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Architecture Program Report

Master of Architecture Program

Laurentian University_2023

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The text in this document is presented in two different colors:

- **Black** for the Conditions for Accreditation requirements
- Gold for the Program's responses to the Conditions for accreditation

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I. Introduction • CACB Accreditation

The CACB is a national independent non-profit corporation and is the sole organization recognized by the architectural profession in Canada to accredit professional degree programs in architecture that are offered by Canadian universities.

Professional accreditation of a Program means that it has been evaluated by the CACBand substantially meets the educational standards that comprise, as a whole, an appropriate education for an architect.

The Accreditation process is governed by the Conditions and Procedures for Accreditation, (current Edition 2017). PDF copies can be obtained at https://cacb.ca/accreditation/

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

For more information on the CACB, please refer to the website at: www.cacb-ccca.ca

III. The Program Report

1. Introduction to the Program

1.1 Program Identity and Mission

Accreditation requires an understanding of the specific scholastic identity and mission of the Program. The APR must:

- include a summary of the Program's identity, uniqueness, strengths, and challenges;
- include the Program's current mission statement, the date of its adoption or revision, and the date of its endorsement by the institution (if such a statement and objectives do not exist, the program's plans for completing one must be outlined);
- and demonstrate that it benefits from and contributes to its institutional context, including the program's academic and professional standards for both faculty and students; the interaction between the Program and other programs in the institution; contributions by the students, faculty, and administrators to the governance as well as the intellectual and social life of the institution; andcontributions of the institution to the Program in terms of intellectual and personal resources.

1.1.1. Include a summary of the Program's identity, uniqueness, strengths, and challenges;

The identity and unique features of the McEwen School of Architecture are publically shared on our website: https://mcewenarchitecture.ca/identity/

Strengths of the Program:

1) an emphasis on hands-on learning for direct experience;

2) a comprehensive co-op education program bridging between the School and the profession; 3) a program providing leadership in Indigenous Design for all students;

4) a curriculum that offers bilingual (French and English) studio options while celebrating Francophone culture;

5) a growing expertise in wood design given our geographic location; and

6) community-based design that is responsive to northern communities.

All six of these areas can be considered as our primary areas of strength, while recognizing the unique challenges they all present (see 3.1 Program Self-Assessment for further evidence of our successes and challenges in these areas).

It is also notable that while our relatively remote location in a mid-sized city presents its own challenges, the City of Greater Sudbury has also presented immense possibilities for the school to further develop our pedagogical strengths. We have relatively easy access to the outdoors for land-based learning, including our own designated area of forest on the Laurentian University campus. Furthermore, the relatively small population of Sudbury (160,000) creates significant opportunities to engage with local and regional communities, including the Mayor and Council at the City of Greater Sudbury and the regional First Nations, while providing students with

affordable living conditions and a walkable downtown environment to learn in.

Lastly, the McEwen International Advisory Board (MIAB) and the generous gift by Rob and Cheryl McEwen, provide the program with a substantial opportunity to further develop specific aspects of our program, for example funding experiential learning, scholarships for students and initiatives that support the MSoA. (see 3.9.3 The McEwen International Advisory Board).

Challenges:

There have been three sets of challenges for the McEwen School of Architecture:

1- Infrastructural and Institutional;

2 - COVID (winter 2020 - winter 2022); and

3 - Laurentian University enacting Companies' Creditors Arrangement Act (CCAA) (February 2021 - November 2022)

1 - Infrastructural and Institutional Challenges:

The University projected a School that will house up to 400 students over our 6 year combined program (280 BAS + 120 MArch). Our growth projections were exceptionally high from the University, and with very little attrition considered, so we are constantly being told that our enrollment numbers are not meeting projections. We currently have approximately 300 students with small increases annually, but we may not reach 400 for a number of years. Related to this, the graduate Program numbers were projected at 60 students per year, whereas 40-45 per year would be at the upper limit with respect to the number of current full-time faculty and available spaces in the MSoA building

Our staff complement is low. This results in faculty taking on more administrative tasks than in a normal situation, which impacts the amount of time to pursue research. Currently MSoA needs, and does not have a full-time Digital Fabrication Technologist, a Community Outreach and Communications staff member, an IT specialist and ideally MSoA would benefit from having a graduate Administrative Assistant and second (dedicated) Co-op Coordinator. Up until 2021 MSoA did have a dedicated IT specialist, who has not been replaced and MSoA has hired a Digital Fabrication Technologist on a part-time basis. The positions noted above were approved in original planning of MSoA, and are needed.

MSoA needs more full-time faculty. Since 2021 three full-time faculty members have resigned and one retired. In 2023 MSoA was able to hire one full-time faculty member, and one Limited Term Appointment (1 year) faculty member. In the coming year(s) MSoA needs more full-time faculty hires to adequately support teaching in the BAS and MArch and supervising MArch theses.

MSoA also still struggles because it does not have a full-time librarian. Historically, MSoA had a full-time, tenure-track Librarian from 2013 until she left at the end of 2018.

After a gap (of the 2019 winter term), a Limited Term Appointment full-time librarian was hired in May 2019, which ended November 2020. From November 2020 to August of 2021, the MSoA did not have a Librarian. In the fall of 2021 and winter 2022, a University Liaison Librarian was assigned to MSoA one day a week. In the fall of 2022 to winter 2023 the University hired a Sessional Librarian to work part-time [10-12 hours a week] at the MSoA library.

To date, we do not know the future of how the MSoA library will be supported with a Librarian. The gaps in 2019, 2020, 2021, 2022 and currently, unfairly burden the full-time Library Assistant who has worked at MSoA since 2016. The Library Assistant has proactively helped to create 'work-study' positions for architecture students to work in the library and extend operational hours.

MSoA needs a building manager (or an individual partially dedicated to this specifically), as MSoA is located in a separate and downtown campus. There are ongoing building issues that often, unfairly, fall on the shoulders of the Director and the Administrative staff such as: custodial issues, maintenance issues, building performance issues and security.

2 - COVID Challenges:

COVID caused immense challenges for our Program as our curriculum is based on hands- on learning and community-based projects. We ended our Winter 2020 term remotely. The Fall of 2020 and Winter of 2021 all courses were taught remotely and the school effectively ran remotely as the University only allowed professors limited access to their offices with extensive approvals. The disruption compromised faculty member's ability to teach, and research. In addition to this, faculty were expected to convert and deliver courses to function for remote learning which meant acquiring and learning new digital software and platforms with a short turn-around.

In the fall of 2021, at the initiative of the Director and feedback from student polls, all MSoA Studios were allowed in-person learning. This was an exceptional case within the University but responded to student demand and the need for in-person experiential learning. All other (lecture) courses were taught remotely.

Laurentian University enacted absolute requirements of students, staff and faculty to be COVID vaccinated in the fall of 2021. The SEA Interim Dean at the time was tasked with un-enrolling all students who did not comply, this affected a handful of MSoA students.

In the Fall of 2022 teaching 'returned to normal', meaning that all courses were taught in-person and the vaccination requirement was lifted. All experiential activities have resumed including design-build, design-making and travel for field trips in all studios. Focussed attention has been given to the cohorts who missed some of these activities during the COVID years (fall 2020-winter 2022) to ensure each student receives a fulsome education.

3 - Companies' Creditors Arrangement Act (CCAA) Challenges:

In the Winter of 2021 Laurentian University began official court proceedings for a restructuring to be undertaken pursuant to the Companies' Creditors Arrangement Act (CCAA), and all budgets, including professors' research funds from outside sources and the McEwen endowment, were frozen. https://laurentianu.info/ McEwen School of Architecture suffered greatly as the allocated

funds for running the program were greatly reduced and micromanged. This remained in effect until the University emerged from CCAA in late 2022. Running a program with limited funds, no access to the McEwen endowment, reduced faculty and staff (some resigned or took leave during this stressful time) was a Herculean challenge for those remaining.

In 2021 and 2022, the Patrons for MSoA, at the request of the Director, kindly made a direct donation to MSoA to cover scholarships and costs for experiential learning (such as design-build materials) in the various studios. As well, donations were made from many members of the community for the studios, awards and bursaries.

The negative publicity of CCAA and the complications of COVID resulted in a dramatic reduction in enrollment. Our incoming cohorts in the undergraduate program have not recovered since. To date, international students struggle to have visas completed in time to start the academic year. However, the incoming cohorts for the graduate MArch program in 2022 and 2023 are of the highest in the history of the school, directly due to the positive publicity of gaining CACB Initial Accreditation in 2021.

Laurentian University exited the CCAA process at the end of November in 2022.

https://laurentianu.info/lu-successfully-exits-ccaa-process/

The Winter of 2023 marked a return to access to McEwen endowment funds, and awards and bursaries were paid out again, as was support for experiential learning and studios. Faculty also regained partial access to research funds.

The faculty and staff at MSoA continue to proactively work above and beyond to ensure quality education and diverse opportunities are present for the students, with continued support from the Patrons and members of the community. However, regaining trust from the Administration of the University is an on-going process, new Administration now leads the University since CCAA ended and it is hoped that going forward more support will be given to MSoA to be properly staffed and resourced.

1.1.2 include the Program's current mission statement, the date of its adoption or revision, and the date of its endorsement by the institution (if such a statement and objectives do not exist, the Program's plans for completing one must be outlined);

Current Mission Statement:

In August 2020, the MSoA School Council ratified our Constitution, which includes the following Mission Statement, adapted from the existing precedents, as the first to be officially endorsed by the Program itself: 'Hurry slowly… Hâtez-vous lentement… Mino- Piiskan Ezhaayin'.

The mission of the McEwen School of Architecture (MSoA) is, first and foremost, to educate succeeding generations of architects to engage with communities in the design of sustainable buildings within the geographic and cultural context of the North. Through this process of exploration and discovery, the school fosters an ongoing dialogue with its civic and academic community so that ideas about sustainability reflect emerging realities.

Supplementary Information to Current Mission Statement:

The MSoA applies the lessons learned in the North in ways that inform a reciprocal relationship between the local and the global, and places pedagogical emphasis on social engagement, community design, cultural identity, sustainability, Indigenous perspectives, design-build and

craft, technology and fabrication and wood construction.

The MSoA grounds itself in shared values of RESPECT, INCLUSION and COMMUNITY. The Program reaches beyond Laurentian University's tricultural mandate (Indigenous, Francophone and Anglophone), further emphasizing diversity and equity as central to our Program.

The Program Mission statement was never a requirement from the University. The initial Project Steering Committee, Chaired by Laurentian University VP Administration, Carol McAulay, wrote an "LAL Sustainability Manifesto" in May of 2012, as a guide for the design of the building and the Program at the same time. The following LAL manifesto paragraph was the only "Project Mission Statement" formally endorsed by the University prior to the School opening in 2013:

The mission of the Laurentian School of Architecture (LAL) is, first and foremost, to educate succeeding generations of architects to engage in the design of sustainable buildings and communities within the geographic and cultural context of the North. Through this process of exploration and discovery, the school shall foster an ongoing dialogue with its civic and academic community so that ideas about sustainability reflect emerging realities. (May 2012 - LAL Project Charter).

In October of 2016, as the Graduate Program was approved in Ontario by the Quality Assurance Council (QAC), we then wrote a Mission Statement that describes the Master of Architecture Program. We have used this statement also for recruiting and to guide our Program's Strategic Plan goals outlined the following year, in 2017:

The Master's degree in Architecture (MArch) is unique in Canada. The Program draws heavily upon the study of northern community needs coupled with an integrated approach to building systems for northern climates. Building with wood, design for climate change and digital fabrication are three areas of study for advanced graduate work, including a final design Thesis. The Program length is two-years, with continued focus on experiential learning through design-build and community-design projects. Design Studio options include 'Architecture and Craft,' 'Indigenous Design' or 'Community Building.' Two terms are devoted to Co-operative education, placing students in design related offices locally, nationally and internationally. Specialized research is presented through research seminars while professional practice is emphasized through Co-operative education and an advanced course in architectural practice. Courses on fabrication further expose students to the relationship between architecture and industry through making. A design Thesis forms the spine of the second year. Design courses (including Thesis) and Co-operative placements are offered in both French and English.

The Program strives to become recognized nationally for Indigenous Design at the graduate level. Indigenous worldviews and knowledge are present throughout the Program, delivered in particular courses and through various community settings. The knowledge and skills gained in the professional program prepare students to enter into the profession of architecture. Graduates can expect to find employment as intern architects or enter into a variety of related design fields including urban design, community planning, sustainable design, environmental design, or digital fabrication. (October 2016 - Ministry of Education) This statement is on the QAC website (www.oucqa. ca) and we have used it widely to discuss the overall Program. This statement also guided our most recent MSoA Strategic Plan Goals. We have not officially produced a formal Mission Statement for the BAS Program, however, each year LU publishes its Viewbook for recruiting, where we present the following text:

Begin the process of lifelong learning in a tricultural program that is unique in Canada and build a portfolio of exciting and innovative design-build projects. Experience a unique architecture program, which highlights design and culture for Northern Ontario with an emphasis in developing expertise in wood and sustainable materials. Focus on design, culture, technology and professional practice and enjoy courses on the main Laurentian University campus, and at the McEwen School of Architecture, Laurentian's downtown satellite. Challenge your creativity through the application of practical building solutions for northern climates, taking into account cultural sensitivities, diverse histories and community profiles. (LU Viewbook 2020)

Mission at MSoA;

The Project Mission, from the School of Architecture's "Project Charter" (2012), stated:

The Laurentian University School of Architecture, or, Laurentian Architecture Laurentienne (LAL), is the first new architecture school to open in Canada in over 40 years. LAL will become a ground-breaking academic institution that, through activism, research, and engagement, will develop new knowledge and innovation positively altering the way people of northern communities live, learn and grow.

The Project Steering Committee also engaged in writing the "LAL Sustainability Manifesto" to guide the design of the building as well as inform the School's pedagogy (See 1.1.3 above). That document grew out of the mission statement above.

In August 2020, the MSoA School Council ratified our Constitution, which includes the following Mission Statement, adapted from the above precedents, as the first to be officially endorsed by the Program itself: Hurry slowly… Hâtez-vous lentement… Mino- Piiskan Ezhaayin...

The mission of the McEwen School of Architecture (MSoA) is, first and foremost, to educate succeeding generations of architects to engage with communities in the design of sustainable buildings within the geographic and cultural context of the North. Through this process of exploration and discovery, the school fosters an ongoing dialogue with its civic and academic community so that ideas about sustainability reflect emerging realities.

The philosophy of our Program is founded upon pride of place and a culture of caring. We are inspired by the resiliency of northern people and the unique beauty of the northern Ontario landscape. Applying the lessons learned in the North in ways that inform a reciprocal relationship between the local and the global, we place pedagogical emphasis on social engagement, community design, cultural identity, sustainability, Indigenous perspectives, design-build and craft, technology and fabrication and wood construction.

The MSoA grounds itself in shared values of RESPECT, INCLUSION and COMMUNITY. TheProgram reaches beyond Laurentian University's tricultural mandate (Indigenous, Francophone and Anglophone), further emphasizing diversity and equity as central to our Program.

1.1.3 and demonstrate that it benefits from and contributes to its institutional context, including the Program's academic and professional standards for both faculty and students; the interaction between the Program and other programs in the institution; contributions by the students, faculty,

and administrators to the governance as well as the intellectual and social life of the institution; and contributions of the institution to the Program in terms of intellectual and personal resources.

The University's new strategic plan has not been released yet, as it is being developed to address the new changes in the University, post-CCAA. MSoA aligned well with the previous strategic plan:

The Laurentian University Strategic Plan Imagine 2023 (2018-2023) which identifies the strengths of the University as follows:

- *Indigeneity: Laurentian University will be a leader in the process of reconciliation through transformative post-secondary education and research*
- *Francophone cultures and language: Laurentian University will be a catalyst for vibrant Francophone cultures and communities across Ontario and beyond.*
- *Interdisciplinarity: Laurentian University will create interdisciplinary knowledge to offer compelling solutions for society's complex challenges.*
- *Mining and environmental sustainability: Laurentian University's expertise in mining and environmental stewardship will drive knowledge creation, economic prosperity, and ecological sustainability, locally, nationally, and internationally*
- *Well-being: Laurentian University will provide innovative solutions to address particular health concerns and the general well-being of the North and its populations.*

Furthermore, the previous LU Strat Plan states the following 5 core values shared by the institution:

1) *The North inspires us,*
2) *Student success is our success,*
3) *Teaching and Learning define us,*
4) *Curiosity drives our Research, and*
5) *Relationships are our priority.*

All 5 outcomes of the first listed value - "The North Inspires Us" - relate directly to the MSoA Program objectives listed above:

We will enhance our relationships with municipalities, agencies, organizations, First Nations, and Indigenous communities, with a coordinated approach to creating beneficial initiatives for the North.

As noted, we have already partnered with many First Nations communities in northern Ontario and Quebec, and other municipalities in our region. Assistant Professor Steven Beites, is working on a cross-disciplinary collaboration between robotic engineering and architecture units; the research explores the development of a robotic mobile construction platform capable of automating the in-situ construction of prefab bio-based assemblies, as a means to increase the housing stock while decarbonizing the built-environment.

2) We will demonstrate our ongoing commitment as champions of French cultures and language,

by offering and resourcing vibrant programs and services in French.

As discussed, we have been developing ways to enhance our Francophone experience in the School from its inception.

Guest scholar Jean-Bruno Morisette joined the School as a Sessional instructor in 2019 to pursue a research project while in our community. We will be pursuing a Visiting Francophone Scholar position based on this model in future years.

We have appointed Louis-Pierre Bélec, as a Limited Term Appointment teaching Francophone studios for 2023-2024, we plan that the next full-time tenure-track hire is Francophone to fill this important need.

3) We will incorporate a holistic approach to wellness in our everyday practices as we embrace the beautiful natural environment that our campus offers, informed by the Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).

In June 2019, the University designated approximately 34 hectares of land surrounding Bennett Lake on Laurentian University property, specifically for use by the MSoA as an Outdoor Research and Teaching Site. This site has now begun to be used for land- based teachings and a site for hypothetical projects in second-year studio, and there are plans for the School to teach about sustainable forestry practices by selectively harvesting and milling wood from this site for future Design-Build student projects.

Central to our student experience is providing opportunities to engage with the northern Ontario landscape such as canoe trips, snow shoeing, ice skating on Ramsey Lake, site analysis in local areas such as Kivi and Rotary Parks, working on design- build projects outdoors, and field trips throughout the region.

4) We will be a hub for arts and culture, increasing awareness of the artistic and cultural contributions of Indigenous, Franco-Ontarian, and other Northern artists.

Our annual student-led Nuit Blanche event has become one of the premier winter arts events in the region. This exhibits the talents of our students and faculty to our greater community while bringing in other talented artists from the city and beyond.

Our faculty and students have participated in the design stage for the Place des Arts (a new downtown Francophone arts complex) right across the road from the MSoA on Elgin Street. This will further strengthen our Francophone links.

Our faculty and students have consistently contributed to exhibits at the Galerie du Nouvel Ontario and have collaborated with the Théâtre du Nouvel-Ontario.

Students and faculty have contributed to the annual Up Here Festival celebrating the arts. The MSoA has been a partner for the festival multiple times, offering the use of our building for assistance with installations, pop-up concerts and accepting a new sculpture on our property in 2019 as part of the festival.

5) We will equip graduates to practice, teach, and contribute as employees of choice in francophone, rural, and Indigenous contexts, throughout the North and beyond.

Our curriculum has enabled our students to work on Co-op placements in northern cities such as Yellowknife and Iqaluit. Patrick Stewart and Alfred Waugh (Formline Architecture) have hired our students to work on various Indigenous projects in their firms.

We have a high graduate employment rate both regionally, provincially, and beyond, demonstrating the perceived value of our curriculum to contemporary architectural practice. Please see Appendix N for our Co-op Program statistics.

Meanwhile the following Outcomes (13 of the 23 in total) also directly relate to our Program:

6. Laurentian students in all faculties will benefit from enhanced leadership development and experiential learning across the institution, in community and industry settings, as we will double the number of work and experiential learning opportunities. (Student Success is our Success)

The Co-op Program is unique in the University and in relation to other schools of architecture in the country. We have more students enrolled in Co-op placements than any other program on campus.
8. Laurentian students will become more familiar with Indigenous ways of being and principles of reconciliation through various aspects of campus culture. (Student Success is our Success) See "Indigenous Contributions to the MSoA" in 1.1.1.

We will be a national leader in Indigenous education because of expanded Indigenous curriculum offerings across all faculties. (Teaching and Learning Define Us)
See "Indigenous Contributions to the MSoA" in 1.1.1.
We will demonstrate support for our vibrant high-quality accredited programs by providing the appropriate resources to meet external accreditation requirements. (Teaching and Learning Define Us)

This is the process we are engaged in with this APR:

We will undertake culturally appropriate research that enhances mino-bimaadiziwin and wellness among Indigenous peoples and other northern populations. (Curiosity defines our research)

Dr. Émilie Pinard has been a co-researcher for a number of years in the "Living in Northern Quebec: Mobilizing, Understanding, Imagining an Interdisciplinary Research Partnership" (http://www.habiterlenordquebecois.org/), which has as its research subject the culturally appropriate and sustainable planning of Innu and Inuit habitats. She is a UNESCO Chair and scholar.

Former MSoA professor (2013-2022) Dr. David Fortin has worked with the National Research Council of Canada to coordinate a community-led housing design process for communities in four remote northern locations (NWT, BC, Manitoba, Ontario), working with 4 different Indigenous architects, as well as acting as a mentor and architect for the "Indigenous Homes Innovation Initiative" administered by Indigenous Services Canada. His earlier SSHRC-funded research project explored appropriate design approaches informed by Métis culture in the Canadian prairies.

Dr. Tammy Gaber's SSHRC-funded research explored how Muslim culture and mosque design intersect with northern landscapes in an important exploration of evolving cultural conditions in northern Canada. This led to a published book and several exhibitions. We have made a new appointment of Amina Lalor as an Assistant Professor to teach indigenous courses, including design studio.

18. We will influence global audiences with our research and expertise in environmental stewardship of water and land. (Curiosity defines our research)

In September 2019, the MSoA hosted an "International Wood Educators Conference." The conference assessed the varying approaches to wood construction education in Canada and Europe. Presenters came from across Canada, England, Austria, Switzerland, and Norway. The conference looked at teaching by making through experiential, hands-on, design build courses and projects; teaching by design through architecture Design Studio pedagogies; teaching by the book through lecture courses in architecture and engineering; and teaching by example through case studies of projects by practitioners. Presentations showcased innovative and experimental pedagogies spanning timber structures and craft from the fundamental to some of the world's most contemporary digital fabrication methods. The conference was organized by Master Lecturer Randall Kober with the support of WoodWorks Ontario, FedNor, and the Mass Timber Institute.

Our LU Outdoor Research and Teaching Site at Bennett Lake in Sudbury will provide a unique opportunity for our Program to demonstrate environmental stewardship through actively caring for our University's forest while harvesting material from it and building with it.project Professor Randall Kober has been taking students to camp and work within the forest identifying and sourcing wood for the Sagamok pedestrian bridge project.

20. We will be leaders in sustainable community development because of our contributions to social innovation and policy research. (Curiosity defines our research

We already have established leadership in this area through research initiatives by Profs. Pinard (UNESCO Chair) and Fortin through their work with Indigenous communities. Prof. Fortin has worked with members of the RAIC Indigenous Task Force and Joseph Kunkle of MASS Design group (USA) to advise Indigenous Services Canada on how to foster Indigenous-led housing design processes within government-funded programs.

Dr. Tammy Gaber's research into gender and cultural space, with an expertise in Mosque design, is also providing leadership in social design questions, while other faculty members such as Dr. Kai Mah (SSHRC- funded research creation project on the topic of Democratic Early Childhood Development) based on his current work in South Africa.

Dr. Terrance Galvin is the lead researcher for LU's role in a SSHRC Partnership Grant entitled "Quality in Canada's Built Environment: Roadmaps to Equity, Social Value and Sustainability". The grant period is from 2022-27, and the pan-Canadian consortium will redefine what constitutes 'quality' in the built environment. The MSoA's research focus is on social prosperity and material culture for the North, and will involve both undergrad and graduate students as researchers. Other MSoA faculty involved in the resBohdanaearch project include Dr. Thomas Strickland and Shannon Bassett.

21. We support the Truth and Reconciliation Commission "Calls to Action" and will respond by creating a task force to identify priority actions, beginning by offering cultural safety training and opportunities to learn the Anishnaabemowin language to faculty, staff, and students. (Relationships are our Priority)

Our Elders and Knowledge Carriers-in-residence program provides the MSoA with cultural guidance on how to move forward in a positive way towards reconciliation. Our Indigenous Faculty have taught a range of subject material including a broad range of Design Studios and Professional Practice.

In 2020, MArch Thesis student, Jessica Haire, did her design thesis with direct reference to particular "Calls to Action" from the TandR document.

In 2020, MArch Thesis student, Bohdana Chiupka-Innes, did her design thesis on the master plan for her northern community of Moose Cree, called 'Healing the Land,' and upon graduation has earned grants and is employed to continue this work. https://www.timminstoday.com/local-news/award-winning-architecture-intern-wants-to-start-a-coversation-6890025

Several other MSoA students have completed thesis work in areas of FNMI research and design either as self-identified group members or as non-Indigenous collaborative allies.

Many of the other listed Outcomes also relate to our School's aspirations and current program delivery (enhanced student experience through donations, increased inclusion and diversity, and efforts to promote student health and wellness).

Laurentian University Academic Plan - 2020-2024

The second relevant University document that demonstrates our alignment within our institutional context is the Laurentian University Academic Plan (2020-2024). Of the 12 key goals identified by the Academic Plan, the following 10 are directly related to the MSoA Program structure and projected growth:

Strategic Development of Academic Programs:

Build and support flexible innovative and timely academic programs that provide the foundation needed by our graduates to become productive critically engaged members of society (supported through our Institutional Quality Assurance Program (IQAP) and accreditation processes).

Enrich our French language programming.

Enhance our bilingual opportunities.

Enhance our Indigenous programming and support the success of our Indigenous students. Drive the development of interdisciplinary opportunities at the course and degree level. See points listed in Imagine 2023 Strategic Plan Outcomes above.

Student Success and Retention:

6. Attract and retain graduate students through strategic growth of attractive and competitive thesis-based, course based, and professional graduate program offerings.

7. Become a destination of choice for international students. Our MArch Program is currently projected for incremental growth and we expect to be able to recruit more international students

through the introduction of our Qualifying Year program and expanded web presence in future years.

Support for Faculty Members in the Continued Development of Innovative Pedagogies 8. Grow research, scholarship and associated creative activities within our high-quality academic programs and translate their outcomes into productive benefits for society.

Alignment with External Opportunities and Stakeholder Priorities

Strengthen experiential learning and leadership development opportunities.

See points listed in Imagine 2023 Strategic Plan Outcomes above.

University Contributions to and from the MSoA:

In order for the MSoA to achieve our goals, as aligned with the priority areas for our institution, requires constant interaction and collaboration with the University at large. In terms of University governance, we have faculty and student participation in various Faculty and University committees, such as the following:

The MSoA Director sits on the Faculty of Science, Engineering and Architecture (SEA) Executive Committee, the SEA Faculty Council, the LU Leadership Group, as well as relevant ad-hoc committees such as the COVID-related decision- making committees during the Winter and Summer semesters of 2020.

Faculty members currently sit on the SEA Curriculum Committee and the SEA Conseil des programmes en français

Faculty and students sit on the SEA Student Appeals Committee

We currently have faculty representation on LU University Senate, as well as the LU Health and Safety Committee

We have had faculty representation on the Laurentian University Faculty Association (LUFA) We have previously had faculty representation on the LU Academic Regulations and Awards Committee and CELP (Council of English Language Programs)

The Graduate Coordinator sits on the LU Graduate Council

We have had faculty representation with the LU Maamwizing Indigenous Research Institute on campus

The Dean's Office, in particular, works closely with MSoA faculty and staff to administer the operations of the school. We have also maintained good communications directly with the interim Vice President Academic's office, for those items needing more institutional support or attention.

In terms of intellectual and social life of the institution, we have always maintained a collaborative spirit with our university colleagues. MSoA faculty have served as Thesis review/exam chairs for the Faculty of Graduate Studies and have provided guest lectures to non-architecture courses. Our students have enlisted non-MSoA professors to serve as second Readers on their MArch theses. As evidenced in our comprehensive list of guest lecturers and letters of support from our LU colleagues, we have had many LU professors engage with our students through guest

lectures and studio reviews throughout the 10 years of the Program (see 3.4.6.1). Similarly, our faculty have collaborated with university colleagues on various research projects and university initiatives (for example the building of the wigwam on campus and hosting a student-led powwow at the school in 2018). The MSoA's downtown location has also become a popular destination for University events. We have also a number of non-architecture students approved to take some of our lecture courses in the BAS program.

1.2 Program Action Plan and Objectives

The APR must include:

- The Program's action plan and objectives developed in accordance with institutional norms; and
- Its measures of success and a timeline for executing the plan.

1.2.1 the Program's action plan and objectives developed in accordance with institutional norms; and In the Spring of 2023, the MSoA School Council met in a retreat to develop and vote in the new MSoA Strategic Plan Goals 2023-2028.

The Following text was co-written and unanimously supported by MSoA Faculty at the retreat:
"Building upon our existing pillars of Respect, Inclusion, and Community, by 2028, the McEwen School of Architecture aspires to:
Ensure that the MSoA is a recognized centre of architectural education, research, and professional training in the north, committed to CACB accreditation standards, that produces future leaders with regional, national, and international impact. Cultivating our visibility and strong reputation, we aim to increase numbers of applicants, strong partner relationships, and co-op placements;
Maintain, expand, and promote our culture of environmental stewardship, ecology, and sustainability in design;
Reinforce our circular material culture
Develop stewardship and sustainability in our MArch curriculum
Maintain, expand, and promote our culture of making and design-build at all scales;
Grow our experiential learning initiatives and foster research opportunities ·
Expand design-build initiatives
Establish a mobile workshop to ensure geographic mobility
Initiate knowledge sharing and continuity

Maintain, expand, and promote our comprehensive architectural pedagogy and research in wood building materials and technologies;

- *Support and develop our Wood Institute and integrate it into our curriculum and research*
- *Expand wood initiatives*
- *Reinforce teaching and research within Laurentian University's forest*
- *Secure additional space to support pedagogy, research and fabrication*

Strengthen our capacity for community engagement through design with local and remote northern partners;

- *Establish community design processes within the curriculum*
- *Continue, establish, and mobilize new partnerships in the north and with Indigenous and francophone communities*
- *Initiate knowledge sharing and continuity*

Centre Indigenous worldviews and land-based practices as foundational values in architectural education;

- *Increase and support recruitment of Indigenous faculty and students;*
- *Maintain Indigenous content in our pedagogy ·*
- *Cultivate a dynamic Indigenous community of students and exposure to Indigenous worldviews within the broader School community ·*
- *Expand working relationships with regional Indigenous communities*

Support and enhance francophone cultures at the School and within the Francophonie and the larger community;

- *Increase and support recruitment of francophone faculty and students ·*
- *Maintain dedicated French Language (FL) studios ·*
- *Cultivate a dynamic Francophone community of students and exposure to francophone cultures and perspectives within the broader School community*
- *Grow and expand our culture of accessibility and inclusion in design; ·*
- *Develop and support global perspectives in our pedagogy and research ·*
- *Develop and support social and spatial justice, and decolonial practices in our pedagogy and research ·*
- *Establish and develop global connections in teaching and scholarship ·*
- *Support cultural fluency and exchange."*

This updated mission statement and strategic plan for MSoA builds upon and nuances further, given the developed trajectory of MSoA, and the previous MSoA Strategic Plan Goals, 2018-22, summarized below:
The six (6) goals of the MSoA Strategic Plan (2018-2022) was agreed on by the School Council as per University norms:
Building upon our existing pillars of RESPECT, INCLUSION and COMMUNITY, by 2022 the McEwen School of Architecture aspires to:
Create an internationally recognized architectural "Hub" as an umbrella for teaching, research and community engagement;
Establish leadership in Design-Build culture, hands-on active learning, and collaborative research-creation;
Strengthen our capacity for "Community responsiveness" in northern and remote environments through community partnerships;
Become the leading architecture school in Canada for Indigenous design;
Become the leading architecture school in Canada in new wood technologies in the boreal forest region;
Enrich Francophone culture by remaining the only School of Architecture outside of Québec to offer Design Studios, electives and Co-operative placements in French.

The goals for the MSoA new Strategic Plan (2023-28) are essentially to reaffirm our areas of focus and strengthen them, acknowledging that we were still very much a developing Program. Thus, the measures of success for each Strategic Plan goal will be assessed by the number of initiatives that have been undertaken that further our progress in each area. It is planned that every five years these goals will be assessed in more detail and re-calibrated as needed. For the purposes of this report, surveys have been undertaken to offer a sense of our progress to date. These, as well as summaries of our progress, are included in Section 3.1, Program Self-Assessment.

While the above outlines the MSoA Strat Plans (2023-2028, 2018-22) and the LU Strat Plan (2018-23), the first five years of the MSoA developed under the previous LU Strat Plan (2012-17). The objective that related directly to the new School of Architecture in the previous Strat Plan was No. 4: COMMUNITY RESPONSIVENESS. Under this Objective, the LU Strategic Plan text read:

"Laurentian University was founded to serve resource based and rural regions. Fresh water surrounds us in Greater Sudbury and Barrie and is a key element in the Laurentian identity with our focus on "Clean Water Now and Forever" and on healthy communities through professional health programs, including the Northern Ontario School of Medicine. Laurentian University is vital to the socio-economic and creative life of the communities in which we live, learn, and work."
1.2.2. Its measures of success and a timeline for executing the plan. We feel that we have achieved a unique (i.e. cutting-edge) curriculum since the School's inception. What makes our curriculum unique in Canada is its tri-cultural mix of students and faculty, beginning with our first year.

As well, the incorporation of Elders-in-residence, focused courses in wood design, a unique Co-op Program in industry as well as in design related fields, and the continuous focus on Indigenous architecture and knowledge all contribute to an architectural education that studies the local (Sudbury and environs) as well as the global (First Nations, Scandinavia, Germany).

For example, Dr. Tammy Gaber's student ice hut project was recognized with an Honourable Mention at the "International VELUX Awards 2014" ceremony in Vienna in the fall of 2014. Students have had the opportunity to join faculty members on structured travel-study trips to Bergen, Norway (where they won First Prize at the Bergen International Wood Festival in 2016) and Dinkelsbühl, Germany, which contribute towards becoming part of a global "Northern" network in design and architecture. Within its first seven years, the MSoA has been actively engaged in "Community Responsiveness" by being ever present in the downtown community through festivals and our own Nuit Blanche each January as well as partnering with community groups including: Rotary Park, Dynamic Earth, Wahnapitae First Nation (WFN), Riversedge Developments (Mill Square) in Sault Sainte Marie, Powassan and District Union Public Library, Henvey Inlet FN, Chapleau's Maison Boreal, Sudbury Arena, Batchewana FN, and the Walking With Our Sisters Memorial Exhibit. All of this is consistent with the mandate of the McEwen School of Architecture to educate students from the North, particularly Northern Ontario, as well as to partner with local groups in order to respond to a variety of community needs.
In addition to this, many of graduate students' thesis research have garnered national recognition including: Raechel Hamilton (MArch 2022) and Brett Walter (MArch 2023) both won the national

competition for the RAIC Foundation's Vince Catalli Scholarship for Sustainable Architectural Innovation, and Tristan O'Gorman (MArch 2022) received an Honourable Mention in the national competition held by the RAIC Foundation for the Canada Green Building Council Scholarship for Sustainable Design and Research.

Other ways in which the Program's strategic goals developed in accordance with institutional norms include making presentations on the new Program to the LUNEC (LU Native Education Council); presenting BAS and MArch courses for approval to CELP (Council for English Language Programs) and CPF (Conseil des Programmes en Français) for French courses; presenting our MArch Graduate Program to the ACAPLAN (internal to LU) and then following the extensive IQAP (Institutional Quality Assurance Program) process with the VP Academic and Provost in concert with the Ministry of Education for all new graduate programs.
Our Graduate Program was approved on the 6th of March 2017 (see Appendix B) for inception beginning in September 2018. Each of these steps in the process of Program development inquired as to how we were responding to the LU Strat Plan Objectives and Outcomes, so we were very much held accountable to institutional norms.

Finally, bullet Number 15 in the current LU Strat Plan (2018-23), under "Teaching and Learning Define Us," states a clear goal of assuring resources for accredited programs that grew out of the larger University consultation that we were part of: "We will demonstrate support for our vibrant high-quality accredited programs by providing the appropriate resources to meet external accreditation requirements."

In order to measure the success, and the timeline for executing MSoA's aspirational goals in the Program Action Plan, the members of the MSoA School Council (all full time faculty, representatives of the Sessional Faculty, Staff members and Student representative) reflect on the items depending on the goal - some are reported on periodically in the monthly School Council meetings, other items will be evaluated once a year at the spring retreat held at the end of every academic year. The Following table is a timeline summarizing the measures used to evaluate the Program Action Plan and executing the plan:
https://mcewenarchitecture.ca/accreditation/program-measures-of-success-and-timeline-for-plan/

2. Program progress Since the Last Visit

The APR must include:

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

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

- *The Visiting Team Report (VTR) from the Canadian Architectural Certification Board (CACB) outlined areas of excellence and areas of concern with respect to "Conditions" and "Performance Criteria."*

- *Action:*

MSoA full-time faculty met in August 2021 for a three-day faculty retreat to review, debrief and respond to the VTR concerns in addition to reflecting on eight years of teaching since MSoA was founded in 2013. Within a series of subsequent MSoA faculty meetings we unanimously voted on and designed curriculum and program modifications for the Master of Architecture Program (MArch) and the Bachelor of Architectural Studies Program (BAS). These course and program changes were vetted by SEA Curriculum Committee, SEA Faculty Council (and Grad council for the MArch) and finally by CELP. Approvals for the new BAS and MArch programs, as well as approvals for the modified and new courses were issued from CELP on January 13, 2022 for the BAS and February 17, 2022 for the MArch. Our course delivery and workload plan has now taken into account phasing in 2.0 versions of the programs this fall, 2022, as we phase out the 1.0 versions (of both programs).

- *Some concerns noted in the VTR:*

Under "Section 2 Conditions for Accreditation 'met' and 'not met'" (page 7), of the 11 Conditions, nine were met (1. Program self-assessment; 2. Public information 3. Equity-Diversity; and Inclusion 4. Student Composition, well-being and enrichment 6. Space and technology resources 7. Information resources 8. Financial resources 9.Administrative structure 10. Professional degrees and curriculum), one was not met and one included detailed concerns.

#5 Faculty and Staff Resources was not met, (page 14):
"As Laurentian University will emerge from the dire financial situation that prevailed at the time of the virtual visit, new conditions or agreements will most likely have to take place with its academic units. In order to make sure that MSoA develops a rich academic curriculum and a sustainable growth, the Team encourages collegial and open discussion (see Cause of concern #1). Depending on the targets that will be set for the future (for instance, the number of yearly admissions in each program), LU and MSoA will have to demonstrate that human resources will be adequate. As of now, the faculty complement appears sufficient in number to deliver the actual teaching load required by the programs.

If the MSoA decides to invest more forcefully in developing research and scholarship, as the Team recommends (see Cause of concern #2), the faculty complement may need to be augmented. However, and most importantly, the number of administrative staff is already insufficient to adequately support the School's pedagogical and financial activities or requirements (be it for the students, faculty, or the director), and is in urgent need for an IT support analyst. Moreover, additional staffing for shops, labs, library, and co-op coordinator will have to be assessed anew, post insolvency."

This continues to be a cause of concern for the School, especially given that a Technical Report (focussed exclusively on faculty, staff and student numbers) is due every June to the CACB. The MSoA has communicated to the Dean of SEA since the fall of 2021 the dire need for an onsite IT technician, full-time digital fabrication and workshop technicians, full-time Librarian and full-time faculty appointments especially replacing the positions of three faculty who left after CCAA started and one who retired in spring 2023. The remaining full-time faculty have extended beyond

maximum to compensate for the lack of staff support in the school and this scenario is not at all sustainable.

Since the fall of 2022, the SEA Dean has arranged for an IT technician to be at MSoA a half day each week, demand is much greater and we hope for more of a presence in the coming years. In the fall of 2022 one Fabrication technologist left, and another full-time technologist was hired. From the fall of 2021 - winter 2022 one workshop technician was on leave and the University paid for a temporary Digital Fabrication technologist and part time shop technician. Since the spring of 2023, the MSoA pays out of its operational budget the part-time hours for a Digital fabrication technologist, in the hope that there is more support for this position in the future.

The MSoA has also drafted plans to utilize some of the McEwen endowment to pay for part-time individuals to manage the community engagement/outreach and communications for the MSoA. The MSoA still does not have a full-time Librarian (see cause of concern below), and is hopeful that the University will support more Librarian presence in the MSoA library. As of August 1, 2023 MSoA successfully appointed a full-time tenure-track Assistant Professor in Indigenous Design and a Limited Term Appointment (1 year) for an Assistant Professor (FL) in Architectural design and communications. It is our hope that the University will honor its commitment to create a full-time position next year in place of the LTA and that more full-time positions will be created for the School. Currently, at 15 full-time professors for over 300 students, we are understaffed. This is exasperated by cyclical rotation of faculty taking sabbatical leave and other leaves. Thus, there are often only one or two full-time faculty per undergraduate design studio (who are paired with sessional instructors who they end up mentoring). It is good to note that all graduate studios are taught by full-time professors. The other exasperated issue with the low number of FT faculty is MArch thesis supervision. Our increased numbers of enrolled students have resulted in FT faculty supervising 4 to 5 students on top of their regular teaching load.

Continued support from LU is needed for MSoA to continue to function properly and deliver accredited professional education in architecture. #11 Performance Criteria is further broken down in terms of Program performance criteria (PPC) , and Student Performance criteria (SPC). : Specific "Causes of Concern" noted in the VTR: (page 10-11) are as follows:

"Cause of concern #1: Sustainable development and growth of the Program The Program's ability to maintain its uniqueness within the budgetary constraints that are likely forthcoming at Laurentian University is a crucial issue. The Team trusts that both LU and the MSoA will be most creative in successfully addressing this challenge collegially, through negotiation, and in the respect of the MSoA's curricular autonomy. The team recommends that:

1. the identity of the MArch program be refined and enforced as to be most attractive to a variety of applicants (with various academic backgrounds, both locally and internationally), 2. Expectations and objectives about the number of incoming students that MSoA can reasonably and sustainably admit in each program be clarified between MSoA and LU, as well as the admission criteria to the MArch program,
3. The programs' curriculum be reviewed in order to present a greater legibility and clearer focus (namely in the objectives, sequence, and content of courses),
4. The school, in its downtown location, is sufficiently staffed to maintain administrative assistance to students and faculty, design-build activities and digital labs, as well as growth of the library."

In response to this concern:
1. the identity of the MArch program was refined in the updated version of the program, so that emphasis is placed on streamlining the courses that support Design Studio in the first year of the BAS program, and Design Research Thesis in the second year of the MArch program.

2. Faculty have worked hard to review and make offers to the MArch and BAS programs ahead of typical schedule, and are dedicated to ensuring continued large enrollment and quality education. However, as mentioned before, the current number of full-time faculty and staff at MSoA is not sufficient in supporting the 'expectations and objections about the number of incoming students that MSoA can reasonably and sustainably admit into each program'. The MSoA is in dire need of more full-time faculty to ensure consistent delivery of courses, research output from the school, mentorship and support of graduate students as well as the management of committees needed to support MSoA.

3. The curriculum of the BAS and MArch were reviewed and courses were selectively moved or revised (course name and calendar description), while some additional courses were created, which should provide greater legibility and clearer focus for the program. This was determined by the MSoA School Council (all revisions have been discussed and agreed upon by MSoA faculty members, based on the debriefing of the VTR and self-assessment of our program); see further elaboration below.

4. Located downtown, in a campus separate from the Laurentian University main campus, MSoA is in dire need of more full-time staff at the school; namely IT technologist, Digital Fabrication, a dedicated Co-op coordinator as well as a dedicated Librarian. As well, MSoA is in need of a building manager to follow up with the constant maintenance and security issues. The daily tasks of responding to IT, security, custodial and maintenance problems falls, unfairly, on the shoulders of the Director and administrative staff who are working far beyond their capacities and job descriptions.

"Cause of concern #2: Equilibrium of faculty's teaching and research activities Faculty appear to be devoting a lot of their weekly time on and around teaching activities. The Team recommends that the Program allows more opportunities and support to professors in establishing a strong research culture, in developing further the MSoA's initiated research and scholarship, and in sharing such scholarship in the academic curriculum."

In response to this concern:
This continues to be an issue at MSoA, with the remaining faculty picking up the load of teaching – as School of Architecture students utilize the building outside of class hours and look to professors for guidance and support; thus, full time faculty bear the brunt to support students beyond their specific studio sections. Additionally, thesis students are supervised by full-time architecture faculty only, thus with the reduced number of full-time faculty, each faculty member then needs to take on more thesis students (with the reduced compensation from $1000 to $333 as per the new LU Collective Agreement) resulting in an increased burden, and making it very difficult to dedicate time for pursuing research, applying for grants, publishing and establishing 'a strong research culture'. Despite these very difficult constraints, since 2020 several faculty have been successful in securing federally funded grants see section 3.8.2 for Research Funding.

Curriculum-wise, in the recalibrated BAS program, two new elective courses: Topics in Architecture (ARCH 3907) and Advanced Topics in Architecture (ARCH 4906) were created in

order to allow faculty members to teach specialized topics in architecture in upper years of the BAS, within their field of expertise, that align with their research projects. These elective courses are to be taught by varying faculty members from year to year, depending on faculty research projects. These courses will thus not be mandatory to graduate from the BAS, but will be offered as "electives" to BAS students in 3rd and/or 4th year, due to their advanced nature. "Cause of concern #3: Student personal development The Program consists of almost exclusively mandatory courses, a situation that may be limiting to a broader exposure of international developments in architecture, as well as in the choices that students can make.
The team recommends that:

1. the Program develop various opportunities for students to advance their interests and be proactive in doing so, for instance by creating elective courses in architecture (and related fields),
2. The number of public exhibits (coming from outside MSoA) be augmented."

In response to this:
1. please see previous response regarding the creation of electives Topics in Architecture (ARCH 3907) and Advanced Topics in Architecture (ARCH 4906).
2. As well, MSoA has made a concerted effort with support funding from the Ontario Association of Architects (OAA) and the Royal Architectural Institute of Canada (RAIC) to host lectures by prominent scholars and architects. In addition to this, MSoA has printed at large scale the award winning MArch thesis design proposals of the graduating cohorts and displayed these throughout the school. Since the fall of 2022, MSoA has returned to hosting in-person public lectures and exhibitions.

1. The first year Design Studio (ARCH 1515) completed construction of ice stations with wood donated from EACOM, financial support from TD Bank and community support from the City of Greater Sudbury and local businesses in 2022 and 2023. Both times these ice stations were exhibited and used on the skating path for a month by the public. Other design-build projects in the school are rooted in community collaborations and use, such as the third year studio collaboration with Downtown Business Improvement Area (BIA) Association of Sudbury to construct temporary urban furniture and the collaboration of graduate studios and optional courses with Sagamok First Nations to construct a pedestrian bridge. These projects are important pedagogically and as an interface with the community. Please see this recent news article regarding on-going community work: https://www.universityaffairs.ca/news/news-article/building-bridges/

MSoA faculty have maintained the social media pages for the school on Instagram and Facebook as well as the dedicated website (that had been paid for from McEwen funds) https://mcewenarchitecture.ca/ which publicly exhibits new student work, lectures, awards, announcements as well as studio and thesis reviews. This website is still relatively new and is our best marketing tool, MSoA is actively developing and expanding our web presence through this dedicated website. https://mcewenarchitecture.ca/

2. During 2020-2022 MSoA has far fewer physical exhibits due to the COVID pandemic and the university legislated limitation of access to the building in person. However, MSoA has actively hosted several important exhibitions for the benefit of the students, public local community and professionals, including:

3. Sept. 2021: Student Work exhibition, Sept 7-10
Sept. 2022: Student Work exhibition, Sept. 6-9
March 2022: Bruce Mau exhibition - MSoA Library display of his publications in support of the Northern Ontario premiere of MAU (Design the Time of Your Life) film.
March. 2023: Nuit Blanche 2023 (student-led event and exhibition)
June 2023: Design with Dignity competition, OAA 2023 Conference
June 2023: Renowned local architect, Art Towenend was celebrated with a dedicated exhibit of photographs of his buildings in sudbury, commissioned by the Northern Ontario Society of Architects as part of the Ontario Association of Architects 2023 conference. This exhibit was mounted in the main space at MSoA and was publicly accessible.
June 2023: MArch studios and award-winning Thesis Exhibition, OAA 2023 Conference Sept. 2023: Student Work exhibition, Sept. 6-10

4. The Team appreciates the richness and unique qualities of the Program, as well as its contribution to the discipline of architecture. However, according to the CACB requirements for assessing SPC through student work, the Team noticed that the following need more attention: 1. design theories (SPC A1) have to be more clearly explicated and organized throughout the curriculum, 2. The strong accent on wood structures (SPCs A7 and C3) has to be judiciously complemented with steel and concrete construction,
3. The history-theory streams (SPCs B2 and B3) have to be clarified to ensure that courses' content and assignments are logically building up during the course of the curriculum,
4. Comprehensive design (SPC D1) should include a significant proportion of individual assignments."

In response to this:
1. The course Design Thinking (ARCH 1006) was revised in order to address this issue, this course will address more directly and specifically SPC A1.

2. The course Structures and Material Behaviour (new name) (ARCH 3316) was revised in order to address this issue; this course will address more directly and specifically the topics of steel and concrete construction, complementing the MSoA strong accent on wood structures – addressed in moving Wood Structures from third to first year (from ARCH 2316 to ARCH 1306) and Structures and Material Behaviour (ARCH 3316) was updated.

3. In response to this, and to best prepare students in alignment with MSoA tri-cultural mandate, the following modifications were made: Indigenous Precedents was moved from 3rd to 1st year (was ARCH 3006 now ARCH 1017); Cultural Sustainability was moved from 4th to 3rd year (was ARCH 4016 now ARCH 3026); Writings in Architecture and Urbanism was moved from 3rd to 4th year (was ARCH 3017 now ARCH 4026), Art and Architecture in Canada was migrated from Winter 2nd year to Fall 2nd year (ARCH 2036), and Case Studies (ARCH 4006) was migrated from Winter 4th year to Fall 4th year. The calendar descriptions and content of these courses was also revised to respond to the VTR feedback. As well, Sacred Places (ARCH 1007) was revised.

4. The names of some of these courses was also changed to better reflect the content: Canadian Art and Architecture became Art and Architecture in Canada; Writings in Architecture became Writings in Architecture and Urbanism.

5. Additionally, an entirely new course was created and added to the "Cultural Stream," Settlements and Urban Morphology (ARCH 3036), which will address the theory of settlements/cities and their urban form, as this was not addressed in version 1.0 of the Program (more on this below).

The "Cultural Stream" will start with foundational courses about traditional and vernacular cultures and architecture around the world, moving on the specificity of architecture in Canada, followed by architecture and the city (social and cultural dimensions), and then finally addressing advanced architectural theory (case studies and writings). All these significant modifications will clarify and complete the arc of the "Cultural Stream" courses and strengthen the relationships between these courses and courses from other streams in each of the eight BAS semesters, which will help ensure that content and assignments and logically building up during the four years of the BAS curriculum.

4. The teaching team in the fourth year design studio (where the comprehensive design SPC D1 is covered) have recalibrated both Integrated Design 1 (ARCH 4505) and Integrated Design 2 (ARCH 4515) design studio courses and deliverables. Both of these courses now include more individual submissions by the students.

Specific Areas of concern were noted in the Program Performance Criteria (PPC) and in the Student Performance Criteria (SPC):

PPC 2 ("Design Education") was met (page 18), however, the team states that "the School is missing important opportunities to further embrace and train the students to the global challenges. One is the relative lack of attention to the urban environment".

In response to this:
Consequently, the course Writings in Architecture (ARCH 3017) was migrated from 3rd year to 4th year and was reframed to provide more attention to the urban environment, which is why it became Writings in Architecture and Urbanism (ARCH 4026). Moreover, this is also why the entirely new course Settlements and Urban Morphology (ARCH 3036) was created, as this will further expand the attention to the urban environment in the BAS. Writings in Architecture and Urbanism will provide advanced theory about the urban environment and how it is relating to architectural theory, Settlements and Urban Morphology (which will come first in the BAS) will differ as this course will only focus on the urban environment and will provide more history into the evolution of settlements and cities and will provide the foundational knowledge to understand how the city form develops.
This new course is also essential as it will help obtain one of the few SPCs that were not met in 2021 (more on this below).

PPC 6 "Breadth of Education" was not met (page 21), the team states: "The Program offers a general education to entering students (24 credits, outside of the MSoA) as well as a variety of co-op activities. However, it consists of almost exclusively mandatory architecture courses. Such a situation may be limiting to a broader exposure to international developments in architecture, and also in the choices that students can make (refer to Cause of concern #3, for the Team's recommendations). More opportunities are needed within the discipline of architecture."
In response to this:
Consequently, the MSoA elective courses Topics in Architecture (ARCH 3907) and Advanced Topics in Architecture (ARCH 4906) were created in order to address this issue, i.e. the need to

create elective courses in architecture. These courses will thus complement general studies electives that students can take in other LU programs, offering more choices to architectural students for their electives (18 credits requirement in the recalibrated program version 2.0).

SPC A1 "Design Theories, Precedents, and Methods", was met (page 21), however, the team stated that "the strongest instances of articulating an understanding of design analyses were in the Master courses", highlighting the fact that there is room for improvement in how this SPC is met in the BAS.
In response to this:
Consequently, Design Thinking (ARCH 1006) was revised, and this was further reinforced by the creation of an entirely new course that provides more foundational design methods skills. Therefore, the course Drawing (ARCH 1016) will provide students with the history, theory and architectural drawing skills to discover how architects have used the medium to represent buildings, explore their architectural imagination, and support the design process.

SPC A6 "Urban Design" was not met (page 23), the team states that "Overall, the demonstration of urban design in the sense of design responses to large urban contexts was not adequately present in the student work both at the Bachelor and Master levels… Further, there is an insignificant confirmation of understanding and consideration of regulatory systems, urban planning principles, and metropolitan site challenges..."

In response to this:
The creation of the Settlements and Urban Morphology course (ARCH 3036) is essential to the recalibrated program as it should provide something that has been missing in the BAS, in terms of Urban Design. This will provide missing knowledge and skills, but it will also facilitate the integration of quality urban design criteria and deliverables in Design Studios as the lecture course will better prepare students for Studio assignments, thanks to Studios and the lecture course working in synergy.

SPC B2 "Architectural History", was not met (page 25), the team "expresses serious concerns about the choices made in teaching Architectural History, for instance in not offering a global survey that would include monumental and vernacular history of Western, Latin American, and Eastern architecture (for instance Japanese wood architecture). Similarly, the evolution of urban design is almost entirely absent, with the exception of ARCH 3017 Writing on Architecture with half the curriculum covering issues of 19th and 20th urban design."

In response to this:
Thus it was essential to revisit the entire "Cultural Stream" that addresses Architectural History. The revised Sacred Places (ARCH 1007) will now provide in an apparent and clear manner a global survey that includes monumental and vernacular history of architecture through time and place (various regions of the world). The revised Building Case Studies (ARCH 4006) will now clearly position this course as a core Architectural History course, focusing on contemporary architecture, as it was unfortunately not included by the CACB in their list of courses demonstrating evidence of Architectural History. The new course Settlements and Urban Morphology (ARCH 3036) should provide more historical content on the evolution of urban design and complement Writings in Architecture and Urbanism (was ARCH 3017, now ARCH 4026).

Summary:
The MSoA was very pleased to earn CACB Initial Accreditation as Canada's newest school of Architecture, a daunting task given the compounded complexities that the review happened during the pandemic and following the advent of LU's CCAA proceedings. MSoA was also very pleased that the strengths of the programs were recognized. We have collaboratively and collegially recalibrated courses and the BAS and MArch programs to both best address VTR concerns and respond to our collective institutional experiences delivering the program since 2013. Additionally, with the MSoA Director's appointment to the CACB as board member she has further understanding, contextually, how other Canadian architecture programs work to maintain accreditation. As Director of the MSoA, of course, recuses herself from any CACB evaluations of the MSoA, however the insight is valuable for MSoA.

It is with great appreciation for members of the MSoA who worked on preparing these documents with the Director, Graduate and Undergraduate Coordinators taking the lead, and appreciation to the SEA Vice-Dean and SEA Dean, members of the SEA Curriculum, SEA Faculty, Grad Council and CELP who proactively helped guide the documents needed to approve the changes for the BAS and the MArch programs.

We look forward to further backing from Laurentian University to best support the sustainable intake of students and growth of the Professional Program's impact with adequate staffing, faculty appointments, security, maintenance and IT.

3. Compliance with the Conditions for Accreditation

3.1 Program Self-assessment

The APR must include:

- A description of the Program's self-assessment process and
- The faculty, student, and alumni assessments of the Program's overall curriculum and learning context. Feedback may be obtained through surveys and focus groups, but individual course evaluations are not deemed sufficient to provide insight into the program's substantive focus and pedagogy.

3.1.1. A description of the Program's self-assessment process MSoA Self-Assessment Process: The McEwen School of Architecture full-time teaching faculty were very keen to reflect and self-assess our progress in building and developing Canada's newest school of architecture. The approach to self-assessment for this report was done in two focussed ways:

1) faculty (full-time and part-time) were invited to collaboratively reflect on the pedagogical streams in the school in terms of success and areas of improvement during two separate all-day retreats in April 2023 and in August 2023. The summary findings are below.

2) By way of four surveys sent out in the winter of 2023 to collect feedback on current and ongoing facets and issues at MSoA. Each of the survey groups had a specific set of questions for: current MSoA students, MSoA MArch alumni, MSoA full time faculty and Co-op employers of MSoA students. All responses to the surveys were fully anonymous. Below is a summary of the findings from each survey, and a link to the raw aggregated data for the four surveys may be found at: https://mcewenarchitecture.ca/accreditation/survey-results/

3.1.2. The faculty, student, and alumni assessments of the Program's overall curriculum and learning context. Feedback may be obtained through surveys and focus groups, but individual course evaluations are not deemed sufficient to provide insight into the Program's substantive focus and pedagogy.

The MSoA's process of self-assessment takes place continually through several interrelated initiatives. In the first instance, the MSoA's Undergraduate Curriculum Committee and Graduate Curriculum Committee spearhead discussions about our ongoing self-assessment and changes to our pedagogy. These reflections and proposals are brought forth to the entire faculty during our monthly School Council meetings, at which Sessional instructors and student representatives are often present. This mode of collegial governance is carried forth to our intensive multi-day bi-annual (i.e., late spring and late August) Faculty Retreats, during which (re)visioning of our programs is the focus.
Faculty self-assessment of four streams of teaching at MSoA:

A key milestone in the history of the MSoA's self-assessment was the August 2021 Retreat, where the faculty debriefed the 2021 CACB Visiting Team Report (VTR) and then energetically worked in small task force groups to reflect on the VT's comments and then present recommendations to the rest of the faculty. During this retreat the faculty mapped the sequence of undergraduate and graduate courses to take stock of the existing situation, and then assessed how to best reorganize the sequence and incorporate targeted micro-changes to specific courses to best meet the VT's recommendations. Overall, the outcome of the August 2021 Retreat was the adjustment of the sequence of courses, the revision of existing courses, and the addition of new courses.
During the 2021-22 academic year, the changes we implemented were approved by the various faculty and university-level bodies, such that we were able to implement version 2.0 of our BAS and our MArch programs beginning in fall 2022. The full roll-out of changes to the BAS will require a total of four years to implement, while the changes to our MArch program will require only two. During our April 2023 Faculty Retreat, the team engaged in fruitful discussions about what we have achieved during the initial implementation of our first changes, what challenges we can anticipate, and what our vision is for continual improvements. These collegial discussions have been characterized by a commitment to the future of the School and our collective awareness that we need to remain alert and agile. The MSoA full-time faculty self-assessment task force discussions have been organized according to the four streams of our program: Design, Technology, Culture, and Professional Practice. Our summary of our self-assessment follows this structure.

DESIGN STREAM Since our 2021 Initial Accreditation, we have enhanced the aspects that were working well within the four-year BAS studio sequence, and our two-year MArch studio sequence, and have added new elements in light of the feedback received from the VT. A strength of the MSoA's Design Stream is the integration of design-build projects with community engagement, such that environmental and cultural sustainability are broached together. General design and representation tools have been expanded and enhanced through the addition of a new first year Drawing course that offers important support to the first year studio, specifically by alleviating the studio of representation skills development.
This leaves more time to focus on analyzing and designing for place, including brownfield sites, which are representative of Sudbury's urban landscape and complements sites addressed in other studio courses. Moreover, Drawing coupled with the second year Architectural Communications course provides a mini representation stream within the Design Stream that supports the development of skills in architectural representation early in the students' education. Similarly, the

new third year Culture Stream course, Settlements and Urban Morphology will complement the revisions made to the fourth year comprehensive design studio that now features a greater emphasis on urban analysis and design. Studio instruction in the undergraduate and graduate programs is supported by annual field trips to provincial, national, or international sites of architectural interest. Through faculty members' tremendous commitment to Thesis advising combined with a more robust Design and Research Studio sequence of courses that offer substantial guidance on research methods and writing, as well as a new detailed Thesis Handbook, the MSoA's MArch Theses are now receiving recognition in national competitions and conferences, as well as international platforms. Please see references to students in section 3.4.9 In order to further enhance core curriculum values, our aspirations for the continual improvement of our Design Stream focus on: the development of international study abroad opportunities for students; the creation of option studios in the undergraduate program; the creation of a Sustainability option studio in the graduate program; increasing the complexity and scale of design-build projects; and adequately resourcing our French-language studios. We acknowledge the challenges associated with these aspirations, which rely on increased faculty and staff positions, expanded facilities, robust recruitment strategies, and budgetary considerations.

TECHNOLOGY STREAM:
Our core commitment to sustainability manifests across all streams of the curriculum, and is a value that is shared by all faculty members. Related to this, we feel the MSoA has the most comprehensive undergraduate and graduate curriculum in wood building technology in Canada. These priorities are crucial to address the global climate crisis, and our graduates are well-equipped to take on the future challenges of the discipline. We also feel that in general, the MSoA has a strong and well-balanced curriculum that provides a holistic approach to design based on creative thinking and technical knowledge that together, bring ideas into reality. This is strongly rooted in the fact that the building technology stream extends from the various design-build projects early in the undergraduate program through to the graduate program, where making and craft are prioritized.

Since our 2021 Initial Accreditation, we have adjusted the sequence and expanded the content of the series of two Structures and two Building Systems courses to introduce these notions earlier, to ensure better alignment with studios, and to better include steel and concrete design. In the recalibrated version of our MArch graduate program, we have also revised and realigned Making 1 and Making 2 to best support Thesis development. New in 2023 was the extra-curricular workshop open to all undergraduate students that focused on the design and construction of wooden stools, which introduced students to the integration of manual and digital fabrication tools. The state-of-the-art equipment in our robotics lab has also been enhanced. The other Technology Stream courses, Design for Climate change and Architecture and Ecology continue to support the design process and philosophy through assignment synergies with Design Studio Courses early in the undergraduate curriculum.

Our aspirations for the continual improvement of our Technology Stream focus on creating more elective courses; expanding our workshop facilities including space and equipment for steel fabrication and material testing; as well as securing a full-time digital fabrication and increasing the number of full-time shop technologists to extend the available expertise and the fabrication lab opening hours.

CULTURE STREAM:
The MSoA has been a leader among Schools of Architecture in Canada with respect to crafting an

architectural education that makes space for Indigenous worldviews. Through our tricultural mandate and bilingual culture, our curriculum fosters equity, diversity, and inclusivity, supporting the aspirations, identity, and values of communities and their people in a multicultural world as well as responding to the uniqueness of place, landscape, and climate. The program provides valuable skills for navigating the future of the discipline as they are transferable to different contexts. This philosophy is also reflected in the numerous extra-curricular events and activities such as the lecture series, workshops, exhibitions, etc.

Since our 2021 Initial Accreditation, we have adjusted the sequence as well as improved and expanded the content of the Culture stream courses in the BAS, firstly by moving Indigenous Precedents to the 1st semester of the BAS program, by reframing courses such Art and Architecture in Canada (formerly Canadian Art and Architecture), and Writings in Architecture and Urbanism (formerly Writings in Architecture), by adding a Settlements and Urban Morphology course in the 3rd year of the BAS, etc. The sequence of courses has also been adjusted in the MArch by moving Architectural Theory (ARCH 5006) in the 1st semester to better support graduate studios that focus on design and critical thinking, as well as the 2nd year Thesis work to come later on for students. Material Culture(s) (ARCH 5086) has also been moved, from the winter to the fall semester of 2nd year, in order to better support the Making 1 and Making 2 course sequence. This led to an increase in the number of credits for Design Research Studio 2 (formerly Thesis Studio 2) from 6 to 9 credits, allowing students to focus more time and effort on their research and design work. We have hired a full-time Indigenous faculty member (Amina Lalor), and we continue to have Elders in Residence to support students and courses. We have also hired a full-time Francophone faculty member (Louis-Pierre Bélec) to support the bilingual mandate. We have also added an English course requirement (ENGL 1706) for 1st year BAS students in order to improve academic writing skills.

Our aspirations are to better support and enhance Indigenous and Francophone culture, curriculum content and worldviews. We aim to enhance Indigenous and Francophone students, faculty and staff recruitment and to improve our outreach to Northern communities. To this effect, we recognize the need to add staff personnel to support outreach, recruitment, etc. We aim to improve our capacity to teach community engagement processes by creating more elective courses and option studios.

PROFESSIONAL PRACTICE
The history of MSoA's curriculum has strong ties to the profession of architecture and its preparation of students for success in architecture practice. The Co-op program is the core of the professional practice stream and bridges the BAS and MArch degrees. The BAS curriculum integrates the Ontario Building Code (OBC) into the 2nd and 3rd year studio to support a successful completion of a complex comprehensive 4th year studio project.

MSoA maintains strong connections to the practice through faculty members serving on OAA leadership and OAA members serving as mentors to Intern Architects. The 2023 OAA conference was held at Laurentian University. In addition to this in Architectural Practice (ARCH 5906) there is a regular roster of professionals speaking in the course.

We have four mandatory co-op placements in the Program (2 in BAS and 2 in MArch). Post COVID, our aspiration is to increase the number of students being placed in co-op internships and to reduce the number of students doing the co-op alternative assignment. The pandemic was disruptive to co-op placements, and we need to find ways to improve the situation back to what it

was pre-pandemic, and potentially better. All of the public lectures hosted by MSoA have a structured learning 'credits' available through the OAA, signed off by a full time faculty member at MSoA who is a licensed OAA architect. This attracts a number of local architects to regularly attend our public lectures. As well, a full-time faculty member of MSoA, Ted Wilson, is currently Senior Vice President and Treasurer of practice OAA.
MSoA has often invited OAA Presidents and staff to speak to students and attend award celebrations at the School. Many of the MSoA MArch graduates have written the ExACs and some have obtained their license. Graduates are becoming partners, associates and even principals of architecture firms in Canada. Some graduates are intern architects abroad, most notably in Scandinavia where MSoA has established ties through curricular and extracurricular activities. Several students have won awards from professional bodies, including OAA. Members of OAA and OAQ have served on MArch theses as second readers, critics and examiners. The 2023 OAA annual conference was held in Sudbury in June 2023, with MSoA as a venue for several events and lectures.

Survey results:

Full-time faculty:
There were 14 full-time professors at MSoA, 2 of which were on sabbatical. Of the 12 full time professors, 8 responded to the survey (67%) and the percentages and quoted notes below reflect this feedback.

The first section of the survey asked about why faculty chose to work at MSoA and what they expected. Many noted their desire to be part of creating a new type of architectural education experience: "to work in an academic environment in which my bilingual abilities would be appreciated and used. It was also important to me to feel connected to the values and mission of the School I work at, and so the MSoA appealed to me because of its emphasis on sustainability, it's inclusion of Indigenous worldviews, and its bilingual culture" and expectation from the University to support their teaching and research.

The second portion of the survey asked for faculty feedback regarding use of materials and tools in research and teaching. The majority of the faculty that responded noted they worked with a range of materials including wood and were conformable on the majority of tools in the shop.
It is clear that faculty are comfortable in the shop and this underscores how integrated making is in the curriculum and pedagogy, as the school prides itself on the model of professors working hands-on with students (and not just directing students from afar). There was an expression of interest from a number of faculty to learn more about how to use the various digital tools and tools in the wet lab. The interest thus indicates a need for further workshops. In May, August and September of 2023 there were concentrated workshops for faculty to learn how to use the majority of tools, however this is an area that would benefit from more workshops.

The third portion of the survey asked for feedback on the use of digital and analogue drawing tools. The majority of faculty are proficient on Adobe creative suite, half utilize Rhino and a range of other programs were noted. All faculty are proficient and comfortable with a range of analogue drawing tools and 75% work in a hybrid manner. Faculty expressed interest again in learning more about other analogue and digital tools they do not regularly use.

The next portion of the survey asked for reflections on co-curricular activities including field trips.

All of the faculty have led undergraduate field trips and 62% have led graduate field trips. Faculty reflected that: "It was clear that the effort put into the trips was worth it - students engaged with places and materials in a way that was very impactful and these trips served as a touchstone for further teaching throughout the year" and that "The trips offer students the opportunity (many for the first time) to travel internationally. The MArch travel allows for much focused trips that enhance research well beyond traditional research methods (literary review)." It is important to note that organizing field trips falls on the shoulders of studio coordinators' and it is an onerous task to mitigate content of the trip with logistics of finances. Further support from the University by way of dedicated staff would be very beneficial in streamlining effort and impact of field trips. MSoA full-time faculty also spend a significant amount of time with administrative tasks. Respondents noted that 62.5% are members of 3 to 4 committees in the school and the remaining 37.5% are members of over 5 committees at the school. Half of the respondents noted they sit on 1 to 2 University-level committees and a quarter are a part of 3 to 4 University-level committees. Between committee work, organizing co-curricular activities and participating in extra-curricular activities (100% attend public lectures at the school), the faculty did express interest to return to other extra-curricular activities we regularly had at the school before COVID.

The next portion of the survey asked for faculty to reflect on learning more about French language and architectural cultures and learning more about Indigenous cultures and design. The faculty noted a desire to exchange and develop current work and to expand as well: "more immersive opportunity (no-graded, non-pressured) to help build confidence for those learning and/or novice in French"; "more engagement with the elders and knowledge carriers. The knowledge they have is invaluable and too vital not to integrate more into the overall program beyond the curriculum and course offerings".
The next portions of the survey asked for faculty feedback during the difficult times of COVID and the CCAA process. 100% of the faculty responded, noted concerns about learning quality and safety during COVID and many noted concerns about mental health due to the stresses. "Faculty were asked to translate 'in-person' courses to 'online delivery' and were expected that they would be of equal quality for the student experience. This translation was also occurring while the University was engaged in the CCAA process which limited access to the funds we had to teach the courses. The experience was very challenging and exhausting." The CCAA process was difficult for faculty who noted that "The lack of transparency, accountability, ethics and competence. The fact that LU could not have done a more spectacular job of undermining its reputation and destroying community trust. The ways in which the faculty, staff and students are left to pay the price of a few people's epic mismanagement and corruption."

The survey concluded by asking faculty to reflect on their use of the library, IT support and research.
All of the faculty surveyed noted that they consulted with the sessional librarian or Library assistant but that "however, we do not have a full-time librarian so I have not consulted as often as I actually need for my courses and my research." 100% of the faculty also noted that they needed IT support at various times for wifi and software issues and other issues like plotting and printing. These are ongoing and important concerns as MSoA no longer has a full-time, dedicated, librarian or a full-time dedicated IT specialist. Faculty noted that they would like more direct support from the University with their research; "I would appreciate assistance with grant writing, and requesting donations from private companies for funding and materials for research projects and teaching assignments."

Survey results:

MSoA Alumni:
For the McEwen School of Architecture Survey 2023-2024: Master of Architecture Alumni, 57 graduate alumni from 2019 to 2022 responded to the survey. Of the surveyed alumni, 36.8% now live in Toronto, while 19.3% live in Sudbury, and the remaining respondents live across Ontario in cities such as Kenora, Redlake, Barrie, Guelph, and others across Canada in cities such as Calgary, Montreal, and Yellowknife.

Where are they working
Currently, 75.4% of MSoA alumni are working as Intern Architects, and 10.5% are now architects, and 14.1% are working in other occupations, pursuing graduate studies, or teaching. All surveyed alumni currently working as Intern Architects are working in Ontario. 21.9% of MSoA alumni have successfully completed the Examination of Architects in Canada (ExAC), and 12.3% are now licensed architects, all of whom are working in Ontario.

After graduating, over 87% of surveyed alumni found employment within 6 months: 63.2% within 3 months of graduating, 24.6% within 6 months of graduating, and 12.2% within 6 months to a year or longer after graduating. 64.9% of MSoA alumni started at a gross yearly salary of $50,000 to $74,999 and 29.8% at $25,000 to $49,000.

CO-OP:
As a part of the BAS and MArch programs, students are required to complete four co-op internships. As a result, 73.7% of MSoA Alumni did feel that their previous experience helped obtain better work conditions, and/or higher salary. Generally, out of the 41 responses more than half the Alumni surveyed mention that the co-op experience helped them obtain higher wages, and nearly half alluded to better working conditions. Many mentioned being better prepared and more confident when entering the workplace. Multiple respondents directly state the ability to negotiate as an asset of the coop experience.

“Having had in office experience allowed me to have a better grasp on the tasks required of me relative to my abilities, and through that I was able to negotiate my salary confidently and also wasn't totally blindsided by typical office environments and expectations in my first job post-graduation.”
“I feel my previous co-op experiences helped to better prepare me for my position. I was prepared for what to expect in the workplace, and I already had a wealth of knowledge to start right away on leading projects. Because I returned to the same firm I completed my masters co-op at, I didn't have to complete any training and was able to get right into working on projects and gaining valuable experience. I also started with a higher wage having completed my co-op at the same firm.”

Ongoing relationship with MSoA:
More than half of the survey alumni maintain some level of engagement with the MSoA. More than half attend events at the MSoA, such as lectures and events, and 40% participate actively in teaching and student development in activities such as thesis reviews, guest lectures and guest crits. 12% of surveyed alumni currently employ MSoA students. Additionally, some surveyed alumni follow news and social media that relate to the MSoA.

How did your education prepare you?

When asked to reflect on how their education at the MSoA prepared them for their job or occupation, many of the surveyed alumni felt that the education they had received at the MSoA provided them with a broad overview and basic understanding of the overall knowledge required in architecture. 10 surveyed alumni mentioned that the co-op placements had helped them prepare for the workplace, and many highlighted that the knowledge acquired in the areas of design and critical thinking, sustainability, community building and the practical hands-on experience have helped them prepare for their job or occupation.

"My educational experience provided me with a basis for which to understand how to design and how to critique design. On a theoretical level, I am able to navigate architecture as a vehicle for affecting and combining other social disciplines that architecture can encompass. It is my understanding that through my education I have been able to formulate my own individual opinions of architecture, design, and their importance, and, to the extent I am allowed to in my job, apply them."

"I think our education at MSoA is very special, and I think we'll see a shift in architectural practice in a decade or two as we begin to create our own design studios. I think the school has produced an exciting group of thoughtful humans and leaders ready to reclaim architecture as a community building practice."
Skills learned and taken into practice Surveyed alumni highlight that design thinking, critical thinking, time management, collaboration and community engagement are skills they have learned at the MSoA and taken into practice.

"Confidence/knowledge on job sites due to design/build education, comfortable with community engagement, good critical thinking and cultural sensitivity, creative yet realistic design approach, Canadian focused design has proven most relevant to the practice (indigenous practices and northern climate building methods), environmental design and knowledge of unique building methods like passivhaus and CLT have both been used in practice."

Areas that could be improved
There are two main areas that the surveyed alumni feel could have been improved to better prepare them for the work in the profession: training in Revit and professional practice knowledge (specifically construction / contract administration and building code).

"The architectural industry primarily uses Revit and Autodesk products. The lack of presence of this software at MSoA makes it difficult once graduates enter the industry. Rhino is not a software used by the majority of firms and the MSoA should encourage the use of Revit/Autodesk. Additionally, within the professional practice course, it should better outline the difference between the architectural license, architectural seal and certificate of practice."
Survey results:
Co-op employers of MSoA Students
The Co-op Employer Survey was completed by 33 distinct employers. 32 out of 33 employers are located in Ontario. 14 employers are in northern Ontario, 15 are located in southern Ontario, 2 are located in southwestern Ontario, 4 are located in eastern Ontario, and 1 employer is located in Banff, Alberta. The cities with the most co-op employer survey participants are Sudbury (8), Toronto (6), and Ottawa (4).
84.8% of employers (28 out of 33) indicated that they would rehire the MSoA students that have worked for them.
93.9% of survey participants (31 out of 33 participants) would hire more MSoA students in the

future. Nearly all of the employers had good experiences with students, citing that they were good employees, had good attitudes and work ethics, worked well in teams, were eager and motivated, were quick learners, and demonstrated considerable practical and technical knowledge in addition to theoretical knowledge. One of the surveyed employers indicated that they would not hire more students in the future due to University COVID-19 Policy, but they selected "yes" when asked if they would rehire the student they have hired before, writing that the student was "hard working with a good sense of humor. The placement was mutually beneficial."

One survey participant selected "No" when asked if they would hire the same student(s) back again elaborated in their comment that they would indeed hire the student back. They also indicated that they would hire more MSoA students in the future. It is likely they misunderstood the question. A second survey participant that selected "No" here indicated that they did not have a good experience with the one student they have hired, but they would hire more MSoA students in future.

One of the employers surveyed has hired students each year from 2016 to 2022 and they provided the following feedback: "Great attitude towards the job and profession in general; Knowledge sponges; Willing to perform all tasks asked of them; Level-headed, logical people; Worked well in teams, worked well in an office situation in general; Motivated, take the initiative." One surveyed employer that has hired students four times wrote that "students exhibited thoughtful design skills, a working knowledge of how to use the OBC and zooming bylaws, and an interest in building details and technology."

One surveyed employer who has hired MSoA students 6 consecutive years from 2018 to 2023 wrote: "The students have been keen, knowledgeable, and have a great interest in Sudbury." "The students have a good approach to the work environment. They are eager to learn, efficient in the work they produce, and resourceful. The students [sic] are able to teach them [sic] the necessary skills to perform during the work term and participate well to [sic] a team environment." Most of the participants' experiences with hiring students was very positive. Only a couple of employers had mixed or negative experiences, which is a good sign overall. Several employers wrote that MSoA students stood out due to the hands-on and technical approach of the school, as well as their familiarity with building in the North. The students also seem to be generally comparable in skill level to students from other architecture schools. A few of the employers have not hired students from other architecture schools so they could not compare.
"For us, working in Northern Ontario, having students that have an understanding and appreciation of the nuances of the north is an asset. The community, identity, environment, is all so different from down south and having students that have had an immersive education here is proving to be critical to our success in many ways."

Survey Results:

Full-time MSoA Students:
The self-assessment survey sent to the currently enrolled students in the BAS and MArch programs was the most extensive of the surveys sent out, and MSoA saw this as an important opportunely to gain important feedback on various aspects of the program. Of the 300 students enrolled at MSoA in the winter term of 2023, 81 filled out the survey. Most of the questions allowed for qualitative responses. The aggregate results totaled over 200 pages, attesting to the interest and dedication of our students to this process. The survey was divided into the following sections: 1) overall impressions of MSoA; 2) studio culture and design courses; 3) culture courses; 4)

technology courses; 5) co-op, fabrication lab, digital programs and analogue tools; 6) field trips; 7) extracurricular activities; 8) French language and culture content; 9) Indigenous content; 10) COVID challenges; 11) CCAA concerns; and 12) use of the library and IT.

Overall impressions MSoA:
Students noted they chose MSoA and what they expected of their education in Sudbury. Responses focused on: it was close to home, and others noted the northern focus and not being from here. What came up most is the appreciation for hands-on and design build, along with the atmosphere of the school and professors teaching there. Student respondents noted that: "I choose [sic] to study at the MSoA because the school offers an exceptional academic curriculum that help students from a creative insight and build confidence within themselves to progress in a design thinking way for the future", "I expected considerate and passionate professors that push you to be the best version of yourself. As well as supportive and helpful peers in studio that can inspire each other. The community at the MSoA has been exceptional and has exceeded my expectations." Student responses also noted the need for more software training for use in both curricular content and coop work. Respondents also communicated a desire for more indigenous content and learning earlier in the curriculum. This has already been addressed by moving the course Indigenous Precedents to first year from third year (from ARCH 3006 to ARCH 1017). In addition to this, several students noted with frustration that the French sections of studio needed more support in every year of undergraduate studies.
It is clear that the school is attracting students who are keenly interested in the mandate of design-build and tri-cultural architectural education as part of our place in the north.

Studio culture and design courses:
Approximately half of the student respondents noted that in addition to scheduled studio days, they spend another one to two days in the studio and the remainder utilized their allocated studio desks more days. Student respondents noted that hand-on exercises and one-on-one feedback from instructors was impactful and many noted that the sequence of exercise was effective. About a third of the student respondents felt they could balance studio work with other courses and many of them noted that it was a challenge. It is an important issue, and to address some of this, this academic year we have coordinated deadlines and submissions between courses. Student respondents noted that they would like to see more model building and drawing included in studio courses.

Culture courses:
The student respondents noted in majority with positive responses regarding the culture stream courses. "Indigenous Precedents, Sacred Places and Cultural Sustainability were very impactful in teaching the importance of community based design that should be universal around the world. Art and Architecture in Canada was a good preliminary overview of architecture and art history since Canada was founded, though it was not able to go in depth into any of it. Architectural Theory was an interesting exploration of a more philosophical approach to architecture and how the theory, not just the physical forms, also impact society". Over half of the student respondents felt that the sequence of exercises within the culture stream was effective, and a few noted ideas for the order of courses in the curriculum. Interestingly, this has been addressed with the re-calibrated curriculum forthcoming. Student respondents also noted a desire for more connections between culture courses and design courses.

Technology courses:
Student respondents said that the most impactful lessons from the technology stream included

those on passive and active systems, structural and construction techniques, design for climate change and digital creation methods; "Development of technical skill set and knowledge of connection details, wall and roof assemblies. These technical abilities proved invaluable in co-op placements". Many student respondents noted in this section, in the Design section and in the Co-op section that they would like to learn more Revit specifically as it is common in the industry. The MSoA faculty has reviewed this (there was an emphasis on the use of Rhino and other programs) and the course Architectural Communications (ARCH 2526) will now include content (and external tutorials by Graduate Teaching Assistants) on this program. In general, the student respondents felt that the sequence and series of exercises were effective.

Co-op:
The student respondents that had completed a co-op indicated mixed feedback regarding co-op placements: some noted positive experiences and others critiqued the difficulty of finding placements during or post-COVID and the desire for more support. The Placement Coordinator's current workload includes more than Architecture students, and this is an issue that needs resolution so more time can be spent helping MSoA students prepare and follow up. Some students noted that the lessons from the co-op placements helped them understand the architecture field better. Several student respondents also noted that they would like to learn Revit, which has been addressed as previously noted and will be included in Architectural Communications (ARCH 2526), which is taught in second year, before the first professional co-op placements.

Fabrication lab:
Although most of the student respondents noted that they use the shop for wood-based fabrication (models and design-build) there is also significant use of various other materials and an indication to learn the use of the other materials including but not limited to bamboo, cardboard, MDF, plastics, clay foam, metal and other materials. Nearly all of the student respondents have worked in the shop and utilized the hand-held tools. This is a requirement for first year studio design-build and associated tool, safety and first aid training. The majority of students have used battery operated tools and small stationary machines and 64.2% have used the large stationary machines. Over 70% of the student respondents have used the laser cutter and a smaller number have used the other digital fabrication tools; many also indicated they would like to develop existing skills with materials and tools they are familiar with and learn the other materials and tools they have not yet used.

The culture of making is embedded in both the pedagogy at MSoA and application by students in various modes. The clear majority of student respondents are very comfortable using the fabrication lab: "Yes, Matt and the other technicians are exceptional. Their knowledge and willingness to help students is unmatched. An increase in supervision hours or extra help in the shop would allow those helping to have adequate time for each student (they are very busy)." This request has been addressed this academic year in that there are now two full-time fabrication lab technicians available every day, and a part-time technician has been hired so that there is coverage every day until 6 pm as well as a part-time digital fabrication technologist and several work-study students to assist. In the future, the MSoA is keen to have a full-time digital fabrication technologist as demand is high for assistance with the various digital fabrication tools.

Digital programs and Analogue tools:
The majority of student respondents have utilized Adobe creative suite and Rhino for course work and have noted some use of other programs including CAD, Revit, SketchUp and other programs.

Student respondents noted a desire to learn Revit in the curriculum and as noted earlier this has been addressed in the 2023-2024 academic year. The majority of student respondents (90%) indicated that they are comfortable working with analogue tools including pencil as well as other tools such as ink, paints, collage and model-making. Respondents also expressed interest in further developing their skills with additional workshops, in particular for model making. Recently, the MSoA has purchased a number of specific model making tools and has now expanded model making materials available for Point of Sale (POS) purchase at-cost pricing.

Field trips:
Most student respondents indicated positive feedback for curricular field trips, citing the importance of experiencing different sites/cities and buildings in person related to course(s) content. Field trips were suspended from fall 2020 to winter 2022; as of fall 2022 all field trips resumed. Traditionally the first year cohort travels to Toronto for several days for studio and sacred places field trip; the second year cohort travels to Mattawa or Ottawa for a several days for a studio field trip; the third year cohort has travelled to Montreal in the past and most recently to Smooth Rock Falls for studio; the fourth year cohort has travelled to Chicago pre-COVID and now travels to Montreal. The graduate studios have resumed travel as of the fall of 2022 with trips to Chicago, Northern Quebec, Austria and Switzerland and India. The planning and coordination of these trips falls on the shoulders of studio coordinators and is an onerous task but one that is so well received by students and beneficial to pedagogy it remains a tradition at the MSoA. The BAS cohort that started during the COVID restricted years (fall 2020) has had the least field trips, and at the time of the survey did not experience any overnight field trips – they expressed their frustration regarding this. This cohort is currently in 4th year of the BAS program and an excellent, several night/day trip to Montreal has been planned for this fall. For MArch travel, there is a McEwen scholarship of $1,000 given to each graduate student, each year, to help offset costs. Otherwise, all field trip costs for students are covered by the students, while faculty travel costs are covered by the MSoA operational budget.

Extracurricular activities:
Over 90% of the student respondents noted that they have attended lectures from the MSoA lecture series and over half have participated in extracurricular activities, such as Nuit Blanche, organized by the Laurentian Architecture Student Association (LASA) and by other groups. Student respondents noted interest in existing extra-curricular activities and a return of others including dodgeball, puppy day, yoga and other activities.

French language and culture content:
Many of the student respondents indicated interest in learning more of the language and more French cultural activities in the school and many noted a strong desire for more French language opportunities in the curriculum. The MSoA curriculum offers options in French language in undergraduate studios, but is not officially bilingual. There is an aspiration for MSoA to develop and become officially bilingual to ensure French language studio sections and open up more curricular and extracurricular opportunities.

Indigenous content:
The majority of students are interested in learning more about indigenous cultures, architecture, philosophies and language, and how to bridge traditional knowledge linked to contemporary design practices. Many noted that they have learned interesting content in MSoA courses and a desire for increased presence of Elders and Knowledge keepers.

COVID challenges:
Many of the student respondents studied at the MSoA during one or more of the semesters impacted by COVID (fall 2020-winter 2021). During that period access to the MSoA building was limited. All courses were taught remotely fall 2020-winter 2021; and only studio courses were taught in person fall 2021-winter 2022. That MSoA was allowed to teach studio courses in person during fall 2021 and winter 2022, which was an exception at LU and the result of an overwhelming feedback by students through a survey led by the Laurentian Architecture Student Association (LASA). A return to all in person teaching started in fall 2022.

Student respondents noted that during the COVID restricted semesters it was difficult to learn and that they missed out on hands-on learning, field trips and working in a cohort community. Student respondents acknowledged that "the professors and staff at MSoA did the very best they could under the circumstances and I feel that I still obtained all the learning I needed. Some experience would have been improved by not being online such as time in the shop, building models, class trips, which were all not possible due to the pandemic restrictions.

I feel it is important for lecture classes to be in person as much as possible also." Student respondents also noted concerns about working at home alone and about losing out on experiences because of limitations of co-op placements. Student respondents also noted that during this period they did learn more digital programs and became more digitally adept. Since fall of 2022, there has been a concentrated effort by faculty to work additionally with the cohorts that had remote learning due to COVID, to 'catch up' on key in-person activities and skills such as field trips, model making and tutorials for analogue drawing.

CCAA concerns:
The announcement by Laurentian University that it entered the Company Creditors Arrangement Act (CCAA) in the winter of 2021, during the COVID pandemic when all learning/teaching was remote was very impactful on faculty, staff and students. Student respondents indicated a range of concerns including fears that the MSoA would be closed; that faculty would be fired; that the MSoA could lose accreditation; loss of scholarships; loss of electives. This survey was conducted after the University exited CCAA (December 2022), and some students expressed continued concerns about our reputation. The faculty and staff at the MSoA are currently working with University administration to proactively encourage and increase recruitment to the program, since CCAA applications and registration to the BAS program have decreased. However, interest and registration in the MArch has increased, due in great part to our CACB 'Initial Accreditation' in 2021.

Use of the library and IT:
The majority of student respondents noted that they utilized the library for research, borrowing materials, studying and consulting with the librarian or library assistant. The majority of student respondents noted that they require IT support with printing/plotting, their OneCard and Wi-Fi. That MSoA no longer has a full-time Librarian or IT specialist on site was often noted with frustration.

In summary, the self-assessment process of gathering feedback from faculty during retreats and from the four surveys (Faculty, Alumni, Co-op Employers, and Students) to our major school communities, we have gained significant insight into aspects we can develop and improve as well as insight regarding areas we are succeeding in education

3.2 Public Information

The Program must provide clear, complete, and accurate information to the public and include thefollowing text in its official Program information.

“In Canada, the Canadian Architectural Certification Board (CACB) is the sole agency authorized bythe Canadian Architectural Licensing Authorities (CALA) to accredit Canadian professional degree- programs in architecture for the purposes of architectural licensure.”

The APR must include:

- The program description as it appears in the university academic calendar or any other institutionally authorized official description of the Program; and
- Evidence that the Program has communicated to all faculty and incoming students the informationregarding the CACB process for accreditation.

The Program’s courses, as they have been annually passed by the University, are updated on the LU website and the LU Viewbook as well as on the MSoA website, in both English and French. Calendar Descriptions of all core courses are posted as well on the web in both French and English:
Bachelor of Architectural Studies (BAS) degree -
https://mcewenarchitecture.ca/programs/architectural-studies-b-a-s/#courses
https://mcewenarchitecture.ca/fr/programmes/etudes-darchitecture-bas/#cours
Master of Architecture (MArch) degree - https://mcewenarchitecture.ca/programs/master-of-architecture-m-arch/#program-details https://mcewenarchitecture.ca/fr/programmes/maitrise-en-architecture-march/#renseignements-sur-le-programme

Our new website was launched officially in the Fall of 2020: https://mcewenarchitecture.ca/ We have been consistent with our information on the new webpage, as outlined here, but additional support staff is needed to take full advantage of the new MSoA website's capacity.
Our Bachelor of Architectural Studies (BAS) Program has been advertised annually in the Laurentian University Viewbook in both English and French since 2012. For the 23-2024 Viewbook, advertising our BAS and MArch programs, please see the following links: Pages 29-30 of the 2024 LU Viewbook in English and French:
https://laurentian.ca/assets/files/Liaison/Viewbook-ENG.pdf
https://laurentienne.ca/assets/files/Liaison/Viewbook-FRE.pdf

The LU Viewbook is heavily used at the Ontario University Fair (OUF) where all Ontario Universities recruit with such material every September in Toronto. The LU Viewbook is handed out to prospective students at LU Open Houses each November and again in March. We hand out copies to prospective students and parents all year round as the University provides the MSoA with copies in both official languages.
Other online sites where the MSoA has information regarding our Program include:
Ontario Universities Council’s (OUC) Quality Assurance - https://oucqa.ca/program-approvals-menu/program-approvals/ Facebook and Instagram, for MSoA (https://www.facebook.com/McEwenArchitecture/ and @mcewenarchitecture)
The Telegraph (student-led website exhibiting MSoA Student work) -

https://thetelegraphmsoa.wixsite.com/telegraph/place

3.2.2. Evidence that the Program has communicated to all faculty and incoming students the information regarding the CACB process for accreditation.

Our website includes a page about Accreditation, outlining the procedures, conditions and terms for accreditation, and MSoA's status, with a link to the 2020 APR and 2021 VTR:
https://mcewenarchitecture.ca/programs/accreditation/
https://mcewenarchitecture.ca/fr/programmes/accreditation/

SPCs are included in each MSoA course syllabi template, that states the following: "As per the Conditions and Terms for professional accreditation, as determined by the Canadian Architectural Certification Board (CACB), our Program must demonstrate satisfactory performance in relation to specific student performance criteria (SPC). The SPC categories specifically related to this course are as follows:" [hyperlink to the CACB online PDF document is included] Faculty, Students and Alumni have also participated in the APR survey for this year.

3.3 Equity, Diversity, and Inclusion

The APR must include procedures in place to achieve equity, diversity, and inclusion in school operations and activities.

3.3.1. The APR must include procedures in place to achieve equity, diversity, and inclusion in school operations and activities.
Equity, Diversity and Inclusion within Laurentian University
The McEwen School of Architecture is fully committed to Equity, Diversity, and Inclusion. We are well supported in this mission by Laurentian University's similar commitment to these shared values. Laurentian University's Collective Agreement with the Laurentian University Faculty Association (LUFA) includes clauses regarding equity and human rights. In particular, Section 3.15 is titled "No discrimination or harassment" and states the following:

The Employer recognizes the need to provide an environment free from discrimination and harassment. To that end, the Employer has established a Human Rights Office, headed by a Human Rights Advisor and has created discrimination and harassment policy.
The mandate for the Equity, Diversity and Human Rights Office (EDHRO) is stated as follows:

[To] lead the University community in fostering an inclusive and respectful learning and working environment for all students, staff and faculty by providing expertise, guidance, advice and counsel to members of the University community in order to ensure compliance with the Accessibility for Ontarians with Disabilities Act (AODA), the Occupational Health and Safety Act (OHSA), the Ontario Human Rights Code (Code) and Laurentian University's Policy on a Respectful Workplace and Learning Environment, Policy on Response and Prevention of Sexual Violence, Code of Student Rights and Responsibilities and any other related policies.

The University has a series of links to policies covering equity, human rights, indigenous clauses, and student's rights and responsibilities. These are circulated on the LU website https://laurentian.ca/policies-accountability/policies as well as internally on the LU Intranet. The

Senate's rules as well as the LU Collective Agreements govern the larger University. Examples of policies included under the purview of the EDHRO include the following:

Laurentian University of Sudbury Code of Student Rights and Responsibilities
Policy on Employment Equity
Policy on Accessibility Standards for Customer Service Policy on a Respectful Workplace and Learning Environment
Communication to Students, Faculty and Staff

The MSoA currently has 3 primary means of communicating the above policies to our community: First, representatives from EDHRO have been scheduled to offer presentations to incoming students, as part of Student Orientation during their first week of classes at our institution, and online. This sets an immediate tone for the resources available as well as the values of the University. Second, EDHRO similarly joins an MSoA School Council meeting annually (most recently a workshop at our August 2021 Faculty Retreat) to ensure faculty and staff are also aware of University policies and where to pursue help as needed. Lastly, the following is included in the template for all syllabi throughout the BAS and MArch Programs: University Policies:

The McEwen School of Architecture expects that students will review and become familiar with various Laurentian University policies, including but not limited to:
Code of Student Conduct Non-Academic Grade Appeal Policy These policies, along with other questions you may have, can be accessed through the Student Portal on the Intranet; click on "Academics," then "Rules and Regulations". If you have any questions about these policies please contact the office of the MSoA Director. [Hyperlinks are also included in the digital versions]

This means that during the introduction to every course, the importance of such policies is emphasized by course instructors and highlights where students can find more information (with hyperlinks in the PDFs).

The MSoA Director and program coordinators will continue to work closely with EDHRO and the Dean's office to promote and assure that equity, diversity and inclusion within our Program is prioritized.
Equity, Diversity and Inclusion within the MSoA

At the moment, with 15 full-time faculty members, including the Director, the McEwen School of Architecture has 5 female members (33%) and 10 male members (66%). Including our Sessional instructors in 2023-24, we had 5 female (42%) and 7 male (58%) instructors, many of whom taught more than one course. The MSoA Director was profiled in Canadian Architect as one of the first women of color to lead a school of architecture. https://www.canadianarchitect.com/editorial-leading-by-learning/

Attempting to deliver a curriculum that teaches in both French and English as well as hiring Indigenous faculty from the onset has been a worthy challenge. For the 2034-24 academic year, we have 1 Métis full-time faculty, and 5 French-speaking full-time faculty, five full-time faculty are

women, and three full-time faculty are members of visible minorities. It is important for the tri-cultural mandate of the school to continue to recruit and engage diverse individuals with a range of experiences. Furthermore, many of our faculty have engaged with research programs specifically focused on underrepresented groups within the architectural profession.

At the student level, our student body has been consistently almost an even split between male and female, with our female student body being slightly larger than our male student body in all years except 2014 (please see previous APRs for breakdown of gender stats from 2013-2020, and see 3.4 below for a gender breakdown from 2020 to present). This reflects the upward trend in female students studying architecture in Ontario's Schools of Architecture. At present, our student body is almost exactly at 50:50. We have a diverse student body and make an effort to celebrate cultural identity within the culture of our Program, although there always remains work to be done in terms of our overall inclusivity.

On a positive note, we have witnessed a significantly high number of our students' Master's theses meaningfully engaged with topics related to diversity in architecture. The MSoA has been very proud to see our graduate students take on such important topics, which we feel reflects the shared values of the overall Program. Such diversity and ethical positioning in the final Thesis year also reaffirms that we are providing a solid educational foundation (including encouragement, guidance and support) for students to pursue their design explorations in such diverse areas.

3.4 Student Composition, Well-Being, and Enrichment

The APR must include:

- a description of the student cohort (background, gender, etc.); the Program's academic standards for students; a description of the students' educational backgrounds; and the selectivity, retention, and graduation rates of the Program since the last accreditation sequence;
- evidence that the school has policies and procedures in place for a safe, positive, and respectful learning and working environment;
- a description of the Program's approach to co-curricular, extracurricular, and enhanced learning opportunities available to students;
- evidence of the Program's facilitation of student opportunities to participate in field trips and other off-campus activities;
- evidence of opportunities to participate in student professional societies, honors societies, and other campus-wide student activities;
- a list of guest lecturers and visiting critics brought to the Program since the previous site visit;
- a list of public exhibitions brought to the Program since the previous site visit;
- a description of student support services, including health and wellness, academic and personal advising, career guidance, evaluation of progress, and internship placement(if applicable); and
- A description of teaching and research assistant opportunities for students.

3.4.1. a description of the student cohort (background, gender, etc.); the Program's academic standards for students; a description of the students' educational backgrounds; and the selectivity, retention, and graduation rates of the Program since the last accreditation sequence;
Current Snapshot

In our first few years of the BAS program (opening in 2013, up to our first graduating BAS cohort in 2017), an average of 31% of our students came from Northern Ontario. From 2018-2020, this remained relatively steady; in fact, even as late as the Fall F2021 term, Northern Ontario students accounted for 38% of the new incoming first year BAS student cohort. However, thanks in part to ongoing effects of COVID but largely on account of Laurentian University going through the Companies' Creditors Arrangement Act (CCAA) proceedings, we have noticed a decrease in students from Northern Ontario. While 27% of our new incoming first year BAS cohort for the Fall F2022 term was from Northern Ontario, only 20% of our new students coming in this fall are from Northern Ontario. Instead, our incoming new students from Southern Ontario for Fall F2023 make up the largest proportion of our student cohort, at 51%. While a large percentage of our new students have consistently been from Southern Ontario since the MSoA opened, the direct result of the CCAA proceedings has been a significant decrease in the number of Northern Ontario students, as the University works to rebuild trust, particularly among local applicants.

Another decrease has occurred in recent years with regard to out-of-province students. A very small number come in yearly from out-of-province (most often Québec and British Columbia, but we've occasionally seen others); since 2021, the numbers have steadily decreased. This year, only 4% of the new student cohort is from out-of-province, whereas in Fall F2021 it was 13%. Since the majority of our MArch students come directly from our BAS program, the above-noted statistics also apply largely to the same.
Incoming BAS international students slightly increased from six (6) in 2020 to nine (9) in 2021, and then increased significantly to nineteen (19) in 2022. While the number has slightly decreased for 2023 (thirteen (13) were expected this Fall F2023), this is still higher than some previous years. These numbers reflect confirmants to the program, which means these international students accepted the offer into the BAS program, but they were not necessarily able to get to Canada in order to actually register for courses and begin the program in the corresponding fall term following their acceptance.

For example, of the six (6) students that accepted the BAS offer in 2020, four (4) managed to begin the program in Fall F2020, but of the nineteen (19) students that accepted our offer in 2022, only eight (8) were able to begin the program in Fall F2022. Indeed, of the thirteen (13) we expected this Fall F2023, only eight (8) have registered to date. Our international students face many challenges with regard to obtaining visa permits in a timely manner, coupled with work permits once they are in Canada, since the paid co-op placement is a requirement of both the BAS and MArch programs. We have communicated with the Admissions Office to solicit their help with determining ways to better streamline this process for international students so that all of those who accept our BAS offer are actually able to begin the BAS program during the term they originally intended. The MSoA is planning to hire an external consultant to design an application portal as part of our website to streamline submission of documents to help address these admissions issues. International MArch students seem to be more consistently able to begin the MArch program once having accepted an offer to same; this is largely due to the fact that many of them were already here in their capacity as a BAS student, and therefore already had all the necessary paperwork in order to allow them to continue their MArch studies with us. This is in fact the case for all six (6) international students expected to begin the MArch program in Fall F2023.

As of September, 2023, there are 283 students in our combined professional program (195 BAS and 88 MArch) for the upcoming 2023-2024 academic year. Note that this number may fluctuate slightly over the next couple of months, and changes to registration are still able to be made as late as Friday September 15, 2023 according to the University's Important Dates calendar (https://laurentian.ca/important-dates). The final date by which students are able to drop a course without academic penalty (i.e. receiving an "F" on their transcript) is November 2, 2023. After this date, the University's report to the Ministry is prepared and submitted regarding total student enrolment, or total registrants.
Gender Identification

Of the 283 current students (195 BAS and 88 MArch) expected for the 2023-2024 academic year, the total number of those identifying as male(M) / female(F) / other(X) is broken down in detail here: https://mcewenarchitecture.ca/accreditation/gender-identification/

Forty-nine percent (49%) of the current MSoA student body identifies as male, and 51% identifies as female. It has historically been the case at the MSoA that there is a relatively even balance between male and female students, though female student numbers have typically been slightly higher (this year being no exception), except in 2014 as previously noted.
Unfortunately, the decreasing student population numbers also speak to program retention and attrition (see Retention Rates section below, for more details).

Student Indigenous Self-Identification:
Of the 283 students currently expected at the MSoA for 2023-2024, nine (9) of them have self-identified as Indigenous students. This number may increase between now and September, as we receive more information from the Admissions Office particularly with regard to new incoming students. However, compared with the number in the APR 2020, which indicated there were sixteen (16) self-declared Indigenous students at the time the report was submitted, this is a significant drop. This year's total of nine (9) students who have self-identified as Indigenous constitute a meager 3% of the entire MSoA student population.
Since many of our self-identifying Indigenous students are historically from Northern Ontario, this is in direct relation to our decreasing Northern Ontario numbers thanks to the CCAA proceedings.

Student Choice of French as a Language of Preference:
Of the 283 students currently expected at the MSoA for 2023-2024, eighteen (18) of them indicated their language preference as "French" (this is considered their preference when they apply to the BAS program in French). This is quite small at first glance (only 6% of the 283), but it is not an accurate reflection of the number of French-speaking students in our Program who, though they might have chosen "English" as their language of preference when applying to the BAS or MArch Programs, also speak French, or in many cases are bilingual (some are even Francophone but chose to apply in English for their own reasons). Consequently, there is a larger number of students who chose to pursue Design Studio courses in French than who have actually indicated their language of preference as French. In spite of this lower overall number of eighteen (18) students, we expect to have French sections for Design Studio for BAS years 1-3 during the upcoming 2023-2024 academic year, with each section having about ten (10) students enrolled. This would actually constitute roughly 10% of the overall student population for the upcoming year. Unfortunately, this does mean the percentage of French-speaking students has actually gone down since 2020, but since many of our French-speaking students are historically from Northern Ontario, this is in direct relation to our decreasing Northern Ontario numbers due to the CCAA

proceedings.

Current Student educational background:
We are expecting approximately 49 students for our first year BAS class for Fall F2023 (one of whom has already completed first term BAS studio, hence 48 students registered to Fall F2023 BAS studio). Of those 49 students, 31% are mature students (i.e. students who have had some post-secondary education before applying to our BAS program, including but not limited to students enrolled in Québec's CEGEP program as well as those who have already done some university studies) and 69% are coming directly from high school. This breakdown is consistent with previous years (please see section directly below), with a clear majority of our new students coming in directly from high school. Historical student educational background (2020-2022)

In Fall F2020, we were expecting 65 students (note again that this number represents confirmants, which is often higher than the number of registrants, hence why the Fall F2020 number of new first year BAS students in the Retention Statistics chart in the Retention Rates section below is actually 60) for our first year BAS class, of which 32% were mature students and 68% were coming directly from high school. In Fall F2021, we were expecting 63 first year BAS students, of which 33% were mature students and 67% were coming directly from high school. Last year, in Fall F2022, we were expecting 52 new first year BAS students, of which only 19% were mature students, with the remaining 81% being directly from high school.

Academic Standards BAS and MArch Our standards include the LU grading schema for both undergraduate programs, plus MSoA School guidelines for minimum averages in design studios and overall, as well as Portfolio guidelines. See links below.

BAS Grading Scheme:
https://mcewenarchitecture.ca/accreditation/bas-grading-scheme/
MArch Grading Scheme:
https://mcewenarchitecture.ca/accreditation/march-grading-scheme/
Admission requirements for BAS:
https://mcewenarchitecture.ca/wp- content/uploads/2023/07/BAS-admission-requirements_EN.pdf
Admission requirements for MArch:
https://mcewenarchitecture.ca/admissions/admissions-m-arch/

Retention Rates:
In Laurentian University's Tableau platform, settings are available to track retention and attrition at the program level. The platform is able to differentiate between students who leave a program for another LU program ("Attrition (pgm)"), versus those that leave the University entirely ("Attrition (LU)"). For example, the system can provide the Initial Headcount (incoming first year BAS students who registered for their courses), the number of those students retained in the program (measured over the period of a year), and the corresponding attrition rate. Laurentian University's

Tableau data has not been updated with regard to retention and attrition rates since before the CCAA process took place. Therefore, the last published data via Tableau was for 2019-2020, which indicated Initial Headcount (2019) at 71, Retained (2020) at 61, Attrition (LU) at 9 and Attrition (pgm) at 1. Our BAS program Retention Rate was therefore 85.9%, and of the nine (9)

students that left the program, one (1) switched into another program at Laurentian. Interestingly, of the sixteen programs that made up the Faculty of Science, Engineering and Architecture at Laurentian University pre-CCAA, BAS Architecture had the third-highest retention rate, with only Forensic Science at 88.4% (43 Initial Headcount) and Sciences de la terre at 100% (1 Initial Headcount) coming in with higher rates of retention.
Graduate program retention is measured differently than undergraduate data in Tableau. The time it takes students to complete a graduate program is what is measured, rather than looking at how many students are retained on a yearly basis. In fall 2019, we had 39 incoming new first year MArch students (35 of which completed their BAS degree with the MSoA), and in fall 2020 that same cohort entered their second and final year of the MArch program, but were down to 38 students by that point. However, in actuality two (2) of the 39 original students left the program by Fall 2020, and one (1) student who started in Fall 2018 was still enrolled in Fall 2020 due to having yet to complete her degree requirements. McEwen School of Architecture Retention Statistics 2021-2023 https://mcewenarchitecture.ca/accreditation/msoa-retention-statistics/

As you can see from the Retention Statistics chart accessible at the above link, while the actual number of students registering to our BAS program has decreased significantly between Fall 2021 and Fall 2023 due to factors such as COVID and the CCAA process, the rate of retention from 1st Year BAS Fall F2021 to Fall F2022 was 78.3%, while the rate of retention from 1st Year BAS Fall F2022 to Fall F2023 increased to 88.0%. Additionally, our MArch registrations from Fall F2021 to Fall F2022 increased and have remained steady for Fall F2023, with excellent retention rates across the board.

Graduation Rates to Date:
https://mcewenarchitecture.ca/accreditation/graduation-rates-to-date/

The total number of graduates from the BAS and MArch programs from 2013 to August 1, 2023 is 541. The total number of BAS and MArch graduates expected after October 28, 2023 is approximately 547.
With reference to the Graduation Rates to Date chart above, it is interesting to note the following:

In spite of the negative effects of both COVID, as well as the CCAA proceedings, our BAS graduate numbers have remained relatively steady and in fact this year our total number of BAS graduates (post-October 2023) is the highest yet; and Though the number of incoming MArch students for Fall F2023 who graduated our BAS program is listed as 38, we are actually expecting 44 first year MArch students for the Fall F2023 term. The six (6) additional students are accounted for as follows:
1 student was an external applicant who was offered admission;
3 students did a qualifying year with us;
1 student graduated from our BAS program in 2021;
1 student has been offered conditional admission pending his successful completion of the BAS program by the end of the spring/summer SP2023 term (technically convocating October 2023).

Finally, any BAS graduates who had an overall GPA that was lower than 70% may have applied to our MArch program but would not have been offered admission (this applies to at least one 2023 BAS graduate, and has also been applicable in previous years). Therefore, our BAS students have remained consistently interested in pursuing their MArch degrees with us.
3.4.2. evidence that the school has policies and procedures in place for a safe, positive, and respectful learning and working environment;

As stated in Section 3.3, the MSoA follows Laurentian University policies that "define the parameters of conduct considered to be consistent with the goals and values that promote the well-being of the Laurentian University of Sudbury's ("University") community." The LU Policy on a 'Respectful Workplace and Learning Environment' makes it clear that "every individual can work and learn in an environment that is supportive of productivity and academic achievement and respects the dignity and worth of all members of the Laurentian University Community."
The MSoA believes that a safe and respectful workplace can only ultimately be achieved through the collective behaviour and attitudes of its faculty, staff, and students, and that this must be cultivated and adhered to by all members of our community. In the case that issues arise that make a student feel unsafe, or if they have a concern regarding another student, there are policies within the University to ensure their voice is heard. There is also an important clause to ensure procedural fairness to the Complainant. This is clearly outlined in the Laurentian University of Sudbury 'Code of Student Rights and Responsibilities.' Section 7 of this policy focuses on the following:

Student Rights and Responsibilities:
To learn in a safe, respectful and positive learning environment.
To express your views in a responsible, respectful and ethical manner.
To make a complaint of misconduct without fear of reprisal.
To procedural fairness when a complaint is made under the Code, including:
The right to be fully informed of the nature and details of the Complaint, including the identity of the Complainant.
The right to have an agent present during all stages of the complaint process.
The right to be provided with an opportunity to respond to a complaint.
The right to an appeal of a finding of misconduct.

Essential to this policy is the following clause:
9.1 any member of the University community may file a complaint of misconduct against a student under this Code. A written complaint must be made by filling out a Case Resolution Request form and submitting it to the Equity, Diversity and Human Rights Office.

There are a number of possible ways for students to voice their concerns or complaints about their learning or working environment that begins with the course instructor, Program Coordinator, and Director. However, students may also approach the Dean's Office or the Equity, Diversity and Human Rights Office directly, as needed, for confidentiality reasons. For student breaches of the Student Academic Policy, there are also very clear guidelines about due process including Faculty-level external review committees.
A link to a list of Laurentian University (LU) policies is as follows: https://laurentian.ca/policies-accountability/policies

For LU policies and procedures (including forms) specifically related to Health and Safety, please see enclosed link: https://laurentian.ca/health-and-safety/policies-and-procedures

LU's Human Resources and Organizational Development office has also come to the MSoA to provide workshops (including but not limited to those relating to professional development, health and safety), and is available for consultation when needed. Some particular LU policies and/or procedures that relate directly to a safe, positive and respectful learning and working environment have been compiled and can be accessed at the following link:
https://mcewenarchitecture.ca/accreditation/lu-policies-and-procedures/

MSoA specific policies, for our academic unit, are as follows (see links below to access full policies in appendices):
MSoA BAS Academic Policy https://mcewenarchitecture.ca/accreditation/appendix-j-msoa-bas-academic-policy/

MSoA Constitution https://mcewenarchitecture.ca/accreditation/appendix-l-msoa-constitution/
Please note that we have new drafts of both the MSoA Transfer Credit Policy and the MSoA Best Practices for Grading, that take into account the adjusted BAS curriculum. Since the new BAS curriculum now requires students to obtain 15 elective credits instead of 24, the MSoA Transfer Credit Policy has been adjusted accordingly. https://mcewenarchitecture.ca/accreditation/msoa-transfer-credit-policy/
Laurentian University's general transfer credit policy can be accessed via the University's policies webpage (https://laurentian.ca/policies-accountability/policies).
The minimum grade required to transfer a course to LU is a C+ (though the actual grade earned in a course outside of LU will not count toward a student's LU GPA). Laurentian also makes College Pathways and Credit Transfers Charts available on their website:
https://laurentian.ca/admissions/undergraduate/college-transfer-applicants

The MSoA Best Practices for Grading https://mcewenarchitecture.ca/accreditation/mcewen-best-practices-for-final-grades/

This has also been adjusted to reflect changes to the BAS curriculum (specifically, course code changes and the addition of more architecture elective courses). This document is meant as an instructional guide for all MSoA faculty members and sessional instructors regarding calculating and entering final course grades. See links to BAS and MArch Grading Schemes above, Academic Standards BAS and MArch.
3.4.3. a description of the Program's approach to co-curricular, extracurricular, and enhanced learning opportunities available to students;

The MSoA promotes and supports a number of enhanced learning opportunities including extracurricular, activities such as 'Wellness Wednesdays', 'Nuit Blanche' and 'How to Build a Stool with a Chisel and a Robot,' and library activities such as 'One School One Book'. During the 2022-2023 academic year, in-person drop-in yoga sessions and healthy snacks were offered every Wednesday morning for 'Wellness Wednesdays'. In 2023 the student-organized 'Nuit Blanche' returned, with an evening of art, music and food with local community members and MSoA students featured. In 2023, two faculty members secured funding and ran weekend workshops with 25 students to create wooden stools using analogue and digital technologies for the 'How to Build a Stool with a Chisel and a Robot' workshop. The library organized 'One School One Book,' which has run annually since 2017. During 2021 and 2022 it was held remotely and in 2023 returned to in-person gathering.

At a co-curricular level, many students are heavily involved in our student governing body - the Laurentian Architecture Student Association (LASA). LASA has an events subcommittee that arranges for various activities such as barbecues and 'frosh activities' for incoming BAS students, formal balls, Halloween events and various fundraisers.
Other activities that have enhanced the learning opportunities of students at MSoA include those organized by professors including the annual 'Warm Up' event, film series, 'Building the Thesis Colloquium', lecture series, graduation events, ten-year anniversary event and various field trips and off-site activities (see 3.4.4).

Every year, the first year design studio students design and construct 'Ice Stations' that are anchored into the frozen Ramsey Lake on the city maintained skating path. This has been a successful tradition since 2016 in collaboration with the City of Sudbury, the Ice Stations stay on the frozen lake for the skating season, about one month. To launch their anchoring, MSoA hosts a 'Warm Up' event with music, a bonfire, s'mores and hot chocolate from community members. Many members of the MSoA, their friends and family and the Sudbury community come out. We have run this warm up event continuously since 2016 with the exception of 2021 (due to COVID). The 2022 and 2023 events were particularly meaningful marking the successful return.
In three courses, Design for Climate Change (ARCH 2306), Cultural Sustainability (was ARCH 4016 now ARCH 3026) and Sacred Places (ARCH 1007), an open film series is held in the MSoA's large lecture hall, which has a cinema-sized screen. The films for these courses are screened in the evenings, with posters in the school and on social media inviting members of the MSoA community to attend.
MSoA faculty, Dr. Aliki Economides, initiated a co-curricular event titled the "Building the Thesis Colloquium" in 2019, which also ran in 2020. This also allowed our students to learn from recent graduates from other Programs to better understand diverse approaches to an individual design thesis. Post-COVID, MSoA aspires to relaunch this event.

Our lecture series is organized by the Cultural Events Committee and has successfully run every year at the school since 2018. In recent years, the OAA, Tremco, NOSA and RAIC have donated to this lecture series. Renowned international and Canadian architects and designers are brought to MSoA to give lectures and often are able to spend time directly with students in reviews or courses. In the winter of 2020, due to COVID several lectures were canceled. In the 2020-2021 year the series continued remotely and was part of the 'Pan Canada' lecture series with remote lectures hosted by schools of architecture across the country. In 2021-2022 the MSoA hosted lectures and other events remotely. In 2022-2023 the lecture series returned with in-person lectures at MSoA.

In the summer of 2023, the OAA hosted its annual conference in Sudbury with many activities and events held at the MSoA. Many MSoA students, graduates and faculty participated in this conference as volunteers, exhibited work and as participants and speakers.
Since the graduation of our first BAS cohort in 2017, the MSoA has hosted its own, self-funded, celebration events in addition to the main campus convocation. These events often included Drum Circles, special guests, giving of awards (funded by community members and the MSoA patrons), food, music and celebration. In 2020 and 2021 due to COVID these celebration events were converted into an extravagant, live, online event organized by an MSoA faculty member. Students, staff and faculty shared memories, images, and awards in this manner. In 2022 and 2023 MSoA returned to hosting this event in-person again, much to the delight of the MSoA community. Since 2019, there are separate events for the graduating BAS and MArch cohorts to best accommodate the numbers attending which include a large number of family and friends. These events are catered by various local businesses and reinforce our connections to the local community.

In the fall of 2023 the MSoA will host a large, three-day event, celebrating ten years since its opening in September 2013. This was faculty-organized and included an awards event, public lecture by the MSoA project architect Janna Levitt, and an open community party with a Drum Circle, short speeches, food and music. https://www.canadianarchitect.com/mcewen-school-of-architecture-at-laurentian-u-celebrates-10th-anniversary/#:~:text=McEwen%20School%20of%20Architecture%20at%20Laurentian%20U%20c

elebrates%2010th%20anniversary,-By%20Canadian%20Architectandtext=In%20celebration%20of%20the%2010th,a%20series%20of%20special%20events.

3.4.4. evidence of the Program's facilitation of student opportunities to participate in field trips and other off-campus activities;

The MSoA strongly believes that lived experience is one of the strongest forms of education and thus supports significant travel opportunities throughout the combined BAS/MArch Professional Program including studio/course field trips in the BAS and MArch; summer programs, Research Assistant travel and international co-op work terms.

Field trips and travel have been in place since the founding of the school in 2013 with field trips in every studio and many courses to cities in the province, region and beyond. However, during the 2020-2021 and 2021-2022 academic years the field trips were suspended due to adherence to Provincial and University guidelines handling the COVID pandemic. The 2022-2023 academic year signaled the return to field trips. The following annual field trips took place in the BAS Program: Toronto (1st year), Ottawa (2nd year), Smooth Rock falls (3rd year) and Montreal (4th year). These trips were tied directly to content in studios and courses. In the past, we have also had our 2nd year cohort paddle canoes at Killarney, stay at the ecological centre in Mattawa, or along the French River, and students frequently spend time in our local parks and conservation areas for various forms of site analysis. As described in other sections, we have also had many Design Studio and course projects that collaborate with local community groups, First Nations and other regional municipalities. Students also travel within the region for various other core courses, for instance to local sawmills to learn more about sustainable forestry practices.

In the MArch Program, studios and seminars have traveled to the following since we began the Graduate Program in the fall of 2017: Albuquerque, New Orleans, Copenhagen, Helsinki, Reykjavik, Montréal, Marseilles, Dinkelsbuhl, Linz, and to remote northern communities in Ontario and northern Québec, including Indigenous communities in Uashat, Kangiqsualujjuaq and Kuujjuaq.

As in the BAS, the 2020-2021 and 2021-2022 academic years the field trips were suspended due to adherence to Provincial and University guidelines handling the COVID pandemic. The 2022-2023 academic year signaled the return to field trips with four graduate studios traveling to four different locations: India; Austria and Switzerland, Chicago, Kuujjuaq Indigenous communities in northern Quebec

To support our emphasis on student travel experiences in other places, the School Council unanimously voted to create $1,000 travel scholarships for each graduate student, funded through our McEwen gift endowment, as part of student enhancement. During the COVID years, this scholarship was modified to include technology costs so students could claim this scholarship and use it towards needed technology for their respective theses.

Furthermore, the MSoA has supported other travel abroad programs during the summers for students, these ran until the COVID pandemic and the MSoA is looking at reinstating something similar in the future. Until 2019, the MSoA summer programs included design-build projects in Germany, and competing in the Bergen Wood Festival in Norway. While these activities do not

currently offer students' academic credit, the School strongly supports them as invaluable learning opportunities and students have maintained interest in participating in these summer programs since the School opened in 2013.
When students participate in MSoA field-trips, they must sign an LU travel waiver and various other forms provided by the Procurement, Contract and Risk Office, a copy of which is kept on D2L for future reference.

In addition to this, many MSoA students are mentored as Research Assistants and have had opportunities to travel as part of professors' research. In the past, students have traveled to Ottawa, New York, South Africa and Senegal. In 2018 five MSoA students were sent, using McEwen endowment funds, to the Venice Biennale. Since 2020, MSoA research assistants have traveled to Calgary, Nunavik, Senegal and Finland. As the co-op program has grown at MSoA, the opportunities for our students to work in various Canadian cities has grown to include major cities such as Toronto, Calgary, Vancouver, Montreal, Halifax, St. John's, Québec City, but also in many smaller cities such as Sudbury, North Bay, Iqaluit, Barrie and so forth. MSoA students have also been employed in many American cities and in international locations in India, Germany, Norway and China. In the 2020-2021 academic year most co-op placements were limited to the province as per University guidelines. These travel restrictions were eased in the 2021-2022 academic year and the 2022-2023 academic year witnessed the return to unrestricted locations for co-op placements.

In the spring 2020 term there were two (2) MArch international placements, and two (2) MArch USA placements (bearing in mind these began in January 2020 and therefore these students were already in their placements once COVID happened). In the W2021 term there was one (1) international MArch placement, which continued into SP2021 and there was one (1) BAS international placement as well. In SP2022, international placements increased to three (3); two (2) BAS and one (1) MArch placement. Currently (SP2023 term), there is one (1) MArch student doing a co-op placement in the USA and no international placements. In spite of the fact that there are no students currently doing international placements, it's encouraging that the number went up slightly last year. There is also a direct correlation between the number of international placements and international students, as international students often opt to do a co-op in their home country if possible, so this does not necessarily equate to a so-called negative trend.

3.4.5. Evidence of opportunities to participate in student professional societies, honors societies, and other campus-wide student activities;
There are a number of associations, organizations and activity groups available to students at the MSoA. From those within the MSoA itself, to MSoA-led organizations in the Greater Sudbury community, to architecture associations Canada-wide, as well as general student associations and activity groups available through the wider Laurentian University campus, MSoA is proud to have active student participants in all of these areas.

MSoA associations/organizations
LASA
The Laurentian Architecture Student Association (LASA) is a student-led organization that provides a comprehensive representation of Undergraduate and Graduate students studying architecture at the McEwen School of Architecture. LASA focuses on advocating for the students as well as providing enrichment opportunities in student life and career development through student-run initiatives available to all. The team works to organize a multitude of events throughout the year to keep students engaged in their learning, building a community atmosphere and

ensuring their well-being. There are many opportunities for students to get involved with LASA including being an active member of the association as well as volunteer opportunities. The Laurentian Architecture Student Association is committed to advocating for the McEwen School of Architecture Students' education and well-being to ensure successful post-secondary studies and build community and pride within the program.
LASA is composed of an Executive and a General Council. The Executive consists of a President, Vice-President, Secretary, Senior/Junior Treasurer, and Senior/Junior Events Coordinator. The General Council is broken down into Academic Representatives, Cultural Representatives, and Coordinator positions. The Executive members ensure that the rules and regulations of LASA and the University are followed by all Members of the Association. They are also responsible for maintaining and managing the administrative, financial, and general affairs of the Association.

Please see LASA document here for additional information:
https://mcewenarchitecture.ca/accreditation/lasa-information-apr-2023/
This includes the position titles and those filling the same to date, as well as some of the regular activities/big events put on by LASA each year.

The Telegraph
The Telegraph Magazine is a student-led and student-run initiative to showcase the work of students from Laurentian University's McEwen School of Architecture in downtown Sudbury. They aim to continue a dialogue with the community that rallied for the development of a design school for the north. See: https://thetelegraphmsoa.wixsite.com/telegraph/place

MSoA-led organizations/associations within the community of Greater Sudbury BEA(N) Building Equality in Architecture (BEA) North is a volunteer-run organization made up of architects, designers, leaders, and entrepreneurs creating opportunities for community-building, advocacy, networking, and mentorship. Across Canada, BEA believes that empowering women in the design community improves and enriches the practice of architecture, the quality of the built environment, and ultimately, the human experience. BEA currently includes chapters in Northern Canada (BEANorth), Toronto (BEAT), Atlantic Canada (BEAA) and the Prairies (BEAP and BEACalgary). https://www.beanorth.com/ Co-founders Rebecca Jacob (Managing Director) and Grace Wilson (Vice Managing Director) are both MArch students at the MSoA, and almost all of the membership is made up of MSoA students and alumni. MSoA faculty member Shannon Bassett sits on the BEANorth Advisory Committee.

Canada-wide architecture associations/organizations:

CASA:
The MSoA also supports a student representative to sit on the Canadian Architecture Students' Association (CASA), which promotes our students networking with other schools across the country (see www.casa-acea.org). Each year, CASA representatives are elected through the Laurentian Architecture Students Association (LASA) and/or the MSoA. The CASA Representative acts as a liaison between the student association/body and CASA by regularly communicating updates, and promoting CASA and its initiatives in the school. The CASA representative is funded by the MSoA to attend the annual conference, which changes locations around the country. Since 2018, seven MSoA representatives have been elected to CASA.
Recent MSoA MArch graduate Christopher Johnson has been Director of CASA-ACÉA for the past four years, and to date, both Christopher Johnson and MArch student Adhira Ravi are Directors on CASA-ACÉA. There have been a total of three (3) MSoA representatives since 2020

who were elected by LASA, which include Sarah Chin, Adhira Ravi, and Noam Aufgang. Noam has been newly appointed as a committee chair in CASA, and therefore he cannot also maintain his MSoA representative status. A new MSoA representative for both the BAS and MArch programs will consequently be called for during the upcoming academic year.

CACB:
The CACB is governed by a Board of Directors, [who] are elected for a 3-year term from individuals nominated by ROAC (Regulatory Organizations of Architecture in Canada) and CCUSA (Canadian Council of University Schools of Architecture) at their Annual General Meeting. A representative of the Canadian Architectural Students' Association (CASA) also sits on the Board for a 2-year term. MSoA MArch student Adhira Ravi is the CASA appointee to the CACB board, effective November 2023. As noted in the CASA section, she is also a CASA Director. See: https://cacb.ca/board-and-past-presidents/

Associations and activity groups within Laurentian University All students attending Laurentian University are offered automatic membership in one of the following student associations of their choice. In addition to the association identities and services described below (text for each has been taken directly from Laurentian University's website about student associations https://laurentian.ca/student-associations), full-time undergraduate and graduate students are provided with a City of Greater Sudbury bus pass as well as health plans through their respective student association.

Students General Association (SGA/AGÉ):
Students General Association is the largest bilingual undergraduate association at Laurentian University. For over 55 years, the Students' General Association has been led by elected students and supported by full-time staff. The SGA/AGÉ provides comprehensive representation of the student body, services such as the health and dental plan, VDesk, UPass, Safe Walk, Pride, Women's Centre and much more. It also focuses on enrichment of student life through social and cultural enhancements such as events, Welcome Week and other programming at Laurentian University. Policy and advocacy are essential branches of the SGA/AGÉ, as it actively participates and lobbies within the university, at municipal, provincial and federal levels of government on behalf of students and participates in both provincial and national student movements. There are also many opportunities to get involved with the SGA/AGÉ including student government, employment and volunteer positions. The Students' General Association is committed to guiding students through a successful university career and building on pride and tradition at Laurentian University.
Association des étudiants et étudiantes francophones (AÉF) :
The Association des étudiantes et étudiants francophones represents the interests of Francophone students on campus. Its mandate is to enhance social, academic and cultural ties that unite, through the promotion of the French language, student engagement in a variety of Francophone activities and events, and political, academic and administrative representation.

Graduate Students Association (GSA):
The GSA Board of Directors represents graduate students and usually consists of an executive and representatives from each department elected by the general membership. When questions relevant to graduate students arise, the University Administration consults the GSA as the body representing graduate students.

Indigenous Students Circle (ISC):

The Indigenous Students Circle works to support the academic endeavors of its members by promoting Indigenous culture and by supporting and developing opportunities for social and cultural interaction in the Laurentian community. An array of events are planned throughout the year including drum socials, traditional teachings with elders, brown-bag lunch lecture series, dinners and socials, and much more. A new radio show on Laurentian's CKLU 96.7 FM, hosted by ISC members, celebrates the talent of Indigenous artists, discusses the events and activities.
The following is a list of student groups/activities that are available to all Laurentian University students: https://laurentian.ca/clubs-and-associations
There are also a number of sports teams at Laurentian University that MSoA students have been members of over the past decade. Please visit https://www.luvoyageurs.com/landing/index for more information.

3.4.6. a list of guest lecturers and visiting critics brought to the Program since the previous site visit;

3.4.6.1 Guest lecturers (public lectures) (2021-2023)
[FR] = Lectures in French; [V] = Virtual
https://mcewenarchitecture.ca/accreditation/guest-lecturers-2021-2023/

3.4.6.2 Library events:
https://mcewenarchitecture.ca/accreditation/library-events/

3.4.6.3 Visiting critics (2021-2023):
The following list includes invited critics and guest lecturers for academic years 2021-22 and 2022-23, in both Design Studios and other Core Courses in the Program. Note that the MSoA has developed a tradition of having fellow colleagues and graduate students critique in other year's Design Studios. This would make our list of visitors to each studio much longer, so we have listed MSoA faculty critics and student critics selectively. Finally, not all core courses have invited guests.
https://mcewenarchitecture.ca/accreditation/visiting-critics-2021-2023/

3.4.7. a list of public exhibitions brought to the Program since the previous site visit (2021):
https://mcewenarchitecture.ca/accreditation/a-list-of-public-exhibitions-brought-to-the-program-since-the-previous-site-visit-2021/

3.4.8. a description of student support services, including health and wellness, academic and personal advising, career guidance, evaluation of progress, and internship placement (if applicable); and

In addition to the student support services provided by various student associations (see 3.4.5), Laurentian University also provides services with relation to health and wellness. The following is information sent to our students in an email, at least twice yearly, to remind them of the following services:

1.Laurentian University offers counselling services on the main campus (second floor of Parker Building) to all students; confidential, short-term counselling services are offered free of charge to all currently enrolled students. To find out more, please visit their website at the following link:
https://laurentian.ca/counselling

To schedule an appointment to speak with an LU counsellor, please contact toll-free 1-800-461-4030 extension 6506 or 705-673-6506, or by email at counselling@laurentian.ca. Additionally, please note the following from their website:

If you do not have a scheduled appointment, LU counsellors will be available for same-day (walk-in) appointments Monday to Friday, between the hours of 1 pm and 3 pm.
Appointments generally occur on a first-come, first-served basis with the last appointment at 2:15 pm. Students can speak to a mental health professional 24/7 (no appointment needed) through keep.meSAFE: Call: 1-844-451-9700 (If calling from outside of Canada or the United States, dial 011-416-380-6578) Chat: Download the free MY SSP app or visit the keep.meSAFE website. keep.me SAFE provides students with both immediate and ongoing support from multilingual and culturally matched counsellors.

2.The MSoA also has a Faculty and Student Success Committee that attempts to assess MSoA needs and offer some support and services relating to the same (e.g. student surveys regarding wellness, Yoga Wednesdays, a branch of the LU food bank available on site, and so forth).

3. Academic advising is done by our BAS Undergraduate Coordinator (MSoA full-time faculty member Jean-Philippe Saucier for 2022-2023, and 2023-2024) and our MArch Graduate Coordinator (MSoA full-time faculty member Randall Kober for 2022-2023, and 2023-2024). Students contact these personal MSoA advisors for questions including but not limited to academic plans in the event of failed courses, evaluation of progress in program, and potential transfer credits.

4. Students can also contact Laurentian University's Student Success Centre (https://laurentian.ca/student-success-centre) for more general academic assistance, including main campus orientation, assistance with academic writing, as well as tutoring services.

5.Students may also contact the Accessibility Services Office (https://laurentian.ca/support/accessibility-services) that offers support for students with many types of disabilities so they can participate in all aspects of their academic experience at Laurentian University. Services offered include in-person, telephone or virtual (video conference) appointments.

6. In addition, students can contact Laurentian University's Career Hub for career assistance. (https://laurentian.ca/support/career-employment-centre):

The Career Hub provides career and employment (permanent/summer/part-time) support services for undergraduate, graduate students and alumni from all disciplines. The Hub helps students develop lifelong career management skills through a comprehensive range of accessible services to support and empower students in making informed decisions about their career and employment goals.

The Hub also assists employees in recruiting students from the University.
Career Hub services include:
Job Postings On-Campus
Jobs Internship Opportunities
Career Fairs
Career Coaching

Resume, Cover Letter, and Interview Advising
Employment and Career Workshops

Related to co-op employment within our Professional Program, MSoA students can contact the Placement Coordinator for Laurentian University (formerly 100% dedicated to MSoA Co-op programs), Corine Loranger, for assistance with architecture co-op placements (co-op is a mandatory part of both the undergraduate BAS and graduate MArch programs), which are paid placements usually taking place during the spring/summer (SP) term and completed alongside a corresponding co-op architecture course (only exception is MArch co-op placement/course ARCH 5915, which takes place during the winter (W) term).

3.4.9 A description of teaching and research assistant opportunities for students:

For employment opportunities not related to teaching or research assistance, see also Career Hub (3.4.8); there is a Work Study program offered through Laurentian University that employs students in various departments of the University, to gain work experience... For example, we are employing one of our own architecture students this term (spring/summer SP2023 term), who is assisting with office tasks as well as accreditation tasks specifically related to this report.
Career Guidance and Co-op Placements
Career guidance is primarily provided by the MSoA Program Coordinators, faculty members, and the Director. Given that we have multiple faculty members who are also registered architects, we feel this system to be the most effective for those students who remain interested in pursuing a professional architectural career.

The MSoA no longer has one dedicated staff person in the role of Placement Coordinator who is responsible for administering and coordinating communication between students, employers, and faculty, throughout the Co-op placement process.
This Coordinator is now responsible to support all co-op programs at Laurentian University, in the same capacity as it does for the MSoA students, despite the MSoA offering the University's only mandatory co-op program.

The Co-op Coordinator is also responsible for meeting with students throughout the academic year to review their expectations during the application and hiring process, and works with designated faculty members to provide assistance with portfolio and resume preparation. The Co-op Program is thus the most effective means to offer career guidance as students also eventually gain exposure to, and benefit from, external architects, designers, and professionals from other industry-related fields, who help educate students about the industry.

Teaching and Research Assistant Opportunities:
The MSoA currently receives a total of 10 FTE Graduate Teaching Assistantships (GTAs) as administered through the Faculty of Graduate Studies (FGS), for each year of the MArch Program. These GTA positions are assigned by the Graduate Coordinator to students to support various courses throughout the Program, in consultation with the course instructors. The GTA positions are offered to the top performing students for each incoming MArch cohort, either as Full GTAs or Half GTAs. Laurentian University GTA positions paid students in 2023-2024 $9,551 during the 2023-2024 academic year ($4,665 is the salary portion paid on bi-weekly basis and the graduate fellowship is paid in one installment of $4,886), and students can typically maintain them for both years of the MArch Program (for a total of$19,102). We have also had a significant number of our students hired by faculty members as Research Assistants as part of their grant-funded programs.

Research assistantships currently depend solely on such faculty-led initiatives and grants. When opportunities arise, they are circulated via email to the relevant student cohorts. Both GTA and Research Assistants greatly assist in student formation, providing students with developing unique teaching and/or research skills. Faculty research grants allow both BAS and MArch students to be part of a research grant and methodology, which often comes into play in their own graduate thesis work - either directly or indirectly.

In addition to this, every year MSoA applies to the University for 'Work Study' positions which are co-funded by the university and the unit. The MSoA Library has successfully secured several 'Work Study' positions with the central library co-funding these paid, part-time work positions for MSoA students. MSoA faculty have also regularly applied and successfully secured 'Work Study' positions for the fabrication lab and for the front office, for example, there is currently a 'Work Study' position for an MSoA student to support the digital organization of visual materials for the 2024 accreditation package.

In all of the above services and opportunities, including Academic Advising, the Director, BAS and MArch coordinators are the contact people for students within the School of Architecture. The Director works directly with the Program Coordinators and the Administrative Assistants in these matters. In short, the University provides ample opportunity and support for student growth, both within and outside of the academic unit, in pursuit of their full potential as students and future practitioners.

Many of our students have won merit-based graduate funding such as Social Sciences and Humanities Research Council grants (SSHRC) and Ontario Graduate Scholarship Grants (OGS):
2017 1 Ontario Graduate Scholarship (OGS) MArch student award recipient was Julie Vachon

2018 3 OGS MArch student award recipients were: Chris Baziw, Henry Dyck, Anastasia Renaud (formerly Koutsoukis).

2019
2 MArch students awarded SSHRC Grants were: Chris Baziw, Alex Langlois
4 MArch students awarded OGS: Henry Dyck, Maeve Macdonald, Lila Nguyen, Holly Sutton

2020
2 MArch students were awarded a SSHRC Grant: Simao Da Silva, Tristan O'Gorman
1 MArch student OGS award: Aidan Lucas

2021
3 MArch student OGS award recipients were: Sarah Wetteskind, Tristan O'Gorman, Thomas Vanderkruk.
2022
2 MArch students awarded SSHRC Grants were: Rebecca Jacob; Grace Wilson;
8 MArch students OGS award recipients were as follows: Lauren Carr, Catherine Daigle, Abigail Hudyma, Jonathan Kabumbe, Sarah Mason, Alexander Rickert, Britney Sandre, Sydney Sheppard

2023
2 MArch students awarded SSHRC Grants were:Landen James, Britney Sandre;
1 MArch student awarded "Queen Elizabeth II Scholarship in Science and Technology", Grace

Wilson;
7 MArch students awarded OGS recipients were: Sydney Dupuis, Abigail Hudyma, Rebecca Jacob, Joshua Lapp, Alexander Rickert, Carlos Ucat, Brenna Winters

In addition to this, many of graduate students' thesis research have garnered national recognition including: Raechel Hamilton (MArch 2022) and Brett Walter (MArch 2023) both won the national competition for the RAIC Foundation's Vince Catalli Scholarship for Sustainable Architectural Innovation, and Tristan O'Gorman (MArch 2022) received an Honourable Mention in the national competition held by the RAIC Foundation for the Canada Green Building Council Scholarship for Sustainable Design and Research.

The increasing success of our MArch students' research in terms of recognized funding and awards speaks volumes for both the quality of work by students and the dedicated mentorship by faculty, especially given retrained resources post COVID and post CCAA.

3.5 Faculty and Staff Resources

The APR must include:

- a description and tabulation of the academic and professional qualifications of faculty,as well as a description of the distribution of effort between teaching and the other responsibilities of each faculty member;
- a description of the distribution of effort between administration and other responsibilities for each position;
- a description and tabulation of the administrative and technical roles and qualificationsof Program support staff, as well as a description of the distribution of effort whereroles and responsibilities are split among multiple tasks or positions;
- the Program's policy regarding human resources development opportunities;
- a description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure;
- a description of faculty and staff development opportunities;
- evidence of how faculty activities encourage currency in the knowledge of changing demands of practice and licensure; and
- a description of the Program's approach to research, research activities carried outwithin the Program, and how the research may or may not inform the professionalcurriculum.

3.5.1. a description and tabulation of the academic and professional qualifications of faculty, as well as a description of the distribution of effort between teaching and the other responsibilities of each faculty member;

The MSoA Program has had a very clear intention of balancing the Professional Program as a whole, with research academics and registered architects who are highly qualified to teach building code issues, submit working drawings for building permits, and who remain current in the Program through their own professional practice experience.
The strategy to maintain a balance between practitioners and more theory-based academics is appropriate in order to achieve our Program's main objectives, given the nature of a design-build and Co-op Program that is educating young professionals.

The same holds true for the Professional Practice stream where the Co-operative education terms emphasize the role of the practitioner. The balance between registered architects, theory-based academics and those who hold both credentials is intentional. It allows us to deliver:

1) a design-build curriculum with a focus on hands-on learning, and
2) a Co-operative education model that focuses on integrated learning, bridging classroom learning with practical experience in the field. Our Co-op program is mandatory.

This balance is reflected in our current faculty composition with 6 full-time faculty members holding a doctorate while 5 are licensed architects (4 in Canada, 1 in the USA). To support the MSoA's overall strategy it must be underscored that the "terminal degree" in the discipline of Architecture is the Master of Architecture (first-professional degree), and not the PhD.

Among our 15 full-time faculty, 3 professors hold the title Master Lecturer, a position at LU that allows them primarily to teach - up to 24 credits per year - but they are not expected to conduct research or take on administrative duties.

Finally, and in accordance with CACB Condition 3.5 for all Schools of Architecture: "A maximum student/faculty ratio between 12:1 and 15:1 is considered acceptable." Our Program intends to maintain a 15:1 student/faculty ratio in our undergraduate Design Studios and Graduate Design studios. This is still at the high end of the ratio compared with other Canadian Schools of Architecture.

Full-time Architecture Faculty:
The MSoA has 15 full-time faculty; which equals 14.5 FTE. (For more information, please see Section 4.4 for Full-Time Faculty and Sessional (with Establishment) Resumes).

Baechler, Mark (Assistant Professor) MArch (prof.), Carleton U., OAA Areas of expertise: Architectural Drawing, Wood Furniture, Wood Architecture, Abrahamic Architecture

Bélec, Louis-Pierre (Limited Term Appointment as Assistant Professor) MArch (prof.), University of Waterloo, OAA intern Areas of expertise: architectural design, representation, architectural practice, global cultural studies
Bassett, Shannon (Assistant Professor) BArch (dist.), Carleton; MArch (Urban Design), Harvard Areas of expertise: urban design, ecological urbanism, landscape design, sustainable design, women in design

Beites, Steven (Assistant Professor, Graduate Coordinator) MArch (prof.), U. Toronto; MSc, U. Michigan Areas of expertise: Technology, Housing, Robotics, Computational Design, Digital Theory

Economides, Aliki (Assistant Professor) BArch (prof.), U. Toronto; MArch (post prof.), McGill; M.A., Harvard; Ph.D, Harvard Areas of expertise: socio-spatial inequalities; identity and the built environment; ornament, style, decorative arts

Gaber, Tammy (Director and Associate Professor) - 50% FTE BES, BArch (prof.), U. Waterloo; M.Sc. and PhD (Cairo U.) Areas of expertise: design, history and theories of architecture, sacred spaces, worship architecture, mosques, gender in architecture

Galvin, Terrance (Professor) BEDS, TUNS; MArch (prof.), TUNS; MArch (post-prof.), McGill; PhD (University of Penn.) Areas of expertise: Architectural Histories, Architectural Theories, Design Thinking, Indigenous Thinking

Kober, Randall (Master Lecturer and Graduate Coordinator) BA (History), U. Wisconsin; MArch (prof.), U. Illinois Areas of expertise: Wood Structures, Design Build, Making, History

Lalor, Amina (Assistant Professor) MArch (prof.), University of Waterloo, OAA intern Areas of expertise:Indigenous design, land-based practice and pedagogy, community building, storytelling

Mah, Kai Wood (Associate Professor) BArch (prof.), MA and PhD (McGill), MOAQ Areas of expertise: Children and Youth, Educational Environments, Housing, Migration, Political Ecologies

Pinard, Émilie (Associate Professor and UNESCO Chair) MArch (prof.), M.Sc., Laval U.; PhD, Laval U. Areas of expertise: cultural sustainability, collaborative design, housing, gender

Saucier, Jean-Philippe (Master Lecturer, Undergraduate Coordinator) MArch (prof.), U. Laval, MOAQ Areas of expertise: Building science, Sustainable development, Passive design, Energy and comfort

Strickland, Thomas (Assistant Professor)
MArch (prof.), TUNS; PhD (McGill) Areas of expertise: History and Theory, Healthcare, Design-Build, Critical Pedagogy

Wilson, Ted (Master Lecturer) BArch (prof.), U. Waterloo, OAA, LEED AP Areas of expertise: Design, environmental and professional management

Wrightsman, Bruce (Assistant Professor) BArch (prof.), Kansas State; MArch (post-prof.), U. Texas at Austin; AIA Areas of Expertise: Design, Structures, Design-Build Part-Time Architecture Faculty (2022-2023) Architecture Librarian (sessional)

Ross, Jennifer BA, Laurentian; MA (Classics), McMaster; MLIS, Western Areas of expertise: Library Science, Collections, Research Methods

Auchinleck, Laura (Sessional Instructor) BAS, MArch (Laurentian), OAA intern Areas of expertise: Design, Theory, Visual Communication Beites, Kristin (Sessional Instructor) BED, U. Manitoba; MArch (prof.), U. Toronto, OAA Areas of expertise: Design, Theory, Visual Communication, Professional Practice Baechler,

Amber (Sessional Instructor with Establishment) MArch (prof.), Carleton U., OAA Areas of expertise: Design, Representation
Belec, Louis-Pierre (Sessional Instructor) MArch (prof.), University of Waterloo, OAA intern Areas of expertise: architectural design, representation, architectural practice, global cultural studies

Brown, Ra'anaa (Sessional Instructor) BAS, MArch (Laurentian), PhD in progress (Concordia) Areas of expertise: Design, Visual Communication

Chabot, Breana (Sessional Instructor) BAS, MArch (Laurentian), OAA intern Areas of expertise: Design, Visual Communication

Damini, Michael (Sessional Instructor) BAS (Carleton), MArch (Laurentian), OAA intern Areas of expertise: Design, Visual Communication

Dickson, Daniel (Sessional Instructor) B.Eng, MArch (Carleton), OAA intern Areas of expertise: Design, Theory, Visual Communication

Maciel, Sean (Sessional Instructor) BAS, MArch (Waterloo), OAA intern Areas of expertise: Design, Visual Communication Mau, Bruce (Adjunct Professor and Sessional Instructor) Honorary degrees: PhD (Emily Carr Institute of Art), PhD (School of the Art Institute of Chicago), PhD (Laurentian University), PhD (Columbia College) Areas of expertise: Design, Visual Communication

Morin, William (Sessional Instructor) PhD (ABD) (Laurentian), B.Ed. (Nipissing University), MA and B.A. (Laurentian), BA (Nova Scotia College of Art and Design), Diploma of Fine Arts (Cambrian College) Areas of expertise: Indigenous art, design and history

O'Gorman, Tristan (Sessional Instructor) BAS, MArch (Laurentian), OAA intern Areas of expertise: Design, Visual Communication

Adjunct Professors (Non-Teaching Appointments) Bruce Mau (5 yrs. 2022-2026) Honorary degrees: PhD (Emily Carr Institute of Art), PhD (School of the Art Institute of Chicago), PhD (Laurentian University), PhD (Columbia College) Areas of expertise: Design, Visual Communication Former Adjunct Professors:

Nicholls, Blaine (5 yrs. ended December 2019) BArch (prof.), U. Waterloo, OAA (retired), FRAIC Rivers, Patrick Lynn (2 yrs. ended December 2019) PhD, U. North Carolina (Chapel Hill), Political Scientist Adjunct Application to renew in process: luugigyoo,
Patrick Stewart (5 yrs. ending December 2022) BArch (prof.), TUNS; MArch (post-prof.), McGill; PhD (UBC); AIBC, LEED AP. Areas of expertise: Design, Indigenous Architecture, Theory, Professional Practice Adjunct Application in process:

Amaral, Izabel (Assistant Professor) MArch (prof.), Université Fédérale du Rio Grande do Norte, Brazil; PhD, Université de Montréal Areas of expertise: Design and theory, Professional Practice, Competitions

3.5.2. a description of the distribution of effort between administration and other responsibilities for each position;

All Laurentian full-time tenure-track faculty (FTE) have a 40:40:20 workload: 40% devoted to teaching, 40% devoted to research, and 20% devoted to administration (both internal to the academic unit and to the University). Full-time MSoA faculty teach 15 credits per year (usually 2 Studios + 1 core course). Master Lecturer positions are required to teach 21 credits per year with an additional 3 credits to be used towards teaching, research or administration, at the member's discretion (totalling 24 credits). The MSoA follows these distributions as well, in accordance with the LU Collective Agreement.

In addition, the MSoA has approximately 10 Sessional Instructors per semester teaching primarily in Design Studio, and Adjunct Professors who do not normally have teaching assignments but this past year, one Adjunct (Bruce Mau) co-taught a graduate studio. Sessionals may participate in a Design Studio or in a lecture course, but they are not allowed to supervise theses, as per University guidelines.

In order to meet CACB Condition 3.5, the School of Architecture Director devotes at least 50% of her time to program administration. As mentioned, the current McEwen School of Architecture faculty Teaching Load is 15 credits per year; the Director teaches a load of 7.5, determined in consultation with the Dean of the Science, Engineering and Architecture (SEA) Faculty. During the year preparing for Initial Accreditation the Director's workload was reduced to 6 credits due to increased demands to coordinate this APR and Visiting Team activities while also administering the MSoA. Additionally, the BAS and MArch Program Coordinators receive 3-credit course load reductions in each academic year of their 2-year terms. The descriptions of these administrative positions are further described in the MSoA Constitution.

As will be mentioned in relation to current levels of administrative support, and in PPC 4 of Section 3.11.1, the current teaching workload reductions for Program Coordinator positions does not reflect the amount of administrative tasks currently undertaken throughout the year. The responsibilities of the Director position has also exceeded what would be considered a normal administrative load, given the development of a new program and the inception of the Graduate Program since 2018 and the effective management of a satellite campus with all of its issues including security, maintenance and IT. Furthermore, the School Council has agreed that we require 6 Standing Committees: Academic Life (including admissions and awards); Curriculum committees (Undergraduate and Graduate), Making, Technology and Facilities, Faculty and Student Success, Cultural and Media.

These committees have substantial levels of tasks and responsibilities (with 15 faculty members), which demonstrates that there is a high degree of administrative work currently being done by our faculty members. Some faculty members have taken on more than an equitable load to ensure the Program runs smoothly, which far exceeds their 20% for administration and reduces their capacity to pursue research. Much of the intensive administrative work being done by faculty was really intended to be done by additional staff that have not been hired as per the original LU staffing plan. In addition to this, MSoA faculty are expected to sit on University-level standing, hiring and ad hoc committees.

The MSoA Director is required to sit on the Science Engineering Architecture (SEA) Executive committee, SEA Faculty committee; SEA Curriculum committee and to chair all Sessional and Full Time faculty hiring, chair MSoA school meetings, chair all Faculty and Promotion applications coming from MSoA and is ex officio on all six MSoA standing committees. Additionally, MSoA has faculty representation on SEA-Conseil des programmes en français, Student appeals, Graduate Council, Health and Safety, Laurentian University Faculty Association, Senate, Board of Governors, Presidential Advisory on Gender and Equity, Research Development and Creativity council, and the Environment Program task force. It is for this reason that the MSoA is currently evaluating how to improve our levels of administrative support to be more commensurate with comparable Canadian Schools of Architecture.

3.5.3. a description and tabulation of the administrative and technical roles and qualifications of Program support staff, as well as a description of the distribution of effort where roles and responsibilities are split among multiple tasks or positions;

Administrative Assistants (2):
Victoria Dominico Education: Hons. BA, MLIS
Experience and Skills: Ten (10) years' experience at MSoA; fifteen (15) years' experience in administrative roles at Laurentian University. Excellent communication, organizational and time-management skills. Duties and responsibilities include but are not limited to: Assistant to Director, Placement Coordinator (database entry, co-op placement reports and tax letters), and BAS and MArch Program Coordinators (Admissions, student-related coordination), Student and Faculty support (including procedures involving student communication and grade submission), School Communications and Events, Secretary for School Council meetings Supervisor: Rachel Trudeau, Business Manager, Faculty of Science, Engineering and Architecture

Curtis St. Jean
Education: B.A. (Hons)
Experience and Skills: Eight (8) years of experience as an administrative assistant at Laurentian University. Excellent communication, interpersonal, customer service and organizational skills. Ability to prioritize multiple responsibilities, and work under pressure to meet deadlines while contending with multiple priorities. Strong strategic and analytical skills, problem solving skills, and critical thinking skills. Duties and responsibilities include but are not limited to: Provide comprehensive administrative services to the McEwen School of Architecture, its programs, and its stakeholders (including the School Director, Program Coordinators, Staff, Faculty Members and Students). Responsible for monitoring, tracking and reporting of budgets, paying invoices and reconciling purchases. Assist in timetables, workloads and staffing file updates. Assist in the preparation and tracking of various documents. Assist in planning and coordinating various school events and activities.
Supervisor: Rachel Trudeau, Business Manager, Faculty of Science, Engineering and Architecture

Digital Lab Technologist:
James Walker Education: BAS, MArch
Experience and Skills: Two (2) years of experience as an intern architect, P+P Architecture, Two (2) years of experience at MSoA. Proficient in computer science, computational modeling, and the use and maintenance of digital fabrication tools. Superb organizational and management skills. Duties and responsibilities include but are not limited to: Managing day-to-day operations of the digital fabrication equipment (maintenance, implementing health and safety protocols, preparing documentation and manuals, inventory management and procurement of both consumables and materials, and budgeting), teaching, training, and supporting faculty courses (providing training and instruction to students, faculty, and other technologists on the application of digital fabrication technologies, coordinating with faculty and supporting curriculum objectives and various teaching methods, and supervising work-study and graduate students). Supervisor: Joy Gray-Munro, Dean, Faculty of Science, Engineering and Architecture.
Fabrication Lab Technologists (2):
Emilio Portal Education: MFA, B.EDS (architecture), BFA
Experience and Skills: Professional artist since 2003 (sound art, drawing, painting, sculpture, installation, multimedia, grant writing, adjudication). Design-build custom woodworker since 2006 (graphic design, website, architectural design, drafting and 3d modelling, woodcraft, furniture, general carpentry, wood turning, handcrafting). Sound artist and engineer since 2000 (sound

design, recording, production, mixing, mastering, live sound, live performance, distribution). Duties and responsibilities include but are not limited to: Fabrication Lab Technologist at MSoA since 2016 (student and faculty training, student supervision, lab operations and maintenance, health and safety, organization, purchase recommendations).
Supervisor: Joy Gray-Munro, Dean, Faculty of Science, Engineering and Architecture

Matthew Schultze
Education: Certified Red Seal Carpenter Experience and Skills: Bilingual, with diversified experience in trade and all areas of construction. Specializing in custom design built commercial and residential spaces. Trained apprentices and co-op students. Excellent project management, craftsmanship and analytic skills with over 20 years of experience.
Duties and Responsibilities include but are not limited to: Directs, assists and supervises students with various projects and shop tools, supports faculty member research and projects in shop (student and faculty training, student supervision), lab operations and maintenance, health and safety, organization, purchase recommendations. Provides insight into the proper fabrication techniques of modern and traditional wood frame construction. Supervisor: Joy Gray-Munro, Dean, Faculty of Science, Engineering and Architecture

Library Assistant:
Dorothy Robb
Education: B.Sc. (Hons)
Experience and Skills: Sixteen (16) years of experience working for the Library and Archives at Laurentian University; seven (7) years of experience at the Architecture Library.
Excellent communication, interpersonal, research and organizational skills.
Duties and responsibilities include but are not limited to: Provide bilingual library and reference services. Support library operations and school programming. Promote library collection, activities and events. Assist with collection development and analysis. Perform maintenance activities. Create and maintain course reserves. Assist in the maintenance and development of the Architecture Research Guide. Maintain and update web content for the Library and Archives. Develop and maintain the Materials Collection and Technical Data Library. Process requests for library materials. Assist in hiring, training, and supervising student workers.
Supervisor: Ginette Gervais, Manager of Operations, Library and Archives

Placement Coordinator (for Co-op):
Corine Loranger
Education: Hons. BA, MA
Experience and Skills: More than 15 years of experience in developing and delivering targeted client programs and services, particularly in employment and employability.
Duties and Responsibilities include but are not limited to: Ongoing strategic planning, development and delivery of ALL co-op programs for the Faculty of Science, Engineering and Architecture at Laurentian University.
Supervisor: Joy Gray-Munro, Dean, Faculty of Science, Engineering and Architecture

3.5.4. the Program's policy regarding human resources development opportunities;
All faculty (full-time and sessional) who are members of the Laurentian University Faculty Association (LUFA) are required to write an "Annual Report" that is submitted to the Dean for her/his approval according to various Articles in the Collective Agreement. This report allows members to express their career development successes and challenges directly to the Dean. Sessional instructors also submit Annual Reports to the Dean's office. The MSoA Director, as a

member of LUFA, is not involved in reviewing Annual Reports. LUFA Collective Agreement: https://lufappuldev.wpengine.com/wp-content/uploads/2016/09/LUFA-Collective-Agreement-2017-2020-FINAL-Feb-8.pdf

For full-time faculty, 'satisfactory' completion, as evaluated by the SEA Dean, of the Annual Report allows for 'Progress through Ranks' (PTR) incremental increase in salary.

While the LUFA union is for faculty, the LUSU union is for staff. The two unions have separate Collective Agreements. Regarding LU staff development, the Laurentian University Staff Union (LUSU) Collective Agreement includes an article specifically related to "Professional Training and Development." This includes funding 2 mini-conferences a year for Staff development; French or English language courses may be taken during regular office hours; and reimbursement for successful completion of any skills-upgrading courses from an accredited institution that has been previously approved by H/R. All members of LUSU automatically receive an annual 'cost of living' increase on July 1. LUSU members may apply for a raise by submitting Form 2504 for a job review that indicates the job description has significantly changed and extra work is being done. Within the MSoA, Staff are further encouraged to participate in all levels of governance and actively participate in the cultural activities of the school.

3.5.5. a description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure;
For all LU faculty members, the main document that dictates the process of hiring, reappointment, tenure and promotion is the Laurentian University Faculty Association (LUFA) Collective Agreement.

This document is followed by H/R as well as by the Administration. Additionally, Sessional instructors as well as Master Lecturers are part of the LUFA union, and their processes are outlined in the Collective Agreement as well. The VP Academic and Provost's Office approves all requests for new faculty members for the MSoA through the Dean of the Faculty of Science Engineering and Architecture. The VP's office then initiates the process by forwarding the most updated "LU Hiring Procedures Manual" and all relevant forms. All faculty hires (including Sessional appointments) follow procedures outlined in the Collective Agreement.
Similarly, there are specific sections of the Collective Agreement dedicated to "Tenure Evaluation" and "Promotion Procedures" that apply to all tenure-track faculty and Librarians at Laurentian University, as well as the assessment of the member's performance, which applies to all faculty. A committee of tenured faculty members from the MSoA offers a departmental assessment of MSoA faculty members applying for Tenure and Promotion. This is forwarded to the FPC (Faculty Personnel Committee), which gives their own assessment to the VP Academic and Provost. The Dean also writes an independent assessment of the candidate, which is also forwarded to the FPC.

3.5.6. a description of faculty and staff development opportunities;
Examples of professional development opportunities provided by the University for full-time tenure-track members include an annual Professional Development Allowance (PDA) of $2,450, to be used at the member's discretion. MSoA professors are compensated $333 for each successfully completed MArch thesis they have supervised and this is added to their individual PDA. A singular $8,000 "start-up grant," is available for every new hire to encourage and support

nascent research. As well, in place of Laurentian University Research Grant (LURF) which were competitive and a maximum of $5,000, Laurentian University now has an internal competition for three types of grants, each worth $3,000:

1) 'New Research Initiative Fund - SSHRC Explore Grants';
2) 'Knowledge Mobilization Activities and Initiatives Fund - SSHRC Exchange Grants'; and
3) 'Application Enhancement Fund - SSHRC Explore Grants'.

To date, MSoA faculty have successfully held several SSHRC Insight Grants, along with securing a number of other externally funded Tri-Council and Government grants. See section 3.8.2 for further details on faculty grant titles and amounts.

An important resource to support faculty research and development is the Office of Research Services (ORS). The ORS provides assistance to researchers through a variety of activities, including every step of the pre and post research grant funding process, grant funding administration, knowledge mobilization, human participants research ethics, animal use protocols, intellectual property management and technology transfer. They send regular information emails to the academic community to notify them of new programs or opportunities. They advise faculty on issues pertaining to ethical research, intellectual property management, and internal and external research funding opportunities.

The Centre of Academic Excellence (CAE) similarly provides teaching support for LU faculty and instructors. Included on the CAE team are a Director of Faculty Engagement, an Instructional Technology Coordinator, Instructional Designers, a Curriculum Development and Review Specialist and an Online Course Technician. The CAE provides numerous teaching workshops throughout the year, providing skills and tips to improve teaching. In recognition of exceptional teaching on campus, Laurentian University awards "Teaching Excellence Award" for one full-time professor every year (as nominated by faculty and students with letters of support and evaluated by a university level committee). This prestigious recognition was awarded to two different MSoA faculty: Dr.Tammy Gaber in 2020 and to Jean-Philippe Saucier in 2022 attesting to the continued excellence in teaching at the McEwen School of Architecture.
Related to our tricultural mandate, the University provides French as a second language training to all faculty in partnership with Collège Boréal. Many MSoA faculty members have benefited from this program over the past 9 years as part of their contract regarding "passive bilingualism" at LU. There is also a Maamwizing Indigenous Research Centre on the main LU campus that provides networking opportunities for all Indigenous faculty throughout the University.

Within the MSoA itself, we maintain a faculty representative for the Association of Collegiate Schools of Architecture (ACSA) who ensures faculty are aware of various development opportunities provided by this organization, including conferences. Other opportunities are brought to faculty through various other initiatives through the Director's active participation on the Canadian Council of University Schools of Architecture (CCUSA). The MSoA Director is CCUSA's representative and is a Director on the Canadian Architecture Certification Board (CACB).
3.5.7. evidence of how faculty activities encourage currency in the knowledge of changing demands of practice and licensure;
As stated in 3.5.1, we currently have several registered architects in full-time teaching positions. Additionally, several of our Sessionals during 2022-2023 are registered practitioners and several are in-process as interns. The extensive list of external reviewers includes a large number of registered practicing architects. Thus, our first strategy to ensure that the Program encourages

relevance in the knowledge of changing demands of practice is to ensure that we have registered practitioners as integral contributors to the School culture. Each of our registered architectural practitioners must maintain their provincial continuing education credits, and are kept abreast of various professional conferences and other development opportunities throughout the year by their registering body. As a chapter of the provincial OAA, the Northern Ontario Society of Architects (NOSA) has also built strong ties to the School through our registered faculty members who frequently participate in the initiatives of this OAA sponsored group. NOSA holds their meetings in our building and sponsors annual lectures in our public lecture series.

The second way we ensure currency in professional practice is by inviting practitioners to the School as invited guests and lecturers. Please refer to section 3.4.6.3 Visiting critics (2021-2023) for a list of guests who have contributed to both the public lecture series and the various courses throughout our curriculum. We frequently invite regional architects to act as Design Studio reviewers, who bring invaluable practical feedback and advice for faculty and students about practicing in the north. We have also intentionally invited practitioners from successful firms outside of our region to act as External Reviewers for our thesis student reviews.
This allows both faculty advisers and students to receive critique from practitioners, who also offer feedback to the Program about the relevance of our curriculum. OAA Presidents have also been guests to the MSoA on multiple occasions to offer their support, speak, and give out OAA Awards. Additionally, one of MSoA's full time faculty is currently the Vice-President of Practice at the OAA, and engages often and directly with the OAA for curricular and extracurricular activities. In the graduate, professional practice course, many registered architects are guest lecturers, and in the summer of 2023 the OAA held its Annual Conference in Sudbury with many activities at the school, thanks to the dedicated organization by the MSoA faculty member (Ted Wilson) who sits on the OAA executive.

The Thesis year has arranged to invite a number of official "External Examiners" for Thesis exams and final thesis Design Reviews. We have made a concerted effort to have registered architects from noted firms being in this role alongside academic colleagues. From 2022-23, the external examiners for the MArch these included licensed architects Janna Levitt (OAA), Richard de la Riva (OAQ) and Assistant Professor Menna Agha (Carleton). In 2021-22 the examiners were licensed architects: Janna Levitt (OAA), Carol Phillips (OAA) and Professors Carmela Cucuzella (Concordia) and Menna Agha (Carleton). The external examiners offered invaluable professional feedback to our MArch graduating students. Info also available in section 3.4.6.3

Lastly, various faculty members work with our Co-op Coordinator to ensure that entire cohorts are hired by design firms. This allows for a productive feedback loop between the School and the profession at large. The MSoA Director reviews and approves each graduate student's application form to register hours as an intern with the OAA or other provisional regulators.

3.5.8. A description of the Program's approach to research, research activities carried out within the Program, and how the research may or may not inform the professional curriculum.

The faculty at the McEwen School of Architecture have collectively established a strong research output since the School opened in 2013. Faculty are supported by the Office of Research Services (see 3.5.5). Various faculty members review each other's proposals prior to submitting, as an informal opportunity to gain peer review. Research at LU composes approximately 40% of time for full-time tenured or tenure-track faculty members.

It is worth emphasizing that the School expanded rapidly in its first decade, including numbers of students and faculty, added courses, and all the administrative challenges to adapt and deliver both undergraduate and graduate degree programs. This initially required substantial time commitments by all faculty members that reduced time for research focus. Nonetheless, faculty have been productive in both applying for and receiving an impressive list of grants.

Since 2019, a total of nearly $1.4 Million dollars has been awarded to faculty members in various roles as Principal Investigator (PI) or Co-PI roles. We have been especially successful in SSHRC 'Insight Development Grants,' which have enabled individual faculty members to develop specific expertise. We have had one UNESCO Research Chair and one large SSHRC Partnership Grant (PG) as part of a consortium of 14 universities. In all cases, the research initiatives listed below directly link to teaching subjects by the faculty member, allowing the MSoA to benefit from the collective expertise of the faculty.

During the COVID pandemic, from 2020-2022 field work was suspended and research by faculty was stalled. Compounded with the CCAA (2021-2022) actions which froze all research budgets, the past few years have been incredibly difficult for faculty to recover from. Despite this, MSoA have continued to be successful in being awarded grants from Canadian Tri-council agencies, institutions and industry. For further details, please see section 3.8.2.
https://mcewenarchitecture.ca/accreditation/research-grants/

At Laurentian University, full time tenure track and tenured professors are expected to fulfill a 40:40:20 ratio of teaching : research : administration (as per Collective Agreement 5.40.2 page 84). Tenure track and tenured professors at the McEwen School of Architecture are expected to teach 2 studios and 1 course (or the equivalent 15 credits as per Appendix K pg 255 of the Collective Agreement). For other appointments such as Master lecturers, the expectation is to teach for 21 credits, with no obligation for research or administration. However, each Master Lecturer is expected to claim an additional 3 credits for one of the following duties: "teaching, governance or scholarly work at the discretion of the member" (Collective Agreement 5.20.46 page 79). In addition to this some administrative tasks are given course credits by the Dean such as to the Director who has a half load of teaching (7.5 credit reduction per year); and the Undergraduate and Graduate Coordinators each receive a 3 credit reduction per year. The Director position is elected by peers following the Collective Agreement procedures (outlined in 9.15.1 pages 202-206) and the Undergraduate and Graduate Coordinator positions are elected in the MSoA School council every two years. Link to Laurentian University Collective Agreement (2017-2020):
https://lufappuldev.wpengine.com/wp-content/uploads/2016/09/LUFA-Collective-Agreement-2017-2020-FINAL-Feb-8.pdf
Some faculty members also have course release for other reasons. Aliki Economides was owed credits (thus a reduction of 1 course/ 3 credits); Steven Beites has bought out 1 course/ 3 credits to continue work on his PhD; Amina Lalor received a 6 credit reduction to teaching load (spread out over 2 years) as part of her new hire contract, thus this year she has a 1 course/ 3 credit reduction. One faculty member, Terrance Galvin, chose to teach an extra 1 course / 3 credit with paid compensation. One faculty member, Emilie Pinard, is on Maternity leave and two faculty are on Sabbatical this academic year; Thomas Strickland and Kai Mah. Please refer to the attached chart for this tabulation:
https://mcewenarchitecture.ca/accreditation/2023-2024-msoa-faculty-data/
A similar version of this chart for the academic years 2021-2022 and 2022-23 is found as the second page of the CACB required 'Appendix 8' which was submitted in section 4.5 and 4.6 of this

ACR report:
https://mcewenarchitecture.ca/accreditation/msoa-hr-statistical-report-july-14-2022/
https://mcewenarchitecture.ca/accreditation/msoa-hr-statistical-report-may-2-2023/
For all tenured and tenure-track faculty the fulfillment of the 20% administrative duties is completed by way of participation or Chairing of MSoA school committees and participation in University wide committees. The participation of Master Lecturers (Ted Wilson, Jean-Philippe Saucier and Randall Kober) on some committees is either connected to their roles as Undergraduate and Graduate Coordinators (Saucier and Kober respectively); and is considered as part of the 3 credits for governance (Saucier, Kober, Wilson). Please refer to the attached chart for this information: https://mcewenarchitecture.ca/accreditation/2023-2024-msoa-faculty-data-cttee-participation/

3.6 Space and Technology Resources

The APR must include:

- A general description with labeled plans indicating seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops (including technology), and research areas;
- A description of any changes to the facility (including furniture, equipment, etc.), whether under construction, funded, or proposed;
- A description of workshop and fabrication resources including equipment, infrastructure, and other resources available to students, faculty, and staff; and
- A description of the information technology available to students, faculty, and staff, including hardware, software, networks, services, staff, and other computer resources.

3.6.1. a general description with labeled plans indicating seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops (including technology), and research areas;

Built in two phases costing $44.1 million dollars in construction and furnishings, including two renovated and two new buildings on the downtown site, the MSoA has excellent facilities that will support the long-term success of the Program. With 4 buildings surrounding a central courtyard (planned to be privately controlled), the School provides over 65,000 sq.ft of dedicated space for architectural education. Please see the following link for full set of drawings:
https://mcewenarchitecture.ca/accreditation/plans-of-the-building/

Offices:
There are currently enough offices for our faculty (15 individual offices plus the Director's office), Sessionals (2 shared offices) and Staff (5 in the Main Office and 2 in the FabLab). We will need at least 2 more full-time faculty, a librarian and anywhere from 2-4 new staff members in the coming years, so we will need to convert the existing photocopy room in the Telegraph Building into an office as originally planned, and/or expand into the main floor of the Telegraph Building very soon (currently the ground floor is rented out to two businesses, including a restaurant). The ground

floor of the Telegraph Building has always been reserved space allowing for potential growth.

Studios:
The MSoA has 1,213 m2 (13,060 sf) of dedicated undergraduate (BAS) studio space and 448 m2 (4,824 sf) graduate (MArch) studio space, over three floors. Each student has a custom-designed desk with a large drawer (undergraduate student desks include a pinboard at the back), as well as a mobile credenza where they can store their belongings. For the undergraduate studios, we have room for 64 desks on the ground floor, 129 desks on the east studio of the second floor, and 83 desks in the west studio (second floor) for a total of 276 desks. This functions currently, but barely supports our target for 280 BAS students. There are complications in the current scenario in that the Main Floor studio is 6 students short of our target of 70. The west studio is 13 desks larger than a typical cohort, so this is likely to remain the first-year studio moving forward. This is a situation we monitor yearly. We have similar challenges with the graduate studio spaces. During the Fall semester, when both graduate student cohorts are in the building, there is room for only 41 desks on the west side of the mezzanine level and 50 desks on the east side (or 40-45 desks with a small breakout space for reviews). Given that our two graduate cohorts will be respectively 47 (M1) and 44 (M2) students this fall, a small group of students will need to be on a different floor or studio space. While teaching spaces are essential they cannot come at the cost of breakout spaces and research spaces.

Other featured spaces in the building include the following: a CLT Classroom (151 m2), a Lecture Hall with both dual drop-down screens and a larger single drop-down cinematic quality screen (212 m2), a performance Atrium (171 m2), an open student exhibition and critique space known as the Crit Pit (189 m2), the FabLab space (including a photo lab, wet lab, digital lab, wood shop - 804 m2), and the Architecture Library. There are also a few informal pin-up spaces and the Boardroom also functions as a seminar space when available. The Atrium has a wood-burning fireplace as a back-up for sustainable practices and our spacious Student Lounge has a gas fireplace.

The School's site also has extensive landscaping, with an outside ceremonial fire, a green roof over the CLT wing, a greenway/bioswale as a community park, and an outdoor enclosed design-build area adjacent to the Fabrication Labs.
Overall, the MSoA recognizes that we are very fortunate to be housed in a purpose-built, state of the art location and building that has received numerous awards and recognitions, including:
Ontario Wood WORKS! 'Wood Design Award,' 2017
https://www.canadianconsultingengineer.com/companies-people/2017-ontario-wood-works-wood-design-awards/1003406419/

Canadian Consulting Engineering Award, 2018
https://www.canadianconsultingengineer.com/awards/pdfs/2018/A-01_AECOMMcEwenSchoolOfArchitecture2018.pdf

Chicago Athenaeum International Architecture Award, 2018 https://www.chi-athenaeum.org/august-28-2018.html

Ontario Association of Architects (OAA) 'Design Excellence Award,' 2018
https://oaa.on.ca/whats-on/awards/awards-gallery/awards-detail/McEwen-School-of-Architecture-Laurentian-University

ArchDaily Top 15 schools of Architecture 2018 https://www.archdaily.com/896016/15-inspiring-architecture-school-buildings-from-around-the-world

Canadian Architect on accreditation of MSoA https://www.canadianarchitect.com/mcewen-school-of-architecture-gains-full-accreditation/

3.6.2. a description of any changes to the facility (including furniture, equipment, etc.), whether under construction, funded, or proposed;

Proposed Changes to the Facility:
Items Remaining from the Capital Project:
As an award-winning purpose-built campus completed in 2017, the spaces throughout are not only exceptionally functional but visibly pedagogical with various systems of construction (heavy timber, CLT, steel, curtain wall, concrete and masonry) and HVAC. Thus proposed changes to the facility at this time are limited to items of conversion and maintenance. Long term, once the MSoA has gained back the spaces rented on the ground floor of the Telegraph building (currently rented out to two businesses), there is a vision to retrofit these spaces to accommodate a public venue/gallery for community engagement with students and to allow for more studio spaces as the graduate program grows.

Follow up with maintenance issues including new door for breezeway and repairs to leaking roof in atrium.
There are still a number of items that were not completed as part of the original building design due to a litigation matter with the contractor. This includes some major landscaping, outdoor metal fencing for the private courtyard (for MSoA exhibitions and displays), and the vertical (lenticular) fins announcing the Main Entry on Elm St. It was also part of the original plan to convert the current photocopy room in the Telegraph building into a faculty office, and this issue will become an imperative once faculty hiring continues.

Additionally, the MSoA faculty recommends two changes in the near future: 1) modify the current plotter room to a larger adjacent room in order to have more space; and 2) the addition of a sound-absorbing movable curtain around the 'Crit pit' to help better separate spaces during design reviews and other simultaneous activities.
Changes to MSoA buildings since 2020:
Library:
Three windows broken during the (vacated) COVID period were replaced. New book shelving in the workroom for growing thesis and rare books collection were purchased with MSoA operational budget. The end panels for the library shelves not completed by original capital project were milled by fabrication lab technicians and paid for out of the MSoA operational budget.

Dedicated Sewing space:
A corner of the second floor studios have become a dedicated sewing area for students integrating fabrics in models and design build projects. Sewing machines, fabrics, iron and ironing board and all necessary accouterments purchased with MSoA operational budgets.

Dedicated office to Wood Institute:

An office on the second floor of the main building has been dedicated to the emerging Wood Institute for research. Dedicated office for Security One of the former faculty offices in the Telegraph building has been converted into a space for Security personnel to be based. It is essential that security is on the MSoA premises 24/7, the MSoA security supports our students directly and this new location (used to be located in a small room on the ground floor of Telegraph building) allows them to be accessible to students.

Workshop:
Shelving, cabinets and tables were created and added to streamline organizing of tools and materials in the shop. Other changes include the reconfiguration of the wood lab and assembly area for better efficiency and safety. The area around the CNC machine was enclosed with plexi walls. A model building material point of sale area was created, where students can buy cardboard, wood, etc. for models and other making projects. Our Robotics Lab has been renovated to include a large window to allow faculty and students to safely watch the robot during operation. A new linear track was also installed to expand the capacity of the robot for larger constructions.

The outdoor, fenced in design-build yard, was expanded to include the portable sawmill, with efforts led by Professor Mark Baechler, including the construction of the frame for a new wood drying shed (for harvested wood from the School's new forest on main campus). There has also been a new portable sawmill purchased that will allow for greater Design-Build possibilities moving forward. We have thus recently planned for an expansion of the outdoor space to facilitate our expanding aspirations.

3.6.3 a description of workshop and fabrication resources including equipment, infrastructure, and other resources available to students, faculty, and staff; and

At the heart of our Facility is the MSoA Fabrication Lab, including Workshops, Photo Lab, Wet Lab, Paint Lab, Wood Lab, Cultural Room, Digital Fabrication Lab, and Robotics Lab. The Fabrication Labs are located in the Old Market Building on Elgin Street, which also contains the MSoA's Cultural Room, now a multi-use teaching and design-build space. These Labs are a dynamic and bustling environment where undergraduate and graduate architecture students alike meet faculty and technologists to design, create, learn, and be mentored and guided through their studies at the MSoA. It is a critical aspect of each student's architectural education because it brings together theory and practice - it is the hub where students manifest their designs into material forms.

The Fabrication Labs are where both analog and digital fabrication take place and often overlap. The Digital Labs are located at very close proximity to the Wood Lab so that multiple methodological approaches can take place. This allows for detailed experimentations at various scales in special material connections, for example, to take place. The fully equipped Wood Lab offers students a wide choice of hand, powered and industrial grade tools, and subsequently, a myriad array of fabrication and construction methods. The collision of traditional woodworking, furniture-making and construction with advanced digital methods offers students at the MSoA a unique, innovative and radical approach to making, fabrication, construction, materials research and architectural education.

Mentioned above, the McEwen School of Architecture has seven different, yet connected Laboratories:

The Wet Lab:
The Wet Lab is dedicated to all procedures that require water, such as experiments in concrete, plasters, general earthen construction, dying, and other liquid techniques. It is equipped with a large stainless utility sink with 3 faucets, a floor drain that is connected to a sediment pit, as well as waterproof wall finishing. Within the Wet Lab is a Tucker's GX 2327 Cone Art kiln with a capacity of 8.4 cubic feet to facilitate research conducted on clay and ceramics within architectural practice.

The Photo Lab:
The Photo Lab is generally used for high quality documentation of architectural models and other small to medium scale work. The Lab is equipped with state-of-the-art lighting, backdrops, and cameras that were part of the start-up budget for furnishing the new facilities.

Paint Lab:
The Paint Lab is equipped with a large overhead fume hood, which is rated for all conventional aerosol applications. There are also 2 fire-rated aerosol and paint cabinets, which are equipped with automatically closing doors, one Sullair Air Compressor, one 25.5HP Dust Collection System.

The Wood Lab, Assembly Area, Outdoor Assembly Area and Loading Dock
The Wood Lab is dedicated to all operations in wood and products made of wood. The 468 m2 (5,037 sf) space includes 2 offices for Fabrication Lab Technologists and an assembly area with numerous workbenches and clamps for model building and design-build projects. The wood shop is fully equipped with a dust collector and multitude of tools, from traditional woodworking hand-tools to large-scale industrial wood processing equipment including the following:

Stationary tools: 2 - SawStop 10" Industrial Cabinet Saws, 1 - Cantek 51" Widebelt Sander, 1 - Format 4 Dual 51 Planer-Thicknesser, 1 - Cantek Straight Line Rip Saw, 2 Felder bandsaws, King oscillating edge sander, King 16" x 43" wood lathe, King oscillating spindle sander, Bosch 12" sliding compound miter saw, Belfab downdraft table, 2 King 12" disk sanders, 1 - Delta 18" Laser Drill Press, 1 - Rikon 10" Deluxe Bandsaw, 1 - Festool Kapex KS120 Sliding Compound Mitre Saw, 12 - Semi-stationary Workbenches,1 - Norwood LumberPro HD36 Sawmill.

Power hand-tools: several 18v Makita drills, drivers, circular saws, jigsaws, grinders, belt sanders and battery chargers, 2 Bosch routers, several Festool Rotex sanders and dust extractors.

The MSoA values traditional and indigenous approaches to craft and making, and thus has invested in a comprehensive range of gouges, chisels, hand-planes, spokeshaves, and all the necessary sharpening equipment to hone their edges.

The Outdoor Assembly Area and Loading Dock are located adjacent to the Wood Lab. The partially covered, fenced area is connected to the Wood Lab with two roll-up garage doors that

allow for building materials and design-build projects to be moved between indoor and outdoor shops. The outdoor assembly area includes a Norwood HD36 portable sawmill for cutting large wood logs. As well, there are several racks for drying wood and storing reusable building materials.

Culture Room:
The Culture Room is a multi-purpose teaching and design-build assembly space. It is used for numerous design-build projects including: ice stations, digital fabrication installations, and graduate design-build research.

Digital Fabrication Laboratory:
The Digital Lab is equipped with multiple computer workstations with CAD/CAM capability, a soldering station, two 18"x32" 100W Universal Laser Cutters, one Markforged Mark II Enterprise 3D Printer capable of printing carbon fiber, onyx, kevlar and high Temp Fiberglass, a Form 2 liquid resin 3D Printer, and a PRUSA i3 MK3S+ 3D printer for working with PLA and other lower temperature plastics. The workshop is also equipped with a 3-axis 5' x 8' AXYZ CNC Router and dedicated computer station with CAM software as well as a Shaper Origin Handheld CNC Router that is usable for small scale, quick setup CNC tasks that can easily integrate into traditional woodworking techniques.

Robotics Lab:
The MSoA Robotics Lab features a medium payload 6-axis KUKA industrial robot (KRC2) and a 4 meter KL1500/2 linear track as a 7th external axis. The robot is equipped with an I/O module allowing for digital input and output control, an ELTE spindle, a chainsaw end-effector and three custom clay extruding systems (ball screw and auger-driven) capable of 3D painting clay bodies. The lab is also equipped with VPM9 Peter Pugger Mixer Pugmill. Recently, as part of a new research effort into cable driven robotics, the robotics lab also has access to an experimental, extendable, CDPR robot platform designed for use in large scale manufacturing and construction.

3.6.4 a description of the information technology available to students, faculty, and staff, including hardware, software, networks, services, staff, and other computer resources.

Personnel:

The McEwen School of Architecture used to have a dedicated IT Support Analyst, who reported to the IT department, until the end of 2020. The position has not been filled since, however, an IT Support Analyst from the LU main campus does spend at least half to one day a week at MSoA during the academic year. However, due to the high volume of IT issues and queries in the building this is not enough. Faculty, staff and students communicate IT concerns via a digital hub and response times vary as the demand is large. It is hoped that in the near future a dedicated IT Support Analyst can be hired for the MSoA. Regular tasks include installing and maintaining software and hardware in the computer labs and teaching spaces, and the smooth operations of network, AV, and computer and printing equipment on site. This also includes providing technical support for faculty/staff office computers, as well as student computers in regards to benefiting their learning experience.

Hardware and Software:

The MSoA has several teaching spaces and a Boardroom with Audio Visual equipment available. A dedicated Printing room, Computer Lab, as well as Fabrication lab with laser cutters and 3D printers are accessible to students. A dedicated Render Farm, updated the Computer Lab with faster, more powerful PCs, added Lecture Capture and Video Conference capabilities to our classrooms as well as centralized our on-site large formatting printers/scanners and made our equipment sign out process more available by moving it to the Library which is open for longer hours. Hardware details per room is listed as follows:

Crit Pit:
The Crit Pit includes a microphone connection and audio-in that plays through the speakers located on the ceiling. A wireless microphone system is available to use in this space to allow a wider range of applications.

Atrium:
The Atrium includes a Microphone connection and speakers mounted above the space. HDMI inputs connect to the 70" Touch Screen Display next to the elevator. This display is also equipped with a stand-alone PC for independent use. This space can also accommodate overflow from the Lecture Hall or CLT Classroom audio and video feeds.

CLT Classroom:
The AV equipment located in the CLT Classroom consists of a podium with touch panel controls. Dual projectors and screens allow for either a single source or dual sources projected in tandem. Input options include a Blu-Ray player, Document camera, in room PC, as well as secondary HDMI input. A 70" confidence monitor is located at the back of the room. A wired and wireless microphone can also be used in space. Speakers line the ceiling for the room audio. Room cameras are positioned in the front and back of the Classroom. The room features video conferencing capabilities for remote guest speakers as well as the ability for lecture capture.

Lecture Hall:
The AV equipment in the Lecture Hall consists of a podium with touch panel controls. The room itself has 2 modes. 'Presentation Mode' consists of dual projectors and screens that allow a single source or dual sources projected in tandem, and 'Movie Mode,' which utilizes the center laser projector and larger cinema screen. The mode selection also ties into the lighting controls, automating the lights. Input options allow for Blu-Ray, Document camera, in room PC, as well as a secondary HDMI input. Two 15" JBL Speakers provide the room with high-level performance audio. Two wireless microphones can be used simultaneously as well as a wired mic as required. Room cameras are positioned in the front and back of the Lecture Hall. The room features video conferencing capabilities for remote guest speakers as well as the ability for lecture capture.

Printing Room:
Situated next to the IT Office, the Printing Room is a centralized location where students can print

all their large format drawings/designs in-house. It contains two large format printers (36 inches wide) which are multi-function (plotting and scanning). Both plotters are HP T2600 which print in color and were purchased in spring 2022. The room also has a large format cutting surface and tools, a desk computer and is available 24/7 for students to use.

IT Office:
The IT Office is where the IT Support person works from and where surplus/repaired digital equipment is stored.

Student Lounge:
In the Student Lounge, students have access to a 70" LED TV with a separate HDMI input that can be used to display any device with the proper output.

Computer Lab:
*The main Computer Lab, also known as the IT Classroom, provides the students access to 35 high-end PCs with all relevant software used at the McEwen School of Architecture (see Computer 'Available Software' listed below). From here students can also print to any printer on site. The space is also equipped with a podium and projector that can be used with the built-in podium PC or a VGA/*HDMI connected device to allow a class to be taught right in the lab. With the onset of new obstacles such as the need for social distancing (COVID) we have made our lab computers available for remote access so that students always have access to the resources they need to continue working effectively.*
For a list of computer requirements provided to incoming first year BAS students, please click here: https://mcewenarchitecture.ca/accreditation/first-year-bas-student-computer-requirements/

Architecture Library

Three iMacs are located in the Architecture Library and available to anyone to be used as database search stations. Furthermore, the following items can be signed out by students and faculty from the library: https://mcewenarchitecture.ca/accreditation/architecture-library-information-technology-available/

Telegraph Boardroom/Conference Room:
The Boardroom (located in the Telegraph Building) is equipped with an integrated Polycom system with room cameras and microphones for audio/video conferences. Dual projectors and screens can be used with the in-room PC or via HDMI and VGA inputs.

This is the MSoA's main Conference Room, and is used by students, faculty for teaching, and School Council. It is also a popular room to rent out to other organizations due to its downtown location.

Fabrication Lab:

The Workshop's CNC machine is connected to a nearby PC for control and usage. This PC is also

installed with all the Windows based software available to the students.

Laser Cutter room The Laser Cutter room has four PCs, two of them directly accessing the laser cutters. These are installed with all of the required software for the operation and use of these devices. Two 3D printers are situated nearby along with a PC for operation.

Photo Lab:

In the Photo Lab an iMac is available with design software so students can work with the photos they are taking.

Penthouse:

The MSoA Render Farm is hosted on one of the two IT Datacenters situated in the Penthouse on the top floor of the School. The Render Farm itself comprises a blade center with 12 computation nodes accessible directly from software in the computer lab.

Software:

Students, faculty and staff of the MSoA all have access to the University's full suite of software such as G Suite for education and Adobe Creative Cloud. In addition to this is the Computer Lab with all the necessary software for students to complete their work.

Computer Lab (SA-219) - 33 high-end PCs running Windows 10 (these programs are also included on the iMacs located throughout the School). Available software:

https://mcewenarchitecture.ca/accreditation/computer-lab-information-technology-available/

Fabrication Lab (5 PCs) *https://mcewenarchitecture.ca/accreditation/fabrication-lab/*

Additional Technologies:

In addition to the specialized printers mentioned, there are also 4 color laser printer/scanners in the following locations: inside the Library, outside the Computer Lab, in the Telegraph Building Photocopy room, and in the Main Administration Office. There is also a 70" LED LCD Touchscreen Display/Television on a movable stand that can be wheeled to wherever it is needed.

AV equipment is available for students, faculty and staff to sign-out and can be procured from the Library. This equipment includes: 3 projectors, 2 projector screens, an HDMI document camera, 1 video conferencing camera, 3 chrome books, a portable Blu-ray player, a DVD writer, 5 meeting owl pro 360° video conference cameras, a copy stand, a high-end digital camera with various lenses and a tripod.

Main Network at Laurentian Campus:

The School is connected to the main Laurentian University campus using a 10Gb dark fiber. The

main campus is serviced by a 2Gbps commodity Internet connection with access to the ORION/Canarie network via that same link. Desktops and end-points at the School are serviced by GbE network connections. Wireless services are available at the School using the University's 802.11n/ac network and includes secure access via WPA2.

Software available without personnel cost to Faculty, Staff and Students; license handled by university IT:

Microsoft Office

Adobe Creative Suite

Software utilized by faculty and students:

Autodesk Programs (Free to Students; licenses for faculty handled by University IT)

Rhino Programs (Discounted for Students; licenses for faculty handled by University IT)
SketchUp (Discounted for Students; licenses for faculty handled by University IT)

3.7 Information Resources

APR must include:

- A description of the library, including library collections, visual resources, digital resources, services, staff, facilities, equipment, and budget/administration/operations;
- A library statistics report; and
- A current action plan outlining recurring levels of staff support; renewal of hardware, software, equipment, and infrastructure; anticipated modifications to the currentinstallation; and a demonstration of sufficient funding to execute the action plan.

3.7.1 Library Collections, Digital and Visual Resources:

It is the mission of the McEwen School of Architecture Library to support the information needs of the faculty, staff, and students of the McEwen School of Architecture. The Library collects, organizes and makes available information in many formats, as detailed in the Architecture Library's Collection Development Policy. The staff strive to provide efficient and appropriate user services.

During the fall and winter terms, the Library's hours of operation are as follows: Monday-Thursday: 9:00 am - 8:00 pm; Friday: 9:00 am - 4:30 pm; Saturday-Sunday: 1:00 - 5:00 pm. These hours are reduced during the summer term.

Reference services provided by the Liaison Librarian are available by email and in person on Wednesdays from 4:00 pm to 8:00 pm or on weekends, by appointment. The Liaison Librarian offers information literacy instruction sessions at the request of Faculty members. The Library is staffed by a Library Assistant during the day on weekdays, who can also provide a certain level of onsite reference and collection assistance.

The Library is supported by the Ask the Library chat service, a collaborative virtual reference service in French and English, provided by library staff at participating Ontario Universities. This

service is available 67 hours per week during the academic term, including evenings and weekends along with shorter hours during the summer.

Subject coverage:
The Architecture Library contains approximately 8,553 books, of which 4,356 titles and 4,543 items (which includes multiple copies and multi-volume titles) fall under the Library of Congress NA call number (Architecture) range. There are also an additional 788 items with an NA call number housed in the J.N. Desmarais Library on the main campus. This totals 5,331 of our intended initial goal of 5,000 NA books. Retaining a collection of lower circulating materials on the main campus allows for adequate space to grow the collection downtown. Any item deemed particularly important or commonly circulating is easily transferred to the Architecture Library.

The Library collects materials based on the School's emphasis on wood design, indigenous architecture, the vernacular, landscape, material culture, ecology, sustainability, structures, forestry stewardship and histories.

The Library continues to acquire new and select retrospective materials based on the School's curriculum and the School's bilingual and tricultural mandates. The Library frequently receives suggestions for titles to purchase from the Faculty in support of their courses. The Library also continues to regularly receive donations of materials that complement the collection. New books are placed on display at the front desk for approximately four months and placed in a temporary shelving location so that they cannot be borrowed by other institutions.
Electronic Resources

The architecture research guide, available through the main Library's website, outlines the collections and electronic resources particularly relevant to the discipline of Architecture. From here users can access the following databases:
Avery Index to Architectural Periodicals
Art and Architecture Source
Artstor Digital Library
JSTOR
GreenFILE

Architecture students can equally access all of the other databases and resources that support other programs and can assist with multidisciplinary research. Laurentian Library and Archives subscribes to multiple ebook suites that include ebooks related to architecture. Laurentian community members have access off-campus to all online resources through proxy access using their Laurentian accounts.

Periodicals:
The Architecture Library subscribes to 20 print periodicals based on the School's curriculum, Faculty requests and based on the Association of the Architecture School Librarian's core periodical list. The Library receives an additional five complimentary print subscriptions. The Library has also received many back issues of core journals through donations.
https://www.architecturelibrarians.org/coreperiodicalslist

Materials Library:
As an aspect of our Program's emphasis on Design-Build activities - and hence materials - the Architecture Library has developed a small, reference collection of core architectural building

materials samples. The Materials Collection introduces students to a range of materials that can be used in the design and construction of the built environment. The Materials Collection is organized by the Construction Specifications Institute's MasterFormat to familiarize students with industry standards before entering the design profession.

Rare Book Collection:
The Rare Book collection consists of special editions, rare or unique publications, materials of recognized value, materials that are in fragile condition or any other materials requiring controlled access. This collection consists primarily of donated materials with the majority acquired as part of the large donation from the estate of French-American, Bauhaus-trained, architect Jean Paul Carlhian. This collection has grown to include 129 books.

Donations and Gifts The daughters of Jean Paul Carlhian were generous in donating their entire family library to the MSoA, which included over 1,400 architecture and landscape architecture books, architectural history monographs, periodicals, personal papers in both French and English, and more. The Library has benefited from other generous donations of book collections, including the Janna Best donation of 1,400 books and periodical issues (on behalf of herself and her husband Henry Best) with excellent material on the Group of Seven. Since last accreditation, we had a Frank Lloyd Wright donation of 149 books and DVDs, over 6,000 photographs, and pieces of art from a patron in Wawa, Ontario. Most recently, the Library received a large donation of over 900 books and periodicals from Bruce Kuwabara, Canadian Architect and founding partner of Kuwabara Payne McKenna Blumberg Architects, now known as KPMB Architects. Other donors have given the Library various book gifts on a regular basis. The Architecture Library has also received two $5,000 donations from the Rotary Club of Sudbury. These collections are highlighted on the digital website:
https://omni.laurentian.ca/discovery/collectionDiscovery?vid=01OCUL_LU:OMNIandcollectionId=81141814030005165andlang=en

These collections have been donated to us through the development of good relationships between the MSoA and leading members of the profession and community. Since the inception of the School of Architecture, the consistent donations of materials indicate wide community support for our initiative.

Reserves:
Each semester, Faculty may place items on reserve in support of their courses. Faculty select a reduced loan period to increase the availability of the item, expecting it to be in high demand. This allows for access to more students. These items are kept in the LIbrary's workroom and are requested by students at the Library's front desk.

Media Collection:
The Media collection includes videos from 2 film series as well as relevant videos to support courses. There is also a DVD and Blu-ray drive available for loan.

Theses Collection:
The Architecture Library houses Master of Architecture theses in print that are available for consultation. Additionally, electronic versions are deposited and available open-access through Laurentian's institutional repository, LU|ZONE|UL. The award-winning theses are prominently on display in the Library and featured in a virtual collection.

Omni:
In December 2020, the Library launched Omni, a new academic search tool. Omni is a collaborative effort by members of the Ontario Council of University Libraries to adopt a common library system and share best practices and enhancements. 18 Ontario University Libraries offer this shared search tool, with a goal of making it easier to find and access library resources of all kinds.

Omni is a unified academic search tool that searches books, articles, and many other types of resources to ease research efforts. Omni is based on Ex Libris's Alma library software system and Primo VE discovery system. The launch of Omni also resulted in the adoption of generous borrowing policies, including 120-day loans for most items, unlimited renewals, and the ability to borrow many more items and the elimination of most overdue fines.

Omni allows users to easily request physical books, digitized journal articles, and digitized chapters or excerpts of books from both inside and outside of Laurentian's collection. Partnering institutions adopted an Automated Fulfillment Network through Omni, which facilitates direct requesting (physical and digitization) and direct borrowing. Laurentian members can directly borrow materials from any other partnering institution using their university library identification. They can return and pick up materials from any institution in the network.
Laurentian members can directly request materials from any other partner institution when logged into Omni. Journal articles, book chapters, and book excerpts normally arrive via the requestor's email account within 24 hours. Physical items may take up to 10 days to arrive. Items can be picked up at the Architecture Library. This is offered free of charge (with some exceptions).

In addition to this, the MSoA library highlights collections by donors and for particular events Including: Black History Month, Francophonie month, National Indigenous History month, MArch Theses, 'One School One Book', Women in Architecture and Design, Sustainable Architecture and Design, Wood Construction and Technologies, Cities as well as films and equipment collections. These digital sub-collections are easily accessed by students and advertised in tandem with events:
https://omni.laurentian.ca/discovery/collectionDiscovery?vid=01OCUL_LU:OMNIandcollectionId=8189479460005165andlang=en

Interlibrary loans:
Any materials not available through Omni can be requested through interlibrary loans. The Library integrated the use of RapidILL in 2021 by partnering with over 500 libraries worldwide to get digital articles and book excerpts within 24 hours, often within just a few hours.

The interlibrary loans service is staffed by the main Library and there is generally no fee to the user as the Library pays for the majority of the costs. Interlibrary loan requests are also analyzed and can be used to inform acquisitions, especially requests for newly published materials.

Policy statements:
In general, the Architecture Library follows the same Policies as the main J.N. Desmarais Library and Archives on LU campus. The acquisition of materials for the Architecture Library is governed by the Architecture Library's Collection Development Policy.
This document is regularly reviewed and updated to reflect the School's curriculum, faculty

research interests, and architectural trends.

The Policy on the Access and Loan of Library Materials sets out the access and loan privileges of all categories of Library users. Most borrowing policies are the same across the 18 Ontario University partners that adopted Omni.

3.7.2 Library Statistics and Staff:

Structure:
The Architecture Library is a branch library of the main Laurentian University Library and Archives. The Liaison Librarian reports to the University Librarian and is a voting member of the Library and Archives Department. The Liaison Librarian is not directly responsible for the operations of the Architecture Library; rather, the Library Assistant maintains library operations on a day to day basis. The Liaison Librarian is, however, responsible for library collection development, librarian-level reference service, and information literacy instruction related to architecture.
The Liaison Librarian maintains contact with the MSoA Director on matters that pertain to the Library and the School of Architecture. The Architecture Library staff are considered a part of the architecture program educational team. They attend the MSoA School Council meetings as much as possible.
Numbers:
The Library Assistant provides services Monday to Friday from 9:00 am - 4:30 pm and student assistants provide lunchtime, weeknight and weekend coverage. The Library has secured LU work-study funding most years to subsidize the cost of hiring one student assistant. The Library often welcomes returning students to work at the library year by year. To date the Library has exclusively hired Architecture students and priority is given to bilingual students.
Technical services, including acquisitions processing and cataloguing of materials are provided by staff at the main campus library. Materials are sent between libraries through inter-campus mail 2-3 times per week.

Professional status:
Jennifer Ross was the most recent Liaison Librarian, who served as a sessional Faculty member on a contract from October 2022 - April 2023, providing a total of 252 hours. She previously worked as the Architecture Librarian from May 2019 - November 2020, on a limited-term appointment. Jennifer currently works as the Community Librarian at the Greater Sudbury Public Library and has previously worked on a contract as the French Services Librarian at Laurentian, as a Librarian at the Northern Ontario School of Medicine (NOSM), and as a Library Technician at Cambrian College. She holds a Bachelor of Arts from Laurentian University, a Master of Arts from McMaster University, and a Master of Library and Information Science (MLIS) from Western University.

Librarian positions at Laurentian require a Master's degree in Library and Information Science from a program accredited by the American Library Association. As a member of the Laurentian University Faculty Association (LUFA), full-time permanent Librarians have faculty status; as such, 40% of their work is devoted to professional librarianship, 40% to scholarly activity, and 20% to governance and administrative duties. Librarians receive their academic workload summaries from the University Librarian, which details their professional librarian work for the year to come. As a sessional member, there was a position description when Jennifer applied for the position and subsequently, her offer letter details her responsibilities.

Support staff:
In 2016, Dorothy Robb was hired as the full-time Library Assistant for the Architecture Library, having previously worked for 9 years as a Library Assistant at the Laurentian University Library and Archives. Historically the full-time Architecture Librarian coordinated the day-to-day work of the Library Assistant, though the Assistant reports to the Manager of Operations of the University Library and Archives. There was a position description when Dorothy applied for the position. She has audited two courses at the McEwen School of Architecture for professional development purposes.

3.7.3 Current action plan outlining recurring levels of staff support; renewal of hardware, software, equipment, and infrastructure; anticipated modifications to the current installation; and a demonstration of sufficient funding to execute the action plan:

Space The Architecture Library is located on the second floor of the School's Cross Laminated Timber (CLT) wing. The Library is accessible by stairwell and elevator and is on the same floor as three of the six studios and the majority of faculty offices. The Library is approximately 4,850 square feet and is ample size. The Library is heavily used during term as it is an attractive and inviting space. It is the only room in the entire complex of architecture buildings that is carpeted, and interestingly, the carpet has a pixelated graphic of the Sudbury impact basin.
Throughout the year, the Library exhibits materials and relevant books from the collection in conjunction with School events, and showcases student's design work. The Library also organizes displays in promotion of the McEwen School of Architecture's Lecture Series, curating a display of books and articles for each speaker, highlighting their work and the work of their firm. Many lecturers have donated books on their work to the MSoA to be housed in the Library.

The system for heating and ventilating the Library works well. There are no special environmental controls for the collection, however the print collection resides in the interior of the Library and is not overly exposed to sunlight.

The MSoA also benefits from the use of the main University Library, the J.N. Desmarais Library with extended hours. Located on the first floor of the J.N. Desmarais Library, the Archive Repository houses the holdings of archival fonds of organizations and individuals from the Northern Ontario community as well as different special collections.

The main branch of the Greater Sudbury Public Library is a five-minute walk from the McEwen School of Architecture. The Architecture community particularly makes use of the local history collection, including local newspapers, city directories, maps, city reports, and more.

Equipment:
When the Architecture Library was originally designed, it was determined that there was no need for an archive or rare book room. While this decision allowed for a more robust seating plan, the rare book collection that has developed as a result of generous donations, is not housed in a darkened room with humidity controls. Likewise, the decision to repurpose library shelving saved the institution funds, but the shelving itself is quite shallow, making it more difficult to shelve oversized books. These are both issues to address moving forward.

There are three public access computers near the entrance of the Library, one of which is oversized and positioned at a lower, more accessible height. Adjacent to the Library is the computer lab with thirty-five workstations. There is a color printer in the Library and another

outside the Library's entrance.
Library users have the option of checking out materials using a Bibliotheca self-check kiosk. There are RFID gates at the entrance of the Library and all items have RFID tags that are disarmed during check out.

The Library loans out the School's audio-visual equipment, including data projectors, portable projection screens, a digital camera, a video conferencing camera, six Meeting Owl Pro cameras (available to Faculty only), a document camera and a tripod. The Equipment Collection also includes a copy stand (available for in-library use), a USB DVD writer, and a USB blu-ray and DVD drive, and three Chromebooks available for loan. The Library has 16 Arduino kits available for loan in support of the digital fabrication course.

Furnishings
Each library staff member has a desk with a computer and there is a dedicated computer workstation for circulation at the front desk and the Bibliotheca self-check kiosk.

The electric supply, heating and ventilation are sufficient. The library is well lit, with a lot of natural light from the south-facing floor to ceiling windows at the south end of the Library, however it can get quite warm in that sitting area, even with its fully operable shades.
The Architecture Library is configured with eight alcove-styled carrels for one or two individuals each, as well as long maple tables with caster seating, which can accommodate up to seventy (the typical class size at the School of Architecture). The informal lounge seating at the south end of the library, with a small couch and comfy chairs is conducive for quiet reading, informal discussions, and even public events.

Action Plan:
The Library maintains its integrated library system, including the catalogue, search tools and circulation system. The Library is committed to maintaining its e-resources and continuing to build the print collection.

Information Technology is responsible for maintaining the computers in the Library and in the Lab adjacent to the Library and for providing access to the necessary software. The public printers inside the Library and immediately outside were upgraded during the summer of 2019.

The equipment loaned by the Library includes a combination of equipment purchased by IT and the School of Architecture. The Library purchased 3 Chromebooks in winter 2020 and is committed to maintaining the chromebook collection. The Library and Archives maintains the Bibliotheca self-checkout machine and RFID gates, with the 5 year support and maintenance contract expiring November, 2027. The donation of photographs has yet to be processed.

The Architecture Library will continue to be staffed by a Library Assistant, supported during the fall and winter terms by students in the evenings, weekends and lunchtimes. There will continue to be part-time Librarian coverage as opposed to full-time library coverage, at least for the next few years.

Library Collection Expenditures:
Library Collection Expenditures can be viewed here:
https://mcewenarchitecture.ca/accreditation/library-collection-expenditures/

The Collection Development Policy for the Architecture Library can be accessed here: https://mcewenarchitecture.ca/accreditation/collection-development-policy/

Library Collection Expenditures

At the end of section 3.7.3 in the ACR we have included this link to the following budget for library acquisitions: https://mcewenarchitecture.ca/wp-content/uploads/2023/09/3.7.3-Library-Collection-Expenditures-1.pdf

This budget includes information from the past three years up to 2022-2023. Regarding the 2023-2024 Library budget and the plan regarding hiring a librarian, the Interim University Librarian, Alain Lamothe, responded that for the MSoA collection budget-wise, the library has set aside $10,000 for periodicals (an increase from $7500 for 2022-2023) and for books, a budget allocation for a total of about $8,000 for the Faculty of Science, Engineering and Architecture.

Interim University Librarian, Alain Lamothe, noted that Laurentian University “has not been able to secure any tenure-track position for this fiscal year. We were awarded a 1-year LTA position to replace me while I serve as Interim University Librarian but haven't been able to fill it to date. We will be reposting the LTA - Liaison Librarian: Science, Engineering and Architecture but can't post more than a 1-year contract. Hopefully and assuming we can fill it, this will address the short-term needs of your school.”
Beyond that, it's difficult to assess if the action plan can be executed with the currently minimal funding level the library has been given without knowing more what the action plan from Laurentian University is. The MSoA Library Assistant has for the past number of years coordinated the purchasing of new books for MSoA based on needs and requests from faculty and she has also coordinated the efforts with donors.

3.10 Professional Degrees and Curriculum

-outline of the curriculum of the Program describing how each performance criterion included in Section 3.11 is met and how the Program achieves its pedagogical goals.
There is no outline of the Program describing how each performance criterion from 3.11 is met (specifically, there are no reference to the criterion in the text provided).

3.8 Financial Resources

The APR must include:

- An itemized Program budget that includes operating and salary expenses and adescription of research funding, endowments, scholarships, and development activities.

3.8.1. An itemized Program budget that includes operating and salary expenses and a description of research funding, endowments, scholarships, and development activities.

MSoA Historical Budgeted Expenses are as follows:
https://mcewenarchitecture.ca/accreditation/historical-budgeted-expenses/ MSoA Historical Budget: The project to establish the School of Architecture at Laurentian had an initial Capital Budget of 44.1 million dollars. As the ‘Project Charter’ was fulfilled, the Capital Budget was to be reconciled and then the School was to operate on an annual budget like other academic units at the University. The initial Business Plan for the School was contingent upon 4 years of the BAS

Program at 70 students per year, for a total of 280 students plus a 2-year MArch Program at 60 students per year, for a total of 120 students. At full complement, our total student enrolment was projected to be 400. The operating budget for the School has been contingent upon meeting these numbers, which is not a small challenge when starting a new Program that is unaccredited. In particular, it is now evident that our Graduate numbers should be revisited based upon our MArch experience since 2018. A decade into running the Program, our ideal number of M.Arch students, per cohort, is more realistically around 50 maximum. We are happy to see our increasing enrollment in the graduate program but we will need more F/T to properly deliver courses and supervise M.Arch theses.

3.8.1 Details of the MSoA Program Operating Budget

Please refer to the charts linked here:
https://mcewenarchitecture.ca/accreditation/msoa-historical-actuals/
This chart provides a summary of the MSoA Budget since fall 2018. In addition to this information, the following text will be helpful to better understand the evolving financial context of our Program:

The initial Budget for the School of Architecture had two components:

1) a Capital Budget of $44.1 million dollars for the project of the building of the School (including a furniture and equipment budget); and
2) an initial Operating "Start-up" Budget, which the Administration determined through the Financial Officer, Norm Lavallée. Before we opened in 2013, our Operating Budget was based on an annual projection of growth. Only after the 2018-19 academic year did the School reach a "steady state" scenario (all 6 years of the Program enrolled), meaning that after that, our enrollment of students and staff and faculty numbers would be stable enough to extrapolate the next annual Operating Budget. This partially explains the change to the Budgeted Expenses after 2018-19. However, our student enrolment still increased from 2018 to 2019, with less budget allocated to all categories except for Expendables, that increased by approximately $150,000.

The table below illustrates the breakdown of MSoA expenses for the 2019-20 academic year. Of the total budget, the School had some discretion over approximately 8%, or $422,476.69. This includes operational expenses such as software, printing, supplies, professional fees, computer and equipment purchases, travel, and professional development. The 'Expendables' category includes the following: recruitment, IT staff salary and benefits, major computer purchases, and the various building expenses, including municipal taxes, utilities, cleaning and security. Scholarships are also included. The School does not have any direct control over spending in any of the categories other than the "Operational and other expenses" category.

On August 24, 2018, the Vice President of Administration at the University issued a 'Cost Containment' Memo (see Appendix I) that explained Laurentian's plans to accrue $4.9 million in targeted savings, with instructions for departments to halt spending for a list of items, including non-essential travel for conferences, consultant fees, food and drinks for meetings, and a freeze on filling all vacancies. The closing of the McEwen School facilities in March 2020 due to COVID-19 brought all travel and related spending to a halt.

The School of Architecture was generously gifted $10 million dollars in June of 2016 by Rob and Cheryl McEwen, which was renamed "The McEwen School of Architecture" in their honour. This amount was divided into $4 million to cover the remaining capital costs of construction, leaving $6

million towards a series of initiatives that support student and research activities related to the School's vision and mission. The McEwen 'Gift Agreement' has specific bullets that the MSoA proposed, surrounding student experience in the north, Indigenous outreach and development, student scholarships, guest speakers, and working with wood and other hybrid technologies in the design field. These funds allowed the MSoA to complement initiatives that grow out of the School's curriculum or other research projects that meet the Gift Agreement.

As part of the Gift Agreement, the University established the 'McEwen International Advisory Board' that advises the Director of the MSoA on issues related to the mission and vision of the School. In 2019-2020 faculty and the McEwen Advisory Board agreed broadly to a proposed plan for $2 million in spending by 2022 to enhance the MSoA Student experience. The $6 million is broken down into $1.5 million per year (for four years). Each year, $750k is allocated towards the McEwen School of Architecture endowment and $750k is to be used towards the focus areas of the Program. This donation greatly influenced the autonomy of certain initiatives and finances (i.e. Graduate Travel Scholarships) given the overall budget reduction by the University. However, the McEwen Funds were frozen during the CCAA proceedings (winter 2021 - December 2022). Not having access to the McEwen Fund during CCAA was problematic and the Director appealed to the McEwens who generously, and directly, donated the needed amounts for scholarships and experiential activities. In early 2023, after having exited CCAA, the University restored scholarships related to the McEwen endowed portion of their donation.
In 2018, the University agreed to offer additional support for the School in 2 primary areas: Fabrication Lab facilities and, 2) experiential learning opportunities. These added funds were $100,000 (experiential learning) and $50,000 (technology, equipment) for 3 years for a total of $450,000. This allowed the School to purchase equipment like the linear track for our robotics lab, as well as pursue a northern community outreach plan.

Laurentian University currently operates with a centralized budget, with Operating Budgets determined by the Finance Office and allocated to Programs. It is essential to see how our Budgeted Expenses relate to Revenues. Based on this, the MSoA has generated the above-noted chart, available again here https://mcewenarchitecture.ca/accreditation/msoa-historical-actuals/ that describes data on Actuals, including tuition and other revenues.

As the chart summarizes, a true snapshot of the Actual Expenses includes
1) Ministry of Education subsidies,
2) Tuition fees that students pay to LU, and
3) Other Revenues, including sundry expenses and building rentals.

This is weighed against our Total Salaries and Benefits plus the MSoa Operating Budget. For all five years, the MSoA appears to have surplus net of over $2 million dollars annually. This amount does not include Maintenance, which is centrally managed by the University.

In summary, the MSoA has had a Net total of Revenue ($3,161,941) over Expenses. From 2018 to 2020, our Revenue was on the rise, due to growing student enrollment (student tuition and Ministry of Education subsidies) and consistent faculty and staff hiring. As expected, these numbers drop in 2021 and 2022 (to $2,313,863) due to Covid and CCAA, where more than one faculty member and staff left, lowering our overall full time faculty and staff salaries. As we work towards reaching our former student numbers (through active recruitment and initiatives, such as the ARCHINORTH summer camp), the MSoA will need faculty and staff hires to replace those who have left, at a minimum.

Some other MSoA Budget rationale includes modification to the original budget allocation in order to be fair and transparent to students. For example, the MSoA initiated a student Studio and Field Trip fees due to the high cost of bus trips for Design Studio projects or other field trips related to mandatory courses. In response, we have raised our student Studio and Field Trip travel fees to better reflect the actual costs of class travel, as costs are higher in the north than if we were located in an urban centre. These fees cover student expenses only; faculty expenses are covered out of the MSoA Operating budget. This practice continues for 2023-24. Students also pay a co-op fee, of which 20% goes towards the Placement Coordinator and 80% comes back to the MSoA's Operating budget.

As we knew from the onset, the costs surrounding a Design-Build culture are significant due to material costs and full-scale construction, and the cost of doing community design projects within a wide regional territory also requires extra resources.

We have also implemented a way for students to pay for their model and representation materials using the University card payment system - Point of Sale (POS). The Point of Sale (POS) system applies to Woodshop Materials as well as Plotting and Printing. The revenue from both of these is used to replenish supplies in order for these student services to be sustainably managed within the MSoA. This revenue is listed under Sundry Revenue in the Actuals chart. The MSoA also makes a small revenue (45% of LU rental fees) from the rental of spaces including the Crit Pit and Atrium. The MSoA was not rented public spaces from 2020 until 2023. In June of 2023 MSoA spaces were rented out for the OAA Annual Conference (raising more than 11K directly for the MSoA), which will appear in the 2024 budget.

