Architecture Program Report
APR

Submitted to the Canadian Architectural Certification Board

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McGill | Peter Guo-hua Fu School of Architecture | École d'architecture Peter Guo-hua Fu

Institution	**Peter Guo-hua Fu School of Architecture, McGill University**
Name of Academic Program	M.Arch.: Professional Master of Architecture (Non-Thesis)
Degree **Track(s)** *(Please include all tracks offered by the program). Examples:* A: with pre-professional degree B: with undergraduate degree in any discipline	☒ Master of Architecture Track A
Year of Previous Visit	2018
Current Term of Accreditation	Two Year Probationary
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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; and contributions of the institution to the *Program* in terms of intellectual and personal resources.

Program Identity

The Peter Guo-hua Fu School of Architecture at McGill University in Montréal, Québec, is a close-knit collaborative community of 250 students, 40 full-time and part-time faculty, and 6.4 administrative and technical staff. We began in 1896 as a Beaux-Arts school with Arts and Crafts leanings. We transformed into a Bauhaus-based institution after World War II; and since then, we have become a powerhouse of architectural research.

For over 125 years, we have benefitted from Montreal's status as a top city for university students: vibrant, multilingual, and safe. Our downtown campus connects us to the city, giving students ready access to other design schools, unique cultural institutions such as the Canadian Centre for Architecture, and Montreal's vaunted mix of historical places and contemporary buildings.

The School of Architecture is one of two schools and six units that comprise the Faculty of Engineering. The others are the School of Urban Planning, and the Departments of Bioengineering, Chemical Engineering, Civil Engineering, Electrical & Computer Engineering, Mechanical Engineering, and Mining and Materials Engineering. In 2024, the Faculty of Engineering had 155 tenure-stream professors, of which the School of Architecture had 12 (including two jointly appointed).

On the McGill University downtown campus, we share the Macdonald-Harrington Building with the School of Urban Planning. The two Schools boast episodic collaborations in studio instruction, administration, and research. We have one tenure-track appointment jointly appointed in both Schools (Nik Luka). Professional students currently take a mandatory undergraduate class in Urban Design, while M.Arch. students have access to graduate seminars in real estate and urban design. The School of Urban Planning does not offer an undergraduate degree but does offer a two-year professional degree in Urban Planning (Master of Urban Planning).

The School of Architecture offers four programs, one undergraduate and three graduate: Bachelor of Science in Architecture, the Master of Architecture – Professional (non-thesis), the Master of Science in Architecture (thesis), and the PhD in Architecture.

The Professional Master of Architecture (Non-Thesis) (M.Arch.) is our accredited first professional degree. Accreditation requires that students complete our pre-professional B.Sc.(Arch.) or equivalent before entering the M.Arch. (Professional) program. This two-degree sequence places us among the schools in Canada, with the other two schools of architecture in Québec, that do not have a standalone accredited architecture program.

The professional program in Architecture parallels other professional programs offered in the Faculty of Engineering. The 186 credits required in architecture [B.Sc.(Arch.) + M.Arch.] compares to 139-151 credits required in B.Eng degrees.

B.Sc.(Arch.) students benefit from inclusion in the Engineering Undergraduate Society and pay mandatory fees for services such as computing. M.Arch. students are members of the Post Graduate Students' Society. They enjoy access to fellowships and funding through Graduate and Postdoctoral Studies (GPS; led by a Dean who reports to Senate through the Council of Graduate and Postdoctoral Studies).

Strengths and Challenges

Three concepts help explain the strong reputation of our professional program: **integrity of structure, funded research,** and **pluralism**.

Integrity of structure means two things. The first is that architects must build well: good structure, good construction, good engineering, good design. Second, it refers to the integrity of *social* structure: good institutions, good neighbourhoods, good cities. This ethos is readily visible in the work of significant, well-known architects who graduated from the School after World War II, from Moshe Safdie and Arthur Erickson to Amale Andraos (WORKac), Manon Asselin (Atelier TAG) and Adam Caruso (Caruso St. John), and, more recently, Shane Laptiste (SOCA) and Michael Fohring (Odami). The concept has survived in the present, visible, for example, in the prizes we award to graduating students, such as the Seymour and Shirley Levine Book Prize in Design, given to a student "who has demonstrated excellence and innovation in the integration of environmental systems"; or the Arcop/Alcan Award, given annually to "a design project demonstrating particular sensitivity to the architectural and cultural traditions of its location."

Second, the School has maintained a high engagement with **funded research** since the beginnings of our graduate research programs in 1947. We have flourished through graduate programs in housing, architecture, material culture, community engagement, history and theory, and technology. In 1997, the provincial government approved our PhD program, the first in Canada in Architecture, which had been operating on an ad hoc basis since 1990. In the last decade, we have consolidated our post-professional research options into an M.Sc. program (thesis) that will take its first students in fall 2025.

The emphasis on research is an important consideration at the time of appointment. We rarely make hiring offers to candidates lacking significant research training and potential. Unlike other North American schools, for example, we rarely appoint tenure-track positions to candidates

whose terminal degree is a professional degree (B.Arch. or M.Arch.). Another indication of our engagement with research is that in 2024, of our twelve tenure-track professors, three held national research chairs and two university-endowed research chairs. Students in the professional program have many opportunities to learn directly from research experts and to participate in research themselves.

Third, the School's culture values **pluralism**: diversity in values, diversity in approaches, and diversity in practices. We work often through independent clusters of students; focused around an individual or small group of instructors; engaged in studies related to faculty expertise. The advantage of pluralism is that students must learn to engage diverse—sometimes contradictory—ideas about architecture and architectural practice. Given opportunities to move agilely among clusters, our students adopt both ecumenical and eclectic attitudes, becoming characteristically broad-minded and inquisitive about the discipline and the profession. This range is visible in the diversity of topics students work on in their final M.Arch. projects. Recent award winners have included "Hosh Sitti: Remembering Home in the Palestinian Diaspora" in which the student used personal interviews and a community exhibition to reconstruct homes in Palestine; "Computing Atmosphere," in which the student used both physical models and AI to understand how light could enhance perceptions of Mount-Royal in Montreal; "Fragmented Narratives," which used experimental 3D scans to construct a narrative of surveillance society; and "The Aesthetic of Erosion," a speculative and poetic exploration of the erosion crisis in the Magdalen Islands.

One indication of the strength of our programs is the impact of our graduates on education in Canada and abroad. The school produces educators: in recent years graduates from our programs have served as directors of schools of architecture at McGill University, Carleton University, the University of Waterloo, Laurentian University, University of Calgary, Toronto Metropolitan University, Université de Montréal, Columbia University, and Arizona State University.

The Peter Guo-hua Fu School of Architecture at McGill University shares many challenges with other contemporary schools of architecture. We live in an era of technological, social, political, and cultural change. Schools must react to demands for social justice, demands to address climate change and environmental degradation, and demands to recognize that professional practices make architecture complicit in suspect historical legacies (racism, colonialism, environmentalism). Architectural education, for example, has yet to register the effect on studio culture of the fact that students and instructors are now connected to and in communication with other people and information flows outside the studio. Wireless connection to the internet is ubiquitous, so that students are continuously connected to the world outside the classroom and studio. Large Language Models and other artificial intelligence technologies are set to transform even basic operating procedures in professional offices. And it is difficult to react robustly to the slow cultural disavowal of expertise and the university itself.

To meet this challenging future, we have an opportunity of renewal. Since 2014, we have had 13 professors resign or retire and 11 new ones hired. It is likely that this rate of change will continue until the next APR and beyond. New tenure-track faculty bring with them new ideas, new networks, and new approaches. The challenge is to produce appropriate structures and practices commensurate with social and technical challenges, while reproducing the School of Architecture's deep pluralistic commitments to the integrity of structure.

Mission statement

Below is the Mission Statement as it appears on our website: adopted February 2015; updated August 2017:

https://www.mcgill.ca/architecture/about/mission-statement

In 2021/2022 the Anti-Racism Working Group reviewed our School's Mission and Vision Statements in light of anti-racism issues at McGill. Current plans are to review the statements once more in 2026. The Mission Statement has no formal review at McGill University.

The School of Architecture educates professionals who contribute to the global community through the design, construction, and interpretation of the built environment. The School:

- provides a diverse environment for teaching, learning, and research, supported by both traditional and state-of-the-art resources.
- offers professional and post-professional research-based Master's and Ph.D. programs that enable graduates to contribute ethically to the profession, to research, and to careers in related fields.
- enriches multi-disciplinary teaching and research within the University and with other local and international universities.
- engages citizens' groups, local, provincial, and national governments, the private sector, and the profession toward the improvement of the built environment.
- presents undergraduate and graduate students with educational opportunities for global engagement by maintaining a large cohort of international students and through international exchanges.

Institutional Positioning

At McGill University, the School of Architecture contributes to and benefits from a wide range of activities, committees, programs, and initiatives. Below is a list of the most visible, grouped under the following subheadings:

Engineering initiatives: for example, Workshop Services, where the School benefits from centralized Faculty-wide support, or MESC, which offers students Faculty-wide support for student affairs, academic services, mental health and wellness, and administration support and approval for all degree-related functions;

Interdisciplinary initiatives: for example, four tenure-track faculty are current members of the Trottier Institute for Sustainability in Engineering and Design, sharing public lectures, setting up and participating in a master's program in sustainable engineering, and serving on the board;

Policies and Institutional Support: for example, the policies and procedures overseen and updated by the Academic Personnel Office [APO]) supporting the academic life cycle of academic staff at McGill University

Faculty of Engineering
Within the Faculty of Engineering, the School of Architecture benefits from and contributes to centrally organized and funded services and initiatives. The School of Architecture's range and intensity of involvement with each initiative varies dynamically.

For example, on the one hand, the new Dufresne E-IDEA Summer Internship shepherded by E-IDEA recruits one architecture student each summer (funding is provided for 2024-2029). Each year Ee-IDEA showcases the work of all the summer interns in a presentation in the School of Architecture's exhibition room.

On the other hand, the Engineering Faculty Workshop Services manages hands-on access to machines and equipment for undergraduate and graduate students across engineering. Our major involvement is with the Architecture Wood Workshop, located on floors B and G of the Macdonald-Harrington Building, which also operates a supply store for architecture students.

Undergraduate students in architecture are automatically members of the Architecture Students' Association which entails membership in the Engineering Undergraduates Society. The EUS is a full-fledged not-for-profit organization that is financially independent from McGill, offering a comprehensive range of involvement and support ranging from peer-tutoring to ice cream.

Extensive lists of services and initiatives can be found on the following websites:

- https://www.mcgill.ca/engineering/initiatives
    - E-IDEA: Engineering Inclusivity, Diversity & Equity Advancement
    - Empower: Leadership, personal & professional development
    - Engine: Engineering Innovation & Entrepreneurship
    - ELATE: Enhancing Learning and Teaching in Engineering
- Engineering Faculty Workshop Services
    - https://www.mcgill.ca/engineering/faculty-staff/services-resources/faculty-workshop-services
- Engineering Undergraduate Society
    - https://mcgilleus.ca
- MESC (McGill Engineering Student Centre)
    - https://www.mcgill.ca/engineering/students/undergraduate/mesc

Interdisciplinary Initiatives
This grouping indicates some of the multiple ways faculty interact with other units and disciplines across the University. Contributions and benefits can be enduring and continual (for example the joint appointment of Nik Luka with the School of Urban Planning) or more punctual (for example, when a faculty-member receives a research grant from the McGill Sustainability Systems Initiative; see e.g. "Clean Tech for Carbon Issues"):
https://www.mcgill.ca/mssi/research/previously-funded-research/research-themes

Key interactions between programs and disciplines happens at the course level. Our students regularly take elective courses outside the School of Architecture; students from other programs regularly take our courses. Within the Faculty of Engineering, for example, three Architecture courses concerning sustainability are listed as complementary courses for the Master of Engineering: Sustainability in Engineering and Design. Similarly, ARCH 517 "Sustainable

Residential Development" and ARCH 528 "History of Housing" are complementary courses in the Urban Studies programs offered by the Department of Geography, Faculty of Science. Undergraduate students from all faculties at both undergraduate and graduate level can also be granted permission by the instructor to register in most individual courses (but due to physical limitations not in design studio courses).

Deep collaborations happen through cross-appointments and membership in and leadership of interdisciplinary institutes and centres at McGill University:

- **Bieler School of Environment,** Faculty of Arts, Faculty of Science, Faculty of Agricultural & Environmental Sciences; https://www.mcgill.ca/environment/
    - Nik Luka, Associate Member
- **CIRM** (Centre for Interdisciplinary Research on Montréal), Faculty of Arts; https://www.mcgill.ca/centre-montreal/
    - Nik Luka, Associate Director
- **DEEP** (Department of Equity, Ethics and Policy, School of Global Health); https://www.mcgill.ca/equity-ethics-policy/
    - Annmarie Adams, Associate Member
    - Nik Luka, Associate Member
- **IGSF** (Institute for Gender, Sexuality, and Feminist Studies), Faculty of Arts; https://www.mcgill.ca/igsf/
    - Annmarie Adams, former Director
- **McGill Energy Centre**; https://www.mcgill.ca/energy-centre/people
    - Michael Jemtrud, Member
    - Naomi Keena, Member
    - Ipek Türeli, Member
- **The McGill Sustainability Systems Initiative (MSSI);** https://www.mcgill.ca/mssi/sustainability-directory/find-mssi-faculty-member
    - Michael Jemtrud, Member
    - Naomi Keena, Member
- **School of Urban Planning**, Faculty of Engineering; https://www.mcgill.ca/urbanplanning/
    - Nik Luka, Associate Professor (Joint Appointment)
- **SSoM** (**Department of Social Studies of Medicine**), Faculty of Medicine and Health Sciences; https://www.mcgill.ca/ssom/
    - Annmarie Adams, former Chair, Stevenson Chair in the History and Philosophy of Science, including Medicine (Joint Appointment)
    - David Theodore, Associate Member
- **TISED** (Trottier Institute for Sustainability in Engineering and Design), Faculty of Engineering; https://www.mcgill.ca/tised/
    - Michael Jemtrud, Member
    - Naomi Keena, Member
    - Nik Luka, Member
    - Ipek Türeli, Member
    - Theodora Vardouli, Member
- **The Yan P. Lin Centre for the Study of Freedom and Global Orders in the Ancient and Modern Worlds**, Faculty of Arts, Faculty of Engineering, Faculty of Law; https://www.mcgill.ca/lin-centre/
    - Ipek Türeli, Coordinator, Research Group on Democracy, Space, and Technology
    - Avi Friedman, Member

- Naomi Keena, Member
- Nik Luka, Member
- Theodora Vardouli, Member
- Membership is open to faculty and graduate students

Policies and Institutional Support

Academic and administrative staff and students are supported though an array of policies, regulations, practices, and guidelines regularly updated and implemented across the University:

- Academic Personnel Office
  - https://www.mcgill.ca/apo/
- Teaching and Learning Services
  - https://www.mcgill.ca/tls/
- McGill collective agreements (including Teaching Assistants and part-time Course Lecturers)
  - https://www.mcgill.ca/hr/employee-relations/assocs-unions
- Office of the Dean of Students
  - https://www.mcgill.ca/deanofstudents/
    - "We oversee student rights and responsibilities, academic integrity, academic advising, the student disciplinary process, and student recognition."
- For this APR, it is important to highlight the implementation of a new Policy on Assessment of Student Learning (PASL). The fruit of a multi-year review begun in 2015, it came into effect in Fall 2024. We have begun restructuring our syllabi, courses, and programs to implement the new policy. In spring 2024, Prof. Salmaan Craig organized a series of workshops on the policy, for all instructors, part- and full-time, led by members of the Enhancing Learning and Teaching in Engineering (ELATE) Initiative
  - The Policy aims to **advance student learning**, **support instructor and student well-being**, and **promote equity** by encouraging pedagogically sound assessment practices. Its development was informed by McGill's mission, recommended assessment practices in higher education, and extensive consultation with the McGill community.
    - https://www.mcgill.ca/assessment-for-learning/

Collegiality

Overall, McGill University aims at the academic idea of collegiality—we are a college of fellows. In addition to the diverse and varied resources McGill University provides to the School of Architecture are detailed above, three clear, distinct forms of support for the School of Architecture are physical resources, mentorship, and research chairs:

Physical resources

- Studio teaching demands rooms for teaching and learning, accessible 24 hours a day, and not easily shared with other people or activities (e.g. for security concerns). The University has shown strong support in maintaining unhampered access to the quantity of connected floor area we occupy to maintain design-focused teaching.

Mentorship

- The Provost's Office provides distinct mentoring support for both new and established professors. Faculty from the School have participated in the following two mentorship programs:

- All pre-tenure faculty are eligible to participate in the Provost's Faculty Mentorship Network. The program matches pre-tenure faculty with outstanding teachers and researchers who have experience as institutional leaders at McGill.
    - https://www.mcgill.ca/equity/initiatives/mentorship/provosts-faculty-mentorship-network
- Similarly, DIAL (Development Initiative for Academic Leadership) brings together mid-career colleagues who have demonstrated leadership promise and interest. They work with one another, and with senior leaders at McGill, to deepen their understanding and proficiencies in relation to academic leadership.
    - https://www.mcgill.ca/equity/mentorship/development-initiative-academic-leadership

Research Chairs

- A strong sign of support for the School of Architecture's deep engagement with funded research is that our tenure-track professors hold national and university-endowed research chairs. Due to resignations, three of our endowed chairs are unassigned; they will be redistributed in the 2025-26 academic year.
    - CRC Tier II in Architecture, Health, and Computation: David Theodore
    - CRC Tier II in Architectures of Spatial Justice: Ipek Türeli
    - NSERC Alliance Industry-Sponsored Research Chair in Architecture, Energy, and Environment: Michael Jemtrud
    - Stevenson Chair in the History and Philosophy of Science, including Medicine: Annmarie Adams
    - Saidye Rosner Bronfman Chair in Architectural History: unassigned
    - Gerald Sheff Chair in Architecture: unassigned
    - Sir William C. Macdonald Chair in Architecture: unassigned

The School of Architecture takes part in the governance, intellectual life, and social activities of McGill University. Our professors serve on committees at all levels of the university, including Campus Planning and Senate. We offer extracurricular public events including lectures, seminars, and workshops. We regularly share our exhibition room (Room 114, First floor) with various organizations in the university. Some flagship events since the last APR include:

- 2025. Shane Laptiste (M.Arch. 2004) SOCA (Studio of Contemporary Architecture, Toronto), Keynote Speaker, Black History Month, winter 2025.
    - https://www.mcgill.ca/equity/channels/event/black-history-month-2025-opening-ceremony-363550
- 2024. October 3-4. Ph.D. Symposium, "Unsettle: Feminist Approaches to Architectural Archives. Anne Hultzsch, keynote speaker
    - https://raa19.com/feminist-approaches-to-architectural-archives/
    - https://www.mcgill.ca/architecture/programs/postprofessional/phd-symposium
- 2024. David J. Lewis, (LTL Architects; exhibition and lecture, winter 2024)
    - https://ltlarchitects.com/blog/2024/3/15/david-j-lewis-lecture-at-mcgill-on-tuesday-march-19-at-6pm
- 2023. Design for the Global Majority, exhibition and symposium, fall 2023
    - https://www.canadianarchitect.com/design-for-the-global-majority/
    - https://www.mcgill.ca/mchg/
- 2023. Rayne Fisher-Quann, lecture and studio visits, winter 2023.

    - https://internetprincess.substack.com/p/my-live-event-notes-updates
    - https://www.mcgill.ca/architecture/news-events/lecture-series/2022-2023
- 2022. Inuit Qaujimajatuqangit: Art, Architecture, and Traditional Knowledge, the centrepiece exhibition of Ajuinnata at McGill, September 2022. The Provost's Office sponsored this event series showcasing Inuit excellence and achievement including an Inuit art installation by the McGill Visual Arts Collection called Takunnanguaqtangit, displayed in the Macdonald-Harrington Exhibition Room.
    - https://www.mcgilldaily.com/2022/09/ajuinnata-at-mcgill-celebrates-inuit-excellence-achievement-and-perseverance/
    - https://www.mcgill.ca/indigenous/news-events/ajuinnata-mcgill-2022
- 2022. Safdie Gift announcement, celebrating the donation of the Safdie archives and personal apartment, Habitat 67 and Redpath Hall, August 22-23, 2022.
    - https://www.montrealgazette.com/news/article93087.html
    - https://www.montrealgazette.com/news/article440404.html
- 2021 April 13-15. Online. Martin Bressani and Annmarie Adams, co-hosts for the Society of Architectural Historians' 74th Annual International Conference in Montreal.
    - https://www.sah.org/conferences/past-conferences
    - https://blog.heritagemontreal.org/en/entretien-annmarie-adams-martin-bressani-universite-mcgill/
- 2020. Online, November 12, 2020. "For Her Record: Notes on the Work of Blanche Lemco van Ginkel," an event to celebrate and honour the lifetime achievements of Blanche Lemco van Ginkel: architect, urban planner, educator, and activist, held in conjunction with the Daniels Faculty of Architecture, Landscape, and Design, University of Toronto, and Building Equality in Architecture Toronto.
    - https://www.mcgill.ca/architecture/news-events/announcements/forherrecord2020
- 2019. 17 September. "Indigenous Architecture with Douglas Cardinal." Presented in conjunction with Indigenous Awareness Weeks.
    - https://www.mcgilldaily.com/2019/09/indigenous-architecture-with-douglas-cardinal/
- 2019. February 12 to March 1. Exhibition and lecture. "Now What?! Advocacy, Activism & Alliances in American Architecture since 1968" ArchiteXX: Lori Brown, Andrea Merrett, Sarah Rafson, Roberta Washington, USA. In conversation with Annmarie Adams, McGill University, and Alanna Thain, McGill University. (Yan P. Lin Centre/ Democracy, Space, and Technology Lecture)
    - https://www.nowwhat-architexx.org
    - https://www.canadianarchitect.com/now-what-activism-in-architecture-exhibit-coming-to-montreal/

1.2 Program Action Plan and Objectives

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

The APR must include:

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

Since the last accreditation visit, there have been four major occurrences that have changed or will change the positioning of the School of Architecture within the institution.

1) In fall 2024, the Dean's Office has put the School of Architecture Accreditation process into the portfolio of the Associate Dean of Faculty Affairs. This symbolically and operationally integrates the accredited professional program with the accredited professional program in the rest of the Faculty of Engineering.
2) In fall 2025, the Dean's Office will be striking a committee to examine the budgets and resources of the two Schools in the Faculty of Engineering, the School of Architecture and the School of Urban Planning. The last exercise at this level took place in 2014.
3) The Office of the Provost and Executive Vice-President (Academic) has revised guidelines for program creation and revision. Future objectives for curriculum development in the School of Architecture must align upcoming changes in the administration of academic programs across the University., according to new guidelines implemented in the 2025-26 academic year.
    a. https://www.mcgill.ca/aptap/academic-programs-and-courses
4) In 2025, McGill University instituted Horizon McGill to examine and improve McGill's processes University-wide. Potential changes resulting from this initiative are wide-ranging, including administrative re-organization and new budgeting process, i.e. a switch from a provostial model to an activity-based model—or, more likely, a hybrid of the two.
    a. https://www.mcgill.ca/horizon-mcgill-program/

Institutional norms

Timeline: underway; benchmarking survey to be completed in 2026.

At McGill University, institutional norms are in transformation. In 2025 McGill University established a multi-year initiative entitled Horizon McGill to cut costs, generate revenue, decrease turnaround times, increase community satisfaction, and make McGill a better place to study and work.

The Horizon Office and its small team act as a central hub for a mandate to examine and improve McGill's processes University-wide – from procurement to administrative processes to academic program delivery, admissions and more. For a full list of working groups, please see:

- https://www.mcgill.ca/horizon-mcgill-program/working-groups

Academic Review

The mission of the Office of Academic Reviews (OAR) is to apply world-class quality assurance processes to McGill's academic programs and units; processes that are responsive, useful,

adaptable, student-centred, and aligned with strategic priorities. In Fall 2022, the new review ecosystem was launched which, when fully implemented, will consist of a suite of nine different types of reviews.

- https://www.mcgill.ca/aptap/office-academic-reviews

Other Major Initiatives

The School participates in University and Faculty initiatives—for example, the University's Action Plan to Address Anti-Black Racism

- https://www.mcgill.ca/provost/files/provost/action_plan_to_address_anti-black_racism.pdf

and the Faculty of Engineering's Engineering Inclusivity, Diversity and Equity Advancement initiative.

- (https://www.mcgill.ca/engineering/initiatives/e-idea/e-idea-summer-internship-program/e-idea-summer-2024-interns)

Unit-level action plans

At the unit level, we have chosen to overhaul governance and programs. One important factor is the unprecedented turnover in both administrative and tenure-track staff. Our response has been to probe and test. In both 2023 and 2024, we met in a day-long retreat to discuss future curriculum and governance changes. Action plans are further discussed and developed through monthly School Council meetings.

Our main objectives and timelines since the last accreditation visit have included:

- Maintenance, repair, and re-organization of the building and its contents.
    - *Timeline: Roof, envelope, studio painting and refurnishing, completed 2024. New elevator installation planned for summer 2026. Additional planning changes and re-organization of workshop, laboratory, and media centre in planning (timeline depends on the new provisions of the provincial capital budgets for higher education institutions).*
- Re-evaluation of the governance diagram (organizational structure) and our committee structure.
    - *Timeline: completed in May 2023; implementation delayed until 2025-26 due to faculty leaves and turnover.*
- Realigning and integrating curriculum and across professional and post-professional programs.
    - *Timeline: Ongoing. Minor changes implemented continuously. Major restructuring of programs involves program review at the provincial level. Anticipated submission for Provincial review fall 2026 for M.Arch. and B.Sc.(Arch.); implantation 2027-2029, depending on internal McGill University approval and external Provincial approval.*
- Re-positioning of our relationships to key organizations within the university. It has been important for all administrative processes to insist that other administrative units—admissions, scholarships and awards, convocation, study abroad, convocation, graduate studies—understand and acknowledge that our professional program includes both the pre-professional on-accredited B.Sc.(Arch.) program and the professional accredited M.Arch. program.
    - *Timeline: Ongoing. To be reviewed in the Summer 2026 Faculty Retreat.*

    - Graduate and Postdoctoral Studies. Funding, enrollment, and support for all graduate students, including those in our accredited M.Arch. Professional (non-thesis) program.
        - https://www.mcgill.ca/gps/
    - McGill Engineering Student Centre (MESC). Funding, enrollment, and support for all undergraduate students in Engineering, including those in our B.Sc.(Arch.) pre-professional program.
        - https://www.mcgill.ca/engineering/students/undergraduate/mesc
    - University Advancement. Alumni engagement and services, fundraising for University priorities, communications that support alumni and development programs, and donor relations.
        - https://www.mcgill.ca/advancement/
- Gender balance in tenure-track appointments.
    - *Timeline; completed 2025*.
    - This item was also highlighted in the 2018 VTR. By 2011, 115 years of the School of Architecture's existence had yielded only one female tenure-track professor. In 2024-25, 4.5—including one joint appointment—of our 12 active professors were women. Another full-time tenure-track female professor will join the School in January 2026.
    - Therefore, as of 1 January 2026, we will have gender balance in our tenure-track appointments.

For the School of Architecture, planning sessions have revealed the possibility of structuring and aligning our programs to better match institutional resources, faculty research priorities, technological change in architectural professional practice, and government funding priorities and processes.

- Promoting Exchange (study abroad) as an important moment of experiential learning. Many students expect study abroad as a part of their university experience; for example, in winter 2025, 35 of the 45 students in the U1 cohort formally requested to study abroad in winter 2026.
    - T*imeline. Restructuring of financial support and curriculum complete 2024. Additional restructuring to be included in overall program restructuring submitted to provincial approval (tentative implementation in 2029*).
- Revising the undergraduate curriculum to allow space for students to complete a minor program without registering for additional terms.
    - T*imeline. Additional restructuring to be included in overall program restructuring submitted to provincial approval (tentative implementation in 2029*).

2. Progress since the Previous Site Visit

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

The APR must include:

- the *Program's* summary of its responses to the previous team'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 2018 VTR reports five Cause of Concerns and Team Recommendations:

1. Physical Resources

The VTR states:

> *The various projects for renewal of individual spaces should be amalgamated in an overall renewal plan that includes building systems, ventilation, services, the studios, lecture halls and other teaching spaces.*

Our 2019 Annual Report noted that, in the months following the 2018 visit, the university planning office committed to a "comprehensive" assessment of infrastructure and spaces that included the Macdonald-Harrington Building, home to the School of Architecture.

- In 2021, the Campus Planning and Development team submitted a proposal with three options.
- In June 2022, Campus Planning and Development approved the scope of work for option "B."
- In May 2023, the proposal became a project led by Facilities Management and Ancillary Services.
- The cost estimates (30% development) were due in September 2024.
- However, in August 2024, Quebec's new capital-works funding mechanism caused unforeseen restrictions on renovation and construction projects. In response, the University suspended all calls for tender and work on planning and construction for new projects pending an assessment.
- As of September 2025, McGill University has committed to Work Package 3 of the project, which involves replacing the elevator in the Macdonald-Harrington Building. Construction is estimated to begin in April-May 2026.
- The work currently on hold for this overall renewal program includes plans for modernizing the heating and ventilation systems in teaching and workshop areas; spatial re-organization of the basement workshop floor; and plans to modernize classroom facilities on floors G, 1, and 2 (Rooms G10, 114, 115, 212).

Likewise, in 2018, some maintenance was deferred because of the impending major renovation. When we returned onsite after the pandemic, however, we systematically and substantially addressed outstanding maintenance issues separately from the major renovation plans:

- Repaired, repainted, renovated walls and floors in offices and teaching areas.
- Jettisoned and/or replaced unused and/or broken equipment and furniture.

- Received a commitment from the University to replace the stone in the main stairway; the flight in most disrepair was changed out in 2023 (between the ground and first floors).
- Removed and reconditioned our 6-axis robot, renovating room B01 to install a CFI-funded bespoke thermal rig in its place.
- Installed CoDex (Computational Design Exploratory), a new CFI-funded research facility, in room 215F.
- Repaired and repainted service ducts and exit doors in main stairway.
- Upgraded the building's Wi-Fi network, part of a major Faculty of Engineering IT upgrade, obviating the need for wired connections.
- Re-planned and re-organized the distribution of offices, teaching spaces, and studios. We reconfigured spaces to create dedicated review and pin-up spaces specifically for studio reviews, small group work, desk-crits, and modelmaking. This reorganization enhances the studio teaching capacities of the School of Architecture.
- Refurbished and re-organized studio furniture; we also went ahead with connecting electricity in the tables, a project that had been deferred to the major renovation plan (Rooms 115, 214, 314, 312, 514, 508, 500). Room 115 no longer has hand drafting tables, but as yet it does not have electricity at each workstation (electricity is currently supplied through the overhead lighting grid). These changes support both efficiency and safety in the studio environment.
- Moved the multimedia technician's office from floor G to floor 2, making the technician and media services more accessible and convenient for students' workflow.

2. Lack of clarity in administrative responsibility for the professional M. Arch program

The VTR states:
The Team notes that there is a lack of clarity in administrative responsibility for the professional MArch program

We have addressed the issue of student advising across the entire professional program sequence. We removed the "Undergraduate Program Director" from our administrative structure and replaced that position with a Professional Program Director (PPD). This is a service appointment, ideally held for two three-year terms. The Professional Program Director is responsible for academic and administrative matters for all students in the professional programs from U0 to M2.

The Professional Program Director works with two administrators: the Student Advisor (primarily responsible for B.Sc. students) and the Graduate Program Coordinator (responsible for all graduate students, including M.Arch. students). Under this system, the Student Advisor and the Graduate Program Coordinator have roles and responsibilities that cross between undergraduate and graduate programs. For M.Arch. students, they provide backup and cross-checking for advising, graduate funding, program tracking, and convocation and prizes.

In addition, we have instituted weekly meetings between non-academic staff and academic staff with administrative responsibilities: The Director, the Graduate Program Director, the

Graduate Program Coordinator, and the Student Advisor. This leadership structure ensures that there is communication both horizontally and vertically. This ensures agile and robust responses to issues, suggestions, challenges and opportunities for individual M.Arch. students and for the M.Arch. program as a whole.

3. Diversity and gender equality-Faculty

The VTR states:
The School must take further steps to achieve greater diversity and gender equality in its complement of full-time faculty members.

The School of Architecture actively participates in EDI initiatives and meets all government and university policies in this respect. Our work in this area is referenced in a number of relevant sections of this document, particularly section 3.3.

Equity, Diversity, and Inclusion initiatives at McGill University respond to Federal and Provincial mandates, as well as provostial initiatives. This includes participating in opportunities for diversity and gender equality among tenure-track faculty members. For example, in 2021-2022 we petitioned for and were granted two licences to hire new faculty, one for a senior position and one for a junior position under the Provost's Action Plan to Address Anti-Black Racism. In January 2023, we hired a new faculty member at the Assistant Professor level, Alan Avorgbedor, under this initiative. Alan's work looks at embodied dwelling practices in Africa. We held a search for a second scholar under this initiative, but instead in 2024 hired Samia Henni as Assistant Professor through a separate licence. She is an historian whose work addresses colonization, wars, resource extraction, deserts, forced displacement, and gender dynamics.

The increase in gender diversity in the School of Architecture is as follows. In 2011, we had one woman (1/13) full-time tenure track hire; in 2024, we had 4.5/12. As of January 2026, we will have an FTE (Full-Time Equivalent) of 10 professors, including 6 women: Annmarie Adams, Samia Henni, Naomi Keena, Célia Küpfer, Ipek Türeli, and Theodora Vardouli.

4. Deficiency in technical support staff

The VTR states:
There is a serious deficiency in technical support staff.

We have reinvigorated our commitment to both quality and quantity in our technical support staff. In 2023, the Faculty of Engineering assigned a second technician to the Architecture Wood Workshop, which is the facility most often used by architecture students. This second technician supports carpentry, 3D-printing, and laser-cutting facilities.

Student access to technical resources can be a function of staff quantity, but more often we find it is a management issue: we have monitored and improved the communication and coordination of the use of all technical resources. In 2024, we moved the multimedia technician's office from floor G to floor 2, directly connected to the administration officers and closer to the design studios. The visibility of this location facilitates student access and

communication with the course instructors. We have experimented with placing large-format printers in the design studio. We work directly with the student associations to understand technical issues, especially if there is a pattern of recurring challenges.

There are many modes and levels of technical support available to students, faculty, and staff across the Faculty of Engineering. The Faculty Workshop Services is a regrouping of engineering design and machining services across departments and schools within the Faculty of Engineering.

- https://www.mcgill.ca/engineering/faculty-staff/services-resources/faculty-workshop-services

Across the Faculty of Engineering our workshops pass regular safety inspections and our technicians are knowledgeable and well-trained.

5. Develop a clear and cohesive approach to relationships with Indigenous communities and culture

Please note that students can and do work with McGill University's Ethics + Compliance section within our Research and Innovation Office, especially when they work with Indigenous communities in the M.Arch. final project:

- https://www.mcgill.ca/research/about/ethics-compliance

The 2022 Architecture Antiracism Working Group report, available publicly on the School of Architecture website, addresses issues surrounding Indigenous communities and culture:

- https://www.mcgill.ca/architecture/anti-racism-working-group-arwg

One of the recommendations involved student recruitment. Recommendation 6 reads: "Consider offering dedicated scholarships to Black and Indigenous students, possibly entrance and in-course awards. We acknowledge the need to navigate tokenism and self-identification risks. These scholarships could be based on research topic or academic merit." As a result, we worked with an alum to create the E. Bruce Allan Fellowships in Architecture:

> Established in 2022 by E. Bruce Allan, B.Arch. 1970. Awarded annually by the Peter Guo-hua Fu School of Architecture within the Faculty of Engineering to one or more graduate students entering or enrolled in the Peter Guo-hua Fu School of Architecture within the Faculty of Engineering. Preference will be given to students from or studying the Canadian North and Indigenous communities.

Recommendation 6 was grounded in recent success in recruiting Christopher Clarke McQueen and the contribution he made to the community. In 2020, Chris began his PhD at McGill with funding through an Indigenous Graduate Excellence Recruitment Fellowship. He is the Chief Architect for the Government of the Northwest Territories, Ministry of Health and Social Services. His project is entitled **"**The Architecture of Indigenous Traditional Medicine and Healing." He contributed actively to the Race + Space group. For example, he posted on Indigenous Healing to the Race + Space blog, an antiracism project initiated by students in 2020. See:

- https://www.mcgill.ca/race-space/articles-by-author/Christopher%20Clarke%20McQueen

His presence raised the level of discussion around Indigenous culture. For example, he participated in the 2021 Canadian Centre for Architecture Charette, "After Macdonald," which looked at proposals for replacing the statue of John A. Macdonald, Canada's first

Prime Minister, which was toppled at Montreal's Place du Canada in 2020. And he was a critical member of the Anti-Racism Working Group.

Conditions and SPC "Not Met"

5. Human Resources
We were requested to report on the following items:

Admission to the graduate program
We continue to update the year-one M.Arch. fall design studio to ensure that students who arrive from pre-professional programs meet the requirement for Comprehensive Building Design.

Faculty Gender Balance
Please see "Causes of Concern" item 3.

Academic and Technical staff
Please see "Causes of Concern" items 2 and 4.

This condition seems to result from serious misunderstandings. There are a number of discrepancies in the VTR that are difficult to reconcile. As outlined under causes for concerns items 2 and 4, we are confident that we have the necessary support to deliver our programs and have made changes in recent years in order to improve this support.

7. Physical Resources
See "Causes of Concern" item 1.

10. Administrative Structure
Please see "Causes of Concern" items 2 and 4.

I2. Student Performance Criteria (SPC) Not Met

A9. Precedents

The Team stated in the VTR that it would like to see more evidence that:
the students develop the ability to prepare comprehensive analyses and evaluations of buildings, building complexes or urban spaces.

The Team stated that the "evidence provided is sporadic and inconsistent."
We stand advised that in this visit, we must provide better evidence that our students learn to make comprehensive analyses and evaluations of buildings, building complexes, and urban settings. Please see the evidence in the coursework and assignments listed under SPC A9 in section 3.11.2.

C2. Building Systems Integration

Students demonstrate their ability to integrate building systems in the graduate course Advanced Construction, ARCH 678. This course is taught in parallel with the comprehensive design studio, ARCH 672.

Integrating buildings systems in light of current concerns about decarbonisation and thermal control are covered in a revamped sequence of undergraduate courses: Introduction to Building Environments (ARCH 378); Energy, Environment, and Buildings 1 (ARCH 377); and Energy, Environment, and Buildings 2 (ARCH 447).

SPCs have been reorganized so that SPC C2 spans the Technical Knowledge criteria. Please see the evidence in the coursework and assignments listed under SPC C1, C2, C3, and C4 as well as D1 in section 3.11.2.

C4. Comprehensive Design

In 2018 the Visiting Team was concerned about ensuring that students who complete their pre-professional degree at other Canadian schools (University of Manitoba, Laurentian University, University of Waterloo, Toronto Metropolitan University, Carleton University, Université de Montréal, and Université Laval) meet the SPC requirement for Comprehensive Building Design. Therefore, we moved the comprehensive studio from the undergraduate program to the graduate program (ARCH 672). Note that for this Accreditation Visit, Comprehensive Studio is now SPC D1.

We then introduced the idea of comprehensive design earlier in the undergraduate curriculum. Our own students are introduced to comprehensive design in their second studio in U1 (ARCH 202). This sequence is reinforced by the housing studio in fall U2 (ARCH 303), which uses habitation as a vehicle to reinforce planning as a collector for all phases of project design.

To ensure the ARCH 672 studio is challenging for those graduate students who have already covered the SPC for Comprehensive Building Design in their undergraduate program, we have “energized” the comprehensive studio to emphasize contemporary practices in decarbonisation, solar architecture with biogenic materials, retrofit and reuse, and mass timber construction.

3. Compliance with the Conditions for Accreditation

3. Compliance with the Conditions for Accreditation

3.1 Program Self-Assessment

The *Program* must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan. The CACB requires absolute candor in conducting and reporting the self-assessment. If done well, it will anticipate the VTR.

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.

The School's self-assessment process is based on a number of formal and ad hoc strategies and processes, including: annual faculty retreats; the accreditation process; student-initiated and student-led forums; all-school town halls; and diverse structured opportunities for engagement with alumni.

Self-assessment: Annual faculty retreats

Faculty Retreats present opportunities in informal settings to take stock of governance and committee structures, hiring protocols, renovation plans, major and minor curriculum revision proposals, and, in recent years, explorations of the best use of the Peter Guo-hua Fu Transformation fund, the $10.8M endowment donated to the School of Architecture in 2017.

Every year we assess our programs in a day-long faculty retreat. In our most recent retreat, in May 2024, we explored the current scaffolding of skills, outcomes, and knowledge, examining the distribution of SPCs across the B.Sc.(Arch.) and M.Arch. programs. For example, based on feedback from faculty and previous retreats, we moved the course ARCH 451 Building Regulations and Safety from the undergraduate to the graduate program (ARCH 628) for the current academic year 2025-26. Making such a change was the direct result of feedback from M.Arch. students, especially those who had completed their pre-professional studies outside McGill.

Self-assessment: The accreditation process

Accreditation is itself a key self-assessment activity. In May 2023, we undertook a substantive assessment of how our programs align in preparation for the planned Accreditation visit in 2024-25. Gathering student material for the verification process allows us to assess the "scaffolding" of skills development through courses, e.g., the sequence of four history courses in the undergraduate program. For this current APR, we started by reviewing the APRs of all the other 11 accredited programs in Canada. Thus, both our own assessment, the Visiting Team Report, and our Annual Reports to the CACB contribute to ongoing evaluations,self-assessment, and program improvement.

In May 2024, topics reviewed included: student exchange (study abroad) as experiential learning; the recommended minor; alignment with the new M.Sc. program (initiated in fall 2025); the University's new Policy on Assessment of Student Learning (in place for fall 2024); accreditation

visit planning for winter 2025 (moved to winter 2026); and proposed modifications to the M.Arch. curriculum (in process).

Self-assessment: Student-initiated forums

Each term, students formally assess the programs in the Academic Forum. This exercise is run by the Vice-Presidents Academic of the Architecture Students' Association and the Graduate Architecture Students' Association, who invite all students to an open discussion. Each term, the VPs lead the students through the program course-by-course and then send confidential written feedback to the Director. Participation is robust. For example, about 30/75 students participated in the winter 2025 M.Arch. Academic Forum.

The students also use the Forum results as starting points for conversations with individual instructors, focusing on items such as frequency and scheduling of desk crit reviews, interconnections between course content, lectures and the scheduling of deadlines. The Director typically uses the results to assess curriculum sequencing and scaffolding. For example, recent Academic Forum feedback led directly to the introduction of a new course addressing computer-based drawing and modelling skills in the fall term of U1 (ARCH 342).

Self-assessment: All-school Town Halls

We have also been able to benefit productively from an ad hoc series of all-School Town Halls. In 2022 we held a Town Hall to review the findings of the Anti-Racism Working Group; the Group was co-chaired by Annmarie Adams and an alumnus, Conrad Peart (B.Arch. '95). We also invited Professor Angela Campbell, Associate Provost (Equity & Academic Policies), to participate in the discussion. Here is a link to the Working Group's Final Report:

- https://www.mcgill.ca/architecture/files/architecture/arwg-report-2022-02-28.pdf

In fall 2023, we held another Town Hall to discuss potential changes to the professional programs (U0 to M2) that had been proposed at the May 2023 faculty retreat.

Self-assessment: Alumni engagement

Alums connect with the School of Architecture in multiple ways. Their engagement with the school, on a number of levels, provides informal but candid and valuable feedback on their experience with our students, and their sense of the skills and knowledge that our students bring to professional practice.

An interesting example of a key activity in recent years has been the student-led initiatives around networking with professional firms, including offices headed by our graduates. Each term, students invite firms to a networking evening at the School of Architecture. They also organize visits to local offices, and participate in events such as Défi Sport Architecture, an annual day of hockey for the architectural community that raises funds for the three Québec accredited schools of architecture.

We also regularly invite graduates back as course instructors and guest critics in studio reviews, and to participate in public lectures and other public events. Each fall at Homecoming, the Director hosts the Architectural Breakfast in the School. Organized by McGill's University Advancement office, a group of 20-30 alums together at the School of Architecture to meet with the Director,

faculty, and student leaders. In addition, the School of Architecture hosts reunion visits at other times of year. In 2024-25, we hosted the Class of ’99 in September and the Class of ’75 in June.

Self-assessment: Alumni and fundraising

Relationships with our alumni are often linked to fundraising. When hosting alums at the School of Architecture or discussing possible donations, a common topic is the changing landscape of architectural practice, transformations in teaching, student recruitment, and internship, and how the school interacts with broader social change. For example, in 2023 we received a donation from Jean Dufresne (B.Arch. 1998) supporting the Dufresne E-IDEA Summer Internship Award in Architecture. The award allows students to undertake a summer internship working on EDI projects related to the School of Architecture, an opportunity that was not available when Dufresne was a student.

Such feedback testifies to the enduring relationships between the School of Architecture and its students. As noted earlier in this report, in 2022, Moshe Safdie (B.Arch. 1961) gifted his office archives to the McGill University Libraries. The collection consists of over 100,000 objects, including loose sketches, sketchbooks, models, drawings and correspondence. This archive also includes Safdie’s personal apartment at Habitat 67. McGill University is currently establishing a protocol to use the recently restored four-cube duplex unit for scholarly research, exhibitions, and small-scale symposia.

Since the last Accreditation visit, donations from alums to the School have included: Class of Architecture 1975 SURE Award (to support undergraduate research internships); The E. Bruce Allan Fellowships in Architecture (B.Arch. 1970; M.Arch. entrance award); Provencher Roy + Associés Architects Scholarship (M.Arch. entrance award); Provencher Roy + Associés Architects Lecture Series Support; Provencher Roy Workshop in Decarbonizing Architecture; the NEUF Sketching School donation (initiated by graduates Bruno St-Jean (B.Arch. 1977) and Azad Chichmanian (B.Arch. 1997); the Jerry Lieu Fellowship in Architecture (B.Arch. 1973; M.Arch. entrance award)**;** Arro Endel Bequest (B.Arch. 1957); and the Goodz-Singerman Mobility Award (Murray Goodz, B.Arch. 1964).

Each one of these gifts is an expression of self-assessment, the direct result of critical conversations between the Director and potential donors about the continuing evolution of the program, priority areas of pedagogy and research, and the value to the School of the opportunities enabled by their generosity.

3.2 Public Information
The *Program* must provide clear, complete, and accurate information to the public and include the following text in its official *Program* information. *"In Canada, the Canadian Architectural Certification Board (CACB) is the sole agency authorized by the Canadian Architectural Licensing Authorities (CALA) to accredit Canadian professional degree programs in architecture for the purposes of architectural licensure."*

In addition to the previous text, all *Programs* that have been granted candidacy status must include the following in its entirety:

"The CACB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy if its plan is properly implemented."

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 information regarding the CACB process for accreditation.

Beyond the information required under this section, it is important to highlight the information communicated to the School of Architecture community and a broad public through our website. Evaluations of traffic to the website showed that most visitors are looking for admissions information; we revise those pages related to admissions each year based on the queries received during the admission process. Nevertheless, we also use the website to publicize public lectures, exhibitions, other events, and news.

- https://www.mcgill.ca/architecture/

A second important platform for public communication is our Instagram site

- https://www.instagram.com/mcgill_architecture/

The site has over 21,000 followers, reaching a broad international community.

Required language
The required language is posted on the School's website:

- https://www.mcgill.ca/architecture/about/accreditation

Each year, the "welcome meetings" for incoming undergraduate and Master's students include information about the accreditation process. Syllabi for individual courses include information about the specific student performance criteria covered in the course.

For the last two years, all full and part-time instructors have been contacted regarding the collection of accreditation material for the current process.

Websites
B.Sc.(Arch.)
https://coursecatalogue.mcgill.ca/en/undergraduate/engineering/programs/architecture/architecture-bsc/

The B.Sc.(Arch.) program provides conceptual, technical, and procedural foundations for the professional M.Arch. program, which is accredited by the Canadian Architectural Certification

Board and recognized as accredited by the National Council of Architectural Registration Boards in the US. Students entering the B.Sc.(Arch.) program complete first-year courses in general studies (including sciences, humanities, and social sciences), for which individuals entering with the Québec Diploma of Collegial Studies in Arts and Science or Pure and Applied Science (or equivalent) are generally granted transfer credits. All students then complete six terms of immersion in architecture, centered in studio courses exploring principles of design, norms of representation, cultures of construction, and the human experience of architecture. Studio-based learning is complemented by lecture courses on foundational knowledge. Complementary courses provide further opportunities to learn about how culture intersects with technology in the work of architecture, and students select electives to customize their learning experience.

M.Arch. (Professional)

https://coursecatalogue.mcgill.ca/en/graduate/engineering/architecture/professional-non-thesis-march/

The M.Arch. (Professional) (Non-Thesis) degree program provides a structured opportunity to explore advanced architectural design, integrating building construction, landscape and urban design, professional practice, sustainable design, and the history and theory of architecture. A strategic focus on design methodology, innovative research, and self-directed inquiry, supported by the advanced media and modeling technologies and other resources required to carry out architectural research and creative practice.

3.3 Equity, Diversity, and Inclusion

The *Program* must conform to provincial and institutional policies that augment and clarify the provisions of the Charter of Rights and Freedoms as they apply to social equity. Policies in place that are specific to the school or professional *Program* should be clearly stated, as well as the means by which the policies are communicated to current and prospective faculty, students, and staff.

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

University level

At McGill University, the Equity Team reports into the Office of the Provost & Executive Vice-President (Academic). It is accountable for reporting on its activities and outcomes, in line with EDI-related policies and strategic plans, to McGill University's Senate and Board of Governors through the Joint Board-Senate EDI Committee. The Faculty of Engineering, and in turn the School of Architecture, builds on McGill University's EDI Strategic Plan, the Action Plan to Address Anti-Black Racism, and 52 Calls to Action essential to Truth and Reconciliation:

- https://www.mcgill.ca/equity/about-0
- https://www.mcgill.ca/engineering/about-us/equity-diversity-and-inclusion/edi-strategy-reports/plans-reports

Faculty of Engineering

The Faculty of Engineering is engaged and committed to creating a more diverse, equitable, and inclusive McGill community. The E-IDEA initiative leads these efforts and addresses all stages of the student and staff lifecycle, from elementary and secondary school levels to university recruitment, to support and retention, to workforce diversity and professional wellbeing. The Faculty's EDI strategic priorities for 2025-30 integrate recruitment and retention; EDI education and advocacy; student experience; communication, consultation, and engagement; and accountability.

- https://www.mcgill.ca/engineering/about-us/equity-diversity-and-inclusion/edi-strategy-reports/edi-strategic-priorities

School of Architecture

The School of Architecture participates in all University and Faculty of Engineering initiatives and policies. Since the last accreditation visit, we note the following School-specific EDI-related activities:

- As noted, a 2023 donation has led to the Dufresne E-IDEA Summer Internship Award in Architecture. It is awarded by the Faculty of Engineering to one or more undergraduate or graduate students enrolled in the Peter Guo-hua Fu School of Architecture within the Faculty of Engineering at McGill University and undertaking a summer internship with the Faculty's E-IDEA Team (2024–2028). One undergraduate student participated in summer 2024, and one undergraduate and one graduate in 2025.
    - https://www.mcgill.ca/engineering/initiatives/e-idea
    - https://www.mcgill.ca/engineering/initiatives/e-idea/e-idea-summer-internship-program
- The Anti-Racism Working Group tabled its report to the School of Architecture in January 2022. The ARWG was a committee of full- and part-time faculty members, architects, alums, and students committed to anti-racism in architectural education. Prof. Annmarie

Adams and architect Conrad Peart (B.Arch. 1996) served as co-chairs of the group. Several of its 29 recommendations have come to pass, such as offering dedicated scholarships to Black and Indigenous students and hiring Black faculty members.
    - https://www.mcgill.ca/architecture/anti-racism-working-group-arwg
- The Race and Space Group: a group of students and staff looking "to begin raising consciousness on the issues of systemic racism that exist in our institutions and our profession; and to learn how to engage in anti-racist practices as students, teachers, professionals and citizen." The Group's activities included lectures in 2021, 2022, and 2023, as well as other co-sponsored events. The blog is available here:
    - https://www.mcgill.ca/race-space/
- The hiring of Alan Avorgbedor to a tenure-track position (started January 2023) through the Action Black to Address Anti-Black Racism, a special initiative of the Provost and Vice-Principal (Academic). The Action Plan has been extended through 2027.
    - https://www.mcgill.ca/provost/files/provost/action_plan_to_address_anti-black_racism.pdf
- In September 2022, the School of Architecture hosted the exhibition "Inuit Qaujimajatuqangit: Art, Architecture, and Traditional Knowledge" as part of Ajuinnata at McGill. This Inuit-focused event series showcased Inuit excellence and achievement in a variety of fields, including a complementary Inuit art installation by the McGill Visual Arts Collection called Takunnanguaqtangit, displayed in the first-floor hallway adjacent to the Exhibition Room.
    - https://www.mcgill.ca/indigenous/news-events/ajuinnata-mcgill-2022
- In 2025, the School of Architecture co-sponsored the Black History Month opening ceremony (with the Faculty of Engineering):
    - https://www.mcgill.ca/equity/channels/event/black-history-month-2025-opening-ceremony-363550

3.4 Student Composition, Well-Being, and Enrichment

The *Program* must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, as well as an interpersonal milieu that embraces cultural differences. The *Program* must demonstrate that it benefits from and contributes to its institutional values. Given its particular mission, the APR may cover issues such as: how students participate in establishing their individual and collective learning agendas; how they are encouraged to cooperate, assist, and share decision-making with and give respect to students who may be different from them; students' access to the critical information needed to shape their futures; and how the diversity, distinctiveness, self-worth, and dignity of students is nurtured in the academic environment.

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.

Student cohort

Our pre-professional program, the B.Sc.(Arch.), receives 20 to 30 applications for each seat; our professional M.Arch. program receives five to six. Admissions are based on previous academic performance, although graduate students (M.Arch.) must also include a portfolio. In 2024-25, 44 new students registered in the B.Sc.(Arch.) program and 43 graduated; 34 registered in the M.Arch. program and 40 graduated, Since the last accreditation cycle, women have constituted approximately 70% of the student population: 34/44 in 2024 undergraduate admissions, and 23/34 in graduate admissions. In both our undergraduate and graduate cohorts, retention and graduation rates stand at approximately 90%. Note that the number below concerning gender are self-reported and therefore approximate.

B.Sc.(Arch.)	2023-2024	2024-2025
Total Applicants	1240	1021
Admitted and Enrolled	44	44
Canadian	39	39
International	5	5
Male	10	18
Female	34	26
Non-binary	0	0
Graduated	46	43

M.Arch.	2023-2024	2024-2025
Total Applicants	210	213
Admitted and Enrolled	38	34
Canadian	37	31
International	1	3
Male	17	11
Female	21	23
Non-binary	0	0
Graduated	40	40

Undergraduate admissions typically comprise 30 students from the Québec CEGEP system and 15 from outside Québec, including one or two students each year from outside Canada. Students from outside Québec are admitted into U0; CEGEP students are admitted into U1 and can receive credit for courses equivalent to a full U0 course-load. Occasionally, students requesting to transfer from other undergraduate programs (including Engineering programs) are admitted to U1, if they have met the U0 requirements. Two transfer students registered in U1 in 2023-24, and three in 2024-25. See section 3.10 for further details.

Graduate admissions to the M.Arch. program are set at a target of 36-45 students. They include applicants from three kinds of institutions:

- Applicants who have completed our pre-professional degree or equivalent at another Canadian school with a pre-professional undergraduate degree);
- UQAM students from the Environmental Design Program, who typically also hold a three-year DEC in architectural technology (CEGEP);
- International students with degrees equivalent to our pre-professional degree.

Please note that internally we track three kinds of students in three categories: Quebec students; Non-Quebec Canadian students; International students. Importantly, tuition fees are differentiated based on these categories:

- https://www.mcgill.ca/architecture/programs/bachelor-science-architecture/fees-and-scholarships
- https://www.mcgill.ca/architecture/programs/professional/fees-and-scholarships

Student policies and procedures are instituted across the University.

- https://www.mcgill.ca/students/srr/policies-student-rights-and-responsibilities
- The new Policy on Assessment of Student Learning (PASL) came into effect in fall 2024 and provides a framework for assessment practices at McGill.
  - Policy on Assessment of Student Learning
- Student Services offer McGill students high quality and accessible services that facilitate their transition, re-entry and progress through their studies; services include health and wellness; scholarship and student aid; student accessibility and achievement; career planning; First People's House; and religious and spiritual life.
  - https://www.mcgill.ca/studentservices/

The School of Architecture's **support for co-curricular, extracurricular, and enhanced learning** activities in the professional program is extensive. The School of Architecture directly funds the activities of the ASA (Architecture Students' Association; undergraduate) and GASA (Graduate Architecture Students' Association). In turn, our students are members of Faculty- and university-wide student organizations. In recent years, students have also engaged in activities with national organizations including Café Campus and the Canadian Architecture Students Association (CASA-ACEA).

- https://www.casa-acea.org

Recent student-initiated and managed extracurricular activities include Late Nights (regular social events organized by the GASA), portfolio workshops, networking events (with invited representatives from local firms), tours of local offices, and Brown Bag Lectures. Since the last accreditation visit, students have also produced a first edition of a new student-run journal, *The Cellar Architectural Journal*.

- https://www.instagram.com/mcgill.asa/?hl=en
- https://www.instagram.com/mcgill.gasa/
- https://pgss.mcgill.ca/en/home
- https://www.instagram.com/brownbaglectures/?hl=en
- https://www.instagram.com/cellararchitecturaljournal/

As described above, our Exchange Program (study abroad) allows a substantial portion of each year's cohort an opportunity to study away. We have bilateral agreements with schools of architecture in France, Italy, Austria, Australia, China, and Belgium. In addition, students can apply to attend any of the 140 universities in 39 countries that have university-wide agreements with McGill University. Our curriculum is constructed so that the main required course at the host university is the design studio equivalent to ARCH 304 (U2). Students begin the exchange application process in the U1 academic year. This arrangement allows them to take electives at the host university, stimulating exchange experiences that match personal interests and career aspirations. In 2024-25, 35 of the 45 students in the U1 cohort applied for a semester abroad in U2.

- https://www.mcgill.ca/mcgillabroad/

Evidence for field trips and other off-campus activities is shown to the 20,000 followers on our Instagram site.

- https://www.instagram.com/mcgill_architecture/

Recent events include:

- M.Arch. Comprehensive studio trip to Fab Structure in Ripon, QC

    - https://www.instagram.com/p/DAB3yccSqRN/?img_index=1
- M.Arch. studio visit to the Lebanese Islamic Center in Montreal to learn about Islamic design as part of Muslim Awareness Week. "Mosque visit gives Montreal architecture students opportunity to discover Islamic architecture"
    - https://www.cbc.ca/player/play/video/9.6628195
- The 103rd edition of the annual sketching school, which in summer 2024 took place in Saint John, New Brunswick; Summer 2025 took place in Quebec City.
    - https://www.instagram.com/p/C_i8k-xyGVY/?img_index=1
    - https://www.mcgill.ca/architecture/programs/bachelor-science-architecture/current-students/sketching-school
- U1 student participation in the annual Tongji International Construction Festival at Tongji University in Shanghai. The School has participated since 2019, though it paused during the pandemic. In 2024, six students from McGill University were among the 260 students and teachers from around the world who met at the College of Architecture and Planning of Tongji University during the Dragon Boat festival.
    - https://www.instagram.com/p/C8fg2m8SC0X/?img_index=1

Student support services

- The McGill Engineering Student Centre (MESC) offers many services and resources to Engineering students through the integration of our Student Affairs Office (SAO), which offers academic advising and peer tutoring, and the Engineering Career Centre (ECC), which provides students with career and internship guidance.
    - https://www.mcgill.ca/engineering/students/undergraduate/mesc
- Graduate and Postdoctoral Studies offers services to M.Arch. students.
    - https://www.mcgill.ca/gps/students/supporting-graduate-student-well-being
- Inside the School, we have an assigned administrative academic advisor in the professional programs, who coordinates with the Graduate Program Coordinator for advising the M.Arch. students. Graduate students can also monitor milestones and study plans through the MyProgress platform, managed by the Graduate Program Coordinator. These two work alongside the Professional Program Director, an administrative role held by a full-time faculty member.
    - https://www.mcgill.ca/gps/myprogress
- The School of Architecture currently has no internships that are an essential part of the program.

Teaching and research assistant opportunities for students

- M.Arch. students can apply to Teaching Assistant positions (TA) across the university. They must abide by a collective agreement. Inside the school, we employ about 20 TAs per year (e.g., 22 positions posted for 2024-25).
- Casual research assistant positions are filled on an ad hoc basis according to ongoing faculty research.
- The School of Architecture actively supports the Summer Undergraduate Research in Engineering (SURE) program. SURE students work closely with a professor in the Faculty of Engineering; each professor contributes through cost sharing from their research funds, engaging one or more students on a research project for 16 weeks in the summer. The School of Architecture sometimes uses endowment funds to supply the supervisor portion of the cost-sharing. School of Architecture faculty supervised 7 SURE students in summer 2024; and 6 in summer 2025 covering energy retrofit, life-

cycle analysis, nighttime design, speculative reenactments of CAD programs, and the Türkiye Earthquake Memory Project.

- https://www.mcgill.ca/engineering/research-innovation/sure
- https://www.mcgill.ca/engineering/students/undergraduate/research/student-section/projects/architecture-projects

Public Lectures 2018-19 to 2024-25 https://www.mcgill.ca/architecture/news-events/lecture-series	
2024-25	
Tuesday 3 September 2024	**David Dworkind** MRDK, Canada
Thursday 26 September 2024	**Matthew Griffin** Deadline Architekten, Germany
Tuesday 12 November 2024	**Laurie Olin** OLIN, USA
Monday 18 November 2024	**Aurélien Meyer and Lara Pouclet** Atelier blam, France
Thursday 16 January 2025	**Stephan Chevalier and Sergio Morales** Chevalier Morales, Canada
Tuesday 6 February 2025	**Shane Laptiste** SOCA, Canda
Tuesday 11 February 2025	**Alison Brooks** Alison Brooks Architects, UK
2023-24	
Tuesday 5 September 2023	**Todd Saunders,** Norway
Tuesday 24 October 2023	**Betsy Williamson**, Canada
Thursday 15 February 2024	**La Shed Architecture,** Canada
Tuesday 19 March 2024	**David J. Lewis, LTL Architects,** USA
2022-23	
Tuesday 21 February 2023	**Rayne Fisher-Quann,** Canada
Tuesday 7 March 2023	**Samia Henni,** Switzerland
2021-22	
2020-21	

Friday 26 February 2021	**Billie Faircloth** KieranTimberlake, USA
Thursday 11 March 2021	**Eric Williams** The Silver Room, USA
Monday 29 March 2021	**Jay Pitter**, Canada
2019-20	
Tuesday 4 February 2020	**Caitlin Mueller**
Tuesday 10 September 2019	**Edouard François** Maison Edouard François, France
Tuesday 17 September 2019	**Douglas Cardinal** Douglas Cardinal Architect, Canada
Tuesday 24 September 2019	**Mariana Ibañez** Ibañez Kim, USA
Tuesday 8 October 2019	**Robert Mellin** Newfoundland, Canada
Tuesday 22 October 2019	**Jeannette Kuo** Karamuk Kuo, Switzerland
Tuesday 29 October 2019	**Ken Douglas and Elizabeth Johnson** HLB Lighting, Canada
Tuesday 5 November 2019	**Emily McGlohn and Andrew Freear** Rural Studio, USA
Tuesday 26 November 2019	**Camilo Restrepo** AGENdA agencia de arquitectura Colombia
2018-19	
Tuesday 11 September 2018	**Eric Bunge** nArchitects, USA
Tuesday 25 September 2018	**Carme Pigem** RCR Architects, Spain
Thursday 11 October 2018	**Uno Lai** Unolai Design, Taiwan
Tuesday 16 October 2018	**Odile Decq** Studio Odile Decq, France
Tuesday 23 October 2018	**Theodora Vardouli** McGill University, Canada
Tuesday 6 November 2018	**Ricardo L. Castro** McGill University, Canada
Tuesday 27 November 2018	**Dell Upton** UCLA, USA
Thursday 6 December 2018	**Zhuang Weimin** Tsinghua University, China
Tuesday 22 January 2019	**Iñaki Ábalos** Ábalos + Sentkiewicz Architects, Spain

Tuesday 29 January 2019	**Mehmet Kütükçüoğlu** Teğet Architectural Office, Turkey
Tuesday 5 February 2019	**Senan Abdelqader** Senan Abdelqader Architects Israel/Palestine
Tuesday 12 February 2019	**"Now What?! Advocacy, Activism & Alliances in American Architecture since 1968"** ArchiteXX: Lori Brown, Andrea Merrett, Sarah Rafson, Roberta Washington, USA In conversation with Annmarie Adams, McGill University, and Alanna Thain, McGill University
Tuesday 19 February 2019	**Deborah Berke** Deborah Berke Partners, USA
Tuesday 12 March 2019	**Shirley Blumberg** KPMB Architects, Canada
Tuesday 19 March 2019	**Salmaan Craig** McGill University, Canada
Tuesday 26 March 2019	**Konstantinos Pantazis** Point Supreme Architects, Greece

EXHIBITIONS https://www.mcgill.ca/architecture/news-events/exhibitions	
May 1 - 29, 2025	**M2 and U3 Graduation Expo**
January 16 - February 6, 2025	**School-wide Student Exhibition**
November 25-29, 2024	**Architecture as an Art Practice / Art as an Architecture Practice**
October 21 - November 22, 2024	**Angelo Favretto Sketching School Exhibition 2024**
April 26 to May 30, 2024	**M2 Design Studio final projects**
March 19 to April 12, 2024	**LTL Architects Exhibition**
February 8 to 23, 2024	**La Shed Architecture Exhibition** Co-sponsored by ASA Brown Bag Lectures
January 22 to 26, 2024	**Arts Undergraduate Society (AUS) Fine Arts Commission Exhibition**

January 10 to 19, 2024	**Schoolwide Exhibition**
November 6-24, 2023	**Angelo Favretto Sketching School Exhibition 2023**
October 2-27, 2023	**Minimum Cost Housing Group: Design for the Global Majority**
September 8 to October 25, 2022	**Inuit Qaujimajatuqangit: Art, Architecture, and Traditional Knowledge**
November 21 to 29, 2022	**Angelo Favretto Sketching School Exhibition 2022**
April 25 to June 1, 2023	**Self-Directed Research Projects**
March 21 to April 7, 2022	**Souq Stories: Reclaiming the Commons Photographing Daily Life in Palestine's Historic Markets**
September 9 to 20, 2019	**Micro-Scale Syndetic Installation in Morocco (Nicolas Chaudier)**
September 24 to October 4, 2019	**Transit-Scapes: Observations of Transit Flow in European Cities (Philippa Swartz)**
October 7 to 18, 2019	**Fall Student Photo Collection**
November 11 to 29, 2019	**Angelo Favretto Sketching School Exhibition 2019**
February 18 to 28, 2020	**Utopia Planitia 2010-2020: A Decade of Design, Teaching, and Photographic Exploration in the Age of Social Media (Vedanta Balbahadur)**
March 9 to 20, 2020	**Horisont: Summer 2019 Wilfred Truman Shaver Scholarship study tour to Norway**
September 10 to 21, 2018	**Beta-Real Making Unsharp: Harry der Boghosian Fellowship Exhibition (Linda Zhang, Canada) & Meng Li, Zurich)**
September 24 to October 5, 2018	**FISHEX: Community Design Workshops (Nik Luka)**
October 24 to November 2, 2018	**Angelo Favretto Sketching School Exhibition 2018**
November 7 to 16, 2018	**Gazing Up: Photographs by Prof. Ricardo L. Castro**

November 20 to 30, 2018	**Touching the Past: Towards an Evolving Heritage (Simon McKenzie)**
December 3, 2018	**Engineering Student Photo Contest**
January 14 to 25, 2019	**Dynamic Passageways (Zhong Ji Cai)**
January 28 to February 8, 2019	**Venice 2018 Summer Course Abroad**
February 12 to March 1, 2019	**Now What?! Advocacy, Activism & Alliances in American Architecture Since 1968 (ArchiteXX)**
March 11 to 22, 2019	**Summer 2018 Wilfred Truman Shaver Scholarship study tour to London: An Exhibition of Architectural Exhibitions**
March 25 to April 6, 2019	**Angela Silver: Feminine Hours**
April 8 to 12, 2019	**U3 studio work Project(ion)s for the Urban Night**
June 15 to 25, 2019	**Cynthia Hammond: Les Jardins de femmes**

3.5 Faculty and Staff Resources

The *Program* must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient complement of appropriately qualified faculty, administrative, and support staff, and an administrative head that devotes no less than fifty percent of his or her time to program administration. Student enrollment and the scheduling of design studios must assure adequate time for an effective tutorial exchange between faculty members and students. The student/faculty ratio in the studio should be between 12:1 and 15:1, with 15:1 as the maximum. The total teaching load should allow faculty members adequate time to pursue supervision, research, scholarship, and/ or practice. The *Program* must have a clear policy outlining both individual and collective opportunities for faculty and staff growth within and outside the *Program*.

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 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;
- 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 out within the *Program*, and how the research may or may not inform the professional curriculum.

Academic Staff: tenure and tenure-track

- The Academic Personnel Office (APO) supports the academic life-cycle of academic staff at McGill University. The APO is a resource for academic administrators, academic affairs staff, and tenure-stream and Contract Academic Staff members.
    - https://www.mcgill.ca/apo/
    - https://www.mcgill.ca/secretariat/files/secretariat/employment_of_tenure_track_and_tenured_academic_staff_regs_relating_to.pdf
- Academic tenure-track staff at McGill are not covered by a collective agreement.
- The policies and regulations regarding appointment, tenure, and promotion reside with the Secretariat.
    - https://www.mcgill.ca/secretariat/policies-and-regulations

Description of distribution of effort between teaching and other responsibilities.

- There is no set percentage balance between research, service, and teaching. Contributions are assessed in each of the three categories annually through merit assessment (using activity reports) and at reappointment, tenure, and promotion.
- All three categories are assessed annually through the Performance Assessment and Merit Allocation exercise under the Academic Salary Policy.

    - https://www.mcgill.ca/apo/academic-life-cycle/academic-salary-policy-and-academic-salary-data
- Regulations for reappointment and tenure include the need to be "superior" in two of the three categories of service, teaching and research. At McGill University, it is up to the individual candidate to make a case for their performance in each category.

Research

- All full-time staff are engaged in funded research.
- All full-time faculty are responsible for supervising or co-supervising PhD students. as well as sitting on doctoral committees and participating in doctoral defences.
- In 2025 we also re-instated a post—professional research Master's degree, now entitled M.Sc. (Arch.). All full-time faculty are responsible for supervising or co-supervising M.Sc. students. as well as sitting on committees and participating in defences.

Service

- Each tenure-track faculty member has a service dossier with roles distributed in consultation with the Director.
- Internal service includes positions in designated administrative positions (e.g. Director); standing internal committees (e.g. Curriculum committee); punctual committees (e.g. admissions, prize and scholarship juries, and recruitment); and hiring and search committees.
- Faculty of Engineering service includes standing committees such as the Safety Committee and Experiential Learning Committee;
- University-wide service includes appointments to senate, special task forces, and membership/leadership in interdisciplinary centres, service to libraries and
    - Other irregular but significant University-level responsibilities include service as Pro-Dean on doctoral oral defence examinations; organization of conferences. Lectures, and exhibitions.
- Internal roles at the unit, faculty or university-wide level are taken in consideration along with service to national and international academic and professional organizations (e.g. service on editorial boards and funding juries).

Teaching load

- Teaching load for a tenure-track professor in the Faculty of Engineering is four courses. In the School of Architecture, each full-time faculty typically teaches a design studio each year(counts as two courses); one undergraduate required course (lecture); and one graduate seminar.
- Professors with joint appointments adjust their teaching load (i.e., ½) yearly in consultation with the Director.
- Research chairs and service appointments can result in a reduction of teaching depending on the chair funding agreement and the discretion of the Director and Dean.
- Service teaching (supervising M.Sc., PhD, Postdoctoral students or advising M.Arch/students) is not calculated as part of the teaching load.
    - For example, in 2025-26, each tenure-track faculty advises 2-4 M.Arch. students in their final project.

2025-26 Current tenure-track faculty			
Name	**Title**	**Degrees**	**Research Chair**
Annmarie Adams	Professor	B.A., M.Arch., Ph.D.	Stevenson Chair in the History and Philosophy of Science, including Medicine.
David Covo	Associate Professor	B.Sc.(Arch.), B.Arch.	
Célia Küpfer	Assistant Professor	B.Sc. (Arch.), M.Sc. (Arch.), Ph.D.	
Avi Friedman	Professor	B.Arch., M.Arch., Ph.D.	
Samia Henni	Assistant Professor	B.Arch., M.Arch., Ph.D.	
Michael Jemtrud	Associate Professor	B.A., B.Sc.(Arch.), B.Arch., M.Arch.	Chair in Architecture, Energy, and Environment
Naomi Keena	Assistant Professor	B.Sc.(Arch.), B.Arch., M.Sc.(Arch.), M.Arch.II, Ph.D.	
Nik Luka	Associate Professor	B.A.A., M.Arch. Ph.D.	
David Theodore	Associate Professor	B.A.(Honours), B.Sc.(Arch.), B.Arch., M.Arch., Ph.D.	Canada Research Chair in Architecture, Health, and Computation (Tier II)
Ipek Türeli	Associate Professor	AA Diploma, Ph.D.	Canada Research Chair in Architectures of Spatial Justice (Tier II)
Theodora Vardouli	Associate Professor	M.Arch., P.G.Dip., S.M.Arch.S., Ph.D.	

Tenure-track hiring, promotion, and departures since 2018			
Name	**Date hired**	**Resignations and Retirements**	**Reappointment and Tenure**
Céliá Küpfer	1 January 2026		
Samia Henni	1 August 2024		
Alan Avorgbedor	1 January 2023	Resigned 31 August 2025	
Philip Tidwell	1 August 2021	Resigned 31 August 2023	
Naomi Keena	1 January 2021		Reappointed August 2024
Rosetta Elkin	1 January 2020	Resigned 30 May 2022	
Kiel Moe	1 August 2018	Resigned 31 August 2021	
Salmaan Craig	1 January 2018	Resigned 23 August 2024	Tenure May 2024
Theodora Vardouli	1 August 2017		Tenure May 2024
David Theodore	1 August 2014		Tenure May 2019
Ipek Türeli	1 January 2012		Tenure May 2019
Martin Bressani	1 January 2001	Retired 31 August 2025	
Robert Mellin	1 August 1999	Retired 31 August 2019	
Alberto Pérez-Gómez	1 January 1987	Retired 1 January 2021	
Ricardo Castro	1 August 1982	Retired 31 August 2018	
Vikram Bhatt	1 August 1980	Retired 1 January 2020	

2024-26 teaching and administration Tenure-track faculty					
Name	**Seminar / Lecture**	**Design Studio**	**Leaves, Departures, Appointments**	**Internal Administration**	**Notes/ registration**
Annmarie Adams	ARCH 251, ARCH 528				Joint appointment (Social Studies of Medicine)
Alan Avorgbedor	ARCH 355	ARCH 201	Resigned as of 2025-09		
Martin Bressani	ARCH 354, ARCH 651	ARCH 304	Retired as of 2025-09		
David Covo	ARCH 325, ARCH 542	ARCH 303			OAQ
Célia Küpfer		ARCH 673	Appointment starts 2026-01		

Avi Friedman	ARCH 517, ARCH 562	ARCH 406			OAQ, IAA
Samia Henni	ARCH 250, ARCH 711, ARCH 652		Appointment started 2024-08		
Michael Jemtrud	ARCH 515, ARCH 627	ARCH 405			
Naomi Keena	ARCH 378, ARCH 641 ARCH 642	ARCH 672	On Parental leave, 2024/02—2025/04	(Professional Program Director)	
Nik Luka	ARCH 551		Split Sabbatical leave (fall 2024 and fall 2025)		Joint Appointment (Urban Planning)
David Theodore		ARCH 676 ARCH 683 (coordinator)		Director, Interim Graduate Program Director 09 2024-08 2025	
Ipek Türeli	ARCH 711, ARCH 654	ARCH 673			
Theodora Vardouli	ARCH512, ARCH685	ARCH 203	Sabbatical leave 09 2024-08 2025	(Graduate Program Director)	

Academic staff: non-tenure track

- In 2024-25, the School of Architecture engaged 32 Course Lecturers, appointed under the collective agreement with the McGill Course Lecturers and Instructors Union (MCLIU). These instructors taught 18 studio sections, 17 required courses, and 10 complementary courses.
    - **Note on hiring**: for each course they teach, each non-tenure-track instructor is hired through the MCLIU agreement which is based on a priority point system.
    - Beginning in 2024, advertisements for available positions in the upcoming year have been distributed in May. In prior years, positions were advertised for fall and winter terms separately (i.e. in May and October).
        - https://mcliu.ca

- In 2024-25, the four Course Lecturers (part-time instructors) had honorary titles: three Professors of Practice and one Adjunct Professor.
    - Professor of Practice and Adjunct Professor are Unranked Contract Academic Staff; holders of these titles must still apply each year to teach individual courses as a Course Lecture (unionized: MCLIU).
    - https://www.mcgill.ca/apo/academic-life-cycle/contract-academic-staff-cas/unranked-cas

Course Instructors: non-tenure track 2024-25				
	Name	**Courses**	**Degrees**	**Registration**
1	Vedanta Balbahadur	ARCH 201; ARCH 202	B.Sc.(Arch.), M.Arch.	OAQ
2	Evelyne Bouchard	ARCH 405; ARCH 406	B.Sc.(Arch.), M.Arch.	OAQ
3	Ewan Branda	ARCH 672; ARCH 543	B.Arch., M.S.Arch.S., Ph.D.	
4	Gregory Caicco	ARCH 531	B.Arch., M.A., M.Phil., Ph.D.	
5	Morgan Carter	ARCH 405; ARCH 673	B.A., M.Arch., M.Arch. II	OAQ
6	Howard Davies	ARCH 672; ARCH 673; ARCH 678	B.Arch.	OAQ
7	Trevor Davies	ARCH 678	B.Env., B.Eds., M.Arch.	OAQ
8	Nancy Dunton	ARCH 541	B.Com.	
9	Michael Duric	ARCH 540 (Summer)	Adv. Dip. Arch. Tech., Bdes, M.Arch.	
10	Tom Egli	ARCH 241; ARCH 445	B.Eng.	OIQ
11	Julia Gersovitz	ARCH 535; ARCH 536	B.Sc.(Arch.), B.Arch., M.Sc.	OAQ
12	Nathan Godlovitch	ARCH 303	B.Sc.(Arch.), B.Arch.	OAQ
13	Gabrielle Goldman	ARCH 447	B.Sc.(Arch.), M.Arch.	
14	Juan Fernandez Gonzalez	ARCH 325/680	B.Sc.(Arch.)	
15	Charles Grégoire	ARCH 240	B.Sc.(Arch.), M.Sc.Arch.	
16	Olga Karpova	ARCH 405	B.Sc.(Arch.), M.Arch.	OAQ
17	Sharon Kim	ARCH 201; ARCH 342	B.Sc.(Arch.), M.Arch.	
18	Andrew King	ARCH 541; ARCH 406	B.A., M.Arch.	

19	Maxime Leblanc	ARCH 685	B.Sc.(Arch.), M.Arch.	
20	Julia Manacas	ARCH 202	B.Sc.(Arch.), M.Arch.	OAQ
21	Kim Pariseau	ARCH 672	B.Sc.(Arch.), M.Arch.	OAQ
22	Eliza Pertigkiozoglou	ARCH 512	M.Arch., M.Des.	
23	Marc-André Plourde	ARCH 451; ARCH 674	B.Arch.	OAQ
24	Lia Rucculo	ARCH 405	B.C.L. / L.L.B, B.Sc.(Arch.), M.Arch.	OAQ
25	Sophie Robitaille	ARCH 371	B.Sc., M.L.A.	AAPQ
26	Daniel Rondinel	ARCH 378	M.Arch. (post-prof.), B.Arch.	
27	Conor Sampson	ARCH 377	B.Arch., M.A.L.D., M.Arch.	OAQ
28	Pascal Schwaighofer	ARCH 654	MFA, PhD	
29	Angela Silver	ARCH 406	BFA, MFA, Ph.D.	
30	Rebecca Taylor	ARCH 303; ARCH 304	M.Arch., B.Sc.(Arch.)	OAQ
31	Jennifer Thorogood	ARCH 203	B.F.A., B.Sc.(Arch.), M.Arch.	OAA
32	Uğurgül Tunç	ARCH 652	B.A., M.A., Ph.D.	

Program support staff (administrative and technical)
The School of Architecture has a committee structure which parallels the structure at Faculty and University levels: for instance, the School of Architecture has a Curriculum Committee, which parallels the Engineering Academic Committee, which in turn parallels the University's Academic Policy Committee. However, as a school in the Faculty of Engineering (rather than a department), the School of Architecture also administers some programs locally that are otherwise administered centrally (e.g. many in-course scholarships and prizes).

The professional curriculum combines the pre-professional undergraduate degree with the M.Arch. professional degree. Because at McGill University most graduate programs focus on research, not professional training, our professional degree structure is misaligned with administrative and

governance structures. Architecture is the only program at McGill University where requirements can cross over from the undergraduate degree to the graduate degree.

For example, the professional degree in Engineering is the B.Eng., and the M.Eng. and M.Sc. degrees are post-professional. In response to this structure, our governance structure for the accredited program continues to evolve based on how we interface with both the Office of the Dean of the Faculty of Engineering and the Office of the Dean of Graduate and Postdoctoral Studies..

In the 2018 accreditataion report, the Visiting Team requested that we address the issue of student advising across the professional programs. In response, we removed the "Undergraduate Program Director" from our administrative structure and replaced that position with a Professional Program Director. This is a service appointment, ideally held for two three-year terms. The PPD works with both the Student Advisor (B.Sc. students) and the Graduate Program Coordinator (graduate students).

> **Note**: This leadership team ensures that there is communication horizontally and vertically across all programs. Communication is developed through weekly meetings between non-academic staff and academic staff with administrative responsibilities: The Director, the Graduate Program Director, the Professional Program Director, the Graduate Program Coordinator, and the Student Advisor.

Under this system, the administrators also have roles and responsibilities that cross between undergraduate and graduate programs. The Student Advisor and the Graduate Program Coordinator, overlap in responsibilities and provide backup and cross-checking for advising, graduate funding, program tracking, and convocation and prizes.

The School has an Administrative Officer. This is a management role responsible for overseeing the daily administrative, financial, and human resources operations of the School of Architecture. In addition, the School of Architecture has a student affairs coordinator, a financial affairs coordinator, a media technician, and a manager employed 2 days per week (the other 3 days per week they work on research administration). Please note that workshops are centrally administered through the Faculty Workshop Services; the Workshop Manager oversees two full-time technicians in the Architecture Wood Workshop.

Staff development opportunities are guided by collective agreements.

- https://www.mcgill.ca/hr/employee-relations/assocs-unions

Human Resources supplies development opportunities through Organizational Development

- https://www.mcgill.ca/od/

and Health & Wellness.

- https://www.mcgill.ca/hr/benefits/health-well-being

Role descriptions for internal academic administration roles Academic and non-academic staff		
Role	**Service/staff**	**Responsibilities**
Director David Theodore	Academic service position. One term of three years; can be appointed for a second term	• Leads academic and administrative activities, including strategic planning, financial management, and faculty and staff oversight • responsible to the dean or deans of the faculty • determines which members of the teaching staff of the department may be offering courses of instruction.
Graduate Program Director Theodora Vardouli	Academic service position. Normally one term of three years; can be appointed for a second term.	• Responsible for managing all aspects of graduate programs and for advising students on academic matters • oversees academic graduate activities in the unit: funding, admissions, comprehensive exams, courses. • Chairs committees to oversee graduate activities such as admissions, curriculum development, and
Graduate Program Coordinator Min Xiong	Administrative staff	• Assists the GPD to provide administrative and secretarial support for graduate administrative and student affairs activities. • Coordinates activities related to admission, examinations, registration, and graduation. • Provides an administrative link between the program and GPS, Enrolment Services (ES) and Student Account • Point of contact for prospective and current students regarding graduate program and university regulations, fellowships and admissions
Professional Program Director Naomi Keena	Academic service position. Normally one term of three years; can be	• Responsible for managing all aspects of the professional programs and for advising students on academic matters • Coordinators studio coordinators

	appointed for a second term	• Chairs the Curriculum Committee • Chairs or is a member of the M.Arch. admissions committee
Student Advisor Luciana Adoyo	Administrative staff	• Provides administrative continuity between B.SC.(Arch.) and M.Arch. program. • Responsible for registration, student records, timetable and exchange programs. • Coordinates applications for internal transfer, special and visiting students. • Advises students on scholarships and bursaries; coordinates scholarship meetings.

Program support staff Administrative and technical		
Position	**Name**	**Representative Duties and Responsibilities**
Administrative Officer	David Krawitz	• Delivers and organizes finance, student affairs, and human resources activities. • Manages and tracks all financial operations • Maintains relations with alumni, other university departments and schools of architecture. • Manages academic and non-academic hiring. • Prepares appointment forms and postings for Course Lecturers and teaching assistants. • Interviews and hires work-study students and casual employees.
Student Advisor	Luciana Adoyo	• Advises B.Sc.(Arch) students and M.Arch.(prof) applicants and students. • Responsible for registration, student records, timetable and exchange programs. • Coordinates applications for internal transfer, special and visiting students. • Advises students on scholarships and bursaries; coordinates scholarship meetings.

Student Affairs Coordinator	Marcia King	• Under the direction of the immediate supervisor, provides administrative support for academic student affairs. • Provides explanations related to academic regulations, student records, programs and calendars.
Administrative Coordinator	Larissa Kowbuz	• Under the direction of the immediate supervisor, provides administrative and secretarial support for financial activities. • Processes travel expense claims and invoices. • Coordinates booking of flights and hotels for visitors, orders materials and stationery. • Telephone coordinator.
Graduate Program Coordinator	Min Xiong	• Under the direction of the immediate supervisor provides administrative and secretarial support for graduate administrative and student affairs activities. • Responsible for documents, accounts, and files of unit. • Coordinates activities related to admission, examinations, registration, and graduation.
Administrative Officer (.4 position)	Sandra Barthelus	• Primary responsibilities are with Michael Jemtrud's funded research projects. • 20% time seconded to the School of Architecture. • Manages and tracks financial operations and HR appointments. • Coordinates hiring and booking of flights and hotels for visitors.
Multimedia Technician	Juan Osorio	• Under the direction of the immediate supervisor, assumes responsibility for technical aspects of the projects and experiments which require photographic, audio-visual, and graphic design techniques. • Supervises plotters and printers.

Currency in the knowledge of changing demands of practice and licensure

Students regularly have instructors and guests in design studio and professional practice courses (ARCH 451/628 and ARCH 674) that bring in new ideas about practice and licensure to the School of Architecture. All professionally licensed tenure-track and part-time faculty are obliged to meet minimum continuing education requirements to maintain professional licensure.

In 2023 and 2024, Kim Pariseau taught in both undergraduate and graduate design studios; her firm Appareil architecture won the Governor General's Medal in 2024. Yannick Laurin and Renée Maillot, principals in La Shed Architecture and recipients of a 2022 Governor General's Medal, gave a lecture in winter 2024—their first in English—emphasizing the pathways to quality in residential design. And David Dworkind (M.Arch. 2011) returned to the School of Architecture in fall 2024 to present a lecture entitled "My Path to Entrepreneurship in Architecture," elaborating strategies for an emerging architect in the social media era. Another recent engagement with new modes of professional practice came over the past three years with the involvement of Shane Laptiste in the graduate and undergraduate studios. Laptiste, M.Arch. 2004, has a burgeoning Toronto office with expertise in community engagement. He coordinated a series of design studios with Rebecca Taylor working with the community group exploring the former Negro Community Centre (NCC)/Charles H. Este Cultural Centre in Montreal.

In short, the diversity of instructors and guests helps ensure currency in contemporary forms of licensure and practice.

Our staff and students are active in activities of the Canadian Architectural Certification Board, including participation in the CACB 2022 Conference entitled "Architecture Continuum: Collaborate, Educate, Integrate." The conference brought together educators and regulators to discuss changing modes in professional practice and education, the needs of students and interns, and regulatory issues.

Key faculty participate in professional activities through the Royal Architectural Institute of Canada: Annmarie Adams (FRAIC 2015), David Covo (FRAIC 1998), who also serves as Professional Advisor to the RAIC Foundation, and David Theodore (MRAIC).

Research and research activities

McGill University values world-class research. As noted above, the School of Architecture has had research-based graduate programs since 1947; and a PhD program since 1990.

The emphasis on research is an important consideration at the time of appointment. We rarely make hiring offers to candidates lacking significant research training and potential. Unlike other North American schools, for example, we rarely appoint tenure-track positions to candidates whose terminal degree is a professional degree (B.Arch. or M.Arch.).

Faculty Research Websites

Samia Henni	https://www.samiahenni.com
Michael Jemtrud	https://aeechair.research.mcgill.ca/en/
Naomi Keena	https://trace.lab.mcgill.ca
Ipek Türeli	https://spatialjustice.research.mcgill.ca
Theodora Vardouli	https://www.mcgill.ca/codex/

Research informs the professional curriculum in diverse ways:

- Required undergraduate courses are assigned to instructors in line with their research expertise.
- Complementary graduate courses have thematic content based on instructors' research expertise. M.Arch. students take graduate seminars alongside post-professional Master's students (M.Sc. begins in fall 2025) and PhD students.
- Students have many opportunities to learn about research through paid work on research projects. These opportunities are bolstered for the undergraduates through the School of Architecture's participation in a cost-sharing, Faculty-wide, summer research traineeships program: Summer Undergraduate Research in Engineering (SURE). SURE students work closely with a professor on one of their research projects for 16 weeks in the summer.
    - https://www.mcgill.ca/engineering/students/undergraduate/research
- Students carry out their final project under the aegis of an advisor (ARCH 676 & ARCH 683). Many students choose advisors who can help structure the final project as a research-based activity. For example, Michael Jemtrud and Naomi Keena have structured the work of their students in alignment with ongoing funded research projects on decarbonisation.
- The School of Architecture hosts research conferences, workshops, and colloquia that provide extra-curricular enrichment for students and faculty of all levels. Examples from 2024-25 include:
    - 16 May 2024–January 2025. Reading Abbott," curated by Prof. Annmarie Adams, Osler Library, McGill University, designed and researched with M.Arch. students.
        - https://healthenews.mcgill.ca/reading-abbott/
    - 7 November 2024. A roundtable conversation about two new releases published by MIT Press, Graph Vision: Digital Architecture's Skeletons by Theodora Vardouli and Narrating the Globe: The Emergence of World Histories of Architecture co-edited by Petra Brouwer, Martin Bressani, and Christopher Drew Armstrong.
        - https://www.cca.qc.ca/en/events/97024/two-new-books-the-making-of-graph-vision-and-narrating-the-globe
    - The inaugural PhD Symposium in fall 2024, "Feminist Approaches to Architectural Archives" and the 2025 PhD Symposium, "Out of Office (OOO): Expanded Perspectives on Architectural Practice."
        - https://www.mcgill.ca/architecture/programs/postprofessional/phd-symposium
    - Events organized by Ipek Türeli on night studies, including the graduate studio Montreal by Night (ARCH 673).
        - Night-time Design for/with Marginalized Communities
    - 16 June 2025. Study Day: Reconstruct and Panelized Deep Energy Retrofits
        - https://aeechair.research.mcgill.ca/en/news/journee-detude-reconstruct-et-les-renovations-energetiques-en-profondeur-rep-par-panneaux-prefabriques
    - 2024-25 Postdoc Presentations. A series of three public seminar presentations from current postdoctoral fellows organized and moderated by Annmarie Adams.

- 14 January 2025. Pascale Schwaighofer, “On the Taming of Bees and Words,” (supervisor: Stephanie Posthumus, Department of Languages, Literatures, and Cultures).
- 3 February 2025. Uğurgül Tunç presented her work "Architecture of Neurology: Spatial Agency at the Montreal Neurological Institute" (supervisor, Annmarie Adams).
- 28 February 2025. Charissa von Harringa, "Dwelling/Sovereign: Advancing Artic Indigenous Spatial Futures" (supervisor, Annmarie Adams).

3.6 Space and Technology Resources

The *Program* must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student, lecture and seminar spaces that accommodate a variety of learning modalities, office space for the exclusive use of each full-time faculty member, and related instructional support space. The *Program* must demonstrate that all students, faculty, and staff have convenient, equitable access to appropriate visual, digital, and fabrication resources that support professional education in architecture.

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.

General description of building

The Peter Guo-hua Fu School of Architecture is housed in the Macdonald-Harrington Building, designed by Andrew Taylor. It opened in 1896 as the Macdonald Chemistry Building. In 1985, ARCOP Associates renovated it to accommodate the Schools of Architecture and Urban Planning. The seven-storey building has been home to the School of Architecture since 1987. The School of Architecture occupies rooms on every level except for floor 4 (School of Urban Planning) for a net total of approximately 4,200 m^2 of the building's gross floor area of 6,232 m^2.

Since the last accreditation visit in 2018, we have updated furniture and renovated all design studios, configuring power-routed workstations in all dedicated studios (Rooms 214, 314, 514, and 510). The exception is the first-floor studio (Room 115), which recycles the workstations custom-designed for first-year design studio. Compacting the studio footprint has allowed us to have designated teaching lab areas adjacent to each studio (Rooms 103, 215, 310, and 508).

Currently all lectures and seminars given by the School of Architecture take place in the Macdonald-Harrington Building. Lecture courses are in Room 212. Seminar courses are given in Room 207. The PhD proseminar takes place in Room 206. And we use Room 101, one of two dedicated crit rooms, for seminars, small conferences, and discussion sections. We use studios on an ad hoc basis as active learning classrooms, and we successfully use both studio and teaching lab areas for small group and team-based learning in non-studio courses.

In summer 2024, we relocated the Media Centre from G10 to 220/222. The Media Centre offers large format printing, laser printing, and houses photography and audiovisual equipment that students can borrow for projects or events. This move brought the centre

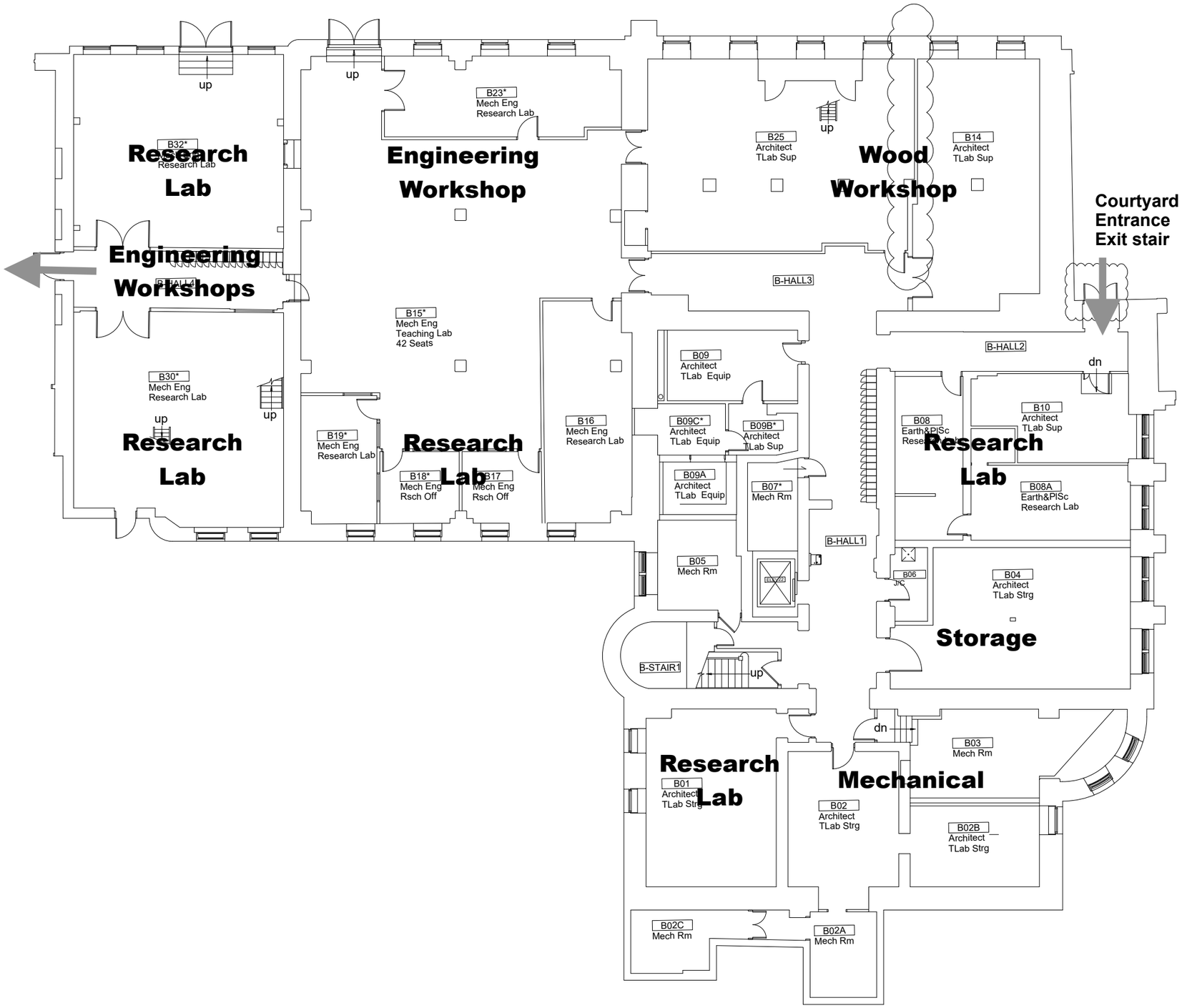
closer to the heart of the building, providing easier access for students and better communication with administrative staff.

McGill University's Campus Planning and Development Office confirmed a proposal for a $40 million renovation of the Macdonald-Harrington building in 2024. The proposal aggregates several proposals to reorganize and renovate the workshops in both the Macdonald-Harrington building and the McConnell Engineering building (the workshops occupy the basement level as indicated on the plans), renovate classrooms, and provide new HVAC to all teaching areas.

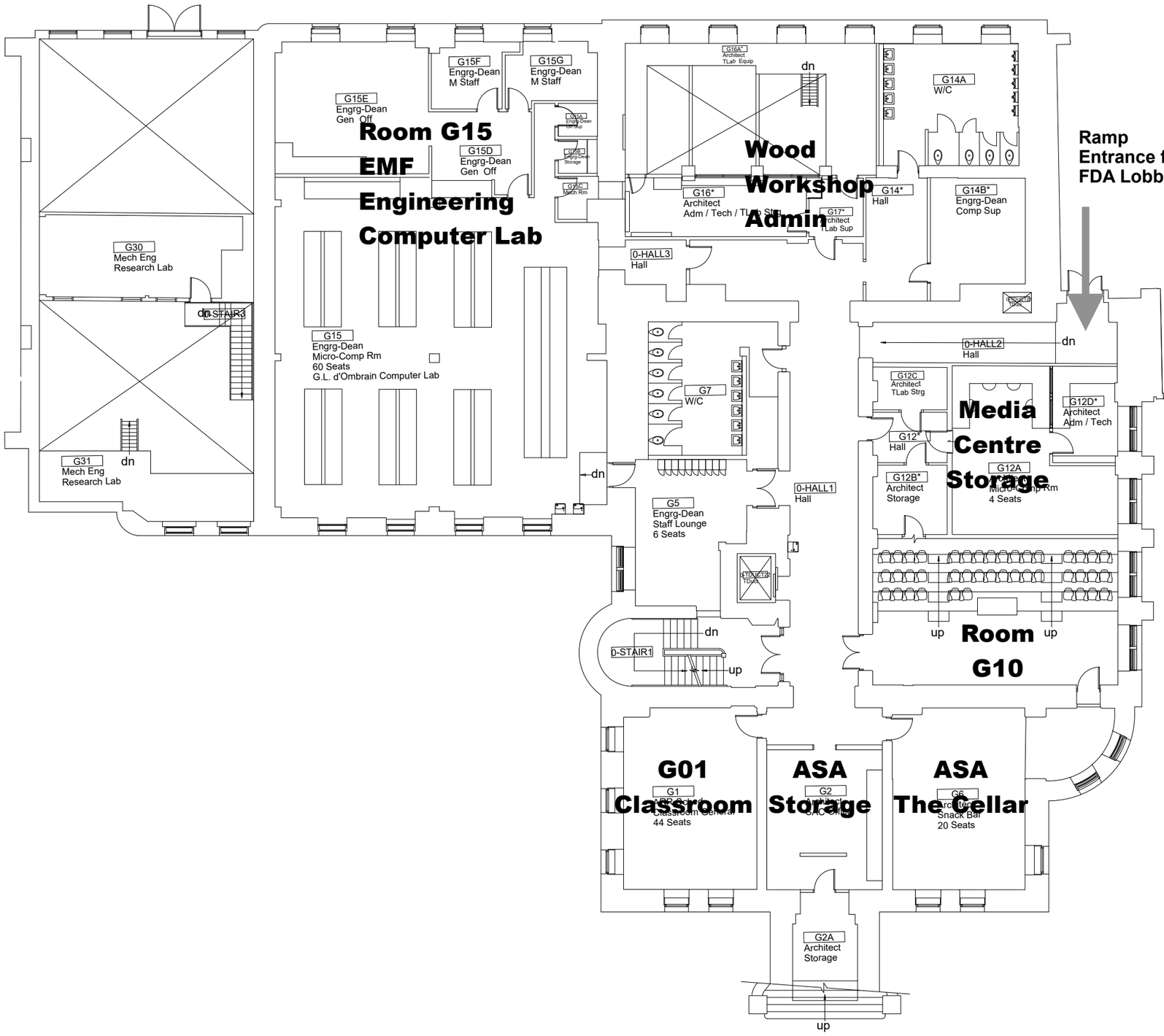
As noted above (§2; Progress since last visit, physical resources), the proposal is on hold due to changes in the provincial government's funding disbursement for capital projects in higher education. Still, we are proceeding with one key item in the renovation plans. The replacement of the building's elevator (work package 3) will take place next year. Current plans forecast a four-six-month installation beginning April 2026.

We regularly update and replace presentation monitors, lighting, display panels, workshop tools, 3D printers, large-format printers, and laser cutters. Some equipment and furniture purchases are made in collaboration with the Architecture Students' Association. Each year the ASA can apply to the Engineering Undergraduate Equipment Fund, a fund composed of fees paid by Engineering undergraduate students. For example, in 2021, the students purchased 100 new task chairs for the undergraduate design studios, and in 2025, the School of Architecture joined with the ASA to purchase a Trotec Speedy 360 80-watt Laser Cutter for the Architecture Wood Workshop. (Please see below for a more complete list of new equipment in the Architecture Wood Workshop.)

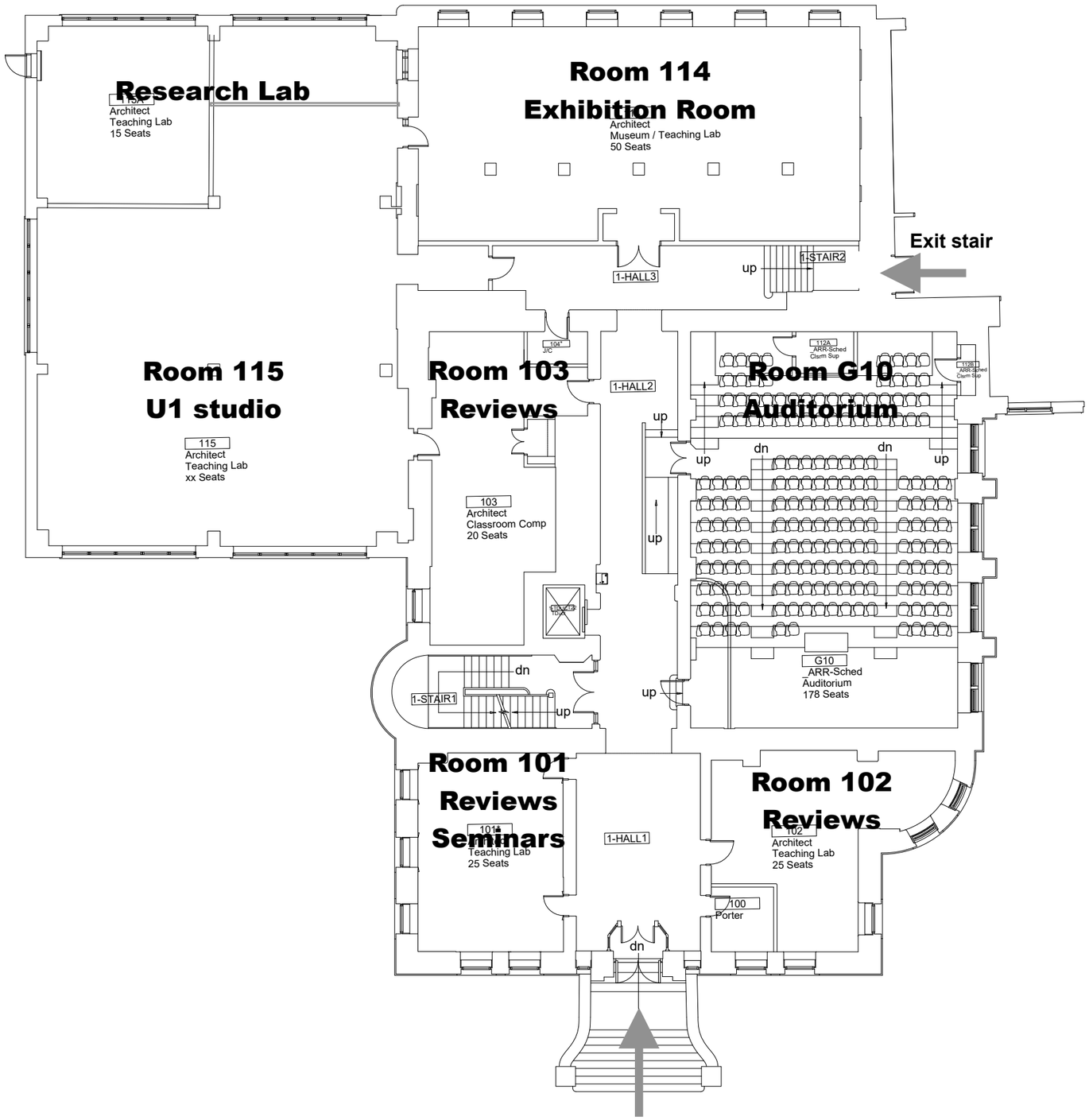
Floor -1 **(Basement)**



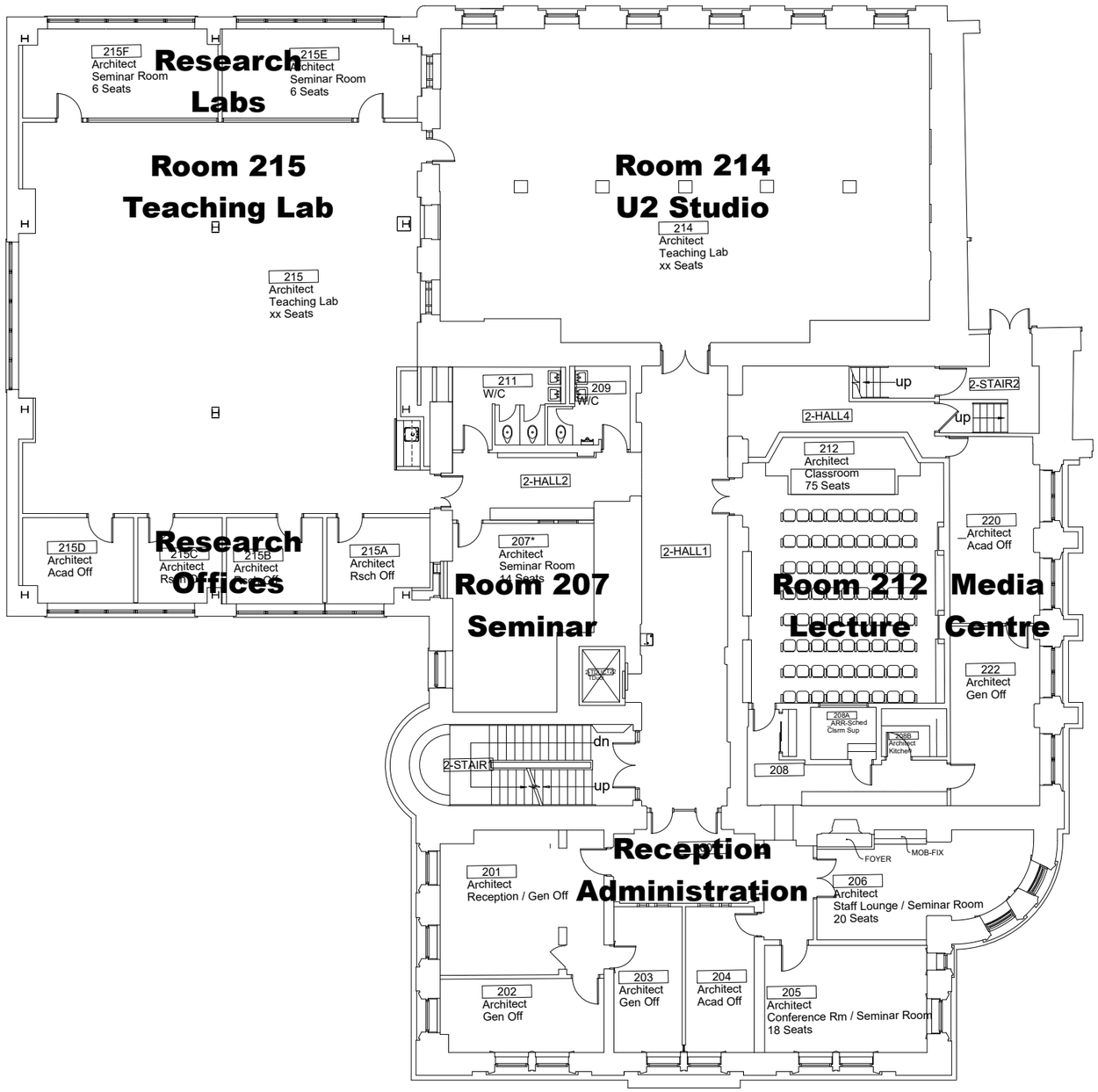
Floor 0 **(Ground)**



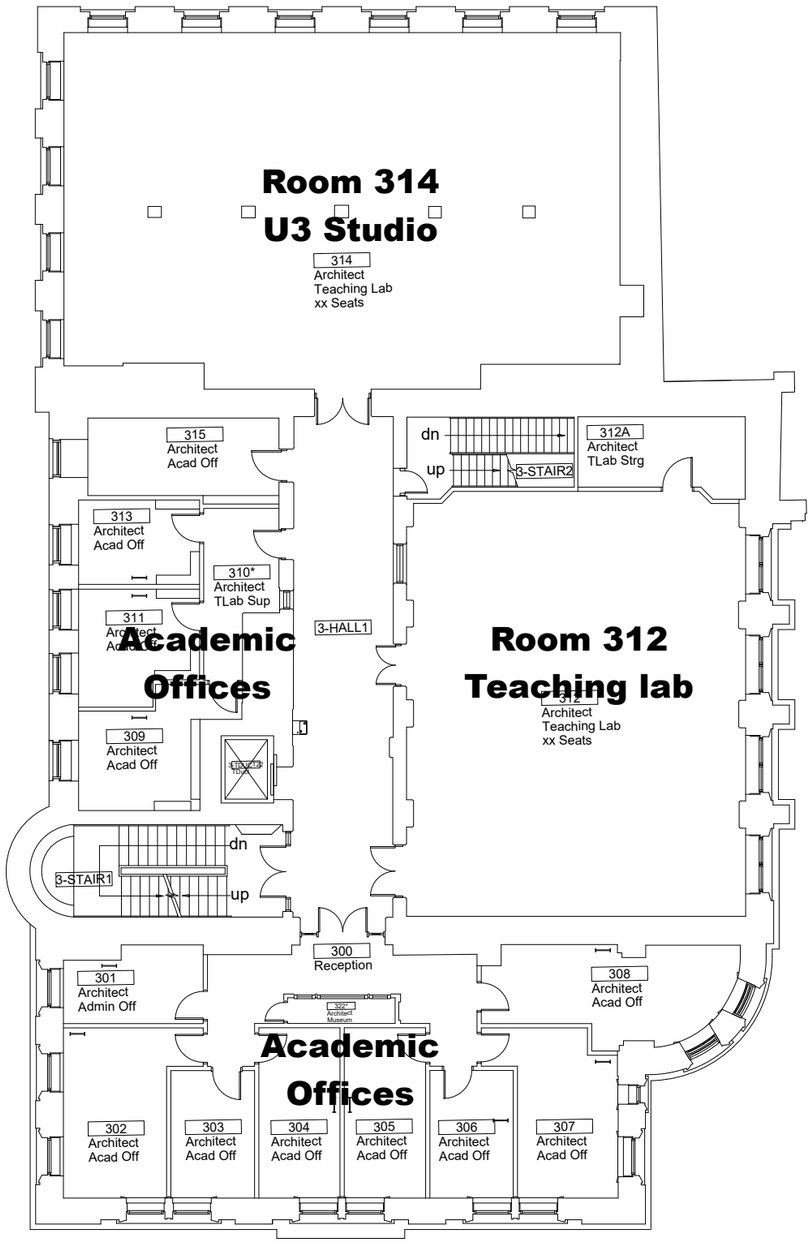
Floor 1


Research Lab
Room 114
Exhibition Room
Room 115
U1 studio
Room 103
Reviews
Room G10
Auditorium
Room 101
Reviews
Seminars
Room 102
Reviews
Exit stair
Campus
Entrance
1-HALL3
1-STAIR2
1-HALL2
1-HALL1
1-STAIR1
104
J/C
112A
ARR-Sched
Clsrm Sup
112B
ARR-Sched
Clsrm Sup
115
Architect
Teaching Lab
xx Seats
103
Architect
Classroom Comp
20 Seats
G10
ARR-Sched
Auditorium
178 Seats
101
Architect
Teaching Lab
25 Seats
102
Architect
Teaching Lab
25 Seats
100
Porter
up
dn

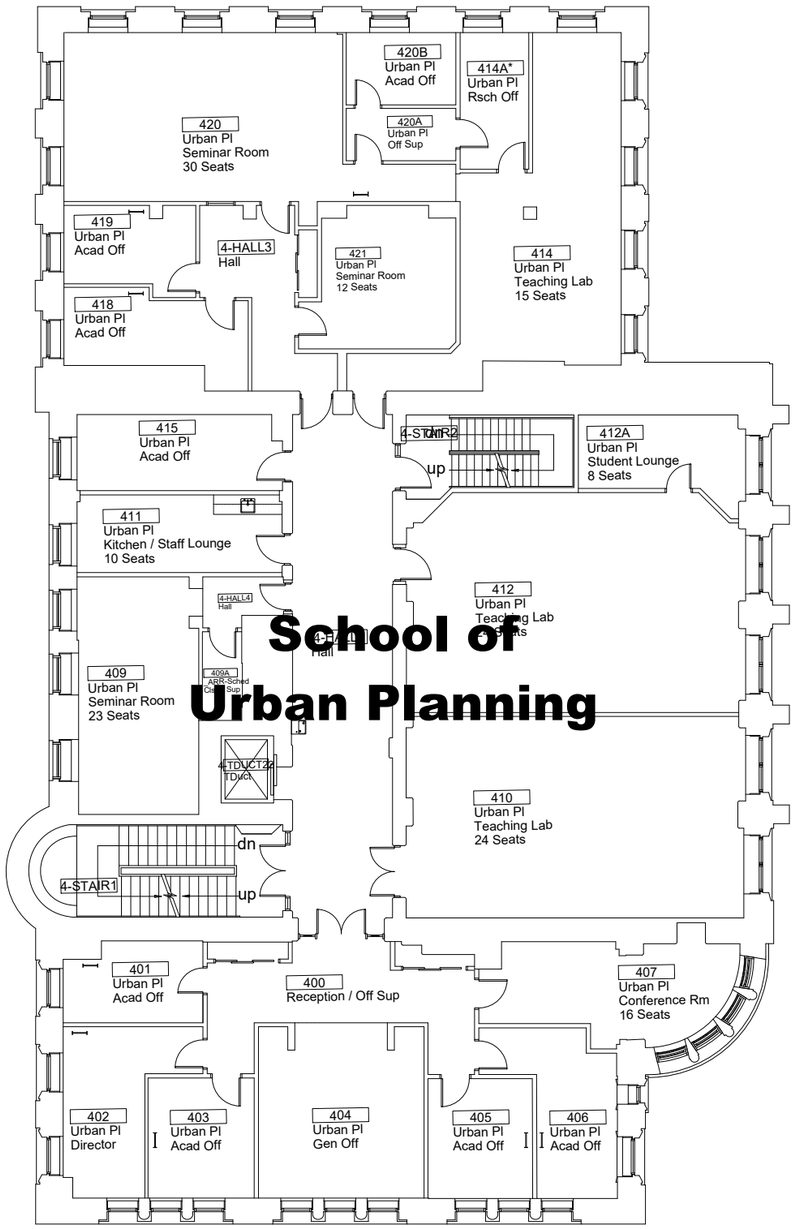
Floor 2


Research Labs
Room 215 Teaching Lab
Room 214 U2 Studio
215F Architect Seminar Room 6 Seats
215E Architect Seminar Room 6 Seats
214 Architect Teaching Lab xx Seats
215 Architect Teaching Lab xx Seats
211 W/C
209 W/C
2-HALL2
2-HALL4
up
2-STAIR2
212 Architect Classroom 75 Seats
220 Architect Acad Off
215D Architect Acad Off
215C Architect Rsch Off
215B Architect Rsch Off
215A Architect Rsch Off
Research Offices
207* Architect Seminar Room 14 Seats
Room 207 Seminar
2-HALL1
Room 212 Media Lecture Centre
222 Architect Gen Off
209A ARR-Sched Clsrm Sup
209B Architect Kitchen
208
2-STAIR1
dn
up
Reception Administration
FOYER
MOB-FIX
201 Architect Reception / Gen Off
206 Architect Staff Lounge / Seminar Room 20 Seats
202 Architect Gen Off
203 Architect Gen Off
204 Architect Acad Off
205 Architect Conference Rm / Seminar Room 18 Seats

Floor 3

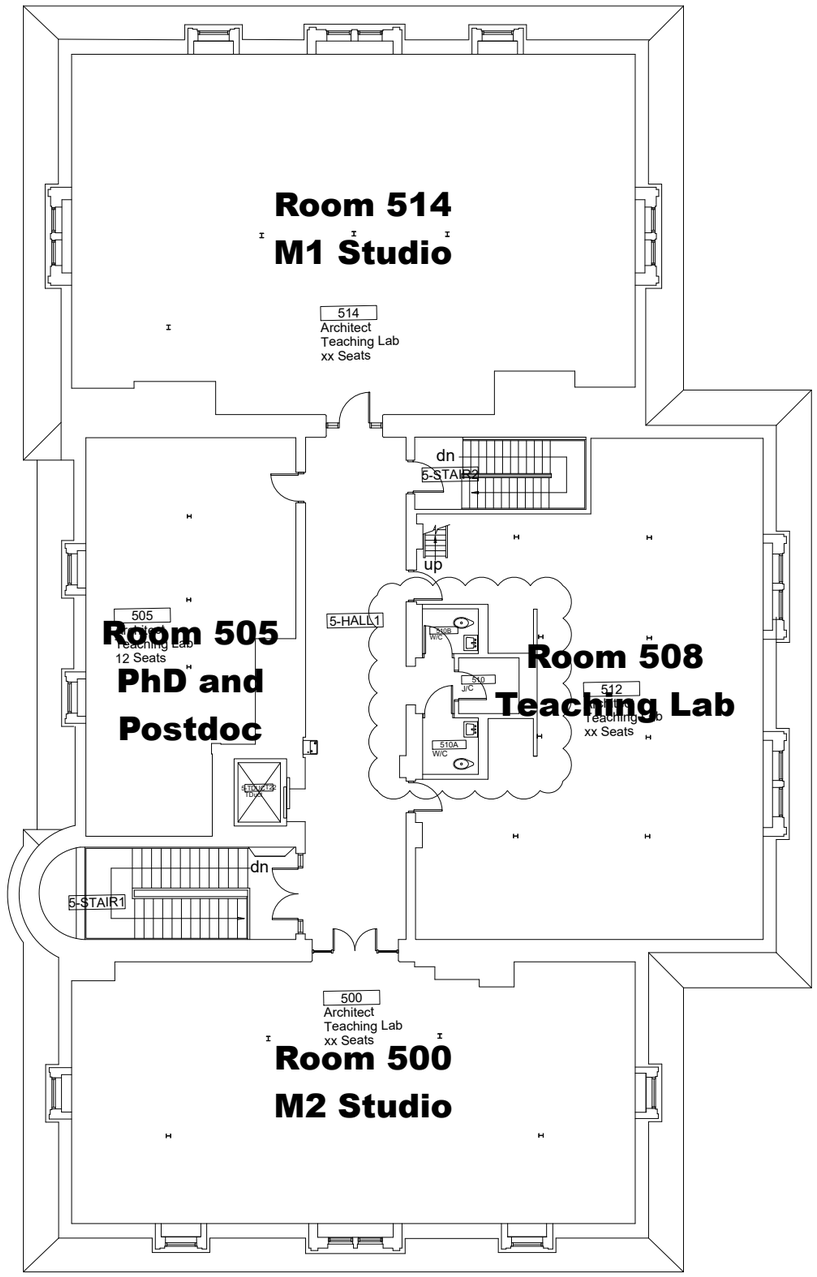

Room 314
U3 Studio
314
Architect
Teaching Lab
xx Seats
315
Architect
Acad Off
313
Architect
Acad Off
310*
Architect
TLab Sup
311
Academic
Offices
309
Architect
Acad Off
3-HALL1
dn
up
3-STAIR2
312A
Architect
TLab Strg
Room 312
Teaching lab
312
Architect
Teaching Lab
xx Seats
dn
3-STAIR1
up
300
Reception
301
Architect
Admin Off
322*
Architect
Museum
308
Architect
Acad Off
Academic
Offices
302
Architect
Acad Off
303
Architect
Acad Off
304
Architect
Acad Off
305
Architect
Acad Off
306
Architect
Acad Off
307
Architect
Acad Off

Floor 4



School of Urban Planning

Floor 5


Room 514
M1 Studio
514
Architect
Teaching Lab
xx Seats
dn
5-STAIR2
up
505
Teaching Lab
12 Seats
Room 505
PhD and
Postdoc
5-HALL1
508B
W/C
Room 508
Teaching Lab
510
J/C
512
Teaching Lab
xx Seats
510A
W/C
dn
5-STAIR1
500
Architect
Teaching Lab
xx Seats
Room 500
M2 Studio

Workshop and fabrication resources

- Faculty Workshop Services provides instructional workshop facilities that serve the Faculty of Engineering students, design teams, researchers, and staff. The Services formed from a 2010 amalgamation that regrouped design and machining services across departments and schools within the Faculty of Engineering. A list of facilities and equipment can be found here:
    - https://www.mcgill.ca/engineering/faculty-staff/services-resources/faculty-workshop-services
- Located in the adjacent Schulich Library of Physical Sciences, Life Sciences, and Engineering, the Library's 3D printers are available for use by anyone in the McGill community.
    - https://www.mcgill.ca/libraries/locations/schulich/3d-printing
- Of all the workshop facilities available in the Faculty of Engineering, architecture students regularly use the Architecture Wood Workshop in Macdonald-Harrington rooms G14, B25, and B14. In 2023, the Faculty of Engineering added a second technician to the Wood Workshop, to help support architecture students and to supervise the operation and instruction of laser cutters, 3D printers, and other digital fabrication tools. Recent equipment updates include:
    - Powermatic combination disc / belt sander
        - https://powermatic.com/catalog/product/view/id/94406/s//
    - Powermatic 15" bandsaw
        - https://powermatic.com/catalog/product/view/id/90557/s/pm1500-bandsaw-3hp-1ph-230v/
    - 16" Felder combination planer / jointer
        - https://www.felder-group.com/en-us/shop/jointer-planers-jointers-planers-sc613746/jointer-planer-felder-ad-941-sp1784085
    - Shopbot 48" x 48" CNC router
        - https://shopbottools.com/products/shopbot-prs5-alpha/
    - Laguna wood lathe
        - https://lagunatools.com/classic/lathes/revo-18-36-110v/
    - Trotec Speedy 360 80-watt laser cutter (expected summer 2025)
        - https://www.troteclaser.com/en-ca/laser-machines/laser-engravers-speedy-series#c282653
    - Ultimaker S3 3D printer
        - https://ultimaker.com/3d-printers/s-series/ultimaker-s3/
    - Bambu Lab X1 Carbon 3D printer
        - https://bambulab.com/en-ca/x1
    - Cricut Maker
        - https://cricut.com/en-us/cutting-machines/cricut-maker/cricut-maker-4/cricut-maker-4/2011084.html
- In addition, tenure-track faculty have access to specialized equipment for their research projects. Currently, Profs. Theodore and Türeli share a Canadian Foundation for Innovation (CFI)-funded research lab (Room 215E) that includes digital filmmaking equipment and a 3D digital laser scanner. Prof. Vardouli has a CFI-funded research lab (Room 215F and Room G16), the Computational Design Exploratory (CoDEx), that includes computational prototyping equipment such as Formlab SLA 3D printers, a Roland Mini-milling Machine, and a Shaper handheld CNC router.
    - https://www.mcgill.ca/codex/equipment

- Individual students can access specialized equipment for research-related activities such as their final M.Arch. projects. One example is Christopher Malouf's experimental use of a 3D laser scanner for his 2024 final project “Fragmented Narratives”:
    - https://www.youtube.com/watch?v=EZNNxql8eQE

Information Technology

The McGill community—instructors, faculty, staff, and students—is served by IT Services. In 2021-2022, IT Services upgraded network services in the Macdonald-Harrington Building to high-speed Wi-Fi, obviating the need for wired connections in both teaching and administrative areas.

- A list of services and software is available here:
    - https://www.mcgill.ca/it/services
- Tenure-track faculty receive subsidies through the Academic Laptop Program to purchase laptops for teaching purposes:
    - https://www.mcgill.ca/apo/staff-guides/academic-laptop-program
- Administrative staff and undergraduate students are supported through EMF (Engineering Microcomputing Facility). Graduate students can pay a fee to access EMF hardware and software, including course-related software such as course-specific software programs are made available such as AutoCAD, Rhino, ANSYS, MATLAB and SolidWorks. A list of services, staff, and equipment is available here:
    - https://www.mcgill.ca/emf/

Renewal of hardware, software, equipment, and infrastructure

In summer 2025, we began to transform a storage room (B04) into a model assembly room that would also support recycling of materials for modelmaking and other student projects. This proposal is led by Prof. Keena and will be tied into her research on Life-Cycle Analysis through a dedicated graduate seminar in winter 2025.

Other Rooms on the G- and B-levels are slated for re-planning given that the major renovation to the building has been postponed. These include the former media centre, Room G10, which currently is under re-organization as an archive of student and faculty work. The photography darkroom and light studio (B) will be moved closer to the design studios. Finally, Room B01 houses a thermal rig for investigating and visualizing thermal flows in materials. It was purchased as part of a CFI-funded projected by Prof. Salmaan Craig. As he resigned in 2024, the use of the room and the rig are still undecided.

Other plans include two more CFI-funded facilities: an immersive data visualization laboratory slated for room 102 (led by Prof. Naomi Keena), and a proposal to set up a metal and wood fabrication lab for research in high-performance, low-carbon construction on the McGill University Macdonald Campus (the Building Architecture Research Node, aka BARN; led by Prof. Michael Jemtrud).

3.7 Information Resources

The *Program* must provide ample, diverse, and up-to-date resources for faculty, staff, and students to support research and skills acquisition. The *Program* must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information resources that support professional education in architecture and access to librarians, visual resource, and information technology professionals who provide services, teach, and develop skills related to each of these resources.

The 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 current installation; and a demonstration of sufficient funding to execute the action plan.

The McGill University Libraries actively support McGill University's architecture programs. David Greene is the Liaison Librarian for Architecture. He assists in the provision of a range of library and information services and collections to support teaching, learning, research, and outreach activities. The Liaison Librarian is responsible for the circulating collection and its development. He is thus well-positioned to assist faculty and students with primary and secondary research. He reports to the Head of Liaison Services and works closely with the Rare Books and Special Collections team.

The Liaison Librarian participates in the School of Architecture's fall orientation sessions for undergraduate and graduate students, working with faculty throughout the year to develop and conduct library research skills workshops for students. He also advises on matters of scholarly communication and copyright, provides support for digital humanities projects, and supervises the editors of the student journal, *Cellar*.

Material is purchased through a combination of methods, including firm orders, open orders, and subscriptions. Suggestions for purchase by faculty and students are considered, and any material required for direct research and teaching purposes is prioritized. The Liaison Librarian is also responsible for creating and maintaining subject and course guides, which point students to the key resources in the field.

Throughout the academic year, the Humanities & Social Sciences Library provides service generally between 9:00 am and 6:00 pm weekdays and from 10:00 am to 6:00 pm on weekends. At peak periods, such as the exam period, the Library building stays open for 24-hour access. During service hours, staff is available in person at the Information Desk, via online chat, and by telephone. The Liaison Librarian for Architecture is also available for consultations by appointment.

Key Library Statistics Compiled in 2023	
Total library annual expenditures	$45,949,217
Total expenditures for library materials	$26,355,771
Total physical items in collection	2,578,251
Physical items in Art, Architecture, and Urban Planning collection	108,241
Total online titles owned or licensed	6,185,789
Total electronic materials indexed as directly related to architecture	13,367

Library collections

Architecture is primarily represented in McGill's Humanities and Social Sciences Library and its Rare Books and Special Collections, that latter of which includes the Blackader-Lauterman Rare Book Collection and the John Bland Canadian Architecture Collection. These holdings provide library support for the School of Architecture, the School of Urban Planning, and the Department of Art History & Communication Studies. They are further complemented by other McGill branch libraries:

- The recently renovated Schulich Library of Physical Sciences, Life Sciences, and Engineering collects publications on civil and structural engineering, and standards relating to the construction of buildings, as well as environmental issues and transportation. 3D printers are available there for students.
- The Islamic Studies Library selectively collects material of an historical nature on architecture in the Islamic world.
- The Osler Library of the History of Medicine maintains an important collection on historical hospital architecture and hospices as well as early works on anatomical drawings and perspective, of interest to architectural historians.
- The Macdonald Campus Library collects material in the soil sciences and environmental issues, which are of interest to architects.

The Library provides access to electronic resources through its website.

- https://mcgill.ca/library

Resources include ebooks, ejournals, electronic indexes and databases, primary resource collections, dictionaries, and encyclopedia. Remote access to resources is available to members of the University community.

The following is a selection of the Library's current subscriptions to electronic resources of particular interest to Architecture:

- Avery Index to Architectural Periodicals
- Art Full Text
- Art Index/ Art Index Retrospective
- JSTOR
- ProQuest International Bibliography of Art
- Web of Science
- Scopus
- ARTstor
- Oxford Reference Online
- ProQuest Digital Dissertations and Theses
- Urban Studies Abstracts
- Hathi Trust

The Library's current journal subscriptions include more than 160,000 electronic titles and more than 40,000 print titles. Where the electronic version is equivalent to the print version (includes all images, for example), that format will be preferred. As a guide for selection and retention of titles, the Liaison Librarian uses the 'List of Periodicals' published by the Association of Architecture School Librarians (AASL) as well as faculty requests. Current titles are complemented by the historical serials held in Rare Books and Special Collections.

The liaison librarian has a $3150.00 annual discretionary fund for new book and e-book purchases in Architecture, Urban Planning, and Art History. This is supplemented by a $280,000 budget for purchase requests from faculty and students, shared among all disciplines, as well as a robust set of e-book access deals that the Library has negotiated with nearly all significant academic publishers and publishing platforms, including (but not limited to):

- ACUP/eBOUND Canadian U. presses
- Bloomsbury
- Brepols
- Brill
- Cambridge & partner presses
- De Gruyter & its university presses
- Edward Elgar
- Elsevier & Elsevier Masson
- Garnier
- IGI Global
- Oxford & partner presses
- Project MUSE
- Sage
- Springer (including the Palgrave titles)
- Taylor & Francis (includes both CRC Press and Routledge)
- Wiley

Humanities and Social Sciences Library
The Humanities and Social Sciences Library is McGill's largest and busiest branch library. Its large interdisciplinary collection supports the teaching, learning, and research activities of staff and students in the Schools of Architecture and Urban Planning, but also the Faculty of Arts, the Faculty of Management, the Faculty of Education, the School of Religious Studies, and the School of Social Work.

The origin of the architecture, urban planning, and art history materials in this library is the Blackader-Lauterman Collection of Architecture and Art, which has now merged with the Humanities and Social Sciences Library's main collection. The Blackader-Lauterman Collection dates from the early 1920s, when an endowment from the family of the late Gordon Home Blackader (B.Arch. 1906) was used to establish the collection. A second endowment was received in the 1940s from the family of Montréal sculptor Dinah Lauterman in her memory. Since that time, the holdings have been developed systematically to include print and electronic media.

The collection holdings comprise more than 86,000 print titles and more than 20,000 electronic titles in architecture, art, and urban planning. The architecture collection includes titles in landscape architecture, history and theory, historic conservation, architectural history and design since the middle ages, Canadian architecture, urban design, planning, and housing. Access is provided through the online Sofia catalogue, which is shared with other Quebec university libraries and also provides search functionality for libraries worldwide.

Special Collections
Primary documents related to architecture are collected by the McGill Libraries' Rare Books and Special Collections unit (RBSC), including the Blackader-Lauterman Rare Book Collection, and the John Bland Canadian Architecture Collection (JBCAC).
RBSC is an active centre for teaching and research at the University with a supervised reading room accommodating up to 20 readers for the consultation of materials. The reading room is open to readers Monday to Thursday, 10:00 am to 6:00 pm.

The Colgate seminar room within RBSC is a dedicated classroom for teaching, workshops, and public events related to the collections. Modular furniture allows the 40-person classroom to be transformed with lecture seating for 75. The seminar room may be reserved by faculty to conduct workshops. Working with a liaison, these workshops allow students to interact with primary documents.

RBSC also coordinates various exhibition spaces in the Library and will collaborate with student or faculty guest curators. Most recently, the RBSC team worked with students from the School of Architecture to provide access to and use of archival documentation for their Minimum Cost Housing Group exhibition. Additionally, the Safdie Archivist, in conjunction with two students from the School of Architecture, curated an exhibition on Moshe Safdie's Affordable Housing projects in the 1970s, with support from the School of Architecture.
In addition to exhibitions, RBSC also supports conferences related to architecture and architectural history. In 2023, RBSC hosted a tour of the architecture collection for the Society of Architectural Historians (SAH) conference in Montréal. Staff attended the

conference to connect architecture practitioners and researchers with the architecture collections at McGill.

The RBSC team includes eight academic members (seven librarians and archivists, plus a Director), three unionized staff, and students. Of these, one librarian curates the Blackader-Lauterman Rare Book Collection and oversees the JBCAC, and one archivist manages the Moshe Safdie Archive. The Safdie Archivist is a new position, established through an endowment. The archivist joined the team in 2023, responsible for all aspects of collections management, outreach (in particular with the School of Architecture), and reference of the Safdie Archive.

The RBSC team works closely with other special collections units on campus, including the Osler Library of the History of Medicine, the University Archives, and the Visual Arts Collection. RBSC staff also collaborate with other architectural collections, like the Canadian Centre for Architecture, to share best practices and methodologies.
RBSC provides a full range of digitization services for research purposes, working with the Library's Digitization unit to provide high-resolution digital images for publication. The Library's active digitization program contributes to the Internet Archive and Hathi Trust for worldwide open access to McGill Library's collections.

Beyond the work of reference and outreach on-site, RBSC staff are involved with professional organizations and committees to better understand current needs of architecture students and researchers and anticipate future needs. Staff are members of organizations like SAH and the Society of American Archivists (SAA), particularly the Design Records Section (DRS) and belong to committees within these organizations.

Blackader-Lauterman Rare Book Collection: There are over 4,800 monograph titles in the Blackader-Lauterman Rare Book Collection ranging in date from 1511 to 2024, with strength in Renaissance architectural treatises and iconography. In addition, there are more than 100 related historical serials. These materials are an integral part of RBSC which counts more than 750,000 bibliographic items in its holdings. One of the finest university-based rare book collections in Canada, its holdings span the ages from Babylonian and Assyrian clay tablets to medieval European and Islamic manuscripts, to early printed books and modern editions. The collection includes archives, maps, prints, drawings and posters, and RBSC has especially strong holdings in Canadiana (in all subjects), natural history, philosophy, the history of printing, popular culture, and English and French literature, all of which help support and complement the architecture rare book holdings. The collection has a dedicated collection development budget based on endowments. The academic staff are responsible for collection development and for reviewing donations. Access is provided through the online Sofia catalogue, and the Archival Catalogue, AtoM.

The **John Bland Canadian Architecture Collection (JBCAC)** is an important resource for teaching and research in architecture and urban planning. Its mandate is to document the work of architects who have studied and/or taught at McGill University's Schools of Architecture and Urban Planning. Through photographs, drawings, and corollary documentation, the JBCAC also seeks to represent the evolution of the McGill campus, the city of Montréal, and the architectural heritage of Québec and Canada.

The JBCAC contains approximately 100 archival holdings, comprising over 160,000 drawings, 25,000 photographs, and 400 m of shelf space containing related professional and personal papers of nineteenth- and twentieth-century Canadian architects, as well as slides, models, maps, and three-dimensional objects. Vertical files contain material on McGill buildings and biographical information on Canadian architects. The JBCAC also serves as a repository for 770 student papers prepared in the last 30 years for the History of Architecture in Canada (ARCH 535). Collection materials are housed and shelved appropriately, according to archival standards, within a secure space. The JBCAC is open regularly by appointment.

The collection was established by the late Professor Emeritus John Bland, who was Director of the McGill University School of Architecture (1941 to 1972) and continues to support the teaching and research activities of the McGill University School of Architecture. The collections are used regularly in courses such as History of Architecture in Canada (ARCH 535), Architectural History 2 (ARCH 251), Heritage Conservation (ARCH 536), Critical Writing (ARCH 622), and Research Methods for Architecture (ARCH 627). Notable within the JBCAC are works by the early directors of the School, Ramsay Traquair and Percy E. Nobbs; faculty and graduates, Gordon Webber, Peter Collins, Moshe Safdie; and influential Montreal architects Edward and W.S. Maxwell. A general guide to the collection is available at:

- https://archivalcollections.library.mcgill.ca/canadian-architecture-collection

The JBCAC has a seminar room with sufficient table space for viewing large-format original plans and drawings. Students often use JBCAC material as the basis for their term projects. In addition to supporting the teaching and research requirements of the McGill University Schools of Architecture and Urban Planning, the JBCAC staff assists other departments within McGill, as well as the architecture and art history departments in the region. The JBCAC also provides a service to practicing architects, art and architecture historians, and independent researchers. The JBCAC loans material to museums and other qualified institutions, provides public tours, and gives presentations on the collections to visiting classes of students from around the world.

Action plan: staffing, renewals, & renovations

McGill libraries publishes and updates its twenty-point action plan for staffing, renewals, and resources here:

- https://www.mcgill.ca/libraries/about/planning

The service model for the McGill Libraries' Budget and Finance Office is currently under review as are guidelines for filling all vacant positions in Libraries.

Following changes provincial funding structures imposed by the Quebec government, in September 2024 McGill University suspended work on Fiat Lux, a major renovation project to transform the McLennan-Redpath Library. The University continues to explore options for physical renovations and updates across the library system..

3.8 Financial Resources

The *Program* must have access to sufficient institutional support and financial resources.

The APR must include:

- an itemized *Program* budget that includes operating and salary expenses and a description of research funding, endowments, scholarships, and development activities

McGill University uses a Provostial budgeting model. Faculties receive a base budget that is adjusted annually according to the university's strategic priorities, rather than a direct activity-based budget. In turn, resources flow through the Faculty of Engineering to the School of Architecture. There is no separate breakdown of expenses and revenue for the School of Architecture available. Salaries for tenure-track faculty are added to our budget when they are hired, and removed when they retire or resign.

In addition, the operating budget for the Peter Guo-hua Fu School of Architecture is allocated historically. As noted in the 2018 APR, in 2013-14, the Faculty of Engineering increased our operating budget to equal our expenses.

For the School of Architecture, many important activities are funded at the Faculty level (e.g. workshops) or the university level (e.g. outreach/alumni) or are themselves separate entities (libraries). A noteworthy example is that the Faculty of Engineering administers workshop facilities and the salaries for workshop technicians. Therefore, in 2022, when a second technician was appointed to the Architecture Wood Workshop, there was no change to the budget of the School of Architecture.

Below is a comparison chart of the budget in the 2018 APR and the 2024 budget. The principal increase in the overall budget arises because income from the Peter Gou-hua Fu Endowment has now come online ($105,421 in 2018 versus $492,052 in 2024). The increase in salaries for Administrative Staff results from pay increases. The budget increase for Course Lecturers (part-time instructors) results both from increases in per course payment as well as an overall increase in the number of part-time instructors.

BUDGET COMPARISON

Peter Guo-hua Fu School of Architecture

Accreditation

	FY 18 (2018 APR)	FY25 (2024)
Operating Budget		
Tenure Track Staff	$ 1,581,428	$ 1,466,330
Course Lecturers	$ 235,070	$ 630,855
Teaching Assistants	$ 60,136	$ 92,424
Administrative Staff	$ 316,774	$ 403,583
Benefits	$ 327,206	$ 383,819
Non-salary expenses	$ 57,422	$ 33,676
Non-salary recoveries	-$ 20,000	-$ 13,580
sub-total	**$ 2,558,036.00**	**$ 2,997,106.64**
Endowment Funds		
Prizes	$ 25,624	$ 32,091
Scholarships	$ 137,741	$ 141,191
Fellowships	$ 44,522	$ 162,751
Chairs	$ 214,569	$ 236,514
Non-research Endowment	$ 105,421	$ 492,052
Annual One time gifts	$ 243,284	$ 96,924
sub-total	**$ 771,161**	**$ 1,161,523**

FACULTY OF ENGINEERING
SUMMARY OF REVENUES AND EXPENSES
FUND 151001 - SCH OF ARCHITECTURE OPERATING FUND
FY22, 23, 24 AND 25

TYPE	ACCOUNT	ACCOUNT TITLE	FY22	FY23	FY24	FY25
Revenues						
	500219	Tt Sales Of Goods & Services Rev	-2,497	-9,872	-12,714	
	500310	Ee External Non Salary Recoveries		-1,720		
	770001	Materials & Supplies Internal Sales				-340
	770010	Printing&Stationery Internal Sales				-300
			-$2,497	-$11,592	-$12,714	-$640
Salary and Student Aid Expenses						
	600001	Tenure Track	1,473,932	1,479,480	1,532,400	1,466,330
	600011	Teaching Assistant	48,361	67,680	56,036	92,424
	600018	Managerial Salaries	155,697	149,300	102,576	90,903
	600020	Technicians	59,495	75,053	70,586	70,614
	600021	Clerical	158,902	217,712	249,427	242,066
	600023	Overtime		585		
	600032	Non Tenure Teaching Appointment	159,457			
	600033	MCLIU Teaching Appointment	351,956	527,046	557,947	630,855
	600147	Graduate Student/PhD(Canadian)	4,118	-428		
	600164	Non Tenure Non Teaching Other Pmt	2,000			
	600168	Administrative Stipends	10,028	10,000	10,077	10,039
			$2,423,947	$2,526,429	$2,579,050	$2,603,230
Non-Salary Expenses						
	700001	Materials & Supplies	4,367	8,065	6,907	9,122
	700002	Repairs/Maintenance				
	700003	Scientific Equipment Purchases	2,819			
	700004	Audio-Visual Equipment Purchases	292			
	700006	Computer Equipment Purchases		65		
	700008	Mechanical Equipment Purchases	2,335			
	700020	Receptions/Special Events			1,155	
	700021	Membership Dues	27,404	1,633	18,142	19,846
	700204	Debit Card Bank Fees	841	969	1,107	1,004
	700419	Non-Travel Related Meal Expense	102	1,119	518	
	700490	Suspense P-Card Transactions	-11			
	700503	MQUP-Freight & Shipping	404	106		
	700504	Courrier, Freight & Shipping		11	139	5
	780010	Printing&Stationery Internal Purch	50			
	780011	Post/Ship/Courier Internal Purchase	478	232	769	306
	780016	Photocopy Internal Purchases	3,361	4,518	3,005	3,116
	780550	Backbone Network Con Internal Purch	552			276
			$42,995	$16,718	$31,742	$33,676

Budget transformation

Transformations to the School of Architecture's budget are anticipated in both short-term and long-term scenarios due to changes in the Provincial funding allocations and subsequent re-organization of the University's budget modelling and forecasts.

In October 2023, Québec's Ministère de l'Enseignement supérieur announced substantial changes to how post-secondary education is funded in Québec. Financial pressures now include a tuition increase on out-of-province Canadian students, changes to the grant funding for Quebec universities, a clawback in tuition revenues, new federal and provincial caps on international student admissions, and restrictions on how the University can use the capital grants that fund infrastructure maintenance and operating costs. In response, McGill University launched Horizon McGill. In the Provost's words, "The Horizon McGill project, starting with fiscal year 2026's budget compression, focuses on recalibrating administrative support services to match our staffing levels."

- https://reporter.mcgill.ca/i-see-mcgill-coming-out-of-this-process-as-a-stronger-university/
- https://www.mcgill.ca/horizon-mcgill-program/about
- McGill University's financial audits can be found here: https://www.mcgill.ca/vpadmin/university-finance/statements

For Fiscal Year 2026, the McGill University Provost announced a $45 million budget cut. Our share of that budget cut was processed through adjustments to the Faculty of Engineering budget. Our contribution was made through i) planned academic and administrative staff departures; and ii) a roughly 2% reduction in the Teaching Assistant and part-time instructor (Course Lecturer) budgets. No other positions or programs were cut or reduced. We anticipate ongoing reflection on the operating budget for the School of Architecture within the University's commitment to a thorough recalibration of process and programs.

Development (endowed funds and donations)

Generous donations from alumni and other benefactors support a wide range of activities beyond the salaried positions supported by the operating budget. These include public lectures and exhibitions; studio enhancement activities such as funds to support travel for studio reviewers; purchase of equipment such as additional digital fabrication equipment and printers; travel for students and faculty for conferences, site visits, and participation in competitions and festivals; and scholarships, awards, and prizes.

Endowment funds used for scholarships, awards, and prizes are administered by the School of Architecture. As shown in the budget above, in 2024-25, we had 15 scholarships (term used for awards at the undergraduate level) and 11 fellowships (term used for awards at the graduate level).

Funds can have more than one recipient. For example, in 2024-25, the William Truman Shaver Scholarships fund provided a total of eleven mobility scholarships to undergraduate students studying abroad in Vienna, Paris, London, Louvain, Tongji, Melbourne, and Dublin.

Additional undergraduate scholarships and bursaries are administered centrally (from separate budgets). The Faculty of Engineering (through MESC) also distributes competitive in-course awards to undergraduate students.

- https://www.mcgill.ca/studentaid/scholarships-aid

Graduate M.Arch. students can receive funding from the Faculty of Engineering, Graduate and Postdoctoral Studies, and other programs external to the University.

- https://www.mcgill.ca/gps/funding/opportunities/masters

Donations to the School are managed through University Advancement. The Vice-President (University Advancement) reports directly the President. University Advancement is responsible for alumni engagement and services, fundraising for University priorities, communications that support alumni and development programs, and donor relations:

- https://www.mcgill.ca/advancement/

The Director of the School of Architecture works directly with the University Advancement team in the Faculty of Engineering. See also the discussion of alumni donations in section 3.1. Recent priorities include:

- Mobility grants; these fund B.Sc.(Arch.) students who participate in the Exchange program. Currently every student who participates receives a mobility award of $4,000 per term abroad. Since the last accreditation visit, the School of Architecture has initiated the Goodz-Singerman Mobility Award and the Lalonde-Goldhar Mobility award.
- Recent funds include endowments from alums such as E. Bruce Allan and Jerry Lieu (for M.Arch. Fellowships); and donations from local firms including Provencher Roy architectes (M.Arch. Fellowship), NEUF architectes (support for travel studios and for sketching school, and GKC Architecture & Design (for digital modelling teaching support).
- M.Arch. fellowships aim to cover the tuition of qualified students, mitigating the differentiated fee structure for Quebec, Canadian Non-Quebec, and international students.

Research funding for tenure-track faculty

Research funding at McGill University for tenure-track faculty is administered independently of the School of Architecture's operating budget. The School of Architecture is responsible for monitoring the use of funds but is not responsible for allocating income or general expenses (i.e. overhead costs). For an overview of how research is administered, please see the following document:

- https://www.mcgill.ca/research/files/research/research_administration_roles_and_responsibilities_2015.pdf

Note that for external grants, overhead is administered at the University level (i.e. the dollar amounts in the chart below do not include overhead calculations).

Major external research funding School tenure- track faculty as PI Active in 2024-25			
“ReCONstruct: Building Climate Retrofit Solutions for Canada”; Alliance (NSERC)	$4,875,000	2022.02-2027.01	Jemtrud
Canada Research Chair (Tier II; renewal)	$500,000	2022-05-2027.04	Türeli
Canada Research Chair (Tier II; renewal)	$500,000	2021-10-2026-09	Theodore
Canada Fund for Innovation; CoDEx	$197,000	2023.08-2028.07	Vardouli
CMHC, Housing Supply Challenge Round 1	$1,139,858	2022.01-2025.03	Keena; (Friedman, Jemtrud)
“Circular economy in the Canadian built environment” SSHRC, Insight Development	$74,634	2022.06-2026.05	Keena
Sir William C. Macdonald Chair in Architecture	$175,000	2024.08-2031.07	Bressani
Stevenson Chair in the Philosophy & History of Science, including Medicine	$150,000	2021.07-2026.06	Adams
"Encountering Maude Abbott," SSHRC Insight Program	$78,676	2019.09-2024.08	Adams
“Formalisms: Mathematics, Abstraction, and Dimensions of ‘Form’ in Postwar Design Theory FRQSC,” Soutien à la recherche pour la relève professorale	$56,929	2020.04-2025.03	Vardouli

3.9 Administrative Structure

The *Program* must be part of an institution accredited for higher education by the authority having jurisdiction in its province. The *Program* must have a degree of autonomy that is comparable to that afforded to the other relevant professional programs in the institution and sufficient to ensure conformance with the requirements of the *CACB Conditions and Terms for Accreditation*.

The APR must include:

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

The School of Architecture is one of two Schools and six units that comprise the Faculty of Engineering. The Director of the School reports directly to the Dean of the Faculty. In turn, the Dean reports to the Provost and Executive Vice-President (Academic). The McGill University Senate is a governing body tasked with general control and supervision over the academic matters of the University. All members of the teaching staff have the right to appeal directly to Senate about decisions concerning courses of study, curriculum, examinations, timetable, or other academic activity.

- https://www.mcgill.ca/orgchart/

The governance structure of the School of Architecture is fundamentally parallel to the structures of the other units and Schools in the Faculty of Engineering. A chart is included below.

Administrative duties are distributed across tenure-track faculty members, each assigned to ad hoc and standing committees. Two positions stipulated for university governance are Director (i.e., chair of the department) and Graduate Program Director (GPD). The GPD functions as the primary point of contact for all academic matters concerning doctoral and Master's students in the program and facilitates conversation between the graduate degree program, the academic department, and the office of the Dean of Graduate and Postgraduate Studies (GPS). There is no equivalent position stipulated for the undergraduate program.

One unique administrative position in the School of Architecture arises because of the links between the pre-professional B.Sc.(Arch.) program and the accredited M.Arch. professional program.

We currently have a Professional Programs Director role (PPD), whose responsibilities straddle the B.Sc.(Arch.) and the M.Arch. The PPD is responsible for managing all aspects of the professional programs and for advising students on academic matters. The PPD also chairs the Curriculum Committee and chairs or is a member of the M.Arch. admissions committee.

This leadership team ensures that there is communication horizontally and vertically across all programs. Communication is developed through weekly meetings between non-academic staff and academic staff with administrative responsibilities: The Director, the

Graduate Program Director, the Professional Program Director, the Graduate Program Coordinator, and the Student Advisor.

Hours of operation for technical services

Workshops

The general daily (Monday to Friday) operating hours for all workshops managed by the Engineering Workshop Services are from 9am to 5pm, Architecture Wood Workshop included.

Printing

Our media technician is available daily (Monday to Friday) from 9am to 5pm. Students have access to the large format printers during those hours. Special arrangements can be made by studio instructors and coordinators on an ad hoc basis. Extra hours can also be supplied by students hired in collaboration with the Architecture Students' Association who apply for funds each year through the Engineering Undergraduate Support Fund.

All students can also access large-fort printing through CopiEUS, an on-campus print service run by engineering students that is open 10am to 5pm weekdays.

Peter Guo-hua Fu
School of Architecture

Standing Committees and Composition
at right

Core Faculty
Annmarie Adams
David Covo
Avi Friedman
Samia Henni
Michael Jemtrud
Naomi Keena — Professional Program Director (PPD)
Célia Küpfer
Nik Luka
David Theodore — Director
Ipek Türeli
Theodora Vardouli — Graduate Program Director (GPD)

Staff
David Krawitz — Administrative Officer (AO)
Min Xiong — Graduate Program Coordinator (GPC)
Luciana Adoyo — Student Advisor
Marcia King — Administrative Coordinator
Sandra Barthelus — Administrative Officer
Larissa Kowbuz — Accounts Coordinator
Juan Osorio — Media Technician

School Council

Director (Chair)
All Core Faculty
Student Advisor + Administrative Officer

Meets monthly to discuss issues relevant to all aspects of School operations

Program Directors Working Group

Director + GPD+ PPD + GPC + Student Advisor

- Meets weekly to discuss issues relevant to all academic programs
- Provides direction and answers to other committees as needed
- Processing of myProgress and myThesis approvals as necessary

Research Programs Working Group (M.Sc., Ph.D.)

GPD (Chair) + PPD
+ All core faculty invited

Meets ad hoc to discuss issues arising in research-based graduate programs

Professional Programs Working Group (B.Sc., M.Arch.)

PPD (Chair) + GPD
+ All core faculty invited

Meets ad hoc to discuss issues arising in accredited professional programs

Admissions (M.Sc., Ph.D)

GPD (Chair) + GPC
+ All Core Faculty

Meets as necessary (early winter)
Review applicants and selects candidates for research based graduate programs

Admissions (M.Arch.)

PPD + GPD
+ 2 Designated Faculty

Meets as necessary (early winter)
Reviews and selects applicants for M.Arch. professional program

Awards and Fellowships (M.Sc., Ph.D)

GPD (Chair)
GPC + 2 Designated Faculty

Meets as necessary
Selects and distributes awards and funding packages for research based graduate programs

Awards, Fellowships & Exchanges (B.Sc., M.Arch.)

Chair+ PPD
+ 1 Designated Faculty

Meets as necessary
Advertises, selects and distributes awards and exchanges to students in the professional program

Curriculum

PPD (Chair) + GPD + GPC+ Student Advisor*
+ 3 Designated Faculty

Meets monthly
Manages course and curriculum changes across all programs
**Serves as Academic Committee Rep*

Accreditation Review

Director + 2 Core Faculty

Develops accreditation materials for scheduled reviews

Research Ethics

3 Core Faculty

Meets as necessary to review and approve research plans for students and faculty across all programs

Equity, Diversity and Inclusion

3 Core Faculty

Meets as necessary to develop an EDI action plan for the school and provide recommendations to the Director and other committees on operations and initiatives

3.10 Professional Degrees, and Curriculum
A CACB-accredited professional *Program* in architecture prepares students to enter the practice of architecture as architectural interns. *Accreditation* is based on the overall quality of the program objectives and the specific performance criteria that students meet through coursework.

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

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

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

The 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.

Accredited degree offered

The M.Arch. (Professional-non-thesis) is our accredited degree. To be eligible for the degree, students must have obtained a pre-professional degree such as our B.Sc.(Arch.). We are thus aligned with the two other accredited programs in Québec:

> a minimum of five years of post-secondary study culminating in a master of architecture degree, which follows a pre-professional bachelor's degree, except in Quebec, where the minimum is four years of professional studies following two years of CEGEP.

The accredited program thus entails a four-year, eight-term undergraduate degree, B.Sc.(Arch.), and a two-year, four-term Master's degree, M.Arch.

Undergraduate Admission Requirements and Processes

- https://www.mcgill.ca/architecture/programs/bachelor-science-architecture/prospective-students

Graduate Admission Requirements and Processes:

- https://www.mcgill.ca/architecture/programs/professional/prospective-students

We do not have advanced placement admissions within the M.Arch. program. There are three admission points in this sequence:

U0 B.Sc.(Arch.)

Each year we admit 15 students from outside Québec into an undergraduate Foundation Year. They must complete three required courses (algebra, physics, and calculus) and six other general electives in Arts and Sciences.

U1 B.Sc.(Arch.)

Each year we accept 30 students who have a two-year diploma from a Québec post-secondary college (CEGEP). They receive credit for the equivalent of the foundational and elective courses taken in U0.

M1 M.Arch.

Each year we aim to admit 45 students into the first year of the M.Arch program. The gap in our program between undergraduate and graduate degrees allows our undergraduates to change institutions for their accredited degree (or, of course, to choose another path other than architectural practice). In some years, then, the bulk of admissions to the M.Arch. program come from other Canadian pre-professional undergraduate architecture programs. Since the last accreditation visit, the proportion of students in our M.Arch. program who received a B.Sc.(Arch.) from McGill University has varied from 20%–50%.

Students who do a term study abroad meet some requirements at universities abroad. Students wishing to go on International Exchange do so in the winter term of the third year of the undergraduate degree (U2), a term in which, besides design studio, requires complementary and elective courses. Students must have all exchange courses evaluated through the transfer credit approval process. The Professional Program Director is responsible for reviewing syllabi to ensure that courses at the host university meet the requirements of an equivalent course at McGill University. The process is overseen by the McGill Engineering Student Centre:

- https://www.mcgill.ca/engineering/students/undergraduate/exchanges-study-away/outgoing

How the Program achieves its pedagogical goals

Current curriculum development has three goals: alignment between the degrees; flexibility for student pathways; and clarity concerning the scaffolding of skills and knowledge throughout the curriculum.

To achieve these goals, in 2021, we undertook a curriculum reassessment that led to four specific targets:

1. Focusing the SPCs in identifiable courses where the student achieves competence in skills or knowledge. This clear go/no go endpoint obviates the need to track incremental skill acquisition.

2. Focusing the sequence of foundational skills to the first three design-studio focused terms, including introducing BIM software (Revit). Through this scaffolding, students are prepared for summer office work and Exchange terms abroad as of winter term U2.
3. We emphasized the importance of Exchange as a moment of off-campus experiential learning. Students gain international experience; in turn, we host students from other cultures and countries. Almost 50% of the U2 class goes on Exchange for the winter term (about 20-30 of 45 students).
4. For maximum flexibility, we reduced SPC requirements in the U2 winter term. Students take one design studio plus complementary courses.

One other important goal is our ability to accept into our M.Arch. program students who have completed pre-professional undergraduate degrees at other Canadian universities. We have moved the comprehensive studio (D1) into the first term of M.Arch. By imagining comprehensive as an environmental concept, we have "energized" the studio in a way that makes it compelling for those who have completed a comprehensive studio at another institution (e.g., University of Waterloo) as well as those who have not (e.g., Université de Montréal).

Curriculum of the program

The performance criterion included in Section 3.11 are met:

- A. Design (eight SPCs) are met across the series of Studio courses;
- B. Culture, Communications and Critical Thinking (five SPCs) are met across the series of History and Theory courses;
- C. Technical Knowledge (five SPCs) and E. Professional Practice (five SPCs) are met in the series of Technical and Professional courses;
- D. Comprehensive Design (one SPC) is met across ARCH 672 and ARCH 678, running in parallel.

Architecture Curriculum - Fall 2025

Non-CEGEP Entry

1st Term (Fall)		16-19 credits	Prerequisites/Co-requisites
MATH 140	Calculus 1	3	P - High school calculus
PHYS 131	Mechanics and Waves	4	C - Calculus course [MATH 140]
	Electives*	(6-9)	
ARCH 250	Architectural History 1 (recommended)	3	
2nd Term	**(Winter)**	**12-15 credits**	
MATH 133	Linear Algebra	3	P - A course in functions
	Any 100- or 200-level courses with the subject codes of ATOC, COMP, ENVR and EPSC*	3	
	Electives*	(6-9)	
3rd Term (Fall)		**15 credits**	**Prerequisites/Co-requisites**
ARCH 201	Communication, Behaviour and Architecture	6	
ARCH 250	Architectural History 1	3	
ARCH 342	Digital Representation	3	
ARCH 378	Introduction to Building Environments	3	
4th Term (Winter)		**15 credits**	**Prerequisites/Co-requisites**
ARCH 202	Architectural Graphics and Elements of Design	6	P - ARCH 201
ARCH 240	Organization of Materials in Buildings	3	
ARCH 241	Architectural Structures 1	3	
ARCH 251	Architectural History 2	3	P - ARCH 250
5th Term (Summer)			**Prerequisites/Co-requisites**
	(Architectural Sketching; register in fall but taken week prior to commencement of term.)		
6th Term (Fall)		**17 credits**	**Prerequisites/Co-requisites**
ARCH 303	Design and Construction 1	6	P - ARCH 202
ARCH 325	Architectural Sketching	2	
ARCH 377	Energy, Environment and Buildings 1	3	
ARCH 445	Architectural Structures 2	3	P- ARCH 241.
ARCH 512	Architectural Modelling	3	P - ARCH 342
7th Term (Winter)		**15 credits**	**Prerequisites/Co-requisites**
ARCH 304	Design and Construction 2	6	P - ARCH 303
ARCH xxx	Three Architectural Complementaries***	9	
	and/or electives**		
8th Term (Fall)		**15 credits**	**Prerequisites/Co-requisites**
ARCH 354	Architectural History 3	3	P - ARCH 250 and ARCH 251.
ARCH 375	Landscape	3	
ARCH 405	Design and Construction 3	6	P - ARCH 304
ARCH 447	Energy, Environment, and Buildings 2	3	P - ARCH 240, ARCH 378
9th Term (Winter)		**18 credits**	**Prerequisites/Co-requisites**
ARCH 406	Design and Construction 4	6	P - ARCH 405
ARCH 355	Architectural History 4	3	P - ARCH 250 and ARCH 251.
ARCH 551	Urban Design and Planning	3	
	Elective** and/or architectural complementary***	6	

*All Year 0 students must also successfully complete 18 credits as follows: 3 credits from among 100- or 200-level courses with subject codes of ATOC (Atmospheric and Oceanic Sciences), COMP (Computer Science), ENVR (Environment), and EPSC (Earth and Plannetary Sciences). And, 15 credits from among 100- or 200-level courses with the subject codes of AFRI (African Studies), ANTH (Anthropology), ARTH (Art History), CANS (Canadian Studies), CATH (Catholic Studies), CLAS (Classics), COMS (Communication Studies), EAST (East Asian Studies), ECON (Economics), ENGL (English), FREN (French), FSCI (Faculty of Science), GEOG (Geography), GSFS (Gender, Sexuality, Feminist and Social Justice), GERM (German), HISP (Hispanic Studies), HIST (History), INDG (Indigenous Studies), ISLA (Islamic Studies), ITAL (Italian), JWST (Jewish Studies), LING (Linguistics), LLCU (Languages, Literatures and Cultures), PHIL (Philosophy), POLI (Political Science), PSYC (Psychology), RELG (Religious Studies), RUSS (Russian), SOCI (Sociology).

**9 credits of elective courses must be completed, chosen from courses outside the School of Architecture (200-500 level), approved by the Architecture student adviser. Courses can be taken during the summer terms and/or during the suggested terms indicated.

***9 credits of Architectural Complementary courses are selected from an approved list. Courses can be taken during the summer terms and/or during the suggested terms indicated.

Students are responsible for satisfying pre-/co-requisites and verifying with the School that they are meeting the requirements of their program.

Architecture Curriculum: Fall 2025

CEGEP Entry

1st Term (Fall)		15 credits	Prerequisites/Co-requisites
ARCH 201	Communication, Behaviour and Architecture	6	
ARCH 250	Architectural History 1	3	
ARCH 342	Digital Representation	3	
ARCH 378	Introduction to Building Environments	3	
2nd Term (Winter)		**15 credits**	**Prerequisites/Co-requisites**
ARCH 202	Architectural Graphics and Elements of Design	6	P - ARCH 201
ARCH 240	Organization of Materials in Buildings	3	
ARCH 241	Architecture Structures 1	3	
ARCH 251	Architectural History 2	3	P - ARCH 250
3rd Term (Summer)			**Prerequisites/Co-requisites**
	(Architectural Sketching; register in fall but taken week prior to commencement of term.)		
4th Term (Fall)		**17 credits**	**Prerequisites/Co-requisites**
ARCH 303	Design and Construction 1	6	P - ARCH 202
ARCH 325	Architectural Sketching	2	
ARCH 377	Energy, Environment and Buildings 1	3	
ARCH 445	Architecture Structures 2	3	P - ARCH 241
ARCH 512	Architecture Modelling	3	P - ARCH 342
5th Term (Winter)		**15 credits**	**Prerequisites/Co-requisites**
ARCH 304	Design and Construction 2	6	P - ARCH 303
ARCH xxx	Three Architectural Complementaries**	9	
	and/or electives*		
6th Term (Fall)		**15 credits**	**Prerequisites/Co-requisites**
ARCH 354	Architectural History 3	3	P - ARCH 250 and ARCH 251.
ARCH 375	Landscape	3	
ARCH 405	Design and Construction 3	6	P - ARCH 304
ARCH 447	Energy, Environment, and Buildings 2	3	P - ARCH 240, ARCH 378
7th Term (Winter)		**18 credits**	**Prerequisites/Co-requisites**
ARCH 406	Design and Construction 4	6	P - ARCH 405
ARCH 355	Architectural History 4	3	P - ARCH 250 and ARCH 251.
ARCH 551	Urban Design and Planning	3	
	Elective* and/or architectural complementary**	6	

*9 credits of elective courses must be completed, chosen from courses outside the School of Architecture (200-500 level), approved by the Architecture student adviser. Courses can be taken during the summer terms and/or during the suggested terms indicated.

**9 credits of Architectural Complementary courses are selected from an approved list. Courses can be taken during the summer terms and/or during the suggested terms indicated.

Students are responsible for satisfying pre-/co-requisites and verifying with the School that they are meeting the requirements of their program.

Note: A missing mathematics or science prerequisite or participation on a student exchange may result in an adjustment of the Architectural Curriculum Plan of Study.

Last update: June 2025

For the official program listing, see the *Programs, Courses and University Regulations* publication (www.mcgill.ca/study).

Information concerning Scholarships and Student Aid may be found at: https://www.mcgill.ca/studentaid/scholarships-aid/current-undergrads.

For a comprehensive list of all awards with detailed descriptions and eligibility requirements, please consult the Undergraduate Scholarships and Awards Calendar at https://www.mcgill.ca/studentawards/undergraduate-scholarships-and-awards.

M.Arch. Professional (Non-Thesis) – 60 credits

Plan of Study – 2025-2026

1st Term, Fall 2025:		
ARCH 672	Architectural Design 1	9 credits
ARCH 678	Advanced Construction	3 credits
One complementary*		3 credits
Sub-total:		15 credits
2nd Term, Winter 2026:		
ARCH 673	Architectural Design 2	9 credits
ARCH 628	Fundamentals of Building Regulations & Safety	3 credits
One complementary*		3 credits
Sub-total:		15 credits
3rd Term, Fall 2026:		
ARCH 676	Advanced Architectural Design	9 credits
Two complementaries*		6 credits
Sub-total:		15 credits
4th Term, Winter 2027:		
ARCH 683	Directed Research Project	9 credits
ARCH 674	Professional Practice	3 credits
One complementary*		3 credits
Sub-total:		15 credits

*Complementary Courses (15-18 credits), chosen from the Complementary List

Note 1: For students required to take an undergraduate course as a condition for admission; this course has been incorporated into the M.Arch. Professional Program curriculum so no special registration is required for Fall 2025 admits.

Note 2: McGill B.Sc.(Arch.) graduates who completed ARCH 451 Building Regulations and Safety during their undergraduate training are exempt from registering in ARCH 628 Fundamentals of Building Regulations and Safety. Students must still obtain 60 credits to complete the program. They should instead register for a 3-credit architectural complementary in addition to the 15 credits on the curriculum.

Note 3: In order to be eligible for and maintain a fellowship, you must be registered full-time (full-time requires a minimum 12 credits each term).

3.11 Performance Criteria
The *Program* must demonstrate satisfactory performance in relation to *program performance criteria* (PPC), and *student performance criteria* (SPC) as detailed below. The CACB does not specify the structure and content of educational programs nor the forms of evidence used to satisfy the criteria. *Programs* are therefore encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria.

For PPCs, evidence of performance may take many diverse forms not limited to course work and its outcomes. The *Program* must describe and demonstrate that it creates an environment in which these criteria are satisfied.

For SPCs, evidence of performance must include student work and the pedagogical objectives and assignments of any given course. With respect to fulfilling the criteria, the *Program* must demonstrate that all of its graduates have achieved, at minimum, a satisfactory level of accomplishment.

The roster of six PPCs and twenty-four SPCs is intended to foster an integrated approach to learning. Their order is not intended to imply a weight assigned to each.

A. Program Performance Criteria (Six PPCs)
1. Professional development
2. Design education
3. Global perspectives and environmental stewardship
4. Collaboration, leadership, and community engagement
5. Technical knowledge
6. Breadth of education

B. Student Performance Criteria (Twenty-Four SPCs)
A. Design (eight SPCs)
B. Culture, communications, and critical thinking (five SPCs)
C. Technical knowledge (five SPCs)
D. Comprehensive design (one SPC)
E. Professional practice (five SPCs)

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 four student 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.

Curriculum Overview
At McGill University, SPCs and PPCs are covered across the full professional program including the pre-professional undergraduate degree and the accredited graduate degree: from B.Sc.(Arch.) to M.Arch.; from U0 to M2. Our goal for the accredited M.Arch. curriculum, therefore, includes both continuity for the students who graduated from our

undergraduate pre-professional program –they constitute about one half of each year's M.Arch. cohort—as well as provide distinct perspectives, and thematic opportunities for students joining McGill having completed the equivalent of our B.Sc.(Arch.) elsewhere.

A second goal of our curriculum and content is to articulate the needs of students who will go on to register with a regulatory body as an architecture intern. Like students in other Master's professional programs in North America, about one-half to two-thirds of our students are actively employed during the academic year, many of them in architectural offices. This fact has two consequences. One, most students are already doing the work of interns; therefore, the curriculum is not preparatory. The students arrive to the accredited M.Arch. Program already equipped with the skills and knowledge they need to be employed in a professional architectural office. Second, since the degree is at the graduate level, there students have altered expectations as to the type of academic work they will do in the program. The traditional studio design project that imitates an office-based project has given way to the ideas- and research-themed project based on community engagement, quantification (data collection), ecological engagement is the new norm.

This second goal can be expanded more generally to a third goal of the curriculum: to address the reversal of the School of Architecture's social role since the end of the Second World War. The basis of the social proposition has been that the School of Architecture takes in students, trains them as experts and professionals, and graduates them into society to work on improving the world. That direction arrow has claimed. Now students arrive at schools of architecture with definite ideas about improving the schools through attention to environmental and social justice. While undergraduate courses can continue to entrench deep ideas about technical and cultural quality, the overall arc of the curriculum has bent to critical self-reflection on how to improve architecture.

Since the last accreditation visit, our curricular goals have focused on adding flexibility and clarity to student pathways through the two programs from U0 to M2.

- Recognizing the B.Sc.(Arch.) as based on a 126-credit four-year program, rather than solely focusing on the three years that include the design studio sequence. Future goals include adding more flexibility to the student pathway, as detailed below. In process is a plan to add additional flexibility through the incorporation of a minor option in the B.Sc.(Arch.).
- Clarifying the sequence and structure of the two-semester final project design courses. ARCH 676 now focuses more clearly on research and ARCH 683 more clearly on a design project. This structure includes a successful reconfiguration of the assignment and distribution of final-project advisors to include all full-time tenure-track instructors.

B.Sc.(Arch.)

- FACC 220, "Law for Architects and Engineers," was removed from the first-year undergraduate curriculum. The topics applicable to architectural practice are covered in the M.Arch. courses: professional practice (ARCH 674) and building regulations (ARCH 451/628). Undergraduate students instead take an additional elective course from inside or outside the School of Architecture.
- ARCH 221, "Architectural Drawing," was removed from the first-year curriculum. The topics are covered in the studio sequence (ARCH 202, ARCH 203) and visual

representation course (ARCH 342, Digital Representation, and ARCH 240, “Organization of Materials in Buildings”) .This allowed students in U0 to receive full credit for 15 credits of elective courses within the 126 credits required to complete the program.

- The courses in the first three terms have been re-arranged to ensure fundamental proficiency in architectural work for students going on exchange and looking for summer internships.
    - The basic structures courses (Architectural Structures 1 and Architectural Structures 2) have been moved to winter U1 (ARCH 241) and fall U2 (Arch 445).
    - The first design studio (fall U1; ARCH 201) now covers generative (rule-based, algorithmic) design in addition to foundational strategies; it is taught in parallel with ARCH 342, “Digital Representation.”
    - The second design studio, (winter U1; ARCH 202), is taught in parallel with the first course in structures (ARCH 241) and ARCH 240, “Organization of Materials in Buildings.”
    - The fall term of the second year is now based on housing. It covers unit design, planning principles, and site development. It is taught alongside and integrated with ARCH 512 (“Architectural Modelling”) and ARCH 445 (the second structures course).
- Required courses in the second-year winter term have been reduced to 1 design studio. This change enables more flexibility for students going on Exchange.

M.Arch.

- The major comprehensive studio (ARCH 672) was moved from the undergraduate curriculum to the first term of the M.Arch. degree to accommodate students from other programs who did not do a comprehensive studio in their pre-professional program.
- Beginning fall 2025, the course ARCH 451 “Building Regulations and Safety” has been moved from the undergraduate program to the graduate program. It has the course number ARCH 628 and the title "Fundamentals of Building Regulations and Safety." This move accommodates students from other programs who did not cover building regulations and code in their pre-professional program.
- Starting in fall 2021, the M.Arch. program was lengthened from 1.5 years to 2 years. All M.Arch. students now take a two-year, 60 credit program.
- Year two of the M.Arch. program (M2) includes two studios, one fall (ARCH 676) and one winter (ARCH 683) in which students undertake an eight-month self-directed project under the direction of a faculty advisor. Commonly known as “thesis” in architecture schools, it is important to emphasize that the M.Arch. is a “non-thesis” program at McGill; the studios are scheduled as regular courses, and there are no external examiners of the final project (as is common at other Canadian schools).

The Matrix does not require the full curriculum structure. Please enter only Mandatory Courses contributing to SPC compliance. In cases where the student cohort is divided into concurrent parallel sections or streams during a single term (e.g. a class divided into parallel 3 studios) please enter a generic description, generic course number and the common SPC compliance on a single line. Reminder: all students must achieve full SPC compliance as shown in the Matrix.

			A. Design								B. Cuuture, Communications, and Critical Thinking					C. Technical Knowledge					D. Comprehensive Design	E. Professional Practice				
			Design Theories, Precedents, and Methods	Design Skills	Design Tools	Program Analysis	Site Context and Design	Urban Design	Detail Design	Design Documentation	Critical Thinking and Communication	Architectural History	Architectural Theory	Cultural Diversity and Global Perspectives	Ecological Systems	Regulatory Systems	Materials	Structural Systems	Envelope Systems	Environmental Systems	Comprehensive Design	The Architectural Profession	Ethical and Legal Responsibilities	Modes of Practice	Professional Contracts	Project Management
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	E1	E2	E3	E4	E5
U1 Fall 2024	ARCH 201	Communication, Behaviour and Architecture (Studio)	x	x	x																					
	ARCH 250	Architectural History 1									x	x	x	x												
	ARCH 342	Digital Representation			x																					
	ARCH 378	Intro to Building Environments													x		x		x	x						
U1 Winter 2025	ARCH 202	Architectural Graphics and Elements of Design (Studio)	x	x	x	x																				
	ARCH 241	Architecture Structures 1																x								
	ARCH 251	Architectural History 2									x	x	x	x												
					x																					
U2 Fall 2024	ARCH 303	Design and Construction 1 (Studio)	x				x	x	x	x																
	ARCH 377	Energy, Environment and Buildings 1													x		x		x	x						
	ARCH 445	Architecture Structures 2																x								
	ARCH 325	Architectural Sketching			x																					
	ARCH 512	Architecture Modelling	x		x						x		x													
U2 Winter 2025	ARCH 304	Design and Construction 2 (Studio)	x	x		x	x	x																		
	ARCH 240	Organization of Materials in Buildings								x							x	x	x							
U3 Fall 2024	ARCH 354	Architectural History 3									x	x	x	x												
	ARCH 375	Landscape					x								x											
	ARCH 405	Design and Construction 3 (Studio)	x	x		x	x	x																		
	ARCH 447	Energy, Environment, and Buildings 2													x		x		x	x						
U3 Winter 2025	ARCH 355	Architectural History 4									x	x	x	x												
	ARCH 406	Design and Construction 4 (Studio)	x			x	x		x	x																
	ARCH 451	Building Regulations and Safety														x						x	x	x	x	x
	ARCH 551	Urban Design and Planning						x								x										
M1 Fall 2024	ARCH 672	Arch Design Studio 1				x	x	x	x	x					x		x	x	x	x	x					
	ARCH 678	Advanced Construction														x	x	x	x	x						
M1 Winter 2025	ARCH 673	Arch Design Studio 2	x	x	x	x	x	x																		
M2 Fall 2024	ARCH 676	Advanced Arch Design (Final Studio Project)																								
M2 Winter 2025	ARCH 683	Directed Research Project (Final Studio Project)																								
	ARCH 674	Professional Practice 1																				x	x	x	x	x

3.11.1 Program Performance Criteria

The *Program* must provide its students with a well-thought-out curriculum with educational opportunities 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.

Our approach to engaging with the profession supports diverse initiatives. Since the return to post-pandemic in-person teaching, our two student organizations, the Architecture Students' Association and the Graduate Architecture Students' Association, have created a successful series of self-organized networking events as well as firm tours and guest lectures (the Brown Bag lecture series, which runs at midday, is student-run), reaching out to both local and international architects and architectural firms. The School of Architecture supports these events with funding, physical resources, and advertising. The Faculty of Engineering's University Advancement team also supports these networking and educational events, connecting current student groups to firms and alums.

Partial funding for student-led events also comes from Défi-Sport-Architecture. This annual event revolves around hockey games involving teams of architects from Quebec City and Montréal as well as people from the industry: manufacturers, contractors, and students. The objective is to raise funds for the 3 schools of architecture in Québec. Our students participate both on the ice and as enthusiastic spectators. The funding received goes back directly to support student activities.

Public lectures, colloquia, design studio reviews, exhibitions, and research events are other ways in which students engage professional voices. Importantly, almost 50% of any given undergraduate cohort participate in an international exchange term; every student who goes on exchange has their travel funded by a mobility grant from the School. Students can apply to over 140 universities in 39 countries through the McGill Study Abroad program. Most students, however, apply to one of nine Schools with which we have signed direct bilateral agreements: Austria, Australia, Belgium, China, two in France, Ireland, and two in Italy.

Specific courses in building regulations, urban design, and professional practice ensure regular exposure to diverse concepts, practices, and professionals. One example is ARCH 678, Advanced Construction. In 2024-25 this course was co-taught by two award-winning Montreal architects (Howard Davies, Atelier Big City; Trevor Davies, Chevalier & Morales) and featured invited professionals from both Montreal (in-person) and abroad (online lectures) who bring up-to-date discussions of the technical and professional issues confronting practice today. Similarly, ARCH 674, Professional Practice 1, includes guest lectures and visits from various kinds of practitioners operating in Québec, comparing and contrasting the ethical obligations of the architect and the changing conditions of practice.

Additionally, the school maintains an extensive group of Course Lecturers (part-time teachers), assuring that students are taught by practicing professionals—architects, engineers, consultants, artists—in a range of courses, including design studios.

In many ways, these issues are most germane to our M.Arch. students. A majority of them have worked in offices and are already committed to a career in architecture. Issues of professional development are supplemented through guest lectures, visits to offices, and regular interactions with our professional part-time instructors. We ensure that many opportunities for professional development are available to our students. A busy calendar of events and continuous exposure to practitioners effectively introduces students to transformations and continuities both in the profession and in related areas: architectural history, conservation, changing issues of environmentalism and sustainability, challenges to political ideologies, and the forging of new and complex social identities. Students learn about traditional and emerging modes of practice; they learn about the transitions from education through to internship and licensure; and they are initiated into the community of stakeholders and associations they will join as students, architecture graduates, professionals, and colleagues.

PPC 2. Design Education

The *Program* must demonstrate how it situates and values education and training in design at the core of the curriculum, including the ways in which the design curriculum weaves together the social, technical, and professional streams of the curriculum.

Our design studio courses are at the core of our curriculum. Our studio courses are often taught in parallel to other courses required in the same term, situating technical or humanistic knowledge within the design studio environment. Instructors are encouraged to make such crossovers both formally, for example, by linking the first studio with the first course in digital representation (ARCH 202 and ARCH 342), or informally, by incorporating a landscape design exercise tied within the third-year fall studio (ARCH 375 and ARCH 405).

Quantity alone puts design education as the focus and foundation of the professional curriculum. A full-time term at McGill constitutes 15 credits; each term includes a 6-credit design studio (undergraduate) or a 9-credit design studio (graduate). Of 126 undergraduate credits needed for the degree, 36 credits are design studio (30%). In the 60-credit Master's program, 36 credits are design studio (60%).

Evidence for the excellence produced in this focus might be the ability of our students to win national design awards in a quantity greater than would be expected given the number of students the School graduates; we punch above our weight. Odile Lamy (2021) and Naomi Julien (2022), *Canadian Architecture* Student Award of Excellence; Conrad Speckert, Prix de Rome in Architecture — Emerging Practitioners (2023); Shane Laptiste (SOCA; Studio of Contemporary Architecture), Prix de Rome in Architecture – Professional (2023; as noted previously, Laptiste has also been a studio instructor and consultant in the School of Architecture).

The weaving together of streams is a mixed metaphor that echoes the pluralistic approach discussed in §1.1. Design studios are the primary locus for exploration of technical, social, and professional issues. Each project demands both prioritization and synthesis; we

emphasize and protect the academic freedom of instructors to approach design with differing values, and ask the students to respond authentically, drawing together the social, technical, and professional streams of the curriculum.

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.

Environmental interests permeate the curriculum (e.g., three required B.Sc.(Arch.) courses cover energy and environment in detail). Likewise, faculty research addresses environmental concerns. Examples are Michael Jemtrud's studies of deep retrofit strategies and Naomi Keena's investigations into data-driven circular economy approaches to Canada's housing supply crisis and decarbonization in the building sector. In addition, faculty collaborations often revolve around environmental concerns. For instance, the School of Architecture engages in the teaching and research activities in the Faculty of Engineering's Trottier Institute for Sustainability in Engineering and Design (TISED).

Global perspectives are foremost embodied in our commitment to the Exchange term abroad. We have also offered many studios abroad, with travel generously funded through outside donations. Faculty research teams covering global issues employ and train students from the professional program. Local interests are demonstrated by design student involvement with local communities, including the competition for a Montreal Holocaust Museum, and studies for the revival of a Black cultural centre in historic Black neighbourhoods.

The expertise of our tenure-track staff also brings responsiveness to both environmental and global concerns. Alan Avorgbedor revamped Architectural History 4 (ARCH 355) to include an investigation of technicity in African architecture. It may be the only required course in a School of Architecture on the continent with this focus. Likewise, the series of technical courses about Energy, Environment, and Buildings in the undergraduate sequence leads to the Comprehensive Studio in the M.Arch. program which requires students to think environmentally at all stages of comprehensive design.

Sometimes all these activities converge. Sometimes the School community takes up a global presence, such as multiple participations in the Venice Biennale of Architecture since the last accreditation visit, and sometimes we invite others to the School of Architecture. An excellent example of this kind of initiative was the recent Design for the Global Majority project, a celebration of the School of Architecture's now closed Minimum Cost Housing Program. Ipek Türeli led a group of undergraduate and graduate students in creating an exhibition, workshops, a symposium, and a film, combining interests in housing, environmental and global justice, local politics, and the history of the School of Architecture:

- https://www.mcgill.ca/mchg/design-global-majority

In short, through hiring practices, guests, events, travel opportunities, and research in addition to targeted course in the curriculum, the School of Architecture supports faculty-

and student-led initiatives that deeply engage local, global, and environmental interests. Our many public events and exhibitions foster dialogue and reflection on the responsibilities and roles of architects in the political and environmental transformations reshaping the physical and social world today.

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.

One core characteristic of the School of Architecture has long been a vision of the architect's responsibility for maintaining the integrity of our physical and social structures. This vision is integrated into in the curriculum. Peer-to-peer learning is a basic premise of design studio teaching, and thus weaves into the emphasis on **PPC 2**. Specific exercises in both studio and technical courses demand group and teamwork. And issues of community engagement and collaboration arise through studio briefs at all levels. Students can also participate in community engagement through work on funded faculty research.

We encourage formal and informal student leadership in extracurricular activities both inside and outside the school community with financial support of the undergraduate and graduate student associations and yearly endowed prizes awarded to individual students for exceptional community leadership.

We foster collaboration and community engagement in coursework, for example in studios where we work with community stakeholder groups as 'the client'. In 2023, for example, for ARCH 672 - Comprehensive Studio ("Architectural Design Studio 1"), all students collaborated with 9^{e} Vie—a social enterprise group developing a shopping centre and community centre dedicated to reparability in the Carré Laval Urban Development, which is itself a carbon-neutral, mixed-use district proposed for downtown Laval. In recent years, option studios in the M.Arch. program (ARCH 673, offered in the winter M1) have collaborated with communities focussed on the development of cultural facilities such as a Black cultural centre, a mosque, and a town hall for MTL 24/24, a Montreal non-profit organization that works to integrate marginalized communities into nightlife activities in the city.

We create other opportunities to train future leaders through research, extra-curricular activities, and public engagement. Prof. Annmarie Adams brought students to present at public hearings as part of Reimagine Westmount (June 12, 2025), an electoral issue for the mayoral race and future of the city. Students working on Prof. Michael Jemtrud's project ReCONstrut regularly collaborate with notfor-profit housing organizations, municipalities, and technical design professionals. Prof. Naomi Keena is developing a Reuse of Materials Sharing Space, bringing circular economy pedagogical principles into the everyday modeling making activities of the School of Architecture.

Within the administrative culture of the School, feedback from various stakeholders and communities is a valued form of collaboration. We hold weekly meetings with administrative staff and weekly meetings coordinating the unit's academic administrators.

The Director holds monthly meetings with the two student associations; we hold a monthly School council meeting for all tenure-track faculty; and the tenure-track faculty are rigorously engaged with committees across the Faculty of Engineering, McGill University, and with scholarly and professional associations across Canada and around the world.

PPC 5. Technical Knowledge

The *Program* must describe how it engages fundamental and emerging technical aspects of building construction.

In the current curriculum, we use a series of courses to teach students foundational concepts and strategies focused on what architects need both to design well and to engage in fruitful conversations with technical consultants. Over the past fifteen years, we have effectively replaced the suite of technical courses that were formerly shared with the Department of Civil Engineering with an expanded suite of core courses in the School of Architecture that now lead the way in engaging fundamental technical aspects of building construction. New courses in energy, environment, building, landscape, structures, and lighting bring both diversity and depth to **SPCs** in the C category and to the idea of technical proficiency. These courses also respond to student feedback requesting technical knowledge relevant to understanding and reacting to an environment of climate change and anxiety about the architect's role in decarbonisation and the construction of sustainable futures.

PPC 5 aligns tightly with the 5 **SPCs in category C**. These are specialized courses that first introduce technical concepts, then require students to use those concepts in particular exercises. The strong sequence of technical courses runs in three streams in the foundational years: visual representation and media (ARCH 325, ARCH 342, ARCH 240, ARCH 512); structures (ARCH 241 and ARCH 445); energy and environment (ARCH 378, ARCH 377, ARCH 447). The **SPC in category D** (Comprehensive Building Design) affords one moment where students can demonstrate their mastery of technical skills, both those introduced through undergraduate coursework and those acquired through internships and other work in design offices. Students also demonstrate technical knowledge in ARCH 678, "Advanced Construction."

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.

Currently, undergraduate students must complete the equivalent of six courses chosen from the School of Architecture's optional courses and from outside the School of Architecture.

In the M.Arch. program, students take up to six graduate seminars related directly to their interests. The range of topics available to them varies from year-to-year, based on the research interests of the tenure-track faculty; the availability of visiting fellows, visiting professors, postdoctoral fellows and PhD students to offer courses related to their research; and collaborative opportunities.

In this way, the curriculum addresses breadth of knowledge at two levels.

In addition, both undergraduate and graduate students can take one or more courses as part of their program of study at another Quebec university through the Québec Inter-University Transfer Agreement. This includes M.Arch. students, who take graduate-level courses in other units in the Faculty of Engineering and across the University, and, in fact, can register in courses at the three other Montreal universities (Université de Montréal, Concordia University, and the University du Québec à Montréal).

One current plan that will increase the breadth of knowledge at the undergraduate level involves a planned change to the curriculum that will add the flexibility of a minor concentration to the B.Sc.(Arch.) program. With the option of a minor in place, every undergraduate student will have the opportunity to add a minor to their degree *within the timeline and total credit weight of the B.Sc.(Arch.) degree*. In recent years, students have requested minors in management, entrepreneurship, art history, Indigenous studies, political science, computer science, French, and environmental studies. The choice that will be available to them ranges across these and multiple other areas of study:

- https://coursecatalogue.mcgill.ca/en/undergraduate/engineering/programs/minor-programs/#departmentoverviewtext

In the interest of broadening their horizons, undergraduate students on Exchange abroad are especially encouraged to take electives related to the history and culture of the host institution and host city.

The School of Architecture boasts a commitment to heterogenous, pluralistic scholarship and study. Our tenure-track faculty come from a variety of disciplines, bringing to both teaching and research a multitude of interdisciplinary, complex, and even contradictory approaches, knowledge bases. and values. This breadth is bolstered by an equally broad range of non-tenure-track faculty: engineers, established architectural partners, emerging practitioners, award-winning designers, artists, historians, environmentalists, and educators.

Our curriculum encourages students to follow their interests; an emphasis that future curriculum changes, such as the proposal to make room for a minor in the undergraduate curriculum, will both anchor and enlarge. Both undergraduate and graduate programs offer room for exploration of technical, scientific, humanistic, and practical knowledge through complementary and elective courses as well as graduate seminars: six courses are required in the undergraduate curriculum, and five in the graduate. In addition, students both seek and demonstrate a wide range of cross-disciplinary explorations in the year-long final M.Arch. project.

Our broad array of events, guests, public lectures, exhibitions, and symposia offer bridges to other disciplines, other values, and other cultures. The exchange of ideas created through community engagement, office networking, international exchange, complementary and elective courses, and funded research makes for a distinctively broad and productive educational environment.

3.11.2 Student Performance Criteria

A. Design (Eight SPCs):

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.

Design theories, precedents, and methods are introduced along the same design studio sequence as design skills (SPCA2). Students articulate increasingly robust design processes as they move through the sequence of design studios in the curriculum. In the first year, ARCH 201 introduces students to a range of formal, graphic, and physical skills, building up a foundation for ARCH 202, which models the components of design processes from site analysis through precedents to a drawing set and model (physical and digital). Students analyse a diverse range of precedents throughout all studio courses. Critical analysis of architectural precedents, for example, is introduced in ARCH 201 and reinforced in ARCH 202 (see assignment #3). ARCH 303 introduces precedent studies of housing, while ARCH 405 emphasizes sustainable and ecological precedents. ARCH 673, a first year M.Arch. "option" studio, has focused on various kinds of community-based engagement, using both historical analysis and precedent studies of diverse communities.

ARCH 676 and ARCH 683, the final year self-directed project, demand that the students choose a particular design process to follow, based in research (textual and visual) that typically includes architectural precedents compared and contrasted through a theoretical and critical framework. Recent projects have included critical and poetic narrative explorations of 3D-laser scanning; studies of deep-energy retrofitting; and investigations covering lifecycle of timber from forest to building and back again.

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.

Design skills are introduced along the same design studio sequence as design theories, precedents, and methods (SPC A1). The first design studio, ARCH 201, introduces students to design theories, formal methods, building elements, encouraging students to explore the configuration of a building and its components. The second design studio, ARCH 202, elaborates these skills adding a clear introduction to precedent studies and a basic understanding of construction and structural systems as well as programming and site analysis.

After this introduction, students develop their abilities to apply design theories in the design studio sequence (ARCH 303, 304, 405, 406, 673). ARCH 303 and ARCH 406 emphasize housing and mixed-use programming; ARCH 405 incorporates environmental considerations into the design of a public and/or commercial building such as a library, performance, theatre, or cultural centre. ARCH 673 is typically offered as an option studio giving students instruction in developing research-based propositions, robust community engagement, or systematic formal and tectonic explorations. Recent options have included

the design of a contemporary mosque in Montreal, working with the community to reimagine the Negro Community Centre / Charles H. Este Cultural Centre (NCC).

In the final two studios, ARCH 676 and ARCH 683, students are free to demonstrate high levels of skill in both choosing and using design tools through a self-directed design project.

A3. Design Tools

The student must demonstrate an *ability* to use the broad range of design tools available to the architectural discipline, including a range of techniques for two dimensional and three-dimensional representation, computational design, modeling, simulation, and fabrication.

The first three terms of the undergraduate degree (U1-level) build abilities through design studio courses and design technique courses. ARCH 201 and ARCH 202 are the first two design studios and include formation in the use of design tools across media and formats. In the first term, ARCH 201 is coordinated with ARCH 342, a course in "Digital Representation." which quickly develops basic skills in 2D and 3D software. In the second year (U2), ARCH 512 covers a critical engagement with 3D design tools including BIM. ARCH 325, "Architectural Sketching" (colloquially known as Sketching School), emphasizes hand drawing and traditional 'plein-air' sketching in watercolour and other media. Students usually take the course just before the fall term of second year. It comprises seven days of supervised field sketching in selected locations outside Montreal, and the results are displayed publicly every year in a fall exhibition.

After this introduction, students develop their abilities with design tools in the design studio sequence: ARCH 303, 304, 405, 406, 673, and 676. Model-making and technical drawing are explicit requirements in all projects; instructors teach students to understand and use drawing and modelling software and physical models including digitally fabricated models both as techniques for critical thinking and for creative exploration and representation of ideas.

In the final two studios of the M.Arch. sequence, ARCH 676 and ARCH 683, students demonstrate high levels of skill in both choosing and using design tools through a focused self-directed design project.

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, space and equipment requirements, the relevant laws, and site selection and design assessment criteria.

We introduce students to program analysis early in the design studio sequence. ARCH 202 provides a rudimentary overview of the design conception process and requires students to use program analysis to propose a design concept, connecting that analysis to typological and formal precedents. That analysis continues in ARCH 303, which program and narrative to address the complexity of multi-family housing design as well as building code and other regulatory issues, universal design, building materials, and site planning. ARCH 405 looks at program analysis in the context of climate crisis using teamwork, covering urban integration and energy sustainability. The idea is to understand program analysis and sustainable design criteria simultaneously.

The comprehensive studio, ARCH 672 ("Architectural Design Studio 1"), requires students to suggest program modifications through program analysis. We highlight the notion of user needs and community engagement in the ARCH 673 “option” studio.

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.

Students cultivate the ability to analyze and respond to site throughout the design studio sequence. The U1 design studios, ARCH 201 and ARCH 202, include assignments that specifically ask students to consider site characteristics as part of their toolkit for developing design concepts. In ARCH 303, students begin their design of a high-density mixed-use housing project by analyzing a challenging triangular building site in a heteroclitic urban environment. ARCH 405 teaches students to include ecological systems, climate, and building orientation through explicit workshops on programmatic and bioclimatic studies of precedents; software tools for lifecycle analysis; and high-performance enclosure design.

Ecological systems and other site characteristics are also introduced in non-studio courses. ARCH 375, “Landscape,” engages the broad array of professional landscape architecture, focusing on green infrastructure, low impact development, global ecosystems, and climate justice. The students follow a sequence of three courses dedicated to energy and the environment. The first, ARCH 378, includes a module on climate and bioclimate design. The second, ARCH 377, covers a close look at natural and artificial lighting including a critical perspective on the evolution of lighting technology; and the third, ARCH 447, investigates passive and active systems for ventilation, heating and cooling in response to climate, building materials, and site.

Students also have opportunities to deepen their knowledge in specific areas through graduate-level optional seminars, including ARCH 641 and ARCH 642, dedicated to environment and energy systems.

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 decisions on the evolution of cities; and the impact of urbanism on design.

Students have a required course in urban design and planning, ARCH 551, offered in U3 winter. This course introduces architecture students to urban design and planning, focusing on Canada as a postcolonial assemblage and covering topics such as winter cities, civic landscapes, re-urbanism, densification, and state-led planning. It conveys urban planning and design as the convergence of public policy, private enterprise, infrastructural interventions, as well as everyday social practice in material landscapes.

Studio projects in the design studio sequence that deal directly with creating proposals for buildings deal with urban design in considering massing, urban surroundings, regulatory laws such as zoning, and environmental and ecological systems. ARCH 202 includes the exercise “Urban notebook” in which students look at how cities are organized and structured through a team-based exploration of a Montreal neighbourhood. This covers morphological history, zoning and land use, typological variation, a façade material survey, and building technology. ARCH 303 begins with a site analysis generating mixed-density housing on an urban site, while ARCH 405 emphasizes urban design considerations considering specific climactic and sustainability priorities.

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.

We introduce detail design, as well as design documentation, as a fundamental part of learning design skills. In their second design studio, ARCH 202, students are required to produce detailed building design including wall sections, diagrams, and other analyses. The final project presentation requirements include a wall section annotating and detailing the construction and performance of an exterior wall. For ARCH 406, students must also demonstrate the ability to combine materials components and assemblies through a detailed wall section.

Students demonstrate their ability to develop detailed architectural elements in the course ARCH 678, “Advanced Construction,” which is taught in conjunction with the comprehensive design studio, ARCH 672. In ARCH 678, through a series of workshops students develop detailed wall sections that demonstrate key design aspects of construction and materiality. The final drawings must take into account building systems: structure, ventilation, heating, cooling, and lighting.

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 purposes of construction, drawings, and specifications.

Design documentation is taught throughout the design studio sequence. Students begin with a variety of 2D and 3D drawing and modeling in ARCH 201 and 202, including diagrams, perspective drawings, axonometric drawings, as well as physical and digital models. The exploration of other representational media—such as audio technologies, film and video—is encouraged but not required. Growing mastery of media and documentation can be seen in the final project presentations through the sequence of design studios: ARCH 202, 303, 304, 405, 406, 672, 673. Students’ final projects, the self-directed project carried out through ARCH 676-683, demonstrate a mastery in a wide variety of design documentation.

Specific attention to technical documentation occurs in ARCH 240 (“Organization of Materials in Buildings”), ARCH 202 (U1 design studio), ARCH 672 (comprehensive design studio), and ARCH 678 (“Advanced Construction”). ARCH 240 introduces students to the

production of technical drawings, but also to a deeper understanding of why technical drawings are constructed the way they are through the production of a prototype tile for a fictious building.

B. Culture, Communications, and Critical Thinking (Five SPCs):

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.

Critical thinking and communication infuse all of the work students undertake at McGill. We use the juried design review process extensively. For each project in the design studio sequence—and often each phase of a studio project—students demonstrate an increasing proficiency at summarizing information with diagrams, drawings, tables, charts, and other visual evidence, and making oral presentations to their colleagues, instructors, and invited guests.

We also use the presentation/review format in courses related to environment and energy (ARCH 447), landscape (ARCH 375), and the organization of materials in building (ARCH 240). ARCH 447 simulates real-world design problems that are completed through teamwork in and assessed through live gallery reviews.

Critical thinking and the ability to research, synthesize, and write information is taught throughout the sequence of history courses (ARCH 250, 251, 354, 355).

A final demonstration of the ability to raise and address compelling questions occurs in the final, year-long self-directed project (ARCH 676 and 683). The final project is based on personal commitments and research interests, which demands students formulate criteria and standards as well as questions and themes.

B2. Architectural History

The student must have an *understanding* of the history of architecture and urban design in regard to cultural, political, ecological, and technological factors that have influenced their development.

Students are required to take a sequence of four courses in architectural history: ARCH 250, ARCH 251, ARCH 354, and ARCH 355. While these courses address architectural theory, cultural diversity, and critical thinking, they focus on topics, themes, and skills of the history of buildings and cities around the world. Students explore history at an expert level through optional courses offered on particular topics, typically directly related to faculty research (ARCH 523, 528, 535, 536, 651,652, 653, and 654).

ARCH 250 traces the history of cities, buildings and landscapes that empires and communities designed and realized across various parts of the world from ancient times to the age of enlightenment. ARCH 251 studies the major figures, architectural movements, and significant architectural texts of the last 70 years in North America, including an introduction to academic research and writing. ARCH 354 is a general introduction to the development of modern architecture across the world from the mid-eighteenth to the mid-twentieth century. It introduces the tradition and conventions of architecture as they were

shaped during the modern period. ARCH 355 examines the natural and built environment in postcolonial sub-Saharan Africa, looking at the idea of Africa in relationship to modern architecture and the international style, as well as contemporary African architecture.

B3. Architectural Theory
The student must have an *understanding* of conceptual and theoretical frameworks and how they have shaped architecture and urban design.

The required sequence of four courses in architectural history (ARCH 250, ARCH 251, ARCH 354, and ARCH 355) also directly address architectural theory. Students explore history at an expert level through optional courses offered on particular topics, typically directly related to faculty research (ARCH 530, ARCH 684, and ARCH 685).

ARCH 355 draws on analytical frames that include Pan-Africanism, Negritude, Postcolonial theory, and contemporary decolonial praxis. ARCH 354 shows how topics such as the rise of capitalism, liberal and democratic politics, nationalism, and the industrial revolution provided frameworks for understanding and motivating architects and architectural organizations. ARCH 251 includes gender and architecture, postmodernism, historic preservation, high tech, and introductions to the nexus of politics and formalism in discussions of housing, brutalism, and civil defense. ARCH 250 explores the intersecting relations between human beings, natural, and built environments, emphasising the circulation and transformation of architectural knowledge, including emblematic aesthetic categories and taxonomies.

B4. Cultural Diversity and Global Perspectives
The student must have an *understanding* of the diverse needs, values, behavioural 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.

The required sequence of four courses in architectural history (ARCH 250, ARCH 251, ARCH 354, and ARCH 355) also directly address cultural diversity and global perspectives, from ancient cultures through the European enlightenment and the coming-of-age of North America, including Canada, after the industrial revolution. ARCH 355 teaches students directly about Africa using diverse frameworks to understand African Expressivity as well as the exchange of architectural ideas through modernist architectural projects. ARCH 355 includes a similar idea about the transmission of key architectural concepts and their reception and development in a broad array of cultural locations.

Students also explore these topics through optional courses, including courses directly related to faculty research interests. In addition, design studios often tackle community projects engaged with specific cultures and individuals (e.g. ARCH 304).

We also encourage the understanding of global cultures through our exchange program. In winter 2025, 26 students went on exchange to Australia, Austria, Italy, Belgium, France, Ireland, and China for international exchange. In return, students from architecture schools around the world come to McGill for one or two semesters. This exchange promotes important cultural engagement at a visceral, everyday level in addition to the academic principles and frameworks transmitted in coursework.

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.

Like critical thinking, learning about the broader ecologies of buildings and their systems forms a basic component of architectural education at McGill. We highlight ecology as a course theme in a sequence of five courses: ARCH 378, 377, 375, 447, and 672. Students demonstrate a deep understanding of and interest in the thematics, policy, and technology of ecological systems in their final year-long self-directed design project (ARCH 676-683).

Through teamwork, ARCH 378 challenges students to explore and apply environmental design first principles with regards to tackling environmental challenges through building design and analysis, looking at the basic principles of sustainable architecture, lifecycle approaches and the circular economy, and climate and bioclimatic design, including designing with the five Köppen-Geiger classifications. ARCH 377 explores climate analysis and design, daylighting, electrical systems, materials, envelope/façade, and ecological systems. ARCH 375 looks at landscape and landscape ecologies from the viewpoint of professional landscape architecture. ARCH 447 examines specific building issues—passive ventilation, active ventilation, and embodied carbon—to understand building components and systems with a broad understanding of ecological systems.

Finally, ARCH 672 “energizes” the comprehensive studio, entangling issues of ecological systems across the steps and phases of a building design so that students understand how to develop design methods fit for the changing climates and conditions of this century.

C. Technical Knowledge (Five SPCs):

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.

Regulatory systems are explored in the design studio sequence. For example, issues related to universal design and and zoning are directly addressed in ARCH 303.

Specific courses address specific standards, principles, and regulations. These are ARCH 451/628 ("Building Regulations and Safety"), ARCH 551 ("Urban Design and Planning"), and ARCH 674 ("Professional Practice 1").

ARCH 451 covers building codes and regulations, specifically, the National Building Code and National Fire Code of Canada. Students develop a systematic approach to implementing codes during the preliminary stage of an architectural project. ARCH 551 introduces students to the regulatory and policy landscape surrounding urban design and planning. ARCH 674 emphasizes the practical and theoretical issues of professional practice, covering the Professional Code, the Architect's Act, and the architect's responsibilities vis-à-vis contracts, field review, project management, and life-cycle costing.

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.

Students develop an awareness of the basic principles used in the selection and assembly of architectural materials in ARCH 240, "Organization of Materials in Building." An intuitive sense of material performance is developed through an exercise that calls for the fabrication of a prototype tile for a typical building. More technical principles are explored through lectures and exercises covering foundations, wood structures, roofs and windows, finishes, masonry, concrete, and steel.

The selection and performance of appropriate materials is also addressed in direct relation to principles of environmental design and ecological systems in the sequence of courses ARCH 378 (fall U1), ARCH 377 (fall U2), and ARCH 447 (fall U3).

A deeper understanding of the issues related to the selection and application of building materials is developed in ARCH 678, Advanced construction, which focuses on structural and envelope systems for the project underway in the accompanying comprehensive studio ARCH 672. ARCH 678 offers an overview of materials and construction from a conceptual and practical perspective. Students examine the structural, spatial, and environmental aspects of materials and systems and explore their potential to advance a variety of agendas in architectural design. The course includes weekly presentations by practicing architects involved in the conception and construction of buildings, each presenting a single project representing a particular architectural strategy.

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 application of appropriate structural systems.

Students gain an understanding of the principles of structural behaviour in a sequence of two core courses taught by a structural engineer: ARCH 241 and ARCH 445.

ARCH 241 is an introduction to the fundamental forms of structure in architecture. It addresses philosophy of structures, structural theories, mechanics of structures, loadings, lateral force resisting systems, and other factors in the design and analysis of structures. ARCH 445 builds on basic structural principles by taking their element-based focus and presenting in a holistic manner the structural approaches in which the elements can be combined to create architecturallyrelevant structural systems. The course presents topics related to the study of structural systems in reinforced concrete, structural steel and timber, as well as current trends in structural design.

Students also demonstrate a deeper understanding of structural behaviour in design studio ARCH 672 and the accompanying course ARCH 678, “Advanced Construction.”

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.

A series of Energy and Environment courses introduces students to the design of building envelope systems and associated assemblies: ARCH 378 (fall U1), ARCH 377 (fall U2), and ARCH 447 (fall U3).

The demonstration of understanding of these principles is addressed in ARCH 678, “Advanced Construction.”

C5. Environmental Systems
The student must have an *understanding* of the basic principles that inform the design of passive and active environmental modification and building service systems, the issues involved in the coordination of these systems in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

Students are introduced to the design of passive and active building service systems in the series of three Energy and Environment courses: ARCH 378 (fall U1), ARCH 377 (fall U2), and ARCH 447 (fall U3).

ARCH 378 includes modules on climate and bioclimatic design, using Köppen-Geiger classification climate types (A-E) and an evaluation of Indigenous and vernacular building types as well as an introduction to designing with solar geometries.

ARCH 377 focuses on artificial and natural lighting, exploring the scalar impact of solar shading devices (envelope/façade design) on glare and light transmission. Students are

introduced to an iterative design process in which they selectively alter variables such as material choice, façade geometry, and % aperture to isolate and optimize key visual outcomes.

ARCH 447 (see assignment #3) addresses adaptive comfort and thermal hierarchy, as well as related topics such as embodied carbon, envelope design, and retrofit strategies.

The U3 design studio, ARCH 405, includes workshops on specific environmental systems and techniques for the simulation and evaluation of active and passive ventilation strategies.

D: Comprehensive Design (One SPC):

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, structural and environmental systems, building envelopes and assemblies, regulatory requirements, and environmental stewardship.

We introduce students to the idea of comprehensive design—design that integrates systems, site, program, and environmental stewardship—in their second design studio, ARCH 202, which takes place in the U1 winter term. Students gain an understanding of architecture as a medium of communication, promoting an understanding of its critical role in the creation of and intervention in environmental space and landscape.

Students demonstrate their ability to produce a comprehensive architectural design in the first studio of the M.Arch. program, ARCH 672. Students examine site- and building-scaled organisation, structure, construction, and assemblies of materials appropriate to the demanding environmental conditions present in Montréal and explore adaptive reuse as both a creative design strategy and a key tactic for lowering embodied carbon in new building projects.

In recent years, wood (heavy timber, mass timber, CLT, glulam) has been the primary structural material for design in this course. Students critically scrutinize timber as a primary building material from multiple points of view, including structural performance, the reduction of embodied carbon, and life-cycle analysis.

E: Professional Practice (Five SPCs):

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.

The students gain an explicit understanding of the architectural profession in ARCH 674. The course covers the Professional Code, the Architect's Act and the architect's responsibilities to clients, colleagues, and society, including professional ethics, responsibility in design, contractual arrangements, business conduct, field review, issuing of certificates, construction and project management, concepts of architectural specification writing, building costs, and life-cycle costing.

The role of the regulatory bodies in relation to building codes is covered in ARCH 451. While many of the students entering our graduate program have already co-op and office experience that gives them first-hand understanding of the profession, this course, coming at the end of their studies, explicitly prepares them for the exigencies of the professional office. It includes visits from professionals working in a variety of professional situations, including architects from private practice, municipal authorities, multidisciplinary offices, and independent consultants.

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 role of advocacy in relation to environmental, social, and cultural issues.

Students gain an explicit understanding of the architect’s legal and ethical responsibilities in ARCH 674. The course covers the Professional Code, the Architect's Act, (A-21 in Québec) and the architect's responsibilities to clients, colleagues, and society, including professional ethics. The course places equal emphasis on both the practical and theoretical issues that frame professional practice as an architect and the matters in which we may be implied under obligations or ethical decisions to take towards the protection of the public.

Ethical and legal responsibilities in relation to codes are covered in ARCH 451/628 (“Building Regulations and Safety”).

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.

Each of the topics listed as modes of practice are comprehensively covered in ARCH 674.

E4. Professional Contracts

The student must have an *understanding* of the various contracts common to the practice of architecture.

Common forms of construction contracts and the tendering process are covered in ARCH 674.

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.

Project management and the types of project delivery are covered in ARCH 674.

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://www.mcgill.ca/about/history
https://www.mcgill.ca/secretariat/mission

Mission

The mission of McGill University is the advancement of learning and the creation and dissemination of knowledge, by offering the best possible education, by carrying out research and scholarly activities judged to be excellent by the highest international standards, and by providing service to society.

Principles

In fulfilling its mission, McGill University embraces the principles of academic freedom, integrity, responsibility, equity, and inclusiveness.

4.1.2 Program History

The appendix of the APR must provide a brief *Program* history.

The School of Architecture at McGill University was founded in 1896, when a chair in architecture was established in the Faculty of Applied Science (today, the Faculty of Engineering) by Sir William C. Macdonald. At that time, the program leading to the professional degree was four years and the School operated in the Macdonald Engineering Building under the leadership of its first Director, Stewart Henbest Capper.

The School of Architecture is now one of eight units reporting to the Dean of the Faculty of Engineering. This includes six engineering departments— Bioengineering, Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Mechanical Engineering, and Mining and Materials Engineering—and two Schools, the School of Urban Planning and the Peter Guo-hua Fu School of Architecture.

Since 1987, the Schools of Architecture and Urban Planning have been housed in the Macdonald-Harrington Building, which was constructed to accommodate the Departments of Chemistry and Mining by architect Sir Andrew Taylor in 1896; and renovated for the two Schools by architects Ray Affleck and Arcop Associates. Through a generous gift, in 2017 the School of Architecture was renamed the Peter Guo-hua Fu School of Architecture.

https://www.mcgill.ca/architecture/about/history-school

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.

The School of Architecture at McGill University does not offer advanced placement in our accredited M.Arch. degree. Graduates of our pre-professional B.Sc.(Arch.) degree do not receive advanced placement. Students from other pre-professional degrees do not receive advanced placement.

Policies and procedures for student transfer for credit are available here:
https://www.mcgill.ca/transfercredit/
https://www.mcgill.ca/transfercredit/prospective

The Course Catalogue (*a.k.a.*Programs), Courses and University Regulations) publication is the official source on policies and procedures for evaluation, advancement, graduation, appeal, and remedial measures:
https://coursecatalogue.mcgill.ca/en/regulations/

An unofficial guide to policies and procedures for evaluating student progress for Master's students is here:
https://www.mcgill.ca/gps/students/registration/progress
For undergraduate students:
https://www.mcgill.ca/students/courses/

4.3
Current Course Description

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*.

The CACB Nextcloud repository includes a listing of required complimentary, and elective courses. with summary info. For details on overview, learning objectives, and course requirements, please consult the syllabi folder of the virtual student exhibition.

Catalogue course descriptions for M.Arch. program are here:
https://coursecatalogue.mcgill.ca/en/graduate/engineering/architecture/professional-non-thesis-march/
For undergraduates:
https://coursecatalogue.mcgill.ca/en/undergraduate/engineering/programs/architecture/architecture-bsc/

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.

The Current Faculty Resumes are in the CACB Nextcloud repository.

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.

Program Response:
The previous Visiting Team Report (2018) is in the CACB Nextcloud repository.

4.6 Annual Reports
The appendix of the APR must include copies of all ARs (including the Annual Statistics Report) that have been submitted to the CACB since the previous site visit. Only the most recent school academic calendar should be submitted.

All ARs (including the Annual Statistics Report) that have been submitted to the CACB since the previous site visit are in the CACB Nextcloud repository.

4.3 Current Course Description

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*.

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ARCH 201 Studio

Introduction to design; development of design judgement and communication skills in a series of exercises addressing light, scale, space, form and colour in the built environment; introduction to techniques of oral and graphic presentation, including model making, photography, sketching and architectural drawing. The course is based in the studio and includes lectures, seminars and field trips. This studio explores how systems of geometric elements, developed through drawing and modeling, can inspire projections about architectural space and its occupation by various actors, humans or not. Through consecutive design exercises, students generate, revise, and resolve formal systems and reciprocal architectural fictions — the kinds of worlds that these systems evoke. Motivating these explorations is a fundamental question: how do we create and talk about geometric form, and how do we make sense of it architecturally? Throughout the course of the studio, students will learn to: define and develop a generative method through transformation rules and evaluate the architectural potential of resultant geometric configurations in two and three dimensions, translate between drawings and models (digital or physical) and creatively exploit gaps in moving between formats and media, document steps and decisions in their process of work, differentiate the intentional and interpretative aspects of transformative acts when working with drawings or models, talk intentionally about relations between geometric form and contextual forces— social, technological, cultural, environmental, or other, resolve geometric form with respect to materials and construction, and engage narrative and world building as productive ways of thinking about architecture's contexts and inhabitants. Alan Dunyo Avorgbedor, Vedanta Balbahadur,
Sharon Kim.

ARCH 250 History 1

The course traces the history of cities, buildings, and landscapes that empires and communities designed and realized across various parts of the world from ancient times to the age of enlightenment. The course considers architecture and urbanism as documents of specific socio-cultural and politico-economic histories. The aim is to provide a multifaceted reading and understanding of the history of the development of built environments,
which include the study of governance, climates, construction materials, techniques, rituals, religions, and colorizations. Students will learn from the intersecting relations between human beings, natural, and built environments. Divided in three parts: Ancient Worlds (ca. 3500 BC–500), Medieval Ages (ca. 500–1500), and Early Modern Worlds (ca. 1500–1750), the Thursday's lectures offer an introduction to the design thinking of various empires, societies, and communities, and discuss the circulation and transformation of architectural knowledge and skills. The lectures are structured around specific aspects of living, designing, building, inventing, conquering, and converting, without dismissing emblematic aesthetic categories and taxonomies. Some of these aspects are further examined and debated during the Monday's seminars with the teaching assistant. Upon satisfactory completion of ARCH 250 course, students will be able to identify the politico-socioeconomic features of major architectural notions, buildings and cities from Mesopotamia to the first European colonization, recognize the historical development of

architecture and urbanism, critically evaluate architectural texts and concepts, learn fundamental vocabulary of architectural history, perform basic academic research and writing on particular buildings, materials, architects, or concepts. Samia Henni.

ARCH 378 Energy, Environments, Buildings
Introduction to ecology, technology, and building through climate change as a central topic for architects in this century. The goal of this course is to expose students to the 21st century challenges confronting architectural practice in the face of growing climate change. It will challenge students to explore and apply environmental design first principles with regards tackling environmental challenges through building design and analysis. Based on the following modules, the learning outcomes the course seeks to impart include: how to work effectively in teams, basic principles of sustainable architecture, how to take a whole building lifecycle approach in the design of buildings, how to design for different climate types with bioclimatic design principles, and how to utilize solar geometry and an understanding of building physics towards integrating passive solar design strategies. Daniel Rondinel.

ARCH 342 Digital Representation
This course introduces students to digital representation in architecture. Students explore applications of state-of-the-art two- and three-dimensional computer modeling software in architectural design. Objectives include: selecting representational strategies that best support one's own design ideas and demonstrate the ability to intellectually defend those decisions, attaining fluency in key software programs to digital representation at a level permitting self-learning and experimentation, using a representation-based design research methodology to effectively investigate forms, compose images, and test architectural intentions, displaying visual literacy by analyzing digitally produced architectural images and placing them in a larger disciplinary context, attaining a working knowledge of computational concepts as they pertain to architectural design, and enacting critical thinking skills through discussion, writing, and project-based activities. Sharon Kim.

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ARCH 241 Structures 1
Introduction to the fundamental concepts and forms of structures in architecture. MISSING CONTENT. Thomas Egli.

ARCH 202 Studio
Introduction to architectural design; consideration of building form in relation to program, structural system, material selection, site and climate; further development of skills in model making, conventional architectural drawing, axonometric and perspective drawing, sketching and architectural rendering. The course is based in the studio and includes lectures, seminars, and field trips. The overall learning outcome of ARCH 202 is to provide students with the opportunity to develop a comprehensive understanding of building design taking into account formal expression, spatial organization, technical resolution, and sustainability. ARCH 202 will stress a well-grounded approach to design through extensive use of research both in the form of precedent studies and term-long research into architectural design and technologies. The exploration and refinement of graphic and visual presentation skills insofar as this relates to architectural design and its presentation (orthographic drawings, diagrams, renderings, axonometrics...) will be an important aspect of ARCH 202 stressed and developed over the duration of the course. In ARCH 202,

developing teamwork skills, fostering a sense of collaboration, and sharing knowledge between design colleagues are also key learning objectives. Vedanta Balbahadur, Jennifer Thorogood, Julia Manaças.

ARCH 251 History 2
The study of North American architecture and cities from 1950 to the present. Upon satisfactory completion of ARCH 251, students will be able to identify and discuss the major features of North American buildings and cities from 1950 to 2000. They will be familiar with the major figures and architectural movements, the most significant architectural texts of last 70 years, and introductory methods in academic research and writing. Annmarie Adams.

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ARCH 445 Structures 2
This course is a continuation of the description of the fundamental concepts and forms of structure in architecture addressed in ARCH 241. It builds on basic structural principles by taking their element-based focus and presenting in a holistic manner the structural approaches by which the elements can be combined to create architecturally-relevant structural systems. The course presents topics relating to the study of structural systems in reinforced concrete, structural steel and timber, as well as current trends in structures. Lectures focus on developing a clear understanding of the basic concepts and the principles relating to the philosophy of structures; structural theory; mechanics of structures; loadings; different structural components such as gravity and lateral force resisting systems; materials and other factors in the design and analysis of structures. Pre-Requisite: ARCH 241 - Architectural Structures 1. Thomas Egli.

ARCH 303 Studio
Course description: an exploration of the design of buildings, projects emphasize the major social, technological, environmental, and symbolic aspects of the design process, introduction to specific modeling, presentation, and documentation techniques, discussions, readings, field trips and practical exercises. The theme of the Fall 2024 U2 studio is housing. The semester will be divided into two parts, each of which is based on a single project that explores different ideas about architecture, residential design, and the design process itself. In the first assignment, working individually, students will design a one-room shelter – a residence/workplace on Mount Royal for Park Rangers and researchers. In the second assignment, working in teams of two, students will develop detailed propositions for a high-density mixed-use housing project on a triangular side adjacent to the recently completed Gorilla Park (Beaubien W and St-Urbain), Montreal.
Prerequisite: ARCH 202 Architectural Graphics and Elements of Design. David Covo, Nathan Godlovitch, Rebecca Taylor.

ARCH 512 Architectural Modeling
Architectural modelling using advanced applications in digital media. Topics include: 3-D modelling and rendering; image editing; digital animation; hypertext and the World Wide Web; issues of representation and methodology; comparison of publishing applications. Projects complement design studio courses and independent studies that are student or instructor initiated. Upon the completion of this course, you will be able to: understand the basic concepts of BIM, and their relationship to the history of architectural practice and computing; identify and analyze modelling as a social and material activity with implications to design and construction

labour; use BIM software and techniques intentionally and skillfully to model and document architectural projects; mobilize your theoretical and technical understanding of BIM concepts to imagine, propose, and design alternative systems and workflows; enact critical thinking skills through discussion, writing, and project-based activity on topics of datafication and digitization in architecture. Eliza Pertigkiozoglou.

ARCH 377 Energy, Environments, Buildings 1
Exploration of the interrelationship between energy, environment, and building. Climate analysis and design, daylighting, electrical systems, materials, envelope/façade and ecological systems. The goal of this course is to expose students to the 21st century challenges confronting architectural practice in the face of growing climate change and technology, through the lens of electric lighting and daylighting. It will challenge students to explore and reconcile virtual and experiential design tools to tackle environmental challenges through architectural design and analysis. Based on four modules, the learning outcomes the course seeks to impart include: lighting, health and social impacts, lighting history / theory; lighting technology and terminology, measured impacts – physical vs. virtual modeling and simulation, and applied lighting intent – reconciling form and function. Prerequisite: ARCH 202 and ARCH 378, or permission from instructors. Conor Sampson.

U2| Winter 2025

ARCH 304 Studio
ARCH 304 – Design and Construction 2: Ecological Tower House explores the shaping of buildings by multivalent environmental factors – social as well as climatic. It fosters the development of an architecture defined and shaped by the site topography and the life and character of its inhabitants. In Winter 2024, ARCH 304 will consider specifically the vertical organization of a private house within a dense urban neighborhood together with a small urban park adjoining. By the end of this course, you will have developed the following abilities: 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, an ability to apply design theories, methods, and precedents to the conception, configuration, and design of buildings, spaces, building elements, and tectonic components, an ability to use the broad range of design tools available to the architectural discipline, including a range of techniques for two-dimensional and three-dimensional representation, computational design, modeling, simulation, and fabrication, an ability to analyze and respond to a complex program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws, and site selection and design assessment criteria, 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 project, 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; the broader implications of architectural design decisions on the evolution of cities; and the impact of urbanism on design, 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 and modeling, an ability to document and present the outcome of a design project using the broad range of architectural media. Prerequisites: ARCH 303. Martin Bressani.

The studio will explore the narrative possibilities that exist in architecture designed for community uses. Building upon the legacy of the site of the former Negro Community Centre (NCC)/Charles H. Este Cultural Centre, students will take a human-centered approach, expanding their analytical and representational toolkit to interrogate architecture's capacity to support issues of social and environmental justice. The NCC is a community space with historical roots in Montreal's Black community, specifically an anglophone community that took root in the early 20th century. The studio will explore the narrative possibilities that exist in architecture designed for community uses. Building upon the legacy of the site of the former Negro Community Centre (NCC)/Charles H. Este Cultural Centre, students will take a human-centered approach, expanding their analytical and representational toolkit to interrogate architecture's capacity to support issues of social and environmental justice. The NCC is a community space with historical roots in Montreal's Black community, specifically an anglophone community that took root in the early 20th century. Prerequisites: ARCH 303. Rebecca Taylor.

ARCH 240 Organization of Materials in Buildings
Characteristics of basic building materials such as: wood, steel, masonry and concrete. How building materials are shaped into building components, and how these components are integrated into the building structure and envelope. Studio projects and an essay to illustrate these principles. Course Objectives: introduction to construction materials, their manufacturing process and properties, demonstration how these materials are combined to form building components (e.g. wall, roof, foundations), show how these materials have been used by architects in buildings. introduction to construction documents and detailing, teach how and where to find reliable information regarding building detail and assembly. Charles Grégoire.

U3| Fall 2024

ARCH 375 Landscape
ARCH 375 introduces and explores the broad field of landscape architecture, a profession with a vast influence on the built and natural environment, whose mandate is to improve human and environmental health in all communities. Through case studies, direct observation, technical strategies, and design work, this course will give students an overview of the historical, theoretical, and technical basis of the discipline. We will explore the living systems that are the building blocks of our work: trees, plants, soil, hydrology, earthworks, etc. to understand the natural processes and services supported by landscape architecture, and the factors that contribute to sustainable projects. This includes green infrastructure to mitigate urban heat island effect, Low Impact Development (LID) to manage stormwater; Repaired global ecosystems to promote biodiversity; Climate justice and social wellbeing though food security, clean water and the aspiration to contribute to the comfort and happiness for all. We will study parks, campuses, streetscapes, trails, plazas, and residential gardens, whose planning and design enhances life. We will also discuss how good design of outdoor spaces can provide sensorial richness and a rich extension of the built environment. With the growing population and the resulting strains on natural systems, the mandate of landscape architects is profound. The goal of this course is to encourage students to think critically about built environment and to champion their greatest positive contribution. The class is developed in collaboration with the U3 Studio, Arch 405. This allows students to apply landscape architectural notions covered in class to their design project through thoughtful site-specific design and sustainable interventions. Through this course, the following Student Performance Criteria (SPC) will be evaluated, and a satisfactory level must be achieved to obtain a passing grade: A5. Site Context and Design. The student will 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; B5. Ecological Systems. The student will 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. Sophie Robitaille.

ARCH 447 Energy, Environments, Buildings 2
The most sustainable building is the one that already exists. In this class, you will work together in teams to develop and practice strategies for mitigating and adapting buildings to the climate emergency. It is organized in a sequence of three design and representation exercises: Module 1. Passive ventilation: using principles of buoyancy ventilation to analyze and intervene in an existing building; Module 2. Active systems: designing mechanical systems for ventilation, heating, and cooling so they work together to adapt to the changing seasons and climate; Module 3. Embodied carbon: detailing external envelopes to balance operational and embodied carbon. Learning outcomes: 1. How do we approach existing buildings? We will learn how to assess an existing social housing typology's heat balance and evaluate the impact of the existing design on energy use, indoor air quality, and thermal conditions; 2. How do we intervene to adapt the built environment? We will learn to use principles of thermal hierarchy, hybrid ventilation, and adaptive comfort to propose an intervention to improve thermal and ventilation qualities; 3. How should we design mechanical systems to serve our needs while minimizing energy use? We will learn how new mechanical and hybrid systems can be designed to enhance buoyancy ventilation while minimizing energy use; 4. How do our existing buildings serve as carbon sinks? We will learn how envelope materials contribute to embodied and operational carbon, and how new envelopes can be designed to preserve existing ones; 5. How can we do all this and work effectively in teams? Prerequisites: ARCH 202 and ARCH 377 or permission from instructor. Gabrielle Goldman.

ARCH 354 History 3
ARCH 354 is a general introduction to the development of modern architecture, principally as emanating from Europe, but also as it spread & mutated in different forms across the world, from the mid-eighteenth century to the mid-twentieth century. During that time span, changes were so rapid, and interacted with each other so profoundly, that the period can reasonably be described as "the birth of the modern world" as we know it today – economically, politically, socially, technologically, and culturally. We will explore architecture's participation in the emergence of that new world, characterized by an ever-growing sense of being distinct from the past and calling for action directed toward the modern (i.e. that which is of the present, or the new). If for most architects of this period, the great traditions of the historical past (mainly Classical but also Gothic) still provided the starting point, the new economic and social conditions of capitalism provoked questions and dilemma that forced a radical re-evaluation of their meaning and use, and led to the modernist experiments of the late-nineteenth- and early-twentieth century. ARCH 354 is not a history of the "built environment" as a whole, but of "architecture," as it was defined as an art and a profession during the period under study. It thus introduces the "tradition" and/or "conventions" of architecture as they were shaped during the modern period – traditions and conventions which are of course open to challenge and reconfiguration. By the end of this course, you will have acquired the following: an understanding of the making of the modern world from an European perspective, in regard to economic, social, political, and technological factors that have influenced its development, and particularly as it was shaped by the rise of capitalism; a keen awareness of the global impact of European modernity; an understanding of architecture's implication and role in the shaping the European modern world, and its colonies, as well as an understanding of the

conceptual and theoretical frameworks and how they have shaped architecture and urbanism; an awareness of the global reach of modern European architecture socio/spatial patterns; skills in reading and writing, understood as a means of critically record, assess,
and comparatively evaluate information; and to be able to synthesize by writing effectively. Prerequisites: ARCH 250 and ARCH 251. Martin Bressani.

ARCH 405 Studio
A structured investigation of architectural concepts; program interpretation with respect to relevant cultural, social and environmental contexts; applications of appropriate formal languages and building technologies in integrated proposals for a variety of building forms. Learning outcomes: The goal of this studio is for students to engage with the challenges and opportunities of architectural practice in the context of climate crisis. Students will explore the role of buildings in relation to climate mitigation – how we reduce greenhouse gas emissions, and adaptation – how we design buildings to respond to current and anticipated changes in weather patterns. Energy efficiency will play a central role in the studio, since it influences both mitigation and adaption. By the end of this course, students will be able to evaluate building performance using basic energy modelling, apply the fundamentals of building science to the design of building enclosures, and strike balance between the following factors that influence good design: urban integration; energy, carbon and sustainability; program; architectural expression. Students will also hone their ability to work collaboratively and to clearly communicate their ideas visually and verbally. Evelyne Bouchard, Morgan Carter, Olga Karpova, Lia Ruccolo.

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ARCH 551 Urban Design
Fundamentals of city-building in Canada relative to municipal, regional, and provincial actions used to guide urban growth and development. Contemporary urban design in major metropolitan centres as shaped by legal, political, and cultural realities. Current preoccupations in city building: reurbanisation and adaptive reuse of infrastructure, collaborative multi-stakeholder projects, strategic initiatives, changing relationships between professional experts and grassroots actors. Introduction to specific aspects of practice: public participation and community engagement; land development and real estate; project feasibility and implementation; policy monitoring and evaluation; emergent city-building regimes. Learning outcomes: to think about critical distinctions between urban design and urban planning, as well as their common ground(s); to explore how architects, engineers, and planners seek to collaboratively engage with the growth, development, and stewardship of everyday (sub)urban landscapes; to examine how key actors generally engage with processes of transformation in contemporary metropolitan regions, including a review of tools generally used for guiding continuity and change in contemporary liberal democracies, with a focus on local approaches used in Canada; to consider the specific roles played (whether well or poorly) by the State, both past and present, in guiding (sub)urban change across Canada—and in other postcolonial contexts—vis-à-vis form, spatial structure, activity patterns, and matters of collective concern in metropolitan regions; and to ask incisive questions about how well urban design and planning can deal with the compounding climate and social emergencies our time, with due consideration for the consequences to be borne by future generations. Nik Luka.

ARCH 451 Building Regulations
The study of building codes with specific emphasis on the National Building and National Fire Codes of Canada. Examples of existing buildings with assignments to illustrate regulations.

Development of a systematic approach to the implementation of codes during the preliminary design stage of an architectural project. The course places emphasis on both the prescriptive design and the underlying objectives that frame the regulatory system on a design project. In general, we will cover topics that are common to architectural projects, and we will relate them to the Code by using a systematic approach. At the end of the course students should be able to apply the articles of the Code and understand the regulatory requirements on their future studio projects. Prerequisites: ARCH 405 Design and Construction 3. Marc-André Plourde.

ARCH 406 Studio
The course will explore the potential for multi-family housing in the village of Hemmingford, a small community 70km south of Montreal. The village's population grew by 9.8% from 2016 to 20213, and to meet growing demand, new single-family housing developments have been constructed at the outer edges of the village. In this course, we will explore alternatives to peripheral development by proposing designs for six infill sites within a 5-minute walk from the village centre and its amenities. Working in teams of two or three, students will be assigned a site for which they will develop a housing design proposal. The first month of the semester will be dedicated to research, site analysis and community engagement, culminating in a creative question and a proposal for an architectural program that will inform their design projects. From there on, students will develop their schemes into well-resolved architectural proposals for housing projects that respond to community needs and achieve exemplary energy-efficiency (Passivhaus/NECB 2020 tier 4). As a result of participating in this course, students will be able to: lead engaging public consultations and listen carefully to participant feedback to gain a sense of place, better understand housing needs and find opportunities to improve civic life through design; develop a creative question and architectural program in response to field work, community engagement and research into the broader context of social, economic and environmental pressures, then use it to guide the development of your project; apply current zoning and building code regulations; propose reasonable and justified amendments if bylaws excessively restrict the design potential of the site in relation to housing needs; design cost-effective, climate-resilient multi-family housing and apply universal design principles; design a building enclosure for a Part 9 (NBC) building that meets exemplary energy performance metrics (Passivhaus or NECB 2020 Tier 4) and that prioritizes the use of materials with low embodied carbon; evaluate the merits of design iterations to hone their ability to self-critique their work; present their work to design professionals and the public, tailoring their verbal and visual presentations to communicate effectively with audiences of different backgrounds. Prerequisite: ARCH . Evelyne Bouchard.

PERFORMING ARCHITECTURE explores issues in interdisciplinary practice, focusing on the convergence of art/architecture. PERFORMING ARCHITECTURE is a direct and critical engagement of the body in space and material and a driver for conceptualizing and developing critical architecture. The studio will investigate movement to understand the parameters on which architecture is made. By studying the contemporary condition of the ephemeral, flux, transient and contingent, it is possible to question the modern binary opposition of form versus content (use/form, program/space). The design process is investigated through the tensions between the kinetic nature of the body in space and the stasis of architectural production. The studio will inhabit this threshold. This position inherently accepts architecture as a cultural production, and the criticality of the performative dimension of architecture acts as a device in the ongoing transformations of culture and society. In this way, PERFORMING ARCHITECTURE sympathizes with performance art, sharing the historical preoccupations with its focus on the body, the physical and political contexts and the action as fundamental meaning within the work. Performative action

becomes a radical social gesture beyond formal production, defining architectural expression and displacing program, site and functional agendas. performance utilizes formal and material methodologies with political and social criticality. The studio implicitly questions contemporary architecture's tendency to privilege the object and/or
technological progress. PERFORMING ARCHITECTURE challenges architecture's role in reflecting cultures' dominant values by examining the temporary, contingent, nomadic, hypothetical, and fictional conceptions of space and making. Learning outcomes: define and articulate, verbally and through text and visual imagery a clear position towards one of architectures roles in broader cultural production as a stream of design research; develop a creative proposition, through performance or documentation of a creative action, that links architecture to broader questions of cultural production; define and articulate, verbally and through other media, that creative proposition as a continuation of this design research; apply and develop the research from the position and creative proposition to develop an architectural strategy, framing space, materiality, cultural positioning and critical questioning; design an architectural construct based on a deep and rich design research agenda; evaluate the merits of design iterations to hone their ability to self-critique their work; present their work to design professionals and the public, tailoring their verbal and visual presentations to communicate effectively with audiences of different backgrounds. Andrew King, Angela Silver.

Urban sprawl poses a significant challenge to regions dealing with the complexities of climate change and metropolitan growth. Peripheral developments force residents to commute long distances in their everyday lives - hours merely to work, shop or study - and create a burdensome demand for highway infrastructure. Suburban development also contributes to the decline of the urban core, as sprawl creates an arrangement wherein residents have less motivation and money to visit city centers. Denser communities are seen as an essential strategy to stop and even repair the environmental damage attributed to urban sprawl, and as a response to the changing economic conditions and demographic shifts that we are experiencing. The considerably reduced footprint of higher density urban neighbourhoods and the effectiveness with which they connect to existing transport, educational, commercial, and healthcare systems combine to make the concept of mixed-use higher density places extremely attractive to the development of affordable, energy-efficient, and sustainable urban communities.These challenges can be mitigated by mixed developments and buildings given that they attract diverse populations and businesses. Notably, mixed developments open communities to a wider range of socio-economic groups, and these groups, in turn, require diverse housing types – everything from single-family dwellings to townhouses and apartments. This ability to encourage social and built diversity contributes to the viability of a community in that it can foster inclusion, equity and security. Learning objectives: acquire an understanding of the relationship between socio-economic trends in real estate and their impact on design; explore new directions in urban design; investigate and experiment with principles of site planning (i.e., form, mobility, open space); capitalize on opportunities for innovation and community building in a design exercise based on traditional and non-traditional forms of design; develop experience in the application of sustainable design strategies, new technologies and intelligent material use in residential and mixed-use design. Avi Friedman.

ARCH 355 History 4
This course will critically examine the vernacular, imported, and hybrid legacies of the natural and built environment that are implicated in post-colonial sub-Saharan Africa. Students will engage with texts and media drawn from African scholars, architects, writers, and artists to discursively situate the material, spatial, and embodied registers of architectural expressivity in the

postcolonial African context. Drawing on analytical frames that include Pan-Africanism, Negritude, Postcolonial Theory, and contemporary decolonial praxis, students will assess the thematic binaries of Tradition & Modernity, Decolonisation & Neocolonialism, and Sacred & Secular formalisms as a network of social and aesthetic factors that shape architectural realities. To situate these frames in the cultural context of architectural production, students will critically examine the idea of Africa and its relationship to legacies of Modern Architecture and the International Style, Tropical Modernism, and the contemporary expressivity of African architecture. This course will enable students to think critically about the cultural, aesthetic, and architectural paradigms that inform the complex ways in which Black lives, produced at the margins of architectural discourse, relate to built form and space in postcolonial contexts. Consequently, the seminar will be organized around lectures, readings, class discussions, and presentations, that will develop critical tools to analyze and address important issues that shape relationships to architecture in Africa and beyond. Alan Avorgbedor.

M1| Fall 2024

ARCH 672 Studio
This course takes a comprehensive perspective on architecture and construction. We will examine; site and building scaled organisation, structure, construction and assemblies of materials appropriate to the demanding environmental conditions present in Montreal and adaptive reuse as both a creative design strategy and a key component for lowering embodied carbon in new building projects. Students will work in teams to develop design skills and analytical tools, culminating in a speculative design project located in Montreal. This year the site will be parc Angrignon located at the western end of Montreal's Green metro Line. The project will propose a facility for athletics in proximity to the existing but presently empty "Quartiers d'hiver du parc Angrignon" (QHPA) which was built in 1967 to accommodate animals from the « Jardin des merveilles » in Parc La Fontaine. The design will be for a Community Racket Hall for public gathering and the playing of tennis, badminton and pickleball. The course will explore adaptive re-use as a model for new buildings putting into question the conventional distinction between new building and re-use. Principles of adaptive re-use will be proposed as a means for thinking about new buildings rather than a building as a bespoke tight fit between a found form and new program. Relatedly the design of a new building can be thought of as the proposition of an open framework which can then be reused. Wood (heavy timber, massed timber, CLT, glulam) will be a primary structural material for any design in this course. The intention will be to critically scrutinise timber as a primary building material with respect to both structural performance, reducing embodied carbon and life-cycle analysis. By the end of this course, students will demonstrate an ability to: produce an architectural design based on a concept, a building program, and a site which broadly integrates contextual factors, structural and environmental systems, building envelopes and assemblies, regulatory requirements, and environmental stewardship; design a 'building' as a process—not an object—through an understanding of material tectonics and construction ecology; develop a series of drawings, which bring multi-scalar aspects into focus so the issues can be discussed strategically with community stakeholders; demonstrate competence in the use of Rhino, Grasshopper, Ladybug, and One Click LCA as both research and design tools; work effectively and professionally in teams and design collectives. Ewan Branda, Howard Davies, Kim Pariseau.

ARCH 678 Advanced Construction
An exploration of construction in relation to architectural design; research in advanced methods of construction and structure related to design problems and built projects; appropriate technologies

and alternatives. Learning objectives: this course gives an overview of the various ways that materials are used in building and the opportunities they present for architectural design. Upon completion, students should possess an informed and critical understanding of building construction with respect to: current and near future techniques and technologies; ecological and material processes; new roles and practices for architects; comprehension of wall section assemblies in drawing; design of 2 wall sections related to ARCH 672. Howard Davies, Trevor Davies.

M1| Winter 2025

ARCH 673 Studio
In October 2024, the City of Montreal launched its first Nighttime Policy. We will collaborate with MTL 24/24 on their proposal for a "night town hall" (NTH). The students will propose the program for the NTH and an architectural design, and thus, help define what a night town hall can be. MTL 24/24's NTH seeks to create a space for the active participation and collaboration of citizens in regard to how the night is governed and experienced. While "Night mayors" have emerged in many cities in the past decade to help govern the night, an institution associated with the role is missing. In October 2024, Amsterdam launched its "Institute for Night Culture." The instigators of this new institution have asked experts and protagonists "What is an Institute of Night Culture?" (See, D. Mulder van der Vegt and S. Petermann, eds. Archis, 2024). Their insights, suggestions and recommendations constitute a library of "programs" students can draw from in addition to the brief for our studio and various reports MTL24/24 prepared and commissioned on this topic. Furthermore, the first month of the studio will be dedicated to two research assignments/studies which will introduce Night Studies through concepts of care, risk and thrill, and allow students to arrive at the design project with their own reference frames. By the end of this course, students will demonstrate that they can: critically analyze precedents relevant to the subject theme of the studio; use the broad range of design tools available to the architectural discipline; articulate a design process grounded in theory and practice; apply design theories, methods, and precedents to the conception, configuration, and design of buildings, spaces, building elements; analyze and respond to and construct a complex program for an architectural project with consideration of user groups, needs and desires; analyze and respond to local site characteristics, including urban, non-urban, and regulatory contexts, climate and ecology in the design of an architectural project; analyze and respond to the larger urban, social and cultural context where architecture is situated; raise clear and precise questions regarding the thematic exploration of the studio; an understanding of the diverse needs, values, behavioral norms, and social/spatial patterns of the different cultures and individuals in the 24 hr city; work effectively and professionally in teams and design collectives. Prerequisite: ARCH 672. Ipek Türeli.

How can the architectural design of a mosque be adapted to overcome the challenges posed by restrictive zoning
regulations, such as being placed in industrial or commercial areas? In light of Quebec's secular policies, how can the mosque's architecture convey its religious significance without facing opposition from local authorities or the general public? Which changes should be made to municipal bylaws in Quebec to allow religious communities to coexist with secular citizens? Key studio objectives will be: the design of a building that combines both sacred, spaces with everyday social and programmed spaces; studying and designing an architectural language and experience that explores the transcendent and the spiritual; the study and interpretation of typical components in Mosque design (calligraphy, the qibla wall and its mihrab, the minbar, the minaret +

mashrabiya); the detailed design of an exterior masonry façade responding and interpreting aesthetic traditions as well as overall performance; a focused exploration into architectural representation We will develop hybrid drawing types in a search to portray the ethereal and the transcendent; student participation in the finalization of the course syllabus. Prerequisite: ARCH 672. Howard Davies.

This studio will explore the intersection between material investigation, haptic sensibility, and the making/crafting of objects and assemblies which contain constructive, experiential, and symbolic qualities. Using the former industrial district of the Peel Basin as a laboratory, students will investigate these themes through the design of a center for the "dirty" arts - with workshops, classrooms, exhibition and assembly spaces for artists and artisans of metal, glass, concrete, textiles, ceramics, resins/plastics, printmaking, and other media requiring large workshops and equipment. A hybrid program of public workshops and studios for direct material engagement at a large-scale – the center will be part collective and part school - and will form the hub of a new arts district which is currently being discussed between the CMAQ, Sid Lee, and the Canada Lands Company. As such, we will have a series of guest lectures and critics - along with site visits to the Espace Verre, Forges de Montréal, Batiment 7, and other public workshops in the community. Learning objectives not listed on syllabus. Prerequisite: ARCH 672. Morgan Carter.

M2| Fall 2024

ARCH 676 Studio
The final two studios in the M.Arch. professional program, ARCH 676 and ARCH 683, are conceived as a year-long, design-based project focused on the investigation of architectural and urban issues. Students define and carry out their work over the two terms with a faculty advisor. Up to 15 students work together on issues related to design build, decarbonization, energy retrofit, and climate change. Learning outcomes: to identify an architectural problem and to develop a proposition of significance and consequence; to learn to address the public realm while responding to institutional and complex programs; to develop an informed vision about ecological, public-spirited approaches to architecture. Individual projects are self-directed. Students must propose projects that are original, significant and consequential. Prerequisite: ARCH 673. Michael Jemtrud (studio coordinator).

M2| Winter 2025

ARCH 683 Studio
See ARCH 676 above.

ARCH 674 Professional Practice
The Professional Code, the Architect's Act and the architect's responsibilities to clients, colleagues and society, including professional ethics, responsibility in design, contractual arrangements, business conduct, construction supervision, issuing of certificates, construction and project management, concepts of architectural specification writing, building costs and life cycle costing. This course will be for many students their first introduction to the notion of architectural practice as both discipline and profession. The course places equal emphasis on both the practical and theoretical issues that frame our professional practice as an architect and the matters in which we may be implied under obligations or ethical decisions to take towards the protection of the public. In general, we will explore matters that are common to most forms of architectural practices:

professional ethics; the rights and responsibilities of architects and clients; the organization and the administration of an architect's office; the roles of the architect, engineers and other consultants, contractors and subcontractors; specification writing and building costs; common forms of construction contracts and the tendering process; the regulations governing the design and construction of buildings. Marc-André Plourde.

Complementary (elective) courses

Fall 2024

ARCH 651 Architectural History and Theory Seminar 1: On the Containment of the Past in the Work of E.-E. Viollet-le-Duc

The seminar focuses on neo-Gothic architect, theorist, and restorer Eugène-Emmanuel Viollet-le-Duc (1814-1879), exploring the various ways in which he engaged with the medieval past. The past being absent by definition, and precisely because of such absence, it offers an imaginative challenge to the visual artist (and writers) who seeks to recreate its presence. Traditionally, architecture has maintained a mimetic relationship with the past, following a doctrine of "selective" imitation of the great canonic models that have come down from antiquity and the Renaissance. With the advent of European romanticism, ideas of genius, originality, and even naiveté were promoted at the expense of "imitation". Yet despite this new imperative to be original and transcend the "weight" of the past, modernist pundit Charles Baudelaire advocated for a modern art that should emerge from and resonate with memory: "Memory is the great criterion of art, art is a mnemotechny of the beautiful." The seminar explores the various modalities of this modernist appeal to memory as a non-linear recurrence, addressing the significance of such engagement with the past—a kind of spectral and traumatic renewal—a reflexive condition of coming-after that reveals social and political implications. Using the work of the prominent French restorer and neo-Gothic architect E.-E. Viollet-le-Duc as a case study, our focus will be on historical representation in architecture (and architectural discourse) in the broadest sense. Our investigation will consider the fictional elements within such representation, identifying techniques and strategies that contribute to a "historical poetics," fraught with tensions. We will try to identify the ways in which "historical data" enters the material world of representation. No learning outcomes listed. Martin Bressani.

ARCH 540 ART/ARCHITECTURE PARADIGM: ARCHITECTURE AS AN ART PRACTICE

In this seminar, we will examine the verdant relationship between Art and Architecture. Specifically we will be looking at the place art may have in architecture practice, and the place architecture may take in art practice.

This is a relationship that has been explored and navigated across history, and is most fundamentally linked to the creative process. Criticality, conceptual strategies, making and craft are shared practice pre-occupations. Architectures direct linkages with film, music and visual arts are long and documented. Writing, performance and activism are also linked with architectural discourse. The components of what we make, lines, experience, skin, sequence, the haptic, time, are also shared across the art/architecture paradigm. As the domain of architectural practice currently seems pre-occupied in its attempts continually redefine itself through technology, responding to questions around resilience, process analysis, business structures and policy, this course attempts to recentre the discussion around the fundamental act of conceptualization in the making of architecture. While art may be likewise in continual act of redefinition, it almost always remains concerned with conceptualization, and the informants in its continual criticality. The

course will examine specific practices and project where art and architecture methodologies act collaboratively, in a choreography of creation and making, as critical tools and aesthetic partners. No learning outcomes listed. Andrew King.

ARCH 535 HISTORY OF ARCHITECTURE IN CANADA
The objective of this course is to expose students to influences on the development of architecture in Canada, with a particular focus on the regions of Quebec, Ontario and the Maritimes. The course material is taught through lectures and field trips. No learning outcomes listed. Julia Gersovitz.

ARCH 541 Reading the city: Montreal and its neighbourhoods
To intervene, an architect has to understand; to understand one has to know how to read the city. This course is intended to develop both the capacity to read and an understanding of the architecture of Montreal and its context at the level of the neighbourhood. The emphasis will be on the evolution of Montreal architecture as seen from the sidewalk – seven of the thirteen sessions are walking tours. The class is a lecture-based course that will seek to make the city real – the intent is that the history of the city reveals itself over the course of the lectures and walking tours. Maps from every era will serve as the thread that binds in the course – they will demonstrate the successive layers of construction of the city. Images will help the student understand the form, volume and materials used in each period as well as changes to the character and nature of neighbourhoods. Significant emphasis will be placed on buildings of the last thirty years in the course so as to stress the importance of intervention in the practice of Montreal architects. The course is intended to make students aware of the 'Montrealness' of the city. Having completed the course, the student should: understand how Montreal has evolved over the course of its history; understand the architectural intentions, the forms and materials that characterise the different eras; the socio-cultural context of those eras and how they manifest themselves in different neighbourhoods; be aware of the post-1945 era and the changes in Montreal architecture in the latter half of the 20th century – most particularly the relationship between contemporary architecture and its environment. Nancy Dunton.

ARCH 517 Sustainable Residential Development
Recent years have brought to the forefront issues and factors which critically affected design of homes and communities. Climate change, dwindling natural resources, aging population, diversity of household types, the pandemic, high cost of housing and new technologies have combined to create a "perfect storm" of circumstances that merit retooling of old ideas concerning the residential built environment. A much talked-about and at times less understood term that casts a framework for new design thinking is sustainability. The fundamental thrust is a thought process about future consequences of present development actions. Considering environmental, economic, social and cultural aspects in parallel is the underpinning approach at the base of the idea. Knowledge about design and planning of homes and communities and retooling old ones while recognizing those four aspects is also the thrust of this course. Learning objectives: recognize the effects of past poor planning and construction practices; define key elements of sustainable systems; establish and illustrate principles of sustainable towns and neighbourhood design; establish and illustrate principles of sustainable dwellings; establish and illustrate principles of sustainable urban and residence renewal. Avi Friedman.

ARCH 531 The Architectural Imagination: Philosophies of World Architecture to 1600
This course will explore the philosophy of architecture across world cultures from the beginning of human habitation to 1600. We will utilize critical methodologies to investigate the historical

sources, symbols and rituals that inspired key innovations in architectural making within their given socio-economic, religious and political contexts. By the end of this course students will be able to: critically evaluate, interpret, compare, and synthesize key sources in the history of architectural thinking across major world cultures before 1600; improve their ability to write essays by researching, developing sustained lines of inquiry, using appropriate terminology, and accounting for an array of philosophical, symbolic, and socio-cultural contexts within which architectural thinking takes place; interpret the ideas of architectural history and theory within selected critical sites by generating a multi-stage course design project. Gregory Caicco.

ARCH 528 History of Housing
This is an updated version of a legendary course taught in the School of Architecture for decades by Prof Norbert Schoenauer (1923-2001). The intention of the new course is to familiarize students with current research on a wide range of dwelling types, from earliest times to today. In both the original course and this iteration, housing is understood as an architectural response to a broad set of cultural and physical forces, with close ties to societies. Readings focus on Norbert Schoenauer's 6000 Years of Housing, and recent work. Students interested in social and feminist approaches to architectural history may find the course particularly useful. Upon satisfactory completion of ARCH 528, students will be able to identify and discuss the social and cultural factors that have shaped housing around the world from earliest times to the present; link concepts in housing design to the architecture of other building types and cities; assess readings in architectural history; analyze plans and other architectural images; engage with architectural vocabulary, initiate and produce a research paper that uses architecture as evidence. Annmarie Adams.

Winter 2025
ARCH 543 Selected Topics 4
In this seminar we will look at the role of computation in the production of architectural images. Through the making of drawings and the analysis and discussion of readings, we will speculate on how we might respond to the disciplinary challenges posed by A.I., including potential roles for human agency through human-made analog artifacts within digital processes and workflows. Our working hypothesis is that generative A.I. as we know it is in essence a product of social media in that despite its revolutionary potential, it is fundamentally anti-utopian and serves existing structures of power and knowledge. This demands a critical response. Developing one will require understanding how these algorithms work, understanding their place within the overall history of A.I. and design computation, and understanding their capabilities and limitations, particularly within the context of the claims made by its creators and proponents. We will develop this critical response through readings and drawings. Our work will be guided by a network of interrelated disciplinary themes and problems. We will revisit debates about shape versus form, mood, and the problem of the object from today's perspective through drawings of charismatic objects. Your images and text will offer a fictional meditation on the presence, conditions, and qualities of abstract forms in the world and the fact that buildings are strange abstract things that we are asked to live with. Your work should ask questions more than it answers. We will also consider problems of truth and fiction, the roles of abjection, debasement, and low-resolution in ongoing post-digital practices, the status of the digital image in representation, and problems of taste and authorship. After taking this course students will be able to: critically discuss computational generative methods in terms of architectural theory and disciplinary discourse; identify opportunities for

working in the space between analog and digital; assess representations of form and material in relation to precise aesthetic intention; articulate a possible future for architectural authorship. Ewan Branda.

ARCH 642 Energy and Environments 2
The goal of this course is to expose students to the 21st-century challenges confronting architectural practice in the face of growing climate change. It will challenge students to explore and address emerging areas of research and thinking regarding tackling environmental challenges through architectural design and analysis. The learning outcomes this course seeks to impart include: conducting research in design and construction for 21st-century challenges; define and explain the key conceptual framework of theories used to design for future-ready communities, decarbonization in the built environment, and novel digital processes and architectural tectonics towards sustainable built ecologies; evaluate and critically assess how these concepts are applied by deeply diving into sustainable projects and case studies; demonstrate an understanding of key sustainable concepts and methodologies by verbally presenting a synthesis of the critical analysis. Daniel Rondinel.

ARCH 542 Why architects draw
Architectural representation - based on a broad range of drawing types in both traditional and digital media - is the underlying theme of the course, which is intended to complement the instruction and course work associated with the design studio. The aim is twofold: to reinforce students' ability to generate appropriate imagery at every stage of the design process, and to develop a critical perspective on the relationship between representation strategy and design intention. The working title of the course is "Why architects draw". If the course had a subtitle, it would be
"Exploring the role of hand drawing in a digital working environment". When we work with a stylus on a pressure-sensitive tablet screen using an application like Procreate, are we drawing by hand or have we crossed into a digital environment? When we are working on a conceptual level at any stage of a project, does the requirement for instantaneous response in a group discussion call for forms of diagramming and modelling that blur conventional (and obsolete) distinctions between what used to be regarded as different ways of thinking about design media - traditional vs digital? We will explore three distinct but related modes of representation over the semester: observational sketching (sometimes referred to as plein-air sketching or site sketching); architectural drawing (in diverse media); and digital modeling. David Covo.

ARCH 536 Introduction to Heritage Conservation
The objective of this course is to expose students to the discipline of heritage conservation – or the "conservation of the built environment". The course is designed primarily for architectural students, but will be accessible to many others, including, but not limited to, students in urban planning, history, architectural history, geography, engineering and design. By the end of this course, students will be familiar with the terminologies, standard reference documents, history and theory of the discipline. The students will also have an introduction to the materials and construction methodologies of 19th and early 20th century architecture and engineering in North America (with particular reference to eastern Canada) and to the techniques for their conservation. No learning outcomes listed. Julia Gersovitz.

ARCH 652 Spaces of Healthcare: Perspectives from the Past and the Present

This graduate seminar introduces students to the history of healthcare institutions from a variety of perspectives including, but not limited to, studies on their spatial, cultural, social, geographical, and architectural aspects. The first portion of the course will follow a chronological timeline. The second portion will be more thematic and question how lessons from the past can inform us today as we try to improve our healthcare institutions. Spaces of medicine, healthcare, and healing have long been one of the main concerns of historians of medicine and helped them identify the major turning points in the history of medicine. In many ways, this course will also provide students with an overall view of the history of medicine. Furthermore, we will be looking at the historical development of healthcare institutions as a field of intellectual inquiry which allowed scholars to express their ideological convictions through concrete case studies. We will also try to understand how gender, race, and social status have historically shaped healthcare spaces, and question whether these still impact present-day healthcare institutions. Having lived through the COVID-19 pandemic, we will discuss what our healthcare institutions- their history, design, and architecture tell us about our socio-political and economic systems. Learning outcomes: students will learn how to view a variety of subjects in art, design, and architecture from a medical and health humanities perspective; students will gain skills that will be useful when they decide to publish their academic work; at the end of the semester, students will be producing the first draft of a publishable research paper. Urgurgul Tunç.

ARCH 654 From Environmental Mitigation to Social Justice
Global warming is often depicted as a preventable future. Improved energy efficiency, low-carbon energy sources, and carbon dioxide capture and storage are the three major mitigation pathways suggested to prevent ecological collapses. Yet, climate change is happening now with unprecedented flooding, wildfires, and droughts, causing population migration, ecosystem disruption, and biodiversity collapse. In the shadow of promising technoscientific innovations and better-future narratives, an ecocide with devastating effects on present lives is unfolding. This seminar explores the underlying questions arising from thinking about environmental mitigation and social justice through critical theory, film, and other fictional narrations. We will discuss the rhetoric of futurity, resilience, and techno-optimism while considering the strategies of care deployed by scholars, novelists, filmmakers, and artists engaging with the challenges of twentieth and twenty-first-century global warming. The aim is to study the critical perspectives of the environmental humanities and develop ways to configure these focal points to the theoretical and practical concerns of the students' disciplinary approaches. We will adopt a comparative, critical approach that draws on ideas and concepts from theoretical texts, films, and literary texts as we examine the rhetoric of futurity, resilience, and techno-optimism in environmental studies. Close readings, film analysis, reading responses, and in-class discussions will help us better understand the challenges of facilitating environmental solutions while ensuring social justice for all. By the end of the semester, you will be able to adopt a comparative approach to identify, discuss, and study the contemporary challenges of environmental justice; define and analyze key theoretical concepts related to the four primary themes of time, technology, nature, and care linked to the Environmental Humanities; compare and contrast formal characteristics of films, scholarly and literary texts discussed in class; develop academic research skills to investigate the course themes discussed in class. Pascal Schwaighofer.

ARCH 685 ARCHITECTURES OF IMMERSION: FROM THEORY TO PRACTICE
As the boundary between digital and physical spaces becomes increasingly blurred, immersive media such as Virtual Reality (VR), Augmented Reality (AR), photogrammetry, and LiDAR scanning present novel theoretical and methodological challenges for architects. This seminar delves into

the theoretical complexities of “architectures of immersion”— spaces which exist at the intersection of architecture and immersive media. This course offers an exploration of the scholarly discussions that underpin the use of immersive technologies in architecture paired with a hands-on project aimed at creating architectural experiences that materialize the theoretical insights explored throughout the course. Weekly readings and discussions on the themes of space, simulation, immersion, bodies, virtuality, etc. will enable students to explore how theorists grapple with the conceptual dimensions of digital technologies and the role these technologies can play in shaping spatial experiences. Students will examine how immersive realms blur the boundaries between reality and simulation, prompting architectural theory to redefine its paradigms. The practical component of this course will challenge students to investigate "media leaps”— the transitions between physical and virtual domains, and back again— by utilizing VR systems, photogrammetry, and 3D scanning techniques. Through this process, students will select a physical space, translate it into a virtual environment for modification, and re-materialize it into a physical form. This iterative exploration will culminate in the creation of a final artefact that reflects on how spatial perception and materiality are diminished/augmented/transformed through these transitions. This synthesis of theory and practice will allow students to critically assess the transformative potential that immersive media brings to the field of architecture while engaging deeply with the interplay between analog and digital systems. Maxime Leblanc.

Summer 2025

ARCH 540 Selected Topics in Architecture 1

This course introduces students to Autodesk Revit, providing foundational knowledge in Building Information Modeling (BIM) and essential Revit workflows. Through structured in-person lectures and practical in-class workshops, students will learn to create, manage, and document architectural projects. The course balances theoretical instruction with hands-on exercises, ensuring students develop skills necessary for professional use. By the end of the course, participants will have a strong understanding of Revit’s tools, workflows, and best practices, preparing them for future applications in architecture and design. Upon the completion of this course, you will be able to: understand the fundamental principles of Building Information Modeling (BIM) and Revit; develop proficiency in Revit’s interface, tools, and workflows for architectural modeling; create and edit basic Revit families and components; produce architectural drawings including plans, sections, elevations, and schedules; collaborate effectively using worksharing and linking tools; apply visualization techniques for presentations and design communication. Michael Duric.

ARCH 325/680 Sketching School

Seven days of supervised field sketching in selected locations outside Montreal. The course develops traditional skills in architectural sketching in pencil, ink and watercolor. Sketching is explored as a process that frames the student’s encounter with the environment and as a strategy for acquiring knowledge and understanding of the world. Objectives: The course develops and reinforces traditional skills in observation, notebook recording and sketching in a variety of media, and explores the kind of sketching that architects and artists do when they travel. The emphasis is on sketching and painting ‘on location’ as opposed to in a studio, so students draw outside every day, working individually and in small groups, and under the supervision of the course instructors. Rainy days provide convincing demonstrations of the importance of public interiors, porches, arcades, canopies and roof overhangs in an urban context. The act of sketching is explored as a process of enquiry and searching. The sketch is revealed as evidence of curiosity and the result of

our attempts to understand the world by observing and drawing what is seen and experienced. The 2025 edition of the course will take place in Quebec City. The dates are Wednesday, August 20, to Tuesday, August 26, inclusive. For most of the class, Tuesday, August 19, and Tuesday afternoon, August 26, will be dedicated to travel. David Covo.

Curriculum Vitae

Vedanta Balbahadur

Current Course Roster

ARCH 201	Communication, Behaviour and Architecture
ARCH 202	Architectural Graphics and Elements of Design

Educational Background

2006	M. Arch, McGill University
2004	B.Sc. Arch, McGill University

Employment

Teaching and lecturing experience

2015-present	McGill University Peter Guo-hua Fu School of Architecture design studio coordinator, instructor, and thesis advisor
2013-present	For various institutions, including McGill University, Carleton University, and SJB School of Architecture and Planning (Bangalore), Vedanta has conducted courses, seminars, and city tours about architecture, the built environment, arts, and culture for architects and non-architects. These tours have included groups from the United States, Canada, Netherlands, Brazil, Mexico, the Dominican Republic, South Korea, and India.
2013-2020	McGill University School of Continuing Studies (Department of Language and Intercultural Communication) Course Lecturer for Physical Environment, Sustainability, and Contemporary Culture
2006-present	Invited critic and lecturer for graduate and undergraduate studios and seminars at the following institutions and universities: Carleton University, Concordia University, Cornell University, CU Denver College of Arch. and Planning, Laurentian University, Louisiana Tech University, UCLA, Université de Montréal, University of Nebraska, University of Toronto, University of Waterloo, and Toronto Metropolitan University.

Professional practice

2018-present	Studio Vedanta Balbahadur — Montreal, Quebec
2015-present	Collaborations with ékm architecture — Montreal, Quebec
2006-2014	Saucier + Perrotte architectes — Montreal, Quebec

Honours and Awards

2024	McGill University Faculty of Engineering Outstanding Teaching Award Nomination by McGill Architecture Students
2023	Album art & design for the Juno Award-winning Best Classical Album of the Year (Large Ensemble), Viola Borealis by Marina Thibeault
2022	McGill University Faculty of Engineering Outstanding Teaching Award Nomination by McGill Architecture Students
2021	McGill University Peter Guo-hua Fu School of Architecture Gerald Sheff Award for Teaching

2021	Grands Prix du Design – 14e édition, Silver Winner, Interior Design (Education, Institution & Healthcare / University & Higher Education), John Abbott College Library Redesign in collaboration with ékm architecture

Research, Scholarship, and/or Creative Activity

Selected projects with Studio Vedanta Balbahadur

2024-present	House on Ile-aux-Vaches, Quebec
2023-2025	Espace ESC Performing Arts and Collaborative Event Space, Montreal, Quebec
2005-2025	The Montreal Ballpark Revisited
2023-present	Pointe-Claire Yacht Club (PCYC) Redesign, Pointe-Claire, Quebec
2023-present	Lewis House Extension, Laurentian Mountains, Quebec
2023-present	Installation art and design with artist Lesya Nakoneczny
2023	Graphic design and cover art for the reissue of Toqaude, the first album by violist Marina Thibeault
2022-present	Ecoforêt Fab Lab (Green Fab Lab) Design and Master Planning, Terra Perma, Quebec (in collaboration with ekm)
2020-2022	Artmall Montreal (adaptive reuse of an industrial building to become artist studios), Quebec
2022	Graphic design and cover art for the Juno Award-winning album Viola Borealis, the third album by violist Marina Thibeault
2022	Bar Bello, Montreal, Quebec, Design Consultation and Occupancy Permit and Terrace Drawings

Selected art and photography exhibitions

2020	Utopia Planitia 2010-2020: A Decade of Design, Teaching, and Photographic Exploration in the Age of Social Media, McGill University Peter Guo-hua Fu School of Architecture, Montreal, Quebec, February 2020.

Academic, Professional, and/or Public Service

International and local design juries + conferences

2025	Jury member for CASA-ACEA Canadian Student Work Showcase
2022	Jury member for the Montreal Holocaust Museum International Competition
2022	CCUSA CAFÉ steering committee member and presenter for the Towards Equity in Architecture CAFÉ Capital (Sept 29-October 2, 2022)
2022	CCUSA CAFÉ moderator and coordinator for the Towards Equity in Architecture: Service + Engagement Workshop (May 27, 2022)
2021	Jury member for the 2021 Annual Montreal Interuniversity Charrette
2021	Selection of McGill University candidates 2021 FourC Challenge 24-hour Design Charrette (held at Shanghai Jiao Tong School of Design)

Professional Memberships

Member OAQ (Ordre des architectes du Québec)
Member RAIC (Royal Architectural Institute of Canada
LEED Accredited Professional

Curriculum Vitae

Evelyne Bouchard *Architect OAQ, Certified Passive House Designer*

Current Course Roster

ARCH 405	Design and Construction 3
ARCH 406	Design and Construction 4

Educational Background

2008-2010	Masters in Architecture, McGill University
2004-2007	B. Sc. Architecture, McGill University

Employment

2023-present	External Senior Advisor, Dunsky Energy + Climate Advisors
2020-present	Course Instructor, McGill University Peter Guo-hua Fu School of Architecture
2017-present	Architect & Principal, Tandem Architecture Écologique
2017-present	Course Instructor, Passive House Canada
2014-2016	Architect, Local Practice Architecture + Design, Vancouver, BC
2011-2014	Architect & Intern Architect, Thibodeau Architecture + Design, Vancouver, BC
2010-2011	Intern Architect, Menkès Shooner Dagenais Letourneux Architectes, Montreal, QC
2007-2008	Intern Architect, Urban Exchange London, London, UK

Honours and Awards

2024	Gerald Sheff Award for Part-Time Teaching, Peter Guo-hua Fu School of Architecture McGill University
2024	CaGBC Inspiring Home Award for Simon Fraser Affordable Housing
2023	Canada Green Large Residential Building of the Year Award for Simon Fraser Affordable Housing
2018	Winner of the BC Net-Zero Energy-Ready Challenge for Simon Fraser Affordable Housing

Research, Scholarship, and/or Creative Activity

Conference Presentations

Evelyne is frequently invited to give presentations on energy efficiency, climate change & architecture by organizations such as:

- The City of Montréal
- Bâtiments Passifs Québec
- Canada Green Building Council – QC
- Société d'Habitation du Québec
- Royal Architectural Institute of Canada
- Réseau Énergie et Bâtiments
- Ontario Association of Architects
- Passive House Canada
- New Brunswick Power
- Building Envelope and Cladding Association of Québec (AERMQ)
- Construction Specifications Canada

Academic, Professional, and/or Public Service

Volunteer Experience

2017-2023 Board of Directors, Passive House Canada (Board Chair in 2023)

Curriculum Vitae

Ewan Branda *Course Lecturer, Peter Guo-hua Fu School of Architecture, McGill University*
Professeur invite, Faculté de l'aménagement, Université de Montréal
Professor Emeritus, Woodbury University School of Architecture, Los Angeles

Current Course Roster

ARCH 543	Selected Topics in Architecture 4
ARCH 672	Architectural Design Studio 1

Educational Background

2012	PhD, Critical Studies in Architecture, University of California Los Angeles (UCLA)
1998	MSArchS, Design Computation, Massachusetts Institute of Technology (MIT)
1989	BArch, Professional degree, University of Waterloo

Employment

Academic work

2009-2022	Full-time faculty member, Woodbury University School of Architecture, Los Angeles
2019-2021	Associate Dean, Woodbury University School of Architecture, Los Angeles
2008-2009	Teaching fellow, UCLA
1999, 2006	Adjunct instructor, Art Center College of Design, Pasadena
1991-1994	Adjunct instructor, McGill University, University of Waterloo

Professional experience

2003-2008	Research Fellow, UCLA Experiential Technologies Center
1994-1996	Design Architect, Marosi Troy architectes, Montréal
1993-1996	Design Architect, Saia Barbarese architectes, Montréal
1989-1993	Design Architect, Saucier + Perrotte architectes, Montréal
1988-1989	Architectural Designer, Peter Rose Architect, Montréal

Research, Scholarship, and/or Creative Activity

2024	Panelist, "The Creativity Machine", AI + Design: Learning from AI, Washington University, St. Louis
2022	"Paper Architecture: The Bureaucracy of Reform after 1968," ACSA 2022 Annual Meeting

Academic, Professional, and/or Public Service

2017-2020	Editor, Multimedia Reviews, Journal of the Society of Architectural Historians (JSAH)
2018	Co-organizer, Council on Open Building 2018 (conference, Los Angeles)
2016-2022	Peer reviewer, ARCC and ACSA conferences
2016-2018	Advisory Board member, Places journal
2000-present	Guest reviewer, SCI-Arc, Washington University, UCLA, USC, Kent State
2000-2015	Technical Editor, The Electronic Book Review

Professional Memberships

2010	Society of Architectural Historians
1994-1997	Registered architect, Ordre des Architectes du Québec (passed exams with distinction)

Curriculum Vitae

Gregory Paul Caicco

Current Course Roster

ARCH 531	Architectural Intentions Vitruvius – Renaissance

Educational Background

1999	PhD Architecture, McGill University, Montreal
1992	M.A. Equivalent (Jesuit Comprehensive Philosophy Program), Loyola University, Chicago (intensive full-credit study equivalent to an M.A. in Philosophy)
1989	M.Phil. (History and Theory of Architecture), University of Cambridge, Cambridge, England
1987	B.Arch. (5 year) with High Distinction, Carleton University, Ottawa

Employment

1994-1997, 2021-present	Lecturer, McGill University, School of Architecture. Montreal, QC
2014-2018	Professor, Northcentral University. San Diego, CA.
2012-2014	Faculty Mentor, Online Learning Consortium (formerly SLOAN-C). Boston, MA
2009-present	Adjunct Professor, Thomas Edison State University, Trenton, New Jersey
2008-present	Adjunct Professor, Savannah College of Art and Design, Savannah, GA
2008-present	Adjunct Professor, University of Bridgeport. Bridgeport, CT
2005-present	Adjunct Professor, Park University. Parkville, Missouri
2005-2014	Professor, Assistant Director, Art Institute of Pittsburgh Online Division. Pittsburgh, PA
2000-2004	Lincoln Chair of Ethics in Architecture and Environmental Design, Arizona State University, College of Architecture and Design. Tempe, AZ
1999-2001	Postdoctoral Research Associate, University of Toronto, Institute for Medieval Studies. Toronto, ON
1987-1989	Assistant Architectural Designer, Job Captain, Young + Wright Architects. Toronto, ON
1984	Assistant Architectural Designer, Bregmann and Hamann Architects. Toronto, ON

Research, Scholarship, and/or Creative Activity

Design Projects

In progress	"Shaman Tower. Chernobyl Exclusion Zone, Pripyat, Ukraine" [85% complete]
In progress	"Augury: New York" [75% complete]

Publications

Juried Publications

In progress	*Observatories: An Architectural Memoir* . 50% complete.
In progress	*The Art of Francis of Assisi: Buildings, Body Works, Poetry and Performance*. 40% complete.
2021	"Empty House" in AGNI Review 93 (June), pp. 53-82.

Curriculum Vitae

Morgan Macleod Carter

Liste des cours

ARCH 405	Design and Construction 3
ARCH 673	Architectural Design Studio 2

Formation

2010	Harvard Graduate School of Design Cambridge, M.Arch II_Maîtrise en conception durable et urbain
2008	Universite Dalhousie - École d'architecture Halifax, M.Arch_Premier diplôme professionnel
2000	Universite Dalhousie - École d'architecture Halifax, Baccalauréat ès arts

Expérience Professionnelle

2018-présent	Founding Partner/ Associé principal, projets résidentiels, commercieaux, et durables, Atelier Schleiss Carter, Montréal Morales
2016-2018	Chargé de Conception, projets urbains et universitaire, Marosi + Troy Architectes, Montréal
2015-2016	Chargé de Conception, projets urbains et commercial, Sid Lee Architecture Montréal
2010-2015	Concepteur principal, projets de conception durables, L'OEUF s.e.n.c., Montréal
2008	Collaborateur en conception, projets résidentiels à logements multiples, Atelier TAG, Montréal
2006-2008	Collaborateur en conception, projets publics et résidentiels, Mackay-Lyons Sweetapple Architects, Halifax

Enseignement universitaire

2011-2012, 2017-présent	Chargé de cours, Université McGill, École d'architecture
2012-2020	Chargé de cours, Université de Montréal, École d'architecture
2012-2013	Chargé de cours, Université Carleton, École d'architecture et d'urbanisme Azrieli, Ottawa
2012	Chargé de cours, Harvard Graduate School of Design, Cambridge
2010-2011	Chargé de cours, Université Dalhousie, École d'architecture, Halifax
2009-2010	Auxiliaire à l'enseignement, Harvard Graduate School of Design, Cambridge

Service académique, professional et/ou publique

Jurés

2010-aujourd-hui	Critique invité, Université McGill, École d'architecture
2010-aujourd-hui	Critique invité, Université Carleton, École d'architecture et d'urbanisme Azrieli
2010-aujourd-hui	Critique invité, Université de Montréal, Faculté de l'aménagement
2009-aujourd-hui	Critique invité, Harvard Graduate School of Design

2008-aujourd-hui	Critique invité, Université Dalhousie, École d’architecture
2008-2010	Critique invité, Northeastern University, School of Architecture

Curriculum Vitae

Howard Davies

Current Course Roster

ARCH 672	Architectural Design Studio 1
ARCH 673	Architectural Design Studio 2
ARCH 678	Advanced Construction

Educational Background

1983	B.Sc.Arch. & B.Arch., McGill University

Employment

1986, 1988, 1990-2018, 2020-present	Adjunct Professor, McGill School of Architecture
1990-present	Adjunct Professor, Concordia University
1987	Founding member, Atelier Big City

Honours and Awards

2024	Nomination for MCHAP (Mies Crown Hall Americas Prize) for “Le Christin”
2023	Exhibited / participant at the18th International Architecture Exhibition – La Biennale di Venezia - Architects Against Housing Alienation (AAHA)
2023	Finalist – Complexe Récréatif Gadbois
2023	Finalist – Concours d’architecture pluridisciplinaire – Rénovation et Agrandissement de la Bibliothèque Eva-Circé-Coté
2023	Finalist – Concours d’architecture pluridisciplinaire – Agrandissement et réaménagement de l’espace culturel Aurèle-Dubois
2022	Finalist – Espace Rivière - architectural competition
2020	Grands Prix du Design 13e édition - 55 Mont Royal
2020	Finalist - Labecole architectural competition
2018	Children’s Theatre Sherbrooke - Winning competition project

Grants

2023	Travel Grant Canada Council for the Arts - 18th International Architecture Exhibition – La Biennale di Venezia -Architects Against Housing Alienation (AAHA) $10000.00 (as atelier big city)

Academic, Professional, and/or Public Service

	Masters Admissions Committee, McGill School of Architecture

Reviews

2023	John H Daniels Faculty of Architecture - ARC3021 – Shane Williamson
2020	University of Manitoba - Comprehensive Design Reviews
2018	Cornell University - Final Thesis Reviews (December)

Professional Memberships

1991-present	Member of Quebec Order of Architects

Curriculum Vitae

Trevor Davies *Architecte associé senior, OAQ*

Liste des cours

ARCH 678	Advanced Construction

Formation

1996-1998	Maitrise en architecture, M.Arch, Université de Dalhousie, Halifax
1994-1996	Baccalauréat en design de l'environnement, B.Eds., Université de Dalhousie, Halifax
1988-1991	Baccalauréat design de l'environnement, B.Env., Université de Manitoba, Winnipeg

Expérience Professionnelle

2019-aujourd'hui	Chevalier Morales
2002-2018	Saucier + Perrotte architectes
1997-2002	Brian MacKay-Lyons Architecture
1991-1994	Butler Krebes and Associates

Distinctions et prix

2021	Prix d'excellence – Mérite, la revue Canadian Architect, École primaire Val-Martin
2018	Médaille du Gouverneur général en architecture, Institut royal d'architecture du Canada et Conseil des arts du Canada, Stade de soccer de Montréal, par Saucier + Perrotte
2018	Médaille du Gouverneur général en architecture, Institut royal d'architecture du Canada et Conseil des arts du Canada, Complexe sportif de Saint-Laurent, par Saucier + Perrotte

Recherches et/ou activités créatives

En cours	École Orée-des-Bois, CSSL, rénovation d'enveloppe, Laval, Qc, 2 M$
En cours	École Mont-de-La Salle, CSSL, mise à niveau des systèmes CVCA (phases 2 à 5) et rénovation des escaliers d'issues, Laval, Qc, 20 M$
En cours	Nouvelle École Primaire, CSSDGS, Châteauguay, Qc, 18,2 M$
En cours	Écoles primaires Père-Vimont, Harmonie et Bois-Joli, CSSL, ajout de classes de maternelle 4 ans, Laval, Qc, 21 M$
En cours	Collège Jean-Eudes, rénovation majeure des espaces de vie dans l'aile patrimoniale du bâtiment existant, Montréal, Qc, 11,5 M$
En cours	Centre de formation professionnelle Rolland-Gratton, CSSL, réaménagement majeur et rénovation complète, Laval, Qc, 5 M$
2023	École primaire Notre-Dame-des-Neiges, CSSDM, réfection de l'enveloppe patrimoniale, Montréal, Qc, 1,3 M$
2023	Théâtre insolite Les Sages Fous, transformation de l'église Saint-James, Trois-Rivières, Qc, 10,1 M$

2023	École Lester B. Pearson, CSEM, ventilation phase 2, remplacement des portes et la réfection de la toiture, Montréal, Qc, 3,1 M$
2021	Le 1000 Saint-Urbain, étude d'un nouvel immeuble résidentiel au centre-ville de 60 M$, Montréal, Qc
2021	Centre de formation professionnelle Paul-Gérin-Lajoie, CSSTL, réfection de bassins de toiture, Vaudreuil-Dorion, Qc, 0,05 M$
2021	Bibliothèque du Collège Dawson, étude de préfaisabilité pour le réaménagement, Montréal, Qc
2021	École Père-Marquette, CSSDM, réfection complète des blocs sanitaires, Montréal, Qc, 0,9 M$
2020	École Saint-François, CSSL, rénovation majeure de l'enveloppe et réaménagement, Laval, Qc, 3,88 M$
2020	École Saint-Julien, CSSL, rénovation du gymnase, Laval, Qc, 0,6 M$
2020	École Leblanc, CSSL, expertise d'avant-projet pour rénovation des gymnases, Laval, Qc
2020	École Marguerite-Bourgeoys, CSSDM, rénovation du gymnase, Montréal, Qc, 0,5 M$
2020	École Marc-Aurèle-Fortin, CSSL, Phase I, réfection et désamiantage des plafonds, Laval, Qc, 0,4 M$
2020	École Saint-Maxime, CSSL, réfection de la toiture, Laval, Qc, 0,4 M$
2019	École Hébert, CSSL, ajout de deux salles de retrait, Laval, Qc, 0,06 M$
2019	Édifice Cunard, CSSL, réaménagement d'anciens laboratoires en locaux d'enseignement et d'administration, Laval, Qc, 0,8 M$
2018	Lewis Farms Recreation Facility and Park, Edmonton, Ab, 185 M$ (architecte senior, Saucier + Perrotte)

Associations professionnelles

2004	Ordre des architectes du Québec (2004 – No. A4166)
2002-2004	Nova Scotia Association of Architects

Curriculum Vitae

Nancy Dunton

Current Course Roster

ARCH 541	Selected Topics in Architecture 2

Educational Background

1983-1991	McGill University, Bachelor of Commerce
1967-1969	McGill University, School of Architecture

Employment

1997-2005	Head of University and Professional Programs, Canadian Centre for Architecture
1992-1997	Executive Director, Heritage Montreal
1990-1992	Coordinator of Design and Construction of Hotel Intercontinental, Société de Promotion du Centre de commerce mondial de Montréal
1981-1990	Office manager and project administrator, associate, Arcop Associates, architects

Teaching

2008-2024	Developed and taught *Reading the City: Montreal and its neighbourhoods* at McGill School of Architecture
2016	Taught *Pratique professionnelle*, School of Architecture, Université de Montréal
2011-2015	Taught *Design Theory*, Interior Design, Dawson College,
2009-2011, 2013, 2015	Developed and taught *Pratique professionnelle en conservation* at School of Architecture, Université de Montréal
2014	Developed and taught *The Buildings All Around Us,* part of One Day@McGill / PACE program at McGill University (spring and fall 2014)
2013	Developed and taught mini-course *As seen from the sidewalk: the architecture of downtown Montreal* for PACE program at McGill University
1993-2012	Presentation of *Renovation Planning and Administration* as part of renovation courses offered by Heritage Montreal

Research, Scholarship, and/or Creative Activity

Contracts

2021-2024	Concept and presentation for Heritage Montreal of *Patrimoine : conservation et intervention,* series of four 3-hour Continuing Education workshops for the Order of Architects of Quebec
2018-2023	Concept and presentation for Heritage Montreal of *Ateliers de patrimoine,* workshops in collaboration with City of Montreal to sensitize borough employees, elected officials and Comité consultatif d'urbanisme members to heritage
2017-2018	Research, writing and revision of Heritage Montreal's online Secondary School Program, Part 1: *Heritage Let's Talk about It!* and Part 2: *The Square Mile: A neighbourhood to discover*

Academic, Professional, and/or Public Service

Volunteer activities

2019-2024	Governor, National Trust for Canada
1997-2024	Member of Board of Directors, Heritage Montreal
2018-2024	Member of Board of Directors, Drummond Foundation
2005-2011	Member of Board of Directors, Green Energy Benny Farm
2002-2005	Member of Committee for the Reuse of Existing Buildings of McGill University Health Centre

2000-2001	Member of Governing Committee, Consultations on existing buildings of McGill University Health Centre
1997-2002	Member of Board of Directors, Atwater Library
1998-1999	Member of Client Committee, Renovation of Smith House, Mount Royal

Juries

2016	Canada Council for the Arts, Prizes and Grants in Architecture
2014	Ministère de la Culture et des Communications du Québec, Prix Ernest-Cormier

Curriculum Vitae

Michael Duric *Architect & BIM Specialist*

Current Course Roster

ARCH 540	Selected Topics in Architecture 1 (Summer)

Educational Background

2015-2018	Master of Architecture, Carleton University
2012-2015	Bachelor of Design, Environmental Design, OCAD University (graduated with Distinction)
2009-2012	Advanced Diploma, Architectural Technology, Humber College (graduated with honours)

Employment

2025-present	Architect, NEUF architect(e)s
2021-present	Course Instructor, McGill University
2023-2025	Architect & BIM Specialist, JAVCO Mission Critical
2019-2023	Architect & Intern Architect, EVOQ Architecture
2016-2019	Research Assistant, CIMS (Carleton Immersive Media Studio)
2014	Architectural Technologist, Roundabout Studio Inc

Publications

2023	Morgan Matheson & Michael Duric, "Use of Advanced Documentation and Analysis Technologies at the Shaughnessy House Conservatory in Montréal," *APT Bulletin: The Journal of Preservation Technology*, 2023

Research, Scholarship, and/or Creative Activity

List of projects with EVOQ Architecture

2020-2023	Hart House, University of Toronto, Toronto, Canada, Cost: $18,000,000
2020-2024	Christ Church Cathedral, Montréal, Canada, Cost: $5,000,000
2020 - 2024	Shaughnessy House Conservatory, CCA, Montréal, Canada, Cost: $1,000,000
2019 - 2023	Macdonald-Stewart Library Building, Montréal, Canada, Cost: $31,000,000
2019 - 2023	Caverhill Residence, Montréal, Canada, Cost: $3,000,000

Professional Memberships

OAA

Curriculum Vitae

Thomas Egli *B.Eng., P.Eng.*

Current Course Roster

ARCH 241	Structures 1
ARCH 445	Architectural Structures 2

Educational Background

1988	B.Eng., McGill University

Employment

2003-present	EGP Group / Egli Gallaccio Palanca Inc., Montréal, Québec, Senior Partner & President
2010-2015, 2018-2020, 2021-present	Adjust professor, McGill University: CIVE 492 Structures (2010-2015), ARCH 445 Structural Systems (2018-2020), ARCH 445 Structural Systems 2 (2021-present), ARCH 241 Structural Systems 1 (2021-present)
1992-2003	Senior Partner, Quinn Dressel Associates, Montréal, Québec. Senior New construction: NDG Community Centre and Library, Montréal, Québec; Altoria Mixed-Use High-Rise, Montréal, Québec; Labopharm R&D Complex, Laval, Québec. Building redevelopment and transformation projects: 1253 McGill College, redevelopment, Montréal, Québec ; - 400 de Maisonneuve West, redevelopment, Montréal, Québec. Structural rehabilitation projects: 1250 René-Lévesque West, garage rehabilitation, Montréal, Québec ; Place Alexis Nihon, garage rehabilitation, Montréal, Québec ; Place Bonaventure, garage rehabilitation, Montréal, Québec. Structural renovation projects: McGill University – Leacock Terraces, Montréal, Québec; McGill University – Strathcona Anatomy and Dentistry, Montréal, Québec. FRP reinforcing projects: Jacques Cartier Bridge, Montreal, CFRP reinforcement of main longitudinal concrete beams, 480 m^2 of CFRP fabric, 2015; Champlain Bridge, Montreal, CFRP reinforcement of concrete edge beams and diaphragms, 6,350 m^2 of CFRP fabric, 2014 and 2015; Pont de l'Iles des Soeurs, Montreal, CFRP reinforcement of concrete beams, 380 m^2 of CFRP fabric, 2013; Place Bonaventure Access Bridge, Montreal, CFRP reinforcing of concrete columns and precast concrete beams, 660 m^2 of CFRP fabric, 2,095 meters of pultruded CFRP strips, 2011; 1253 McGill Collège, Montreal, Modification and reinforcing of concrete beams, 7,265 meters of pultruded CFRP strips, 2011; TPSGC, Montreal, Concrete beam and slab reinforcement, 1,150 m^2 of CFRP fabric, 2005.
1988-1992	Design Engineer, Quinn Dressel Associates, Montréal

Research, Scholarship, and/or Creative Activity

Conferences

2019	"Réfection durable des bâtiments et leurs stationnements", presented at a conference on the durability and maintenance of concrete infrastructure

hosted jointly by the “American Concrete Institute” and the “International Concrete Repair Institute”, Montreal, April.

2018 “Reinforcing Concrete Structures with Externally Bonded FRP – Design Practices and Pitfalls”, presented to the “Montreal Structural Engineers” association, Montreal, February.

2018 “Renforts externes en PRF d’éléments de béton – Concevoir pour construire”, presented at a conference on FRP reinforcement hosted by the “International Concrete Repair Institute“, Montreal, April.

Academic, Professional, and/or Public Service

Professional committees

ASTM D04.32 - Road and Paving Material/Bridges and Structures
ASTM D30.10 – Composite Materials/Composites for Civil Structures
ASTM E06.13 – Performance of Buildings/Structural Performance of Connections in Building Construction
ASTM E06.55 – Performance of Buildings/Performance of Building Enclosures
ASTM E50.02 – Environmental Assessment, Risk Management and Corrective Action/Real Estate Assessment and Management

Professional Memberships

Professional licences

Ordre des ingénieurs du Québec (no.45490)
Engineers Nova Scotia (no.11741)
Engineers and Geoscientists British Columbia (no.45770)
Professional Engineers & Geoscientists Newfoundland & Labrador (no.9375)
Professional Engineers Ontario (no.10553641)

Professional associations

American Concrete Institute
American Society for Testing and Materials
American Society of Civil Engineers
Association for Preservation Technology
Canadian Institute of Steel Construction
Canadian Society for Civil Engineering
Concrete Reinforcing Steel Institute
Construction Specifications Canada
Institut de la maçonnerie du Québec
International Concrete Repair Institute

Curriculum Vitae

Julia Gersovitz *O.C.*
Architect, Director
OAA, OAQ, FRAIC, FAPT, CAHP

Current Course Roster

ARCH 535	History of Architecture in Canada
ARCH 536	Heritage Conservation

Educational Background

1980	Master of Science, Historic Preservation, Columbia University
1975	Bachelor of Architecture, with distinction, McGill University
1974	Bachelor of Science (Architecture), with distinction, McGill University

Employment

1983	Founding partner, EVOQ

Teaching

2020-present	Professor of Practice, Peter Guo-hua Fu School of Architecture, McGill University
2018-present	Professeure associée, École d'architecture, maitrise en conservation, Université de Montréal
1980-2020	Adjunct Professor, Peter Guo-hua Fu School of Architecture, McGill University
1987-2001	Adjunct Professor, École d'architecture, maitrise en conservation, Université de Montréal

Honours and Awards

2024	Ordre des architectes du Québec, Médaille du Mérite, 2024
2018	Officer of the Order of Canada

Research, Scholarship, and/or Creative Activity

Selected projects

2023	Block II Design Competition, Ottawa ON. Client: Public Works and Government Services Canada (PWGSC). Member of the Winning Entry (Zeidler + Chipperfield). Crafted Conservation Strategy and contributed to the design direction.
2003-2018	West Block, Parliament of Canada (1859/1875/1909), Ottawa, ON. Client: Public Works and Government Services Canada (PWGSC). National Historic Site of Canada, Classified Federal Heritage Building. Restoration and rehabilitation of building envelope and interiors; addition of an interim chamber in the courtyard with neo-Gothic glass roof. In joint venture with ARCOP. Role: Partner-in- Charge, Design, Partner-in- Charge, Conservation. 2010 Award of Excellence for the Preservation of a Heritage Building – CAHP, 1997 Minister's Award – PWGSC, 2017 BAC Craft Award for Best Restoration / Rehabilitation / Maintenance Project, 2018 North American Copper in Architecture Award – CDA, 2019 RAIC Award of Merit,

	2019 Award of Excellence for the Preservation of a Heritage Building - CAHP
2016-2020	Macdonald Harrington Building (1898). Client: McGill University. Heritage site of Mount Royal, Sector of Exceptional Heritage Value, McGill Campus, Restoration of masonry envelope. Role: Partner-in-Charge

Publications

	Contributing Author, "Architecture for Aging", for the 5th edition of *Care of the Older Person*
2024	Contributing Author, *Montreal's Square Mile, The Making and Transformation of a Colonial Metropole*, 2024
2023	Contributing Author, "Heritage Conservation in Canada, 1950-2000" for the 2023 book, *Evolving Heritage Conservation Practice in the 21st Century*

Academic, Professional, and/or Public Service

Review committees

2023-2025	Société Parc Jean Drapeau, Panel de design : Réhabilitation du secteur de la Place des Nations, membre
2016-2022	City of Westmount, Conseil du patrimoine de Westmount, Chair
2001-2008, 2014-2022	City of Westmount, Planning Advisory Committee Chair

Boards

2022-present	Royal Architectural Institute of Canada Foundation, Trustee

Recent juries

2025	Royal Architectural Institute of Canada Foundation, Jury for Thom Student Award
2014-present	National Trust of Canada, Jury for Herb Stovel Scholarship

Selected speaking engagements

2025	Heritage Montreal, Panelist, Journées de Réqualification
2023	Héritage Montréal, Table ronde virtuelle, "Réqualification: projets pionniers", Speaker
2022	McGill University + Sapienza, Rome, Keynote Speaker, "Sorting the Tangle of Commemoration", in the Heritage in War and Peace II conference
2019	McGill University, Speaker "Architects of the Square Mile", Colloquium on the Square Mile

Professional Memberships

2018	Officer of the Order of Canada
2008	Fellow of the Association for Preservation Technology International (FAPT)
2017-2022	Alberta Association of Architects (AAA)
2016-2023	Architects' Association of New Brunswick (AANB)
1996	Ontario Association of Architects (OAA)
1995	Fellow of the Royal Architectural Institute of Canada (FRAIC)
1988	Canadian Association of Heritage Professionals (CAHP),
1978	Quebec Order of Architects (OAQ)

Curriculum Vitae

Nathan Godlovitch *Architect, MOAQ*

Current Course Roster

ARCH 303	Design and Construction 1

Educational Background

1982	BArch, McGill University
1981	BSc(Arch), McGill University

Employment

2017-present	EVOQ Architecture, Montreal
2002-2017	Dan Hanganu, Architects
2006-present	Nathan Godlovitch, Architect
1997-2002	Fournier Gersovitz Moss and Associates, Architects

Research, Scholarship, and/or Creative Activity

Projects and built work as Associate Architect / Lead Designer at EVOQ

2023 - ongoing	Design Architect, PAQ 2-Maison Sherbrooke, Montreal, QC, Client: Projet Autochtone de Québec, Cost: $6.5M. Feasibility study, design and construction of 50-bed shelter for homeless indigenous people – repurposing and expansion of 1915 semi-detached bourgeois dwelling on Sherbrooke Street West.
2022 - ongoing	Design Architect, Project Manager, 100 GLOUCESTER, Ottawa, ON, Client: Claridge Homes, Cost: Confidential. Design and construction of a 27-storey residential building with small commercial component and underground parking.
2021 - ongoing	Design Architect, Project Manager, 1500 MERIVALE, Ottawa, ON, Client: Claridge Homes, Cost: Confidential. Master plan and pre-conceptual design for major 11-phase mid-rise urban development on 6.2 Ha site in western Ottawa. 1967 residential units and commercial components.
2020 - ongoing	Design Architect, Project Manager, 861 CLYDE, Ottawa, ON, Client: Claridge Homes, Cost: Confidential. Master plan and pre-conceptual design for major 3-phase high and mid-rise urban development on 2.7 Ha site in west-central Ottawa adjacent to the QEW. 1955 residential units and commercial components.
2020 - ongoing	Design Architect, SELBY 2, Westmount, QC, Client: Pur Immobilia, Cost: Confidential. Design and construction of mid-rise 126 unit multi-residential building on the challenging site of the former Selby Campus of Dawson College in lower Westmount adjacent to Ville-Marie Expressway.
2020-ongoing	Design Architect, LEBRETON FLATS - Ph 4 and 5 (building D), Ottawa, ON, Client: Claridge Homes. Design and construction of new residential project.
2018-ongoing	Design Architect, PAVILLON SANGUINET - UQAM (1910), Montreal, QC, Client: Université du Québec à Montréal, Cost: $33M. Building of

	Exceptional Heritage Value; renovation and expansion of the 1250 Sanguinet.
2017-2023	MAISONNEUVE LIBRARY (1912), Montreal, QC, Client: City of Montreal, Cost: $34M. Building of Exceptional Heritage Value Sector of Exceptional Heritage Value; rehabilitating the current library by restoring the character-defining elements of the historic interiors, restoring the building envelope and expanding the existing building by an additional 2,069 m2. The project also includes the design of the exterior space around the building in order to create a gathering place that will blend with the neighbourhood and its surroundings. 2017 Winning Project, Multidisciplinary Design Competition - City of Montreal, 2023 Architecture Award – BaNQ, 2024 National Urban Design Awards, Urban Design Category – RAIC.
2018 - 2022	Design Architect, Project Manager, 89 NEPEAN / 70 GLOUCESTER, Ottawa, ON, Client: Claridge Homes, Cost: Confidential. Design and construction of two 27-storey residential buildings with shared amenities and underground parking.
2018-2021	Design Architect, Project Manager, HILLSIDE RESIDENCES, Westmount, QC, Client: Verterra, Cost: Confidential. Design and construction of 4 townhouse units.
2016 - 2018	KORLCC, Kahnawake, Client: Mohawk Council of Kahnawake. Feasibility Study/Functional-Technical Programme/Master plan for Mohawk Language and Cultural Centre housing language school, museum and theatre.

Professional Memberships

2006	MOAQ

Curriculum Vitae

Gabrielle Goldman

Current Course Roster

ARCH 447	Energy, Environment and Buildings 2

Educational Background

2022-2024	M.Arch, McGill University
2018-2021	BSc. Architecture, McGill University

Employment

2024-present	Course lecturer for ARCH447, "Energy, Environment, and Buildings 2," McGill University (since August)
2023-present	Research Assistant at ReConstruct, an R&D lab under McGill University's Chair in Architecture, Energy, and Environment, held by Professor Michael Jemtrud (since May 2023)
2023	Teaching Assistant for Professor Salmaan Craig, for ARCH447 "Energy, Environment and Buildings 2," McGill University
2021-2022	Internship at nARCHITECTS PLLC., Brooklyn, New York
2021	Assistant to Professor David Covo in the design of new facilities for the AQVA, a non-profit organisation teaching sailing to people with physical impairments

Honours and Awards

2024	Alpha Rho Chi Bronze Medal, awarded to a graduating student who has shown an ability for leadership, performed willing service for the school, and gives promise of real professional merit beyond the design studio through their attitude and personality
2024	Derek Drummond Award in Architecture, awarded by the Director of the School of Architecture to a student in the professional program who has made an outstanding contribution to extracurricular activities.
2024	RAIC Honour Roll, for high academic standing in the top 10% of the graduating class
2024	A.F. Dunlop travelling scholarship
2024	Ping Kwan Lau Prize in Architecture, awarded for excellence in the research, site analysis, and program preparation for the final design project of the M. Arch. Program
2024	Hugh McLennan Memorial Scholarship, awarded for travel to the student who has maintained the highest standing throughout professional studies in Architecture
2023	Alvaro Ortega Award, for research in the area of low-cost housing
2022	Norbert Schoenauer Fellowship
2022	Norbert Schoenauer & David Farley Fellowship in Architecture, for research in issues relating to the urban environment.

2021	Karl Fischer Scholarship*,* awarded by a committee of staff of the School of Architecture to a graduating student who has demonstrated excellence in the development of pragmatic solutions to architectural problems
2021	Wilfred Truman Shaver Travel Scholarship
2020	Pekka H. M. Erkkilä *Scholarship*
2019	John Howard Ambrose Scholarship
2019	John V. Galley Scholarship
2019	Sheila Baillie Hatch Prize, for a special contribution to academic or non-academic life
2019	Honorable mentions - 2019 International Construction Festival of Tongji University
2019	Tongji Undergraduate Research Award

Research, Scholarship, and/or Creative Activity

2024	91e Congrès de l'ACFAS, "Reconstruct: Les rénovations énergétiques en profondeur pour lutter contre la précarité énergétique et préserver le parc de logements abordables," as part of a symposium on energy poverty led by Mylene Riva, Canada Research Chair in Housing, Community and Health, May 2024

Academic, Professional, and/or Public Service

President of McGill's Graduate Architecture Student Association
First Year Master's Representative on McGill's Graduate Architecture Student Association
Vice President Academic of McGill's Architecture Student Association (ASA) (2020-2021)

Curriculum Vitae

Juan Fernández González

Current Course Roster

ARCH 325/680	Sketching School

Educational Background

2021-2025	Master of Architecture I, Harvard Graduate School of Design
2016-2019	B.Sc. Architecture, McGill University Peter Guo-hua Fu School of Architecture

Employment

2022-2024	McGill University, School of Architecture. Course Lecturer. Architectural Sketching with Prof. Ricardo Castro and Prof. David Covo. (ARCH 325 and ARCH 680). (Montreal, Summers 2022-2024. Teaching Collaborator 2019-2021)
2022	Lina Ghotmeh – Architecture, Architecture Intern. Paris, Summer 2022.
2022	Frida Escobedo, Architecture Intern. Mexico City, Summer 2022.
2019-2020	Lemay, Architecture Intern. Montreal, 2019-2020.

Honours and Awards

2024	Salata Inst. for Climate and Sustainability Award, Harvard Graduate School of Design
2024	Penny White Project Fund, Harvard Graduate School of Design
2023	Harvard Asia Center Research Grant for Grad. St., Harvard Graduate School of Design
2023	David Rockefeller DRCLAS Research Travel Grant, Harvard Graduate School of Design
2022	Paul M. Heffernan International Travel Award, Harvard Graduate School of Design
2022-2025	Peter D.C. Thomas Scholarship (Can. Award), Harvard Graduate School of Design
2022-2023	Master's Research Scholarship (FRQNT - Québec), Harvard Graduate School of Design
2022	Student Conference Attendance Fund, Harvard Graduate School of Design
2022	Mexican Cities Initiative Research Fellowship, Harvard Graduate School of Design
2021-2025	Harvard GSD Financial Aid Grant, Harvard Graduate School of Design
2019	Student Ambassador for the Fac. of Engineering, McGill University
2019	Wilfred Onions Memorial Prize (sketching), McGill University
2019	Wilfred Truman Shaver Scholarship (Norway), McGill University
2018	Clifford C.F. Wong Scholarship (leadership), McGill University

Research, Scholarship, and/or Creative Activity

Conferences

2023, 2024	Harvard GSD Orientation. *Call for Abstracts!* Presented to the incoming students of all GSD programs.
2023	Nexus 2023: Relationships Between Architecture and Mathematics. *Visual Proofs in Mathematics and Architecture*. (Turin, 2023).
2022	Universities Art Association of Canada Annual Conference. *Student-led Sketching Initiatives in Architectural Education*. Co-author: Olivia Champ. (Toronto, 2022).
2022	Sixth International Conference on Universal Design (UD2022). *Unidirectional Tactile Paving: Circulation for the Visually Impaired*. Co-autor: Ankit Gongal (Brescia, Italy, Sept. 2022)
2022	Canadian Mathematical Society Winter Meeting 2020. *From a Doodle to a Theorem: A Case Study in Mathematical Discovery.* Co-author Prof. Dirk Schlimm. (Virtual) (Dec. 4, 2020)

Publications

2024	The GSD Sketching Group and the Call for Sketchbooks Exhibition. Drawing Matter.
2023	Supra-Urban Morphologies and the n-Body Problem. TESTING-GROUND. Co-author: Romain Carré.
2023	Concealed Public Transportation in Latin America. ReVista: The Harvard Review of Latin America.
2023	Visual Proofs in Mathematics and Architecture. Nexus Network Journal.
2023	From a Doodle to a Theorem: A Case Study in Mathematical Discovery. Co-author: Dirk Schlimm. Journal of Humanistic Mathematics
2023	Mathematical Experiments on Paper and Computer (20 p. book chapter) Co-author: Dirk Schlimm. Springer Nature: Handbook of the History and Philosophy of Mathematical Practice.
2022	Unidirectional Tactile Paving: Circulation for the Visually Impaired. Co-author: Ankit Gongal (10 p. book chapter) Transforming our World Through Universal Design for Human Development. (IOS Press).
2021	Unidirectional Pedestrian Circulation: Physical Distancing in Informal Settlements. Co-author: Ankit Gongal. (11p.) Buildings and Cities (Special Issue: *Urban Systems for Sustainability and Health*)

Academic, Professional, and/or Public Service

2022-present	GSD Sketching Group. President and Co-Founder

Curriculum Vitae

Charles Grégoire

Liste des cours

ARCH 240	Organization of Materials in Buildings

Formation

2016-2018	Maîtrise en Sciences de l'Architecture, Delft University of Technology, (Graduation effectuée dans le studio Architectural Engineering)
2012-2015	Baccalauréat en Architecture, Université McGill (Gradué Cum Laude)
2010-2012	Baccalauréat Internationnal - sciences naturelles, Collège Jean-de-Brébeuf (Gradué Cum Laude)

Expérience Professionnelle

2020-aujourd'hui	Concepteur en architecture, NOS Architectes
2020	Instructeur pour le cours Organization of Materials in Buildings, Peter Go-Hua Fu School of Architecture, McGill University (Automne 2020)
2020	Designer urbain, Groupe Evoludev
2014-2018, 2019	Concepteur et Graphiste, Avi Friedman Consultants, Inc. (stages d'été de 2014-2018 - contrat de travail de janvier à décembre 2019)
2018	Stagiaire pour un Think-Tank architectural, The Why Factory, Delft, Pays-Bas
2016	Tuteur pour le cours Organization of Materials in Buildings, Peter Go-Hua Fu School of Architecture, McGill University (hiver 2016)

Recherches et/ou activités créatives

Conférences & engagement

2019	Assister à la conférence Affordable Housing Solutions 2019 à Edmonton. Présentateur invité à l'université McGill pour un cours sur l'empreinte environnementale des matériaux de construction. Présentateur invité à l'UQAM pour un cours de Design à propos des micro-habitations.

Publications

Design graphique, montage

2019	*The Why Factory, Copy Paste: The Badass Architectural Copy Guide*, Nai010 Publishers, Netherlands, 2019.
2018	*The Why Factory, Poro City: Opening up Solidity,* Nai010 Publishers, Netherlands, 2018.

Co-auteur - articles

2020	Friedman, A, & Gregoire C., Récolte d'hiver, La Maison du 21e siècle, Hiver 2020.
2019	Friedman, A, & Gregoire C., Hammarby Sjostad: l'avenir du chauffage urbain, La Maison du 21e siècle, Automne 2019.

2019 Friedman, A, & Gregoire C., Des maisons usinées à l'abri des changements climatiques, La Maison du 21e siècle, Été 2019.

Monographes

2020 Gregoire, Charles, *Harvested Homes*, autopublication, 2020.

Curriculum Vitae

Olga Karpova *OAQ*

Liste des cours

ARCH 405	Design and Construction 3

Formation

2009-2011	Maîtrise en architecture, Université McGill
2005-2008	Baccalauréat en architecture, Université McGill
2003-2005	D.E.C. en sciences pures, Collège John Abbott

Expérience Professionnelle

2022-aujourd'hui	Chevalier Morales
2011-2022	Kanva Architecture
2008-2009	Swanke Hayden Connell Arhitects

Expériences en enseignement

2020-aujourd'hui	Chargée de cours, Université McGill

Distinctions et prix

2022	Prix d'excellence en architecture – Bâtiment culturel, Ordre des architectes du Québec, *Migration du Biodôme*
2021	Grands Prix du Design – Culture, sport et loisir / Musée et galerie, Lauréat Grand Prix International, *Migration du Biodôme*
2021	Prix d'excellence, Catégorie 1 de la Société des Musées du Québec, *Migration du Biodôme*
2021	Lauréat du Concours ESTim – Projet du secteur public/parapublic de la Chambre de commerce de l'Est de Montréal, *Migration du Biodôme*
2019	AZ Awards – Concepts : Idées et prototypes et Choix du public, *Imago*
2018	World Architecture Festival, WAF – Projet expérimental/ futur, lauréat, *Imago*

Recherches et/ou activités créatives

Sélection de projets

En cours	Bibliothèque centrale de Saskatoon, nouvelle construction en bois, Saskatoon, Sk, 119 M$ (en consortium avec Formline et Architecture49).
En cours	Bibliothèque commémorative Pettes, agrandissement et rénovation majeure, Lac-Brome, Qc, 5 M$
En cours	Centre culturel de la Première Nation Kebaowek, nouvelle construction, Kipawa, Qc, 8,9 M$
En cours	OMHM, Habitations Des Neiges, nouvelle construction, Montréal, Qc, 13 M$
2024	Siège social de Fondaction, planification stratégique et réaménagement complet des bureaux, Montréal, Qc, 28 M$

Projets au sein d'autres firmes

2022	Résidence Nest House, nouvelle maison, Baie-Saint- Paul, Qc (avec Kanva)

2022	Complexe hôtelière – Domaine Belle Plage, agrandissement et rénovation, Baie-Saint-Paul, Qc (avec Kanva)
2022	Centre des Sciences de Montréal – Parcours Innovation, étude de faisabilité, Montréal, Qc (avec Kanva)
2021	Installation artistique, Traces, World Expo Dubaï 2020, oeuvre d'art, Dubai, Émirats arabes unis (avec Kanva)
2021	Résidence Dunham, agrandissement, Dunham, Qc (avec Kanva)
2021	Migration du Biodôme, rénovation et réaménagement majeur, Montréal, Qc (avec Kanva)
2020	Bureaux Kanva, rénovation et réaménagement, Montréal, Qc (avec Kanva)
2020	Centre des Sciences de Montréal – Parcours Innovation, conception pour un agrandissement et réaménagement, Montréal, Qc (avec Kanva)
2019	Prix de Rome Adaptive Boundaries, projet de recherche et ateliers collaboratifs, Montréal, Qc (avec Kanva)

Affiliations Professionnelles

2011	Ordre des architectes du Québec

Curriculum Vitae

Sharon Kim

Current Course Roster

ARCH 201	Communication, Behaviour and Architecture
ARCH 342	Digital Representation

Educational Background

2021-2023	Master of Architecture, McGill University School of Architecture, Montreal, QC
2017-2020	Bachelor of Science, Architecture Major, graduate with Honourable Mention, McGill University School of Architecture, Montreal, QC
2015-2017	DEC in Arts & Sciences, Marianopolis College, Montreal, QC

Employment

Academic

2024-present	Course Lecturer – ARCH 201: Communication, Behaviour and Architecture (fall 2024); ARCH 342: Digital Representation (winter 2022); McGill University School of Architecture
2021, 2022	Teaching Assistant – ARCH 512: Architectural Modeling (winter 2022); ARCH 342: Digital Representation (fall 2021); McGill University School of Architecture

Practice

2023	Architectural Designer, Ruccolo + Faubert Architectes inc. 1 yr, Montreal, Quebec, Canada
2022	Architectural Designer, S9Architecture, 4 mos, Manhattan, New York City, United States
2021	Architectural Designer, Christ & Gantenbein, 6 mos, Basel, Basel-Stadt, Switzerland
2019	Architectural Designer, Sybil McKenna, 2 mos, Montreal, Quebec, Canada
2019	Architectural Designer, Victor Simion, 3 mos, Montreal, Quebec, Canada

Honours and Awards

John Adjelian Graduate Fellowship, McGill University School of Architecture

Ping Kwan Lau Prize in Architecture, McGill University School of Architecture

Research, Scholarship, and/or Creative Activity

Ship of Fools (cargo.site)

Curriculum Vitae

Andrew King *FRAIC Prix de Rome*
Principal/Founder AKA/FLDWRK
Professor in Practice, School of Architecture McGill University
Professor in Practice, SAPL University of Calgary

Current Course Roster

ARCH 406	Design and Construction 4
ARCH 541	Selected Topics in Architecture 1

Educational Background

1990	MArch, Technical University of Nova Scotia
1988	Bachelor of Environmental Design, Technical University of Nova Scotia
1984	Third Year Bachelor of Arts (Theatre Arts), Acadia University, Nova Scotia
1983	Diploma in Civil Engineering, Acadia University, Nova Scotia

Employment

Professional

2019-present	Principal/founder, AKA/FLDWRK, Montreal/Toronto/Calgary
2015-2023	CDO/design principal, Lemay/LemayLAB/FLDWRK
2008-2015	CDO/design principal, cannondesign
1990-present	Principal/founder, AKA/andrewking, Calgary/Montreal/Toronto

Academic

2022-2025	Professor of Practice, School of Architecture Planning Landscape, University of Calgary
2021-2024	Professor of Practice, Peter Guo-Hua Fu School of Architecture, McGill University
2016-2019	Adjunct professor, Peter Guo-Hua Fu School of Architecture, McGill University
2012	Gerald Sheff Visiting Chair
2009-2010	Azrieli Visiting Critic, Graduate studios/symposium, Carleton University
2008, 2017	Studio Instructor, U1/U2/U3 graduate studio, McGill University
2008, 2009	Studio Instructor, second/fourth year studio, Carleton University
2007-2011	Creator/faculty, architecture lab, Banff Centre for the Arts
2008	Visiting scholar in creative practice, Fine Art, Mount Allison University
2008	Visiting studio instructor, fourth year studio, Carleton University
2006	Visiting studio instructor, studio/DSA/Banff, Carleton University
2005-2007	Inter-disciplinary appointment fine art/architecture, University of Calgary
2003	Visiting professor, Danish Royal Academy

Honours and Awards

Design awards + honours

2022	Award of Excellence, WAN, FLDWRK/Lemay
2022	Award of Excellence, CTBUH, Lemay
2021	World Architecture Prize, FLDWRK/Lemay
2021	Best Unbuilt, AZ award, FLDWRK/Lemay
2021	World Architecture Prize, FLDWRK/Lemay

2020 Award of Excellence, Canadian Architect, FLDWRK/Lemay
2018 Place de Montrealaises, International Competition, FLDWRK/Lemay
2018 Azure Best in Canada, YUNSC, Cannondesign
2018 AZ Awards, Best of and Peoples Choice, LemayLA

Projects/articles featured in journals

2022 DEZEEN canadian manifesto online
2020 *Canadian Architect,* PDM, award, January

Research, Scholarship, and/or Creative Activity

Exhibitions/Installations

2019 Place des Montrealaises Laureates,Montreal

Lectures, appearances, and symposia

2023 Climate Haven(s) Research, RAIC Festival, Calgary
2023 AKA Research Lab, ATMOSPHERE 15 keynote, University of Manitoba
2023 Research Labs in Practices, IDS, Toronto
2022 Humaniti, CTBUH, Chicago
2022 PDM WRLDCTY new York
2022 AKA//FLDWRK research lab, Doctor of Design Symposium keynote, Calgary
2022 Radical Inclusion, PDM, RAIC Festival, online
2022 Sensory Spaces, RAIC Festival, online
2021 Canadian Design Identity, DEZEEN TALKS, online w. Markus Fairs
2021 Zaha Hadid, About Buildings+Cities podcast ep. 65
2021 Future of Cities, WRLDCTY, online
2019 Inclusion PDM, Design TO, Toronto
2019 POP/CAN/CRIT Design Exchange, Toronto
2019 Vertical cities, Conference, Singapore
2019 The City at Night, WRLDCTY, online
2019 Design for Justice, WRLDCTY, online
2019 Business/Health, EXECMBA, Rothman School of Business, Toronto
2019 IDS Professional, lecture, Toronto

Publications

2024 Andrew King, Lev Bratishenko, Nicolay Boyadiev, TBA, *Itinerant Practice*.

Curriculum Vitae

Maxime Leblanc

Current Course Roster

ARCH 685	Contemporary Theory 2

Educational Background

2020-present	PhD, Architecture, McGill University
2022-ongoing	Certificate, Applied Computing, Université de Montréal
2018-2019	M.Arch., McGill Univeristy
2015-2018	B.Sc.Arch., Université de Montréal

Employment

Federal work experience

2024-2025	FSWEP Defence Scientist (2 6-month terms), Defence Research and Development Canada (DRDC) / Center for Operational Research and Analysis (CORA)

Teaching experience

2025	Course lecturer, ARCH 685 – Contemporary Theory 2, McGill University
2023	Sessional Lecturer, ARCH 5006 – Architectural Theory, Laurentian University
2023	Teaching Assistant, ARCH 512 – Architectural Modeling, McGill University
2022	Teaching Assistant, ARCH 540 – Selected Topics (Introduction to Design Software), McGill University
2022	Teaching Assistant, ARCH 342 – Digital Representation, McGill University,
2022	Teaching Assistant, ARCH 512 – Architectural Modeling, McGill University
2022	Studio Assistant, ARCH 406 – Design and Construction 4 (U3 Studio), McGill University
2021	Teaching Assistant, ARCH 342 – Digital Representation, McGill University
2021	Studio Assistant, ARCH 673 – Architectural Design Studio (Israeli Global Studio), McGill University

Research Experience

2023	Lab Coordinator, Computational Design Exploratory (CoDEx) Lab, Prof. Theodora Vardouli, McGill University
2023	Research Replacement, Computational Design Exploratory (CoDEx) Lab, Prof. Theodora Vardouli, McGill University
2022	Research Assistant, Vers un imaginaire numerique (VUIN), Prof. Theodora Vardouli, McGill University

Honours and Awards

2022	SSHRC Doctoral Fellowship
2021	Ray Lifchez Berkeley Prize for best paper by a junior scholar, International Association for the Study of Traditional Environments (IASTE)
2021	Desjardins Student Scholarship, Desjardins Foundation
2021	Peter Guo Hua Fu Graduate Award, McGill University

Research, Scholarship, and/or Creative Activity

Workshops

2023	Virtual Reconstruction using Photogrammetry: From Image Capture to Visualization, SHAD Canada and McGill University

Conferences

Upcoming	“Architecture’s Other Dome”, Maxime Leblanc, Society of Architectural Historians (SAH): Atlanta 2025, Atlanta, Georgia
2025	“From Blueprints to Algorithms: Architecture’s Contribution to Operations Research”, Centre for Operational Research and Analysis (CORA) Seminar Series, National Defence HQ, Canada (Virtual)
2021	"When Boston isn't Boston, useful lies of reconstructive game models.", Maxime Leblanc and Aurelien Catros, IASTE 2021: Virtual Traditions, Nottingham Trent University, UK (Virtual)
2021	"When Boston isn't Boston, useful lies of reconstructive game models.", Aurelien Catros and Maxime Leblanc, "Le saviez-vous?" 2021, Université de Montréal, Canada

Publications

2024	Vardouli, Theodora, Maxime Leblanc, and Eliza Pertigkiozoglou. 2024. “The Design Methods Meshwork: Activating the Design Methods Group Newsletter through Digital History.” International Journal of Architectural Computing. Doi:10.1177/14780771231220903
2022	Leblanc, Maxime, and Aurélien Catros. 2022. Path-Dependency as a Potential Cause for the Disjunction Between Theory and Tools in the Modelled Reality of Sustainable Architecture. In: Walker T., Wendt S., Goubran S., Schwartz T. (eds) Business and Policy Solutions to Climate Change. Palgrave Studies in Sustainable Business in Association with Future Earth. Palgrave Macmillan, Cham.

Scientific letters and reports

2024	Leblanc, Maxime and Maude Amyot-Bourgeois. 2024. “Assessing the Force Structure of the Canadian Army Trials and Evaluation Unit (Phase III): Ranking Potential Lines of Governance for CATEU using Analytic Hierarchy Process.” Defence Research and Development Canada. DRDC-RDDC-2024-L305.
2024	Leblanc, Maxime and Maude Amyot-Bourgeois. 2024. “Assessing the Force Structure of the Canadian Army Trials and Evaluation Unit (Phase II): A Thematic Analysis of Interviews from Past and Present Members, Collaborators, and Clients of the Clients of the Canadian Army Trials and Evaluation Unit.” Defence Research and Development Canada. DRDC-RDDC-2024-L287.
2024	Leblanc, Maxime, Maude Amyot-Bourgeois, and Abdeslem Boukhtouta. 2024. “Assessing the Force Structure of the Canadian Army Trials and Evaluation Unit: A Comprehensive Review of Department of National Defence (DND), Canadian Armed Forces (CAF), and Allied Test and Evaluation Units.” Defence Research and Development Canada. DRDC-RDDC-2024-R095.

Curriculum Vitae

Julia Manaças *OAQ*

Current Course Roster

ARCH 202	Architectural Graphics and Elements of Design

Educational Background

2015	M.Arch, Directed Research Program, McGill University, Montreal, Canada.
2012	B.sc (arch), McGill University, Montreal, Canada

Employment

Academic

2021-present	Studio Instructor, McGill Peter Guo-hua Fu School of Architecture
2015-present	Invited critic, Université de Montréal, Facutté d'aménagement; School of Architecture, McGill University

Professional

2019-present	Julia Manaças Architecte
2015-2019	Designer + Chargée de projet, T B A I Thomas Balaban Architecte
2014	Architectural designer, Suresh Perrera Architecte
2014	Architectural designer, Louis Petrusiak Architecte
2012	architecte stagiaire, T B A I Thomas Balaban Architecte
2012	architecte stagiaire Architectural designer, EVOQ (anciennement FGMDA)

Honours and Awards

Press

Archdaily. House MN by Julia Manacas Architecte + o y a m a

Frameweb. "The Architecture of this Quebec Residence carves out a restorative living experience"

Research, Scholarship, and/or Creative Activity

Exhibitions, Installations, Presentations

2023	Waterhouse, Presentation of recent work for the M1 Advanced Construction at McGill School of Architecture, course taught by Howard Davies
2019	Biennale de Venise – T B A, Participation à l'élaboration du projet gagnant pour la représentation officielle du Canada lors de la 17^{e} édition de la biennale de Venise.

Curriculum Vitae

Kim Pariseau *Architecte fondatrice associée, membre de l'OAQ*

Liste des cours

ARCH 672	Architectural Design Studio 1

Formation

2007	M.Arch. [Design architectural], École d'architecture, Université Laval
2006	École d'été de Percé, Professeur Ruedi Bauer et Jean Beaudoin de la firme INTÉGRAL
2005	B.Sc. Design architectural, École d'architecture, Université Laval
2002	DEC en design intérieur, Collège Dawson, Montréal, Canada

Expérience Professionnelle

Depuis 2023	Enseignement McGill, Automne 2023 (Baccalauréat), Hiver 2024 (Maîtrise)
2021-2021	Enseignement UQAM, semestre d'automne
Depuis 2010	Architecte fondatrice dans la firme APPAREIL architecture
2010-2012	Atelier INSITU architecte, Montréal
2009-2010	YH2 architecture, Montréal
2007-2009	Lemay et associés, Montréal
2006-2007	GIRBa, groupe de recherche sur la banlieue, sous la direction de Gianpiero Moretti
2005-2006	BLGA Architecte, Québec
2003-2005	Anne Vallières Architecte, Québec

Distinctions et prix

2022	Premier Prix Rethinking the Future, catégorie Women in Construction, projet BESIDE Habitat
2020	Prix Relève en Architecture, OAQ

Recherches et/ou activités créatives

Principaux projets en architecture

2024	Petite-Noraie (multiplex de 20 unités en cours)
2024	Développement Mont Grand-Fond (13 chalets en nature en cour)
2024	Résidence Riverdale (unifamiliale en cours)
2024	Résidence Estérel (unifamiliale en cours)
2024	Bienheureuse Jeanne-d'Arc (installation) avec Simon Émond
2024	Lutheran Church (étude de faisabilité)
2024	Résidence Havelock (unifamiliale en cours)
2023	Coucours Centre Aurèle-Dubois (projet finaliste) avec Archi-École Impact (réaménagement intérieur)
2023	Secteur Bouthillier (plan d'ensemble mutlilogement en cours)
2023	Relief nord (82 triplex en nature en cours)
2023	Développement Grande-Foret (22 résidences en forêt en cours)
2023	Restaurant Atelier Gourmand (en cours)

2023 Duplex Bolton (maison intergénérationnelle en cours)
2023 Maison Marie-Victorin (unifamiliale en cours)
2023 Résidence des Sept (unifamiliale en cours)
2023 Maison de la culture de Lachine (étude)
2023 Résidence Saint-Sauveur (unifamiliale en cours)
2023 Bureau Larix (rénovatio commerciale en cours)
2023 Résidence Royal View (unifamiliale en cours)
2023 Résidence Wilkinson (unifamiliale en cours)
2023 Résidence Maple (unifamiliale en cours)
2023 Résidence Les Méandres (unifamiliale en chantier)
2023 Résidence Tsuga (unifamiliale, en chantier)
2023 Lab-École Saguenay (École primaire Lab École) avec BGLA et EBA
2023 Résidence Charlevoix (unifamiliale en cours, en chantier)
2023 Solstice Saune (sauna flottan en cours)
2023 Résidence Saint-Germain (rénovation, en cours)
2023 Résidence Petite-Rivière (unifamiliale locatif en cours)
2023 Clinique Interaction (clinique médicale en cours)
2023 Grange Stanstead (rénovation d'une grange en cours)
2023 Parc de la Rivière Émeraude (concours lauréat, en cours)
2023 Résidence Rivière (rénovation unifamiliale, en chantier)
2023 Résidence Leclaire (rénovation unifamiliale, en cours)
2023 Résidence Moreau (quadruplex en location, en cours)
2023 Micro-Cabine Méandre (2 micro habitation préfabriquées)
2022 Résidence de la Cime (rénovation unifamiliale)
2022 Résidence Les Sillages (unifamiliale)
2022 Clinique Maxillo Tandem (clinique médicale)
2022 Résidence Lac Bernard (unifamiliale en cours)
2022 Résidence Lac Pontbriand (unifamiliale)
2022 Résidence Labelle (unifamiliale en locatif)
2022 Résidence Lac Écho (unifamiliale)
2022 Résidence Labelle (unifamiliale en locatif)
2022 Résidence Cardinal (unifamiliale)
2022 The Uncented Company (boot d'exposition)
2022 Résidence Rivière Boulé (unifamiliale)
2021 Résidence Les Voisines (unifamiliale)
2021 Résidence La Sapinière (rénovation unifamiliale)
2021 Beside Habitat (75 résidences secondaires en location)
2021 Café Wave (mobilier)
2021 Buvette La Famille (restaurant)
2021 Résidence du Lac Creux (unifamiliale)
2021 Développement La Pêche (plan d'ensemble)
2021 MRC Mitis (plan d'ensemble)

Curriculum Vitae

Eliza Pertigkizoglou

Current Course Roster

ARCH 512	Architectural Modeling

Educational Background

2025 (expected)	PhD in Architecture, Peter Guo-hua Fu School of Architecture, McGill University
2018	Master in Design Studies (MDes), concentration in Technology, Harvard University, Graduate School of Design
2016	Master of Architecture (MArch), graduated first of 169 students (highest CGPA), National Technical University of Athens, School of Architecture

Employment

Academic Experience

2024-	Course Lecturer, Architectural Modelling, McGill University, Peter Guo-hua Fu School of Architecture
2024-	Course Lecturer, Introduction to Computer Modelling, Carleton University, Azrieli School of Architecture and Urbanism
2022-2023	Teaching Assistant, Architectural Modelling (Prof. Vardouli), and Architectural History 4 (Prof. Ipek Mehmetoglu), McGill University, Peter Guo-hua Fu School of Architecture

Professional Experience

2018-2020	Senior Digital Design Consultant, Gehry Technologies (Trimble Consulting)

Honours and Awards

Research funding

2022-2025	Vanier Canada Graduate Scholarship, Social Sciences and Humanities Research Council, for PhD dissertation project [150,000 Canadian Dollars]
2022-2025	Fonds de Recherche du Québec - Société et Culture (FRQ-SC) for PhD dissertation project [70,000 Canadian Dollars *awarded but not used]
2021	Doctoral Research Residency, Canadian Center for Architecture (CCA) for archival research “Found in Translation: Digital Archives as Archeological Artifacts of Collaborative Practices” [3,000 Canadian Dollars]

Research, Scholarship, and/or Creative Activity

Events organized

2024	PhD Symposium “Unsettle: Feminist Approaches to Architectural Archives,” McGill Peter Guo-hua Fu School of Architecture (co-organized with Beatriz Takahashi and Erica Vinson)
2024	Roundtable “Data Narratives of Architectural Modernity,” 2024 European Architectural History Network (EAHN) Conference (co-chaired with Theodora Vardouli)

Invited talks

2024 "Architectural Data and Critical Design Narratives" Imagine Lecture Series, School of Media Arts and Applied Computer Science, Woodbury University woodbury.edu/event/ csdc-csma-fall-24-lecture-series/

2024 "Born-Digital Files and the Other Story of Practice" Society of Architectural Historians (SAH) Method Acts

2022 "How can we achieve design freedom with BIM (Building Information Modelling)," Podcast interview by students of the Master in Advanced Computation for Architecture and Design, Institute for Advanced Architecture of Catalonia (IAAC)

Publications

Journal articles

2024 Vardouli, Theodora, Leblanc, Maxime, and Eliza Pertigkiozoglou. "The Design Methods Meshwork: Activating the *Design Methods Group Newsletter* through Digital History," *International Journal of Architectural Computing,* doi: 10.1177/14780771231220903

2024 Pertigkiozoglou, Eliza. "Programmed Collaboration: Software for Building Design in the UK, 1970-1980," IEEE Annals of the History of Computing Special Issue: *Automation by Design,* edited by Gerardo Con Diaz, Colette Perold, and Jeffrey Yost (Accepted pending revisions)

Conference proceedings

2024 Pertigkiozoglou, Eliza. "Found in Data Translations: Uncovering Stories of Software Use through Born-Digital Files," ACADIA 2024 Conference Proceedings (Accepted)

2024 Pertigkiozoglou, Eliza. "Building Models of Practice: The OXSYS Software for Hospital Design, 1970-75" In: *Are you a Model?* edited by Anna-Maria Meister et al., Berlin: JOVIS Verlag GmbH, pp. 51-54.

2022 Pertigkiozoglou, Eliza. "Screen Techniques: Oscilloscopes and the embodied instrumentality of early graphic displays." In: *Design Imperatives : The Future Is Now, CAAD Futures 2021: Selected Papers*, edited by David Gerber et al. Singapore: Springer, pp. 49–61. doi: 10.1007/978-981-19-1280-1_4

Ebook

2019 Witt, Andrew and Eliza Pertigkiozoglou. *Computation as Design: Ron Resch and the New Media of Geometry*, Studies in the Design Laboratory ePub, Canadian Center for Architecture and Harvard Graduate School of Design.

Conference papers

2023 Pertigkiozoglou, Eliza. "Found in Translation: Revealing Software Use via Digital Files," Society of Architectural Historians 2023 Virtual Conference

2022 Pertigkiozoglou, Eliza and Katrin Zavgorodny-Freedman. "Boundaries in Flux: The Legacy of Environmental Design Programs at the University of Waterloo, 1964-71," Canadian Society for History and Philosophy of Science Conference

Curriculum Vitae

Marc-André Plourde

Liste des cours

ARCH 451	Building Regulations and Safety
ARCH 674	Professional Practice

Formation

2004	DESS Connaissances et sauvegarde du patrimoine, Université du Québec à Montréal
1995	Baccalauréat en architecture, Carleton University
1986-1989	Technologie de l'architecture, Cégep de Saint-Laurent

Expérience Professionnelle

Practique de l'architecture

2023-aujourd'hui	Architecte, conception technique, codes et règlementation, BGLA Architecture + Design Urbain
2022	Architecte responsable, conception technique, codes et règlementation,A2-Design Architecture Inc
2016-2021	Patron individuel d'un bureau d'architecte, Marc-André Plourde, architecte
2016	Architecte responsable, conception technique, codes et règlementation,A2-Design Architecture Inc
2015-2016	Architecte responsable, conception technique, codes et règlementation, Simard Architecture Inc
2014-2015	Architecte, conception technique, codes et règlementation, DKA arch. I
2014	Architecte, conception technique, codes et règlementation, Marco Manini arch. I
2013	Architecte, conception technique, codes et règlementation, Louis-Paul Lemieux arch. I
2011-2012	Directeur, conception technique, codes et règlementation, ACDF* Architectes
2004-2007	Stagiaire en architecture, Affleck-DelaRiva Architectes
1999-2003	Stagiaire en architecture, Groupe Cardinal Hardy
1996-1999	Stagiaire en architecture, Saucier + Perrotte Architectes
1992-1995	Étudiant-stagiaire en architecture, Les architectes Bertrand-Paquette
1989-1991	Étudiant-stagiaire en architecture, Ruccolo-Faubert Architectes

En enseignement

2013-aujourd'hui	Chargé de cours, Université McGill, École d'Architecture. Cours enseignés : ARCH240 Organization of Materials in Building; ARCH304 Design and Construction U2; ARCH451 Building regulations and safety (Baccalauréat en Sc. Architecture); ARCH 674 Professional practice (Maîtrise en architecture).
2005-aujourd'hui	Professeur régulier, Technologie de l'Architecture, Cégep du Vieux Montréal. Cours Enseignés : 221-C13 Recherches et matériaux ; 221-C21 Croquis architectural 2 ; 221-C43 Codes et règlements appliqués ; 221-

C50 Construction de béton 221-C53 Rénovation de bâtiments ; 221-C60 Projet pratique ; 221-C65 Projet de fin d'études 221-JAA Évolution de l'architecture ; 504-CC1 Panorama architectural de Montréal.

Service académique, professional et/ou publique

Membre d'un comité de travail

2021	Membre du comité Antiracisme dans l'enseignement de l'architecture, Université McGill
2019-2022	Responsable du programme ATE : Automne 2019 à l'été 2022, Cégep du Vieux Montréal
2019	Comité Ad-hoc pour la révision du CNB 2015 (nov-déc 2019), Ordre des Architectes du Québec
2017-aujourd'hui	Comité construction: Membre actif depuis le 1 er janvier 2017, Cégep du Vieux Montréal

Affiliations Professionnelles

2013-aujourd'hui	Ordre des Architectes du Québec

Curriculum Vitae

Lia Ruccolo

Liste des cours

ARCH 405	Design and Construction 3

Formation

2006-2008	M.Arch et B.Sc. (Architecture), École d'architecture de l'Université McGill
2001-2002	Barreau du Québec, École du Barreau de Montréal
2001-2002	Barreau de l'Ontario, École du Barreau du Haut-Canada
2000-2001	Diplôme de commerce italo-canadien, Chambre de commerce Italienne de Montréal
1997-2001	B.C.L. / L.L.B., Droit, Programme National, Université McGill

Expérience Professionnelle

Expérience de travail en Architecture

2018-aujourd'hui	Lia Ruccolo Architecte, Chargée de projet senior pour des projets institutionnels, commerciaux et résidentiels. Chargée de projet senior pour des projets institutionnels, commerciaux et résidentiels tel que : Résidence St-Vallier, (Montréal) rénovation et Agrandissement ; Résidence Henri-Jacob, (Rimouski) rénovation ; Écoles primaires Rabeau et St-Laurent, études pré-conceptuelles en collaboration avec RFA ; Résidence Mont-Royal, (Outremont) rénovation et agrandissement ; Restaurant Leméac, (Outremont) nouvelle terrasse extérieure.
2008-2018	Architecte senior, Saucier + Perrotte Architectes, Chargée de projet et membre de l'équipe de conception, participation aux étapes de l'esquisse tout comme de l'exécution et du chantier, réalisation de dessins techniques, de rendus 2D/3D pour des projets institutionnels, culturels, d'habitation à grande échelle et des projets résidentiels, tel que : Rénovation et repositionnement de Place Victoria (Montréal) chargée de projet ; Réaménagement des bureaux de Stikeman Elliot (Montréal) ; Tour d'habitation 435 McGill (Montréal) chargée de projet.
2008	Stagiaire, Atelier TAG, Réalisation de dessins techniques et rendus 3D, concours pour l'agrandissement de la Bibliothèque Montarville–Boucher-De la Bruère, finaliste en phase de 1ère sélection.
2007	Associée et conceptrice, 451, Design architectural, concours et projets internationaux, tel que : Musée d'art contemporain de Novi Sad (Serbie), projet remporté par concours ; 41W83rd, appartement (New York) ; Casa Ouimet, appartement (Montréal).

Expérience de travail en Droit

2001-2003	Avocate, Borden Ladner Gervais s.r.l. (Montréal et Toronto)
2001	Stagiaire, Grimaldi & Associati & Clifford Chance (Rome, Italie)
2000-2001	Assistante de recherche, Professeur William Tetley, Université McGill

2000	Stagiaire, Centre des personnes atteintes du V.I.H.
1999-2000	Stagiaire, Juge Pierre Tessier, Cour supérieure du Qu.bec

Expériences en enseignement

2020-aujourd'hui	Chargée de cours, Université McGill
2009-aujourd'hui	Critique invitée, Université McGill et U. de Montr.al
2007	Assistante professeur, Université McGill
2006	Assistante professeur, Cours d'éclairage, Université McGill

Distinctions et prix

2023	Résidence boulevard Mont-Royal, Mention d'Opération Patrimoine Montréal

Recherches et/ou activités créatives

Expositions sélectionnées

2022	Produit Rien. Exposition de photographies.

Conférences

2019	Lia Ruccolo Architecte, Norwich University's School of Architecture + Art (.-U), 1er mars 2019

Affiliations Professionnelles

2011	Ordre des architectes du Québec

Curriculum Vitae

Sophie Robitaille *Principal Landscape Architect AAPQ, CSLA, ASLA*

Current Course Roster

ARCH 371	Introduction to Landscape Architecture

Educational Background

2000	Master of Landscape Architecture, University of Oregon
1999	Bachelor of Landscape Architecture, University of Oregon
1996-1997	Studies in Landscape Architecture, University of British Columbia
1996	Bachelor of Science, Biology & Env. Sciences, McGill University

Employment

Professional Experience

2013-present	RobitailleCurtis, Principal Landscape Architect, Montréal & USA
2004-2013	RobitailleCurtis Architecture + Landscape, Philadelphia, PA
2012-2013	Claude Cormier et Associés, Sr. Landscape Architect, Montréal, QC
2002-2012	Olin Partnership, Landscape Architect, Associate, Philadelphia, PA
2001-2002	Patricia O'Brien Landscape Architecture, Designer, San Francisco, CA,
1999	EDAW Paris, Landscape Designer, France

Academic Experience

2022-present	McGill University, Course Lecturer: Arch 375 Landscape
2019-2023	Université de Montréal, École d'aménagement, Invited Professor: Design avec les végétaux APA 6520, Course Lecturer
2006-present	Guest Juror: McGill University, Université de Monreal, UBC, University of Pennsylvania, Temple University, Philadelphia University

Honours and Awards

2022	Grand Prix Paysage et Territoires, 2022: Jardin Evolo X
2022	Grand Prix Paysage et Territoire, 2022: Jardin parterre et courtepointe
2022	Grand Prix Lauréat Platine Projet domiciliaire, 2022: Jardin Evolo X
2022	Grand Prix Lauréat Platine Maison Privée, 2022: Jardin parterre et courtepointe
2022	Grand Prix Lauréat Plantine: Aménagement de cour, 2022: Giardino segrado
2020	1er Prix Concours APPQ, Jardins privés

Press

2019	Canadian House and Home - 2019 "Let's have coffee in the Garden''

Research, Scholarship, and/or Creative Activity

Selected projects

King George Park Tree Masterplan, Westmount QC
The Study School Active Outdoor Learning Spaces, Westmount, QC
Private Gardens and Estates, Québec and Vermont
Nouvelle École Irenée-Lussier, Montréal, QC
Agrandissement de l'École St, Léon de Westmount, QC
Nouvelle École Sainte Claire, Montréal, QC.

Congrégation Shaar Hashomayim Landscape Setting & Accessibily, QC
Reconstruction du Quai du Square Dalhousie, Montréal, QC
Jardin de Sculptures Evolo X, Ile des Soeurs, Montréal, QC
Kenauk Nature, Restoration of a former sandpit, Montebello, QC
Cours de L'Ambassade, Landscape Masterplan & reconstruction, Montréal
Concordia University Observation Playgrouns, Montreal, QC
Jane Street Condominium. Vaughan, ON
Royal Ontario Museum, Toronto, ON
Washington Canal Park, Washington, DC
Potomac Park Levee Project, Washington, DC
Private Residences for the Aga Khan, France and Switzerland

Conferences

2024 McGill University School of Architecture: Trails and Wilderness Camps
2023 McGill University School of Architecture: Pocket Parks

Academic, Professional, and/or Public Service

Volunteering

2022-present Association pour la Protection de l'environnement du Lac Millette, President of the Board
2016-2017 École St. Léon de Westmount: President of the parent association
2009-2011 SOSNA, Philadelphia: Landsacpe Arch: Catharine Street Park
2005-2008 Community Design Collaborative, Philadelphia: LA

Professional Memberships

Association des architectes paysagistes du Québec (AAPQ)
Canadian Society of Landscape Architects (CSLA)
American Society of Landscape Architects (ASLA)

Curriculum Vitae

Daniel R. Rondinel-Oviedo

Current Course Roster

ARCH 378	Introduction to Building Environments
ARCH 642	Energy and Environments 2

Educational Background

2025	PhD in Architecture, McGill University, Montreal, Canada
2011	Master in Architecture, Cornell University, NY, US
2004	Architecture, Ricardo Palma University, Lima, Peru

Employment

2024-present	Course Lecturer, Introduction to Building Environments (fall 2024), and Environmental Systems 2 (winter 2024), McGill University, School of Architecture
2021-present	Research Assistant, TRACE Lab, McGill University, School of Architecture
2019-2023	Architect, founder and director, Habitar, Arquitectura y ciudad, Lima
2016-2021	Coordinator, Urbanism and Environment Area, School of Architecture, University of Lima
2015-2021	Principal Researcher, Scientific Research Institute, University of Lima
2015-2020	Architect founder and director, interLocalStudio. Lima
2014-2016	Senior Architect & Sustainability consultant and specialist, CESEL Engineering, Lima
2011-2021	Associate Professor, School of Architecture, University of Lima
2011-present	Sustainability consultant & certification expert for LEED and EDGE building certification

Honours and Awards

2024	FRQSC Doctoral Research Scholarship awarded project

Publications

2024	Rondinel-Oviedo, Daniel R., Martha Pomasonco-Alvis, and Naomi Keena. Future Use Architecture: Connecting Housing Policy, Housing Typology, and Resource Use for Housing in Canada, 2024. https://www.acsa-arch.org/chapter/future-use-architecture-connecting-housing-policy-housingtypology-and-resource-use-for-housing-in-canada/.
2024	Rondinel-Oviedo, Daniel R., and Naomi Keena. “Evaluating Environmental Impacts of Concrete in Lima: Bridging the Gap between Quantitative LCA Results and Local Contexts.” IOP Conference Series: Earth and Environmental Science 1363, no. 1 (June 2024): 012069. https://doi.org/10.1088/1755-1315/1363/1/012069.
2024	Acevedo-De-los-Ríos, Alejandra, Favio R. Chumpitaz-Requena, and Daniel R. Rondinel-Oviedo. “Analysis of Urban Metabolism in an Informal Settlement Using the MuSIASEM Method in Lima.” Cleaner Environmental

Systems 13 (June 1, 2024): 100189. https://doi.org/10.1016/j.cesys.2024.100189.

2024 Keena, N., D. R. Rondinel-Oviedo, M. Pomasonco-Alvis, and A. Bouffard. "Beyond Green: Integrating Economic and Social Aspects to Environmental Life Cycle Assessments in Canadian Housing." IOP Conference Series: Earth and Environmental Science 1363, no. 1 (June 2024): 012017. https://doi.org/10.1088/1755-1315/1363/1/012017.

2024 Acevedo-De-los-Ríos, Alejandra, Jaione Aramburu-Stuart, Dima Albadra, and Daniel R. Rondinel-Oviedo. "Method and Evaluation of Habitability in Emergency Temporary Housing in Lower-Income Countries: Five Case Studies in Peru." IOP Conference Series: Earth and Environmental Science 1363, no. 1 (June 2024): 012015. https://doi.org/10.1088/1755-1315/1363/1/012015.

2023 Keena, Naomi, Daniel R. Rondinel-Oviedo, Alejandra Acevedo De-los-Ríos, Jaime Sarmiento-Pastor, Andrés Lira-Chirif, Marco Raugei, and Anna Dyson. "Implications of Circular Strategies on Energy, Water, and GHG Emissions in Housing of the Global North and Global South." Cleaner Engineering and Technology 17: 100684. https://doi.org/10.1016/j.clet.2023.100684

2023 United Nations Environment Programme, and Yale Center for Ecosystems + Architecture. Building Materials and the Climate: Constructing a New Future. United Nations Environment Programme, 2023. https://wedocs.unep.org/xmlui/handle/20.500.11822/43293

2023 Rondinel-Oviedo, Daniel R., and Naomi Keena. "Entropy and Cities: A Bibliographic Analysis towards More Circular and Sustainable Urban Environments." Entropy 25, no. 3 (March 2023): 532. https://doi.org/10.3390/e25030532

2022 Rondinel-Oviedo, Daniel R., and Naomi Keena. "Embodied Carbon: A Call to the Building Industry." IOP Conference Series: Earth and Environmental Science 1122, no. 1 (December 2022): 012042. https://doi.org/10.1088/1755-1315/1122/1/012042

2022 Keena, Naomi, Daniel R. Rondinel-Oviedo, and Hermine Demaël. "Circular Economy Design towards Zero Waste: Laying the Foundation for Constructive Stakeholder Engagement on Improving Construction, Renovation, and Demolition (CRD) Waste Management." IOP Conference Series: Earth and Environmental Science 1122, no. 1 (December 2022): 012059. https://doi.org/10.1088/1755-1315/1122/1/012059

Professional Memberships

Licensed architect in Peru. CAP 10713.
LEED Green Associate ID 10709617 | Edge Auditor / Edge expert ID: GP2-PER-170329-110.

Curriculum Vitae

Conor Sampson *OAQ MALD IESNA AAPPQ RAIC*
Canadian Representative, International Organization for Standardization: ISO/TC 274/205 Lighting

Current Course Roster

ARCH 377	Energy, Environment, and Buildings 1

Educational Background

2009	"Executive Education, Daylighting Buildings," Harvard School of Design
2003	NCQLP LIGHTING CERTIFICATION (LC) EXAM
2001-2002	MALD Architectural Lighting Design, Parsons School of Design, New York, USA
2001	Professional Licensing Exams, NCARB Architecture
1995-1996	BArch Bachelor Degree in Architecture, McGill University, Montreal, Canada
1991-1994	BSc Arch Bachelor of Science Degree in Architecture, McGill University Montreal, Canada

Employment

2008-present	Principal and founder, responsible for design and management of projects, CS Design
2006-2008	Senior Architect, responsible for project design and management, Lightemotion
2005	Technical Project Associate, Edison Price Lighting
2002-2004	Project architect, charged with developing all phases of design, Thompson+Sears Lighting Design
2002	Technical internship, American Museum Of Natural History
2000-2001	Architectural designer, masterplanning of museums, Smithgroup International, Washington, DC
1999-2000	Design, presentation and project management, George Sexton Associates, Washington, DC

Academic

2013-2014	Visiting Lecturer, University of Montreal, School of Architecture
2012-2014	Lecturer, University of Montreal, School of Architecture
2010-present	Visiting Lecturer, Order of Architects of Quebec
2008	Visiting Lecturer, Harvard Graduate School of Design
2007-2012	Professor, Dawson College
2005-present	Professor of Practice, McGill University, School of Architecture
2005	Lecturer, Pratt School of Design, Department of Interior Design
2003-2005	Lecturer, Parsons School of Design, School of Architecture

Honours and Awards

2024	IES MONTREAL - Best Exterior Lighting + Jury Prize, Terrebonne Dam Illumination

2024	OAQ AWARD OF EXCELLENCE IN ARCHITECTURE Tour du Port de Montréal, Provencher Roy
2023	IESNA ILLUMINATION AWARDS Publication: Latitude + Lux
2022	IESNA ILLUMINATION AWARDS Award of Merit, Union Station Toronto
2021	BEST IN CANADA, INTERIOR DESIGN CANADA, New Circadia Exhibition
2020	GRAND PRIX DU DESIGN, Special Lighting Award, SAQ De La Montagne
2020	IESNA ILLUMINATION AWARDS - Award of Excellence, Sun Life Building, Montreal
2019	GRAND PRIX DU DESIGN, DESIGN MONTRÉAL 2019 AVRIL: Large Commercial Space, AIR CANADA YYZ Signature Suite; Bar, Lounge and Night Club
2018	BEAKERHEAD, CALGARY - Winner of public competition for interactive art installation
2018	RESIDENCY, BANFF - Big Bang Residency, Ban Center for the Arts

Academic, Professional, and/or Public Service

2024	DCC/CSC Annual Conference (Montreal) - Speaker
2023	IALD (International Association of Lighting Designers) - Annual Conference Lecture, Banff
2022	Index Design, Keynote speaker, Montreal
2019-2024	Architecture and Design Commentator, ICI Radio / CBC, “Moteur de Recherche”
2017-present	Nuckolls Fund, Board Member
2017	RAIC (Royal Architecture Institute of Canada) - Annual conference lecture, Ottawa
2017	IES, Toronto Chapter, Technical Luncheon Lecture
2017	Heritage Montreal - Round table, “Illuminer Montréal: innovation ou saturation?”
2017	Construction Specifications Canada, Montreal chapter - “The Role of the Lighting Consultant”
2016-2017	IIDEX Canada, Lunch time Feature Lecture
2015-present	ISO Technical Committee 274, Canadian liaison to Technical Committee 205
2013	PLDC "Professional Lighting Design Convention) - “Evolving Educational Environments”, London
2007-2015	Committee Chair and Board of Managers, Illuminating Engineering Society (IES Montreal)
2002-2005	Committee Chair and Board of Managers, Illuminating Engineering Society (IESNY)
2003	Visiting Critic, New York School of Interior Design
2003	Visiting Critic, City University of New York, School of Architecture

Curriculum Vitae

Pascal Schwaighofer *Postdoctoral Researcher*

Current Course Roster

ARCH 654 Architectural History and Theory Seminar 4

Educational Background

2018-2024 Ph.D. (May 2024) Comparative Literature, Cornell University, USA
2018-2021 Comparative Literature, (Master of Arts), Cornell University, USA
2005-2006 Master Secondary Education, (Master of Arts), University of Applied Science and Arts of Southern Switzerland (SUPSI), Locarno, Switzerland
1998-2003 Academy of Fine Arts, (Master of Fine Arts), Milan, Italy
2001-2002 Multimedia and Webdesign, CSIA, Lugano, Switzerland

Employment

2025 Course Lecturer, McGill University, Montreal, CA
2024 Postdoc Teaching Fellow, Franklin University Switzerland, Lugano, CH
2019-2022 Instructor, Cornell University, Ithaca NY, USA
2021 Teaching Assistant, Cornell University, Ithaca NY, USA
2020 Instructor, F+F Schule für Kunst und Design, Zürich, Switzerland
2019 Instructor, Polittico Research Lab, University of Pisa, Italy

Honours and Awards

2024-2025 Peter Guo-hua Fu Postdoctoral Fellowship, Department of Languages, Literatures, and Cultures, McGill University
2024 Scientific Exchanges, Swiss National Science Foundation (SNSF), Switzerland
2024 Conference Grant, Cornell University Graduate School, USA
2022-2023 Mellon Foundation Graduate Fellowship at the Society for the Humanities, Cornell University, USA
2022 The Peter Uwe Hohendahl Graduate Essay Prize in Critical Theory, Institute for German Cultural Studies, Cornell University, USA
2021-2022 Sage Fellowship, Cornell University, USA
2019 Comparative Literature Essay Prize, Cornell University, USA
2018-2019 Sage Fellowship, Cornell University, USA
2017 Canton Zurich Art Award, Switzerland

Research, Scholarship, and/or Creative Activity

2025 *Honey Gimmicks*, at *Altefabrik, Rapperswil-Jona, Switzerland (solo show)
2024 Production Grant, Pro Helvetia, Switzerland
2024 Production Grant, Kanton Zürich Kulturförderung, Switzerland
2023 *Politics of Plants*, in *Parliaments of Plants II*, at Kunstmuseum Lichtenstein, Vaduz, Principality of Liechtenstein (group show)
2023 *Rough Cut(s)*, John Hartell Gallery, Sibley Dome, Ithaca NY, USA (solo show)
2022 *La Regionale,* Villa dei Cedri, Bellinzona, Switzerland, 2021-22 (group show)
2021-2023 Commission for "Wettbewerb für zeitgenössische Kunst im Giebelfeld der Nordfassade des Parlamentsgebäudes," Bern, Switzerland (Invited)

2021 *Art as Connection,* Aargauer Kunsthaus, Aargau, Switzerland, 2021-22 (group show)
2020-2023 Percent for Art (Kunst und Bau), Amt für Hochbauten Zürich, Switzerland
2019 Project Grant Cornell Council for the Arts (CCA), USA
2019 *Digital Ecologies II*, Center of Contemporary Art, Plovdiv, Bulgaria (group show)
2018 *Digital Ecologies,* Center of Contemporary Art, Plovdiv, Bulgaria (group show)
2018 *Das Leben ist kein Ponyhof,* Kunstmuseum Olten, Olten, Switzerland (group show)

Publications

Academic refereed articles and book chapters

2025 "Ecocidal Metaphors. On Taming of Bees and Words," Comparative Literature, Duke University Press – (In Review)
2024 "The Book Hive: A Material Metaphor," Critical Insect Studies and the Long Eighteenth Century (1660–1830), in *The Eighteenth Century: Theory and Interpretation*, vol. 65, no. 1–2, 2024
2018 "Royal Batik," in *Diacritics*. *A Review of Contemporary Criticism*, vol. 46, no. 3, 2018

Art publications: refereed books

2023 *Politics of Plants*, Graphische Sammlung ETH Zürich, Kunstmuseum Liechtenstein, Liechtenstein
2022 *Passages de Témoins*—For Luciano Fabro, Edition Opera Apera and 5 Continents Editions, Milan, Italy

Academic, Professional, and/or Public Service

2024 Jury member Master Art Education, ZHdK, Zürich, Switzerland
2022 Jury member Bachelor and Master Program, École cantonale d'art du Valais, ECAV, Valais, Switzerland

Professional Memberships

American Comparative Literature Association (ACLA)

Curriculum Vitae

Angela Silver

Current Course Roster

ARCH 406	Design and Construction 4

Educational Background

2023	Doctorate of Philosophy, Cultural Studies, School of Graduate Studies, Queen's University, Kingston, Ontario
2010	Master of Fine Arts, Studio Arts, Concordia University, Montreal
2008	Bachelor of Fine Arts with Distinction, Textiles, Alberta College of Art and Design, Calgary

Employment

Professional Practice

2018-2025	La Place des Montréalaises- Leader of commemorative strategies and co-designer of the international landscape design competition. Project Partner in the consortium LEMAY+ Angela Silver + Atkins Realis. Client: City of Montreal. Budget 98,8 million dollars.

Teaching

2015-2022, 2025	Instructor at School of Architecture McGill University: ARCH 406, ARCH 202, ARCH 202.
2014	Performing architecture, visiting artist, McGill University (with Andrew King), and Carleton University,

Research, Scholarship, and/or Creative Activity

Solo/Collaborative exhibitions and performances

2019	Feminine Hours Architecture Gallery Exhibition room 114, Macdonald-Harrington building, Peter Guo-hua Fu School of Architecture, March 25-April 5

Juried and group exhibitions

2024	Fibreworks 20th Anniversary Collection Show, Cambridge Art Galleries Idea Exchange

Refereed conference presentations

2023	Archaeologies of Inscription: Women's Writing as Counter Monument at Place des Montréalaises. The Aesthetics of Rights and Wrongs Conference, Drammen, Norway
2022	Archaeologies of Inscription: Women's Writing as Counter Monument at Place des Montréalaises Historical Fictions Network Conference: Communities. Salzburg, Austria
2022	Archaeologies of Inscription: Women's Writing as Counter Monument at Place des Montréalaises. Maple Leaf and Eagle Conference, University of Helsinki, May 19
2022	Recalibrating the City to Reflect Women. Joint talk with Andrew King. The Royal Architectural Institute of Canada Annual Conference, June 13
2020	21 WOMEN: recalibrating history at the city's centre. OAA 20 Shifting Paradigms Joint talk with Andrew King Toronto, May 28

2019	Place des Montréalaises. Experiencing Intersectionality: Other Perspectives, Other Lives: An International Showcase at FACT Liverpool, UK 20 June 2019

Invited presentations

2023	2023 Cultural Studies Alumni Panel, Queens University
2022	Montreal Placemaking Panel for The Toronto Urban Land Institute, Lemay Montreal, May
2022	WRLDCTY- Places des Montréalaises: The Public Recognition of Women in the City. Co-presentation with Andrew King. The Global Forum for Urban Innovation at the Times Square, October 3
2022	Place des Montréalaises. Counter Monument Seminar Howard Davies at Concordia University February 21.
2021	Exploratory walk at Place des Montréalaises presentation on the commemorative strategies to the Conseil de Montréalaises and select members of civil society. Invitation from Diversity and Social Inclusion of the City of Montreal. September 30.

Curriculum Vitae

Rebecca Taylor *OAQ*

Current Course Roster

ARCH 303	Design and Construction 1
ARCH 304	Design and Construction 2

Educational Background

2011-2014	Master of Architecture. University of Toronto, John H. Daniels Faculty of Architecture, Landscape, and Design, Toronto, Ontario
2008-2011	Bachelor of Science (Architecture). McGill University, School of Architecture, Montreal, Quebec

Employment

Professional Experience

2024-present	Principal, Architect, OAQ, RTA Rebecca Taylor Architect, Montreal, Quebec
2021-2024	Architect, OAQ, Saucier + Perrotte Architectes, Montreal, Quebec
2019-2020	Product Design Director, Product & Environment Designer, Daily tous les jours, Montreal, Quebec
2019-2020	Architectural Designer, Lia Ruccolo Architect, Montreal, Quebec
2014-2016	Curatorial Coordinator, Canadian Centre for Architecture, Montreal, Quebec
2014	Docent & Designer, Canadian Pavilion, Venice Architecture Biennale, Venice, Italy
2012-2014	Architectural Intern & Research Assistant, Lateral Office, Toronto, Ontario
2013	Architectural Intern, SOM, New York, NY

Academic Experience

2021, 2023, 2024	Adjunct Professor – ARCH405-U3 (fall 2021); ARCH673-M1, co-taught with Shane Laptiste (winter 2023, 2024); ARCH202-U2 (fall 2024); School of Architecture, McGill University
2011-2014	Teaching Assistant, Contemporary Architecture & Introduction to Architecture, University of Toronto, Toronto, Ontario
2011-2013	Research Assistant, *The Instruments Project* by Dr. Zeynep Çelik Alexander and John J. May, University of Toronto, Toronto, Ontario
2012	Research Assistant, The Campus Borderlands project by Richard Sommer and Matthew Allen University of Toronto, Toronto, Ontario

Honours and Awards

2023	Inscription au tableau des membres de l'OAQ

Research, Scholarship, and/or Creative Activity

Talks, Exhibitions, & Publications

2024	Exhibition «*Bonjour humains, ici les arbres*» part of Le Voyage à Nantes international art exhibition, in partnership with Fibois in Nantes, France.

	July 6-September 8, 2024. Conceived and designed in collaboration with Anne Ouellette.
2019	ArtDesk Conversation with Editor-in-Chief Louisa McCune. Opening of the Daily tous les jours Musical Swings in Oklahoma City. September 20, 2019 (interview).
2019	Making Art for Public Spaces, SIFA (Singapore International Festival for the Arts). May 12, 2019 (talk and panel).

Curriculum Vitae

Jennifer Thorogood *Partner, T B A (Thomas Balaban Architecte)*
Course lecturer, Peter Guo-hua Fu School of Architecture, McGill University
Member of the Ontario Association of Architects
Member of the Royal Institute of Canadian Architects

Current Course Roster

ARCH 202	Architectural Graphics and Elements of Design

Educational Background

2009	M.Arch (Professional) McGill University, Montreal, QC
2007	B.Sc. (Arch.) McGill University, Montreal, QC
2002	BFA (Honors Studio Art) University of Western Ontario, London, ON

Employment

Professional experience

2010-present	Partner, Senior Designer, T B A, Thomas Balaban Architecte, Montreal, QC
2017	RDH Architects, Toronto, ON

Teaching experience

2021-present	Course lecturer, Peter Guo-hua Fu School of Architecture, McGill University. Courses: ARCH 405, ARCH 303

Honours and Awards

2022	Canada Council for the Arts Public Outreach Project Grant
2022	Proposal: Impostor Cities Canadian Exhibition, TBA with David Theodore
2021	Finalist, Prix d'excellence en architecture, OAQ: TBA, deNormanville
2021	Grands Prix du Design (Grand Prix Architecture), TBA, Berri Residence
2021	Grands Prix du Design (Prix Aluminum), TBA, EQ3 Galeries de la Capitale
2021	Canadian Interiors Best of Canada Design Awards: TBA,Hillpark Capital
2020	Grands Prix du Design (résidentiel 3200+ sqft), TBA, Knowlton Residence
2019	Winner, 2020 Venice Biennale in Architecture, TBA with David Theodore
2019	Proposal: Impostor Cities. Canada Council for the Arts
2019	Grands Prix du Design (health facilities), TBA, Hôpital vétérinaire du Parc

Press

2023	S. Novakovic, "Our Foreign Cities: Canada's Onscreen Impostors." Azure, 27 Jun
2023	A. Bozikovic, "A New Show at MOCA Toronto Highlights Canadian Cities' Knack for Playing Other Places." Architectural Record, 14 Jun
2022	S. Maciel, "Main Squueze". AZURE, Jan/Feb 2022
2021	J. Pisano, "Plateau Paradise", Intérieures, no. 82
2021	L. Bird, "Fiction All the Way Down: Impostor Cities, Venice Biennale." Canadian Architect
2021	AJ. Wilson, "Faking and making it in Venice." AGO insider, 9 Jun
2021	A. Bozikovic, "What does it mean that Canada's cities seem to end up on film so often?" Globe and Mail
2021	S. Lubell, "Playing the Role of New York? Toronto. That View of Paris? It's

Montreal." New York Times

2020 B. Cogley, "TBA adds pale brick volume to traditional Montreal "shoebox" home" online, 30 April

2020 S. Laliberté, "Rustic Revisited/Fur, Feathers and Design", Intérieures, no. 80

2020 J. Paul, "Veterinarklinic in Montréal", AiT , Gesundheit und Wellness, November

2020 R. Picton, K Newman-Zand, "Post Clinical", FRAME Magazine no.130 Sept-Oct

2019 M. Goldberg "A Conversation with TBA on How Speculative Work Goes Hand and Hand with Built Projects", Archinect online, 12 Feb.

2019 J. Pisano, "Poils, plumes et design/Fur, Feathers and Design", Intérieures, no. 77

2019 L.G. Morris, "This veterinary clinic in Canada…", Frameweb, 31 Jan

2019 D. Howarth, "TBA's vet surgery in Montreal includes exposed bricks and concrete", Dezeen 29 Nov

Research, Scholarship, and/or Creative Activity

Recent lectures, exhibitions + installations

2024 Group Exhibition: Farm Shop, Theatro, Fuorisalone, Milano Design Week, IT (TBA)

2023 Group Exhibition: Farm Shop, Fels Gallery, London Design Festival, UK

2023 Exhibition: Impostor Cities, MOCA Toronto (TBA + David Theodore)

2022 Lecture: All Architecture is Fiction, Ryerson University Lecture Series, Toronto

2021 Lecture: Architecture & Design NOW, University of Lethbridge, AB with Thomas Balaban

2021 Night At The Movies, panel discussion, Moderator: Will Straw, Panel: Douglas Coupland, Tamara Deverell, Thomas Balaban, David Theodore, Jennifer Thorogood

2019 Installation: Impostor Cities, Venice Biennale, Italy (TBA + David Theodore). Canada's official representation at the 2021 Venice Biennale in Architecture

Publications

Books, catalogs, professional journals

2023 "Impostor Cities", e-flux Architecture, online. Editors: Nick Axel, Thomas Balaban, Nikolaus Hirsch, David Theodore, Jennifer Thorogood. Contributors: Thomas Balaban, David Theodore, Jennifer Thorogood, e-flux Architecture, Janine Marchessault, Matteo Mastrandrea, Randolph Jordan, Simone C Niquille, Craig Buckley, Peter Sealy.

Curriculum Vitae

Ugurgul Tunc *PhD*

Current Course Roster

ARCH 652 Architectural History and Theory Seminar 2

Educational Background

2024-2026	Postdoctoral Scholar, Department of Social Studies of Medicine, McGill University
2024	Ph.D. Archaeology and History of Art, Koç University, Istanbul, Türkiye
2018	M.A. History of Art, Istanbul Technical University, Taşkışla Faculty of Architecture, Istanbul, Türkiye
2004	B.A. Political Science and Cultural Studies (double major), McGill University

Honours and Awards

2024-2026	Postdoctoral Award, Social Sciences and Humanities Research Council
2023	Teaching and Research Excellence Award, Koç University
2023	Vicky Bach Memorial Prize, Canadian Association for the History of Nursing
2023	Research Stipend, Rockefeller Archive Center
2022-2023	Research Fellowship, American Research Institute in Türkiye
2019-2024	Doctoral Fellowship, Vehbi Koç Foundation

Research, Scholarship, and/or Creative Activity

Research projects

2024-present	Principal Investigator, "Architecture of Neurology: Spatial Agency at the Montreal Neurological Institute," Social Sciences and Humanities Research Council of Canada Postdoctoral Fellowship, McGill University, Faculty of Medicine and Health Sciences
2021	Principal Investigator, "Birth as a Sensory Experience," Koç University, Koç University IRB approval: 2021.099.IRB3.060

Conference papers, seminars, and colloquia

2024	"The Othering of Epidemics: Nineteenth Century Seafarers and Architecture of Isolation," 2024 Conference of the Canadian Society for the History of Medicine, June 19-21, 2024. McGill University, Montreal, QC.
2023	"From Montreal to Istanbul: Nurses' Residential Architecture across Diverse Geographies," Joint Annual Conference of the Canadian Society for the History of Medicine and Canadian Association for the History of Nursing at the Congress of the Humanities and Social Sciences, May 27-June 2, 2023. York University, Toronto, ON. Recipient of the Vicky Bach Memorial Prize for Best Paper in History of Nursing.
2022	"Locating Museums of Medicine and Science across Geographies," Society of Architectural Historians Annual International Conference, Pittsburgh, PA, Apr. 27-May 1, 2022.

Publications

Articles in referred journals

Invited	"Architecture of Neurology: Design Notes from Cajal to Penfield" (tentative title) *Yale Journal of Biology and Medicine* special themed issue (2025).
Forthcoming	"Preserving the Vanished Built Heritage of Health: The Case of the Admiral Bristol School of Nursing in Istanbul" *Built Heritage* special issue "Twentieth-Century Built Heritage of Health: Challenges and Opportunities" (2025).
2023	"Museums of Medicine and Health: Curating Public Health," *Infectious Diseases and Clinical Microbiology* 5, no. 1 (Mar. 2023): 69-81.
2022	(Co-author with Jennifer Bond, Nilina Deb Lal, Yasmina El Chami, Hannah Elsisi, Namrata Ganneri, Kristen Kamphuis, Mark Tizzoni, Curtis Wallace, Zhengfeng Wang, Andreas Weber, and Rustin Zarkar) "The Archives of Global History in a Time of International Immobility," eds. Sara Honarmand Ebrahimi and Ismay Milford, *Historical Research* 95, no. 270 (Nov. 2022): 586-597.
2019	"Lessons from the Crimean War: How Hospitals Were Transformed by Florence Nightingale and Others," *Infectious Diseases and Clinical Microbiology* 1, no. 2 (Oct., 2019): 110-119.

Chapters in edited volumes

Forthcoming	(Co-author with Joana Balsa de Pinho and Lucienne Thys-Şenocak) "Buildings," in *Handbook for Environmental and Health Humanities*, eds. Victoria Bates, Rocio Gomez, and Amber Abrams (London: Routledge, 2025)
Forthcoming	Co-author with Lucienne Thys-Şenocak) "American Healthcare Architecture in Istanbul in the Early Twentieth Century," in *Places of Illness, Spaces of Healing: The Built Environment of Healthcare in Anatolia through the Ages*, eds. Lucienne Thys-Şenocak and Inge Uytterhoeven (Istanbul: Koç University Press, 2025)

Scholarly web content

2024	"Hıfzıssıhha Institute in Ankara: Building the Healthy Citizen of a Young Republic," Rockefeller Archive Center Issue Lab (Jul. 15, 2024)
2024	"Feeling Architecture in Literature: Listening to Illness Narratives for a Design that Feels Better," Histories of Emotion: From Medieval Europe to Contemporary Australia blog hosted by The Australian Research Council Centre of Excellence for the History of Emotions (Dec. 6, 2022)

Publications for general audiences

2024	(Co-author with Victoria Bates, Annie Bellamy, Hetty Dupays, Rebecka Fleetwood-Smith, Griselda Goldsbrough, Lisa Harty, Pleuntje Jellema, Charlotte Jones, Christina Malathouni, Izzi Raynaud, Zoe Schoenherr, Emma Smyth, Laura Waters, Lucy Zacaria) Understanding and Improving Sensory Experiences: A "How to" Guide for Healthcare Design (University of Bristol, 2024)

Curriculum Vitae

Annmarie Adams *Stevenson Chair in the Philosophy and History of Science, including Medicine*
Department of Social Studies of Medicine + School of Architecture

Current Course Roster

ARCH 251	Architectural History 2
ARCH 528	History of Housing

Educational Background

1992	Ph.D., Architecture, University of California at Berkeley
1986	M.Arch., University of California at Berkeley
1981	B.A. (Honours) Art History, McGill

Employment

2016-2026	Stevenson Professor (endowed chair), Philosophy and History of Science, including Medicine, McGill University [co-appointed to School of Architecture]
2016-2021	Chair, Department of Social Studies of Medicine, Faculty of Medicine + Health Sciences, McGill University
2011-2015	Director, School of Architecture, McGill University
2005-2016	William C. Macdonald Professor (endowed chair), McGill University

Honours and Awards

2023	Fellow, Society of Architectural Historians, USA
2022	Geddes Visiting Fellow, University of Edinburgh
2020	Fellow, Canadian Academy of Health Sciences

Research, Scholarship, and/or Creative Activity

2019-2025	"Encountering Maude Abbott," SSHRC Insight Program, $78,676 (+ COVID extension)
2023	Sekler lecturer, "Shift Work: The Hospital in Histories of Architecture and Medicine," Edouard F. Sekler annual lecture, Society of Architectural Historians annual meeting, Montreal. https://www.sah.org/2023/sekler-talk

Publications

Current book project

Adams, A. *Maude Abbott: A Life in 10 Spaces*. Under contract with McGill-Queens University Press.

Refereed Articles and Book Chapters

2024	Halepaska, A., A. Adams, S. Craig, "Lost loops: 19th century thermosiphon ventilation and its potential for heat recovery in buildings today." *iScience*_CP, 27, issue 1, 108765, 2024.
2024	Adams, A. "Friendship archaeology: How Maude Abbott occupied overlapping spaces of excellence," *Notes and Records The Royal Society*

Journal of the History of Science, https://royalsocietypublishing.org/doi/10.1098/rsnr.2021.0051 Print copy 1 May 2024.

2024 Adams, A. "Maude & Me." *Women and Architectural History: The Monstrous Regiment Then and Now*. Edited by Dana Arnold. London: Routledge, 2024, 42-58.

2024 Adams, A. "'Glad of your help': Scottish Architects in Montreal, 1860-1940," *The Square Mile*, edited Elizabeth Kirkland, Don Nerbas et al. Toronto: University of Toronto Press, 2024, 279-311.

2023 Adams, A. "'Glad of your help': Scottish Architects in Montreal, 1860-1940," *The Square Mile*, edited Elizabeth Kirkland, Don Nerbas et al. Toronto: University of Toronto Press, 2024, 279-311.

2022 Adams, A., "*Feeling* Penfield*," Feeling Dis-ease: Experiencing Medicine and Illness in Modern History*, ed Rob Boddice and Bettina Hitzer. London: Bloomsbury Academic, 2022, 255-72.

2019 Adams, A., "Designing Penfield: Inside the Montreal Neurological Institute," *Bulletin of the History of Medicine*, Summer 2019, vol. 93, no. 2, Summer 2019, 207-240. doi:10.1353/bhm.2019.0027.

2018 Adams, A., "Encountering Maude Abbott," *Feminist Encounters: A Journal of Critical Studies in Culture and Politics*, vol. 2, no. 2, 2018 https://doi.org/10.20897/femenc/3889.

Academic, Professional, and/or Public Service

2023-2025 President, Canadian Society for the History of Medicine (CSHM)

2023-2024 Chair, Alice Davis Hitchcock Medallion jury, Society of Architectural Historians, "most distinguished work of scholarship in the history of architecture published by a North American scholar"

Curriculum Vitae

Alan Dunyo Avorgbedor

Current Course Roster

ARCH 201	Communication, Behaviour and Architecture
ARCH 355	Architectural History 4

Educational Background

2022	PhD, Interdisciplinary, Concordia University
2007	Juris Doctor, Fordham University
2004	Bachelor of Arts, English, Rhetoric & Composition, Ohio State University

Employment

2023-present	Assistant Professor, Peter Guo-hua Fu School of Architecture, McGill University
2019, 2020	Lecturer, Art History, Concordia University (Fall 2019 and Fall 2020)
2017-2018	Teaching Assistant, Design and Computation Arts, Concordia University
2016-2018	Research Assistant, Project Coordinator & Admin, Design and Computation Arts, XMODAL Research Lab, Concordia University
2015-2017	Photographer / Digital Documentation Specialist, HEXAGRAM Research Network, Concordia University
2009-2010	Business Analyst, Legal, Epiq Bankruptcy Solutions
2007	Contracts Manager, Legal, Chockstone, Inc.
2006	Research Collaborator (EU Copyright Law), Law, School of Law / Lincoln Center Campus, Fordham University
2006	Research Assistant (Intellectual Property), Law, School of Law / Lincoln Center Campus, Fordham University
2005	Law Clerk/Judicial Extern, Criminal Law, Brooklyn, NY (Kings County), Supreme Court of the State of New York

Professional Memberships

2020	Admission to the District of Columbia Bar, Washington D.C. (Bar ID: 1720458), District of Columbia Bar Association

Affiliations

2024	Affiliate, Centre for Sensory Studies (Concordia University)
2023	Member, Democracy, Space, and Technology, Yan P. Lin Centre: The Study of Freedom and Global Orders in the Ancient and Modern Worlds (McGill)

Curriculum Vitae

Martin Bressani *Sir William C Macdonald Chair in Architecture*

Current Course Roster

ARCH 304	Design and Construction 2
ARCH 354	Architectural History 3
ARCH 651	Architectural History and Theory Seminar 1

Educational Background

1997	Docteur de l'université de Paris-Sorbonne (Paris IV)

Employment

2017-present	Sir William C Macdonald Chair in Architecture
2017	Visiting Professor, University of Kent
2015-present	Full Professor, School of Architecture, McGill University
2015-2021	Director, School of Architecture, McGill University
2006	Visiting Professor, Syracuse University
2005-2009	Professeur associé, Département d'histoire, Université Laval
2001-2015	Associate Professor, School of Architecture, McGill University

Honours and Awards

2024-2031	Renewed as Sir William Macdonald chair, McGill University
2021	"World Histories of Architecture: The Emergence of a New Genre in the Nineteenth-Century." Publication Grant. Azrieli Foundation. PI: Martin Bressani

Research, Scholarship, and/or Creative Activity

Exhibitions

2021-2025	co-curator with Barry Bergdoll, *Viollet-le-Duc Drawing Worlds*, Bard Graduate Center Gallery, NY.

Presentations

2023	Keynote presentation for "The Archive Nurtures a Culture of Circularity -- Drawings as Objects of Knowledge," a symposium curated by Prof Caroline Voet (KU Lewen), Prof Eireen Scheurs (TU Delf), and Helen Thomas (Drawing Mauer Archive), Drawing Mauer Archive.
2023	Keynote Address, *Eugène Viollet-le-Duc, une vie dans l'ombre et la lumière des cathédrales*, Colloquium, Chartres, 24-25 March.
2022	Keynote Address, Queer Atmosphere in Public Spaces, Technion, Sept. 2022.
2022	"Architecture as the Dramatization of Politics," Public Lecture, University of Helsinki, Helsinki.

Publications

2025	with Barry Bergdoll, *Viollet-le-Duc Drawing Worlds*, Yale UP, accepted and forthcoming.

2025 « Viollet-le-Duc et le mensonge romantique, » *Une vie dans l'ombre des cathédrales* Lille : Presses universitaires du Septentrion, accepted and forthcoming.

2025 *Viollet-le-Duc, figure d'un siècle*. Architecture et imaginaire historique, Marseilles : Éditions Parenthéses, 2024. Accepted and forthcoming.

2024 "Comment devient-on disciple de Viollet-le-Duc? Le cas du 25bis rue Franklin par les fréres Perret, » *Les élèves d'Eugène Viollet-le-Duc*, sous la direction de Bérénice Gaussuin, Mahammed Hadjiat, et Florence Lafourcade (Villeneuve d'Ascq (France) : Presses universitaires du Septentrion, 375-394

2023 Martin Bressani and Gael Favier, *Viollet-le-Duc trésors d'exception*, Canens (France): Éditions In Extenso Art & Culture, 2023.

2023 with Petra Brouwer and Christopher Drew Armstrong, editors. *Narrating the Globe. The Emergence of World Histories of Architecture*. MIT Press.

2023 "Viollet-le-Duc's Crystalline System of the Mont Blanc," *Drawing Matter Journa*l, vol. 1, 190-193.

2022 with Cigdem Talu, "Generosity as Excess. Medievalism and Fantasy in London's Victorian Sewer Works," Mhairi McVicar, Stephen Kite, and Charles Drozynski, eds., *Generosity and Architecture*, Abingdon and New York: Routledge.

2020 with Marc GRIGNON, "Le monument funéraire comme modèle du rapport au passé chez Henri Labrouste," Jean-Philippe Garric et Marc Le Coeur eds., *Le siècle de Labrouste. Un élève, un ami, un maître*, Paris: Éditions des Cendres, 2020, 125-140.

2019 « L'architecture à. l'heure du numérique, des algorithmes au projet, » Un débat entre Martin Bressani, Mario Carpo, Reinhold Martin et Theodora Vardouli, mené par Antoine Picon. *Perspective – Actualité en histoire de l'art,* Institut national d'histoire de l'art, 2019, vol.2, 113- 143. (Translated in Greek in Archetype, 29/05/2020)

2019 with Aaron Sprecher, guest editors. On Atmosphere. *Journal of Architectural Education*, vol. 73, no.1, March 2019.

2019 "In Media Res: Atmospheres and Hauntings," *Instabilities and Potentialities. Notes on the Nature of Knowledge in Digital Architecture*. Edited by Chandler Ahrens and Aaron Sprecher. New York and London: Routledge, 2019, 91-105.

2018 "The Performative Character of Style." *Architectural Histories*, 6 (1) : 15, pp. 1–8.

Curriculum Vitae

David Mario Covo

Current Course Roster

ARCH 303	Design and Construction 1
ARCH 542	Selected Topics in Architecture 3
ARCH 325/680	Sketching School

Educational Background

1974	B.Arch. 1974, McGill University, Montreal
1971	B.Sc (Arch.) 1971, McGill University, Montreal

Employment

Teaching

1984-present	Associate Professor, Peter Guo-hua Fu School of Architecture, McGill University
1978-1984	Assistant Professor, School of Architecture, McGill University
1977-1978	Lecturer, School of Architecture, McGill University

Professional experience

1978-present	Private architectural practice, Montreal
1974-77	Architect with John Schreiber, Ron Williams, Architects and Landscape Architects, Montreal
1976	Architect with John Schreiber/Eva Vecsei/Yasmeen Lari, Architects, Karachi, Pakistan
1971-72	Architectural intern with D. J. Parker, Architect, Prince George, British Columbia

Honours and Awards

2023	Elected President, Arthur Erickson Foundation, Vancouver

Research, Scholarship, and/or Creative Activity

Student travel/study

2021	Coordinated (with Prof Vedanta Balbahadur) selection of McGill Team for the Four-C Challenge Competition, sponsored by Jiaotong University, Shanghai

Research

2023	McGill University Faculty of Engineering Summer Undergraduate Research in Engineering Program (SURE): "Conversations about Arthur Erickson 2"; this project, based on video interviews with collaborators and clients of Architect Arthur Erickson, supports continuing research on his architectural legacy. Co-supervisor: PhD student Katrin Zavgorodny-Freedman. SURE student: Lauren Kim. Total grant approximately $8900.
2022	McGill University Faculty of Engineering Summer Undergraduate Research in Engineering Program (SURE). "Conversations about Arthur Erickson 1"; this project, based on video interviews with collaborators and clients of Architect Arthur Erickson, supports continuing research on his architectural legacy. Co-supervisors: PhD student Katrin Zavgorodny-

	Freedman, D Theodore. SURE students: David Deckelbaum, Tatiana Lassu. Total grant approximately $15000.
2021	Global Studio: Design for a Post COVID-19 World (SSHRC Connection Grant $62000, other sources $93000): PI Douglas MacLeod, Athabasca University: Presenters: D Covo et al
2021	McGill University Faculty of Engineering Summer Undergraduate Research in Engineering Program (SURE): 2 grants of approximately $3750 to support continuing research on the architectural legacy of Canadian Architect Arthur Erickson; Arthur Erickson at the Movies, co-supervised by Profs D Theodore and D Covo (matched with additional funds from D Theodore research grants - total approx $15,000)
2021	Co-investigator on 2 SSHRC Grants, submitted February 2021 1. Connection Grant, $25000, PI Huhua Cao, U Ottawa, co-investigator Ben Gianni, Carleton U 2. Insight Development, $75000, PI Tom Balaban, U de Montreal, co-investigator David Theodore, McGill

Conference papers, public lectures

2024	Public lecture: Lecture describing the research and intentions behind the exhibition "Being There" (14 November 2024 - 23 March 2025). The exhibition explores the early travel diaries of Architect Arthur Erickson and the impact of his travels on his writing, public presentations and architectural work. 14 November 2024, Canadian Centre for Architecture, Montreal, QC
2024	Public lecture: Why teach drawing - the case for hand drawing in a digital world, 8 July 2024, Ion Mincu University of Architecture and Urbanism, Bucharest, Romania

Exhibitions

2024	Guest Curator, Being There, Canadian Centre for Architecture, Montreal, 14 November 2024 - 23 March 2025: and exhibition that explores the photography, field notes and copious correspondence that constitute the travel diaries of celebrated Canadian Architect Arthur Erickson, and examines the impact of his travels on his writings, public presentations and architectural work.
2023	40 works, Ion MIncu University of Architecture and Urbanism, Bucharest, June-July 2024. Exhibition of 40 drawings and sketches by D Covo, part of a group show that included works by architects Miguel Baudizzone (Argentina), James Horan (Ireland), and Franco Purini (Italy).

Publications

2024	In memoriam: Derek Drummond (1938-2023), Canadian Architect, September 2024
2024	In memoriam: Radoslav Zuk (1931-2024), Canadian Architect, May 2024

Professional Memberships

1998	Fellow, Royal Architectural Institute of Canada
1976-present	Member, Order of Architects of Quebec

Curriculum Vitae

Abraham (Avi) Friedman *Professor, Director, Affordable Homes Research Group, McGill University*

Current Course Roster

ARCH 406	Design and Construction 4
ARCH 517	Sustainable Residential Development

Educational Background

1985-1988	Ph.D., Université de Montréal, Faculté de l'aménagement
1980-1982	M.Arch., McGill University, School of Architecture, Montréal
1976-1980	B.Arch. and Town Planning (*cum laude*), Technion, Haifa, Israel

Employment

2008-present Professor, Director, Affordable Homes Research Group, McGill University

Professional Activities

2022-2023 Consultant, Residential development in Langford BC, 100 dwellings units- Woodsmere Holdings Inc.

Honours and Awards

2021	Inducted into the Temple de la renommée de l'immobilier Québécois for exceptional contribution to housing
2010-present	Honorary Professor, Lancaster University, U.K.

Research, Scholarship, and/or Creative Activity

Funded Research

2022-2025	Data-Driven Solutions for informed decision-making, CMHC – Stage 2 (Co-PI with N. Keena and M. Jemtrud). $1,088,338.
2021	Data Driven- Solutions for informed decision-making, CMHC $200,000 (co-PI with Keena and Jemtrud)

Conference Presentations

2023	Friedman, A., Keena, N., "Designing Sustainable Dwellings in the Circular Economy Age", Webinar for Open Building International member, November 14, 2023, (Presented by Friedman via Zoom)
2023	Keena, N., Friedman, A., Visualizing Canada's Housing Characteristics, EvolveDropal Conference, May 26, 2023 (presented by Keena and Friedman)
2023	Keena, N., Friedman, A., Digitation, Data and Housing Design, COB23/Council on Open Buildings Conference, April 14,2023 (Virtual presentation)
2023	Friedman, A., Achieving Sustainability Through Prefabrication, EXCO '23, Universitat Politècnica de València, València, Spain, March 2, 2023
2023	Friedman, A., The Future of Industrialization, A panel discussion chaired by Dr. Igor Fernández Plazaola, Universitat Politècnica de València, València, Spain, March 2, 2023

Public Presentations

2023 A faculty-wide public lecture at the Instituto Tecnológico de Estudios Superiores de Monterrey, EAAD - