**No. Full-time (or Half-Time) Faculty Credentials**	
Full (or Half)-Time Regular Faculty			
- Head Count	18	Ph.D.	2
- Total FTE	14.38	D.Arch.	1
		M.A. or M.S.	2
Full-Time Equivalent (FTE) Faculty (including Adjuncts, Sessional and Lecturers)	22.37	Prof. M.Arch.	10
		B.Arch.	4
		Post Prof. Masters	3
Licensed Registered Architects	8	Other	1
- Regular Faculty			
- Others			

Indicators		**Physical Resources**	
Student Ratio (FTE Students / FTE Faculty)	10.29:1	Studio Area (net sq.ft.)	11,756
Studio Ratio (Arch. Design Students / Studio Faculty)		Total Dedicated Area (net sq.ft.)	23,669
Selection Margin (% of Enrolled Students / Applicants)	12%		
Retention (% of total Degrees Awarded/ No. of Enrolled Students at Initial Year)	83%		
(No. of weighted credits per year including tutorial)			

4.6.2 Annual Report 2012 - 2013

A-4• Human Resources Statistics Report • 2012– 2013

School or Program : University of British Columbia School of Architecture and Landscape Architecture

Professional Degree Accredited	Total nb of credits / degree	Total nb of terms / degree	Nb of credits / term	Nb of hours / credit	Total nb of hours / degree
• **Master of Architecture degree**					
with a related pre-professional bachelor's degree					
• **Master of Architecture degree**	119	7	12-18	1	1549
without a pre-professional requirement, and consisting of an undergraduate degree plus a minimum of three years of professional studies					
• **Bachelor of Architecture degree**					
minimum of five years of study, except in Quebec, where four years of professional studies follow two years of CEGEP studies					

Faculty Data	Faculty Credentials (highest degree only) Full-time (FT) + Part-Time (PT)													
	Ph.D or D.Arch		Post-Prof Ms		Prof. M.Arch		B.Arch		Other		Licensed architects		Studio teaching	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Regular Faculty														
Men	1				6	1	1				2	1	7	2
Women	1				4	2					1		3	
Total FT Equivalent (FTE) Regular Faculty: Number of FT Regular Faculty + a figure equating PT Regular Faculty	15.0													
Typical FT teaching load / year	3 classes													
Other Faculty														
• *Visiting*														
• *Adjunct • Sessional • Lecturer*						7		2				7		5
• *Ph.D Candidate*														
Men														
Women														
Total FT Equivalent (FTE) Other Faculty: a figure equating other faculty on the basis of a typical FT teaching load	4.0													
Total FTE Regular + Other Faculty	19													
Total Regular and Other Faculty who are licensed architects											*11*			
Total Regular and Other Faculty teaching in studio													15	
Nb of pre-professional studios taught by all Faculty for the year													4	
Nb of Masters studios taught by all Faculty for the year													14	

Student Data	Pre-professional degree				Master of Architecture degree or Bachelor of Architecture degree			
	Fall	Winter	Summer	Mean/yr	Fall	Winter	Summer	Mean/yr
Full-Time Students	51	51	1	40	125	103	2	74
Men	14	14	0	9	63	52	1	38
Women	37	37	1	25	62	51	1	36
Part-Time Students	0	0	17	0	35	51	45	44
Men	0	0	6	2	18	22	22	21
Women	0	0	11	6	17	29	23	23
Total Full-Time Equivalent (FTE) Students [1]	51	51	8	40	149	143	28	107
FTE Foreign Students [2]	6	6	2	5	35	35	6	27
Students in Design Studio	51	51	0	34	139	116	0	83
Studio Ratio *(Students in Design Studios / Nb studios taught for a year)*	26				13			
	Fall	**Winter**	**Summer**	**Total/yr**	**Fall**	**Winter**	**Summer**	**Total/yr**
Number of applicants for a given term and total for a year	124	0	0	124	367	0	0	367
Number of entering students for a given term and total for a year	24	0	0	24	55	0	0	55
With advanced standing	0	0	0	0	14	1	0	15
Total Degrees Awarded-Expected for a given term and total for a year	3	26	0	29	7	41	0	48
Men	3	7	0	10	2	18		20
Women	0	19	0	10	5	23		28
Graduation Rate *(%)* [3]				100%				117%

1 Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

2 FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

3 No of degrees awarded or expected / No of entering students at the beginning of the degree.

4.6.3 Annual Report 2013 - 2014

a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

School of Architecture & Landscape Architecture
402 – 6333 Memorial Road
Vancouver, BC Canada V6T 1Z2

Phone: 604 827 7252
Fax: 604 822 3808
www.sala.ubc.ca

June 26, 2014

Mourad Mohand-Said
Executive Director and Registrar
Canadian Architectural Certification Board
350-55 Murray Street
Ottawa, Ontario K1N 5M3

Regarding UBC School of Architecture and Landscape Architecture, MArch Program Annual Report

Dear Mourad Mohand-Said:

Please find enclosed the Annual Report as required by CACB Conditions and Procedures for Maintenance of Accreditation.

Documents include the response to conditions identified as not met and to causes of concern listed in the last VTR and a current statistics report.

I hope that these are self-explanatory and acceptable to the Board.

Please contact me if you have any questions or concerns.

Regards,

John Bass
Associate Professor and Chair
Architecture Program

June 26, 2014

Mourad Mohand-Said
Executive Director and Registrar
Canadian Architectural Certification Board
350-55 Murray Street
Ottawa, Ontario K1N 5M3

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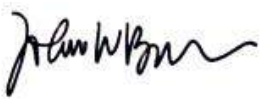
Regards,



John Bass
Associate Professor and Chair
Architecture Program

Canadian Architectural Certification Board
2013-2014 Annual Report:
University of British Columbia
School of Architecture and Landscape Architecture, MArch Program
Submitted June 2014.
MArch Professional Program in Architecture

Attn: Mr. Mourad Mohand-Said

This report is organized in three sections:

1. Response to Team's General Comments
2. Conditions for Accreditation "met" and "not met": a summary
3. Responses to "Program's progress since the previous site visit" (from 2006 VTR)
4. Causes of concern and team's recommendations
5. Specific responses to "met" and "not met" criteria

General note:
Concerns and comments following from the CACB, February 25-29, 2012 visit are noted in *italics*, with notes outlining the MArch Program's response following. While certain issues remain "in progress," the MArch Program has in large measure been able to actively respond to the concerns and deficiencies identified during the 2012 CACB Team Visit.

1. Team's General Comments

There were many positive impressions made by the team by its visit. However, those were tempered regarding the Lasserre Building, which stood out as a major concern. Specific responses to the unmet conditions is addressed in section 5 below.

2. Conditions for Accreditation "met" and "not met": a summary

	Met	Not Met
1. Program Response to the CACB Perspectives		
A. Architecture Education and the Academic Context	X	
B. Architecture Education and the Students	X	
C. Architecture Education and Registration	X	
D. Architecture Education and the Profession	X	
E. Architecture Education and Society	X	
2. Program Self--Assessment	X	
3. Public Information	X	
4. Social Equity	X	
5. Human Resources	X	
6. Human Resource Development	X	

7. Physical Resources		**X**
8. Information Resources and Information Technology	X	
9. Financial Resources	X	
10. Administrative Structure	X	
11. Professional Degrees and Curriculum	X	
12. Student Performance Criteria (SPC)		
A1. Critical Thinking Skills	X	
A2. Research Skills	X	
A3. Graphic Skills	X	
A4. Verbal and Writing Skills	X	
A5. Collaborative Skills	X	
A6. Human Behavior	X	
A7. Cultural Diversity	X	
A8. History and Theory	X	
A9. Precedents	X	
B1. Design Skills	X	
B2. Program Preparation	X	
B3. Site Design	X	
B4. Sustainable Design	X	
B5. Accessibility	X	
B6. Life Safety Systems, Building Codes & Standards		**X**
B7. Structural Systems	X	
B8. Environmental Systems	X	
B9. Building Envelopes	X	
B10. Building Service Systems		**X**
B11. Building Materials and Assemblies	X	
B12. Building Economics and Cost Control	X	
C1. Detailed Design Development		**X**
C2. Building Systems Integration		**X**
C3. Technical Documentation		**X**
C4. Comprehensive Design		**X**
D1. Leadership and Advocacy	X	
D2. Ethics and Professional Judgment	X	
D3. Legal Responsibilities	X	
D4. Project Delivery	X	
D5. Practice Organization	X	
D6. Professional Internship	X	

3. Program's Progress since the previous site visit *(Team assessment of responses to the 2006 VTR)*

The Visiting team noted that many of the causes of concern from the 2006 VTR have been addressed and that progress had been made in responding to the last visiting team's concerns related to CACB criteria. Improvements were noted regarding development of a strategic plan, IT infrastructure and support, program preparation, research support, perceived loss of a teaching position, and fundraising. Continued concern was noted regarding accessibility and design, financial aid and equity for students, and lack of involvement in campus development planning processes. Responses to those concerns are below.

Accessibility

"Introduction of accessibility notions in the Architectural technology course is a good initiative, but is not sufficient yet to give the ability to the student to design a building or a site as required to accessibility standards." In both the core Comprehensive Design Studio and core technical classes, significant progress has been made to address this concern. Please refer to response to SPC B5 below.

Campus Development Planning at UBC

"SALA faculty are still not involved in the standing committee that oversees new construction on campus, and architect selection committees."

SALA architecture faculty are now members of several key UBC committees related to new construction on the UBC Point Grey campus, including: the New Building Committee, the Public Realm Steering Committee, the Urban Design Advisory Panel and the New Building Site Selection Committee. Faculty from the Landscape Architecture program are also actively involved with planning on the Okanagan campus.

4. Causes of Concern and Team's Recommendations

Loss of a downtown presence

"The downtown studio was an important facility for the School. Because of the isolation of the UBC campus it is critical that the school maintains its presence in downtown Vancouver. This has allowed for students to be exposed to the social and urban design issues related to the rapidly evolving inner city environment and public discourse within the city. This has also facilitated the schools involvement with both the architectural and wider community. It was also serving as a gallery as there is no space available on campus for this type of activity and was an ideal location for the thesis students to meet with their mentors from private practice, to have studio space, and exhibition space for their final work. The closure of the downtown studio is a significant loss to the School and the community, both professional and public." Significant progress has been made toward funding for the construction of new SALA facilities that would include an enhanced downtown presence. This facility would include space for public programming as well as studio space. Please see response to "Lack of clarity about a new facility" immediately below for more information on progress in this related matter of physical facilities.

Two new annual public events located downtown have to a degree mitigated the loss of the downtown studio. The first of these is an annual end-of-year exhibition of SALA student work, held both years at a downtown venue. This two-week event was held in May 2013 and 2014. The opening of each event was attended by perhaps 150 people. This year's exhibit was held at the Queen Elizabeth Theatre Pavilion, and over the course of the two-week exhibit 350 people visited, about 25 people a day, including many from the professional and broader community. For the second consecutive year the architecture program has partnered with the Architectural Institute of British

Columbia to hold an exhibit at the AIBC gallery downtown. Last year's event was an evening reception associated with announcing the winners of the Arctic Adaptations competition on Nunavut Health that was run as a summer course. This year's event will be a six-week exhibit tentatively titled "*To Name is to Know: Imagining a BC Truth and Reconciliation Research Centre"* – with work done by students in the spring 2014 Comprehensive Design Studio.

Lack of clarity around a new facility

"There is a clear need for either a new building or renovated/expanded Lasserre building. In the meantime, optimization of the Lasserre building could be explored."

For the Architecture program, and for SALA as a whole, currently our facilities remain much the same as reported in the 2012 VTR. That said, we are able to report significant new developments toward meeting the goal of a new state-of-the-art building.

To recap, in 2011 Shape Architects with Feilden Clegg Bradley of England, completed a feasibility study for the renovation of, and addition to, the Lasserre Building. The university concluded that the originally approved site was too small for SALA's aspirations, so the project was reconceived as a mixed-use tower (SALA academic space plus graduate student housing) on the newly assigned West Mall Annex site nearby.

In 2012, Director Van Duzer secured a $10 million donation; officially recorded in 2013, this was the largest gift received by UBC that year. With newfound optimism, New York-based Architecture Research Office (ARO) was hired in summer 2013 to do the programming for the new building. Their work was based on the many strategic planning discussions the faculty had the previous year and a summer workshop with faculty, staff, student representatives and UBC administrators. With the ARO program in hand and a $31 million budget established, Brent Sauder, Director of the UBC Strategic Partnerships Office, tried diligently without success to secure enough funding from the wood industry and the government to create an 18-story, tall wood tower. With no further prospects for major donors in sight, the project appeared doomed. But then, after years of UBC not offering any funding, quite suddenly the UBC Vice-President Resources and Operations Pierre Ouillet promised $10 million dollars for the project. Including other small donations, we were then suddenly within $8.8 million of our goal.

Director Van Duzer and the Vice-President Resources and Operations Pierre Ouillet approached the donor, a major developer in Vancouver, with the possibility of moving the school downtown as one possible way to close the remaining funding gap. Downtown space could be had at a lower price per square foot and could fulfill a longstanding desire of SALA to have a presence downtown. At our May 2014 SALA retreat, with the Dean of Applied Science Marc Parlange and other UBC administrators in attendance, the SALA faculty and staff were fully updated on the status of the fundraising and presented with the option of moving the school downtown. After a discussion about the pros and cons of various options, the faculty and staff voted unanimously in support of exploring two off-campus options: a new development by the donor and the soon-to-be-abandoned Emily Carr facilities on Granville Island. Subsequently, UBC administrators expressed hesitation about working with CHMC, owners of the island, and the donor made it clear he would withdraw his $10 million donation if that was the option we chose. He donation was intact for both the on-campus or off-campus in his new development options.

Following a Board of Governors meeting where the possibility of SALA moving downtown was discussed, UBC President Stephen Toope contributed $2 million from his own discretionary funds as a sign of his support for the project, no matter the siting. We were then $6.8 million short if the school was built on campus, with a smaller shortfall if built off-campus.

The SALA Advisory Board, comprised of 40 leading figures from the community, met to discuss the options and clearly felt it was important for SALA to maintain some presence on-campus. After more discussion, a proposal for developing the school both on *and* off-campus was raised for the first time. This idea very quickly picked up momentum and the faculty voted unanimously to pursue the split school option. Currently, the faculty are working on a more detailed analysis of the possibility of building a majority of the school on campus with a substantial design hub downtown with a public outreach function. A survey for the students will go out at the end of June. Fully supportive of the idea of a school that bridges the city and the remote UBC campus, the donor offered an additional $2-$3 million for this option, reducing our shortfall to $3.8-4.8 million. UBC has offered to find a few million more as needed to help close the gap. We finally have the funding we need to realize a new building.

As we were studying SALA's options, UBC was studying our on-campus site, one of three forming the new Amoury Hub. Concerned about massing and the associated shadows cast, it was determined by Community and Campus Planning that our project would no longer be in a mixed-use tower with student housing. It would be a dedicated SALA facility. The SALA faculty was happy with this decision, feeling it would give the school more control over the design of the building.

Many of these developments have occurred extremely quickly since May 2014; discussions among the SALA community and UBC administrators about the exciting potential of the split option are currently in progress. While challenging with the summer break, efforts are being made to keep all faculty engaged in the conversation. Given a major turnover in UBC leadership on July 1st, and given the advice of UBC administrators close to the project, SALA will seek UBC Executive Committee approval for the split option on July 15th. While obviously somewhat premature, the possibility to build the entire facility on campus will remain a strong fallback option.

Clearly, this is a moment of great optimism in the school as we are closer to realizing a new facility than ever before. If all goes as currently envisioned, the on-campus facility could open as early as fall 2017 and the downtown facility in 2018.

Lack of contiguous space for Architecture and Landscape Architecture studios

"Available studio space is inadequate, and is less per student than at the time of the previous VTR as the Downtown studio was closed. General environmental conditions within the Lasserre building are less than optimal." Among the many issues that our far-flung physical facilities pose is the ability to offer greater interdisciplinary experiences for students in different programs. Despite these constraints, progress toward interdisciplinary learning environments has been achieved by identifying opportunities for creating them within the curriculum. The first of these began in fall 2013, and integrates first term students in the architecture and landscape architecture program in the core Design Media 1 course. Also begun in the fall 2013 term, students can take one of their three vertical studio options in the complementary discipline.

In spring 2015, students from the professional degree architecture and landscape architecture programs and the undergraduate Environmental Design program will be offered their intermediate and advance media courses as a series of modules that allow students to customize to some degree their core media interests and abilities.

Beginning in fall 2015 and will integrate third term students in the architecture and landscape architecture program in the core Research Methods course. Discussions are ongoing on whether it is possible to align the learning objectives of the first term core studios in architecture and landscape architecture without reducing the core disciplinary principles of the two professional programs. But this change would not be possible without a new facility, and so discussions about it are very preliminary.

Administrative Staff

"The incomplete amalgamation of SALA is affecting staff, particularly in the area of job descriptions and responsibilities. The School is encouraged to complete this process as soon as possible, to ensure that functionality and proper service to students is maintained."

With much staff input, their job descriptions were completely rewritten after the staff reorganization. Subsequently, for nearly a year, the staff met and described the details of their responsibilities to one another. This information was recorded in order to produce a chart with an overview of each staff member's annual responsibilities. This chart is currently being designed with the intention of further clarifying roles, streamlining efforts and identifying when staff may require additional assistance.

SALA is blessed with a talented, dedicated and loyal staff. Complaints from students about service are rare to non-existent but the staff are without a doubt too heavily loaded and stressed. In 2013-14, one key staff member quit for another job, then returned; another was promoted from CUPE to M+P; another suddenly went on medical leave; one was dismissed in the staff reorganization and two new positions (one fulltime and one part time) were established. With every change, even helpful new hires, comes a lot of additional work, so getting the staffing to the right level and stabilized continues to be our goal. We hope with the two new staff hires in place, we will enjoy a period of relative stability.

Budget

"Due to the current changes to UBC's budget model, the SALA budget allocation from the University is unknown. The School is encouraged to work with the University to clarify its budget allocation as soon as possible."

For the last two years, Director Van Duzer has effectively communicated with faculty about the effects of the university's new budget model on SALA. Where and how resources are distributed within SALA is presented annually to the faculty at their end-of-year retreat.

Given the UBC budget model (in turn determined by the Province's allocations to higher education), the school still faces budgetary challenges not unlike many architecture programs across the country. The architecture program has taken modest but important steps to manage stresses on the budget. Most important among these has been to modestly increase the program's admissions intake and to slightly increase the proportion of international students. Other SALA-wide efforts to increase revenue include among others: starting a new Masters of Urban

Design program, participating in the Vancouver Summer International Program for foreign undergraduate students, ramping up fundraising efforts, securing funded studios, adding a new service outreach course, and increasing undergraduate enrolment.

5. Specific responses to "condition not met" criteria

7. Physical Resources (unmet condition)

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full--time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full--time faculty member; and related instructional support space.

Team comments:

"As previously identified in the last Accreditation Visit, the facilities continue to be of concern for a program dedicated to design and matters related to the spatial efficacies. The elimination of the downtown studio lease for financial considerations by the University has exacerbated the crowding of the Lasserre studio spaces and other spaces on the UBC campus.

"Additionally, the removal of this studio from the urban setting has drawn universal criticism from students and staff alike, who considered this invaluable for the course of study which concentrates heavily on urban design issues, some of which are located in the immediate area. The ability for this location to facilitate outreach to the architectural community is now compromised, from a perspective of exhibition exposure to the attraction of visiting critics from the community.

"The Lasserre Building, while a fine example of a building of the period, is challenging the faculty to deliver instruction optimally. The separation of program delivery to five buildings on campus is obviously straining cohesion, most notably with the landscape architecture program. A closer physical proximity - even if located in a neighbouring arts precinct -- would help to strengthen both programs. The condition and distribution of programming amount the various facilities has a potential impact on the ability of the program to attract new staff.

"The space utilized by the architecture program within Lasserre is stretched; addressing this critical consideration has been initiated with the commissioning and receipt in June 2011of the UB Planning and Design feasibility report. Unfortunately, the timing indicated in the feasibility study no longer appears current and a budget or a funding model was not articulated. While the co--location of architecture with music and planning in Lasserre may accomplish overarching institutional objectives, these are clearly at the expense of the effective operation of the architecture program. This has stressed many of the functions, from overcrowding in studios to scheduled classroom usage. Student gathering space is very limited. The workshop, while clearly well organized and managed, suffers to the point where students using the facility frequently determine the methods employed for project implementation by the availability of some of the equipment. Wisely there has been no attempt to integrate any

metal fabrication into a workshop setting, as this would further challenge the already limited space, while impacting safety considerations.

"In addition to crowding in the Lasserre building, the physical state of the building itself is of concern. Work areas in the building are not always heated, thereby discouraging student use of the studio spaces in evenings and weekends. Also, and of greater concern, the building does not meet the seismic requirements for the area, which is known to be seismically active. This concern was expressed to the Team by both staff within SALA, as well as by a senior administrator within the University. At the very minimum, the Lasserre building should be upgraded seismically."

Concerns about Physical Resources are directly linked to the new building fundraising campaign that is being done by Director Van Duzer. Being housed in an upgraded or new facility is obviously of the highest priority for all members of the SALA community. There is good progress being made on that campaign. A description of this progress is addressed elsewhere in this Report. In spring 2014 SALA's student societies were asked to prepare a list of furniture needs, maintenance issues and minor upgrades for their spaces. UBC facilities and SALA staff will work on these during summer 2014, and will spend approximately $250,000 dollars on this work. Continued challenges certainly exist, especially with respect to the inauguration of the Master's of Urban Design program in September 2014, and fiscal pressures to grow the size of SALA's programs. Pending the realization of the new SALA building, and through analysis of carefully phased, three-year incremental increases in admissions intake to fiscal planning to space planning, the architecture program faculty is very involved in the planning and anticipatory risk assessment processes necessary to remain on top of these challenges.

B5. Accessibility (unmet condition)
Ability to design both site and building to accommodate individuals with varying physical and cognitive abilities.

Team comments:
"Design including barrier free washrooms were integrated in the Architectural Technology 1 course (ARCH511) and was noticeable in some of the vertical studio and thesis work. However, there is still limited evidence that students have the ability to design a site or a building with the inclusion of the full range of accessibility issues, which includes all types of handicaps. The use of stairs and other universal access barriers in projects, without alternate paths was also noticeable."

The Comprehensive Design Studio has been significantly revamped. It is structured around design at public scale and with a functional program that allows for more detailed instruction on and student development of many code-specific aspects of building design, including accessibility and barrier-free design. CDS learning objectives and CACB Performance Criteria addressed now include site planning and design, accessibility, and code compliance language. Instruction on accessibility extends from outside to inside, and relates site to building design. In spring 2014, architecture faculty concluded that spring term vertical studios should be defined around constraints that link building to site planning and design. Studio instructors teaching spring term vertical studios will therefore be provided with a set of learning objectives that require students to demonstrate an awareness of the principle of

accessibility in their designs. ARCH 541 also addresses the issue of health and safety and the ethical responsibility of the profession to attend to this.

B6. Life Safety Systems, Building Codes and Standards (unmet condition)
Understanding the principles that inform the design and selection of life--safety systems in buildings and their subsystems; the codes, regulations, and standards applicable to a given site and building design project, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.

Team comments:
"ARCH 511, 531, 541 and 543 have little information of specific design, selection and application of Life Safety Systems, Building Codes and Standards as part of the design process. The information provided in the course outline covers topics such as general requirements of codes and standards, yet no specific information about building code classifications, occupancy, separation requirements or fire protection can be found. The vertical studio work and E - -Studio work do show inconsistent evidence of students' ability or understanding of these systems within the design process."

As a responses to concerns over SPC B6, content has been developed and is covered within the curriculum as follows:

Architectural Technology 1 (ARCH 511) and Structures 1 (ARCH 512) now use Edward Allen's Architect's Students Companion as a text and cover those aspects of building code analysis that relate to structural systems, building code classifications, occupancy, separation requirements and fire protection. In the next academic year, a module on building code analysis will be delivered in ARCH 511.

Architectural Technology 2 (ARCH 531) has introduced a module on acoustics.

Environmental Controls 2 (ARCH 533) has added modules on fire protection and plumbing systems.

Process and Practice (ARCH 541) covers the following aspects of the list: Responsibilities, scope, and related liability of the two professions as related to the Architect Act and the two major building codes, BC and Vancouver; The legal landscape of the profession, plus the typical development permit/ building permit process in BC; The larger issue of health and safety and the responsibility of the professions to attend to this.

The Comprehensive Building Studio (CDS) includes instruction on accessibility, egress and fire protection and, beginning in spring 2015, will require a comprehensive building code analysis.

B10. Building Service Systems (unmet condition)
Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

Team comments:
"ARCH 511, 513 and 533 cover partial areas of building service systems in various degrees: a large focus is displayed on building envelope performance, heat loss and gain calculations, vertical transportation, day lighting, energy and sustainability principles. There is little information or evidence of the integration of actual mechanical or electrical systems, communication, security and fire protection systems or principles as to when and why certain systems will be applied. Throughout the student exhibits there is a lack of evidence of integration of such building service systems, especially basic systems such as HVAC, space requirements for systems and fire protection and how this may affect design considerations."

Response:
Since there is a great deal of interrelationship in this concern, please also program response to SPC C1 through C4.

In response to the 2012, VTR, Environmental Control Systems 2 (ARCH 533) has introduced material regarding selection of appropriate mechanical systems, their integration into building designs, and on the space these systems require. This concern is also given much greater focus in the Comprehensive Design Studio, of which more is described below.

C1. Detailed Design Development (unmet condition)
Ability to assess and detail as an integral part of the design, appropriate combinations of building materials, components, and assemblies.

Team comments:
"There is no singular evidence in support of this criterion. Various technical courses, including ARCH 511, 531, and 532, indicate intent of aspects of Detailed Design Development. However this is not translated into a building design. Many design studio work shows no significant evidence of progress beyond the conceptual design stage."

Response:
The Comprehensive Design Studio has been significantly revamped. It is structured around design at public scale and with a functional program that allows for more detailed design development teaching and investigation. CDS learning objectives and CACB Performance Criteria addressed now include site planning and design, accessibility, and code compliance language. CDS learning objectives and CACB Performance Criteria addressed now explicitly refer to many aspects of technical integration and design. Clearest evidence of this is in the greater focus and time spent on the development of wall sections in all student projects at a scale of at least 1:20.

For the past two years, the linkage between the concurrently-taught ARCH 531, ARCH 532, and CDS has allowed students to more fully test and develop technical, graphic descriptions of their designs. Further use of drawing in these advanced technical courses is expected in the coming academic year.

In spring 2014, architecture faculty concluded that spring term vertical studios should be defined around constraints that link building to landscape design. Studio instructors teaching spring term vertical studios will

therefore be provided with a set of learning objectives that require students to demonstrate a basic understanding of site design and technical and material integration into their designs.

The program now offers expanded elective course offerings focused on technical drawing and communication of construction. This has helped us meet the demand for what is very popular subject matter among students.

C2. Building Systems Integration

Ability to assess, select, and integrate structural systems, environmental systems, life safety systems, building envelopes, and building service systems into building design.

Met	***Not Met***
[ ]	***[X]***

Team comments:

"These criteria are evidenced under ARCH 513. However, this course and design studios should provide a more rigorous review of how systems, including conventional systems, are integrated into typical architectural design solutions."

Response:

The fourth term now integrates modules that link teaching in Environmental Controls 2 (ARCH 533) and Structures 2 (ARCH 532) with the Comprehensive Design Studio (CDS). Assignments are given in the two technical courses that allow students working on their CDS projects to do analysis and design of structures and environmental control systems. Professors in ARCH 532 and ARCH 533 are actively involved in studio reviews, and seminars with daylighting experts and CDS pinups with structural and mechanical engineers have greatly increased student exposure to interdisciplinary technical experts. Lectures by studio instructors focus on the assembly of materials and systems illustrated within the graphic conventions of the wall section are now integrated into the CDS.

C3. Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

Met	***Not Met***
[ ]	***[X]***

Team comments:

"The conceptual development of details and accomplishment in graphical documentation were limited in scope. While some elective courses showed a good level of accomplishment or a technical documentation that emerged from a personal design, the courses dedicated to meet this criterion were lacking in consistency sufficient to meet the ability level."

Response:

This concern has been a subject of several changes to the curriculum.

Over the past two years a technical curriculum committee has been analyzing the way that technical material is delivered via the three-credit core technical courses and how they might be better delivered or integrated into the

design studio sequence. One question was whether the existing coursework could be delivered more efficiently so as to free up a final, synthetic course that could directly address technical documentation. While the answer to this question proved to be "no," several productive outcomes have resulted that address this SPC concern.

The first is that the technical course faculty concluded that drawing will be a more significant part of course assignments. Beginning in fall 2014, faculty teaching Structures 1 (ARCH 512) and Technology 1 (ARCH 511) will redistribute some of their course content around linkages between structure and material. This will allow technical drawing and documentation within those courses to more closely align with their expertise and drawing software skill sets.

See elsewhere to updates on integration of the advanced structures and environmental controls courses with the comprehensive design studio, especially as it is seen in the consistent development of detailed wall sections.

C4. Comprehensive Design

Ability to project a comprehensive design based on an architectural idea, a building program and a site. The design or designs should integrate structural and environmental systems, building envelopes, building assemblies, life--safety provisions, and environmental stewardship.

Met	***Not Met***
[ ]	***[X]***

Team comments:

"The Comprehensive Design has undergone two iterations since the last VTR, with a third currently underway. The first iteration, as noted in the APR under the Program Self Assessment of the 2007- 2008 Annual Report, identifies that this criteria is supported by the "Culture of Making" Studio. This has been revised in the second iteration, which is the presented evidence for this VTR, with the Vertical Studios modified by an "E" designation and supplemented by various technical courses, particularly ARCH513 and 531. Although it is understood that this criteria may be satisfied by more than one studio and/or course, this approach can lead to inconsistencies across student submissions and instructor requirements. This is the case in this instance. The "E" Studio elective addition to some of the studio work varies in depth and complexity, as demonstrated in the work exhibited, depending upon the instructor.

"The team has a concern with the course outline of the E studio. The studio expectation of this studio summarizes that students elect and identify criteria to be incorporated into the design process as they relate to ecology. For the period of consideration for this assessment, the requirement for Comprehensive Design was included as a component called the E--Studio stream within the Vertical Studio sequence. Students were required to take E--Studio in at least one of the three vertical studios. Students "identify which criteria they will be addressing in their work, and pursue a design process so that results in a synthesis of those criteria." The E-Studio required students to relate social and cultural issues to defined areas of design and performance.

"Environmental stewardship and sustainable design considerations are being incorporated and integrated to a large degree in vertical design studios and E--Studio. Yet the review team notes that analysis and application of basic building systems such as HVAC, plumbing and life safety are lacking or being displayed inconsistently

throughout the displayed work. The focus of the UBC on ecology including social, cultural and economic aspects of environmental issues should be commended, yet should not replace a student's capability of evaluating and incorporating basic building systems, as required by this SPC."

Response:
The "Culture of Making" and "E-Studio" teaching model has been replaced with a fourth-term Comprehensive Design Studio (CDS) that is taught across the entire class as a core studio. This had been tentatively implemented during the 2012 Visit, but has since been more fully developed. The CDS is taught in parallel and with significant integration with ARCH 532 and ARCH 533, the advanced structures and environmental controls courses, respectively.

Since the last accreditation team visit, the revamped CDS, "Conceptualizing the Technical," has been run twice. In it, students are asked to consider how building systems and technology might be among the primary conceptual drivers of their design work. Constraints including the scale of the functional program and site design ensure that much greater development of and emphasis on building and life safety systems. We are confident that this new model of delivering Comprehensive Design understanding and ability in our students is effectively addressing many of the concerns expressed as part of the 2013 VTR.

A-4• Human Resources Statistics Report • 2013– 2014

School or Program : University of British Columbia

Professional Degree Accredited	Total nb of credits / degree	Total nb of terms / degree	Nb of credits / term	Nb of hours / credit	Total nb of hours / degree
• **Master of Architecture degree**					
with a related pre-professional bachelor's degree	variable	variable			
• **Master of Architecture degree**	**119**	**7**	**12 - 18**	**1**	**1549**
without a pre-professional requirement, and consisting of an undergraduate degree plus a minimum of three years of professional studies					
• **Bachelor of Architecture degree**					
minimum of five years of study, except in Quebec, where four years of professional studies follow two years of CEGEP studies					

Faculty Data	Faculty Credentials (highest degree only) Full-time (FT) + Part-Time (PT)													
	Ph.D or D.Arch		Post-Prof Ms		Prof. M.Arch		B.Arch		Other		Licensed architects		Studio teaching	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Regular Faculty	2	1	2	1	10		1							
Men	1		2	0	5		1				3		6	
Women	1	1	0	1	5						1		3	
Total FT Equivalent (FTE) Regular Faculty: Number of FT Regular Faculty + a figure equating PT Regular Faculty	14 + 1 = 15													
Typical FT teaching load / year	2 studios + one course or 4 courses													
Other Faculty														
• Visiting														
• Adjunct • Sessional • Lecturer		2		3		1	2	3		1	1	5		6
• Ph.D Candidate														
Men		1		3			1	2		1	1	5		3
Women		1					1	1						3
Total FT Equivalent (FTE) Other Faculty: a figure equating other faculty on the basis of a typical FT teaching load	4 where one course = 0.33 teaching load													
Total FTE Regular + Other Faculty	15 + 4 = 19													
Total Regular and Other Faculty who are licensed architects											10			
Total Regular and Other Faculty teaching in studio													15	
Nb of pre-professional studios taught by all Faculty for the year													2	
Nb of Masters studios taught by all Faculty for the year													16	

Student Data	Pre-professional degree				Master of Architecture degree or Bachelor of Architecture degree			
	Fall	Winter	Summer	Mean/yr	Fall	Winter	Summer	Mean/yr
Full-Time Students					137	127	4	89.3
Men (optional)					74	70	2	
Women (optional)					63	57	2	
Part-Time Students					27	38	40	35
Men (optional)					16	18	21	
Women (optional)					11	20	19	
Total Full-Time Equivalent (FTE) Students [1]					148	151	25	108
FTE Foreign Students [2] *(optional)*					33	33	6	24
Students in Design Studio					127	103	0	77
Studio Ratio (Students in Design Studios / Nb studios taught for a year)					12.5:1			
	Fall	**Winter**	**Summer**	**Total/yr**	**Fall**	**Winter**	**Summer**	**Total/yr**
Number of applicants for a given term and total for a year					356	n/a		356
Number of entering students for a given term and total for a year					52	n/a		52
With advanced standing (optional)					18	n/a		18
Total Degrees Awarded-Expected for a given term and total for a year					3	39		42
Men (optional)					1	13		24
Women (optional)					2	16		18
Graduation Rate (%) [3]								81%

Report Period:

May 2013 – April 2014

1 Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

2 FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

3 No of degrees awarded or expected / No of entering students at the beginning of the degree.

4.6.4 Annual Report 2014 - 2015

University: British Columbia

Faculty: Applied Science

-

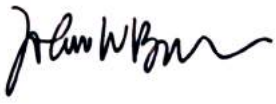
ANNUAL REPORT TO CACB-CCCA

Narrative Section

Program: MASTER OF ARCHITECTURE (M. Arch)

Academic Year: 2014-15

Head of the Program (Name): John Bass



Signature:
Date: 26 June 2015

1- INTRODUCTION

June 26, 2015

Mourad Mohand-Said
Executive Director and Registrar
Canadian Architectural Certification Board
350-55 Murray Street
Ottawa, Ontario K1N 5M3

Regarding UBC School of Architecture and Landscape Architecture, MArch Program Annual Report

Dear Mourad Mohand-Said:

Please find enclosed the Annual Report on the MArch Program as required by CACB Conditions and Procedures for Maintenance of Accreditation.

Documents include an update on academic and curricular changes to the Program, the response to the 2012 Visiting Team Report findings, a follow-up to the 2014 Annual Report, other relevant information about the Program and faculty and a current statistics report.

I hope that these are self-explanatory and acceptable to the Board.

Please contact me if you have any questions or concerns.

Regards,

John Bass
Associate Professor and Chair
Architecture Program

2- STATEMENT OF CHANGES TO THE PROGRAM

Several changes were made and developments occurred over the last reporting period. These are organized into four categories: Administrative changes, program developments, curricular changes, faculty changes.

Administrative changes: For the university calendar, the Architecture Program has made extensive language changes in the way its individual courses are described there. This was done in order create consistent and cohesive descriptions across the two disciplines. This is an intermediate step in a process that we anticipate will eventually lead to an alignment of course numbering systems across the two disciplines.

Program developments: SALA has received Provincial approval for the creation of a new Dual Degree option. This process took over a year and included extensive consultation. The Province approved the new degree option in spring 2015. First intake of students will be for the fall 2016 term. It will be the first dual degree offered by a Canadian school of architecture or landscape architecture.

From the Executive Summary SALA presented to the UBC Graduate Council:

"The Dual Degree Option in MArch and MLA will be the first of its kind in Canada. It will align the UBC School of Architecture and Landscape Architecture with other renowned Universities such as Harvard GSD, University of Pennsylvania, Cornell University and the University of Virginia all of whom offer a similar four-year dual degree option. This dual degree option will allow students to integrate both the distinct disciplinary knowledge of architecture and landscape architecture with interdisciplinary knowledge, or that knowledge which is common to both.

“The stand-alone Master of Architecture degree is 119 credits and the Master of Landscape Architecture degree is 110 credits. The proposed dual degree option is 149 credits. The Dual Degree Option an efficient plan of study that enables students to complete all existing core and elective requirements in both degree programs in a four-year time frame. This credit efficiency is possible because the two existing programs have significant overlapping credits. Over several years, the School of Architecture and Landscape Architecture has been integrating these two degree programs by developing shared courses which students from both programs are required to take and by cross-listing other courses. As well, students in these two programs already may take some of their elective courses and one studio course in their sister discipline. The proposed dual degree option program formalizes and structures what is already happening in the school. As with all dual degree program options we have researched, students will complete one interdisciplinary graduate project, which satisfies the requirements of both programs. (see attached programs of study)."

Attached as an appendix to this Report is the plan of study that we have developed for the Dual Degree option. We would like to open a discussion with the CACB about any questions or concerns it may have about the Dual Degree option, and we invite you to contact us for discussion and further clarification.

Curricular changes: The past year saw two core classes consolidated across the MArch and MLA curriculum, joining the previously consolidated ARCH 515 Design Media 1 and ARCH 568 Research Methods, formerly Research Methodology in Architecture. The new consolidated courses are ARCH 517 Design Media 2; ARCH 541 Professional Practice, formerly Process and Practice of Architecture.

ARCH 517 Design Media 2 offers students in the two professional degree programs the opportunity to choose from a suite of intermediate-level 3- and 4-D skills and applications from Revit and AutoCAD to GIS and Rhinoceros. ARCH 541 Process and Practice of Architecture instructs students in the core aspects of professional practice that are shared by jointly shared by architecture and landscape architecture, and breaks out modules focused on the specific concerns of each. ARCH 568 Research Methods covers the several methods of conducting research (scientific, social scientific, etc.) that are shared by architecture and landscape architecture.

This past year also saw the completion of the first joint ARCH 549 Graduation Projects (thesis). Three pairs of students chose this option, and all three achieved a very high level of development and enquiry in their work. Evaluation of this option is ongoing, but the results of this year's student work were promising. We also instituted for ARCH 548 Graduation Project prep course a public Pecha Kucha "status report" event that occurs about halfway through the prep term. This provides an opportunity for students to share their ideas with their peers and faculty, and also sets a useful deadline for decision-making in the process of exploring and framing an idea.

Faculty changes: This reporting period saw the retirement of Linda Brock, a core member of the technical faculty since 1991. SALA and the Architecture Program is pleased to be joined by Dr. Sara Stevens, who was hired after a search in winter 2015. Sara will teach core and elective history and theory courses in architecture and urban design. Looking to the future and identified via a faculty succession and planning process, the next hire will most probably be a core architectural technology faculty member. The Program and Director will likely lobby with the Dean for this in the next two years.

3- RESPONSE TO TEAM FINDINGS

3.1- CAUSES OF CONCERN

In the order listed in the 2012 Visiting Team Report (VTR) and the 16 December 2014 Review of 2014 Annual Report

Loss of a downtown presence

"The downtown studio was an important facility for the School. Because of the isolation of the UBC campus it is critical that the school maintains its presence in downtown Vancouver. This has allowed for students to be exposed to the social and urban design issues related to the rapidly evolving inner city environment and public discourse within the city. This has also facilitated the schools involvement with both the architectural and wider community. It was also serving as a gallery as there is no space available on campus for this type of activity and was an ideal location for the thesis students to meet with their mentors from private practice, to have studio space, and exhibition space for their final work. The closure of the downtown studio is a significant loss to the School and the community, both professional and public."

SALA and the Architecture Program continue to sponsor a public lecture series downtown at UBC Robson Square and other downtown or off-campus venues. This past year a dozen lectures were held at downtown venues, with architecture, landscape architecture and urban design lecturers from Europe, Canada and the United States. Several architecture faculty also participated in panel discussions during the Master of Urban Design *Urban Design Forum* at Surrey City Hall.

The Program has also continued to host or co-host public events located downtown that help mitigate the loss of the downtown studio. SALA Projects 3, a two-week exhibit of the year's student work, was held in May 2015. This year's exhibit was held at the Pendulum Gallery in the HSBC Building Atrium downtown. Approximately 200 people attended the opening, and over the course of the two-week exhibit some 500 people visited, including many from the professional and broader community.

For the second consecutive year the architecture program partnered with the Architectural Institute of British Columbia to hold an event at the AIBC gallery downtown. Last year's was a six-week exhibit titled "*To Name is to Know: Imagining a BC Truth and Reconciliation Research Centre"* – with work done by students in the spring 2014 Comprehensive Design Studio.

Lack of clarity around a new facility

"There is a clear need for either a new building or renovated/expanded Lasserre building. In the meantime, optimization of the Lasserre building could be explored."

Concerns about clarity regarding a new facility remain. Being housed in an upgraded or new facility is among the highest of priorities for all members of the SALA community. The university approved the site

and program for a new building in 2014, and a Call for Proposals was announced in Fall 2014. That call was abandoned, however, in early 2015 after the project's major donor raised concerns about the site the university approved for the new building. Since then, the donor, the Dean of Applied Science, incoming Director Kellett and staff from the university have been exploring other sites, with no conclusions made at the time of this writing. No timeline is yet confirmed but there remains a high degree of confidence about the prospect for a unified SALA housed in a single facility.

Lack of contiguous space of Architecture and Landscape Architecture studios

Lack of contiguous space for Architecture and Landscape Architecture studios
"Available studio space is inadequate, and is less per student than at the time of the previous VTR as the Downtown studio was closed. General environmental conditions within the Lasserre building are less than optimal."

Increasing budget pressures combined with a finite amount of space continue to have an impact. The budget-driven decision to make modest increases in enrollment to the MArch program combined with the establishment of a new Master of Urban Design Program has reduced the amount of space for each student in the Architecture Program. In order to house approximately 18 additional students on the third floor of Lasserre, space allocated for most students is now a single large desk workstation rather than the 'L' configuration. This configuration ran for the past academic year, with no noticeable negative impact.

There are also ways that this lack of contiguity can be addressed from a pedagogical perspective. Over the last several years it has been a goal of SALA faculty to offer greater cross-degree education for students in its two professional degree programs. This has been described elsewhere in this Report. Architecture students continue to be encouraged to take one of their three elective design studios in landscape architecture. Summer Studies Abroad offerings remain a popular opportunity to have a cross-disciplinary experience.

With regard to the general environmental conditions in Lasserre Building, here is an itemization of the physical upgrades and maintenance on ARCH-specific facilities:

General Maintenance
- Office signage in LSSR (2014)
- LSSR 4th floor hallway upgrades (2014)
- Painting in LSSR rooms 301, 309 (2014)

IT and Electrical
- 3D Printer upgrade plus small 3D printers (six total) for the LSSR studios (2014)

Furniture
- New desks and chairs for ENDS, MUD, ARCH (2014)

Given the distance between their home buildings, there are limitations to the degree of interaction that architecture and landscape architecture students can have and maintain their respective professional obligations. This remains an ongoing topic of conversation among SALA faculty as a curricular and pedagogical question, and of course is ultimately tied to the realization (or for now, the anticipation thereof) of a new, shared facility.

Administrative Staff

Administrative Staff
"The incomplete amalgamation of SALA is affecting staff, particularly in the area of job descriptions and responsibilities. The School is encouraged to complete this process as soon as possible, to ensure that functionality and proper service to students is maintained."

The past year began with a staffing arrangement that included three temporary staff, and ended with a staff that replaced these with three permanent staff, two of them student service coordinators, and an enlarged position for a finance/hr clerk. Staff roles have been clarified in their specific functions, and stabilized in their composition and sense of collegiality. The expanded position in h/r finance has allowed other staff to be more focused on their core responsibilities. The year saw the retirement of a long-term key staff member, and the return of another from a leave. The transition of a new full-time hire into the role of the retired staff was orderly. All of the new hires seem to be very well defined and have fit in well.

The year also saw the end of Professor Leslie Van Duzer's term as Director and following an in-house search, the appointment of Ron Kellett, Professor of Landscape Architecture, as SALA's new Director.

Budget

Budget
"Due to the current changes to UBC's budget model, the SALA budget allocation from the University is unknown. The School is encouraged to work with the University to clarify its budget allocation as soon as possible."

Director Van Duzer has continued to effectively communicate with faculty the effects of the university's budget model on SALA. Where and how resources are distributed within SALA is presented annually to the faculty at their end-of-year retreat.

The school still faces budgetary challenges. The architecture program has continued its modest but

important steps to manage stresses on the budget. We have continued the practice of modestly increasing the program's admissions intake and to slightly increase the proportion of international students. The Province approved the Dual Degree MArch/MLA option this spring at a modestly higher tuition rate than either the MArch or MLA degrees. This will be another incremental but important part of the ongoing challenge of remaining fiscally sound. We anticipate taking in our first DD students for the fall 2016.

The much higher tuition for the 16 graduate students in the inaugural Masters of Urban Design class has made a modest but important contribution to SALA's fiscal health. The success of last summer's Vancouver Summer International Program for foreign undergraduate students led to it being offered again in summer 2015.

3.2- CONDITIONS AND SPC ''NOT-MET''

In the order listed in the Visiting Team Report (VTR) as well as in the Focused Evaluation Report if it applies

All identified conditions not-met were addressed in a focused evaluation report dated 30 April 2015.

4- OTHER RELEVANT INFORMATION

As part of the five-year review of SALA Director Van Duzer, the Dean of the Faculty of Applied Science conducted an External Review of SALA in September 2014. One of the key recommendations External Review Committee was that new leadership was needed for SALA.

A series of health and wellness student initiatives including breakfasts, yoga, pet therapy – were instituted at the request of students and supported by a grant from faculty

International Engagement

Faculty believe in the importance of providing a range of study abroad options for students. Cultural immersion and first hand exposure to great cities and masterworks are a critical part of any design education. In addition to a term-long *Study Abroad* program, one or more 3- to 4-week *Study Abroad* courses are offered each summer. In the summer of 2014, two study abroad courses were offered, one to Portugal and northern Switzerland, the other to Berlin. A preparatory seminar took place in the spring 2015 term for a study abroad in India in the Fall of 2015 where eighteen students will spend a term in Chandigarh, India with Associate Professor John Bass. Students enrolled in the Chandigarh SA program are supported with grants from UBC's Go Global office.

Architecture has developed partnerships whereby students can independently spend a semester abroad and have confidence in a successful exchange experience. Following on a trip to Denmark, Germany and England in 2013, SALA Director Leslie Van Duzer made a recent trip to China and Japan with the VP

Research and International, John Hepburn to investigate potential new exchange opportunities for students. More work is required with UBC Go Global to establish more vetted partner schools.

China Wood, a 2014 summer studio program directed by Assistant Professors AnnaLisa Meyboom and Blair Satterfield, integrates students from Chinese architecture schools with UBC students in a studio focused on wood design and fabrication.

This year's student-initiated study abroad included a student exchange at the University of Sydney in Sydney, Australia.

Co-op

The optional co-op program allows students to take time away from their studies to work in their chosen field. Senior Instructor Greg Johnson is taking over coordinating the program's co-op program from Linda Brock. Greg is a member of the AIBC Registration Board, and is strengthening practice-to-student communications about openings, and is actively encouraging students to consider the co-op program option. This past year two students participated in co-op - one co-op opportunity with Studio V Architecture in New York, the other with Amanat Architects in Vancouver

Selected Faculty Awards and Distinctions

Blair Satterfield – VarVac Wall and Hex-Wall – Architect Magazine - Annual Research and Development Award – July 2014
Blair Satterfield – VarVac Wall and Hex-Wall – Core77 Annual Design Awards - Interiors and Exhibitions Professional Runner Up – June 2014
Matthew Soules – Vermilion Sands – ACSA - honourable mention, March 2015
Matthew Soules – Vermilion Sands – Architizer A+ Awards – Winner, Popular Choice Award, Pavilions Category; Jury Selected Finalist, Pavilions Category; Jury Selected Finalist, Materials Category; Special Mention, Commercial Pop-up / Temporary Category – March/April 2015

Selected Grants

Ray Cole – Pacific Institute for Climate Solutions - Increasing Energy Efficiency in BC Built Environment - $1.5 million
Ray Cole – Kresge Foundation, Bullitt Foundation, Real Estate Foundation of BC - Regenerative Neighbourhoods Project $274,400
Joe Dahmen – BC Hydro – Collaborative Educational Initiative for Energy Efficiency and Conservation - $39,500
Joe Dahmen – UBC Centennial Initiatives Fund – Mycelium biocomposite architectural installation for UBC campus - $30,000
Joe Dahmen – SEEDS – Mycelium biocomposite architectural installation for UBC campus - $20,000

Joe Dahmen (co-investigator) – National Science Foundation (US) SBIR Phase II – Using Geopolymerisation of Natural Aluminosilicate Minerals to Develop Sustainable Masonry Materials - $740,000
Sherry McKay (co-investigator) – Future of Public Housing - $49,934
AnnaLisa Meyboom (co-investigator) – National Research Council (ECO EII) with matching funds from BC Hydro, BC Government (MEM,MOE) - $179,00
AnnaLisa Meyboom – UBC Hampton Grant – Intelligent Mobility and Urban Design: Impact on the City and Society - $9,130
AnnaLisa Meyboom – Forest Innovation Investment – Shell Structures in Wood $64,000
Oliver Neumann (co-investigator) – Forest Innovation Investment – Shell Structures in Wood $64,000
Blair Satterfield – Canada Wood – Assemblages: China Wood Design-Build - $9,250
Blair Satterfield – Canada Wood – Wood as Process - $10,000
Blair Satterfield – Hampton Grant – Built to Change: 3D Printed Concrete Construction - $25,000
Matthew Soules – Burrard Arts Foundation and 221A - Under the Bridges - $50,000

Selected Competitions

Bill Pechet – Roger Thas competition – first place. Calgary LRT North extension line to Tuscany and Rockyridge, Public Art competition
Bill Pechet – Closer Than – competition first place – for Brighouse Station Public Art competition

Selected Built Projects

Bill Pechet – Jewish Cemetery at Mountain View – Restoration and new Construction – Vancouver, BC, Spring 2015
Inge Roecker – The Flats on Georgia: Appartment House (28 Flats) in Chinatown, Vancouver – completed fall 2014
Matthew Soules –EcoSoMo [Ecological Social Modules], Burnaby Mountain, Burnaby, BC – completed Spring 2015

Selected Exhibitions

Blair Satterfield – HouMinn Practice – a Retrospective – University of Hawaii , April 2015

Selected Books

Leslie Van Duzer – House Shumiatcher – the first book in the West Coast Modern House Series – Fall 2014.
George Wagner – Tokyo from Vancouver 3 – Fall 2014.

Selected Student Achievements

Neal Qiongyu Li and *Daichi Yamashita*, Master of Architecture students, received the Lamp Lighting Solutions Award and a prize of 2000 euros for their entry *Body Fabric Light* in the student proposals division of the Barcelona-based firm Lamp Lighting. *Body Fabric Light* was selected by the international jury for its use of

building materials and ability to adapt and its interpretation of light and dark.

Geoff Cox and *Neil Aspinall*, Master of Architecture students, received Special Mention for their submission *Arctic Adaptations* for the Canada Pavillon at the 2014 Venice Architecture Biennale. Their winning entry strove to improve the psychiatric health of the Arctic by creating a series of mental health support centres. Through the generation of a support network, the project addressed the dire need for accessible mental health wellness in Nunavut.

Teaching Assistantships

The number of teaching assistantships continues to increase with this year the offering of a third undergraduate service class taught by Sherry McKay – *Architecture in Context and Across Cultures*. The undergraduate service classes offer the opportunity to teach independently, an important educational enrichment opportunity for graduate students. In addition, graduate teaching assistants teach alongside faculty in the design media modules and the undergraduate design studios. For students interested in pursuing academic careers, these experiences are invaluable.

Research Assistantships

Research assistantships to assist with faculty research and design projects continue to be available through faculty research funding.

Dual degree

Core principles

1. Students work concurrently on two degrees
2. Non-advanced placement students choose which of the two first-term studios to take
3. Students must be admitted independently to both programs
4. Duration of study is planned for four years
5. Joint use of credits to satisfy degree requirements
6. Students complete one graduation project

Course of study

No advanced placement (149 credits)

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Studio 1 ⌂ or 🍃	Vertical Studio 1	Vertical Studio 2	Vertical Studio 3
Plant Materials 🍃	Structures and Materials 🍃	Technology 2 ⌂	Graduation Project 1
History 🍃	Structures 1 ⌂	Environmental Controls 1 ⌂	Landscape Planning Mgmt 🍃
Design Media 1	History 1A ⌂	Research Methods	
Studio 2 🍃	Comprehensive Studio 🍃	Comprehensive Studio ⌂	Graduation Project 2
Site Analysis 🍃	Theory 🍃	Structures 2 ⌂	Professional Practice
Site Engineering 🍃	Technology 1 ⌂	Environmental Controls 2 ⌂	Elective
Design Media	History 1B ⌂	Contemporary Theories ⌂	
Study Abroad or Elective	Study Abroad or Elective	Study Abroad or Elective	

⌂ denotes Architecture course 🍃 denotes Landscape Architecture course

Advanced placement

With a background in landscape architecture (108 credits)

YEAR 1	YEAR 2	YEAR 3
Vertical Studio 1	Vertical Studio 2	Vertical Studio 3
Structures 1	Technology 2	Graduation Project 1
History 1A	Environmental Controls 1	Landscape Planning Mgmt
Structures and Materials	Research Methods	Elective
Comprehensive Studio	Comprehensive Studio	Graduation Project 2
Technology 1	Structures 2	Professional Practice
History 1B	Environmental Controls 2	
Site Engineering	Contemporary Theories	
Study Abroad or Elective	Study Abroad or Elective	

denotes Architecture course

denotes Landscape Architecture course

Advanced placement

With a background in architecture (108 credits)

YEAR 1	YEAR 2	YEAR 3
Vertical Studio 1	Vertical Studio 2	Vertical Studio 3
Plant Materials	Structures and Materials	Graduation Project 1
History	Research Methods	Landscape Planning Mgmt
Technology 2	Elective	Elective
Comprehensive Studio	Comprehensive Studio	Graduation Project 2
Structures 2	Theory	Professional Practice
Environmental Controls 2	Technology 1	
Site Analysis	Contemporary Theories	
Study Abroad or Elective	Study Abroad or Elective	

denotes Architecture course

denotes Landscape Architecture course

A-4• Human Resources Statistics Report • 2014– 2015

c

School or Program : University of British Columbia

c

c

Professional Degree Accredited	Total nb of credits / degree	Total nb of terms / degree	Nb of credits / term	Nb of hours / credit	Total nb of hours / degree
• **Master of Architecture degree**					
with a related pre-professional bachelor's degree	variable	variable			
• **Master of Architecture degree**	**119**	**7**	**12 - 18**	**1**	**1549**
without a pre-professional requirement, and consisting of an undergraduate degree plus a minimum of three years of professional studies					
• **Bachelor of Architecture degree**					
minimum of five years of study, except in Quebec, where four years of professional studies follow two years of CEGEP studies					

c

c

Faculty Datac	**Faculty Credentials (highest degree only)** Full-time (FT) + Part-Time (PT)										c			
	Ph.D or D.Arch		**Post-Prof Ms**		**Prof. M.Arch**		**B.Arch**		**Other**		**Licensed architects**		**Studio teaching**	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Regular Faculty	2	-	2	1	9	-	1	-	-	2	5	-	10	-
Men	1c	-c	2c	-c	5c	-c	1c	-c	-c	-c	4c	-c	7c	-c
Women	1c	-c	-c	1c	4c	-c	-c	-c	-c	2c	1c	-c	3c	-c
Total FT Equivalent (FTE) Regular Faculty: Number of FT Regular Faculty + a figure equating PT Regular Faculty	15										c			
Typical FT teaching load / year	2cstudioscconecoursecorc4ccoursesc										c		c	
Other Faculty	-c	1	-	1	-	5	1	1	-	2c	-c	7c	1	6
• Visiting	-c	1c	-c	-c	-c	-c	-c	-c	-c	-c	-c	c	-c	1c
• Adjunct • Sessional • Lecturer	-c	-c	-c	1c	-c	5c	1c	1c	-c	2c	-c	7c	-c	5c
• Ph.D Candidate	-c	-c	-c	-c	-c	-c	-c	-c	-c	-c	-c	c	-c	c
Men	-c	-	-	1	-	4	1	1	-	1c	-c	6c	1	4
Women	-c	1c	-c	-c	-c	1c	1c	-c	-c	1c	-c	1c	-c	2c
Total FT Equivalent (FTE) Other Faculty: a figure equating other faculty on the basis of a typical FT teaching load	4 where one course = 0.33 teaching load										c		c	
Total FTE Regular + Other Faculty	19										c		c	
Total Regular and Other Faculty who are licensed architects	c		c		c		c		c		12c		c	
Total Regular and Other Faculty teaching in studio	c		c		c		c		c		c		16c	
Nb of pre-professional studios taught by all Faculty for the year	c		c		c		c		c		c		2c	
Nb of Masters studios taught by all Faculty for the year	c		c		c		c		c		c		17c	
	c		c		c		c		c		c		c	

2

c

Student Data	Pre-professional degree				Master of Architecture degree or Bachelor of Architecture degree			
c	Fall	Winter	Summer	Mean/yr	Fall	Winter	Summer	Mean/yr
Full-Time Students					121	100c	0c	111
Men (optional)	c	c	c	c	63c	47c	0c	55c
Women (optional)	c	c	c	c	58c	53c	0c	56c
Part-Time Students					18	32c	21c	24
Men (optional)	c	c	c	c	8c	18c	11c	12c
Women (optional)					10	14c	10c	11
Total Full-Time Equivalent (FTE) Students [1]	c	c	c	c	139c	132c	21c	97c
FTE Foreign Students [2] *(optional)*	c	c	c	c	c	c	c	c
Students in Design Studio					112	91c	0c	106
Studio Ratio (Students in Design Studios / Nb studios taught for a year)					15:1c			
c	**Fall**	**Winter**	**Summer**	**Total/yr**	**Fall**	**Winter**	**Summer**	**Total/yr**
Number of applicants for a given term and total for a year					369	n/ac	n/ac	369
Number of entering students for a given term and total for a year	c	c	c	c	47c	n/ac	n/ac	47c
With advanced standing (optional)	c	c	c	c	c	c	c	c
Total Degrees Awarded-Expected for a given term and total for a year	c	c	c	c	3c	43c	n/ac	46c
Men (optional)	c	c	c	c	2c	22c	n/ac	24c
Women (optional)	c	c	c	c	1c	21c	n/ac	22c
Graduation Rate (%) [3]	c	c	c	c	c	c	c	100%c

c

c

Reporting Period:

May 2014 – April 2015

[1] Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

[2] FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

[3] No of degrees awarded or expected / No of entering students at the beginning of the degree.

4.6.5 Annual Report 2015 - 2016

University: British Columbia

Faculty: Applied Science

ANNUAL REPORT TO CACB-CCCA

Narrative Section

Program: **MASTER OF ARCHITECTURE (M. Arch.)**

Academic Year: 2015-16

Head of the Program (Name): John Bass

Signature: 

Date: 30 June 2016

1- INTRODUCTION

June 30, 2016

Mourad Mohand-Said
Executive Director and Registrar
Canadian Architectural Certification Board
350-55 Murray Street
Ottawa, Ontario K1N 5M3

Regarding UBC School of Architecture and Landscape Architecture, Master of Architecture (M.Arch.) . Program Annual Report

Dear Mourad Mohand-Said:

Please find enclosed the Annual Report on the M.Arch. Program as required by CACB Conditions and Procedures for Maintenance of Accreditation.

Documents include an update on academic and curricular changes to the Program, the response to the 2015 Focused Evaluation review of unmet conditions, a follow-up to the 2015 Annual Report, other relevant information about the Program and faculty and a current statistics report.

I hope that these are self-explanatory and acceptable to the Board.

Please contact me if you have any questions or concerns.

Regards,

John Bass
Associate Professor and Chair
Architecture Program

2- STATEMENT OF CHANGES TO THE PROGRAM

c

Several changes were made and developments occurred over the last reporting period. These are organized into three categories: Program developments, curricular changes, and faculty changes.

PROGRAM DEVELOPMENTS:

Dual Degree: The M.Arch. and ML.A. programs have admitted their first cohort of five Dual Degree (DD) students. A detailed description of the DD program was submitted with last year's Annual Report. DD students will begin their studies in Fall 2016.

CURRICULAR CHANGES

ARCH 551 - Technical Documentation course: ARCH 551, Communicating Construction, a popular and successful course taught as an elective for several years, will become a required course in Fall 2016, and will be offered twice a year. All students entering the program beginning in Fall 2016 will be required to take this course in order to graduate. This course will provided focused teaching and learning in the area of Technical Documentation, a currently unmet Student Performance Criteria.

ARCH 521 - Comprehensive Studio: Several adjustments were made to the 2016 iteration of the CDS. These were intended to address deficiencies pointed out in the Focused Evaluation. The first significant adjustment was a building code and accessibility analysis shared and discussed one-on-one with several practicing architects who met with individual student design teams. The second adjustment added a series of presentations and student Q/A with specialist engineers and designers regarding specific requirements germane to the program mechanical and this case daylighting and mechanical systems specific to an art gallery. Finally, the studio required all students – who work in teams of two – to work as individuals for several weeks developing a key large-scale wall sections so that faculty could better evaluate individual technical and integrative thinking. The program faculty continued to observe that the collaborative interaction between the teams of two presents a profoundly meaningful learning experience.

ARCH 541 – Professional Practice: For the second year, this course has been offered as a cross-listed course with the professional practice course in Landscape Architecture. This past years saw the addition of a second instructor who is an architect and a lawyer practicing contract law to ensure the course captures content necessary for the M.Arch. degree.

ARCH 544X and Y - Design-Build I and II: This past year saw the second, and larger, offering of the two-part design-build class. The Design-Build classes provide exposure to the student of actual full-scale construction activities. The Design-Build class will continue to be an offering within the curriculum.

Design Media 3: A new, advanced Media course addressing digital fabrication tools and modeling will begin in Fall 2016.

Studies Abroad Program: The Architectured Program faculty approved offering its Studies Abroad Program annually instead of bi-annually.

FACULTY CHANGES:

Faculty search: *Assistant Professor in Environmental Systems: Architecture Program* will be advertised in Fall 2016, with a hire expected in Spring 2017.

3- RESPONSE TO TEAM FINDINGS

3.1- CAUSES OF CONCERN

In the order listed in the Visiting Team Report (VTR)

Loss of a downtown presence

"The downtown studio was an important facility for the School. Because of the isolation of the UBC campus it is critical that the school maintains its presence in downtown Vancouver. This has allowed for students to be exposed to the social and urban design issues related to the rapidly evolving inner city environment and public discourse within the city. This has also facilitated the schools involvement with both the architectural and wider community. It was also serving as a gallery as there is no space available on campus for this type of activity and was an ideal location for the thesis students to meet with their mentors from private practice, to have studio space, and exhibition space for their final work. The closure of the downtown studio is a significant loss to the School and the community, both professional and public."

SALA Lecture Series

SALA and the Architectured Program continued to sponsor a public decture series downtown at UBC Robson Square and other downtown or off-campus venues. This past year more than a dozen decturesowere held at c downtown venues, with architecture, dandscape architecture and urban design decturers from Europe,

Canada and the United States. Several architecture faculty also participated in panel discussions during the c
Master of Urban Design *Urban Design Forum* at UBC's Chan Centre. c
Fall web link: http://www.sala.ubc.ca/news-and-events/news/announcing-fall-2015-lecture-series; c
Spring web link: http://sala.ubc.ca/news-and-events/news/announcing-spring-2016-lecture-series c

AIBC Student Exhibition c c
The architecture program partnered with the Architectural Institute of British Columbia and the c
International Association of Lighting Designers to hold an event at the AIBC gallery downtown. Last year's c
was a two-week exhibit of work done by students in the spring 2015 Comprehensive Design Studio, the c
third consecutive year that SALA and the AIBC have jointly hosted this exhibit and reception. c
c
RAIC Pecha Kucha Night c c
The inaugural Thesis student pecha kucha presentations were held in May, and attended by c 20 M.Arch. c
students and 12 local practices. Each made a brief presentation of their projects/office. The event was c
hosted by the RAIC, with UBC Architecture providing the venue. c
c
SALA/Urbanarium c c
A series of public debates organized by Leslie Van Duzer and the Urbanarium. Participants discussed topical c
issues regarding the future of the Vancouver region. c c
Web link: City Debates c

Other selected events/actions c c
Inge Roecker hosted a reception in her studio in Chinatown where her students presented their vertical c
design studio projects to a public audience. c c

SALA Director Ron Kellett reconstituted the SALA Advisory Council with representatives from the c
professions, development, and the arts. Advisory Council meetings are scheduled three times per year. c

Lack of clarity around a new facility

"There is a clear need for either a new building or renovated/expanded Lasserre building. In the meantime, optimization of the Lasserre building could be explored."

c

2016 Program response:

A new SALA building, with capacity to accommodate all the School's current programs and the expansion of c
some, remains among the highest of priorities for all members of the University, the Faculty of Applied c
Science and the SALA community. In 2015, we reported that a Request for Qualifications had been let in c
2014 based on program and site approved in 2013. Due to our dead donor's concerns about the selected c

c

site, this RFQ was subsequently suspended. In 2015, the University, in consultation with the head donor, c identified another site, tested program feasibility and recalculated the project cost estimate. With a new c site and over two years of construction cost increases, the project had increased significantly (from $36M c to $50M). Currently the committed funding is now short of the threshold necessary to approve consultant c selection. However, a new SALA building remains the top building priority of the Faculty of Applied Science c and among the highest of the University of British Columbia. New public and private funding sources have c been identified and are currently being pursued. Additional initiatives will begin in fall 2016. c

Lack of contiguous space for Architecture and Landscape Architecture studios

"Available studio space is inadequate, and is less per student than at the time of the previous VTR as the Downtown studio was closed. General environmental conditions within the Lasserre building are less than optimal."

2016 Program response:

Increasing budget pressures combined with a finite amount of space remains a cause of concern. The most c recent incremental response to addressing the increased budget pressures was the Spring 2016 decision by c Architecture faculty to run the Studies Abroad Program annually, and in the Fall term. This will allow the c program to admit an additional 12-16 students every year. c

c

With regard to the general environmental conditions in Lasserre Building, there is an itemization of the c physical upgrades and maintenance on ARCH-specific facilities: c

c

General Maintenance c

Regular general maintenance is performed on the Lasserre building including: cleaning; plumbing, electrical, c and lighting repairs; garbage removal and recycling; and painting. c

c

IT and Electrical c

In 2015 a new plotter was purchased for the Architecture studio. As well, ongoing efforts were made to c increase the efficiency of the pay-for-print service for students. c

c

Furniture c

An additional 24 new desks and 24 new chairs were added to the third-floor studio. New furniture for staff c was purchased including ergonomic chairs, stand-up desks and shelving units. Room 211 was upgraded with c new furniture and a new projection system. One of four lecture halls, room 102, is currently being renovated c and upgraded. c

c

c

Given the distance between their home buildings, there are limitations to the degree of interaction that c architecture and landscape architecture students can have and maintain their respective professional c obligations. This remains an ongoing topic of conversation among SALA faculty as a social, curricular and c pedagogical question, and of course ultimately tied to the realization (or for now, the anticipation c thereof) of a new, shared facility.c

Administrative Staff

"The incomplete amalgamation of SALA is affecting staff, particularly in the area of job descriptions and responsibilities. The School is encouraged to complete this process as soon as possible, to ensure that functionality and proper service to students is maintained."

c

2016 Program response:

The past year was marked by little change and increased stability among the staff, and continued c refinement and clarity regarding roles and responsibilities. The Lasserre front desk position took on an c expanded role, and last year saw the addition of a second shop technician.c

Budget

"Due to the current changes to UBC's budget model, the SALA budget allocation from the University is unknown. The School is encouraged to work with the University to clarify its budget allocation as soon as possible."

c

2016 Program response:

Budget allocation and reporting processes and procedures within the University and Faculty of Applied c Science and SALA are much clearer, more transparent and timelier than they were at the time of the last c accreditation visit. Revenue, expenditures and carry forwards are now much easier to track, organize and c report to administrators and faculty in ways meaningful to academic and operational decision making. c These budget reports are now a part of every SALA meeting and both year beginning and year end retreats. c With better, more frequent access to more complete budget information and projections SALA has been c able to more effectively identify and test new revenue opportunities. In addition to the enrolment and c program expansion opportunities cited in last year's report, SALA has successfully argued for and c implemented several revenue generating initiatives including: expansion of the undergraduate c Environmental Design program, increases to international tuition rates, new summer programs for non-SALA students and new fund raising initiatives in support of our lecture series and academic design build c programs. c

c

3.2- CONDITIONS AND SPC ''NOT-MET''

Thec"Met"candc"NotcMet"cevaluationscandccommentscbelowcarecinthecorderdistedcinthec2015cFocusedc EvaluationcReport,cwhichcarectakentochavecsupercededthec2012cVTR.cPleasecnotedthatcConditionscandcSPCc determinedtochavebeenc"Met"cinthec2015cFEcReportcarecsimplycreportedcascsuch,cwithcnocadditionalc comment.c

c

Condition 7: Physical Resources: Not Met

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. c

Team Comments: c

DespitecallceffortscdeployedcbycoutgoingcdirectorcVancDuzercandcbycUBCcAuthoritiesctowardscfundingcthec newcfacility,cwhichcseemscalmostcsecured,cthecprojectcencounteredcacmajorcsetbackcatcthecbeginningcofc 2015cwithcthecconcernedcraisedcaboutcthecsitecselectedcforcconstruction.cAtcthectimecthecFocusedc EvaluationcReportcwascpreparedc(Aprilc30)cnotcimelinedchaddcbeencconfirmedcforcexploringcnewcsites.c Therefore,cthecstatuscofcthecnewcbuildingciscuncertaincatcthiscime.cc

Thecprogramcreportscthatcmaintenancecandcminorcupgradescofcthecexistingcbuildingschavebeencdonecinc 2014cincregardsctocsignage,cpainting,cprintercupgradingcandcfurniture.cConsideringcthatcthecPhysicalc Resourcesarecmostlycthecsamecascheycwerecwhencthec2012cvisitcoccurred,cthiscconditioncisstillcNotcMet.c

c

2016 Program response:

Wecexpectcthatcacsimilarc"NotcMet"cevaluationcwillbecassessed.cWhilecastcyearscsawcsimilarcinvestmentscinc maintenancecandcupgradescofcthecLasserreBuilding'scphysicalcfacilities(itemizedcelsewherecinthiscReport),c thesecremaincremediatedcinanticipationcofcacnewcfacility.c

c

SPC B5. Accessibility: Not Metc

*Ability to design both site and building to accommodate individuals with varying physical and cognitive abilities.*cc

c

Team Comments: c

ReferencectocthecbuildingcaccesscHandbookcishcnowcpartcofcacBuildingcCodecmodulecincorporatedcincARCHc 511c(Architecturalc Technology c1),cbutcstillcappearscascacverycgeneralcconsideration.cc

c

No evidence of a systematic development of accessible design was observed in the design work. There is still limited evidence that students have the ability to design the site of a building with barrier-free paths or to address different range of issues encountered with various physical handicaps. The use of stairs and other universal access barriers in projects, without alternate paths, was still noticeable in the work submitted from the Comprehensive Studio, as much in site planning as well as inside the building. Based on these observations, the Team considers that this criterion is still Not Met.

2016 Program response:

Refinement and further emphasis on the Building Code module incorporated last year (and mentioned in our 2015 Focused Evaluation Report) led to the introduction of a focused analysis and design module on Accessibility in the spring 2016 Comprehensive Design Studio. This module required students to develop a code analysis of their projects, to identify the necessary accessibility responses and prepare graphic diagrams of them, and to present and discuss these with practicing architects in one-on-one review sessions.

SPC C3. Technical Documentation: Not Met

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

This criterion is Not Met. There is a lack of evidence that would support a demonstration of ability to conduct appropriate site planning. There is no clear reference of structural axis and levels in the comprehensive studio drawings.

2016 Program response:

As described in Section 2a above:

"ARCH 551 - Technical Documentation course: ARCH 551, Communicating Construction, a popular and successful course taught as an elective for several years, will become a required course in Fall 2016, and will be offered twice a year. All students entering the program beginning in Fall 2016 will be required to take this course in order to graduate. This course will provided focused teaching and learning in the area of Technical Documentation, a currently unmet Student Performance Criteria."

SPC C4. Comprehensive Design: Not Met

Ability to project a comprehensive design based on an architectural idea, a building program and a site. The design or designs should integrate structural and environmental systems, building envelopes, building assemblies, life-safety provisions, and environmental stewardship.

Team Comments: c

TheccACBcSPCsdistedcdncthecstudiocdocumentationcdncdicatecacgoodcstrategycforcdnformingcstudentscacboutc expectationscforcthecassignments.cc

Therecarecvariouscassignmentscthatccovercprogramcanalysiscspatialcexperiencecsitecstructurecdightcandc ventilationcbuildingccode.cHowevercthercdscacdackccofcevidencecforcsitecanalysiscandcplanning.cThecdetailedc drawingsc(1:20)carecnotccconvincingc(structuralccomponentscnotcdllustrated)ccrcmissing.cc

Doubtsccwerecraisedcbycthecf Ecteamcregardingcstudentscworkingcdncollaboratedteamsccfctwo,cascthiscc arrangementccouldcaffectcthecabilitycforcachcstudentctoccrespondctocallccfcthecSPCs.cdncthiscarrangementccfc teamcwork,cdtcdscnotcpossiblectocctrackcthecdndividualcprogresscfcachcstudentcsocasctocensurecthatcthey carec meetingcallcthecSPCscrelatedcctocthecComprehensivecStudio.c

c

2016 Program response:

AscdescribedcdncSectionc2cabove:c

"ARCH 521 - Comprehensive Studio:cSeveralcadjustmentscwerecmadecctocthec2016cdterationccfcthecCDS.c Thesecwerecdntendedcctocaddresscdeficiencicscpointedcoutcdncthecf ocusedcE valuation.cThecfirstcsignificantc adjustmentcwascacbuildingccodecandcaccessibilitycanalysiscsharedcandcdiscussedcone-on-onecwithcseveralc practicingcarchitectscwhoccmetcwithcdndividualcdesigncteams.cThecsecondcaddedcacseriesccfcpresentationscandc studentcQ/Accwithcspecialistcengineerscandcdesignerscregardingcspecificcrequirementscgermanectocthec programcdncthiscasedightingcandcmechanicalcsystemscspecificctocancartcgallery.ccFinally,cthecstudiocrequiredc allcstudentscwhocworkcdncteamsccfctwocctocworkcascdndividualsfcrcseveralcweekscdevelopingcackeydarge-scalecwallcsectionscsocthatcfacultyccoulddbettercevaluatecdndividualctechnicalcandcdntegratedchinking.cThec programcfacultyccontinuedctocobservedthatcthecollaborativedntercactionsbetweenthecteamsccfctwocpresentsc acprofoundlyccmeaningfuldearningcexperience."c

4- OTHER RELEVANT INFORMATION

c

<u>International Engagement</u> –cc

c

Studies Abroad

Chandigarh,cdndia,cFallc2015,c16cstudentsc(15cM.Arch.)ccoordinatedcbycdohncBass.c

Tokyo,cdapan,cpreparationscforcStudycAbroadcdncSeptemberc2016c

MasterccfcUrbancDesigncStudycAbroadctocMexicoc–cdncludedcseveralcM.Arch.cstudentsc

c

c

Exchange

RyancArnoldc–cUniversitycofcBrusselsc

HannahcBrashc–cLundcUniversityc

AnniecHongc–cUniversitycofcMelbournec

NikolaicKuchinc–cETHcZurichc

GouravcNeogic–cLundcUniversityc

EdwincYipc–cUniversitycofcWashingtonc

Co-opc

HannahcBrashc–cPlantcArchitecture,cTorontoc

ChristiancLamc–cLekkercArchitects,cSingaporec

KatherinecMathersc–cHCMAcArchitecturecandcDesign,cVancouverc

MingyuecZhangc–cLWPACcArchitecture,cVancouverc

GouravcNeogic–cArrowcArchitectscc–cCopenhagen,cDenmarkc

Student Achievements – 2015-16

- NealcQiongyucLicandcDaichicYamashitacwoncst prizedforc'BodycFabricLight'cincthecstudentcdesigncategorycofc thec**2015 Lamp Lighting Solutions Awards**,cBarcelona.c
- MaximcPravosoudov(alongcwithcMLAdaclyncKaloczi)cdesigned,cbuiltcandcexhibitedc'Dagdrommerc (daydream)'catcthe**Hardbakka Ruins Project**cincBergen,cNorway.c
- LorincVass,cDaichicYamashita,cNealcQiongyucLi,cPengfeicDu(MLA)candcYancLuocwoncnd prizedforc'FullcVoidc Park'cincthec**Think Space competition**.c
- LorincVasschadchispaperc'Constellationscofcthecin-between'cacceptedcforcpresentationcatcthec**ACSA Fall Conference**cincSyracuse,cNYc
- JiecLiu,cduchanKim,cHewencSuo(ENDS)candcYiwencRuan(MLA)cwoncthec2015c**Guming Rammed Earth Village International Architecture Student Design Competition.**cc
- ShannoncPittcwascpublishedcalongsidecAnnaLisacMeyboom(faculty)cinc**ACADIA 2015**cforctheircpublicationc ThermocatalyticcMetafolds.c
- RoycCloutier:c
  - Projectcselectedcascacompetitioncfinalist:c"AtomizingcthecSmartcCity:cTowardcaFlexiblecInfrastructuralc Urbanism"c**Infrastructure Space: 5th International Forum for Sustainable Construction***,* LafargeHolcimc Foundation:cDetroit,cMI,cApril7-9,c2016.c
  - cPresentedcacversioncofcacstudiocproject(fromcthecChandigarhcStudycAbroad)catcapeer-reviewedc conference:c"AtomizingcthecSmartcCity"c**104th Annual Meeting of the Association of Collegiate Schools of Architecture:**cSeattle,cWA,cMarchc17-19,c2016.c
  - Presentedcapeer-reviewedcpapercatcaconference:c"AtomizedcUrbanism:cDesigncinctheNetworkedc City".c**Urban Design Forum,**cUniversitycofcBritishcColumbia:cVancouver,cBC,cMarchc10-12,c2016.c

c

- Had two papers published in (non-peer-reviewed) journals: c "Marking Land, Bordering Systems," -*SITE Magazine* (formerly *OnSite Review*), vol. c35: c "Borders", forthcoming summer c2016; c "Marking Land," c *CLOG Journal, #14*, c "Landmark" (2015): c126-7.c
- Kaiyue Liao and Nicky Luk won c2nd place in the **Fast + Epp Architectural Engineering Design Competition**.c
- Gabriel Lacombe won a jury-reviewed competition to present an installation at the **Festival des Architectures Vives** c- Montpellier, France.c
- Jied Liu, Wen Sun and Hewen Suo (ENDS) received honourable mention in the **2016 eVolo Competition**.cc

Selected Faculty Achievements – built works and projects, grants, exhibits – 2015-16

Joe Dahmenc

- BC Hydro Collaborative Educational Initiative for Energy Efficiency & Conservation $39,500cc

- UBC Centennial Initiatives Fund Mycelium biocomposite architectural installation for UBC campus $30,000c

c

Mari Fujitac

- c "The Rate of Uselessness / Bubble City" (with Michael Barton)c

2'x2' model exhibited at Your Future Home: Creating the New Vancouver. Museum of Vancouver. January c21-May c15, c2016.c

AnnaLisa Meyboomc

- National Resources Canada (ECO EII) with matching funds from BC Hydro, BC Government – Powering Plug-in c Vehicles with Renewable Energy Supply in BC - $179, c700cc

- Pacific Institute for Climate Solutions – Transportation Futures for BC - $343,000c

- Collaboration with Thomas Tannert (Asst Professor Civil/Wood Sciences) and Iain MacDonald (Director of Centre c of Advanced Wood Processing) to successfully fund the Industrial Robot for CAWP. Total value of grants and gifts: c $250,000. To be installed Fall c2015 in the Centre of Advanced Wood Processing.c

Inge Roecker

- Design Building Project, Energy +, Housing development producing and storing solar energy for (28 units), c Weinsberg, Germany. (2011- c2015) completedc

- Design Building Project, Rehabilitation and conversion of an old Dairy factory and barn into a Co-housing c complex (18 units) partly new Passivd Haus construction, c2014 – presently rezoning stage, Vancouverc

- c *"Smart Grids-Quartier-Award Germany" Model housing project, Weinsberg, Germany 2015*

Blair Satterfield c

-cExhibitionc-cAssemblage,cTimbercStructurescShanghai,cChinac-cShanghaicDesigncWeekc-cSeptember,c2015.cChosenc bycthecUNESCOccCreativeccityOrganizationcascthecmostcimportantcshowcproject.cDesign-Buildccollaborationc betweencSoutheastcUniversity,cNanjing,cCanadacWood,candcUBCcSALA.ccCo-taughtccoursecandccdirectedccdesignc andcrationalizationcofcprojectcwithcAnnaLisacMeyboom.c

-cHamptoncFundcResearchcGrantc$25,000c

Matthew Soules

-cCanadacCouncilforcthecArts:c$20,000.cForcbookcpublicationconcBCcBinningcHousec

-cCorec77c2015cAnnualcDesigncAwardsc(USA)c"VermilioncSands"cawardedc*Built Environment Professional Notable*.c

-cArchitecturalcInstitutecofcBritishcColumbiacAwardsc"VermilioncSands"cawardedc*Special Jury Award.*

ThreecProjectscCompletedcConstruction:c

-c*Intense the Heat*,cWestcVancouverc

-c*City Fabric*,cVancouverc(equalccollaborationcwithcRebeccacBayer)c

-c*EcoSoMo*,cBurnabyc

c

Leslie Van Duzer

-cAncanonymouscdonorcestablishedcthec"SALAcLesliecVanDuzercLegacycFund,"c$100,000covercfourcyears.cWithcfullc discretioncovercthecfunds,cthecfirstc$25,000cwascusedctocsupportcthecSALA-UrbanariumcCitycDebates,cthreecofc whichcwerecstagedcduringcthiscreviewcperiod.c

•cLesliecVanDuzer.c"Miescandcthec*Remix*,"cinc*arq: Architecture Research Quarterly*,c19.3c(CambridgecUniversityc Press,c2015),c196-201.c

•cLesliecVanDuzer.c"Letterctocac*Magician*,"cinc*Pidgin Magazine*c19c(PrincetoncUniversity,cSpringc2015),c1-c7.cc

c

A-4• Human Resources Statistics Report • 2015– 2016

c

School or Program : University of British Columbia

c

c

Professional Degree Accredited	Total nb of credits / degree	Total nb of terms / degree	Nb of credits / term	Nb of hours / credit	Total nb of hours / degree
• **Master of Architecture degree** with a related pre-professional bachelor's degree	variable	variable			
• **Master of Architecture degree** without a pre-professional requirement, and consisting of an undergraduate degree plus a minimum of three years of professional studies	119	7	12 - 18	1	1549
• **Bachelor of Architecture degree** minimum of five years of study, except in Quebec, where four years of professional studies follow two years of CEGEP studies					

c

c

Faculty Datac	Faculty Credentials (highest degree only) Full-time (FT) + Part-Time (PT)										c			
	Ph.D or D.Arch		Post-Prof Ms		Prof. M.Arch		B.Arch		Other		Licensed architects		Studio teaching	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Regular Faculty	3		2		9		1			2	5		7	
Men	1c	c	2c	c	5c	c	1c	c	c	2c	4c	c	5c	c
Women	2c	c	c	c	4c	c	c	c	c	c	1c	c	2c	c
Total FT Equivalent (FTE) Regular Faculty: Number of FT Regular Faculty + a figure equating PT Regular Faculty	15										c			
Typical FT teaching load / year	3œcoursesc										c		c	
Other Faculty	c									c	c	c		
• Visiting	c	c	c	c	c	c	c	c	c	c	c	c	c	c
• Adjunct • Sessional • Lecturer	c	c	c	2c	c	7c	1c	1c	c	1c	c	7c	1c	7c
• Ph.D Candidate	c	c	c	c	c	c	c	c	c	c	c	c	c	c
Men	c			1		4	1	1		1c	c	4c	1	3
Women	c	c	c	1c	c	3c	c	c	c	c	c	3c	c	4c
Total FT Equivalent (FTE) Other Faculty: a figure equating other faculty on the basis of a typical FT teaching load	4.33 where one courses = 0.33 teaching load										c		c	
Total FTE Regular + Other Faculty	19.33										c		c	
Total Regular and Other Faculty who are licensed architects	c		c		c		c		c		12c		c	
Total Regular and Other Faculty teaching in studio	c		c		c		c		c		c		15c	
Nb of pre-professional studios taught by all Faculty for the year	c		c		c		c		c		c		2c	
Nb of Masters studios taught by all Faculty for the year	c		c		c		c		c		c		18c	
	c		c		c		c		c		c		c	

#

c

Student Data	Pre-professional degree				Master of Architecture degree or Bachelor of Architecture degree			
c	Fall	Winter	Summer	Mean/yr	Fall	Winter	Summer	Mean/yr
Full-Time Students					126	134	0	87
Men (optional)	c	c	c	c	58c	62c	0c	40c
Women (optional)	c	c	c	c	68c	72c	0c	47c
Part-Time Students					10	7c	15c	10
Men (optional)	c	c	c	c	6c	4c	7c	6c
Women (optional)					4	3c	8c	5
Total Full-Time Equivalent (FTE) Students [1]	c	c	c	c	136c	141c	15c	97c
FTE Foreign Students [2] *(optional)*	c	c	c	c	c	c	c	c
Students in Design Studio					105	101	0	206
Studio Ratio (Students in Design Studios / Nb studios taught for a year)					13:1			
c	Fall	Winter	Summer	Total/yr	Fall	Winter	Summer	Total/yr
Number of applicants for a given term and total for a year					429	n/ac	n/ac	429
Number of entering students for a given term and total for a year	c	c	c	c	48c	n/ac	n/ac	48c
With advanced standing (optional)	c	c	c	c	c	c	c	c
Total Degrees Awarded-Expected for a given term and total for a year	c	c	c	c	2c	45c	n/ac	47c
Men (optional)	c	c	c	c	0c	26c	n/ac	16c
Women (optional)	c	c	c	c	2c	19c	n/ac	19c
Graduation Rate (%) [3]	c	c	c	c	c	c	c	98%c

c

Reporting Period:

May 2015 – April 2016

~~##~~

[1] Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

[2] FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

[3] No of degrees awarded or expected / No of entering students at the beginning of the degree.

#

A-4• Human Resources Statistics Report • 2016– 2017

School or Program : University of British Columbia

Professional Degree Accredited	Total nb of credits / degree	Total nb of terms / degree	Nb of credits / term	Nb of hours / credit	Total nb of hours / degree
• **Master of Architecture degree**	variable	variable	12 - 18	1	variable
with a related pre-professional bachelor's degree					
• **Master of Architecture degree**	119	7	12 - 18	1	1549
without a pre-professional requirement, and consisting of an undergraduate degree plus a minimum of three years of professional studies					
• **Bachelor of Architecture degree**					
minimum of five years of study, except in Quebec, where four years of professional studies follow two years of CEGEP studies					

Faculty Data	Faculty Credentials (highest degree only) Full-time (FT) + Part-Time (PT)										Licensed architects		Studio teaching	
	Ph.D or D.Arch		Post-Prof Ms		Prof. M.Arch		B.Arch		Other					
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Regular Faculty	2	1	1		3	3		1		1	4		2	4
Men	1		1		2	2		1			3		1	3
Women	1	1			1	1				1	1		1	1
Total FT Equivalent (FTE) Regular Faculty: Number of FT Regular Faculty + a figure equating PT Regular Faculty	8.67													
Typical FT teaching load / year	3 courses													
Other Faculty														
• Visiting														
• Adjunct • Sessional • Lecturer				1		7	1	1		2		5	1	6
• Ph.D Candidate														
Men				1		6	1	1		1		4	1	5
Women						1				1		1		1
Total FT Equivalent (FTE) Other Faculty: a figure equating other faculty on the basis of a typical FT teaching load	5													
Total FTE Regular + Other Faculty	13.67													
Total Regular and Other Faculty who are licensed architects											9			
Total Regular and Other Faculty teaching in studio													13	
Nb of pre-professional studios taught by all Faculty for the year													2	
Nb of Masters studios taught by all Faculty for the year													19	

Student Data	Pre-professional degree				Master of Architecture degree or Bachelor of Architecture degree			
	Fall	Winter	Summer	Mean/yr	Fall	Winter	Summer	Mean/yr
Full-Time Students					126	105	0	77
Men (optional)					61	52	0	38
Women (optional)					65	53	0	39
Part-Time Students					43	38	74	52
Men (optional)					19	15	33	23
Women (optional)					24	23	41	29
Total Full-Time Equivalent (FTE) Students [1]					151	129	24	101
FTE Foreign Students [2] *(optional)*								
Students in Design Studio					150	108	0	86
Studio Ratio (Students in Design Studios / Nb studios taught for a year)								
	Fall	**Winter**	**Summer**	**Total/yr**	**Fall**	**Winter**	**Summer**	**Total/yr**
Number of applicants for a given term and total for a year					509	n/a	n/a	60
Number of entering students for a given term and total for a year					0	51	0	51
With advanced standing (optional)								
Total Degrees Awarded-Expected for a given term and total for a year					0	51	0	51
Men (optional)					0	31	0	31
Women (optional)					0	20	0	20
Graduation Rate (%) [3]								85%

Notes:

. Reporting period: May 2016 – April 2017

. Faculty data was calculated as follows:

. regular faculty were considered full-time teaching when he/she taught 3 or more courses

. regular faculty were considered part-time teaching when he/she taught less than 3 courses as per the examples below

. held an administrative role as Chair and typically teaches 2 courses per academic year

. cross appointment within SALA with 2 courses in ARCH and 1 course in another program in SALA

. on leave or sabbatical for the year with teaching commitments covered by adjunct faculty

. research scholar appointment with the courses taught reduced and remaining courses taught by adjunct faculty

. Academic calendar is available at http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,278,0

[1] Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

[2] FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

[3] No of degrees awarded or expected / No of entering students at the beginning of the degree.

4.6.7 Committee Reports for 2016 - 2017

4.6.7.a Academic Infrastructure Committee Annual Report 2016 - 2017

ACADEMIC INFRASTRUCTURE COMMITTEE ANNUAL REPORT: 2016-17 SUMMARY

SCOPE & ACTIVITIES:

The Research Committee over the past year consisted of three SALA faculty members:

Joe Dahmen	(Architecture)
Greg Johnson	(Architecture)
Blair Satterfield	(Architecture) - Chair
Kees Lokman	(Landscape Architecture)
Hanne Bartlett	(Staff)
Graham Entwistle	(Staff)
Nick Scott	(Staff)
Christine Rohrbacher	(Student)

Blair was Chair. Meetings called as needed in fall term. Frequency increased in spring. A standing meeting is our *recommendation* going forward.

The focus of the committee's work was (in order of time spent):

1. Equipment maintenance.
2. Staffing needs for SALA (as they relate to infrastructure)
3. Budget (assessment primarily, though requests have been made by student government to discuss specifics of tech fees. Pending)
4. Space needs for SALA (specifically LARC)
5. Goals and objectives for SALA Academic Infrastructure including building maintenance issues.

PROPOSAL/RECOMMENDATIONS FOR 2017-18 ACADEMIC YEAR:

Committee makeup:

- The size of the group is adequate (perhaps too large).
- Maintain representation from each end of campus ((MCLM + Annex) & LSSR).
- Keep both Nick and Graham as part of the committee.
- Committee added Hanne and Christine. Continue.

Committee Scope:

The AI Committee's scope is unclear and needs to be better defined.

- Scope is vast: Coord & Management of IT, equipment maintenance and purchasing, space needs, to building maintenance.
- The committee's work requires (often large) expenditure.
- Is there budget that the AIC manages (not to exceed amount?)
- Management of day-to-day IT issues should not fall to faculty.

Shift focus to Visioning:

AIC should shift focus – aspirations, fundraising, and in & outreach.

UBC IT Value Assessment:
Task identified in the 2017-2018 school year. Work started.

- Are we overspending on UBC IT? Does service align with SALA needs?
- Will APSCI IT initiative bring changes?

Database

- Build database of SALA's physical assets. Manage from database.

Build a new Budget Model

- Built off Hanne's current budget.
  - Better assess AI needs, improve/expand, & coordinate AI pedagogy
  - Communicate with student body - tech-fee.
  - Provide tool for Ron, faculty exec, and future building comm.

Address Staffing: Maintenance & service are handled by the AIC. This distracts from developing a higher-level vision.

RECOMMENDATIONS FOR STAFFING

The vacancy left by Wendy's retirement impacts AIC directly. The committee offers the following assessment & job descriptions in effort to frame the needs left by Wendy's departure. We recommend SALA work to address staffing assignments.

Physical Resource Manager F/T

Manage physical facilities - infrastructure
Duties: Acts as primary SALA contact point with UBC facilities managers, ongoing maintenance, tech assets, associated student labour including peak times, building prep, furniture, safety, etc.

Digital Resource Manager

The Digital Resource Manager - digital equipment, software, and infrastructure
Duties: Manages digital assets, primary SALA contact point with UBC IT, assessment, purchasing, maintenance, and repair of physical output devices (2D & 3D), software (Rhino, CAD, software, etc.), associated student labour, digital archive (theses)

Reading Room Re-vision

The reading room as stand-alone lending library is redundant. Costs of the Reading Room outweigh the benefits. The AIC suggests the reading room be transformed into an informal learning space and material library managed by wood shop RA's.

Location Based Staffing Keep Nick and Graham proximate to the shop spaces. Divide duties to manage the basement level of LSSR. This would include Core workshop, digifab, satellite workshop, reading room, and material library.

Satterfield – A.I. Summary – Director and Chairs | September 4, 2017

SELECT ITEMS FROM ACADEMIC INFRASTRUCTURE SUMMER WORK.

STUDENT SUPPORT

1) Design Media Techs Formerly Plotter Techs. Name change designed to help with Work Learn.

LSSR: Karem Obey (MArch) - kareemobey1@gmail.com
MCML: Jim Dema-ala (ENDS) - jimdemaala@gmail.com
Annex: Tory Michak (LArc) - tory.michak@gmail.com

Status: Offers have been made to plotter techs. They are in the system.
These positions will need to be renewed/rehired next summer. Tracy and I have worked to secure Work Learn positions for them. We were successful.

Note: Should the drone be folded into one of these positions? Perhaps MCML or Annex, seeing as the load in those two areas are arguably lighter?

INFRASTRUCTURE

2) LSSR 5 Removal of three power drops in column form (three aluminum columns that brought outlets down to the floor). Replaced with outlets mounted to ceiling. SALA added six retractable extension cords mounted to the ceiling to bring power to the open floor.

Status: Complete

3) LSSR 5B & Material Library (202A) Swap
Room 202A cleaned out and organized to receive Arch Material Library
Material Library moved from 5B to 202A

Status: Complete

4) 220 Power to LSSR 5B
UBC Facilities contacted to run 220 Power to Room 5B to support new Laser Cutter and associated filters + Other SALA and research tool sets.

Status: Complete

5) New Laser Cutter installed in LSSR 5B
New equipment purchased and installed in Room 5B

Status: Complete pending report from Nick & Graham
Note: Future lenses may be desirable for cutting thicker stock. See N&G.

Existing Laser Cutter installed in MUD Studio Space in MCML.
Status: Nick and Graham can update.

6) LSSR 309
Repair and resurfacing of west (interior) wall of 309 in Lasserre

Status: Pending.

- An initial estimate was secured for repairing the damaged wall in 309 and for re-skinning two walls each in both 309 and 301 (the non-door/non-window walls that are used for pinups in both rooms).
- Blair spoke with Ron K. and the decision was made to reduce the scope of the project (due in part to spending necessary to get 220 power to Rm 5B).
- An email has been sent by Hanne asking Patrick Wong to provide a new estimate for only repairing the single wall in Room 309.
- Where do we stand on this?

7) Adding pin-able surface to MCML hallway for accreditation
This project has been discussed and bandied about, but no action has been taken other than suggestions about how to execute the job.

Note: Susan and Ron are the points of contact for this project.

8) LARC Shop
This is in the "discussion" phase. Nick can speak to the history of this idea. The mission would be a satellite shop in the Annex. This could take a variety of forms, ranging from limited hand-tools and workspace (think the 24-7 portion of the LSSR shop), to some digifab tools.

Pros:

- Improved access to shop space for SALA students.
- The Annex and MCML are far removed from the current shop in LSSR, so a satellite would increase convenience.
- New faculty members could increase shop use by LARC students.
- Optics

Cons:

- Negative impact on staffing
- Duplication of equipment and maintaining two shops is a luxury cost
- Safety is a concern in unmonitored space or space with limited monitoring
- SALA Question whether SALA should invest in the Annex in any way. We should be working to get people out of the Annex and into a better space.

EQUIPMENT

1) New Laser Cutter A new Laser Cutter was purchased for SALA, along with a new filtration system. The Trotec machine and its filtration system have been placed in room 5B in the basement of Lasserre.

2) LSSR Laser Cutter The laser cutter that was located in Lasserre has been moved to one of the small rooms off the MUD Studio in MCML. It will serve the ENDS, MUD, and LARC students.\

COMPUTERS

Two new computers have been acquired and installed over the summer.

- One is configured to support VR gear. This means a high render capacity (essentially a gaming machine). This is located on the third floor of Lasserre.
- A second machine has been installed in the MUD studio in MCML. That is a replacement for the Mac that failed last term.
- Both machines are P.C.s. There are, or should be no more Macs on the floor (verify). The decision to move to PC platform was made with IT. It does a few things for us:
    - Standardizes the build for SALA
    - Reduces cost of entry for high powered machines
    - Reduces cost of service for machines
    - Increases speed and access to service for machines

4.6.7.b Outreach Committee Annual Report 2016 - 2017

Outreach Committee Report

1 May 2017

Chair: Sara Stevens (ARCH)
Members: Leslie Van Duzer (ARCH), Matthew Soules (ARCH), Markus Pickartz (staff)

Report of work done:

- Sara coordinated the SALA lecture series: 3 in fall, 8 in spring. Some events required additional work, including the extra coordination of Ole Sheeren event with sponsors (who still have not paid up) and work also went into failed events that don't appear on the roster (Shigeru Ban / Bosa / Brook Pooni coordination).
- Book launches: 5 book launches in Fall and Spring: Sara's book plus 4 West Coast Modern House books (ongoing next year, with 2 more, Copp House in the Fall and Smith House in the Spring.)
- Urbanarium Debates: 5 debates co-sponsored with the Urbanarium. The final May 17 debate is coordinated with MOV to coincide with the opening of the exhibition: The Vienna Model.
- Lunchtime lecture series: Leslie coordinated with LARC, ENDS, and ARCH students to standardize the delivery of the lunchtime "in-reach" lectures, funded the lunches and speaker gifts, and set everything in advance of the term so the events could all be promoted with the evening lecture series. The series (12 lectures total, plus 1 add-on) was a success, and is planned again for the fall.
- Matthew planned the all-school walk-around (Fall) and SALA Studio Sessions (Spring): Introduced new format to walk-around in Spring term that brought entire school together under one roof for discussions of studio work + celebratory exhibition at the end. Model seems successful (we welcome your feedback) and we plan to use it again.
- eBlast: Minor revisions to format and organization of information
- Website: launch of new site in Fall by Markus, collected feedback, organized plans for modest revisions (awaiting cost estimate from IT); ongoing work with News and Features stories
- Social Media: relaunched SALA social media platforms for current admissions yield season with Facebook and Twitter. (Students run Instagram)

Upcoming events/work for 2017-8:

- FIRE is set of three paired talks in September (organized by Matthew Soules and Sara Stevens, funded by Leslie Van Duzer SALA Legacy Fund), with events both at SALA and Robson Square.
- Fall lecture on October 3 by James Corner. By coordinating with Parks and the Urbanarium, we landed him for the price of the venue.
- Fall lecture on October 27 by Kathryn Gustafson, Gustafson Guthrie Nichol, Seattle, and Gustafson Porter + Bowman, London.
- Fall lecture by James Cheng, November 6, 2017, 6:30pm Robson Square plus a casual talk to students that same day on campus. Connected to his recent monograph.
- Coordinated Fall lunchtime "in-reach" series with 12 lectures.
- Spring lecture by Shigeru Ban in coordination with the Vancouver Art Gallery. Date to TBD.

- Leslie is organizing a 5-part lecture series with local speakers at the Vancouver Public Library, late-September to mid-November; she is now approaching speakers outside SALA.
- SALA Studio Sessions—also for Fall?

Evaluating the Outreach portfolio:

- Archives had been part of our group but that moved to Academic Infrastructure
- Graduation events have been moved into Student Affairs
- Social media was an ongoing discussion with Student Affairs also, result seems to be still somewhat overlapping but essentially Student Affairs handles alumni channels (LinkedIn) and Outreach handles others (Facebook and Twitter). Student groups handle Instagram.
- Committee composed of only ARCH faculty; ideally needs to include LARC as well
- Funding the lecture series is an issue as we rely only on endowed funds for lectures (new this year). The funds do not refresh fast enough to support what we think is a sufficient series. How will funds be raised to meet this need?

Summary evaluation:

The Outreach portfolio is big and requires a lot of work, but it's coherent. Planning the lecture series takes a lot of time and membership on the committee needs to be fluid so the opportunity to run a series is seen as open to all faculty. How will this new SALA governance allow for changing membership, while still capturing the advantage of the expertise the committee members are building?

We want to offer a coordinated program of events across all programs that will engage our faculty, students, alums, prospective students, and professional community. We want to see SALA's impact on those audiences, and we want to carve a space for SALA's voice in the city, region, and among peer institutions. For the lecture series, we want to simplify the process for sponsorships and seek out more sponsorships for future events so the series can be robust and self-supporting. For our communications efforts, we want to find efficient outlets (eBlast, alumni newsletter, the right mix of social media channels) to elevate SALA's reputation among our intended audiences.

Mapping onto staff responsibilities:

This is in flux with Markus' departure. Emma has done a lot of the work especially in the Spring semester to handle events and social media, and now the website also. The staff support that this suite of tasks needs is events coordination, website and eBlast implementation, and development (as in, fundraising). The messiest part of our set of tasks with regards to staff is the social media work because the audiences overlap—alumni, prospective students, current students, faculty, local professional communities, and broader academic networks.

4.6.7.c Research Committee Annual Report 2016 - 2017

RESEARCH COMMITTEE ANNUAL REPORT: 2016-17

SCOPE & ACTIVITIES

The Research Committee over the past year consisted of three SALA faculty members:

Ray Cole	(Architecture)
Patrick Mooney	(Landscape Architecture)
Daniel Roehr	(Landscape Architecture)

Ray Cole was the Chair and called meetings on an 'as-need' basis to discuss findings of Committee member tasks and their implications, and to plan for presentations at SALA faculty meetings.

The focus of the committee's work was:

1. Developing a strategy to revitalize the MASA/MASLA programs
2. Finding ways to support faculty research
3. Building stronger ties with practice through joint research

The specific tasks of the Committee's included:

1. Soliciting input from both Architecture and Landscape Architecture practices on the idea of joint research with SALA and their potential support of graduate students.
2. Developing alternative models of revised MASA/MASLA curricular reflecting a necessary bridge between SALA and practice through a mandatory 9-credit practice-based course.
3. Exploring the notion of situating the MASA/MASLA programs within some form of SALA Research Centre.
4. Discussing the propositions of SALA practice-based research degree programs with UBC Faculty of Graduate Studies.

While the general ideas of the proposition found positive response from both practitioners and SALA faculty, a series of joint meetings are needed to further develop the idea, build a strong constituency and to formulate the funding and staffing model.

PROPOSAL FOR 2017-18 ACADEMIC YEAR

Regarding the organization and management of the Committee, three faculty members seems an appropriate size. With Cole's retirement from SALA, a new Architecture representative and new Committee chair will be required.

The Committee recommends that its work for the 2017-18 academic year include the following:

1. Completing the development of the new MASA/MASLA programs by preparing and submitting the description of a 9-credit Practice-based course for approval by the Faculty of Graduate Studies.
2. Further develop and refine the structure and organization of a SALA 'Research Centre'.
3. Hosting an initial meeting with key representatives from Practice to build a research consortium.

The primary goal of developing stronger practice-based MASA/MASLA research programs set within a larger notion of a SALA 'Research Centre' should remain the focus of the Committee's activities for the next academic year. As these develop and are made a reality, the necessary specific staff support requirements can be more clearly identified.

Given the uncertainties of the timing of this development process, the Committee's work could be usefully expanded to include two additional tasks that would bring more immediate research-related benefits to SALA:

1. Develop a data-base of SALA faculty and its students past and current research activity that includes the research grants, contracts and other research funding received, and research publications resulting from it. This will provide a measure of the individual and collective SALA research output.
2. Developing a current data-base of the citations of SALA faculty member's research and other ways that it has been referenced. This will begin to establish a measure of the perceived value of the research work.

Whereas the first of these tasks can be readily extracted from faculty member's CV's, the latter will require greater time and effort. We propose including a graduate student (paid) on the committee who would be assigned the task of developing the above information.

ADVICE

In contrast to the previous SALA leadership where decision-making resided primarily within the Executive Committee and the broader faculty voice/input minimal, the pendulum has swung perhaps too far in the opposite direction. The constant detailed reporting of the work of all of the committees at SALA faculty meetings has meant that there has been little time for detailed discussion of more substantive issues.

4.6.7.d Student Affairs Committee Annual Report 2016 - 2017

UBC School of Architecture and Landscape Architecture
Student Affairs Committee Annual Report

May 1, 2017

CHAIR	Cynthia Girling
STAFF LEAD	Tara Deans, Student Services and Recruitment Manager
MEMBERSHIP	Sherry McKay Inge Roecker (no student reps)

CHARGE FALL 2016 The **Student affairs** committee considers topics, issues and initiatives germane to support of students and the content and quality of the experience of future, current, and former students of SALA.

Portfolio **Current students:** sit on Student Executive Committee as staff and faculty representatives; SALA mentorship programs; SALA-wide records and communication of scholarships and awards
Future students: Guidance and oversight of recruitment efforts; work with Outreach on **social media** as recruitment tool; web presence for scholarship/award opportunities
Alumni: Improve communication with alumni (SALA LinkedIn Alumni group and other outreach via social media)

ACCOMPLISHMENTS

Current students

- Cynthia and Tara sat on the Student Executive Committee & responded to student issues.
- Mentorship Program revisions: Not mandatory; September application;10 month commitment; training for mentees; mid-point check-in with mentors; two events per year in October and March; ApSc will assist with administration.
- All SALA student award opportunities- created master spreadsheet (Tara will maintain) and posted to the SALA web site
- Ongoing- work with chairs, students, faculty to promote our award winners
- SALA Graduation Reception, June 1, 2017 (helping staff to coordinate and plan this event- student speakers, exhibition of GP work in Lasserre)
- Transferred to Academic Affairs- MARCLA students- admissions, matriculation, ongoing studies needs coordination. We recommend that all MARCLA students are assigned to one academic advisor and MARCLA files (one set) to be kept in one office- Macmillan.
- Tabled for future- reconciling MArch and MLA Coop work programs

Future students:

- SALA Open House November 26, 2016
- Summer 2017- High School Discovery program
- With Academic Affairs- developed SALA-wide Advanced Placement policies
- Tabled for future- SALA best practices guide for admissions committees
- Tabled for future- SALA – database of non-studio course exemptions (what courses at what universities were allowed for exemptions)

Alumni:

- Invited all current mentors to SALA Design Night
- Incomplete- SALA Alumni LinkedIn group (part of larger SALA social media project) Complete before May 2017 graduation and invite our graduates to join?
- Incomplete- Improve communication with alumni (LinkedIn Group; bi-annual newsletter...). Met with Sarah Barcaly of ApSc and prepared a short report.

PROPOSAL (responsibilities of Student Affairs Committee)

Current students:

- One staff, one faculty sit on Student Executive Committee - take lead on student-generated issues
- SALA mentorship programs- oversee & coordinate with ApSc people
- Professional development events- (assistance from ApSc) We are seeking suggestions from faculty and students.
- SALA scholarships and awards- maintain records and communication (web presence)
- Equity, respect, harassment education- annually & school-wide needed. This should be a project for the coming year. Add one event at the Intro workshop. Add education for faculty.
- TA Policies and practices guidelines (audience- faculty).

Future students:

- Guidance and oversight of recruitment efforts- priority on ENDS recruitment in 17/18.
- Provide recruitment related content to Outreach/staff for social media
- Oversight and assistance for staff on major recruitment efforts, such as the Open House, Summer Discovery program etc.
- Urgent- School needs brochures for first year recruitment to ENDS. Brochures for other programs would be great as well. ?? Which committee takes the lead?
- SALA best practices guide for admissions committees

Alumni: Improve communication & relationships with alumni (SALA LinkedIn Alumni group and other outreach via social media; newsletters; annual alumni events).

- Provide content to Outreach/staff targeted to Alumni
- Outstanding- If we do an Alumni Newsletter- who is lead committee and who are lead staff? Ditto regarding alumni events

ADVICE

1. There will always be some overlap between committees- establish a lead committee for areas of known overlap.
2. It would be ideal to establish a base budget for each committee to work with. This assumes we would then not need to get permission from Hanne and Ron to spend money on certain efforts.
3. Establish a guideline for Social Media.
4. Make a decision regarding Alumni events- should they be at the program level or the School level (ENDS and Architecture have held fairly regular alumni events)?

4.6.7.e Academic Affairs Annual Report 2016 - 2017

ACADEMIC AFFAIRS ANNUAL REPORT: 2016-17

Committee members:
John Bass (ARCH, AAC chair)
Patrick Condon (MUD)
Mari Fujita (ENDS)
Susan Herrington (LARC)
Theresa Juba
Ron Kellett (ex-officio)
(Jaynus O'Donnell)
(Amy Villablanca)

SCOPE & ACTIVITIES
Over the course of the fall and spring terms, the committee worked on the following:

1. **Design Media 1.** Goal: To give ARCH and LARC students separate instruction (lectures and exercises) tailored to the core learning objectives of their respective disciplines. Developed and SALA faculty approved a new module-based course structure for Design Media 1 (ARCH 515). Separate instruction accounts for half of the course curriculum. Students will be able to choose from a menu of skill-based software tutorials. Development of the new curriculum will occur over the summer, led by Blair and new LARC faculty member David Zielnicki. Next steps include a curriculum change and updating student handbook, website and calendar.
2. **Architectural History.** Goal: To offer topic-driven architecture history courses and a greater student choice. Reviewed and approved new architectural history curriculum (developed by Professors McKay and Stevens) for Architectural History 1 (ARCH 4/504), Architectural History 2 (ARCH 4/505),. The new curriculum goes into effect in 2017W (fall term). For their core history courses, students are now required to take one each of ARCH 504 and 505, and for their required advanced history course, one of either ARCH 504 or 505. ARCH 561 will no longer fulfill the advanced history requirement. Next steps include a curriculum change and updating student handbook, website and calendar.
3. **Summer Studies Abroad.** Goal: To establish consistent standards of academic expectations for all summer studies abroad curricula. Reviewed and approved syllabi for two 2017 summer study abroad offerings. Conveyed committee recommendations to those offering the SA programs. Proposals for summer studies abroad should be presented to the students by late October, with syllabi for chosen offerings available for AAC committee review by the beginning of the January term. We anticipate developing criteria for two types of six-credit summer studies abroad: 1/ tour-based; 2/ project-based.
4. **Advanced Placement Policies.** Goals: 1/ to align ARCH and LARC policy regarding Advanced Placement, Course Waiver and Credits-In-Program; and 2/ to streamline incoming ARCH students' undergraduate transcript review process. Spring 2017 ARCH admissions used the new policy. Staff and faculty will continue to test the new model. Next steps are amendments to be reflected in the UBC Calendar, student handbooks and SALA website
5. **Teaching Assignments.** Goal: To coordinate teaching assignments among the programs. Given the hire of three new faculty and status of current faculty members, the teaching assignments were delayed; in the future teaching assignments will need to be addressed earlier in the academic year to allow adequate time for schedule coordination and securing the best timing and teaching space for each class. Achievements: successfully integrated courses identified in the SALA / BUF Memorandum of Understanding into both the SALA schedules and the BUF schedules. As of May 31, some assignments remain outstanding, and a search for a History/Theory teaching fellowship and a potential multi-year adjunct appointment were ongoing. Some concerns were expressed re: the lack of full time faculty currently proposed for ENDS for 2017/18.
6. **Grading and Evaluation.** Goal: To develop a consistent practice for communicating progress to students enrolled in a design studio (and all other courses) at midterm and at the end of term, including grades for each project. Note: ENDS and MUD students already receive this communication. The LARC program has a

long-established studio evaluation form that was shared with the committee. Work remains to develop instructions for all faculty regarding consistent grading and evaluation practices.

7. **Graduate Project Protocols and Reviews.** Goal: To emphasize the focus of reviews as a discipline-specific academic exam, and to reduce the costs of running the reviews, including staff time and catering costs. Clarify and communicate to students the policy regarding GP1 and GP2 mentors: GP1 students may be mentored by ARCH or LARC faculty, but GP2 mentoring must be done by faculty within the specific discipline of the degree. The Dual Degree requires joint GP2 mentoring.

PROPOSAL FOR 2017-18 ACADEMIC YEAR

Several other tasks were in various stages of development and will continue over the summer and next academic year. These include:

8. **Elective offerings research and new policies.** Goal: to review and amend electives past practices for content, class size, scheduling, and type – including a so-called "research elective" differentiated from electives that would have a larger enrolment. Research and analysis will continue over the summer and the next academic year. Anticipate presenting a draft proposal in December 2017.
9. **Graduate Thesis Protocol.** Goal: To review and recommend changes, if any, to the GP1 and GP2 curriculum. Anticipate presenting a draft proposal in December 2017.

We anticipate the following new tasks on the Academic Affairs Committee agenda for the next academic year:

1. **TLEF Digital Pedagogy.** Goal: To explore how to effectively integrate digital skills, tools, and questions into curriculum. Subcommittee, to be chaired by Blair (first term only, and then who takes over?)
2. **ARCH Advanced Placement Cohort.** Goal: To examine curricular (and program culture) effects of larger cohort of Advanced Placement students in ARCH. See especially issues with Comprehensive Studio, but extend work to include consideration of fundamental changes to AP course of study.
3. **Future of Practice.** Goal: Development (and placement) of course content (possibly within Inge's Contemporary Practice course) regarding the future of practice, in collaboration with members of the professional communities.
4. **The Pedagogical Implications of Truth and Reconciliation.** Goal: To explore what, how, and where to integrate content regarding the legacy of Residential Schools into the various degree programs SALA offers. Identifying potential adjunct faculty associations with Aboriginal architects, landscape architects, and urban designers.

ADVICE ABOUT COMMITTEE STRUCTURE

1. The AAC generally met bi-weekly, which seemed to work reasonably well, though the spring term saw fewer meetings due to faculty searches and admissions. It's possible that the full committee might meet less often if specific tasks need more time to develop between meetings.
2. Committee size and membership is appropriate. Necessarily subcommittees chaired by a member of the AAC were formed to address specific issues, but there is the concern that this will overwork people charged with work in other governance areas.
3. The next committee chair should set up an online calendar to which members could subscribe.
4. Minuting quality and the timely accessibility to the minutes could also be improved.

4.7 Focused Evaluation (2015)

THE UNIVERSITY OF BRITISH COLUMBIA
School of Architecture + Landscape Architecture

April 29, 2015

Mourad Mohand-Said
Executive Director and Registrar
Canadian Architectural Certification Board
350-55 Murray Street
Ottawa, Ontario K1N 5M3

Re: Focused Evaluation, UBC School of Architecture and Landscape Architecture, MArch Program

Dear Mr. Mohand-Said:

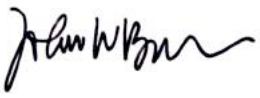
Please find enclosed the Focused Evaluation as required by CACB Conditions and Procedures for Maintenance of Accreditation.

We have organized these by Table of Contents, Executive Summary, 2012 VTR items of concern and the Measures Taken in response to these, and by course, as specified by the CACB.

We hope that they are self-explanatory and acceptable to the Board.

Please contact me if you have any questions or concerns.

Regards,



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Focused Evaluation Submission Materials

Master's of Architecture.Program, UBC SALA

30 April 2015

UBC School of Architecture and Landscape Architecture

Table of Contents

Focused Evaluation Report
UBC Architecture Program

Executive Summary

Focused Evaluation Report
UBC Architecture Program

30 April 2015

In 2012 the University of British Columbia Architecture Program received from the Canadian Architectural Certification Board a Six-year term with a Focused Evaluation at the end of Three years. Specifically, the Visiting Team found the following Conditions and Student Performance Criteria "not met."

- Condition 7: Physical Resources
- SPC 85: Accessibility
- SPC 86: Life Safety Systems, Building Codes and Standards
- SPC 810: Building Service Systems
- SPC Cl: Detailed Design Development
- SPC C2: Building Systems Integration
- SPC C3: Technical Documentation
- SPC C4: Comprehensive Design

This Report details the measures taken by the Program to address these eight items of concern. Following this summary, the first section is organized item-by-item as listed above, beginning with CACB language for each item and the full excerpt of the Visiting Team Report (VTR) concerns, followed by a concise description of the specific changes to the curriculum that have been put in place by the Program since then to address these concerns.

Appendices follow this itemization of the measures we have taken to address the VTR's concerns. Each of the four appendices include course descriptions and assignments as well as examples of student work in the high, middle and low pass ranges.

The changes that we have made to our curriculum to address the above concerns have been made in five (four core technical and one studio) courses, taken by students in their second, third and fourth terms:

ARCH 511: Technology I (second term)
ARCH 521: Comprehensive Design Studio (fourth term)
ARCH 531: Technology II (third term)
ARCH 532: Architectural Structures II (fourth term)
ARCH 533: Environmental Systems and Controls II (fourth term)

As noted, ARCH 521, 532 and 533 are taken in the fourth term, and are closely coordinated with each other in assignments regarding structural and environmental system development as well as code compliance. Evidence of this coordination, along with other measures belonging just to coursework, can be seen in the following sections of this Report.

In order to kept this report focused on the specific concerns raised during our last accreditation visit, we have not included here an update on core technical courses other than Technology 1 (ARCH 511) and studio courses other than the Comprehensive Design Studio (ARCH 521), both of which have been modified to respond to the 2012 VTR concerns.

We are pleased with the enrichments to our students' education brought by these changes to the curriculum, and to the welcome these changes have received from those students. We trust that this Report will demonstrate our substantial commitment to addressing the concerns of the 2012 Visiting Team.

Don't hesitate to contact me if you have any questions or need additional information.

John Bass
Chair, Architecture Program
University of British Columbia

Measures taken to address Conditions Not Met

The following section describes the measures UBC Architecture Program has taken to address the concerns of the 2012 VTR. It is organized by "Condition Not Met" in the order that they are organized by the CACB.

Condition 7: Physical Resources - **Not Met**

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-˘time student;; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-˘time faculty member;; and related instructional support space.

2012 Team comments:

As previously identified in the last Accreditation Visit, the facilities continue to be of concern for a program dedicated to design and matters related to the spatial efficacies. The elimination of the downtown studio lease for financial considerations by the University has exacerbated the crowding of the Lasserre studio spaces and other spaces on the UBC campus. Additionally, the removal of this studio from the urban setting has drawn universal criticism from students and staff alike, who considered this invaluable for the course of study which concentrates heavily on urban design issues, some of which are located in the immediate area. The ability for this location to facilitate outreach to the architectural community is now compromised, from a perspective of exhibition exposure to the attraction of visiting critics from the community.

The Lasserre Building, while a fine example of a building of the period, is challenging the faculty to deliver instruction optimally. The separation of program delivery to five buildings on campus is obviously straining cohesion, most notably with the landscape architecture program. A closer physical proximity – even if located in a neighbouring arts precinct - would help to strengthen both programs. The condition and distribution of programming amount the various facilities has a potential impact on the ability of the program to attract new staff.

The space utilized by the architecture program within Lasserre is stretched; addressing this critical

consideration has been initiated with the commissioning and receipt in June 2011of the UBC Planning and Design feasibility report. Unfortunately, the timing indicated in the feasibility study no longer appears current and a budget or a funding model was not articulated. While the co-location of architecture with music and planning in Lasserre may accomplish overarching institutional objectives, these are clearly at the expense of the effective operation of the architecture program. This has stressed many of the functions, from over crowding in studios to scheduled classroom usage. Student gathering space is very limited. The workshop, while clearly well organized and managed, suffers to the point where students using the facility frequently determine the methods employed for project implementation by the availability of some of the equipment. Wisely there has been no attempt to integrate any metal fabrication into a workshop setting, as this would further challenge the already limited space, while impacting safety considerations.

In addition to crowding in the Lasserre building, the physical state of the building itself is of concern. Work areas in the building are not always heated, thereby discouraging student use of the studio spaces in evenings and weekends. Also, and of greater concern, the building does not meet the seismic requirements for the area, which is known to be seismically active. This concern was expressed to the Team by both staff within SALA, as well as by a senior administrator within the University. At the very minimum, the Lasserre building should be upgraded seismically.

Measures taken:

Concerns about Physical Resources are directly linked to the new building fundraising campaign that has been led by outgoing Director Van Duzer and soon, by Professor Ron Kellett, who will become Director in July 2015. Being housed in an upgraded or new facility remains of the highest priority for all members of the SALA community. The site and program for a new building were approved by the university in 2014, and a Call for Proposals was announced in Fall 2014. That call was abandoned, however, in early 2015 after the project's major donor raised concerns about the approved site for the new building. Since early 2015, the donor, the Dean of Applied Science, and staff from the university have been exploring other sites, with no conclusions made at the time of this writing. No timeline is yet confirmed but there remains a high degree of optimism about the prospect for a unified SALA housed in a single facility.

B5. Accessibility - **Not Met**

Ability to design both site and building to accommodate individuals with varying physical and cognitive abilities.

2012 Team comments:

Design including barrier free washrooms were integrated in the Architectural Technology 1 course (ARCH511) and was noticeable in some of the vertical studio and thesis work. However, there is still limited evidence that students have the ability to design a site or a building with the inclusion of the full range of accessibility issues, which includes all types of handicaps. The use of stairs and other universal access barriers in projects, without alternate paths was also noticeable.

Measures taken:

ARCH 511 Architectural Technology 1 (Fall 2014)

The general concepts of providing universal accessibility has been introduced as a component of the new Building Code module incorporated in ARCH 511. Refer to SPC B6 for a description of this module. The barrier-free washroom assignment noted in the VTR response above continues to be included in the course.

B6. Life Safety Systems, Building Codes and Standards - **Not Met**

Understanding the principles that inform the design and selection of life-safety systems in buildings and their subsystems; the codes, regulations, and standards applicable to a given site and building design project, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.

2012 Team comments:

ARCH 511, 531, 541 and 543 have little information of specific design, selection and application of Life Safety Systems, Building Codes and Standards as part of the design process. The information provided in the course outline covers topics such as general requirements of codes and standards, yet no specific information about building code classifications, occupancy, separation requirements or fire protection can be found. The vertical studio work and E-Studio work do show inconsistent evidence of students' ability or understanding of these systems within the design process.

Measures taken:

ARCH 511 Architectural Technology 1 (Spring 2015)

A new module has been introduced into the ARCH 511 Architectural Technology 1 course (also presented within the Fall 2014 ARCH 531 Architectural Technology 2 class on a one-time basis to ensure exposure to this cohort of students), providing an introduction to basic concepts of the Building Code, with a focus particularly on those which impact most significantly the architectural configuration of a building.

In general, the topics include:

- Occupancy classifications & determination of risk, occupancy loads
- Construction types (combustible vs. non-combustible, heavy timber)
- Building design parameters (building size, height, number of storeys, mezzanines, inter connected floor spaces, etc.)
- Fire resistance ratings & fire separations, fire suppression systems, building combustible content
- Egress system design (number, type, size, location, travel distances, dead-end corridors, etc.)
- Spatial separation & exposed openings in building facades
- Accessibility requirements
- Washroom requirements

Following a presentation on the topic, an exercise is undertaken in class with student participation, with the answers later posted. An assignment is also given requiring the students to undertake a basic code analysis for an existing building.

The following items are included in Appendix B to demonstrate this module:

- ARCH 511 Architectural Technology 1 syllabus with this module highlighted
- Building Code slide presentation
- Building Code exercise undertaken in class with student participation
- Building Code assignment + sample student work

ARCH 521 Comprehensive Design Studio (Spring 2015)
The specific effort in the syllabus of ARCH 521 includes an introduction to those aspects of the BC Building Code that are especially pertinent to the topic at hand. Following this introduction, focused consultations with both SALA faculty and external building code experts are made available to every student at an early, preliminary phase of design as well as at a point when more precise decisions are being made regarding issues raised by regulatory requirements. The exercise of these issues coming after their introduction in associated coursework encourages not only a more confident understanding and ability but is intended to declare that such erstwhile 'technical' topics have indeed the capacity to sustain critical decisions regarding design strategy.

ARCH 532 Structures 2 (Spring 2015)
In coordination with the concurrent ARCH 521 Comprehensive Design Studio, ARCH 532 has added a module on selecting structural systems that includes the code requirements. The students select their structural systems based on fire proofing code requirements as well as other considerations such as spans, loading and construction and site limitations. Work is demonstrated in Comprehensive Studio as well as exam questions. Sample handouts and work is included in Appendix D: ARCH 532.

ARCH 533 Environmental Systems and Controls II
In coordination with ARCH 521 Comprehensive Design Studio, ARCH 533 has a lecture devoted to fire suppression systems and their relationship to life safety requirements in buildings. Students are tested on these issues via several focused questions in the final examination for the course.

B10. Building Service Systems - **Not Met**

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

2012 Team comments:
ARCH 511, 513 and 533 cover partial areas of building service systems in various degrees: a large focus is displayed on building envelope performance, heat loss and gain calculations, vertical transportation, day lighting, energy and sustainability principles. There is little information or evidence of the integration of actual mechanical or electrical systems, communication, security and

fire protection systems or principles as to when and why certain systems will be applied. Throughout the student exhibits there is a lack of evidence of integration of such building service systems, especially basic systems such as HVAC, space requirements for systems and fire protection and how this may affect design considerations.

Measures taken:
These SPCs have been addressed across a varied range of curricular adjustments.

ARCH 511 Architectural Technology 1 (Spring 2015)
A new module was added two years ago into the course to provide a more explicit introduction to building systems, in particular:

- Structural system (particulars addressed in detail within the 2 structures courses)
- Enclosure system (particulars addressed in much more detail later in this course)
- Electrical system, including power, lighting, communication, security
- Plumbing system, including hot & cold water supply, sanitary & storm waste systems
- HVAC system, including space heating/cooling, radiant surface heating/cooling, air quali ty control
- Interior finish systems & furnishings

Following a presentation on each of these topics, an assignment is given requiring the students to undertake an exhaustive analysis of an existing lecture hall space of their choice within a recent UBC campus building, identifying all the elements of the building systems present.

ARCH 533 Environmental Systems and Controls II (Spring 2015)
A lecture devoted to plumbing and wastewater systems has been added to ARCH 533 two years ago in response to concerns raised in this area. Topics addressed in the lecture include the following:

- Global context and contemporary issues in water use
- Historic context of plumbing supply and wastewater systems
- Contemporary plumbing design considerations in supply for single, mid- and high-rise residential buildings
- Contemporary design considerations for waste water in buildings, including the role of

plumbing vents
- Contemporary centralized and distributed methods of wastewater treatment
- Contemporary distributed approaches to dealing with stormwater

Students in the course are evaluated on their knowledge of the material via examination following the lecture.

The following items are included in the appendix to demonstrate this module:
- ARCH 511 Architectural Technology 1 syllabus with this module highlighted
- Building Service Systems slide presentations
- Building Service Systems assignment + sample student work

C1. Detailed Design Development - **Not Met**

Ability to assess and detail as an integral part of the design, appropriate combinations of building materials, components, and assemblies.

2012 Team comments:

There is no singular evidence in support of this criterion. Various technical courses, including ARCH511, 531, and 532, indicate intent of aspects of Detailed Design Development. However this is not translated into a building design. Many design studio work shows no significant evidence of progress beyond the conceptual design stage.

Measures taken:

ARCH 531 Architectural Technology 2 (Fall 2014)

Although this topic has been addressed quite extensively for some time through in-class exercises, several formal assignments are now included as a part of the course which require the students to develop enclosure assembly details for several construction types.

The following items are included in the appendix to demonstrate the way this topic is now addressed:
- Enclosure detailing assignment for masonry wall + sample student work
- Enclosure detailing assignment for exposed and concealed concrete wall + sample student work

ARCH 532 Architectural Structures II (Spring 2015)
Integrated with the Comprehensive Studio, the Architectural Structures II has added a focused assignment that isolates the structural system of their Comprehensive Design Studio and explains it. Students must demonstrate that their structure has adequate gravity load carrying capacity as well as the ability to resist significant seismic loads through a lateral load resisting system. Elements must be sized approximately and the means to do this must be explained.

Detailed design development requires - above all else - the space for extended, iterative review - amplified by specific technical analysis. The integration of concurrent technical coursework together with a more structured and 'front-end loaded' Comprehensive Design Studio deliberately addresses this need. Example assignments can be found in Appendix D: ARCH 532.

ARCH 521 Comprehensive Design Studio (Spring 2015)
Issues concerning the assessment of building materials, components and assemblies are raised throughout the design process in ARCH 521, with the pace and explicit assignments of task set out to ensure that such concerns are given sufficient time through the course of the term to be reviewed and critically reconsidered. These issues are explored through a combined effort in 2D representation, digital modeling, and physical modeling at a range of scales from 1:100 to 1:20.

C2. Building Systems Integration - **Not Met**

Ability to assess, select, and integrate structural systems, environmental systems, life safety systems, building envelopes, and building service systems into building design.

2012 Team comments:
These criteria are evidenced under ARCH 513. However, this course and design studios should provide a more rigorous review of how systems, including conventional systems, are integrated into typical architectural design solutions.

Measures taken:
The need to anticipate the integration of building systems into the design process has been most deliberately addressed through the coordinated instruction that now exists each spring term

between ARCH 532 and ARCH 533 and the Comprehensive Design Studio, ARCH 521. This coordination is described in the previous and following sections of this Report. We hope that the effectiveness of these efforts is demonstrated in the assignments given and resulting student work included in the Appendices.

ARCH 511 Architectural Technology 1 (Spring 2015, discussed under SPC B10)
The Building Systems module includes an assignment that requires the students to identify the various building systems present within an existing space. It enables them to assess the success or failure of integration of building systems, with the hope that it would improve their ability to integrate such systems into their own studio design projects.

ARCH 532 Architectural Structures II (Spring 2015)
ARCH 532 is now tracks with Comprehensive Studio progress closely. For example the 'Selection of Structural Systems' and 'Layout of Structural Systems' as well as 'Configurations of Buildings for Seismic Design' are the first three sections of the course - they aim to deliver larger configuration issues. Later on the course moves into steel and concrete detailing when this comes to be important at the latter part of the studio. In addition, the students are encouraged to discuss the structural systems with the instructor and two structural 'speed crits' are held with external professional engineers who critique and help with the structural configuration - first at the early and then at the middle of the structural system design process. Concurrently there are also critiques regarding building envelope, code consultants and environmental consultants in order to have the students think synthetically about all the technical aspects of the building.

ARCH 533 Environmental Systems and Controls II (Spring 2015, discussed under SPC B6, B10, C4)
ARCH 533 is now coordinated closely with the Comprehensive Design Studio. Students in ARCH 533 learn about a range of conventional, passive and hybrid approaches to maintaining interior environments in buildings, as well as the spaces these different approaches require.

The major design assignment in the course is integrated with the Comprehensive Design Studio. This assignment requires students to select an environmental control strategy for their Comprehensive Design Studio project and develop a design for it taking into account the specific consider-

ations of their studio project. This exercise is documented through a printed poster and 3-5 page report about the system chosen, its performance in summer and winter, quantitative projections about energy use, and an overall justification for its design.

ARCH 521 Comprehensive Design Studio (Spring 2015)
Critical review of the ongoing design work is executed through the lens of building code, structural and environmental engineering expertise and further allied with specific assignments in the concurrent coursework. The demonstration of building systems informing design practice is made evident in faculty presentations of important contemporary precedents and confirmed in the various reviews by local practitioners.

C3. Technical Documentation - **Not Met**

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

2012 Team comments:
The conceptual development of details and accomplishment in graphical documentation were limited in scope. While some elective courses showed a good level of accomplishment or a technical documentation that emerged from a personal design, the courses dedicated to meet this criterion were lacking in consistency sufficient to meet the ability level.

Measures taken:
Technical documentation occurs across and array of coursework in the curriculum, with special effort being made to coordinate precise work in ARCH 532 and ARCH 533 with the Comprehensive Design Studio, ARCH 521.

ARCH 511 Architectural Technology 1 (Fall 2014) and ARCH 531 Architectural Technology 2 (Spring 2015)
In both courses the students are exposed to some basic concepts of technical documentation through assignment requiring the drawing of building details. Concepts such as the following are introduced:

- Appropriate drawing scale

- Drawing projections
- Drawing conventions
- Drawing clarity (line weight, textures, hatches, etc.)
- Construction sequencing reflecting trade involvement
- Exploded assembly drawings
- Construction durability & ease of maintenance/repair

ARCH 521 Comprehensive Design Studio (Spring 2015)
In particular, the requirement to construct 1:20 detailed analytical drawings at an early phase of the studio should be noted, ensuring that appropriate time is given to an iterative and continuing critical review of this material as the design projects progress.

C4. Comprehensive Design - **Not Met**

Ability to project a comprehensive design based on an architectural idea, a building program and a site. The design or designs should integrate structural and environmental systems, building envelopes, building assemblies, life-safety provisions, and environmental stewardship.

2012 Team comments:
The Comprehensive Design Studio has undergone two iterations since the last VTR, with a third currently underway. The first iteration, as noted in the APR under the Program Self Assessment of the 2007-08 Annual Report, identifies that this criteria is supported by the "Culture of Making" Studio. This has been revised in the second iteration, which is the presented evidence for this VTR, with the Vertical Studios modified by an "E" designation and supplemented by various technical courses, particularly ARCH513 and 531. Although it is understood that this criteria may be satisfied by more than one studio and/or course, this approach can lead to inconsistencies across student submissions and instructor requirements. This is the case in this instance. The "E" Studio elective addition to some of the studio work varies in depth and complexity, as demonstrated in the work exhibited, depending upon the instructor.

The team has a concern with the course outline of the E studio. The studio expectation of this studio summarizes that students elect and identify criteria to be incorporated into the design process as they relate to ecology. For the period of consideration for this assessment, the require-

ment for Comprehensive Design was included as a component called the E-Studio stream within the Vertical Studio sequence. Students were required to take E-Studio in at least one of the three required Vertical Studios. Students "identify which criteria they will be addressing in their work, and pursue a design process so that results in a synthesis of those criteria." The E-Studio required students to relate social and cultural issues to defined areas of design and performance.

Environmental stewardship and sustainable design considerations are being incorporated and integrated to a large degree in vertical design studios and E-Studio. Yet the review team notes that analysis and application of basic building systems such as HVAC, plumbing and life safety are lacking or being displayed inconsistently throughout the displayed work. The focus of the UBC on ecology including social, cultural and economic aspects of environmental issues should be commended, yet should not replace a student's capability of evaluating and incorporating basic building systems, as required by this SPC.

Measures Taken:

For the past three academic years, revisions to the syllabus of ARCH 521 Comprehensive Design Studio, ARCH 532 Architectural Structures II and ARCH 533 Environmental Systems and Controls II have directly addressed concerns raised by the most recent CACB Visiting Team. Most importantly, the delivery of these courses concurrently allows for significant integration of course content and overlap of major assignments through the course of the term. A more detailed portrayal of measures taken and current practices is set out in the respective Spring 2015 course syllabus material and assignments, and evidenced by examples of student work.

ARCH 521 Comprehensive Design Studio (Spring 2015)

A single, carefully defined building programme - the new School of Architecture and Landscape Architecture Building in Spring 2015 - and attendant site condition is set, ensuring that sufficient scale and complexity is available to exercise the requirements of this SPC. Programme elements are varied in scale and specificity of use - including some aspect of public assembly - and deliberately require vertical circulation with attendant demands for providing means of egress. Siting conditions are limited in order to allow rapid development of overall design strategies, in turn promoting design development as an iterative, critical exploration integrating essential aspects of structure, environmental systems, building envelopes and appropriate measures of building codes

and standards. Introductory seminars and a set of five introductory thematic studies are given by faculty to further promote structured and rapid development of design strategies. Coursework in ARCH 532 and 533 further refines technical discussion and allows for quantitative analysis as the term proceeds through assignments linked to the Comprehensive Design Studio. As the working title 'Conceptualizing the Technical' suggests, issues of programmatic analysis, an understanding of building code requirements, of structural alternatives and environmental systems are all considered hold formative potential in the design process.

In addition to frequent and regular reviews by faculty, focused one-on-one consultations with code, structures and environmental specialists occur at appropriate points of project development. At both interim - effectively schematic design - stage and at the conclusion of the term, formal presentations include an array of distinguished practitioners. Overall the project proceeds from the urban / landscape scale through to the examination of building envelope and assembly concerns at a scale of 1:20. A full array of media including physical models is deployed across the entire term. Throughout, students work in pairs to encourage a collegial environment that stresses the collaborative nature of design.

4.8 Evaluation Documentation

4.8.1 MArch Studio Written Student Evaluation

Student Final Evaluation
Term / Course / Instructor

		Low		Med		High	
DESIGN PROCESS							
Scope and ambition of work							
Exercises critical judgment to further work							
Identifies appropriate tools to investigate ideas							
Uses case studies and precedents in depth							
Three-dimensional and spatial imagination							
DESIGN MEDIA							
Investigates through appropriate media							
Fluent with basic architectural conventions							
Craft of work							
Clarity of representation							
Power of representation to hold content							
SCHOLARSHIP							
Responds effectively to criticism							
Communicates ideas and positions clearly							
Level of completion of work							
Studio attendance and time management							
Knowledge of discipline, cultural awareness							
COMMENTS							

4.8.2 SALA Studio Course Evaluation

Studio Course SALA Course

Section	Question	Response Type
Studio Course SALA Course Overall	Overall, this studio was effective.	5-Point Likert Scale
	Overall, this studio was well organized and managed.	5-Point Likert Scale
	Overall, the workload in this studio was appropriate.	5-Point Likert Scale
	Overall, critiques and reviews in this studio were effective.	5-Point Likert Scale
	How was this studio effective?	Long Answer
	How could this studio have been more effective?	Long Answer
	Do you have additional comments to offer about this studio?	Long Answer
Studio Course SALA Course Instructor	What was effective about this instructor's design teaching?	Long Answer
	How could this instructor's design teaching be more effective?	Long Answer
	Do you have additional comments to offer about this instructor's teaching?	Long Answer
UBC-wide Questions	The instructor made it clear what students were expected to learn.	5-Point Likert Scale with N/A
	The instructor communicated the subject matter effectively.	5-Point Likert Scale with N/A
	The instructor helped inspire interest in learning the subject matter.	5-Point Likert Scale with N/A
	Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	5-Point Likert Scale with N/A
	The instructor showed concern for student learning.	5-Point Likert Scale with N/A
	Overall, the instructor was an effective teacher.	5-Point Likert Scale with N/A

4.8.3 SALA Non-Studio Course Evaluation

Non- Studio Course SALA Course

Section	Question	Response Type
Non-Studio Course SALA Course Overall	Overall, this course was effective.	5-Point Likert Scale
	Overall, this course was well organized and managed.	5-Point Likert Scale
	Overall, the workload in this course was appropriate.	5-Point Likert Scale
	How was this course effective?	Long Answer
	How could this course have been more effective?	Long Answer
	Do you have additional comments to offer about this course?	Long Answer
Non-Studio Course SALA Course Instructor	What was effective about this instructor's teaching?	Long Answer
	How could this instructor's teaching have been more effective?	Long Answer
	Do you have additional comments to offer about this instructor's teaching?	Long Answer
UBC-wide Questions	The instructor made it clear what students were expected to learn.	5-Point Likert Scale with N/A
	The instructor communicated the subject matter effectively.	5-Point Likert Scale with N/A
	The instructor helped inspire interest in learning the subject matter.	5-Point Likert Scale with N/A
	Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	5-Point Likert Scale with N/A
	The instructor showed concern for student learning.	5-Point Likert Scale with N/A
	Overall, the instructor was an effective teacher.	5-Point Likert Scale with N/A

4.8.4 SALA TA Evaluation

Teaching Assistants SALA

Section	Question	Response Type
Teaching Assistants	Overall, this teaching assistant was effective.	5-Point Likert Scale
	What was effective about this teaching assistant's contribution to this course or studio?	Long Answer
	How could this teaching assistant's contribution to this course or studio have been more effective?	Long Answer
	Do you have additional comments to offer about this teaching assistant's contribution?	Long Answer

4.9 Self-assessment Documentation

4.9.1 Faculty Self-assessment

UBC SALA - Architecture Program - Faculty Self-Assessment

What is this about?

Self-assessment by faculty, students and alumni is a required part of the process of preparing the Architecture Program Report (APR) for next year's accreditation visit. Opinion collection surveying and focus group conversations are useful in giving the program's faculty and administrators a sense of how the program is perceived by its constituencies – what it does well, what it needs to focus on in the coming years – as it prepares an Action Plan for the next several years. It is important that you give your honest views, and that you are critical wherever you feel it is warranted.

How the survey and focus group conversations are organized:

From the Canadian Architectural Certification Board (CACB) *Terms for Accreditation* (2102): "The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan." To that end, the following survey is organized in five sections that correspond to the CACB Perspectives. You will see that the five perspectives are heavily weighted toward our responsibility to prepare students for practice. The following questionnaire reflects this priority, though the questionnaire for faculty is adjusted (from the student questionnaire) to reflect faculty perspective in both individual and program assessments.

Schedule

There are four events planned for this Self-Assessment:
April 27: Architecture program retreat. Orientation to and discussion about the self-assessment. Assessment subcommittee formed.
May 8: Deadline to send complete form to J Bass.
May 11: Self-assessment subcommittee meeting.
Mid- to late May: *Date set at 27 April retreat*. Program faculty meeting. Action plan agenda items discussion.

Please indicate whether (tenured, tenure-track, instructor, adjunct, etc.)	Tenured	Tenure-track	Instructor	Adjunct	Other

A. Architecture Education and the Academic Context

"The program must demonstrate that it both benefits from and contributes to its institutional context."

	Please rate each statement on a scale of 1 to 4 via a checkmark.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1.	I maintain high professional standards with regard to research and publication.					
2.	I make clear to my students the academic standards expected in their work.					
3.	I have opportunities for interaction with other academic programs at UBC.					
4.	Students are able to contribute to my research in the classroom context.					
5.	Students are able to contribute to my research outside the classroom context.					
6.	The university provides adequate support resources to my research efforts.					
7.	Additional comments:					

B. Architecture Education and the Students

"The program must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences."

	Please rate each statement on a scale of 1 to 4 via a checkmark.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
8.	I am responsive to how students wish to shape their personal learning agendas.					
9.	I structure my coursework so that students are able to work with other students in ways that contribute to their education.					
10.	I am respectful of students who are different from me.					
11.	The program provides students with access to mentoring from the professional design community.					
12.	The program exposes students to the national and international context of practice and the work of the allied design disciplines.					
13.	Additional comments:					

C. Architecture Education and Registration

"The program must demonstrate that it provides students with a sound preparation for the transition to professional life, including internship and licensure."

	Please rate each statement on a scale of 1 to 4 via a checkmark.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
14.	The program makes students aware of internship and continuing education in relation to architectural licensure.					
15.	The program provides students with a learning context that makes students aware of the role of Provincial regulatory bodies in the internship and licensure process.					
16.	The program meets its responsibilities to prepare its students for licensure.					
17.	The program should develop a compulsory co-op term of 8 or 12 months.					
18.	The program makes students aware of the architect's professional conduct responsibilities.					
19.	Additional comments:					

D. Architecture Education and the Profession

"The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base."

	Please rate each statement on a scale of 1 to 4 via a checkmark.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
20.	The professional community is engaged in the life of school.					
21.	The program encourages students to think about the art and science of architecture through a lifetime of practice and research.					
22.	The program provides students the opportunity to use tools and think about questions related to their future in architectural practice.					
23.	The program provides students with opportunities to explore the collaborative nature of architectural practice.					
24.	The program provides students with opportunities to explore the specialized nature of architectural practice.					
25.	The program provides students with a learning context that makes them aware of the regulatory constraints architectural practice operates within.					
26.	The program provides students with a learning context that makes them aware of the technical disciplines associated with architectural practice.					
27.	The program provides a context for students to explore how to reconcile the obligations the architect has to clients, the public, and to creative enterprise.					
28.	Additional comments:					

E. Architecture Education and Society

"The program must demonstrate that it equips students with an informed understanding of social and environmental problems and that it also develops their capacity to help address these problems with sound architecture and urban design decisions."

	Please rate each statement on a scale of 1 to 4 via a checkmark.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
29.	The program provides students with a learning context that allows them to explore how social and environmental issues are addressed in architectural and urban design.					
30.	The program provides students with opportunities to generate their own knowledge regarding social, environmental and ethical issues.					
31.	The program provides opportunities for students to directly engage in civic activity and public service.					
32.	The program provides opportunities for students to interact with community groups or other advocacy interests.					
33.	Additional comments:					

4.9.2 Student Self-assessment

UBC SALA - Architecture Program - Student Self-Assessment

What is this about?
Self-assessment by faculty, students and alumni is part of the process of preparing the Architecture Program Report (APR) for next year's accreditation visit. Opinion collection surveying and focus group conversations are useful in giving the program's faculty and administrators a sense of how the program is perceived by its constituencies – what it does well, what it needs to focus on in the coming years – as it prepares an Action Plan for the next several years.

How the survey and focus group conversations are organized:
From the Canadian Architectural Certification Board (CACB) *Terms for Accreditation* (2102): "The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan." To that end, the following survey is organized in five sections that correspond to the CACB Perspectives.

Schedule
There are three meetings planned for this Self-Assessment:
March 20, 1-2 PM: Orientation and discussion about the survey and focus group conversation
April 11, 12-1:30 PM: Discussion about each of the five CACB Perspectives (15 minutes per section)
Early May: Follow-up discussion about student survey and discussion

Please indicate your gender.	
How many terms have you completed in the program?	
Are you a non-advanced placement or advanced placement student?	

Please rate each statement on a scale of 1 to 4 via a checkmark.	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Don't Know**
	1	2	3	4	0

A. Architecture Education and the Academic Context

"The program must demonstrate that it both benefits from and contributes to its institutional context."

1.	Architecture program faculty maintain high professional standards.					
2.	Faculty make clear the academic standards applied to student work.					
3.	Architecture students have opportunities for interaction with other academic programs at UBC.					
4.	Students are able to contribute to the governance of the program.					
5.	The university provides intellectual and personal resources to students.					
6.	Additional comments:					

B. Architecture Education and the Students

"The program must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences."

7.	Faculty are responsive to how I wish to shape my personal learning agenda.					
8.	I am able to work with other students in ways that contribute to my education.					
9.	I am respectful of students who are different from myself.					
10.	I have access to mentoring from members of the professional design community.					
11.	I am exposed to the national and international context of practice and the work of the allied design disciplines.					

12.	Additional comments:

C. Architecture Education and Registration

"The program must demonstrate that it provides students with a sound preparation for the transition to professional life, including internship and licensure."

13.	I am aware of the internship and continuing education processes and their relationship with architectural licensure.					
14.	I am aware of the role of the Architectural Institute of British Columbia in the internship and licensure processes.					
15.	I understand what the architect's professional conduct responsibilities are.					
16.	Additional comments:					

D. Architecture Education and the Profession

"The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base."

17.	The professional community is engaged in the life of school.					
18.	The program faculty encourages me to think about the art and science of architecture through a lifetime of practice and research.					
19.	I have opportunities to explore the collaborative nature of architectural practice.					
20.	I have opportunities to explore the specialized nature of architectural practice.					
21.	I am aware of the technical disciplines that are associated with architectural practice.					
22.	I have opportunities to explore how to reconcile the obligations the architect has to clients, the public, and to creative enterprise.					
23.	Additional comments:					

E. Architecture Education and Society

"The program must demonstrate that it equips students with an informed understanding of social and environmental problems and that it also develops their capacity to help address these problems with sound architecture and urban design decisions."

24.	I am aware of the social and environmental issues associated with architecture.					
25.	I have had the ability to explore how social and environmental issues are resolved through sound architecture and urban design principles.					
26.	The program provides opportunities to generate knowledge regarding social, environmental and ethical issues.					
27.	The program provides opportunities to engage in civic activity and public service.					
28.	Additional comments:					

4.9.3 Alumni Self-assessment

UBC SALA - Architecture Program - Alumni Self-Assessment

What is this about?

Self-assessment by faculty, students and alumni is a required part of the process of preparing the Architecture Program Report (APR) for next year's accreditation visit. Opinion collection surveying and focus group conversations are useful in giving the program's faculty and administrators a sense of how the program is perceived by its constituencies – what it does well, what it needs to focus on in the coming years – as it prepares an Action Plan for the next several years. It is important that you give your honest views, and that you are critical wherever you feel it is warranted.

How the survey and focus group conversations are organized:

From the Canadian Architectural Certification Board (CACB) *Terms for Accreditation* (2102): *"The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan."*

To that end, the following survey is organized in five sections that correspond to the CACB Perspectives. You will see that the five perspectives are heavily weighted toward our responsibility to prepare students for practice. The following questionnaire reflects this priority, though the questionnaire for alumni is adjusted (from the student and faculty questionnaires) to reflect alumni perspectives in both individual and program assessments.

The deadline is June 30th.

So while it is fresh in your mind, please take a few minutes -- no more than five or so, unless you wish to write longer form responses -- to share your thoughts with us.

start

First, a few quick background questions...:

Age Range?

0 1 2 3 4

25 35 45+

2 Gender?

3 Advanced Placement?

Yes No

4 Year Graduated?

Pre-1980 1980-1989 1990-1998 1999-2006 2007 2008 2009 2010
2011 2012 2013 2014 2015 2016 2017

5 Co-op?

Yes No

6 Studies Abroad?

Yes No

7 Registered as an Intern?

Yes No

8 Licensed?

Yes No

9 Are there other things through which you wish to self-identify?

Thematic Topic A:
Architecture Education and the Academic Context
"The program must demonstrate that it both benefits from and contributes to its institutional context."

Please rate each statement, and leave blank if you aren't sure or doesn't apply.

My education benefitted from the research of my professors

0 1 2 3 4

Strongly Disagree Strongly Agree

The academic standards expected of me in my architectural education helped prepare me for the professional standards I have encountered in practice.

0 1 2 3 4

Strongly Disagree Strongly Agree

I was able to productively interact with other UBC academic programs.

0 1 2 3 4

Strongly Disagree Strongly Agree

In the classroom context I was able to contribute to the research of my professors.

0 1 2 3 4

Strongly Disagree Strongly Agree

Outside the classroom context I was able to contribute to the research of my professors.

0 1 2 3 4

Strongly Disagree Strongly Agree

As a student I was able to produce research that was presented or published in peer-reviewed contexts.

0 1 2 3 4

Strongly Disagree Strongly Agree

After graduation I have continued to produce peer-reviewed research.

0 1 2 3 4

Strongly Disagree Strongly Agree

17 The program should expand the public profile and awareness of the research it does.

Yes No

Thematic Topic A (Reminder):
Architecture Education and the Academic Context
“The program must demonstrate that it both benefits from and contributes to its institutional context.”

18 In what ways would you like to see the Architecture Program augment its engagement with Thematic Topic A?

19 Additional comments on Thematic Topic A:

Thematic Topic B: Architecture Education and the Students “
"The program must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.”

The program helped me shape my personal learning agenda.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The program helped equip me with collaborative skills that have been useful in practice.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The program helped me become aware of the diverse values of different communities

0 1 2 3 4

Strongly Disagree Strongly Agree

The program provided me with access to mentoring from members of the professional design community.

0 1 2 3 4

Strongly Disagree Strongly Agree

The program exposed me to the national and international context of architectural theory and practice.

0 1 2 3 4

Strongly Disagree Strongly Agree

The program exposed me to non-Western models of architectural thought.

0 1 2 3 4

Strongly Disagree Strongly Agree

The program exposed me to the work of other creative disciplines.

0 1 2 3 4

Strongly Disagree Strongly Agree

27 The program should actively explore how the national commitment to Truth and Reconciliation processes are integrated into its social life and pedagogy.

Yes No

28 I would be interested in serving as a mentor to UBC architecture students

○ Yes ○ No

Thematic Topic B (Reminder): Architecture Education and the Students "
"The program must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences."

29 In what ways would you like to see the Architecture Program augment its engagement with Thematic Topic B?

30 Additional Comments on Thematic Topic B:

Thematic Topic C:
Architecture Education and Registration
"The program must demonstrate that it provides students with a sound preparation for the transition to professional life, including internship and licensure."

The program made me aware of internship and continuing education as parts of the architectural licensure process.

0	1	2	3	4
○	○	○	○	○

Strongly Disagree — Strongly Agree

The program made me aware of the role of Provincial regulatory bodies in the internship and licensure process.

0 1 2 3 4

Strongly Disagree Strongly Agree

The program met its responsibilities in preparing me for internship in architectural practice.

0 1 2 3 4

Strongly Disagree Strongly Agree

The program made me aware of the architect's professional conduct standards.

0 1 2 3 4

Strongly Disagree Strongly Agree

Becoming a licensed architect is/was a very important step in my career goals.

0 1 2 3 4

Strongly Disagree Strongly Agree

I am interested in pursuing/have pursued professional opportunities other than in architectural practice and licensure.

0 1 2 3 4

Strongly Disagree Strongly Agree

The program should develop an 8-12 month co-op requirement for receiving a degree.

0 1 2 3 4

Strongly Disagree Strongly Agree

Thematic Topic C (Reminder):
Architecture Education and Registration
"The program must demonstrate that it provides students with a sound preparation for the transition to professional life, including internship and licensure."

38 In what ways would you like to see the Architecture Program augment its engagement with Thematic Topic C?

39 Additional comments on Thematic Topic C:

Thematic Topic D:
Architecture Education and the Profession
"The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base."

When I was a student, the professional community was engaged in the life of the school.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The program encourages students to think about the art and science of architecture as a lifetime of creative practice and research.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The Program provided me with the opportunity to use tools and think about questions related to the future of architectural practice.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The Program provided me with opportunities to explore the collaborative nature of architectural practice.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The Program provided me with opportunities to explore the specialized nature of architectural practice.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The Program gave me an understanding of the regulatory constraints architectural practice operates within.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The Program gave me an understanding of the technical disciplines associated with architectural practice.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The program provided me with opportunities to explore the obligations the architect has to the client.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The program provided me with opportunities to explore the obligations the architect has to the public.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The program provided me with opportunities to explore the obligations the architect has to produce well-designed buildings and spaces.

0	1	2	3	4
Strongly Disagree				Strongly Agree

50 The program in collaboration with the professional community should develop an improved internship structure.

Yes No

51 The program in collaboration with the professional community should clarify responsibilities for internship training and mentoring.

Yes No

Thematic Topic D (Reminder):
Architecture Education and the Profession
"The program must demonstrate how it prepares students to practice and assume new

roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base."

52 In what ways would you like to see the Architecture Program augment its engagement with Thematic Topic D?

53 Additional comments on Thematic Topic D:

Thematic Topic E:
Architecture Education and Society
"The program must demonstrate that it equips students with an informed understanding of social and environmental problems and that it also develops their capacity to help address these problems with sound architecture and urban design decisions."

The Program provided me with a learning context that allowed me to explore how social issues are addressed in architectural and urban design.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The Program provided me with a learning context that allowed me to explore how environmental issues are addressed in architectural and urban design.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The Program provided me with opportunities to generate my own knowledge regarding social issues.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The Program provided me with opportunities to generate my own knowledge regarding environmental issues.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The Program provided me with opportunities to generate my own knowledge regarding ethical issues.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The Program provided me with opportunities to directly engage in public service.

0	1	2	3	4
Strongly Disagree				Strongly Agree

The Program provided me with opportunities to interact with community groups or other advocacy interests.

0	1	2	3	4
Strongly Disagree				Strongly Agree

Thematic Topic E (Reminder):
Architecture Education and Society
"The program must demonstrate that it equips students with an informed understanding of social and environmental problems and that it also develops their capacity to help address these problems with sound architecture and urban design decisions."

61 In what ways would you like to see the Architecture Program augment its engagement with Thematic Topic E?

62 Additional comments on Thematic Topic E:

63 Would you recommend the program to potential future students?

○ Yes ○ No

64 And finally, if you have any general comments or feedback you would like to offer, here's the place to do it:

65 If yes, for what reasons would you recommend the program?

☐ School Culture ☐ Tuition ☐ Location ☐ Program Flexibility ☐ Studio Offerings
☐ Study Abroad ☐ Sustainability Training ☐ Other

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