3.8.2 Research Funding
The majority of faculty research funding has been awarded by external sources (see Section 4.4 Faculty Resumes). As mentioned in Section 3.5.5, newly hired faculty each receive from Laurentian University a $8K start-up grant (good for 3 years); could compete for the formerly available $5K Laurentian University Research Fund (LURF) for small scale research projects which has been replaced by a Laurentian University internal competition for three types of grants, each worth $3,000: 1) 'New Research Initiative Fund - SSHRC Explore Grants'; 2) 'Knowledge Mobilization Activities and Initiatives Fund - SSHRC Exchange Grants'; and 3) 'Application Enhancement Fund - SSHRC Explore Grants'.

Since 2014, MSoA faculty have consistently been awarded grants from various agencies including, but not limited to, the Social Science Humanities Research Council (SSHRC) awards, and various other institutional and industry grants. In the past five years alone, the full time faculty at MSoA have been awarded nearly 1.4 million dollars in grants. Please see the full detailed table of grant funds awarded: https://mcewenarchitecture.ca/accreditation-test/research-grants/

3.8.3 Laurentian University Scholarships:

Laurentian University has a number of scholarships available to MSoA students that are listed on the University website https://laurentian.ca/fees-financing/scholarships)

Laurentian University has a substantial Entrance Scholarship program that awards students of high academic achievement in high school as per below:

High-School Average: 80% - 84.9%
New GPA: 7.50 to 8.49
Academic Excellence Scholarships: up to $4,000 ($1,000 in 1st year, renewable in subsequent years provided average is maintained)

High-School Average: 85% - 89.9%
New GPA: 8.50 to 9.49
Academic Excellence Scholarships: up to $6,000 ($1,500 in 1st year, renewable in subsequent years provided average is maintained)

High-School Average: 90% - 94.9%
New GPA: 9.50 to 9.89
Academic Excellence Scholarships: up to $12,000 ($3,000 in 1st year, renewable in subsequent years provided average is maintained)

High-School Average: 95% - 100%
New GPA: 9.90 to 10.00
Academic Excellence Scholarships: up to $16,000 ($4,000 in 1st year, renewable in subsequent years provided average is maintained)

3.8.4 BAS Program Awards, Scholarships and Bursaries:

3.8.4.1 MSoA McEwen Endowment:
In the recent past, the MSoA has benefited from the endowment afforded by the installments of our $6 million McEwen gift agreement ($3 million dedicated to endowments). The total amount endowed to date, including awards, was $1,811,462.49. In 2019-20, the McEwen Fund endowment interest gave the School $37,187.50 plus an initial $2,500 in 2019 for a total of $39,687.50. The endowment is anticipated to generate around $60,000/ year (dependent upon interest rates), to provide significant travel scholarships and other student opportunities in perpetuity. Since 2018, we have offered all first-year MArch students $1,000 for Travel Scholarships related to their respective studios. Beginning in 2019, every graduate student in the second year of the graduate program has also been awarded $1,000 each to support thesis research travel. From 2020-2022, the McEwens continued to support the MSoA directly upon request from the Director. In 2023, the University resumed the payment of scholarship amount from the McEwen Endowment. The same has happened with other MSoA scholarships that were donated as endowments.

3.8.4.2 MSoA Scholarships and Awards
In addition to the University-wide scholarships and McEwen endowment funding opportunities listed above, the McEwen School of Architecture has been successful in acquiring other generous gifts to the Program.
Initial BAS awards were secured by the Founding Director, current Director and Faculty in coordination with the LU Advancement Office. This has grown to now allow for annual awards, scholarships and bursaries at both Undergraduate and Graduate levels.

Scholarships given at the MSoA during the past 5 years include:

Blaine and Lise Nicholls Design-Build Fund Award
The purpose of this award is to provide funding to a student(s), who is enrolled in the School of

Architecture program and participating in the Design Build Studio. Recipient(s) will be selected at the discretion of the Director and will promote unique thinking, innovation and creativity. Value is variable. Application is required. (5 students at $1,000 each);
Brook McIlroy Architects FNMI Student Bursary
Established by Brook McIlroy Inc. The purpose of this award is to provide financial assistance to a full-time indigenous student with financial need, enrolled in the School of Architecture at Laurentian University. Preference will be given to an incoming student. Value is variable (~$1,000);

Build North Construction Inc. Architecture Scholarship Annual Award Established by Build North Construction Inc. The purpose of this award is to provide financial assistance to a student of Laurentian University who is enrolled in the School of Architecture at Laurentian University. The recipient must be a student from Northern Ontario. ($5,000);

Club Montessori Architecture Scholarship
The purpose of the Club Montessori Architecture Scholarship is to provide financial assistance to one or two students who are entering the second year of the McEwen School of Architecture (MSoA) at Laurentian University. The recipient(s) must be of Italian descent and come from Northern Ontario. The scholarship(s) will be awarded to a student with a high GPA combined with the submission of a creative portfolio. One scholarship of $5,000 or two scholarships of $2,500 are awarded annually;

Jean Macleod Architecture Scholarship
This scholarship is awarded annually to full-time students enrolled in Laurentian University's Architecture program. Preference is given to Francophone students who achieve high grades in their academic year. (4 students at $500-$1,500 each);

Fourth Year Studio Prizes Funded by Soprema, these awards recognize the work of 4th year BAS students for various categories linked to their studio projects (Best systems integration, Best conceptual clarity, Best research process, Best inhabitability, spatial quality, Best material expression). ($450-500/ group of 5);

Fourth Year Studio Charrette - Funded by Villeneuve Financial Consulting, these awards are given to the best Studio public installation projects. ($500/group);

JL Richards Architecture Design Prize The recipient must be a first-year student enrolled in the Architecture program. The recipient will be selected based on his/ her design work throughout the academic year. The award will be presented during the year end banquet. ($200-250);
LUAA - TD Insurance Meloche Monnex Laurentian Architecture Bursary Established by TD Insurance Meloche Monnex, the purpose of this award is to provide financial assistance to aid a student(s) of Laurentian University who is enrolled in the School of Architecture program. The bursary is awarded on the basis of demonstrated financial need. Preference will be given to an Indigenous student. Value is variable. Application is required. (7-8 students at $1,000-1,500 each);
Mary Bernardi Memorial Bursary
Established by Mary Rose Regina Bernardi. The purpose of this award is to provide financial aid to a student(s) at Laurentian University who is enrolled in the architecture program. The successful recipient of this award must demonstrate financial need. Preference will be given to a female student. Value is variable. Application is required. ($750-$1,000);

McEwen School of Architecture Portfolio Design Awards
Awarded to current first year BAS students whose incoming application portfolios were assessed as "High Plus" (H+). Donors for this award are Downtown Sudbury (Executive Director), and Phil and Stacey Bernier. (5-8 students at $500 each);

Northeastern Ontario Construction Association Architecture Scholarship This scholarship is awarded annually to one full-time student, who is a Canadian citizen or permanent resident, entering the first year of the School of Architecture at Laurentian University. Preference will be given to a student who demonstrates academic merit. Application required Value ($2,500);

Northern Ontario Society of Architects Award (NOSA) - Established by Northern Ontario Society of Architects. The purpose of this award is to provide financial assistance to a full time student, studying architecture at Laurentian University's School of Architecture. Preference will be given to a northern Ontario resident. Value is variable ($350-$400);
Ontario Association of Architects Annual Scholarships Moving forward the OAA requests that the two annual scholarships in the amount of $2,000 each be awarded to two (2) individual students in any year of the undergraduate program to recognize exceptional leadership through design excellence combined with innovative approaches to sustainability in an assignment or project ($4,000 annually);

Rya and Eric Levitt Award
Established by LGA Architectural Partners in honour of Rya and Eric Levitt. The purpose of this award is to aid an Aboriginal student. Preference will be given to students entering their first year of study in the Architecture program at Laurentian University (~$4,000);

School of Architecture Founders' Award
An award created by the faculty and staff at the McEwen School of Architecture to recognize creativity and holistic well-being in design or landscape design. The prize will be awarded to a student(s) whose work celebrates Northern Ontario ($750 - 1,500);

Scholarship for Black Excellence in Architecture - Undergraduate This scholarship is awarded to a student who demonstrates leadership through their academic work that celebrates Black communities, culture, and design. ($1000);

BAS or MArch Program Award:
Club Montessori Travel-Study Scholarship:
The purpose of the Club Montessori Travel-Study Scholarship is to promote travel-study for a student of Italian descent who has completed at least their 3rd year at the MSoA. Selection is based upon the student's overall GPA as well as the quality of the travel proposal. If no student of Italian origin is eligible in a given year, then the scholarship may be deferred to award the following year. The recipient is expected to make a visual presentation to the Club Montessori during the semester following completion of their travel-study. Both BAS and MArch candidates are eligible. ($5,000).

3.8.5 MArch Program Awards, Scholarships and Bursaries:
Centreline Architecture Graduate Award This student award is granted to a student enrolled in the MArch Program at the MSoA who has demonstrated an interest and/or strength in building technologies. ($500);
McEwen Graduate Awards Three awards of $1,000 for excellent thesis work representing key

streams of the Program (Social Engagement, Craft and Technology, Sustainability) ($3,000 annually);

McEwen Thesis Book Award Awarded to the student(s) who demonstrate excellence in graphic design of their thesis book ($500);

MSoA Architecture and Society Award
Established by Kate Bowman, Blaine Nicholls and Terrance Galvin, and related to the Paul Harris Award for "service over self," this award acknowledges an MArch graduating student whose thesis design responds directly to a specific community's needs. Social awareness and design quality form the criteria for the award. ($500);

MSoA Faculty Award
Awarded for creativity and innovation in design in the MArch thesis project ($1,500);

Querney Family Thesis Scholarship Established by the Querney Family. The purpose of this award is to recognize a student from the McEwen School of Architecture MArch Program. The student will be selected based on their academic achievement and thesis research work. Value is variable (~$500);

Rob and Cheryl McEwen Graduate Scholarships in Architecture Up to three awards to top incoming MArch students. ($15,000 annually);

Ray and Eric Levitt Memorial Graduate Award - The purpose of this award is to aid an Aboriginal student (or students) in the Masters of Architecture Program at Laurentian University. This award will be based on the students' achievement with respect to their thesis project. ($500-1,500);

Scholarship for Black Excellence in Architecture - Graduate
This scholarship is awarded to a student who demonstrates leadership through their academic work that celebrates Black communities, culture, and design. ($1000);

TD Graduate Scholarships
Awarded to top performing MArch students. ($2,500);

The Yallowega Bélanger Salach Architecture Excellence Award Recognizes a graduating student from the MArch Program. The student will be selected based on academic achievement and based on their thesis topic as it relates to Northern Landscape and Community-Design. The recipient will be announced on stage at convocation and may also be granted an internship opportunity in the year in which they receive the award. ($2,500);

Villeneuve Financial Consulting Masters of Architecture Scholarship Established by Guy Villeneuve and Villeneuve Financial Consulting. This student award will be granted to a fourth year Laurentian University student entering their first year of the MArch Program in September at the McEwen School of Architecture. The recipient must be a top student who has successfully completed ARCH 4505FL and ARCH 4515FL ($500).

3.8.6 Government and FGS Scholarships Available to MArch Graduate Students

LU Faculty of Graduate Studies (FGS) Travel Scholarship Open to all MArch students for travel

related to research ($600);
Ontario Graduate Scholarships (OGS)
Application required to the FGS. Discussed in an annual meeting with the Faculty, based on recommendation (ranking) from the department. ($5,000/year for a maximum of 3 terms).
Social Sciences and Humanities Research Council (SSHRC) Scholarships Application required. Discussed in an annual meeting with the FGS, based on recommendation (ranking) from the department. (~$17,500/year).
Since the founding of the MArch Graduate program in 2017, many of our graduate students have won important scholarships; to date 27 graduate students have been awarded Ontario Graduate Scholarships (OGS) and 8 have been awarded SSHRC scholarships for their thesis research. Of these 35 scholarships, half have been awarded since 2022, which speaks volumes to our increasing success despite Covid and CCAA hurdles.

3.8.7 LU Graduate Teaching Assistantships

At the Graduate Studies level, LU offers Graduate Teaching Assistantships (GTA) and Graduate Fellowships (GF) to select Master's students. In 2019-20, the combined GTA/GF for MArch students was $9,058.00 per student. A Graduate Teaching Assistantship (GTA) is the salary portion paid on a bi-weekly basis (total of $4,484), while the Graduate Fellowship (GF) portion is paid in one installment ($4,574). The MSoA is currently awarded 10 GTA positions for its MArch students per year, and these are renewable for a second year of graduate study. It is worth noting that this number of GTAs allocated to Architecture is proportionally lower than most graduate programs at LU. In other University programs, students with a 75% or more are typically awarded a GTA. However, the MSoA has been capped at 10 new GTAs per year, regardless of their GPAs or our increasing number of graduate students. At the moment, the University is not granting GTAs to many qualified students, which in turn affects our ability to attract students and remain competitive with other Graduate Architecture Programs within Ontario as well as nationally.

3.8.8 LU Development and Advancement Activities
In addition to the above listed items, the MSoA works with the Advancement Office to establish other initiatives to benefit the student experience in our Program. For example, the TD Bank agreed to sponsor our annual "Warm-Up Event" where first-year student Ice stations are officially opened to the public. The event includes music and food and is intended to bring the community together to celebrate the student work. Similarly, the School has worked with University Advancement to obtain donations to support the MSoA "Building the Thesis Colloquium" which invites three outstanding recent MArch graduates from across the country to present their work to our thesis students. The inaugural event was funded by KPMB, Diamond Schmitt and EVOQ architects. The firm RAW also contributed to the 2020 colloquium.

For our first three years, the School Lecture Series was sponsored by the LU Alumni Fund. This ended in 2016, at which point we paid directly for lecturers until 2018, when our annual 'MSoA Lecture Series' was (and is) sponsored by Tremco. Various other donors (eg. OAA, the Northern Ontario Society of Architects, RAIC, Bureau des affaires francopones, and Wood Works!) Offer additional funds for specific lectures in the Lecture Series series as well.
Finally, the MSoA continues to work with LU Advancement in creating further funding opportunities for our Program.

3.9 Administrative Structure

The APR must include:

- A description of the Program's administrative structure, a comparison of this structurewith those of other professional programs in the institution, and a list of any otherprograms offered if the Program is part of a multi-discipline unit.

3.9.1 Laurentian University and MSoA Governance Structure:

The Laurentian University Administrative Structure can be viewed here: https://mcewenarchitecture.ca/accreditation/lu-administrative-structure-chart/ Please note that as much as can be updated was included, however, as the post-CCAA process restructuring is ongoing not all of the information is static.

Laurentian University is an accredited postsecondary education institution and member of Universities Canada (www.univcan.ca). The structure of the McEwen School of Architecture follows the other three academic units under the Faculty of Science, Engineering and Architecture (SEA), including the School of Natural Sciences, the School of Engineering, and the Harquail School of Earth Sciences. Much of the governance of the MSoA is covered under the LUFA Collective Agreement. For instance, Section 9.10 of the Collective Agreement clearly outlines the roles and responsibilities of the Director, including the collective process for electing and renewing Director terms.

Consistent with all departments in our institution, MSoA Directors serve 3-year terms, renewable once for a total of 6 years. As Chair of the MSoA School Council, the MsoA Director reports to the Dean (Dr. Joy Gray-Munro) who reports to the VP Academic and Provost. The Director is considered the representative of the School and its faculty members and is, like them, also a member of LUFA. The Director sits on the SEA Faculty and Executive Councils, as well as Standing and Ad Hoc University Leadership Committees. MSoA faculty sit on School Committees, Faculty Council, Senate, FPC Committee, Tenure and Promotion Committees, and the Faculty of Graduate Studies Council.

Consistent with other departments within the Faculty of SEA, all faculty members, including the Director, submit their Annual Reports directly to the Dean. The Director also submits an academic unit Annual Report to the Dean with academic unit updates and concerns, as well as faculty highlights. This is comparable with the School of Engineering as another professional program in our Faculty.

Regarding School governance, Section 9.10.2. (a) Of the Laurentian University Faculty Association (LUFA) Collective Agreement https://lufappuldev.wpengine.com/wp-content/uploads/2016/09/LUFA-Collective-Agreement-2017-2020-FINAL-Feb-8.pdf states that a primary responsibility of the Director is:

To ensure that the Department/School has a constitution that clearly delineates a transparent and collegial decision making process for the unit and that is consistent with this Collective Agreement.

The MSoA School Council began developing the MSoA Constitution, which outlines how we intend to conduct School of Architecture business and this was ratified in August of 2020. The MSoA Constitution includes clarification and policies related to the following: roles (including the Director, Program Coordinators, and Studio Coordinators), faculty workloads, meetings, membership and

eligibility to vote, voting procedures, Standing Committees, accountability and reporting, and confidentiality. The MSoA Constitution is included in Appendix L: https://mcewenarchitecture.ca/accreditation/appendix-l-msoa-constitution/

3.9.2. MSoA School Autonomy:

The MSoA has had full autonomy in terms of the subject matter of our Professional Program, in part due to the University having confidence in its professors and administration in knowing how to guide the Program through the various accreditation conditions, including the SPCs. The previous and current Presidents of the University have been strong advocates of the MSoA and its mission. Despite its many challenges, the introduction of design-thinking to Northern communities through a professional architectural program has already proved to be a significant success.

There are several mechanisms for the School to move policies and curricular items through the approval process each year (in both languages). The MSoA School Council votes on all major decisions, policies, and curricular changes, which then must move through various Faculty and University committees for discussion and approval before implementation. Undergraduate and Graduate Program Coordinators have the ability to administer various processes related to the degree programs, and work with the Director, MSoA staff, and relevant colleagues on campus for issues related to things like admissions, course registration, exams, and student awards. We have been able to develop our own BAS Academic Policy (Appendix J https://mcewenarchitecture.ca/accreditation/appendix-j-msoa-bas-academic-policy/) and our MSoA Constitution (Appendix L https://mcewenarchitecture.ca/accreditation/appendix-l-msoa-constitution/)), and have control over our curriculum as well as use of our space. There are some areas where we must collaborate with other departments on the main campus (such as Admissions, Advancement and Conference Services). In each of these cases, we establish our requirements and then work with the various offices to ensure everyone's goals are met. For instance, we set the maximum number of incoming BAS students, however, the process of sending the offer letters is guided by the Admissions Office, not the MSoA. Similarly, our revenues from rental of our building were much higher before we saw some conflicts with the use of the space that were negatively impacting our student experience, so we worked with Conference Services to establish parameters so that MSoA spaces are rented only outside the traditional academic year (September - April).

While the School is allocated an annual Operating budget by the University Administration with budget codes, there is currently some transparency. In April of each year, there appears to be a surplus in the amounts allocated, which gets returned to Finance, and yet historically we were told consistently that we are under budget constraints. However, now that MSoA has been granted by Finance the 2018-2023 Historical Actuals the clear picture (as outlined earlier) is that MSoA is, and was, generating revenues greater than expenses. Please refer to section 3.8.1 for further details. Regarding autonomy over curriculum and teaching, the LU Collective Agreement is specific regarding each professor's 'academic freedom,' so much of our content is governed by that. Many of the 11 CACB Conditions for Accreditation (not including the SPCs) have been well-supported overall, including faculty and staff recruiting and hiring, Human Resources, Physical Resources, etc. Financial stability is always a question of enrolment, which is difficult to predict in an

architecture program, so this is a concern moving forward, though we continued to see steady growth until the advent of the CCAA proceedings, a drastic drop in applications by students from Sudbury and the region (historically a large percentage of our incoming class) due to the very negative local press to the measures taken by LU during CCAA. Therefore, our incoming BAS cohorts since 2021 are smaller by the fraction normally filled by local students. However, due to our CACB accreditation in 2021, our M.Arch program has witnessed a strong and steady increase, and we now have our largest cohorts. MSoA is proactively recruiting and developing both media and presentations targeting local highschools, in addition to the success of the high school summer camp ArchiNorth, in order to address this drop in local applications.
Finally, securing the McEwen Gift of $10 million was significant with regard to certain levels of autonomy in supporting Program initiatives and student enhancement. While the McEwen funds are not to be used for regular Operations that should be covered by the University, the remaining portion from the McEwen gift agreement ($6 million) has allowed us to pursue and expand much of our student experience and community project goals. During the fall 2019 and winter 2020 academic semesters, the MSoA School Council and the McEwen International Advisory Board approved a basic plan for spending $2 million of our gift funds to support the MSoA's mission. This plan froze with the advent of the CCAA proceedings and the freezing of endowment funds (winter 2021 - December 2022). As of 2023 MSoA has regained access to interest from the endowments allowing the scholarships and awards to be issued as well as supporting (a smaller scale) of enhanced experiential learning initiatives.

3.9.3 The McEwen International Advisory Board
Laurentian University has four academic departments that have received donor gifts, including the MSoA. Such large donations require that each academic unit create and appoint an advisory board to ensure that LU gift agreements are used according to the donor's intentions. The McEwen International Advisory Board advises the School on the 'McEwen Gift Agreement,' a fund that allocated $10 million dollars to Laurentian University. The "Terms of Reference" for the International Advisory Board to the Director at the McEwen School of Architecture follow. The purpose of the Board is to provide insight and advice regarding the success of the McEwen School of Architecture (MSoA).

In our first five years, the Board has given invaluable advice and guided the School in various visioning strategies that would lead the School not only to pursue local and northern issues, but also to situate our teaching and messaging of the School within a global context of being unique, working with wood, being leaders in Indigenous thinking regarding life and environmental issues, and marketing ourselves to our strengths – both existing and potential.
The sixteen McEwen International Advisory Board Members (MIAB) are listed following the Terms of Reference (TOR). Our first Advisory Board Meeting took place in November of 2018.

McEwen International Advisory Board (MIAB) Terms of Reference
Purpose:

The McEwen International Advisory Board to the Director of the McEwen School of Architecture provides high- level strategic advice relating to and ensuring the long-term goals and success of the School.

The Advisory Board and its members provide insight, ideas and resources to assist the School in developing strategic initiatives to advance the well- being of society through excellence in teaching, research and service, to exploit the rapidly changing technical world of architecture, and to foster closer ties between the School and its various community constituents.

Composition:

The International Advisory Board consists of 12 to 15 members who are representative of external stakeholders and university leadership. Selection of board members will take into account the School's unique mandate to provide learning opportunities in English and French with a comprehensive approach to Indigenous education. The board composition should reflect the geography of the north as well as that of Canada and abroad. The board is committed to the principles of equity and diversity and aims to include Indigenous members, Francophone members as well as members of other equity seeking groups including women, racialized persons, persons with disabilities and persons of all sexual orientations and gender identities/expressions.

External members are appointed to a renewable 3-year term by the Director of the McEwen School of Architecture in consultation with the Chief Advancement Officer. A permanent seat is provided for an appointee by the McEwen family. The Director of the McEwen School of Architecture, the Dean of Science, Engineering and Architecture, the Founding Director of the McEwen School of Architecture and the Director of Development are also members of the International Advisory Board. The Founding Director of the McEwen School of Architecture will chair the International Advisory Board.

Role of the Board:
Provide advice regarding new initiatives and long- range goals, to more effectively respond to the emerging needs of architects, designers, and their employers;
Serve as a communications bridge and "think tank" to connect the School with other sectors of the community and to animate a dynamic exchange of ideas so that the School may best contribute to the changing needs of architecture and society;
Review currency of programming and research agendas, providing perspective on expectations of graduates and emerging architecture challenges, and offer feedback on existing programs and research;

Advocate for the School (within industry, relevant government agencies, professional societies, etc.), actively opening new avenues of community engagement, collaboration, research and knowledge dissemination;

Promote the School publicly, through sharing an understanding of the School and its programs while celebrating its achievements;

Develop good relations between the School and the global community and relate the priorities and concerns of particular communities to the School;
Aid the School in its efforts to secure the resources required to be internationally competitive in attracting and retaining excellent faculty, staff and student;
Individually partner with the School as guest lecturers, seminar participants, career advisors, etc., when relevant; Use personal contacts to enable faculty and students to gain work-place exposure (particularly co-op exposure), with particular focus on emerging trends and practices in global

design; Assist the School in networking with northern community projects and initiatives in order to better educate Indigenous and northern students;

Annually review and provide advice to the Director with regard to the expenditure of undesignated private sector gifts and endowment disbursements.

Composition of the McEwen International Advisory Board:

The composition of the Advisory Board includes architects, an engineer, entrepreneurs, a graphic artist, a filmmaker, an architecture critic, educators and a Paralympic athlete as well as a Métis Elder. Representation on the Board was drawn from Francophone and Indigenous backgrounds in keeping with the LU tricultural mandate. Our extraordinary first Advisory Board to the MSoA included Sudbury-born Jason McLennan and Bruce Mau, both of whom have contributed to the global discourse on design, and both influenced by their roots in Sudbury. It also has two Order of Canada (OC) members, Rob McEwen and Marianne McKenna. Board Members who have been awarded Honourary Doctorates from LU include Bruce Mau, Blaine Nicholls, and Marianne McKenna. The Board convenes twice annually for MSoA Board Meetings, usually in Sudbury.

The McEwen International Advisory Board (MIAB) members include. McEwen International Advisory Board Members (2022-2023) https://mcewenarchitecture.ca/identity/#msoas-international-advisoryboard
COBB, Zita. (Co-Founder and CEO of Shorefast, and Innkeeper of the Fogo Island Inn)
DENIS, Juliette S. (Elder and Advisor, McEwen Int. Advisory Board)
GABER, TAMMY (Director, McEwen School of Architecture, and Associate Professor MSoA)
GALVIN, Terrance (Chair, McEwen Int. Advisory Board, and Professor, MSoA)
GRAY-MUNRO, Joy (Dean, Faculty of Science, Engineering and Architecture, LU)
LICKLEY, David (Lickley Productions Inc., Filmmaker, Sudbury)
MAU, Bruce (Designer, Author, Innovator; CEO and Co-founder of Massive Change Network, Chicago)
McEWEN, Rob (OC, Chairman, McEwen Mining Inc., Toronto) McEWEN, Cheryl (Founder, Make My Day Foods Inc, and MSoA Benefactor, Toronto)
McKENNA, Marianne (OC, Partner, KPMB Architects, Toronto)
McLENNAN, Jason (McLennan Design, Bainbridge Island, Washington State)
McLEOD, Tracy (Chief Advancement Officer , Laurentian University (LU))
NICHOLLS, Blaine (Retired Architect, LU original Steering Committee)
ROCHON, Lisa (CityLab and Architecture Critic, Toronto) TAYLOR EUSTACE, Dee Dee (Taylor Hannah Architect, Toronto and NYC)
WAUGH, Alfred (Formline Architecture and Urbanism, Vancouver) Former Advisory Board member: HANSEN, Rick (CEO, Rick Hansen Foundation, Vancouver) Term: 2018-2022

3.10 Professional Degrees and Curriculum

The APR must include:

- Specification of the degree(s) offered;
- An outline of the curriculum of the Program describing how each performance criterion included in Section 3.11 is met and how the Program achieves its pedagogical goals;
- A description of any Program components that are outside of the administrative purview of

the unit or institution that is accredited;

- A summary description of processes and requirements related to degree Program admissions that make up the Program, including those governing student applications for advanced placement; and
- Student admission assessments concerning advanced placement within the Program.

CACB link to Requirements for Acceptable Degrees

3.10.1. Specification of the degree(s) offered;
Since its inception, the McEwen School of Architecture has been guided by section 3.10 of the CACB Terms and Conditions (2017) that states:

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 (MArch) degree. (TandC, p.10).

The initial 4 + 2 structure of the overall Program: a 4-year Bachelor of Architectural Studies (BAS) Program, followed by a 2-year Master of Architecture (MArch) Program, was further developed in line with the following CACB description: The Programs 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… (TandC, p.10).
This structure has also enabled the Program to integrate a Co-operative program within the Professional Degree program, both at undergraduate and graduate levels and also allowed us to include 6 Electives (18 credits) to broaden the student undergraduate experience.

3.10.2. an outline of the curriculum of the Program describing how each performance criterion included in Section 3.11 is met and how the Program achieves its pedagogical goals;

The McEwen School of Architecture (MSoA) has been conceived of as a design School for Northern Ontario. As such, our curriculum is founded upon design-build teaching, experiential learning, and Co-operative education that embraces the tri-cultural philosophy of the University. The curriculum has been derived from a rich network of institutions, colleagues, and allies that embrace the "idea of north." Many lessons, case studies, and best practices have informed the design of the 4 + 2 professional program. The School delivers these lessons through a unique curriculum that addresses climate change and a return to seven generational thinking, while developing expertise in designing with wood and an array of other materials.

The MSoA is an academic unit within the Faculty of Science, Engineering and Architecture (SEA). The School of Architecture is founded upon the idea of a holistic education for professional architects. It offers a 4 + 2 year professional program. The four-year Bachelor of Architecture (BAS) program is a pre-professional degree that offers general design education, while the two-year Master of Architecture (MArch) program continues the formation of the professional architect at the graduate level, culminating in a design thesis. The two programs end in the Master of Architecture (MArch) degree, the terminal degree for architects across Canada. As of the writing of this report, there have been five MArch classes that have graduated from the professional program.

The 120 credit BAS Program has 35 courses divided into 4 streams: Design (D), Culture (C), Technology (T), and Professional Practice (PP), including 5 elective courses for general education (https://mcewenarchitecture.ca/programs/architectural-studies-b-a-s/#courses). The 48 credit MArch Program has 10 courses divided into the same 4 streams, with greater depth and focus, leading to the Master of Architecture degree (https://mcewenarchitecture.ca/programs/master-of-architecture-m-arch/#program-details).

3.10.2.1 Bachelor of Architectural Studies (BAS) Program

The BAS curriculum consists of 35 courses. The curriculum aims to achieve a fine balance between general studies through electives, and design-based community projects, focusing on architecture. Students can take Design Studios, electives and the two Co-op placements in French. Design Studios follow the same content in both French and English. LU offers a "Certificate of Bilingualism" to all students who earn a minimum of 15 credits in French (and vice versa for Francophone students).

The BAS Program has four major themes that guide the Design Studios:
1st Year: Place / Lieu
2nd Year: Landscape / Paysage
3rd Year: Northern Building / Bâtiment du Nord
4th Year: Integrated Design / Design Complet

The first two years of the Program (PLACE and LANDSCAPE) are foundational; the third and fourth years of the Program (NORTHERN BUILDING and INTEGRATED DESIGN) focus on community building and increasing technological complexity. The fifth and sixth year graduate program Design Studios (CRAFT/COMMUNITY/INDIGENOUS DESIGN and THESIS) are a platform for increasingly independent design research. The result of our collective pedagogy should lead to a community-based, culturally diverse, collaborative designer capable of critically designing the built environment in the 21st century.
We have embraced the opportunity to think about hybrid models of education as well as hybrid production. The relationship in Architecture between the 'traditional and the modern' is central to the Program: Manual craft + digital craft; traditional artifacts made with a combination of contemporary materials; renewable biomass CLT wood adjacent to innovative triple-glazed curtain walls; each of these examples in our building, as well as the layout of our Fabrication Lab, assist us in educating young architects to explore 'hybrid' culture, hybrid technology, and innovative design. The School's focus on designing with wood as a major renewable resource is intentional, as is learning from Indigenous knowledge regarding nature, sustainability, and creating new forms of architecture that are contemporary, yet built upon tradition. From the inception of the School, there has been an underlying current of decolonizing architectural education by intentionally working in a different way. The sequential 6 credit Design Studio themes and their related semester by semester 3 credit courses further reinforce this model.

Being a new program in 2012, all courses in the Professional Program below had to be passed internally at the Council for English Language Programs (CELP) and the Conseil du Programmes Français (CPF) committees.

Within the curriculum, the following courses marked EL/FL are offered in French: Design Studios: ARCH 1505, 1515, 2505, 2515, 3505, 3515, 4505, 4515*; *in 2022-2023 and 2023-2024 FL sections were not delivered due to a combination of staffing and pedagogical issues. Co-op*

courses: ARCH 0100, 0300; and All 6 Electives external to the mandatory courses (including Independent Study - ARCH 3906 and Topics in Architecture - ARCH 3907 and Advanced Topics in Architecture- ARCH 4907).

Achieving Pedagogical Goals

The BAS Program achieves it pedagogical goals through several mechanisms:

Our curriculum follows 4 streams where courses are grouped under: Design (D), Culture (C), Technology (T) and Professional Practice (PP);
Within each stream, each course syllabus outlines 'Learning Outcomes' that measure the pedagogical goals of each course. Assignments are designed around outcomes;
Next, each course syllabus is designed to cover specific SPC's from the CACB matrix.
This allows a vertical relationship to take place within a specific stream: i.e. Structures 1, 2, 3 within the Technology stream. Thus, lessons that are delivered initially for exposure (i.e. understanding) to a topic such as structures or sustainability are then repeated in a later year where students apply the lessons to more complex design problems (i.e. ability); Often a course has more learning Objectives and learning Outcomes than those covered solely through the SPCs, since those objectives are necessary to meet the overall pedagogy of our Program.

The pedagogical goals of the Program have been described in section 1.1.1 (Strengths of the Program). These goals are achieved through various courses, subject matter, and pedagogical methods that introduce and engage hands-on learning; that expose students to the workplace through 4 co-op experiences; that educate all students in Indigenous world views throughout the Program; that teach them about expertise in wood from the forest to the building component; that are delivered in both French and English in order to reflect the bilingualism of Northern Ontario; that respond to community needs through design studios partnering with community members to tackle real issues of local, northern, and remote communities. Often Design Studios address a program or a new building that the City is considering that was written into the City of Greater Sudbury's Master Plan, meaning that Design Studios draw upon 'real' situations. In fact, our pedagogical goals are achieved through many of these same mechanisms. They remain goals as well as means to deliver our teachings.

3.10.2.2 Master of Architecture (MArch) Program
The MSoA's curriculum is founded upon the integration of hands-on and experiential learning through design-build and Co-operative education. The Graduate Program further exposes students to design and construction projects with communities in the north and elsewhere. Community-based learning through a sequence of Design Studios continues to act as a spine throughout the Program. Other core courses relate to and support the subjects of the Design Studios. The pedagogical goal of the MArch Program is to integrate theory/practice and thinking/making through all design projects. Development is ongoing.

In Ontario, through the Institutional Quality Assurance Process (IQAP) process, the MArch Program had to be presented to a number of internal committees at LU all the way up to the Senate, including an IQAP external review and report. The approved Graduate Program in 2017 has therefore been sufficiently vetted and is staffed by experienced faculty who have particular expertise.
Whereas the mode of delivery and the structure of the Undergraduate BAS Program is focused on instruction and teaching basic lessons that an architect requires (i.e. skill set), the Graduate

Program has a different inflection. The Graduate MArch Program is much more driven by the student's individual design research (agency), supported by graduate courses and professors who offer more advanced insight, including their own specialized research. It is thus centred on mentoring each student's capacity as a professional leader and advocate, a common model for graduate programs in Architecture.

For the MArch Program, the mode of delivery in the Design Studio is one of continued collaboration in a studio setting. This is the first step towards addressing the manner in which contemporary professional practice works. The second layer is to have students take part in a minimum of 28 weeks of practical experience through the graduate Co-op Program, which helps them integrate knowledge and exposes them to the societal needs of real clients through the design of buildings. This mode of delivery is through a practicum that is also a core course. The third layer to the graduate program is the final Thesis year, where students return to the MSoA following their co-op work experience and begin to synthesize their overall design education towards the proposal for an individual design thesis spanning the 2 terms of the final year.
YEAR 1: The Fall term of the five-term Graduate Program begins with 3 optional graduate studios (ARCH 5505, ARCH 5515, or ARCH 5525) where students choose among:

1) Craft, which explores construction detailing, manual craft, or technologies including digital fabrication;
2) Community based design, continuing the working methods explored in the underGraduate Program; or
3) Indigenous Design, which explores indigenous issues in community design projects of a holistic nature. Community building and the Craft of architecture are explored through the lenses of community led processes, fabrication, and material culture; Indigenous design remains an open-ended exploration of issues of relevance for Indigenous communities and/or involves working with Indigenous studio instructors.
MSoA faculty reached consensus to create a fourth option in the graduate program, in Sustainability Design; this planning is still in process.
Supporting the fall graduate Design Studios are two other courses: Architectural Practice (ARCH 5906), is situated in the first graduate term so that students can be introduced right away to building codes, the various forms of architectural contracts possible, and the types of architecture offices that exist, before they embark on the next two Co-operative education terms, during the following winter and summer. The second course is Architectural Theory (ARCH 5006). They are both placed in the first term in order to support independent graduate thinking as well as look ahead to practical office experience, including the Internship process upon graduation. The fall graduate term precedes the 28 weeks (two semesters) of Co-op placement where design work is conducted in an architectural office from January to August.

The second and third terms of the Graduate Program (winter and Summer) are comprised of Co-operative 3 and Co-operative 4 (ARCH 5915 and 5925). During these 8 months (2 terms), students are immersed in various design disciplines and practices, while receiving academic credit for their placements. As in the undergraduate Co-op terms, both the employer and the student write an independent evaluation "report" outlining their experience. The invaluable lessons learned in practice then become folded into each student's professional education through the creation of reports and presentations. Most importantly, structuring this experience through the MSoA creates a culture of professional practice within the School of Architecture that benefits both undergraduate and graduate students.
By the end of the first year (three semesters) of graduate study, each student prepares to propose

a graduate Thesis in architecture, explored through design research and making. It is the intention of the Graduate Program that much of the Thesis work in the School will relate directly to the various emphases students have received as part of their education to date. As intended, we have had relative success in seeing our students pursue theses that have emphasized working closely with communities and through real design problems and socio-economic issues. We hope that this will continue to 'ground' both the Undergraduate and Graduate Programs in Architecture.

YEAR 2: Although the second year of the Graduate Program technically begins with Co-operative 4 (ARCH 5925) during the Summer term, the second Fall term of the Graduate Program begins with Design and Research Studio 1 (ARCH 5555), where each student proposes thier own independent (but supervised) final year of study. As in many programs, the Thesis spans both fall and winter terms. The fall course is spent in developing research methods, exploring thesis direction and writing a proposal that defines a thesis topic as well as choosing an Advisor. During this semester, students also take Making 1 (ARCH 5306), which builds upon the lessons learned in the undergraduate course Digital Fabrication (was ARCH 4306, now ARCH 3326). Making 1 is the first of two Making courses in the Graduate Program. Together, these Technology courses act in sequence to explore various methods and techniques of making and fabricating. The Making courses support questions that directly complement the thesis research. The second lecture course students take is Material Culture(s) (ARCH 5086). This course places an emphasis on the Culture Stream of our Program, allowing the study of material culture, ethnography, and socio-cultural meaning to become a platform for indigenous or local design, as students prepare to present and defend their design theses. Thus Material Culture(s) and Making 1 both act as vehicles to further provide a theoretical and fabrication context for each student's design proposal during the fall semester.

In the final semester of second year, Design in Research Studio II (was ARCH 5565, now ARCH 5569) focuses on the design of an architectural project or proposition. MSoA faculty recalibrated the M.Arch program so that the second (and last) semester of Thesis was 9 credits and not 6 to more accurately reflect the effort in creating the hybrid thesis, thus the course number changed. To allow for this, the former Faculty Research Seminar (ARCH 5316) was moved to the undergraduate BAS program to Topics in Architecture (ARCH 3907) and Advanced Topics in Architecture (ARCH 4906). The final Thesis may be drawn from working with a real community partner and is often based upon ethical, social, and/or environmental issues that students have encountered in their previous studies. Complementing this, students take one other course, Making 2 (ARCH 5326) which is an advanced course that runs parallel to support the thesis investigation as well as allows a student to isolate a particular issue in detailing or making through design. This issue can then be pursued and developed with one of the professors acting as a guide. The final mandatory courses are strategically placed to allow each student to explore design within the context of hands-on learning about materials and modes of fabrication.

The final Thesis year thus follows a layered and integrated approach that establishes a path to becoming a professional architect. Each student works with a faculty member as a thesis Advisor along with a Second Reader: they may develop a project with a community, coordinate with various consultants and academic advisors during the design process, and then defend the design Thesis through a final design review/exam of work, coupled with a written thesis report. Approximately three weeks following the final Design Review/Examination, the final MArch Thesis is submitted to the Faculty of Graduate Studies (FGS) and subsequently posted on-line at LU as well as housed in hard copy at the MSoA Architecture Library.

Each spring, final Thesis projects are on annual exhibition and review as the culmination of the Master of Architecture degree program, open to the wider community. Each student also produces a summary Thesis poster for exhibition during the week of Convocation. For students who do not defend their Thesis during spring reviews, the School holds thesis defenses during the summer term as well, in order to meet Fall Convocation at Laurentian.

Informing the curriculum since its inception, the School has been conscious that the Master of Architecture (MArch) professional degree is the educational requirement in order to continue on and complete two years of internship (experience) before being eligible to become a registered architect through writing licensing exams. Echoing 1) Education, 2) Experience, and 3) Examination as the three related components of becoming a professional Architect in Canada, our curriculum is intended to frame this model through direct architectural education.

3.10.2.3 Achieving Pedagogical Goals

The MArch Program achieves its pedagogical goals through the same overall structure of the 4 streams. At the graduate level, the emphasis shifts toward particular expertise of instructors, coupled with themes in the Program. Main differences in the graduate program are that students select their M1 Design Studio, therefore they begin to align their interests with the pedagogical direction of a particular design studio in craft, through drawing, through design-build, through community engagement, through Indigenous design, etc. The pedagogy of the first graduate year includes more travel with Design Studios as a way of broadening lessons learned at the local level to address global design issues. However, each course achieves its pedagogical goals through its Learning Outcomes as well as the particular direction of each Design Studio.

Second, the graduate support courses each term continue to follow the 4 streams of the Program, but again the courses have more specific content (i.e. Making 1 – ARCH 5306 or Making 2 – ARCH 5326) compared with the more general lessons delivered in the BAS Program. Courses such as Professional Practice (ARCH 5906) lead students towards choosing their path for the eight- month co-op experience after M1; here the pedagogy is to learn about the Canadian Handbook of Practice (CHOP) along with many issues that students will experience while on work-term. The pedagogical goal of the graduate co-op courses is to bridge academic learning with practical office experience, and this is intentional prior to returning to conduct the last eight-months of Design in Research Studio I (ARCH 5555) and Design in Research Studio II (was ARCH 5565 now ARCH 5569). In the second year of the graduate program, the pedagogical goal is to allow each student to successfully formulate an individual design thesis. We achieve this goal through graduate support courses and a Thesis Committee that guides each student towards completion of a design thesis that is reviewed and examined by an External Examiner to the Program. The MArch thesis brings together design research, co-op experience, and individual intentions through a written and design document.

The MSoA Program achieves the above pedagogical goals as well as those outlined in the six PPCs in Section 3.11.1 through the delivery of courses that have very intentional meaning. This forms the nucleus of a Design Education, both broad-based and particular.

3.10.2.4 Summary of the Co-Operative Education Program

The Co-operative (Co-op) Program is an integral part of each student's undergraduate and graduate experience. The total amount of co-op experience in the 4 + 2 year professional program

is 56 weeks. The undergraduate BAS program has two 14-week co-operative semesters, one at the end of first year and another at the end of third year. Thus the BAS program offers 28 weeks of co-operative education towards the 120 credit BAS undergraduate degree. The intention is for students to be able to do their co-op placements in either English or French, as they so choose. This requires depth and range of practices offered through the School's database.

The McEwen School of Architecture used to have one dedicated full-time staff person as the Co-operative Education Placement Coordinator, however, since the CCAA, the Co-op Coordinator is responsible for all Co-op programs at Laurentian University. The result is effectively doubling the number of students and more than doubling the number of programs and industries that are supported by the one Coordinator.

The Co-op Coordinator's role is to guide all aspects of the cooperative program, from preparing the students for the job search to posting job interviews to assisting in the match between employers and students. The Co-op Coordinator's job description is very demanding, outlining the importance of integrating practical experience with academic preparation. The Co-op Coordinator works fairly closely with each faculty member who is the 'Instructor of Record' for each co-op course in the co-operative education sequence.

The paid co-operative placements are each part of a course: Co-operative 1A/B (ARCH 0100) is the first year course while Co-operative 2 (ARCH 0300) is the third year course. The first undergraduate co-op semester (ARCH 0100) is in industries related to construction, fabrication, landscape architecture, and so forth. Students in their first year of the BAS program have the option of doing the first co-op placement in the summer following either first or second year.
It is important to note that while the Co-op Coordinator and the MSoA work intensely to line students up with their placements, the final responsibility of securing employment rests with the student. The wording in all co-op course syllabi states: "The Co-op Coordinator guides internship preparation, interviews and placements, but employment is ultimately the responsibility of each student." Please also review the BAS and MArch Co-op Handbooks and related co-op documents (e.g. Co-op LETTER OF AGREEMENT) in Appendix O (https://mcewenarchitecture.ca/accreditation/appendix-o-bas-co-op-handbook/ and https://mcewenarchitecture.ca/accreditation/march-co-op-handbook/ and https://mcewenarchitecture.ca/accreditation/co-op-letter-of-agreement/ , which go into greater detail regarding student responsibilities before, during and following their co-op placements). The Co-op Handbooks and Co-op LETTER OF AGREEMENT are reviewed and signed respectively by ALL co-op students (undergraduate and graduate).

Students' Job Readiness Program
From September to April on a yearly basis, approximately 6 (down from 10-15) co-op Job Preparedness sessions are offered by the Co-op Coordinator in the McEwen School of Architecture and tend to be well attended by BAS co-op students (participation in these sessions is heavily factored into the students' participation grade for the BAS co-op courses). These sessions introduce cover letter writing, résumé writing, portfolio preparation, general job search skills and basic workplace principles. Additionally, one-on-one meetings with the Co-op Coordinator are offered to students for review of their documents (cover letter, résumé, and portfolio) as well as to review interview skills and other job search-related matters. These individual meetings are effective, not only for the review of documents, but also for discussions regarding interview preparation and to answer questions and concerns pertaining to anything co-op related. Some faculty members also volunteer their time in order to provide comprehensive

portfolio reviews - from an architect's perspective - for students who request this.

Co-op Program Database:
Currently, the MSoA Co-op Employer database contains 418 (up from 350) employers for ARCH 0100 co-op and more than 900 (up from 700) employers for the ARCH 0300, ARCH 5915 and ARCH 5925 co-ops. Of the 900 upper year employers, over 500 (up from 400) are architecture firms. These numbers are continually growing as contacts with new employers are made on a regular basis.

BAS Student Placement Numbers:
2017: Number of students in the summer Co-op are: ARCH 0100:
90% placement rate (87 out of 97 students were placed)

2018: Number of students in the summer Co-op are: ARCH 0100:
77% placement rate (54 out of 70 students were placed)

2019: Number of students in the summer Co-op are: ARCH 0100:
83% placement rate (54 out of 65 students were placed)

2020: Number of students in the summer Co-op are: ARCH 0100:
29% placement rate (25 out of 86 students were placed) - Covid*
2021: Number of students in the summer Co-op are: ARCH 0100:
79% placement rate (47 out of 59 students were placed)

2022: Number of students in the summer Co-op are: ARCH 0100:
63% placement rate (29 out of 46 students were placed)

2023: Number of students in the summer Co-op are: ARCH 0100:
50% placement rate (1 out of 2 students were placed) It is important to note (* above) that the ARCH 0100 placement rate in 2023 reflects the fact that this is the gap year between the first Co-op course being offered in the first year which has now moved to the second year.*
Moving forward, the first Co-op course in the BAS will be ARCH 0200 and will be taking place in the summer of students' second year. This change has been made as it was felt, based on both the MSoA and employers' opinion that students would be more prepared and more successful in having the Co-op after their second year of studies. This is also consistent with other co-op programs at Laurentian University which are only offered starting after the students' completion of their second year, for the same reasons noted above.

The second undergraduate co-op semester (ARCH 0300) is in the field of design (architecture offices, engineering firms, graphic design, sustainability or planning offices, municipal or other government offices, and so forth). The main idea is to have as wide an exposure to design in different settings as possible. 2017: Number of students in the summer Co-op are: ARCH 0300
75% placement rate and 25% equivalency assignment rate (47 out of 63 students were placed and 16 completed the Equivalency Assignment)

2018: Number of students in the summer Co-op are: ARCH 0300
73% placement rate and 27% equivalency assignment rate (37 out of 51 students were placed and 14 completed the Equivalency Assignment)

2019: Number of students in the summer Co-op are: ARCH 0300
90% placement rate and 8% equivalency assignment rate (53 out of 59 students were placed and 5 students completed the Equivalency Assignment)

2020: Number of students in the summer Co-op are: ARCH 0300
*36% placement rate and 43% equivalency assignment rate (21 out of 58 students were placed and 25 completed the Equivalency Assignment)***

2021: Number of students in the summer Co-op are: ARCH 0300
53% placement rate and 47% equivalency assignment rate (32 out of 60 students were placed and 28 completed the Equivalency Assignment)

2022: Number of students in the summer Co-op are: ARCH 0300
62% placement rate and 38% equivalency assignment rate (32 out of 60 students were placed and 28 completed the Equivalency Assignment)

2023: Number of students in the summer Co-op are: ARCH 0300
50% placement rate and 50% equivalency assignment rate (26 out of 51 students were placed and 25 students completed the Equivalency Assignment)

Due to the fact that the ARCH 0300 co-op course must be completed following a student's completion of the third year of the BAS program but before entering fourth year, an equivalency assignment is sometimes required to help those students who were unable to secure a placement, and was particularly required since the summer 2020 placement cycle. Students must apply to complete the equivalency assignment; this application must include a detailed description of the student's job search and why it was ultimately unsuccessful. The rate of equivalency assignments has been seen to increase since its implementation during COVID, and moving forward will no longer be considered except for in exceptional circumstances.

If a student is not able to complete a co-op placement, as part of a special Equivalency Assignment offered to Co-op Students, every effort is made to give them as close an experience to the real work as possible. For the ARCH 0100, students must select a structure to research and build, then report on the process and what they learned. For the ARCH 0300 students, students are tasked with taking an introductory REVIT course online, and then complete one of their studio works with the program. This allows them the opportunity to develop software skills essential to the workplace, which they would typically gain if employed with a firm for their co-op.

Summary of the Graduate Co-Operative Program
The Graduate Program has a combined 28-week (two sequential terms) co-operative component that begins in the second term of the graduate degree (ARCH 5915 and 5925). The placements are obtained from the list of architects and design firms in the School's database. It is the intention that all Graduate students find placements through the School directly, as well as through their own initiative. In the latter case, the placement is equally managed through the Co-op Coordinator's office. MArch students are placed in architecture and design offices locally, nationally, and internationally, in order to achieve a wide range of exposure to global design issues. The third and fourth co-op placements, both Graduate co-op placements (ARCH 5915 and ARCH 5925), are usually discussed together as they often involve a placement with a single employer that begins in the winter term and finishes at the end of the summer term (eight months). These placements must take place in an architecture firm and/or with registered architects; simply

doing a placement involving design in a non-architecture firm or not working with an architect is insufficient. The first graduate co-op terms ARCH 5915 and ARCH 5925 took place starting in January 2018.

2018: Total Students in the Graduate Co-op were: ARCH 5915:
100% placement rate (34 out of 34 students were placed) ARCH 5925: 94% placement rate (32 out of 34 students were placed)

2019: Total Students in the Graduate Co-op were: ARCH 5915:
97% placement rate (37 out of 38 students were placed ARCH 5925: 97% placement rate (37 out of 38 students were placed)

2020: Total Students in the Graduate Co-op were: ARCH 5915:
95% placement rate (37 out of 39 students were placed) ARCH 5925: 100% placement rate (38 out of 38 students were initially placed), then five of these students lost their jobs due to COVID-19 and had to do an equivalency assignment to finish)

2021: Total Students in the Graduate Co-op were: ARCH 5915:
82% placement rate (33 out of 40 students were placed) ARCH 5925: 92% placement rate (37 out of 40 students were placed)

2022: Total Students in the Graduate Co-op were: ARCH 5915: 100% placement rate (31 out of 31 students were placed ARCH 5925:
100% placement rate (35 out of 35 students were placed)

2023: Total Students in the Graduate Co-op were: ARCH 5915:
93% placement rate (42 out of 44 students were placed) ARCH 5925: 100% placement rate (44 out of 44 students were initially placed), Challenges to the Co-op program

Following from the previous report, COVID continued to impact co-op employment outcomes through 2021 to 2022, though with decreasing severity. 2021 also saw Laurentian University's policies on co-op be modified to restrict locations of work to provincial (Ontario only) and in some cases regional (restricted to students' location of residence only). Meanwhile, equivalency assignments continued to be offered to students through this period and up to 2023 due to the mandatory nature of the Co-op program, and students' progress through the program resting on their ability to successfully secure a co-op employment. Moving from COVID we saw incredible inflationary pressure and a housing crisis (availability and affordability) which has factored into some students' ability to relocate for employment. We anticipate these pressures to continue having an impact on students' employment mobility in the coming years.
Finally, Laurentian University's CCAA filing in 2021 severely impacted resources and capacity at the University. As such, co-op was also affected as the Placement Coordinator, who was previously dedicated to MSoA co-op programs only, was required to absorb all co-op programs at Laurentian University, doubling the student caseload, and more than doubling the programs and industries under its care. This is despite the MSoA having planned a second co-op position to start in 2017. This understaffing has continued to impact the Co-op Office's ability to support students and employers.

General Co-op progress and updates
This past academic year saw the development and implementation of the use of the Career Hub

(powered by Outlook/Orbis Communications) to help manage co-op processes. The program is complex which presents a significant learning curve, however, its capabilities will eventually allow for greater streamlining by consolidating many co-op processes, information gathering and retrieval. It is anticipated that it will take an additional 1-2 years to get to the point of fully customizing and utilizing the platform's capabilities. In the meantime, employers are asked to create accounts to post jobs and help manage recruitment, and students' work term records are also completed via the platform. Additional functions will be added throughout the next 2 years.

The Co-op Office has also been recently tasked with creating Laurentian University's Co-op presence online. There is currently only limited information available online so developing the content should increase the visibility of and traffic to the program employers, and further assist recruitment efforts.

Promotion of Co-op
The MSoA co-op office has updated the series of electronic brochures for the promotion of the McEwen School of Architecture Co-op Program and the recruitment of co-op employers; These are sent in email campaigns and in introductory emails to employers and offer them more information about the program and requirements;
Email campaigns are conducted through the Fall and Winter terms to encourage employers to share their job postings with our students through the Career Hub portal https://careerhub.laurentian.ca/home.htm ;

Last year's co-op employers were sent physical and electronic holiday cards designed by an MSoA student. This would be seen more in terms of continued employer engagement; Site visits/virtual check-in calls are also an excellent means of employer engagement, as well as the final student evaluation, which also has recently asked questions pertaining to gaining their feedback on student preparedness and overall support through the co-op program.

Update on Past Goals:
ACHIEVED Targeted Employer Development: Students in ARCH 0100 and ARCH 0300 must complete a questionnaire, in the form of an application for co-op, declaring their intentions regarding possible geographic location; The data from this form provides knowledge that can be used to plan effectively by targeting specific geographic areas. All co-op students indicate these preferences along with a signed form indicating they have read, understood and will abide by the Co-op Handbook (Appendix O).

ACHIEVED Communications: a planned mail/email campaign will be established, allowing for a consistent, timely and effective message to recruit employers.
The email campaign has worked well to remind employers of upcoming co-op terms and to post their positions.

ACHIEVED streamlining co-op contracts, employer evaluations and other general co-op template forms with other departments at Laurentian University who also offer co-op placements and/or other opportunities for experiential learning, in order that there is a uniform, campus-wide process in place. Since the Co-op Coordinator has taken over all other co-op programs, streamlining has been completed and in order to be more effective in delivering all programs university-wide.

DEFERRED applying for accreditation with the Co-operative Education and Work-Integrated Learning (CEWIL - formerly CAFCE Canadian Association for Co-operative Education) Canada

Association. WIth the CCAA and the lack of staff resources, it is not currently possible to meet the requirements for CEWIL co-op program accreditation. This will continue to be a long-term goal to be re-assessed as resources become available.

DEFERRED Learning Outcomes related to the Co-operative Education component surround leadership, professional training, ethics, and advocacy of the profession. Dependent on receiving CEWIL accreditation.

Current Co-op Program Goals:
Complete website content and presence for Co-op program;
Continue to advocate for a dedicated Co-op Coordinator for MSoA, of critical importance as the co-op courses are mandatory and students require the successful completion to continue through the program;
Continue to increase the number of employers in our database for all co-op courses;
Obtain and provide more job postings directly from employers to our students through the use of the Career Hub;
Continue to increase use of Career's Hub's capacity in streamlining services and program data;
Conduct site visits outside of the Sudbury region pending resource allocation to the Co-op program for program delivery activities;
Work on obtaining testimonials from employers and students;
Look at implementing student and employer co-op awards

The six Program Performance Criteria and the five areas of Student Performance Criteria are covered throughout the six years of the program (Bachelor of Architectural Studies and Master of Architecture) in a carefully calibrated sequence so that the Student Performance Criteria are complementary. Most of the SPCs span the length of the whole program and all of them are covered in the fourth year of the BAS and the culminating MArch Degree - this is intentionally designed in this manner. Many of our MArch students are graduates of our BAS program; however, every year we admit students who come from different programs that are not CACB accredited so these students are offered either 'Advanced Standing' (starting the 3rd year of BAS) or 'Qualifying year' (starting in the 4th year of the BAS). In this way we ensure that every graduating MArch student has adequately covered all of the SPCs in the Program.

PROGRAM PERFORMANCE CRITERIA (PPC)

***PPC1, Professional Development**, is met and achieves its goal in the curriculum through:*
-the four co-operative education courses (two in the BAS and two in the MArch);
-courses in the undergraduate (ARCH 1006 Design Thinking) and graduate program (ARCH 5906 Architectural Practice); and
-the active relationship between MSoA and the Ontario Association of Architects and other professional bodies through reviews, sponsored lecture series and other activities.

***PPC2, Design Education**, is met and achieves its goal in the curriculum as an integral component of each of the six years of the Program. Design Education is the core of the BAS and the MArch. All of the other courses at MSoA directly tie into supporting the Design Studios. Specific courses such as*
-ARCH 1016 Drawing;
-ARCH 1006 Design Thinking; and
-ARCH 2526 Architectural Communications

reinforce and introduce essential introductory design tools.
There are required Design Studios in every year of the BAS program, optional design studios in the first year of the MArch (students must choose one of ARCH 5505 'Craft' or ARCH 5515 'Community' or ARCH 5525 'Indigenous Design'), and the 'Design Research Studio' in the final year (two semesters) of the MArch to complete the hybrid written and designed graduate thesis in architecture.

***PPC3, Global Perspective and Environmental Stewardship**, is met and achieves its goal in the curriculum through contextual integration in every Design Studio, and core courses such as -*
ARCH 2306 Design for Climate Change; and
-ARCH 2326 Architecture and Ecology.
The culminating Design Studios in the BAS, ARCH 4505 and ARCH 4515 Integrated Design 1 and 2, bring all of the environmental and cultural lessons together in a complex integrated design project during two terms.
In additional to sustainable and environmental knowledge embedded in the studios, the Program's culture courses support rooted local and global perspectives with
-ARCH 1017 (was ARCH 3006) Indigenous Precedents;
-ARCH 1007 Sacred Places; and
-ARCH 4016 (will become ARCH 3026) Cultural Sustainability
All these importantly emphasize the cultural and social dimensions embedded in the build environment.

***PPC4, Collaboration, Leadership and Community Engagement**, is met and achieves its goal in the curriculum through the framework of assignments, the community partners for studio projects and through the cultivation of a culture of community-based extra-curricular initiatives. Students are introduced to collaborative approaches in courses throughout the Program, and especially with design-making and design-building projects. From the first year BAS studio (ARCH 1505 and ARCH 1515), the first project is the collaborative design, testing and full-scaled construction of a functioning ice-skating pavilion which is utilized on the local skating path on Ramsey lake, an initiative which is financially supported by local business for materials and is in collaboration with the City of Greater Sudbury (CGS). Design studio group projects throughout the Program allow students to learn collaboration and shared roles in leadership. Students learn to engage directly with stakeholders, create relevant design proposals with budgeting and detailed construction understanding, and often construct the design proposals for the community group. MSoA has had long, and repeated, collaborations with the CGS, the local Farmers Market, the Downtown Sudbury's Business Improvement Area, (BIA), Rotary and Kivi Park, the UpHere arts festival to name a few. Studios at MSoA have also collaborated with community partners from outside of the city, including work with Smooth Rock Falls and work with Indigenous communities in northern Ontario and Quebec. Extra-curricular activities that are supported by MSoA include the student-led, and community-engaged annual 'Nuit Blanche' arts festival held at MSoA which includes many student-created and community-created art installations, dozens of local food and craft vendors and local musical performances. Located downtown, both the pedagogy and extra-curricular activities at MSoA have made it an important hub in the community in which the students are actively engaged.*

***PPC5, Technical Knowledge**, is met and achieves its goal in the curriculum through specific courses taught throughout the Program and through direct applications in design studios.*
Courses in the BAS Technology stream that support and achieve PPC5 include
-ARCH 1306 (was ARCH 2316) Wood Structures;

-ARCH 2306 Design for Climate Change;
-ARCH 2336 (was ARCH 3306) Building Systems 1;
-ARCH 3316 Structures and Material Behaviour;
-ARCH 3326 (was ARCH 4306) Digital Fabrication; and
-ARCH 4316 Building Systems II.
Courses in the MArch that support and achieve PPC5 include
-ARCH 5306 Making 1; and
-ARCH 5326 Making 2.
Applications in the various undergraduate and graduate design studios range from design-making and design-build projects to the fully developed comprehensive design in the BAS Integrated Design Studios (ARCH 4505 and 4515) which brings together the architectural design with building code analyses, resolved HVAC and lighting considerations, structural design and building envelope details.

***PPC6, Breadth of Education**, is met and achieves its goal in the curriculum through*
-integrated travel in each year of the program;
-the four co-operative education courses (two in BAS and two in MArch);
-requirements for students to complete elective courses (BAS program);
-integration of Indigenous knowledge and lessons throughout the program; and
-options in the first year of the MArch with studios guided by annually changing research opportunities of professors.
Finally, in the last year of the MArch program, students select their own area of focus for their written and designed investigation in their MArch thesis.

STUDENT PERFORMANCE CRITERIA (SPC)
The various Student Performance Criteria (SPCs) are met within the pedagogy of the curriculum similarly.

***SPCs A, Design**, is met and achieves its goal in the curriculum through concentrated and repeated application in the various BAS and MArch studios and are also integrated in complementary core courses. From A1 to A8 (please see section 3.11.2 for courses specified), the various design skills identified in this SPC are integrated, many times over, to ensure not only understanding and application but ultimately advanced synthetic abilities to connect these lessons.*

***SPCs B, Culture, Community, Critique**, is met and achieves its goal in the curriculum through integrated application in Studio and core courses throughout the entirety of the six years of the Program. From foundational lessons to advanced synthetic understanding, the repeated applications of B1 to B5 (please see section 3.11.2 for courses specified) ensures a fulsome capacity by students in their various written, designed and constructed works.*

***SPCs C, Technology**, is met and achieves its goal in the curriculum through the Technology Stream of courses and through application in Design Studios throughout the entirety of the six years of the Program. Like the previous SPCs, the calibrated increase from foundational to advanced synthetic applications of C1 to C5 (please see section 3.11.2 for courses specified) ensures the integrated understanding students have of design and technology in all of its various forms from design-making and design-build to detailed construction drawings with applied understanding regulatory codes and integrated passive and active heating and ventilation systems.*

***SPCs D, Comprehensive Design**, is met and achieves its goal in the BAS curriculum specifically in the Integrated Design Studios (ARCH 4505 and ARCH 4515); and*
ARCH 4316 Building Systems II (all taught in the final year of the BAS).
Students are expected to integrate the following 10 key aspects in their design:
-site analysis and urban design;
-program and feasibility analysis;
-passive design strategies;
-structural systems;
-daylighting;
-building envelope composition materials and details;
-active systems; and
-artificial lighting, HVAC and application of the relevant elements from the Ontario Building Code
In addition to this, in ARCH 5569 Design in Research Studio II (was ARCH 5565), the final studio of the Program, students are expected to tackle a range of these specific aspects in their design proposal.

***SPCs E, Professional Practice**, E1 to E5 is met and achieves its goal in the curriculum through*
-focussed application in various core courses in the foundational years;
-the four co-operative education courses; and
-in some Design Studios and courses that lead up to the specific and advanced course in the MArch program, ARCH 5906 Architectural Practice (please see section 3.11.2 for courses specified).

3.10.3. a description of any Program components that are outside of the administrative purview of the unit or institution that is accredited;
We have a new ENGL 1706/1707 elective requirement for 1st year BAS students. This is due in part to potential for electives being fewer and further between as a result of LU Insolvency (CCAA) cuts to other programs. Certain processes with regard to student behaviour and conduct would be handled outside of MSoA.
Two aspects of the Program that are outside of the administrative purview of the Director and the Unit include issues regarding interpersonal behavior of students, staff and faculty and issues of availability and types of elective courses from other units. The 'Code of Student Conduct' was last updated and approved by the University in 2022 and is up for review in 2024.
https://laurentian.ca/assets/files/Policies/Code-of-Student-Rights-and-Responsibilities.pdf
All policies, regarding Academic, Administration, Advancement, Financial, Governance, Human Resources/ Equity and Diversity and Information Technology can be found on the University's public webpage: https://laurentian.ca/policies-accountability/policies Academic policies covering academic accommodations, conflict of interest, appeals, academic integrity and so forth can be found at https://laurentian.ca/policies-accountability/policies

All services regarding Equity, Diversity and Human Rights Office (EDHRO) are handled by this office including any matters of 'matters of discrimination, harassment, sexual harassment, sexual violence and bullying. We do not advocate for either party in a dispute, but take an impartial and objective approach towards resolving matters between parties.' https://laurentian.ca/human-rights . They also offer resources and training and guidelines for assessing and responding the students of concern:
https://laurentian.ca/assets/files/EDHRO/Guidelines%20for%20assessing%20and%20responding%20to%20students%20of%20concern%20(1).pdf

MSoA has invited members from the EDHRO to the school for presentations and training and makes available the links and forms to students, staff and faculty.

MSoA students need to complete 6 elective courses (18 credit hours) to complete the necessary requirements of the Program and degrees. In the last review and update of the Program, the faculty agreed that academic advising to first year students would recommend that students take a first year English course, ENGL 1706/1707. As this is also recommended for students from other units in SEA, the SEA Dean has collaborated with the Dean of the Faculty of Arts to offer dedicated ENGL 1706 sections that fit within the MSoA course timetables. This allows the first year cohort to take the course together, usually with an option between two times, on main campus.

The other elective course options available to our students has greatly reduced since the CCAA process cut many programs including the School of the Environment, Mathematics, Political Science, Music, Physics and many others. The University is looking to bring back some courses, but the offerings at this time are much reduced compared to before 2021. Many of our students did enjoy taking courses from the School of the Environment as it aligned with the values and content of MSoA. There is currently a task force to reassemble and reinstate some of the courses lost in this program. Currently our students often take electives from management, business, Indigenous studies, French, history, sociology, psychology, and some of the environmental courses reinstated. As well, transfer students will often have many of their courses from the other institutions acknowledged as elective credits.

As Laurentian regroups post-CCAA, it is hoped that more courses are returned and made available to our students who greatly benefitted from exposure to other disciplines.

3.10.4. a summary description of processes and requirements related to degree Program admissions that make up the Program, including those governing student applications for advanced placement; and The four-year Bachelor of Architectural Studies (BAS) degree has the following admission requirements:

High School Prerequisites: 1 English, 2 maths, 3 other courses (must all be 4U/M courses). Minimum average of 75% required. Selection is based upon overall admission requirements (including supplementary documentation); sometimes the MSoA has advocated for students with an average below 75% to be admitted to the BAS Program on account of particularly impressive supplementary documentation.

The following two documents are mandatory for all applicants and must be directly submitted to our new BAS Submission Platform via the MSoA's website: A 500-1000 words statement of interest explaining your interest in architecture as well as your choice of McEwen School of Architecture.
A Portfolio showing creative and design skills. We only accept electronic versions of portfolios in order to speed up the processing of the applications.
Additionally, each applicant must provide a portfolio sponsor. The sponsor is a person like a teacher or guidance counselor that has looked at the work in the portfolio and who can vouch for the fact that the content is indeed your own work and that it is original work. Applicants will provide the name, role/position, and email address for their sponsor as they submit their portfolio through the MSoA's website.

An application to the Ontario Universities' Application Centre (OUAC) is also required; please see our website: https://mcewenarchitecture.ca/admissions/admissions-bas/ for additional details.

For the Master of Architecture (MArch) degree, following a pre-professional degree in design, the MSoA Admission requirements are:

Minimum overall average of at least 70% in the BAS Program or equivalent Design Portfolio showing creative and design skills, technical knowledge and relevant professional experience.
Letter outlining intended graduate studies focus at Laurentian
A current curriculum-vitae/resume
Three letters of reference
For students from other institutions: official transcripts, indicating their previous pre-professional architecture degree. Please note that official transcripts or WES course- by-course (for institutions attended outside of North America) must come directly to the Office of Admissions from the previous post-secondary.

1 – Applicants for Direct Entry into the 2-year MArch Program Due to accreditation requirements, all applicants seeking direct entry into the 2-year MArch Program must have a pre-professional architecture degree (i.e. BAS, BES, BEDS, etc.).

In the fall 2021, we created a Fast Track admission process for those continuing on after the MSoA BAS Program. The objective was to improve the retention of students following Laurentian University's CCAA restructuring process, as well as to better use the School's limited human resources to process and review applications. In 2022-2023; and 2023-2024 MSoA faculty voted that MSoA BAS applicants who had Studio and overall averages of 75% were accepted directly into the MArch program, as long as they maintain an average of at least 70% when completing their 4th year of the BAS. This process has been very successful in retaining students, with our two most recent MArch cohorts being the largest in the history of the program.

Students who do not meet the fast-track requirements and students from other pre-professional architecture programs must complete the regular application process and submit the required documentation listed above at my.laurentian.ca to the Office of Admissions. The package is to be reviewed by the McEwen School of Architecture Admissions Committee.

3.10.5. Student admission assessments concerning advanced placement within the Program.

2 – Architecture Qualifying Year (for Applicants from a non-pre-professional program)

Applicants who have an undergraduate degree in architecture (or a closely related field such as Environmental Design) from a non-pre-professional program (i.e. curriculum is not reviewed by the Canadian Architectural Certification Board (CACB) or foreign equivalent), can apply for acceptance into an Architecture Qualifying Year. The Architecture Qualifying Year is designed to allow applicants to obtain the professional MArch degree over 3 years, while ensuring that accreditation requirements are met. Acceptance into the graduate program, upon completion of the Qualifying Year, is contingent on the student maintaining good academic standing.

Similarly, in some cases, international students with limited or no experience in cold climate construction and building envelope design, and/or who have not demonstrated sufficient comprehensive design experience, and/or who are not deemed to have the requisite digital

proficiencies to succeed in the MArch program, will also be recommended to the Architecture Qualifying Year.

Students who maintain Good Academic Standing during the Qualifying Year will need to provide a "Letter of Intent to Continue into the MArch Program" to the Graduate Coordinator prior to the February 1st application deadline, but will not need to reapply.

**Note: In some cases, depending on the quality of the portfolio and academic transcript, students may instead receive advanced standing into the third year of the BAS program. If so, and upon successful completion of 60 undergraduate credits at the university (over 2 years), the student will receive a Bachelor of Architectural Studies degree (pre-professional) and would be eligible to apply to the MArch program.*

In order to apply for acceptance into the Architecture Qualifying Year, applicants follow the same regular application process as for the 2-year MArch program.

An application to the Ontario Universities' Application Centre (OUAC) is also required; please see our website https://laurentian.ca/program/architecture- march/details for additional details.

The formulation of our Admission requirements is consistent with the CACB Conditions and Terms of Accreditation quoted at the beginning section 3.10 of the APR.

The above requirements for the Graduate Program are also entirely consistent with the learning outcomes of the MArch Program (as per the Ontario Ministry of Education's 'Learning Outcomes'), which are based upon: 1) integrating knowledge; 2) demonstrating 'ability' through design, and 3) understanding architecture as a social art that expresses the cultural values of a particular community.

3.11 Performance Criteria

The APR must include:

- An overview of the curricular goals and content of the Program;
- A thematic summary of how the six program performance criteria (PPC) and twenty-fourstudent performance criteria (SPC) are acknowledged in the structure and deployment of the curriculum described below; and
- A graphic matrix that cross-references each course with the student performance criterion (SPC) it addresses.

The MSoA's Program Performance Criteria (PPC) address the specific pedagogical goals of each curriculum. They allow the MSoA to outline its unique pedagogy and experimental approach to post-colonial thinking for a new School of Architecture in Canada. The six Program Performance Criteria (PPC) are reinforced throughout the BAS and MArch of the Program in a carefully calibrated sequence so that the Student Performance Criteria (SPCs) are complimentary. The majority of SPCs span the length of the program and are all covered in the fourth year of the BAS and culminating MArch degree - this is important to note because most of our MArch graduates have completed the BAS at MSoA, however, students applying the MArch from other programs that are not CACB accredited are offered either 'Advanced Standing' (starting in the 3rd year of the BAS) or 'Qualifying year' (starting in the 4th year of the BAS). In this way we ensure that every graduating MArch student has adequately covered all SPCs in the Program.

The MSoA full-time faculty took the opportunity to debrief on the 2021 CACB VTR feedback in addition to reflecting on eight years of teaching since MSoA was founded in 2013 to slightly recalibrate the curriculum within the BAS and MArch in three ways: 1) the addition of two new courses (BAS); 2) moving the location of eight courses (BAS and MArch) and; 3) renaming several courses (in BAS and MArch) with the goal of enhancing the delivery of PPCs and SPCs. Within a series of MSoA faculty meetings we unanimously voted on and designed curriculum and program modifications for the Master of Architecture Program (MArch) and the Bachelor of Architectural Studies Program (BAS). These course and program changes were vetted at LU by the Faculty of Science Engineering Architecture (SEA) Curriculum Committee, SEA Faculty Council (and Grad council for the MArch) and finally by the Council for English Language Programs (CELP). Approvals for the new BAS and MArch programs, as well as approvals for the modified and new courses were issued from CELP on January 13, 2022 for the BAS; and February 17, 2022 for the MArch. Our course delivery and workload plan has now taken into account phasing in 2.0 versions of the programs this fall, 2022, as we phase out the 1.0 versions (of both programs).
The main differences in the updated version of the BAS program is the inclusion of two new courses, Drawing (ARCH 1016 - added to first year) and Settlements and Urban Morphology (ARCH 3036 - added to third year). These were added to address notes made in the last VTR but also, the experience of the faculty teaching at the school felt that specific courses teaching this content was needed. The other difference is the shifting of courses so that the earlier years of the program included more required core courses, with room for electives in upper years. As such we moved the third year course, Indigenous Precedents (ARCH 3006 became ARCH 1017) to the first semester of first year to set the tone for our decolonized cultural history program; we moved Wood Structures (ARCH 2316 became ARCH 1306) to first year so students have more understanding of structural systems especially as they embark on design-build in first year. We also recommended to our first year students to take a first year English writing course (ENGL 1706/1707), our faculty Dean has graciously supported this and there are dedicated sections for our students. Other courses that were moved in the curriculum include Building Systems 1 (ARCH 3306 became ARCH 2336) moved to second year from third year; Cultural Sustainability (ARCH 4016 became ARCH 3026) and Digital Fabrication (ARCH 4306 became ARCH3326) were both moved from fourth year to third year to better equip students with applicable knowledge and tools earlier in the program. Writings in Architecture (ARCH 3017 became ARCH 4026) was moved to fourth year from third year so that more synthetic analysis would be included and would pair with Building Case studies (ARCH 4006) as the culmination of the undergraduate cultural history stream. Several other courses were simply renamed to better reflect content and streamline nomenclature of courses in the various streams. The remaining courses: studio, lecture courses and co-op remain the same.

In the MArch program, the differences include shifting Architectural Theory (ARCH 5006) to the first semester of the program from the second year. The Faculty Research Seminar (3 credits) (ARCH 5316 became Topics in Architecture ARCH 3907 and Advanced Topics in Architecture ARCH 4906) was dropped from the MArch program and made into third and fourth year electives for the undergraduate program. This allowed for the streamlining of the final year of the MArch program: students would focus on the Design Research Studio (ARCH 5555) first semester (6 credits) paired with the Making 1 (ARCH 5306) course and Material Culture(s) (ARCH 5086) and would spend the last semester focussed on Design in Research Studio II (9) credits (ARCH 5565 became ARCH 5569) paired with Making 2 (ARCH 5326). Shifting from 6 to 9 credits for the second semester of the thesis year is an accurate representation of the volume of work students create in this independent hybrid thesis which includes an original architectural design and

research text in the form of a book that is 10,000 - 15,000 words long. The Making courses were renamed and paired so that each student would create an object or detail of their design project in complete parallel to the thesis. The remaining courses: studio, lecture courses and co-op remain the same.

In the academic year 2022-2023 we launched the first year of both of our recalibrated programs with excellent feedback from both students and faculty. In the BAS students demonstrated an accelerated skill set with the suite of courses and also demonstrated significantly strong collegial collaboration and participation in school activities (all but the English course was taught in the MSoA building). The MArch students were well prepared for their co-op placements and will return this fall to focus on their thesis. As the newly calibrated BAS and MArch roll out, we are carefully reviewing feedback from students and faculty.
*In addition to this, the MSoA faculty has taken the post-COVID and post-CCAA crisis to recalibrate our strategic vision for the school for 2023-2028. It is an exciting moment, a decade into the Program, to reflect on and nuance our goals and enhance the delivery of the Program Performance Criteria and the Student Performance Criteria. As well, it is very important to note that the SPCs remain consistent between the first version of our curriculum and the new '2.0' version of the curriculum. Listed below in each SPC, the asterisk * denotes the examples the CACB has asked us to identify (four to five key locations of each SPC) that show up on the uploaded matrix, however, the full-some layouts show where the SPCs show up in the current version of the curriculum "Matrix 1.0": https://mcewenarchitecture.ca/accreditation/mcewen-accreditation-spc-matrix-1-0-for-2023-2024-apr/)*
and the upcoming version where only some courses have moved and a course was added "Matrix 2.0": https://mcewenarchitecture.ca/accreditation/mcewen-accreditation-spc-matrix-2-0-for-2023-2024-apr/
Also, for ease of reference please refer to the chart noting course name modifications/ additions: https://mcewenarchitecture.ca/accreditation/table-of-course-names-and-codes-before-and-after/

3.11.1 Program Performance Criteria

The Program must provide its students with a well-thought-out curriculum with educationalopportunities that include general studies, professional studies, and elective studies.
Each of the PPCs must be addressed in a clear narrative statement and with reference to any relevant supporting documentation.

PPC 1. Professional Development

The Program must demonstrate its approach to engaging with the profession and exposing students to a breadth of professional opportunities and career paths, including the transition to internship and licensure

The design profession is engaged through four co-operative courses: In the undergraduate program during the summer semester after 1st or 2nd year, during the summer semester after 3rd year. In the graduate program the second and third semesters are co-operative courses. With this totaling 4 terms (56 weeks) of the six-year Program, the co-operative program is designed to bridge the theory and practice of design. The MSoA has a very engaged Placement Coordinator as a full- time staff member. Students are exposed to Professional

Development in working for design related industries in the first co-op course. The trajectory of the co-op program becomes more focused on design firms and architecture offices as the students' progress through the undergraduate program and into the graduate program. They learn by writing reports and giving presentations on their experience. As the graduate program has grown, our students now work locally, nationally, and internationally.

In addition to the Co-operative program, the M1 term delivers Architectural Practice (ARCH 5906) to cover the Canadian Handbook of Practice for Architects as well as forms of contracts and how architecture firms are structured. This course guides students in making decisions regarding their upcoming two co-op terms, both in learning about the size and direction of architecture firms from small to large. Thus students graduate with a professional portfolio and a resumé and have usually started registering their hours as an intern with the OAA or another provincial body. This often assists them in finding full-time employment upon graduation, not infrequently being offered positions from a former employer.

Students at MSoA are encouraged to join the Ontario Association of Architects (OAA) as student interns, which gives them access to the Regulators in Ontario from early on. We have also had continuous support from the OAA in the form of: OAA scholarships to our top students each year, supporting the cultural events and lecture series at the school with a $5,000 contribution every year, and continuing education hours are offered to local architects who attend these public lectures. During the summer of 2023 the OAA hosted its 'Design for Dignity' in Sudbury with many events hosted at MSoA. The current Vice President of Practice at the OAA is an MSoA professor who proactively shares insight with our students.

The BAS degree prepares students by providing Design Thinking and critical thinking skills through design. Concerning the transition from their Professional degree to internship, for the majority of our MArch students graduate with the intention of beginning their internship on the path to licensure. Since our accreditation in 2021, our graduating MArch students are able to access their CACB number to register their hours, and the cohorts that graduated in 2019 and 2020 were allowed to continue with the temporary numbers that were issued to them before accreditation. We know that this is not mandatory in Québec, for our French speaking students, however, the career path is open to them as well. We have been actively conscious to provide a roster of career paths that an architecture degree can open up and this has been published each year in the LU Viewbook used by students when deciding which University to attend. We have also been conscious to have our students be proactive with guest lecturers and visiting critics regarding their upcoming co-operative placements. All of these activities promote professional development from first year onwards. Many graduates from our first MArch cohort have already successfully written the Examination for Architects in Canada (ExAC) and several have become licensed architects. As well, a number of our MArch graduates have chosen to permanently relocate to Sudbury and Northern Ontario and join practices in this region.

PPC 2. Design Education

The Program must demonstrate how it situates and values education and training in design atthe core of the curriculum, including the ways in which the design curriculum weaves togetherthe social, technical, and professional streams of the curriculum.

"The philosophy of the McEwen School of Architecture (MSoA) is founded upon pride of place. This philosophy embraces the resiliency of northern people and the unique beauty of the northern Ontario landscape." Design is at the core of the education in both the BAS and MArch programs, tying together with the three other streams: Culture, Technology, and Professional Practice. The McEwen School of Architecture has a strong making culture which manifests both in design-build projects and design-make projects in studios, but also design-application projects in various core and lecture courses. The hands-on experiential learning is key to both the BAS and MArch programs.

Design education is embedded in the themed BAS Design Studios: first year studios are "Place", second year studios are themed "Landscape", third year studios are themed "Northern Building", and fourth year studios are themed "Integrated Design." This sequence delivers a design education in an open but at the same time focused manner on the study of place. Some of the issues guiding our social context include: Why are we here and not elsewhere? What does Northern Ontario culture have to offer to the study of program and climate? How does seven-generational thinking and placing life at the centre (rather than humans) impact the way that we approach sustainability in design? These are some of the questions that have emerged as the Program worked in local places, often with local communities.
The intent is to educate students in a series of practical situations that will allow them to extrapolate particular lessons and then apply them to global scenarios and situations. The graduate program builds upon this, with instructors choosing Northern European or Northern Canadian contexts or subjects to explore 'near and far,' often taking lessons back from the field to reflect upon in Sudbury, and vice versa. In the graduate program, the first semester is a choice between the following three studios: Craft (ARCH 5505), Community (ARCH5515) and Indigenous Design (ARCH5525), and we envision adding a fourth option focussed on Sustainability that is currently being developed. After the first semester of the graduate program, the MArch students embark on two semesters of Co-op (8 months) further expanding their design skills. The culmination of the MArch program is the Thesis, completed over two semesters with an original design project and a written work comprising 10-15,000 words bound in a book.

In terms of Design Education, all of the other core courses tie directly to supporting the design studios, but in particular Drawing (ARCH1016) and Design Thinking (ARCH 1006) set the tone in the first year establishing the necessary skills and background followed up by Architectural Communications (ARCH 2526) in second year. This suite of courses give students much needed analogue and digital skills and are employed with applied and synthesized exercises. As well it is important to note that in MSoA's Design Education, "pride of place" depends not only on studying and understanding the place where we study and live, but also experiencing it through land- based learning opportunities. This results in an increased appreciation for the intricacies of the landscape and our shared habitation of it with all life. The Indigenous influence

on the School's pedagogy and culture in second year Design Studio is intended to contribute in a number of significant ways:
1) by encouraging Indigenous faculty members to teach in the Program, and by welcoming our in-house Elders and Knowledge Carriers into the architectural learning environment to share their experiences and teachings about placed-based learning that can lead to productive directions of design inquiry;
2) to introduce and educate our community about contemporary conversations surrounding Truth and Reconciliation and what this means for design professionals; and
3) to help our students and faculty better understand the cultural specificities of place through storytelling, cultural awareness, language, and land stewardship. Indigeneity is addressed in other courses, such as learning about key works by Indigenous designers in Indigenous Precedents (was 3006 now ARCH1017), learning about bent wood in Wood Structures (was ARCH 2316 now ARCH1306) as a regionally important construction type.

This design education continues in the Master's Program with an optional graduate studio titled Indigenous Design (ARCH 5525) where students have the opportunity to work with an Indigenous instructor on a related theme. While each of the support courses have their own content and delivery, they are intended to educate students in preparation for approaching building and environmental design with sensitivity and understanding. At the graduate level, these goals are elevated to demonstrate knowledge of design that culminates in their own design thesis subject in original research and architectural design. The relationship between the Design Studios and other core courses – both across the years horizontally and in sequence vertically was further nuanced with the recalibrated versions of the curriculum in the BAS and MArch programs.

PPC 3. Global Perspectives and Environmental Stewardship

The Program must demonstrate how it embraces the diverse contexts that define contemporary architecture, including local, global, and environmental interests.

Related to our Program's emphasis on 'place', the MSoA approaches 'sustainability' in a holistic way throughout our degree programs. Sustainable and Environmental knowledge work hand-in-hand throughout our Design Studio sequence. While there are shared universal principles associated with 'sustainability', these cannot be considered in isolation without local and regional perspectives that carry with them thousands of years of living harmoniously with the land in a specific location. To restore regenerative and synergetic relationships with the land requires much more than calculations about carbon footprints and energy saving strategies, which are also essential to prepare our students for their professional responsibilities.

We feel that cultural diversity is critical to our approach to environmental education and that this starts with our emphasis on the Indigenous knowledge of our region. This is why we have emphasized the role of second- year students contributing to the on-going construction of the wigwam on main campus, led by Elders and Knowledge Carriers, not only to understand lessons about superior material optimization and performance, but also the teachings that define the 'making' process as one grounded in a worldview that seeks to minimize waste and build relationships with the natural world, while still serving precise functions. Core courses in

second-year - namely Design for Climate Change (ARCH 2306) and Architecture and Ecology (ARCH 2326) - reinforce these teachings by learning about the science of climate change and the complexity of our global ecological systems. The third-year mandatory course called Building Systems 1 (was ARCH 3306 now ARCH 2336), re-emphasizes the importance of passive systems, while the capstone undergraduate studios Integrated Design 1 and 2 (ARCH 4505 and 4515) bring all of these lessons together through a complex integrated design project during two terms of the academic year.

While there has always been a strong locally-informed pursuit of Indigenous knowledge and sustainability throughout our Program, we also stress that the idea of place-based learning is, by necessity, global. A central aspiration of our curriculum is thus to emphasize that all places have unique ecologies and environmental conditions, but also specific cultural responses to these places that should be respected and sought after as design thinkers. It is worth noting that our Program's first Culture course is titled Indigenous Precedents (was ARCH3006, now ARCH 1017) followed by Sacred Places (ARCH 1007) both offer students a broad introduction to multicultural approaches and connection to context through design. The fourth-year course titled Cultural Sustainability (was ARCH 4016 to become ARCH3026) importantly emphasizes the cultural and social dimensions embedded in the built environment with examples from across the globe including an examination of vernacular, inclusive, universal, informal and activist practices from regions on every continent. It is also essential to note that a central aspect of our pedagogical approach to topics such as sustainability is our emphasis on experiential learning - locally, regionally, and abroad. As we conduct field-trips and travel through design studios, we believe that it is critical to engage with topics about ecological stewardship by experiencing the land as a central aspect of student learning.

PPC 4. Collaboration, Leadership, and Community Engagement

The Program must demonstrate how it supports and fosters effective individual and team dynamics, a spirit of collaboration and inclusion, community engagement, and diverse approaches to leadership.

The MSoA was uniquely born from a Sudbury community group initiative and vision, demonstrating the long standing relationship the School has maintained with our community. From these beginnings, and as stated in Section 1.1, the core values adopted by the Program were RESPECT, INCLUSION and COMMUNITY, and these remain central to the aspirations and identity of our Program. Within MSoA we have the School Council chaired by the Director which meets once a month for collegial governance of School, based on the constitution developed by the School. There are various standing committees which manage the various aspects including cultural activities, awards, student success, making, Francophone affairs and curriculum which are led by full-time faculty members with sessional and student representation as relevant. Biannually the teaching members of MSoA meet for a two day retreat to debrief on the year and vision short and long-term goals. The commitment of the school community is clear, and in the face of difficult times during COVID and CCAA all faculty, staff and students rallied to ensure the best quality of education in the School.

Within the curriculum, the School has always adopted a studio 'team teaching' approach within the undergraduate program where one faculty member coordinates the team during each academic year. This results in a collaborative spirit between each year's team, where instructors contribute within their areas of strength to the entire cohort, while dedicating the bulk of their teaching efforts to their section of students.

From the student experience perspective, the curriculum also promotes the idea of collaborative work throughout the Program, with multiple group assignments and design-build projects where teams must work together to meet schedules and in the case of building, a budget. The final studio of the undergraduate degree similarly involves working with a partner or in small groups for the entire academic year.

Lastly, our emphasis on community engagement has already positively impacted our city and region since opening our doors. Students and faculty have worked with various community groups in the City of Greater Sudbury including: annual first-year Ice Stations projects, wigwam construction at the Laurentian University main campus, play structures in Copper Cliff, visioning for a multi-program high density residences in Downtown Sudbury, farmer's market installations in Downtown Sudbury, and repeated studies throughout Downtown Sudbury, including studies of Rotary and Kivi Parks. In addition to this, MSoA is very engaged with the local communities in Sudbury throughout events and outreach.

UpHere festival is a local collective that runs an arts festival in the downtown of Sudbury every August. Many of our students have participated as volunteers in this event and in 2020 and 2021 one of the MSoA professors contributed with painting of large scale murals, which are now a permanent part of the city. As well, the first year Ice Stations gained a 'second life', after having had a successful month-long presence on the frozen lake skating path, they were re-purposed for 'UpHere' as pavilions. The request to repurpose these installations came from the local organizers of this community event and speaks to the connection the School has to the community. Our own students are a part of the repurposing and summer 'second life' of these structures.

Revived after the COVID hiatus, the MSoA student-led 'Nuit Blanche' returned in 2023 (it had run 2017-2020) with an evening of student and local artists installations, music and local food vendors. It is an open free event and this year over 550 people attended.
This summer, the newly launched 'ArchiNord' architecture summer camp for highschool students was very successful, bringing in students from across the city, region and country to engage directly with design exercises in the school. This gained particular traction regionally as one of the sessions of this camp was run in French and there were several features on the radio programs. Within the region, our Design Studios and courses have also completed community-based initiatives in Smooth Rock Falls for Studio (ARCH 3515) and with the Sudbury Sustainability committee for graduate studio Craft (ARCH 5525_02). In 2022, the third year studio collaborated with the Downtown Sudbury's Business Improvement Area (BIA) to create eleven design-build urban furniture projects. These temporary urban furniture projects were both well received by the BIA (who funded the cost of materials) and the public engaged with the work which were temporarily located throughout the downtown area.
Outreach from the McEwen School of Architecture includes a range of activities, from presentations at local and regional highschools about the school and architecture, to hosting visiting groups from highschools. This fall MSoA will host a local Seniors' home, Finlandia, as the Director will share her current research through a lecture and tour the group through the building.

Building these relationships is essential for the school. In addition to these activities, the continued support we have from the local community in the form of scholarships speaks volumes, especially during the critical time of the CCAA process (2021-2022) when access to operational and endowed funds was restricted or severely limited. Local business owners, members of the community, the local chapter of architects (North Society of Architects), local firms and the named patrons of MSoA stepped up with continued direct financial support of awards and bursaries for our students. These members of the community came in-person to the school to grant the awards to students, which had a great personal impact. Post-CCAA now that we have regained access to funds, the same community members have continued to support MSoA and attend award events.

PPC 5. Technical Knowledge

The Program must describe how it engages fundamental and emerging technical aspects of building construction.

A core tenet of the MSoA curriculum is the belief that students of architecture learn about the principles of construction most effectively through making. Thus, the Design-Build aspirations of the Program centre around collaborative student efforts to learn about materials by working with them, studying and applying their tectonic expressions, and that this process frames their understanding of buildings. The first-year Ice Stations project has been improving every year, demonstrating how early architectural education can lead to beautiful installations that serve the community. In addition, over the past decade students have demonstrated their technical knowledge in building various installations at farmer's markets, a pavilion at Dynamic Earth, an installation in Laurentian University's Founder's Square, a series of installations throughout Downtown Sudbury parking stalls, play structures for a local non-profit community group, full scale saunas, ice fishing huts, and the structure for a wood drying shelter on the School's property. A graduate studio led is now planning to build a pedestrian bridge with Sagamok First Nation.

The physical model as a pedagogical tool of technical knowledge is further used throughout our studios and other core courses, including a full scale built artifact that is assigned in Making 2 (ARCH 5326) during the final semester of the Master's thesis. This reinforces the emphasis throughout the combined degrees that the manifestation of the conceptual idea in architecture - through material expression - is paramount.

The MSoA Technology stream builds from the first-year Ice Station project in Design Studios (ARCH 1505 and ARCH 1515), Wood Structures (was ARCH 2316 now ARCH 1306) through understanding basic principles of structure (forces, tension/compression, moment, sheer). The second-year core courses Design for Climate Change (ARCH 2306), introduces the basics of building science through the lens of global climate systems and the importance of site-based passive strategies; and Building Systems I (was ARCH 3306 now 2336) emphasizes the design for a well-tempered environment. In third year, Structures and Material Behaviour (ARCH 3316) builds upon the previous courses by layering in more technological complexity in various construction types including steel and concrete; while Digital Fabrication (was ARCH 4306 now ARCH 3326) challenges students to understand the role that technology itself plays in the

making process. In the 4th year of the BAS Program, and in support of the Design Studio's (ARCH 4505 and ARCH4515) comprehensive design curriculum, Building Systems II (ARCH 4316) focuses on the relationship between the building structural systems, including envelope, - both in terms of understanding the possibilities that the customized production of components can have on design thinking, and the design of the tool itself. The 4th year Integrated Design 1 and 2 Studios (ARCH 4505 and 4515) is where students bring their undergraduate technical knowledge together into designing a complex building typology (mixed-use) with a focus on urban issues facing our northern cities. Final deliverables include an integrated approach to design, building code analyses, resolved HVAC and lighting considerations, structural design, and building envelope details (in addition to urban site strategies) and overall building massing.

During the MArch Program, the Fabrication courses (Making 1 - ARCH 5306 and Making 2 - ARCH 5326 - both in the final year) continue to develop students' understanding of how materials are made and emphasize advanced approaches to craft. In Making 1, the emphasis is on developing confidence in using Rhino and Grasshopper to design assemblies that take advantage of our digital tools (with an emphasis on the CNC machine), including custom designed joints. Making 2 allows more flexibility for students to explore the crafting of an artifact using digital or manual tools and methods, or a hybrid approach, as it relates to their thesis questions.

PPC 6. Breadth of Education

The Program must demonstrate how it provides an opportunity for students to participate in general studies and elective studies in the pursuit of a broad understanding of human knowledge and a deeper study of topics within the discipline of architecture.

Within our 6 year-long professional Program, the first two years are delivered as a foundation for the study of architecture and design, years three and four further depth and breadth of programs, technologies and integration through design, and then years five and six change modes to focus on graduate study delivery, including an 8-month Co-operative placement in an office, and finally the formulation of an individual design thesis led by the student with her/his Advisor and Reader.

In the newly recalibrated BAS program, more of the core courses were shifted to the earlier years of the program and two courses were added (Drawing ARCH 1016 and Settlements and Urban Morphology ARCH 3036). This was in response to several indicators including: 1) more tools and content earlier in the curriculum to enhance student learning; 2) creation of cohort community with more integrated courses in the earlier years; 3) more opportunity for nuanced elective course selections in upper years of the BAS from various disciplines across the university. In addition to this, the former graduate course Faculty Research Seminar (was ARCH 5316 now ARCH 4906 and 3907) has now become two optional undergraduate electives that can run to complement each other (for example during the summer in vertical courses such as that being offered by Randall Kober (using course code ARCH 3907) to build the bridge) or as individually run courses by faculty members exploring their research initiatives.

Addressing the 'Breadth of Architecture' as a holistic and integrated approach through pedagogy, the MSoA has two undergraduate Co-operative terms that send students into different fields as a strategy for seeing the larger context for architecture, as well as offering guided field trips to industries related to design. This allows students to see the various parallel processes in construction and design first hand. The Lecture Series and guests that review in studio and the core courses also build upon a student's general education, allowing them to be exposed to a wide range of approaches to design and construction. Finally, many of our indigenous moments in the Program are not about Architecture per se, but rather provide teachings that allow students to consider the implications of the environment, ethical behavior, use of materials, and integrated thinking. The lessons that the Elders and Knowledge Carriers pass on allows students to reflect upon human knowledge, some of which is too easily forgotten.

In the graduate program the optional studios of Craft, Community and Indigenous Design (ARCH 5505, 5515 and 5525 respectively) begin the semesters with travel to sites of study and research outside the regional range of field trips in the undergraduate program. In the past, the graduate studios have taken our students to Uashat, Kangiqsualujjuaq and Kuujjuaq Indigenous communities in northern Quebec, to study sites in the United States, Iceland, Finland, Denmark, Austria, Switzerland, and India. Travel to work with remote Indigenous communities in Canada and travel to study with communities and on sites internationally has greatly expanded the breadth of education for our students - many of whom have never left the country before. Exposure to new contexts, and most importantly new communities and community needs challenges the students to synthesize lessons from the curriculum and beyond and enhances their architectural education - better preparing them for their independent design and research during the culminating MArch thesis year.

In summary, students have an opportunity for breadth of knowledge through electives, lectures, Co-operative courses and placements, exposure to Elders and travel. This progresses throughout the Program to address depth of knowledge through increasingly complex Design Studios, leading to focused graduate studios in M1. Technical courses, Co-operative courses and cultural courses support this pedagogy, culminating in the MArch thesis work of each student. The Program follows a trajectory from the simple to the complex, through a matrix of interrelated threads.

3.11.2 Student Performance Criteria

A. Design

A1. Design Theories, Precedents, and Methods

The student must demonstrate an ability to articulate a design process grounded in theory and practice, an understanding of design principles and methods, and the critical analysis of architectural precedents.

Studios: ARCH 1515, 3515, 4505*, 4515, 5505, 5515, 5525, 5555*, 5565 [which becomes ARCH 5569]*
Core Courses: ARCH 3006 [which becomes ARCH 1017], 4006, 4306,5316**
The majority of the focus on "design" as an iterative creative process occurs in our Design Studios, which form the spine of the MSoA Design Stream. Each semester of the combined program includes a studio course, except for the Co-op terms. The studios are 6 credits out of a normal 15 credit workload per semester, and are the emphasis of the MSoA curriculum. The SPCs are generously covered throughout the BAS and MArch program.

SPC A1 is first introduced in Place 2 (ARCH 1515) - the second studio in 1st year - as an introduction to articulating a critical response to a design challenge with a minimal program. Design theories, precedents and methods are emphasized in 3rd year studio, Northern Building 2 (ARCH 3515) which focuses on community, and the northern design context. Thus, A1 is addressed in these studios becoming a strong contributor to Integrated Design 1 and 2 (ARCH 4505 and 4515) in 4th year. In the core courses, Indigenous Precedents (ARCH 3006), Building Case Studies (ARCH 4006), Digital Fabrication (was ARCH 4306 now ARCH 3326) also require students to articulate a design process, method, or precedent as defined by this SPC.

In the MArch Program, A1 is further addressed in Architecture and Craft (ARCH 5505), Community Design (ARCH 5515) and Indigenous Design (ARCH 5525), as well as Design in Research Studio I and II (ARCH 5555 and 5565) studios, and the Faculty Research Seminars (ARCH 5316 now ARCH 3907 and ARCH 4906).

A2. Design Skills

The student must demonstrate an ability to apply design theories, methods, and precedents to the conception, configuration, and design of buildings, spaces, building elements, and tectonic components.

Studios: ARCH 1505, 1515, 2505, 2515*, 3505, 3515*, 4505, 4515*, 5505, 5515, 5525, 5565* [which becomes ARCH5569]*

Core Courses: ARCH 2526, 0300, 4306, 5306, 5326

As expected, the application of design skills through ability is included in all 13 Design Studios (ARCH 1505 through ARCH 5525) and both thesis semesters (ARCH 5555 and 5565) throughout the Program as it allows a broad range of pedagogical influences on the design process to be addressed through student abilities. Design Skills should be self-evident in Design in Research Studio I and II (ARCH 5555 and 5565) as our Program ends with a 'design' thesis. In response to the previous VTR, ARCH 5565 has now become ARCH 5569 which is worth 9 credits instead of 6 to better reflect the quantity of work carried out in the last semester of the MArch thesis. In addition to Design Studios, other courses that emphasize the creative manifestation of design include: Architectural Communications (ARCH 2526), Co-op 2 (ARCH 0300), where the intent is that students begin to make correlations between their coursework and their hands-on experience working for a variety of design related offices, Indigenous Precedents (was ARCH 3006 now ARCH 1017), and Digital Fabrication (was ARCH 4306 now ARCH 3326) in the BAS degree. In the MArch Program, Making 1 (ARCH 5306) and Making 2 (ARCH 5326) both have a strong emphasis on making and applying design skills in their deliverables.

A3. Design Tools

The student must demonstrate an ability to use the broad range of design tools available tothe architectural discipline, including a range of techniques for two-dimensional and three-dimensional representation, computational design, modeling, simulation, and fabrication

Studios: ARCH 1505, 1515, 2505, 2515, 3505, 3515, 4505, 4515, 5505, 5515, 5525, 5555, 5565 [which becomes ARCH5569]
Core Courses: ARCH 1016 [new course], ARCH 1006, 2526*, 0300, 4316*, 4306*, 5306*, 5326*

In response to the VTR from 2021 and in reflection on pedagogical development of design tools, a new required core course was created in 2021 called Drawing (ARCH 1016), and this addition to the BAS program has been fully approved by the university bodies. The course was first taught in the fall of 2022 with great success as a focused introduction in analogue and some digital drawing and design tools. There are many points throughout the curriculum where A3 is addressed. All Design Studios rely on students to demonstrate their ability to communicate their ideas through various forms of representation and A3 is included in all of the BAS studios and all of the graduate studios, until Design in Research Studio II is completed (ARCH 5565 which becomes ARCH 5569). Architecture and Craft (ARCH 5505), Community Design (ARCH 5515) and Indigenous Design (ARCH 5525) all involve students using the skills acquired during their undergraduate degrees and improving them at the graduate level. Design Thinking (ARCH 1006), Architectural Communications (ARCH 2526), Co-op 2 (ARCH 0300), Building Systems II (ARCH 4316), and Digital Fabrication (was ARCH 4306 now ARCH 3326) all have strong curricular goals to strengthen the student's overall design toolbox. Making 1 (ARCH 5306) and Making 2 (ARCH 5326) also place strong emphasis on the use of model making and iterative fabrication processes as critical means of synthesizing ideas through the coursework.

A4. Program Analysis

The student must demonstrate an ability to analyze and respond to a complex program for an architectural project that accounts for client and user needs, appropriate precedents, spaceand equipment requirements, the relevant laws, and site selection and design assessmentcriteria.
Studios: ARCH 2515, 3505*, 3515*, 4505*, 5515, 5555, 5565* [which becomes 5569]*

Program analysis is emphasized in studios in the second, third and fourth year of the undergraduate program and in the graduate program. Landscape II (ARCH 2515), Northern Building 1 and 2 (ARCH 3505 and 3515) and Integrated Design 1 (ARCH 4505). As mentioned above, the earlier studios in the Design stream sequence do not involve very complex programs, whereas Program is the focus of the fall semester in Integrated Design 1 (ARCH 4505). Of the three 1st year MArch studio options, Community Design (ARCH 5515) typically addresses program analysis directly; there is more flexibility in ARCH 5505 and 5525 studios to allow for different kinds of program exploration. For instance, in support of the School's pedagogical emphases on wood design, design-build, and Indigenous design, these studios have involved other forms of design exploration (i.e. furniture design, bridge design, exhibit design, canoe making, etc.). Design in Research Studio I and II (ARCH 5555 and 5565 [now 5569]) are again where students propose and adjust architectural programs to suit their thesis

intentions, but space and equipment as well as relevant laws are not applied uniformly throughout the range of thesis propositions to strongly include both of those courses for this SPC.

A5. Site Context and Design

The student must demonstrate an ability to analyze and respond to local site characteristics, including urban, non-urban, and regulatory contexts; topography; ecological systems; climate; and building orientation in the development of an architectural design project.

Studios: ARCH 1505, 1515, 2505, 2515, 3505, 3515*, 4505*, 5515, 5555, 5565* [which becomes ARCH5569]*
Core Courses: ARCH 2306, 3306*
**denotes the examples highlighted in Matrix x*

Our Program has a strong emphasis on Site Context and ecological systems as primary design drivers. Thus, A5 is included in all BAS Design Studio SPCs up to Integrated Design 1 (ARCH 4505). We hold a strong belief that the first priority of design is to respectfully respond to the specific parameters of the place and that this ultimately supersedes all theoretical aspirations. In support of this, in the BAS Program, Design for Climate Change (ARCH 2306) reinforces the role of site and environment by teaching the importance of basic passive energy principles through a design exercise, and Building Systems 1 (ARCH 3306) further covers site context as the basis for passive design principles. In the MArch Program, site generated design is further emphasized through Design in Research Studio I and II (ARCH 5555 and 5565).

A6. Urban Design

The student must demonstrate an ability to analyze and respond to the larger urban context where architecture is situated; its developmental patterning and spatial morphologies; the infrastructural, environmental, and ecological systems; to understand the regulatory instruments that govern this context; the broader implications of architectural design decisionson the evolution of cities; and the impact of urbanism on design.

Studios: ARCH 3505, 3515*, 4505*, 4515*, 5565* [which becomes ARCH5569]*
Core Courses: [new course ARCH 3036]

In response to the VTR from 2021, a new required core course was created, Settlements and Urban Morphology (ARCH 3036) which will specifically include history, theory and practical application of urban design. This is a third year course, and the syllabus has been approved by the internal bodies at Laurentian University, the course will begin to run in the 2024-2025 academic year as part of the 2.0 updated BAS curriculum. In addition to this core course, urban design is taught in various design studios, including Northern Building 1 and 2 (ARCH 3505 and 3515) the design project looks specifically at an urban condition in Sudbury (art gallery, brewery, library, daycare, etc.).The full emphasis on larger urban contexts comes in 4th year during Integrated Design 1 and 2 (ARCH 4505 and 4515) where students focus on a large mixed-use program in an urban setting. They also travel to urban centers such as Montreal as part of ARCH 4515 to experience these larger contexts as an integral learning opportunity. Many students develop urban design proposals and research in Design in Research Studio II (ARCH 5565 [which becomes ARCH 5569]) in the graduate program.

A7. Detail Design

The student must demonstrate an ability to assess, as an integral part of design, the appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling, and/or full-scale prototypes.

Studios: ARCH 1505, 1515, 3505, 4515*, 5505*
Core Courses: ARCH 2316, 4306, 4316*, 5306, 5326**

Material and tectonic considerations are considered integral to design thinking throughout our combined professional Program. In both of our BAS 1st year studios, Place 1 and 2 (ARCH 1505 and 1515) this is an important pedagogical emphasis as students are introduced to hands-on learning through various material explorations culminating in the design-build of Ice Skating Stations on Ramsey Lake. The scale of the interventions are strategically reduced to allow for a focus on connection details and how components relate to one another. Wood Structures (was ARCH 2316 now ARCH 1306) builds a foundation of knowledge about wood details through various course work, including hands-on learning through, for example, the expressive detailing of a simple sawhorse. In 3rd year, Northern Building 1 (ARCH 3505), also requires students to examine their designs at various scales, which allows them to explore material connections. Integrated Design 2 (ARCH 4515) has a rigorous focus on complex detail design, requiring students to fully develop various component relationships from structural systems to building envelope details, including wall sections. Digital Fabrication (was ARCH 4306 now ARCH 3326) focuses on the relationship between digital components and fabrication techniques, with an inherent emphasis on the design of the detail. Finally, Building Systems II (ARCH 4316) requires students to work diligently to study complex design problems involving systems thinking. In the MArch Program, Architecture and Craft (ARCH 5505) places a strong emphasis on the design of tectonic expression through the detail including full-scale design-build projects and detailed drawings and models. Meanwhile Making 1 (ARCH 5306) and Making 2 (5326) remain focused on detail design through the design and craft of artifacts using a range of methods (digital, analog, and hybrid).

A8. Design Documentation

The student must demonstrate an ability to document and present the outcome of a design project using the broad range of architectural media, including documentation for the purposesof construction, drawings, and specifications.

Studios: ARCH 3505, 4515, 5505*
Core Courses: ARCH 4316, 5306*, 5326**

While all Design Studios use architectural media to express design ideas, the emphasis on this criterion first occurs in our 3rd year BAS studio, Northern Building 1 (ARCH 3505) that places an emphasis on developing coherent representations of ideas through various media, while the final Integrated Design 2 (ARCH 4515) studio requires a comprehensive list of required drawings that challenges students to translate a complex set of requirements into compelling visual representations and design documents. Building Systems II (ARCH 4316) also has exercises that focus on design documentation. In the Graduate program, 1st year MArch studios often require detailed development of ideas, however, these studios are also intended to allow for more variation in terms of their requirements. Of the 3 optional graduate studios, Architecture and Craft (ARCH 5505) has often included this SPC. Making 1 (ARCH 5306) and Making 2 (ARCH 5326) both address documenting outcomes of various fabrication techniques.

B. Culture, Communications, and Critical thinking

B1. Critical Thinking and Communication

The student must demonstrate an ability to raise clear and precise questions; record, assess,and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; reach well-supported conclusions related to a specific project or assignment; and write, speak, and use visual media effectively to appropriately communicate on subject matter related to the architectural discipline within the profession and with the general public.

Studios: ARCH 3505, 3515, 4505, 4515, 5505, 5515, 5525, 5906, 5555, 5565 [which becomes ARCH 5569]*
Core Courses: ARCH 2526, 2326, 2036*, 3306, 3006, 3316, 3017, 4006, 4016*, 5906, 5316, 5006*, 5086*

The emphasis on this SPC builds throughout the foundational years of the BAS Program, beginning with Architectural Communications (ARCH 2526), Architecture and Ecology (ARCH 2326) and Art and Architecture in Canada (ARCH 2036) during 2nd year, and then continues strongly in all 3rd and 4th year Design Studios (ARCH 3505, 3515, 4505, 4515) as well as all core courses during 3rd and 4th years (ARCH 3306, 3006, 3316, 3017, 4006 and 4016). The MSoA curriculum foregrounds critical thinking and communication as a means of encouraging students to become independent thinkers, with professors guiding them to express their positions through various means. There is an ongoing emphasis on iterations and testing ideas through creative visioning based on improving the living conditions of communities and broader society.

In the MArch Program, the first graduate studios Architecture and Craft (ARCH 5505), Community Design (ARCH 5515), and Indigenous Design (ARCH 5525) begin with independent thinking, and this continues into their individual thesis during Design in Research Studio I and II (ARCH 5555 and 5565 [which becomes 5560]). Parallel to Thesis, the Faculty Research Seminar (ARCH 5316) and Architectural Theory Seminar (ARCH 5006) hone critical thinking skills through writing and representation, while Architectural Practice (ARCH 5906) also asks students to develop their B1 skills in relation to practice.

B2. Architectural History

The student must have an understanding of the history of architecture and urban design inregard to cultural, political, ecological, and technological factors that have influenced their development.

Studios: ARCH 5555, 5565 [which becomes ARCH 5569]*
Core Courses: ARCH 1007, 2036*, 3006* [which is now ARCH 1017], 3017, 4006**

In response to the VTR of 2021, the BAS curriculum was slightly re-ordered so that Indigenous Precedents (ARCH 3006) was moved to the first semester of first year (thus becoming ARCH 1017) so that students are introduced to architectural history situated in a decolonized manner as the foundation of their education. Indigenous knowledge keepers, practitioners and educators teach the content in this course. In the second semester of first year, continuing in the decolonized manner, in the culture stream, the required core course, Sacred Places (ARCH 1007), covers important architectural history content from civilizations across the world including Indigenous traditions in North America, architectural history from traditions in Africa,

Asia and Europe. In addition to this, questions of gender and deconstructing the canon are addressed in these courses. Further addressing decolonizing the curriculum, some course names were changed, such as Canadian Art and Architecture (ARCH 2036) changed to Art and Architecture in Canada, thus acknowledging that significant works are authored in a multi-cultural lens and allowing for a critique of national nomenclature. Architectural history is also covered in Writings in Architecture and Urbanism (was ARCH 3017 now ARCH 4026) and Building Case Studies (ARCH 4006) in a detailed and critical manner. While every Design Studio involves some historical research and reflection, we highlight Design in Research Studio I (ARCH 5555) in the MArch Program as an explicit place where students individually address their understanding of various histories in relation to their design intentions. This culminates in the writing portion of their MArch Thesis in Design in Research Studio II (ARCH 5565 which has become ARCH 5569).

B3. Architectural Theory

The student must have an understanding of conceptual and theoretical frameworks and how they have shaped architecture and urban design.

Studios: ARCH 5555, 5565 [which becomes ARCH 5569]*
Core Courses: ARCH 2036, 3017, 4016*, 4006*, 5006*, 5086*

Undergraduate courses that introduce and draw upon architectural theory include Art and Architecture in Canada (ARCH 2036), Writings in Architecture and Urbanism (was ARCH 3017 becomes ARCH 4026), Building Case Studies (ARCH 4006), and Cultural Sustainability (was ARCH 4016 now ARCH 3026).
In each of these courses, aspects of architectural theory are taught and applied to the themed focus of the course, with synthesized research and critical writing.Architectural theory is explicitly taught in our graduate Architectural Theory Seminar (ARCH 5006). While history, theory and design often work hand-in-hand in Design Studios throughout the Program, students write detailed frameworks for their thesis explorations as part of Design in Research Studio I and II (ARCH 5555 and ARCH 5565 [which becomes ARCH5569]), evident in the final, bound MArch theses.

B4. Cultural Diversity and Global Perspectives

The student must have an understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different global cultures and individuals and the implications of diversity on the societal roles and responsibilities of architects.

Studios: ARCH 5515, 5525, 5555, 5565 [which becomes ARCH5569]
Core Courses: ARCH 1007, 3006* [which has become ARCH1017], 3017*, 4016*, 5006*, 5086*

In the reordering of the BAS curriculum, as noted earlier, the decolonized situating of courses such as Indigenous Precedents (formerly ARCH 3006, now ARCH 1017) in first year followed by Sacred Places (ARCH 1007) intentionally center important histories and traditions from around the globe and question the so-called 'canon' of architecture. As well, Writings in Architecture and Urbanism (was ARCH 3017 becomes ARCH 4026), and Cultural Sustainability (was ARCH 4016 becomes ARCH 3026) both focus the content on wide-ranging global

precedents, with dynamically current resources. Rather than isolate 'cultural diversity and global perspectives' to particular courses, this SPC is covered hand-in-hand with SPC B1, B2 and B3, acknowledging that critical thinking, architectural history and architectural theory need to be inherently diverse in cultural content with global perspectives.

At the Graduate level, Design Studios including Community Design (ARCH 5515) and Indigenous Design (ARCH 5555) further focus on this SPC, as do Design in Research Studio I and II (ARCH 5555 and 5565 [which becomes ARCH 5569]) with a great many of the theses receiving recognition for their diversity, ethical positions and wide-ranging locales. The relationship between the local and the global is an ongoing conversation underlying the MSoA curriculum, including the Architectural Theory Seminar (ARCH 5006) and Material Culture (ARCH 5086).

B5. Ecological Systems

The student must have an understanding of the broader ecologies that inform the design of buildings and their systems and of the interactions among these ecologies and design decisions.

Studios: ARCH 2505, 2515* 4515, 4316*
Core Courses: ARCH 2306, 2326*, 3006 [which has become ARCH 1017], 3306**,
**denotes the examples highlighted in Matrix x*

The emphasis on Ecological Systems is introduced in Indigenous Precedents (was ARCH 3006 now ARCH 1017) with worldviews and land-based stewardship (was ARCH 3006, now ARCH 1017) and continues in the second year of studies with Landscape 1 and 2 (ARCH 2505 and 2515) studios, and second year required core courses addressing ecology include Design for Climate Change (ARCH 2306) and Architecture and Ecology (ARCH 2326). This ecological trajectory continues in the third year with Building Systems 1 (ARCH 3306) which focuses on passive systems and best practices. At the Graduate level, ecological systems are evidenced throughout Design in Research Studio I (ARCH 5555) as students frame their Thesis propositions in the first term.

C. Technical Knowledge

C1. Regulatory Systems

The student must have an understanding of the applicable building codes, regulations, and standards for a given building and site, including universal design standards and the principles that inform the design and selection of life-safety systems.

Studios: ARCH 2515, 3505, 3515*, 4505, 4515**
Core Courses: ARCH 4016, 5906*, 5915, 5925*

Regulatory systems are introduced in the second year studio's second term Landscape 2 (ARCH 2515), followed by detailed inclusion in third year Design Studios Northern Building 1 and 2 (ARCH 3505 and 3515) as the Programs for building in the North introduce further complexity. Lectures and particular exercises introduce regulatory systems, including universal design, in second and third year, as well as some in Cultural Sustainability (was ARCH 4016

becomes ARCH 3026). This complexity continues in Integrated Design 1 and 2 (ARCH 4505 and 4515), where codes and building regulations are examined in detail as part of the Design Studio. At the Graduate level, Architectural Practice (ARCH 5906) discusses C1 in lectures, while Co-op 3 and 4 (ARCH 5915 and 5925) are where many of the regulations and regulatory systems become applied to various office projects that students work on.

C2. Materials

The student must have an understanding of the basic principles used in the appropriate selection and application of architectural materials as it relates to fundamental performance, aesthetics, durability, energy, resources, and environmental impact.

Studios: ARCH 1505, 3505, 4515, 5505,*
Core Courses: ARCH 2306, 2316, 3316*, 4316, 4306*, 5306, 5326**

Emphasis on the materiality of architectural elements begins with Place 1 (ARCH 1505) Design Studio and design-build activity. This is followed up in third year, through Northern Building 1 (ARCH 3505) often with some design-build or hands-on studio activity, and then in fourth year through Integrated Design 1 (ARCH 4515) with detailing of building assemblies and construction with a high degree of specification. Core courses in the BAS that explicitly address material selection and their impact include Design for Climate Change (ARCH 2306), as well as a suite of three structures courses: Wood Structures (was ARCH 2316 now ARCH1306), Structures and Material Behaviour (ARCH 3316) and Building Systems II (ARCH 4316) which cover the properties of buildings materials in great detail. At the Graduate level, the Architecture and Craft (ARCH 5505) Design Studio situates learning around materials to another level, having had a foundation in the BAS Program. Introducing a discussion in materials and their application is a suite of three courses: Digital Fabrication (was ARCH 4306 now ARCH 3326), Making 1 (ARCH 5306) and Making 2 (ARCH 5326).

C3. Structural Systems

The student must have an understanding of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and applicationof appropriate structural systems.

Studios: ARCH 1515, 4505, 4515**
Core Courses: ARCH 2316, 3316*, 4316**

The design curriculum at MSoA begins in first year Place 2 (ARCH 1515) with a collaborative design-build project of an Ice skating hut that is located on Ramsey lake for the community use during skating season. This process of design inherently introduces students to structural systems and the nature of materials. In second and third year studios (ARCH 2505 and ARCH 3505) students construct projects of various scales in relations to the larger design project covered in the studio By fourth year design, Integrated Design 1 and 2 (ARCH 4505 and 4515) students are required to address specific material(s) structural systems in great detail, often with an engineering consultant.

Core courses that deliver various components for understanding different cultural norms and the nature of materials include: Wood Structures (ARCH 2316) and Structures 2 (ARCH 3316) and Building Systems II (ARCH 4316) as well as Making 1 (ARCH 5306) at the Graduate level. During graduate students' required 8 month co-op placement at an architectural firm, Co-op 3 and 4 (ARCH 5915 and 5925), they will, in many cases, develop their knowledge of structural systems due to specific office experience.

C4. Envelope Systems

The student must have an understanding of the basic principles used in the design of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

*Studios: ARCH 4515**
Core Courses: ARCH 2306*, 3306*, 4316*

Envelope Systems are intentionally one of the eight systems addressed in Integrated Design 2 (ARCH 4515) in fourth year Design Studio. Envelope systems are introduced (hence 'understanding') in BAS core courses including Design for Climate Change (ARCH 2306), Building Systems 1 (ARCH 3306) and Building Systems II (ARCH 4316).

C5. Environmental Systems

The student must have an understanding of the basic principles that inform the design ofpassive and active environmental modification and building service systems, the issues involved in the coordination of these systems in a building, energy use and appropriate toolsfor performance assessment, and the codes and regulations that govern their application in buildings.

Studios: ARCH 2515, 4505, 4515**
Core Courses: ARCH 2306, 3306*, 4316**
The study of Environmental Systems begins in Landscape 2 (ARCH 2515) with the design of a small ecological building. Environmental systems then become quite central to Integrated Design 1 (ARCH 4505) and Integrated Design 2 (ARCH 4515) in fourth year Design Studio. Environmental systems are introduced in BAS core courses including Design for Climate Change (ARCH 2306), covered in great detail in Building Systems 1 (ARCH 3306) for passive systems, and again in Building Systems II (ARCH 4316) for more active environmental systems

D: Comprehensive Design

D1. Comprehensive Design

The student must demonstrate an ability to produce an architectural design based on a concept, a building program, and a site which broadly integrates contextual factors, structuraland environmental systems, building envelopes and assemblies, regulatory requirements, and environmental stewardship.

Studios: ARCH 4505, 4515*, 4316*, 5565* [which becomes ARCH 5569]*
The culmination of design studio education in the BAS are Integrated Design 1 (ARCH 4505) and Integrated Design 2 (ARCH 4515).These two studios are sequential and span from September to April, with a large, complex, multi-program building(s) situated accordingly on an urban site. Students work in teams of two with discreet individual tasks. The design project includes 10 key aspects of integrated design:
1) Site analysis, urban design and zoning,
2) complete program and feasibility analysis
3) Passive design strategies
4) Structural systems,
5) Daylighting,
6) Building envelope (facade composition, materials and technical details),
7) Active systems (sustainable active systems to reduce the environmental impact),
8) Artificial lighting
9) HVAC,
10) as well as application of relevant elements from the Ontario Building Code. Lectures by professors at the school and expert consultants support the development of the students' integrated design. Building Systems II (ARCH 4316) is taught concurrently and directly supports the development of the larger studio project with a thorough examination of various building systems.

As the final Design Studio, Design in Research Studio II (ARCH 5565 which becomes ARCH 5569) is again where students complete a synthetic design project based on a concept, program development and site selection, with a building proposition as their final design deliverable. Although the content and development of each Master's Thesis is individual - including a substantial written component (10,000-15,000 words minimum) describing the context and the design strategy - the common basis among all theses is to resolve the above variables via an architectural resolution. Design in Research II is comprehensive in many ways also as it aims towards the integration of many subject areas through the mode of design.

E: Professional Practice

E1. The Architectural Profession

The student must have an understanding of the organization of the profession, the Architects Act(s) and its regulations, the role of regulatory bodies, the paths to licensure including internship, and the reciprocal rights and responsibilities of interns and employers.

Core Courses: ARCH 0100, 0300*, 5906*, 5915*, 5925**
Beginning with the first co-op courses, there are introductory lectures for Co-op 1 (ARCH 0100) and Co-op 2 (ARCH 0300) which prepare students with an understanding for the architectural profession before their work placements. The reports students write based on their work during the co-op terms reflect understandings of specific tasks as well as their roles. This is further developed in the graduate 8 month co-op placements, Co-op 3 and 4 (ARCH 5915 and 5925), when students take on more advanced work in architectural offices and benefit from presentations by a representative from the OAA, most of our students register as interns with the OAA or another provincial body and start recording their hours during these co-op placements.

Prior to their graduate co-op placements, all graduate students take the core course Architectural Practice (ARCH 5906), which details specifically how architectural professional organizations function, the Architects Act, paths to licensure as well as rights and responsibilities of interns, architects and employers.

E2. Ethical and Legal Responsibilities

The student must have an understanding of the ethical issues involved in the formation of professional judgment; the architect's legal responsibility under the laws, codes, regulations,and contracts common to the practice of architecture; intellectual property rights; and the roleof advocacy in relation to environmental, social, and cultural issues.

Core Courses: ARCH 3006 [now ARCH 1017], 4016*, 5906*, 5915*, 5925**

In the undergraduate curriculum, Indigenous Precedents (ARCH 3006 now ARCH 1017) and Cultural Sustainability (was ARCH 4016 becomes ARCH 3026) each outline the ethical and legal aspects of the profession to promote 'understanding' of this SPC. In the graduate, MArch, program, Architectural Practice (ARCH 5906) is positioned in the first term before students complete Co-op 3 and 4 (ARCH 5915 and 5925) so that they have a working knowledge of ethical issues and legal responsibilities of architects under various laws and codes and are able to articulate advocacy for environmental, social and cultural issues while working during their 8 month co-op terms.

E3. Modes of Practice

The student must have an understanding of the basic principles and types of practice organization, including financial management, business planning, entrepreneurship, marketing, negotiation, project management, and risk mitigation, as well as an understanding of trends that affect the practice.

Core Courses: ARCH 1006, 0300*, 5906*, 5915*, 5925* In the BAS Program, Design*

Thinking (ARCH 1006) includes material to introduce students to different modes of architectural practices. In the undergraduate Co-op 2 (ARCH 0300) students are prepared in advance with lectures on modes of practice. Architectural Practice (ARCH 5906) prepares graduate students with content on the modes of practice and critical synthesis writing reports, before they embark on their 8 month co-op placements at architectural firms, in Co-op 3 and 4 (ARCH 5915 and 5925).

E4. Professional Contracts

The student must have an understanding of the various contracts common to the practice of architecture.

Core Courses: ARCH 5906, 5915*, 5925* This suite of four Co-operative courses guiding our Professional Practice stream: ARCH 0100, 0300, 5915, and 5925 is intended to be complemented by Architectural Practice (ARCH 5906) as it is positioned in the first term of the Graduate Program after students have completed Co-op 2 (ARCH 0300) and before they embark on Co-op 3 and 4 (ARCH 5915 and 5925).*

E5. Project Management

The student must have an understanding of the relationships among key stakeholders in the design process; the methods for selecting consultants and assembling teams; building economics and cost control strategies; the development of work plans and project schedules;and project delivery methods.

Studios: ARCH 1505 Core Courses: ARCH 5306*, 5906*, 5915*, 5925*, 5326 In the BAS Program, first year students begin with costing, buying materials and developing work plans and schedules during the Place 1 (ARCH 1505) Design-Build project 'Ice Skating Stations' for Lake Ramsey. This educates students regarding the realities of cost and scheduling that apply within the Design Studio as well as in the profession. More directly, E5 is then covered in Architectural Practice (ARCH 5906) as it is positioned in the first term of the Graduate Program after students have completed Co-op 2 (ARCH 0300) and before they embark on Co-op 3 and 4 (ARCH 5915 and 5925). By this stage in their education, the idea of building economics is embedded. Finally, in Making 1 (ARCH 5306) and Making 2 (ARCH 5326) once again includes material selection, pricing, and work plan strategies into its syllabus assignments, so that the idea of fabrication has real-world constraints and delivery methods in place.*

4 Supplemental Information

4.1 Introduction to the Institution and Program History

4.1.1 History, Description, and Mission of the Institution

The appendix of the APR must provide a brief history and description of the institution, in which the Program exists, as well as the institution's current mission statement and the date of its adoption or last revision. This may be provided as a web link.
https://mcewenarchitecture.ca/identity/#laurentian-university-a-brief-history

4.1.2 Program History

The appendix of the APR must provide a brief Program history.
https://mcewenarchitecture.ca/accreditation/program-history/

4.2 Student Progress Evaluation

The appendix of the APR must include:

- The procedures for evaluating student transfer credit and advanced placement; and
- The procedures for evaluating student progress, including the institutional and Program policies and standards for evaluation, advancement, graduation, appeal, and remedial measures.

https://mcewenarchitecture.ca/accreditation/student-progress-evaluation_info_links/

4.3 Current Course Descriptions

The appendix of the APR must include a one- or two-page description with an overview, learning objectives, course requirements, prerequisites, date(s) offered, and faculty for each required and elective course in the Program.
https://mcewenarchitecture.ca/accreditation/current-course-description/

4.4 Current Faculty Resumes

The appendix of the APR must include a condensed resume (no more than two pages) for each faculty member currently teaching in the Program. The resume must list: current course roster; educational background and registration data; recent honors and awards; recent research, scholarship, and creative activity; recent publications; current academic, professional, and public service; and professional memberships. The term "recent" refers to accomplishments since the previous accreditation visit.
https://mcewenarchitecture.ca/accreditation/current-faculty-resume/

4.5 Visiting Team Report from the Previous Visit

The appendix of the APR must include a copy of the report from the previous site visit in its entirety.
https://mcewenarchitecture.ca/accreditation/cacb-2021-initial-accreditation/

4.6 Annual Reports

The appendix of the APR must include copies of all ARs (including the Annual StatisticsReport) that have been submitted to the CACB since the previous site visit. Only the mostrecent school academic calendar should be submitted.
https://mcewenarchitecture.ca/accreditation/msoa-hr-statistical-report-july-14-2022/
https://mcewenarchitecture.ca/accreditation/msoa-hr-statistical-report-may-2-2023/

Appendix B: Report Signatures

A: Program Signatures

University Name Laurentian University

Program Name McEwen School of Architecture

Name Dr.Tammy Gaber

Title Director and Associate Professor, McEwen School of Architecture, Laurentian University

Date 2023-09-15

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