CACB CCCA

2018 Visiting Team Report
Master of Architecture Program
University of Manitoba

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I. Introduction • CACB Accreditation

The CACB is a national independent nonprofit corporation. The directors are elected from individuals nominated by the Canadian Architectural Licensing Authorities (CALA), the Canadian Council of University Schools of Architecture (CCUSA), and the Canadian Architecture Students Association (CASA). The CACB is 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 that are offered by Canadian universities (Accreditation Program).

The CACB head office is in Ottawa, Ontario. It adheres to the principles of fairness, transparency, clarity, and ethical business practices in all of its activities.

By agreement of the Licensing Authorities (the 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 intended to apply for registration. 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.

Graduation from a CACB-accredited program is the first of three steps (education, experience, and examination) on the path to licensure.

The CACB only accredits *Programs* that are intended by their institution to be professional degrees in architecture that lead to licensure. Professional accreditation of a *Program* means that it has been evaluated by the CACB and substantially meets the educational standards that comprise, as a whole, an appropriate education for an architect.

The CACB only awards accreditation to professional degree *Programs* in architecture. A CACB-accredited professional *Program* in architecture is defined as the totality of a student's post-secondary education culminating in a designated professional university degree, which may be a bachelor of architecture (BArch) or a master of architecture (M. Arch) degree.

> The *Program*s include:
> − a minimum of five years of post-secondary study culminating in a master of architecture degree, which follows a *pre-professional* bachelor's degree, except in Quebec, where the minimum is four years of professional studies following two years of CEGEP;
> − a minimum of six years of post-secondary study culminating in a master of architecture degree, which follows a bachelor's degree in any discipline and includes a minimum of three years of professional studies in architecture; or
> − a minimum of five years of post-secondary study culminating in a bachelor of architecture degree.

In keeping with the principal of outcome-based *Accreditation*, the CACB does not restrict the structure of a professional *Program* and/or the distribution of its coursework.

The accreditation process requires a self-assessment by the institution or *Program*, an evaluation of the self-assessment by the CACB, and a site visit and review conducted by a team representing the CACB.

The process begins at the school with the preparation of the <u>Architecture Program Report</u> (*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.

Terms of Accreditation

Terms for Continuing Accreditation (abridged)
a) Six-year term: Indicates that deficiencies, if any, are minor and that a process to correct these deficiencies is clearly defined and in place. The *Program* is accredited for the full six-year period.
b) Three-year term: Indicates that major deficiencies are affecting the quality of the *Program*, but the intent to correct these deficiencies is clear and attainable. The *Program* is accredited for a full three-year period. If the *Program* receives two consecutive three-year terms of *accreditation*, then the *Program* must achieve a six-year *accreditation* term at the next *accreditation* visit. If the *Program* fails, it will be placed on a two-year probationary term. If the *Program* fails to achieve a six-year term at its subsequent *accreditation* visit, then its *accreditation* shall be revoked.

II.   Summary of Team Findings

1.   Team's General Comments

The CACB Visiting Team visited a professional program that had undertaken a significant self-assessment and organizational repair following the accreditation visit of 2015. The Team was pleased to find that decisions made by the University, the Faculty and the Department of Architecture have resulted in plans for action well on their way to completion and that have stabilized the environment in which students learn and are taught. Teaching faculty are collegial and productive and support staff are respected and engaged. Students continue to work hard and do good work. The physical facilities, traditionally a strength of the Faculty, have been refreshed and expanded. The profession has become more engaged.

Much credit for this success belongs to the appointment of Dean Beddoes and to the team that has been charged with developing and implementing the plans, particularly Dr. Landrum and Dr. Rueda. The Team was particularly impressed with the content and rigor of the Architecture Program Report (APR) prepared for this Visit and that essentially documents in detail the last 3 years to which we referred above. Despite this progress much remains to be done moving ahead to the end of Dean Beddoes' term in 2021 and beyond, and it is important that commitments both to human and financial resources and engagement by faculty and staff, so necessary for success, continue.

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)	**[X]**	
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 in 2015

Response to Previous Team Concerns (from 2017 APR)

Concern 1:
"*Governance was the issue most consistently raised over the course of our visit. The Team observed that the matter of Governance had been a central concern raised by the last two visiting teams. The situation does not seem to have improved, indeed things seem to have deteriorated. We cannot stress firmly enough that the members of the Programs in the Faculty of Architecture must take steps to develop an effective governance model that is transparent and representative of the interests of all the members. The Team is well aware that this issue will not be easily resolved, but it is imperative that the Faculty of Architecture develops systems of leadership and accountability that take into account the unique complexity and richness of this multi-layered, multi-disciplinary academic enterprise.*"

Following the 2015 Visit, a new Interim Dean, Department of Architecture Head and ED Program Chair were appointed, and their respective roles and accountability made clear. Under their leadership a Faculty of Architecture Renewal Initiative was mounted. Following a year of broad consultation, the

initiation of the Restructuring Advisory Group, 3 faculty retreats and 2 special Faculty Council meetings, the structure of the EDPAC was formally revised by

Faculty Council in April, 2016. In spring of 2017 Dr. Beddoes was appointed Dean of the Faculty of Architecture to June 30, 2021. Over this period the Faculty of Architecture is confident that it "has made tangible progress toward improving its governance model and ensuring Faculty governance is, to the greatest extent possible, transparent and representative of all its members. Evidence for improved governance is found in the efficient and effective track record of EDPAC and Faculty Council business over the last two years."

Concern 2:
"People are the strength of any institution. The Team must express deep concern about the apparent erosion of the human resource base in the Faculty and Department of Architecture. The departures of several members of the core faculty in the Department of Architecture is troubling. Key academic support staff members have departed. The student intake at the graduate level has been relatively consistent, but the Architecture Program is now the smallest in the country. These trends must be reversed for the continued health of the professional program."

In response to the significant loss of faculty in 2015, the Faculty has made a number of hires and joint appointments, and the Department's academic complement is now 10.5 persons as of January 2018. Administrative and research assignments, however, result in 7.5 full time equivalents for the current academic year. One additional full-time appointment is anticipated by the upcoming academic year, and an Indigenous Scholar, currently being sought by the University, may be a part-time appointment to the Faculty and available to the Department. The support staff remains at the 2015 number of 8 full-time equivalent through 3 new hires and a ½ time joint appointment. Student admissions are moving up again toward the annual goal of 30.

Concern 3:
The Team witnessed a situation in which there has clearly been a breakdown in the morale, sense of trust, respect and collegiality within the fabric of the Faculty of Architecture. While the individuals who make up that fabric appear to be deeply dedicated and passionately committed to the success of Program, there has been a failure to establish a context in which these people can work in concert for the overall good. This situation must be remedied.

Since the last accreditation there have been three Faculty Retreats and two special Faculty Council meetings, each well attended by academic, administrative and support staff, as well as student representatives. These open discussions are helping to collectively define priorities and to renew a sense of trust. … As mentioned above with respect to governance, the Faculty's renewal initiative has been as transparent and inclusive as possible. Since September 2015, there have been several presentations, consultations, and online postings. Faculty Council meetings have been well attended and progress has been made on important items of business – notably, the reconstitution of EDPAC. Clear and cogent

governance is helping to create a context for effectiveness and collegiality in the Faculty.

Concern 4:
"There is a lack of clarity in the relationship between the professional programs and the interdisciplinary program, between the graduate and undergraduate levels in the Faculty of Architecture. This issue appears to lie at the root of the problems described above. The curricular and governance models must be reformed."

This concern relates to concern #1 about governance, discussed above. The reconstitution of EDPAC to include all four Department Heads, together with the ED Program Chair (and others) has improved communications between the undergraduate and graduate levels, and between the interdisciplinary and professional programs. EDPAC has worked hard to bring clarity to ED regulations, program structure and course descriptions. Faculty Council has ratified several newly-refined governing documents brought forward by EDPAC, including the ED Supplemental Regulations, the ED Admissions Bulletin, the ED-AMP Admissions Bulletin, the Undergraduate Course Calendar, and ED1 Course Descriptions. Some items are pending Senate approval in 2017-18. Corresponding websites are being updated.

In addition to clarifications concerning the ED Program, the Faculty of Architecture Dean's Office has:
• created and distributed a Faculty organization diagram, showing clear areas of responsibility and accountability;
• updated the list of responsibilities for the Associate Dean Research, the Associate Dean Academic, and the ED Program Chair;
• updated the list of responsibilities for Administrative and Support Staff;
• posted new Standing Committee Terms of Reference to the Bylaws page of the Faculty of Architecture website, including the new Terms of Reference for EDPAC (ratified by Faculty Council April 5, 2016), the Doctoral Studies Committee (ratified Sept. 6, 2016), and the C.A.S.T. Committee (ratified August 29, 2017)

Concern 5:
"Finally, the Visiting Team must express alarm at the fact that many of the issues raised here have been noted by previous CACB teams. The on-going nature of some of these problems is of profound concern. Steps must be taken to engage the entire Faculty, in all its parts, in a concerted process of self-assessment and redefinition."

Response by the University, Faculty and Program to this 2015 concern has been comprehensive and thorough and has addressed long-standing issues.

Response to Previous Conditions Not Met

Condition 2 - Program Self-Assessment as discussed under Condition 2 below
is now considered **Met**

Condition 5 - Human Resource Development, as discussed under Condition 5 below, is now considered **Met**

Condition 10 – Administrative Structure, as discussed under Condition 10 below is now considered **Met**

Condition 12 – Student Performance Criteria that were considered Not Met :

SPC B4 - Sustainable Design as discussed below
is now considered **Met**.

SPC B12 - Building Economics and Cost Control as discussed below
is now considered **Met**.

SPC C4 - Comprehensive Design as discussed below
is now considered **Met**.

SPC D4 - Project Delivery, as discussed below,
is now considered **Met**

4. Program Strengths

The program's most important strength is the leadership demonstrated by the Dean, Department Head, Associate Department Head and Associate Dean, which has resulted in an unequivocal improvement in the morale and culture of the Faculty. A "healing" of the broken relationships, observed in 2015, between staff and faculty members as well as between different departments is clearly evident. The ability of the leadership team to implement change has created a new environment that allows for open communication, recognition, and new opportunities for research and growth. Generally, attitudes are now positive regarding the administration and organization of the Faculty, and although there is work still to be done, it is clear that the program is in a position of stability and respect that was not reported in the prior VTR.

There is a close relationship between the program and the MAA with the resurrection of a student representative within the MAA structure and "meet and greet" opportunities for the students. There is a general excitement in the profession for the current condition and the future of the program. Many new initiatives, such as the cooperative education program, are being implemented which will add to the professional environment of the program.

The design studios offer socially and culturally significant project challenges for students to resolve and to mature intellectually. This is coupled with a constructive and varied design exploration process, which includes hands-on drawing, physical model building, and digital architectural representation skills.

The visiting team echoes the students praise of the physical resources available within the program, such as the extensive architecture library (including a significant collection of current and accessible periodicals), the CAST facility (a facility to explore creative ways to utilize concrete), the CADLab (a well-equipped facility for computer graphics), and the FabLab (an easily-accessible, well-equipped, professionally staffed facility for student use in building models – a "makerspace")

5.   Causes of Concern and Team's recommendations

The Department is still in a period of transition and must manage this pace of change to ensure that resources are available to successfully achieve the desired results. Although students feel that they have adequate physical resources, they observed that heavy teaching loads on some academic staff sometimes constrain their time or availability and may prevent full support of individual student project development. The Department of Architecture Head and Associate Head are both exceeding their teaching load limits, set at 50%, which can affect their ability to reasonably perform their fundamental administrative duties, which in turn can impact the overall wellbeing of the program. Until the planned new hires become integrated into their new roles, the extra load on the administrative staff and the heavy academic teaching loads will continue. The Team expects that the excellent initiatives now underway will end well but wishes to remind that sufficient human and financial resources and continued civil discourse are critical.

The Team recognizes and respects that the Faculty is free to structure the curriculum to support their own considered view of how design could best be taught in their particular intellectual and cultural environment. It is also the Faculty's ongoing task to balance the objectives of its chosen model with the impacts on other parts of the teaching program as it changes and develops. Development of the new Co-operative Education program, and the search for opportunities for students to study abroad will require some thought. Some students feel a lack of exposure to the broader range of expertise and opinion that their personal current state of development might need, and that a greater variety of studio instructors and topics would be helpful. The Team did notice an apparent imbalance of breadth and rigor between Fall and Winter session work for some students.

The Team also found that some of the comprehensive design studio projects and reports lacked evidence of building system integration, most importantly a number from Master's Studio 7060, which bears that responsibility at the Master's level. It also found that the program does not ensure that all students have a significant team-based design studio experience with an opportunity to exercise individual leadership and distinct design contributions. There is also little or no instructional material relating to team-building and team interactions.

Both the desirability of, and potential for, interdisciplinary studio work and/or course offerings within the Faculty was often expressed, but these are not happening. This requires both the will and the opportunity. Both the nature of the studios within the Faculty and the differences in the scheduling of classes between Departments are major obstacles to more integrated work and meaningful interdepartmental student collaboration.

The team noted the small number of students accepted in to the program and hopes that the new, steadier course in the Faculty will result in a larger pool of qualified applicants.

The Team concludes that these concerns are not such as to put the Program again at serious risk and that with attention, their resolution is achievable.

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.

General Team comments:
The Program's documented response to this Condition was unusually rigorous, not only describing how they see their efforts in this regard but also including, in the documentation of the Program Self-Assessment Condition, surveys and commentary on these specific CACB perspectives from the institution, students, alumni and the architectural community. Useful insights from this material is a part of the Team comments on each Perspective below.

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 University's senior administration has expressed its support of both the Faculty of Architecture and the Department of Architecture and its long-term importance to the institution as the third-oldest architecture program in Canada. The structure of the environmental design program (and particularly its first year of studies open to a broad range of students) enables non-architecture students to include a knowledge of architecture as a part of their general education.

The appointment of a dean coming from outside architecture is seen by the senior administration, faculty members, support staff and students as a clear sign of support in making changes to correct the problems discussed in the previous VTR, as well as to encourage new opportunities for teaching and research development. For example, the dean has encouraged the department to apply for funding for a studio space renewal project that has been approved by the University's administration.

The Faculty has demonstrated that they have turned a corner and are exercising positive and constructive communication with one another. Issues and concerns are being vocalized, prioritized and responded to with an action plan. The Faculty is empowered to the process of making changes for the enrichment of the program, students, staff and faculty. Faculty members both within the department and in other departments, as well as students, have expressed the need for more interdisciplinary collaboration within the Faculty, but also the potential offered by the multidisciplinary context of the Faculty of Architecture. There appears to be a renewed interest in this following the administrative changes made within the Faculty, for example with the reorganization of the Environmental Design Program Advisory Committee.
The Team considers this Condition to be Met.

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:
The Team met very engaged and enthusiastic students coming from diverse backgrounds. They expressed their appreciation of the quality of education and facilities at the University of Manitoba. A large number of them take leadership positions through involvement in student organizations at the local, provincial and national levels.

Regional and international field trips, an integral part of every studio, are seen by students as great opportunities to learn about different cultures. While these trips add financial and administrative (e.g. visa issues) burdens on some students, faculty members and students have noted that alternative opportunities exist for those who cannot go or pay, including travel grants.

Students feel supported by the faculty members and appreciate being in contact with their research through the design studios, as well as the breadth of topics being presented. However, while acknowledging that things have improved since the last accreditation visit, students are still concerned that some faculty are overworked and, consequently, harder to reach for support.

The program has responded to students' demand for new learning opportunities by, for example, setting up a co-op program. However, as many courses are structured as two-term integrated courses, such as the history & theory lecture courses and the majority of studios, the Team is concerned that students wanting to have a coop experience at other times than the summer might face difficulties organizing their schedule.
The Team considers this Condition to be Met.

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:
The program includes two recently revised and refocused courses on Professional Practice and Legal Aspects, which deal with the basics of internship and licensure. New learning exercises such as mock interviews have been much appreciated and beneficial for both students and professionals interviewing them. A new Co-operative Education program is being launched, which will provide participating students with a clear view of professional life by the time they graduate. Information sessions with the Manitoba Association of Architects, Winnipeg Architecture and Storefront Manitoba give students the professional perspective on regulatory issues, the intern and licensure process, advocacy and public responsibility. It was noted that the program has a traditionally large percentage of graduates practicing as

registered professionals. This creates a tight community that allows students to regularly encounter professionals – often successful and award-winning ones – through meet and greet events, lectures, and studio instruction and reviews.

The Team considers this Condition to be Met.

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:

After a period of limited relations between the program and the Manitoba Association of Architects (MAA), the changed leadership in the Faculty and Department has led to a renewed trust and interest between the profession and the academic community, exemplified by a revival of the MAA-DoA Strategic Committee. In addition to members of the MAA and the Department Head and Associate Head, a student representative serves on the committee. Four faculty members are also MAA members.

Local and international architects regularly interact with students through lectures, design reviews and consultancy. Students have noted that non-traditional career paths are also represented in the lectures program. Students also have occasions to collaborate with professionals, both architects and from associated fields, in some courses. The program encourages participation in outside projects, including events like the *Warming Huts* competition that attracts internationally recognized practices. Studio field trips around the world allow students to learn about various social issues and cultural differences and often include visits to architectural firms, providing students with a broader understanding of different types of architectural practices existing internationally.

The Team considers this Condition to be Met.

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:

Studios offered throughout the B.Env.D. and M.Arch programs offer the students a diversity of projects often linked to a breadth of current social and environmental issues, both international and linked to the city of Winnipeg and its area. Each studio is structured to encourage students to research these issues and develop critical thinking tying them to design decisions. Studios also offer multiple opportunities for students to travel nationally and internationally that provide students with direct contact to different communities.

The context of the University of Manitoba is an opportunity to further develop links to indigenous communities and to learn about issues specific to them. While this has not necessarily been the case across the department up to now, a new faculty position (cross-

appointed with Engineering) dedicated to indigenous issues will certainly help to make these issues an asset of the program, in addition to creating opportunities for interdisciplinary collaborations with other scholars across campus as this is one of the priorities of the University of Manitoba.
The Team considers this Condition to be Met.

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:
In response to the 2015 CACB report, the Faculty has undertaken a broad ranging and rigorous self-assessment process that has resulted in a significant action plan for addressing weaknesses discussed in the report. Initiated by Dean Beddoes and lead by the newly-energized Department faculty, staff and students, this assessment process is candid and time consuming, beginning with an immediate response to the 2015 VTR and continuing through the 2017 preparation of the APR for this Team Visit. This has allowed it to measure the progress of initiatives that were begun on the basis of its initial assessments. It utilized both the existing University, Faculty and Department assessment vehicles and a significant new program that conducted structured surveys and meetings with each of faculty, students, alumni, the Manitoba Association of Architects and the architectural community at large. Each constituency was asked to evaluate the Program against the 5 CACB perspectives. The results are documented and available to inform the ongoing implementation of the Department's strategic plans.
The Team considers the program's responsibility for candid self-assessment to be well met.

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:
In response to Team comments in the 2015 report, the Program reviewed and refined the appropriate material. The public information required by the Board regarding the nature of an accredited professional degree, including the current CACB Visiting Team Report, is readily available on the Faculty website. The description of the Department of Architecture program and its governance, including the Faculty of Architecture's Academic Handbook, Vision, Mission and Tenets, Governance, Matters relating to Academic Staff, Tenure and Promotion and Matters Relating to Teaching Evaluation is also found on the website, and is an essential tool in supporting the Faculty's renewed efforts on the recruitment of applicants to the program.
The Team considers this Condition to be Met.

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:
The Department of Architecture and University of Manitoba websites provide access to information about equity related procedures, policies and regulations as they relate to respectful work and learning environment. The Visiting Team recognizes the criteria established by the University to achieve fairness and diversity in faculty appointments. In response to Team comments in the 2015 report, the Program reviewed and refined the appropriate material to bring more clarity and consistency to the public's understanding of how the range of program choices and entry points into the Program are affected by the provisions of the Charter.
The Team considers this Condition to be Met.

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:
The Team reviewed the extensive documentation in the Human Resources section of the APR and asked related questions in meetings with students, administrators, faculty and support staff.

The students are well qualified, diverse and motivated, and rising in numbers from a dip following the 2015 visit toward their goal of 30 admissions each year. The team expects that the new, steadier course in the Faculty will result in a larger pool of qualified applicants. Administrative and technical support staff are also well qualified and recent restructuring has added 3 new persons (1.7 FTE), including administrative support for the new Co-operative Education program.

In response to the significant loss of teaching faculty noted in the 2015 VTR, the Faculty has hired 2 new faculty and funds are secured, and the search is on, for one additional full-time person and an Indigenous scholar who may be a shared appointment with Engineering. The Faculty also employs up to 15 part-time or sessional instructors for various parts of the teaching program. Currently, with 3 faculty on leave, 1.5 positions unfilled and 2 faculty with 50% administrative assignments (in addition to those related to preparation of the CACB submission and visit), the teaching staff is very stressed. The Team also noted that the proportion of female faculty was not reflective of the student population. The Team concludes, however, that with the current searches successful and with faculty returning from leave by July, a process to provide "adequate human resources for a professional degree program in architecture" is clearly defined and in place.
The Team considers this Condition to be Met.

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:
The Team found sufficient evidence in the extensive documentation included in the APR that there are significant opportunities for faculty and student growth within and outside the program.

Faculty are provided opportunities for growth in teaching and research careers as evident in the HR Development Policies that describe various Departmental and Faculty means of support, including leaves for Research/Study and Administration. These are important for the new teaching faculty as they become integrated into the Faculty. The program must assure that their workloads are well-managed and do not limit these opportunities.

While without a clear written policy, there are nonetheless considerable opportunities for student growth and support both within and outside the M.Arch program. These include personal counselling and support from faculty, staff and a number of University support services; Faculty and University student organizations at the graduate and undergraduate level; and a broad range of guest lectures and critics, exhibitions, symposia and cultural events; visiting research and technology workshops; and travel opportunities. Support for students' professional development is also provided by the MAA and the regional profession's Partners Program.
The Team considers this Condition to be Met.

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:
The Team was aware of the reputation for high quality of the Faculty's physical facilities and were pleased to see that the program to consolidate and refurbish the two main buildings is progressing, and that it includes a significant capital project, mostly for the ARCH2 building, scheduled for completion by Fall 2018. The Russel Building, a fond memory for many Manitoba alumni, having been upgraded and brought into compliance with Code, looks again like its young self. The Library continues to be a special place, both for its convenient location and its calm and thoughtful reading room. The "makerspaces" that support the studio and research programs continue to impress and have anticipated the reality of building in the digital age. The Team noted the student program for investment in the Technology Fund, evidence of their appreciation for the program's traditional value placed on making. Faculty of Architecture capital expenditures on physical facilities since the last CACB visit has been in excess of $3 million.
The Team considers this Condition to be Met.

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 Architecture and Fine Arts Library is a significant, well stocked, well run and integral part of the Faculty. Its collections include a range of print and digital material, much of historic and personal interest to the Winnipeg architectural community, some donated by alumni and friends of the Faculty. Of special note is the location and quality of the library space in the Russell Building, which is not only convenient to the student studios but is also a pleasant and quiet space where one can focus the mind surrounded by books– in the digital world, a library in the old sense. Plans for staff and financial support for the Library are in place.

Information technology facilities and support for students, faculty and staff are good and plans for their continued development are in place. Nearly $750,000 has been invested in IT since 2015, notable items being major network upgrades, gaming-grade desktop computers and high-quality printers in the CAD labs and digital production equipment for the fabrication labs. Of particular interest was the Technology Investment Program, funded by an annual student fee and administered by students, that demonstrates student interest in and commitment to their digital future. Students noted, however, that instruction was not always available within the program for some basic software that they saw as important to their development, such as AutoCad or Revit, and that they relied on outside means of instruction.
The Team considers this Condition to be Met.

9. **Financial Resources**
Programs must have access to sufficient institutional support and financial resources.

Met	Not Met
[X]	[ ]

Team comments:
The financial resources of the program appear to be currently sufficient and well-managed. The incremental budget model employed to this point will be replace beginning fiscal year 2018-2019 with a more decentralized model that is expected to be better suited to the Faculty's planning for the final stages of the current Strategic Plan, including new faculty and support staff, and the development of the Co-op program. This is important to the Team, as it is critical that the Strategic Plan not be compromised by any lack of funding. The University assures us that this will be carefully managed. With the guidance of Dean Beddoes, the Faculty was granted over $1 million in capital funding for renovation of studio spaces to be completed by Fall 2018. The Team was also impressed with the student-administered program whereby each student pays an annual fee to a fund used to purchase equipment or technology which the students themselves find useful and which might be outside of the normal Faculty equipment budgeting process.
The Team considers this Condition to be Met.

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

The Team examined the detailed APR description of the administrative structure responsible for the two degrees offered by the program. It noted that the Department of Architecture and its Head are responsible to the Deans of both the Faculty of Architecture and the Faculty of Graduate Studies, as it offers degree programs at both the Bachelor's and Master's levels. Dean Beddoes, whose appointment runs until 2021, also serves as Dean of the Faculty of Engineering. It is the unanimous view of the faculty, staff, students and the Team that this appointment in no way compromises the autonomy of the Faculty or Department, and that his leadership and commitment to the program is timely and much appreciated. Adjustments to administrative structure and operation initiated under the Dean have resolved a number of the concerns raised in the 2015 Team Report.

The Team considers this Condition to be Met.

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 University of Manitoba Faculty of Architecture offers the following two degrees towards a career path in architecture:

- A two-year first-professional Master of Architecture (M.Arch.)
- A four-year non-professional Bachelor of Environmental Design (B.Env.D.)

While the accredited professional degree is the Master of Architecture, not all of the Student Performance Criteria under Condition 12 are satisfied by the two years of instruction in the MArch curriculum. Throughout the Manitoba ARP and this Visiting Team Report "architecture program" refers to the program of professional architecture curriculum delivered by the Department of Architecture at both the graduate and undergraduate levels. This includes

M1 and M2 of the two-year professional Master of Architecture program; and the ED3 and ED4 Architecture Option years of the four-year pre-professional Bachelor of Environmental Design program, which correspond to AMP1 and AMP2 of the Architecture Master Preparation program. This Master Preparation (AMP) program is required, all or in part, by students entering the MArch program with another degree and which part depends on the nature and content of the first degree.

AMP1 is for students with a 3-4 year non-design degree (in Arts, Science, Geography, Business, etc.), and requires two years of study in the ED3 and ED4-Arch Option curriculum before applying to the MArch program. AMP2 is for students with a minimum 4-year design degree with a non-architectural focus (Interior Design, Landscape Architecture, etc.). AMP2 requires one year of study in the ED4 curriculum before applying to the MArch program. AMP1 and AMP2 are effectively pre-Masters qualifying years.

Occasionally, a student's academic background warrants approval of individual transfer credits. In the last 3 years, 3 applications for transfer credits for M.Arch elective courses have been reviewed and approved. In this case the Department Head, typically in consultation with the Department's Graduate Admission Committee, evaluates requests for transfer credits and advanced placement on a case-by-case basis in compliance with the Program's Faculty of Graduate Studies Supplemental Regulations and University policy.
The Team considers this Condition to be Met.

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).

Met	Not Met
[X]	[ ]

General Team comments:
The Team found that the Program meets a sufficient number of Student Performance Criteria for Condition 12 to be met and agrees that procedures to review and correct these deficiencies are in place.

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:
The Team found evidence in a broad range of lecture courses and studios that students are achieving a comprehensive level of *ability* in *Critical Thinking Skills*.

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:
The Team found evidence in a broad range of lecture courses and studios that students are achieving a comprehensive level of *ability* in *Research Skills*,

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:
The Team found evidence across the program, in both studios and lecture courses, that students are achieving a comprehensive level of *ability* in *Graphic Skills*. There is a great range of media types used, both digital and analog, often in mixed and creative ways.

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 Team found evidence in a number of lecture courses that students are achieving a comprehensive level of *ability* in *Verbal and Writing Skills*. However, the Team noted that the writing related to the descriptions and presentation of studio projects or for special topics courses outside of the history & theory stream is often lacking the same level of quality.

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 Team could not find sufficient evidence that every student has an opportunity to develop individual leadership and design decision-making skills within a group as members of a design team. While some lecture courses require students to work together and some studios include team work on the analysis stage of a project, most students do not have opportunities to work together throughout a project design. The Team acknowledges that the Warming Hut installations and other design-build projects such as the Rainbow Gardens Pavilion have been appreciated team efforts, but

there is no evidence that these projects happen every year and that every student has an opportunity to participate in them.

The Team considers that this criterion is not met.

A6. Human Behavior

Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

	Met	Not Met
	[X]	[ ]

Team comments:

The Team found evidence that students are achieving a sufficient level of *understanding* of *Human Behavior* in studios EVAR 4010 and, through an historical approach, in the history & theory lecture courses.

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:

The Team found evidence in a number of courses that students are achieving a satisfactory level of *understanding* of *Cultural Diversity*. Students also get opportunities to learn about cultural diversity in most studios, although these depend on the studio topic, instructor's interests, and the location of the field visits. There is potential to develop much more this area, particularly around indigenous cultures.

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:

The Team found evidence in a number of courses, both the common History & Theory sequence and special topics courses, that students are achieving a comprehensive level of *understanding* of *History and Theory.*

A9. Precedents

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.

	Met	Not Met
	[X]	[ ]

Team comments:
The Team found evidence in a number of courses and studios that students are achieving a satisfactory level of *ability* in *Precedents.*

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:
The Team found evidence in a number of studios and courses that students are achieving a satisfactory level of ability in *Design Skills*.

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:
The Team found evidence in a number of studios and courses that students are achieving a satisfactory level of ability in *Program Preparation*.

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:
In response to Team comments in the 2015 report, the Program reviewed and refined course content. New requirements for both the Comprehensive Design Technology Report curriculum and Architectural Studio Comprehensive Design curriculum successfully assure a level of site and design intervention opportunities to demonstrate ability in this SPC. The Team found evidence that students are now achieving a satisfactory level of *ability* in *Site Design.*

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:
In response to Team comments in the 2015 report the Program reviewed and refined course content to better integrate sustainable design into the core course curriculum, but student evidence of this ability was not always fully realized in the assignment / student project work. Effort should continue to be made by the Program in this specific   Performance Criteria to ensure evidence of Sustainable Design ability is demonstrated consistently in student work. The Team found sufficient evidence that students are now achieving a satisfactory level of *ability* in *Sustainable Design.*

B5. Accessibility
Ability to design both site and building to accommodate individuals with varying physical and cognitive abilities.

	Met	Not Met
	[X]	[ ]

Team comments:
The Team found evidence in a number of studios and courses that students are achieving at the level of *ability* in *Accessibility.*

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:
The Team found evidence in a number of courses that students are achieving a satisfactory level of *understanding* in *Life Safety Systems, Building Codes and Standards.* It noted, however, that this understanding is not always applied consistently in studio projects.

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:
The Team found evidence in a number of courses that students are achieving a comprehensive level of *understanding* of *Structural Systems.*

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:
In response to Team comments in the 2015 report, the Program reviewed and refined course content. The Team found evidence that students are achieving a satisfactory level of *understanding* of *Environmental Systems*.

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:
The Team found evidence in the instructional material, and as applied in studio courses, that students are achieving a satisfactory level of *understanding* of *Building Envelopes.*

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:
In response to Team comments in the 2015 report, the Program made curriculum revisions, including additional Studio requirements. The Team found evidence that students are achieving a satisfactory level of *understanding* of *Building Service Systems*.

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:
The Team found evidence in a number of courses that students are achieving a satisfactory level of *understanding* of *Building Materials and Assemblies.*

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:

In response to Team comments in the 2015 report, the Program made curriculum revisions, including changes in both content and instruction to courses affecting SPC B12 & D4. The Team found evidence that students are now achieving a satisfactory level of *understanding* of *Building Economics and 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:
The Team found evidence in a number of courses that students are achieving at the level of *ability* in *Detailed Design Development.*

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:
The Team did not find sufficient evidence that all students are achieving at the level of *ability* in *Building Systems Integration.* The academic program is in transition with major revisions to the technology components and the structure of the studios. There is strong evidence that this has led to a much better integration of technology topics into design studios at the ED3 and ED4 levels. However, there is also evidence that the upper level design studios have not yet fully benefitted from these changes, with many projects lacking evidence of detailed integration of all design components. This is expected because the student work that were examined at the M2 level has not yet benefitted from changes made in the lower years. Future visiting teams should confirm that the current revisions have led to improvements in building systems integration, particularly in the Comprehensive Design Studio.

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 Team found evidence in a number of courses that students are achieving at the level of *ability* in *Technical Documentation.*

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:
In response to Team comments in the 2015 report, the Program made curriculum revisions, including offering the Comprehensive Studio in 3 level-specific sections, allowing better control over student progression. Architecture Studio 6 has been designated as the vehicle for evidence of "*ability* to project a (**one**) comprehensive design" (the intention of this Criterion), but with supporting evidence from Architecture Studio 4 and ARCH Tech courses in ED 4/AMP 2 & M.Arch1. This is a response to the difficult problem of time, not unique to this school, and requires judgement by the Team. The requirement for demonstration in a single project is to assure that the student can answer each question asked by the design task in the presence of all of the others, and to make the choices and trade-offs on behalf of them all. While the students may understand the parts, they need both the will and the opportunity to integrate them all.

The Team noted varied levels of resolution in the completed work and varied stages of development in the work-in-progress in the studios we visited. Generally, weaknesses in some projects were not that they were incorrect, but unfinished. This is usually a time problem. The ability to organize project milestones over the full-year of the M1 studios may be of an advantage in fulfilling this Criterion in a single project. The Team considered the body of work beyond Studio 6 and found that while some weaknesses remain for this difficult Criterion, there is sufficient evidence to conclude that students are now able to achieve at the level of *ability* in *Comprehensive Design.*

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 Team found evidence that students are achieving a satisfactory level of *understanding* of *Leadership and Advocacy.*

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:

The Team found evidence that students are achieving a satisfactory level of *understanding* of *Ethics and Professional Judgement*

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:

In response to Team comments in the 2015 report, the Program updated course content. The Team found evidence that students are achieving a satisfactory level of *understanding* of *Legal Responsibilities*.

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:

In response to Team comments in the 2015 report, the Program made curriculum revisions, including changes in both content and instruction to courses affecting SPC B12 & D4. The course material for ARCH 7040 *Professional Practice* now addresses Management of the Project, which includes various types of Construction Project Delivery. The Team found evidence that students are now achieving a satisfactory level of *understanding* of *Project Delivery*.

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:

The Team found evidence that students are achieving a satisfactory level of *understanding* of *Practice Organization.*

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:

The Team found evidence that students are achieving a satisfactory level of *understanding* of *Professional Internship*.

IV. Appendices

Appendix A: Program Information

The following is condensed from the Program's **Architecture Program Report 2017**

Traditional Territories Acknowledgement
The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.
We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.
— http://umanitoba.ca/admin/indigenous_connect/5728.html

1.   Brief History of the University of Manitoba

The University of Manitoba was established in 1877 to confer degrees on students graduating from its three founding colleges - St. Boniface College, St. John's College, and Manitoba College. The University was the first to be established in western Canada.
In 1900 the Manitoba legislature changed the University Act so that the university could do its own teaching, and in 1904 a building in downtown Winnipeg became the first teaching facility with a staff of six professors, all of whom were scientists. By 1929, following the addition of more programs, schools, and faculties, the University had moved to its permanent home in Fort Garry.

From its founding until the present time, the University has added a number of colleges to its corporate and associative body. In 1882 the Manitoba Medical College, which had originally been founded by some practicing physicians and surgeons, became a part of the University. Other affiliations followed: Methodist Church's Wesley College in 1888; Manitoba College of Pharmacy in 1902; Manitoba Agriculture College in 1906; St. Paul's College in 1931; Brandon College in 1938; St. Andrew's College, established to train the ministry for the Ukrainian Greek Orthodox Church, became an affiliated College in 1981.

In 1967 two of the colleges that had been part of the University of Manitoba were given university status by the provincial government. United College, which had been formed by the merging of Wesley College and Manitoba College, became the University of Winnipeg, and Brandon College became Brandon University. St. Boniface College and St. John's College, two of the founding colleges, are still part of the University of Manitoba. St. Boniface College, the Roman Catholic institution which traces its beginnings back to 1818 and the earliest days of the Red River settlement, is the University's only French-speaking college; it offers instruction in French and facilities for the training of teachers who expect to teach in the French language. St. John's College, which dates back to 1820, offers instruction in Arts and Science and among other special programs prepares men and women for the ordained ministry of the Anglican Church.

Thirty-three of the many buildings on the Fort Garry campus of the University of Manitoba are directly used for teaching. Four of these are the homes of colleges: St. John's College, St. Paul's College, St. Andrew`s College, and University College. The remaining buildings contain

special laboratories, administrative and service offices, residences, or they belong to research agencies.

The second campus of the University comprises a complex of nine buildings located west of the Health Sciences Centre between McDermot Avenue and Bannatyne Avenue in Central Winnipeg. This complex houses the medical and dental instructional units of the University. The Faculty of Dentistry, the Faculty of Medicine, the School of Medical Rehabilitation, and the School of Dental Hygiene are the major health sciences units located on this campus.

— http://www.umanitoba.ca/about/history.html
- http://libguides.lib.umanitoba.ca/archives/umanitobahistory/timeline

2. Institutional Mission

MISSION
To create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.

VISION
To take our place among leading universities through a commitment to transformative research and scholarship and innovative teaching and learning, uniquely strengthened by Indigenous knowledge and perspectives.

VALUES
To achieve our vision, we require a commitment to a common set of ideals.
The University of Manitoba values:

Academic Freedom	Equity and Inclusion	Innovation
Accountability	Excellence	Respect
Collegiality	Integrity	Sustainability

— https://umanitoba.ca/admin/president/media/PRE-00-018-StrategicPlan-_WebPdf_FNL.pdf

Strategic Priorities from:
Taking our Place: University of Manitoba Strategic Plan 2015-2020

1. Inspiring minds through innovative and quality teaching.
2. Driving discovery and insight through excellence in research,
scholarly work and other creative activities.
3. Creating pathways to Indigenous achievement.
4. Building community that creates an outstanding learning and
working environment.
6.Forging connections to foster high impact community engagement.

— https://umanitoba.ca/admin/president/media/PRE-00-018-StrategicPlan-WebPdf_FNL.pdf

Strategic Research Priorities from:
The University of Manitoba Strategic Research Plan 2015-2020

The Strategic Research Plan recognizes and supports the importance of a full spectrum of impactful research, scholarly activities and creative works. It also reflects a number of core thematic and signature areas for enhancement.

CORE STRATEGIC RESEARCH THEMES:
1. Arctic System Science and Technology
2. Culture and Creative Works
3. Fundamental Research
4. High Performance Materials, Structures and Processes
5. Human Rights and Social Justice
6. Integrative Research in Health and Well-Being
7. Safe, Healthy, Just and Sustainable Food Systems
8. Sustainable Water Management Systems

SIGNATURE AREAS (established areas of excellence):
1. Arctic System Science and Climate Change
2. Immunity, Inflammation and Infectious Disease
3. Population and Global Health
4. Immunity, Inflammation and Infectious Disease
    — http://umanitoba.ca/research/media/Strategic_Research_Plan.pdf

3.   Program History

The architecture program at the University of Manitoba is the third oldest in Canada, after that of the University of Toronto (founded 1890), and McGill University (founded 1896).

1913: The teaching of architecture at the University of Manitoba begins as a four-year Bachelor of Architecture degree program offered by a Department of Architecture within the Faculty of Arts.

1920: The program becomes a part of the newly established Faculty of Engineering and Architecture.

1933: Post-graduate instruction in architecture is instituted with the degree of Master of Science in Architecture;

1935: The graduate degree is changed to Master of Architecture.

1938: A three-year diploma program in Interior Decoration is established.

1945: The Departments of Architecture and Interior Decoration are combined in the School of Architecture and Fine Arts.

1948: The school is reorganized as the School of Architecture and the curriculum is revised. The professional architecture degree becomes a five-year program; a new four-year Bachelor of Interior Design degree replaces the former three-year diploma program.

1949: A one-year graduate program in Community Planning is established.

1957: Manitoba Legislature approves a grant for construction of a building for the School of Architecture.

1959: The John A. Russell building opens. It is the first curtain wall building in western Canada, and the first building in Canada to be designed exclusively for architecture education.

1963: The School of Architecture is reconstituted as the Faculty of Architecture with two undergraduate departments: Architecture and Interior Design. The postgraduate program in Community Planning is reorganized into a two-year postgraduate program leading to the degree, Master of City Planning.

1966: A three-year degree of Bachelor of Environmental Studies is introduced and becomes prerequisite for: a) a three-year professional program in Architecture, leading to a Bachelor of Architecture degree, and b) a two-year program leading to the degree of Bachelor of Landscape Architecture.

1970: Senate approves a new curriculum leading to the first professional degree, Master of Architecture, which replaces the three-year Bachelor of Architecture program. In the early 1970's a two-year Architecture pre-Masters Qualifying (PMQ) program is established, allowing students with non-design degrees (who also meet admission requirements of the Faculty of Graduate Studies) to enter two years of architectural studies in order to become eligible to apply to the Master of Architecture program. Students wishing to transfer to Architecture with backgrounds from different design disciplines (i.e. Interior Design, Landscape Architecture, etc.) complete one year of Architecture Pre-Master Regular (PMR) studies.

1972: A new curriculum leading to a Master of Landscape Architecture is approved.

1990: An admissions year of 30 credit hours of Arts and Sciences courses becomes prerequisite for entry into Environmental Design. New programs of study in Environmental Studies and Interior Design commence in September 1992.

1994: Senate approves the new curriculum leading to a post-professional degree, Master of Interior Design, a research based degree building upon the first-professional Bachelor of Interior Design.

1992: Senate approves a name change from the Department of Environmental Studies to Department of Environmental Design.

1998: Senate approves a revised program of study for the Master's Program in Architecture.

1998: Senate approves a structural reorganization of the Faculty of Architecture, converting the former Department of Environmental Design to the Faculty of Architecture Program in Environmental Design. The major difference between the old and new programs is the consolidation of ED1 and ED2 into a two-year foundation program of common multidisciplinary study, followed by one-year of specialized study in either Architecture, City Planning, Interior Design, or Landscape Architecture. Entrance requirements to the ED Program are also modified to harmonize with the newly introduced University 1 (U1) Program.

1999: the Master of Interior Design program is introduced, phasing out of the former four-year Bachelor of Interior Design degree program. All of the Faculty's professional programs are now Master level programs. Each Department is responsible for teaching both undergraduate and graduate level courses.

2005: Senate approves the Ph.D. in Design and Planning Program.

2008: The Faculty completes a major Senate-approved restructuring of the undergraduate Environmental Design Program (partially in response to issues raised in the 2004 CACB Visiting Team Report). The restructuring results in a four-year ED program consisting of two years of common 'Foundation Studies' (ED1/ U1 and ED2), followed by two years of pre-professional 'Intermediate Studies' (ED3 and ED4), or 'Option Years,' in which students choose one of three disciplinary streams: Architecture; Interior Environments; or Landscape + Urbanism (shared between Landscape Architecture and City Planning). Architecture students are now exposed to two undergraduate years of disciplinary studies, instead of one. The Architecture Pre-Master Program was also replaced at this time with the Architecture Master Preparation (AMP) Program. Individuals with a previous degree who successfully complete this two-year AMP 1 undergraduate program now receive an Environmental Design degree and are eligible to apply to the Master of Architecture program. Those wishing to transfer to Architecture with backgrounds in different design disciplines (i.e. Interior Design, Landscape Architecture, etc.) complete only the second year of AMP studies (AMP 2) in order to become eligible to apply to graduate studies in architecture.

2016: The Ph.D. in Design & Planning is re-launched, with one student enrolled (after years with none).

4.   Program Mission

The Department of Architecture upholds an architectural education that encourages the intellectual, artistic, technical and professional development of students through exceptional teaching, scholarship and community service in architecture and emerging areas of design education and professional practice. The Department of Architecture supports and builds upon the Faculty of Architecture's Vision, Mission and Tenets and the University of Manitoba's Mission, Vision and Values.

TENETS
1. To foster excellence from instructors and students in an open and equitable teaching and learning environment.

2. To support diverse positions and interests within the Department and with allied disciplines.
3. To foster a learning environment in which faculty research contributes to student education and to a culture of research excellence within the department.
4. To cultivate an aptitude for critical thinking and making in the design studio and related disciplinary studies.
5. To provide students opportunities to determine their course of studies and participate in defining the ambitions of the program and the profession.
6. To empower students to take creative and intellectual risks that lead to discovery, self-actualization, and professional growth.
7. To contribute to interdisciplinary teaching and research within the university and with allied institutions locally and globally.
8. To support a culture of open discourse through collective reviews, public lectures, exhibitions and the dissemination of knowledge both locally and globally.
9. To advance professional perspectives and expertise in the program by engaging local and international practitioners, community groups and industry partners.
10. To advance societal and environmental well-being by preparing our students to take leadership roles in practice and the community.

-http://umanitoba.ca/faculties/architecture/programs/architecture/MissionandTenets.html
(Approved by Department of Architecture Council April 18, 2017)

5. **Program Action Plan**

This action plan is based on nearly three years of departmental discussions, including retreats and focused meetings aimed at addressing specific concerns raised in the 2015 CACB Visiting Team Report, while also pursuing long-standing objectives with renewed leadership and support. During a Department of Architecture retreat on May 18, 2017, specific elements of this plan were drafted, a summary of which was distributed to Department Council on May 23, 2017. The following plan elaborates on agreed points.

The Department of Architecture's action plan is first and foremost to pursue its mission and uphold its tenets. The plan is further framed by four strategic areas:

Student Experience   Human Resources   Research Culture   Connections & Community

Each area has specific goals, each with a corresponding series of supporting actions:

1. **STUDENT EXPERIENCE**

GOAL: **Attract and retain outstanding students.**
Actions

• develop and implement a detailed recruitment strategy for both the graduate and undergraduate/AMP programs. This will involve cooperation with the Faculty and University

to engage regional high schools and grade schools; greater involvement of the Department of Architecture in regional career fairs; and targeted program promotion at national and international levels;
• expand publicity and visibility of the Department of Architecture by promoting student work, faculty research and educational events via the University website, social media, digital and print publications, strategic partnerships, and involvement with national and international forums, including the ACSA;
• continue to promote and disseminate student work: in ArchFolio (the Department's annual digital publication of studio work); Warehouse (the Faculty's award-winning student journal), Network (the Faculty Partners Program journal); the Department and Faculty of Architecture's website; UMToday; the 3-Minute Thesis (3MT) contest; faculty publications; public exhibitions; and other venues;
• encourage and support students, especially thesis students, in submitting their design and research work to national and international competitions and prizes, as well as conferences and publications.

GOAL: **Maintain graduate enrolment of 30 incoming M1 students (grow the graduate program to 60).**
Actions   • implement the recruitment strategies noted above;
• optimize the admissions process, via the following:
• work toward creating an option for automatic M.Arch acceptance for ED-Arch option students with a
high GPA, encourage top ED graduates, where appropriate, to study in our program;
• facilitate online portfolio submission as part of the M.Arch application process;
• work with student services, the Faculty of Graduate Studies and the Department's admission committee to ensure timely review and processing of applications and letters of offer;
• develop guidelines to facilitate review of curricular equivalencies and transfer credits for M.Arch and AMP admissions, to ensure applicants have general and professional studies requirements, including, where applicable, equivalencies to SPC-weighted courses in our ED-Architecture Option years;
• work toward offering teaching assistant and research assistant positions upon M.Arch acceptance;
• continue to offer recruitment awards and scholarships upon M.Arch acceptance;
• continue to develop new award and scholarship opportunities.

GOAL: **Enhance curriculum.**
Actions   • continue to improve delivery, content and scope of current architecture program curriculum;
• enrich graduate topics offerings with faculty research and trans-disciplinary opportunities;
• review and refine architecture program curriculum in response to the anticipated 2018 CACB Visiting Team Report, and the new CACB Student Performance Criteria, which will take effect on the next accreditation cycle 2018-2024;
• implement the ED1 and ED2 curricular refinements recommended by EDPAC, which Faculty Council has already approved (to take effect in the 2018-19 academic year);

• work toward acknowledging the Architecture Option designation on the Bachelor of Environmental Design degree parchment (with EDPAC support, and following University procedures);
• continue and expand the existing online forum for sharing Design Thesis projects: in addition to posting student abstracts and representative images, pursue online posting of Design Thesis books via MySpace, in coordination with the Faculty of Graduate studies;
• coordinate interdisciplinary summer elective offerings to ensure advanced notice to all students and involvement of interested faculty members – develop procedures and advanced deadlines to organize summer offerings in experiential learning, design-build, and field studies;
• facilitate and encourage student involvement in the new Sunday software seminars and "tech Tuesdays" being launched in 2017-18 by the Faculty's CADLab and FABLab – these sessions are intended to advance digital competency so students can critically engage these tools in higher level course work;

GOAL: **Enhance student services and access to information.**
Actions   • provide advanced public postings of all graduate topics offerings and electives, so students can plan their studies, establish research directions, and pursue career goals;
• support students in applying for scholarships and in submitting design projects and research to competitive venues;
• aim to coordinate timetables within the Faculty of Architecture to make it easier for graduate students to take electives within the different allied professional programs;

GOAL: **Enhance professional opportunities.**
Actions   • proceed with the Cooperative Education/Integrated Work Program (Coop/I) and the creation of new EVDS Coop Work Report courses (approved by Faculty Council August 29, 2017; with anticipated implementation in summer 2018);
• review Coop/I work term options specifically for M.Arch students;
• continue and expand support for social events mixing students and professionals, including the annual Meet & Greet (organized by UMAAS); and the Meet Mingle & Mentor event (with Partners Program);
• continue and expand the engagement of regional architects and individuals with experience and expertise in the field as guest critics and lecturers, and continue to encourage interested professionals to participate in such sessions, as well as in the Faculty Year End Exhibition and other cultural events;
• continue and expand organization of focused discussions, reviews and social events between students and visiting professionals who come to Winnipeg as part of the Cultural Events lecture series;
• continue to announce professional work opportunities on the Faculty webpage and expand postings through the creation of a new Coop/I webpage, in conjunction with the Coop Coordinator.

GOAL: **Enhance learning facilities.**
Actions   • proceed with upgrading the design studios and review spaces of the Architecture 2 Building with new furnishings, partitions and presentation panels, via the Teaching Laboratory renewal initiative, to be completed summer 2018
• continue to support the vitality and growth of the CADLab, FABLab, Workshop, C.A.S.T., Architecture2 Gallery, and the Architecture and Fine Arts Library;

GOAL: **Enhance alumni relations.**

Actions   • work with the Faculty's Partners Program and the University's Alumni Relations office to track and celebrate accomplishments of architecture graduates.

2.   HUMAN RESOURCES:

GOAL: **Increase the number of full-time faculty.**

Actions   • proceed with the new hire in process (with a target start date of January 1, 2018);
• initiate procedures to secure at least one additional full-time position. (The Department of Architecture presently has nine full-time faculty members; however, in 2017-18 one member is 100% reassigned, another is on a research-study leave, and two have reduced teaching loads due to administrative duties, leaving six full-time equivalent members for teaching);
• review long-term staffing plans in view of anticipated research-study leaves, administrative leaves, and retirements;

GOAL: **Improve the gender balance of full-time faculty.**

Actions   • make efforts to achieve gender balance among full-time architecture faculty that better reflects the gender balance of architecture students. (The female student ratio has ranged from 31% to 48% over the last 10 years. For the first time on record, the incoming 2017 class will have a majority of female students at 66%. Of the nine full-time faculty members in the Department of Architecture, just two (22%) are female. The last five hires have been male. Whereas our student gender ratio is now among the best in Canada, our faculty gender ratio is among the worse).

GOAL: **Ensure equitable teaching loads and administrative duties.**

Actions   • complete and implement the Faculty's teaching load guidelines, according to 19.A.1.3 of the Collective Agreement (two Faculty Council meetings in 2017 have already made progress toward this goal);
• ensure equitable assignments of administrative duties and committee work;

GOAL: **Improve conditions and support for sessional instructors**.

Actions   • continue to ensure timely posting of sessional positions and support with administrative procedures;
• provide mentoring to first-time instructors;
• provide appropriate office space to sessionals during and in advance of the term;
• wherever possible, provide support for miscellaneous expenses associated with course deliver, including
field trips and supplies;

GOAL: **Support visiting researchers.**

Actions   • maintain and optimize the C.A.S.T. Researcher in Residence Program to include (where appropriate) opportunities for leading workshops, teaching, and/or serving as a guest instructor;
• maintain and optimize other visiting researchers, including doctoral and post-doctoral students; (it must be emphasized, however, that visiting researchers do not replace the need for full-time academic staff).

3. RESEARCH CULTURE:

GOAL: **Enhance research productivity.**

Actions
• continue to support faculty members in diverse modes of meaningful scholarly production, including those described in the Faculty of Architecture's Tenure and Promotion Guidelines: applied scholarship; creative work; professional practice; and research;
• ensure equity among faculty workload, such that teaching and service loads do not hinder research;
• support and advance the integration of faculty research into the curriculum, where appropriate, especially via the framing of topical studios and graduate topics courses;
• foster faculty member's ability to submit competitive research proposals and to secure research funding internally, externally and with Tri-Council agencies: Natural Sciences and Engineering Research Council (NSERC), Social Sciences and Humanities Research Council (SSHRC), and Canadian Institutes of Health Research (CIHR);
• facilitate grant writing assistance;
• develop and expand alignments with UM Strategic Research Priorities (see below),

GOAL: **Develop and expand research collaborations.**

Actions
• continue to advance the reactivation of C.A.S.T. through the Researcher in Residence Program; the Atmosphere: Fabrications symposium, Feb. 1-3, 2018; and ongoing faculty and student research;
• pursue strategic opportunities, including engagement with the University Grants Facilitators for NSERC and SSHRC;
• cultivate trans-disciplinary partnerships within the University of Manitoba to help leverage institutional support for external funding (see the University's Strategic Research priorities listed below);
• continue and expand community research collaborations in and beyond the context of design studios and appropriate coursework;

GOAL: **Enhance research impact.**

Actions
• encourage and support faculty in pursuing research publication opportunities through various appropriate venues, including high quality peer-reviewed journals, conferences and exhibitions;
• continue and expand the publication of Departmental achievements on the Faculty's website and various digital and print publications produced by the Faculty and Department of Architecture;

4. CONNECTIONS & COMMUNITY:

GOAL: **Strengthen and expand meaningful relations with regional stakeholders.**

Actions
• advance relationships with professions, industry and academic partners;
• continue to meet with the leadership of the Manitoba Association of Architects (MAA) on a regular basis and proceed with reactivating the MAA-DoA Strategic Committee;
• develop and expand meaningful interactions already underway with the various arts and architecture organizations, including StorefrontMB, the Winnipeg Architecture Foundation, the Winnipeg Film Festival, the Winnipeg Free Press Café, the regional RAIC representatives, etc;
• develop and expand meaningful interactions with community groups, including Indigenous

communities.

GOAL: **Strengthen and expand collaborations with national and international partners.**
Actions • expand participation in meetings and surveys of the ACSA (the Association of Collegiate Schools of Architecture) to ensure our program is represented in this important North American forum;
• develop and expand existing research collaborations with partner institutions in and beyond Canada;
• develop and expand existing professional collaborations with national architectural associations, including CCUSA, CALA, and RAIC.

MEASURES OF SUCCESS AND TIME LINE FOR EXECUTING THE ACTION PLAN

A number of actions toward the objectives highlighted above have already been initiated within the Department of Architecture. Some curricular refinements have already been implemented (notably in the M1 comprehensive studios – ARCH 7050/7060); others are being implemented in 2017-18 (including improvements to the ED3 drawing class – EVAR 3014). Architecture curriculum enhancements, such as reviewing courses in view of new CACB SPCS, will be discussed during a May 2018 retreat, and by an adhoc committee over the summer of 2018. Several goals noted above are agenda items for EDPAC and/or Faculty Council in the 2017-18 academic year. The Department of Architecture's action plan supports and builds upon strategic priorities established by the Faculty of Architecture and the University of Manitoba. These over-arching priorities are noted below.

FACULTY OF ARCHITECTURE
Strategic Priorities:
1. Enhance student experience.
2. Enhance/support scholarship capacity.
3. Foster connections for teaching and scholarship between departments and programs within the Faculty of Architecture and beyond.
4. Foster community (internal and external).
   – Faculty of Architecture Strategic Plan 2015-2020

http://umanitoba.ca/faculties/architecture/media/DO_Strategic_Plan_FAUM_April_7_2015.pdf

UNIVERSITY OF MANITOBA
Strategic Priorities
1. Inspiring minds through innovative and quality teaching.
2. Driving discovery and insight through excellence in research, scholarly work and other creative activities.
3. Creating pathways to Indigenous achievement.
4. Building community that creates an outstanding learning and working environment.
5. Forging connections to foster high impact community engagement.
   – Taking our Place: University of Manitoba Strategic Plan 2015-2020

https://umanitoba.ca/admin/president/media/PRE-00-018-StrategicPlan-WebPdf_FNL.pdf

Appendix B: The Visiting Team

VOTING MEMBERS

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PROGRAM

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Appendix C: The Visit Agenda

SATURDAY, FEBRUARY 24, 2018

TIME	EVENT	LOCATION	PARTICIPANTS
	Team members arrive and check-in at hotel	Hotel Fort Garry	Team Members
Afternoon			
4:00	Visiting Team Introductions	Hotel Palm Lounge	Team Members
4:30	Entrance Meeting with Associate Dean Lisa Landrum & Department Head Carlos Rueda	Hotel Palm Lounge	Team Members, LL, CR
5:30	Visiting Team Discussion and Assignment of Duties	Hotel Palm Lounge	Visiting Team only
7:00	Dinner – casual, Exchange District	Peasant Cookery	Team only

SUNDAY, FEBRUARY 25, 2018

TIME	EVENT	LOCATION	PARTICIPANTS
Morning			
7:30	Team only working breakfast	Hotel: Broadway Breakfast Room	Team Members only
8:30	Taxis to University	transit	Team Members only
9:00	Orientation with Facilities Coordinator, Laura Kryger (keys, wifi, contacts, etc.)	Arch2 – rm. 225	Team Members, LK, LL, CR,
9:15	Team Room Orientation with Associate Dean Lisa Landrum & Department Head Carlos Rueda	Arch2 – rm. 225	Team Members, LL, CR
10:00	Initial Review of Student Exhibits & Records	Arch2 – rm. 225	Team Members
11:30	Meeting with Faculty Dean Beddoes	Arch2 – rm. 225	Team Members, JB
12:00	Team LUNCH with Program Administrators (Assoc. Head, Head, Dean, and Assoc. Deans)	JAR Fac. Lounge	Team Members, LL, CR, JB, KwB, +LK assisting
Afternoon			
1:30	Break / Team Debriefing Session	Arch2 – rm. 225	Team Members
2:00	Continued review of exhibits and records	Arch2 – rm. 225	Team Members
2:00	Tour of the facilities: CADLab, FABLab, Workshop, Library, CAST.	Arch2, JAR CAST	Team Members, LL and facilities staff: CL, JH, KW, GC, LV.
3:30	Entrance meeting with Architecture faculty	Arch2 Gallery	Team Members, full-time faculty and sessionals
4:30	Casual Viewing of Faculty Exhibition	Arch2 Gallery	Team Members + faculty
5:00	Taxis/Drive to Downtown Reception	transit	Team Members + faculty
5:30	RECEPTION with alumni, MAA, practitioners, faculty, administrators, student reps.	Manitoba Hydro Place Atrium	Approx. 75 guests RSVP list & name tags
7:00	Dinner	The Keg	Team Members only

MONDAY, FEBRUARY 26, 2018

TIME	EVENT	LOCATION	PARTICIPANTS
Morning			
7:30	Team working breakfast with Associate Dean Lisa Landrum & Department Head Carlos Rueda	Hotel: Broadway Breakfast Room	Team Members, LL, CR
8:15	Taxis to UM	transit	Team Members only
ENTRANCE MEETINGS WITH CHIEF ACADEMIC OFFICERS:			
9:00-9:25	Team Meeting with Janice Ristock, Provost and Vice President (Academic).	Arch2 – rm. 225 Team Table	Team Members Janice Ristock
10:15-10:45	Team Meeting with Vice-Provosts: Todd Mondor, Graduate Studies; Jeff Adams (for Susan Gottheil), Students; David Collins, Integrated Planning & Academic Programs	Arch2 – rm. 225 Team Table	Team Members Todd Mondor, Jeff Adams, David Collins
11:00-11:30	Team Meeting with Vice-President (Administration) Lynn Zapshala-Kelln and Associate VP (Admin) Andrew Konowalchuk	Arch2 – rm. 225 Team Table	Team Members L. Zapshala-Kelln A. Konowalchuk
11:30	Team debriefing	Arch2 – rm. 225	Team Members
12:00	Team LUNCH with Student Representatives	JAR Fac.Lounge	All Team Members and 15 M.Arch & ED.Arch-Option reps (list below).
Afternoon			
1:30	Observation of Architecture Design studios (all M.Arch & ED.Arch Options		
3:00	School-wide Entrance Meeting with Students	JAR Room 211	Team Members; All Arch Option Students ED3/4; AMP1/2; M1/2 (up to 135 students)
4:30	Debriefing Continued review of exhibits and records	Arch2 – rm. 225	Team Members
tbc	Taxis to Hotel	transit	Team Members
7:00	Team Dinner	East India Co.	Team Members Only
	Debriefing session	Hotel	Team Members Only

TUESDAY, FEBRUARY 27, 2018

TIME	EVENT	LOCATION	PARTICIPANTS
Morning			
7:30	Team working breakfast	Hotel: Broadway Breakfast Room	Team Members
8:30	Taxis to UM	transit	Team Members
9:00	Continued review of exhibits & records - Review of general studies, electives & related programs	Arch2 – rm. 225	Team Members

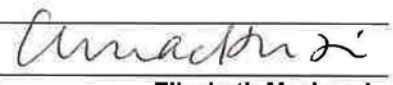|			
9:00	Meeting with ED Program Chair Karen Wilson Baptist	Arch2 – rm. 225	Team Members, KwB
9:45	Meeting with Administrative Support Staff a) Admin and Human Resource support: P.Alexiuk; M.Brown; L.Kryer; B.O'Reilly ; T.Sim	JAR – rm. 211 Partners Office	Team Members, PA, MB, LK, BoR
10:30	Meetings with Administrative Support Staff b) Student Services: Y. Halden; C.Johnson; C.Klekta; D.Mamott	JAR – rm. 212 Partners Office	Team Members YH, CJ, CK; DM; TS
11:15	Team debriefing and continue exhibits review	Arch2 – rm. 225	Team Members
12:30	Team LUNCH meeting with Faculty Members	C.A.S.T. mezz	Team Members + Full- time faculty & sessionals
Afternoon			
	Meeting with Dr. Alan Tate Meeting with Prof. Lynn Chalmers Meeting with Prof. Richard Milgrom	Dept. office Dept. office Dept. office	DT DT, CM
1:30	Complete review of Exhibits and Records and Team deliberations	Arch2 – rm. 225	Team Members
5:00	Taxis to Hotel	transit	
6:00	Team only Dinner	Hotel	Team Members Only
	Accreditation deliberations and drafting the VTR	Hotel	Team Members Only

WEDNESDAY, FEBRUARY 28, 2018

TIME	EVENT	LOCATION	PARTICIPANTS
Morning			
7:45	Team breakfast w/ Lisa Landrum & Carlos Rueda, where VTR results were presented	Hotel: Broadway Breakfast Room	Team Members; LL, CR
9:15	Check out of the hotel / Transit to UM		
9:45	Exit meeting w/ Dean Beddoes	Arch2 - rm. 225	Team Members; JB,
10:30- 10:55	Exit meeting with Provost: David Collins (for Janice Ristock), and Todd Mondor, .	Arch2 – rm. 225	Team Members; D.Collins, T.Mondor
11:30	Team de-briefing	Arch2 – rm. 222	Team Members Only
	Team Lunch	The Forks	Team Members
	Visiting Team Member departures		

V.   Report Signatures

Dale Taylor, *Team Chair*
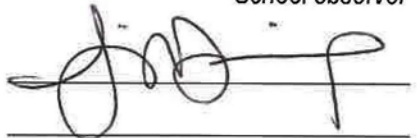*representing the educators*

Marie-Paul McDonald
representing the educators

Elizabeth Mackenzie
representing the practitioners

Olivier Vallerand
representing the practitioners

Carrie McMath
representing the Interns

Douglas Ruth
School observer

Simon Di Vincenzo
CACB observer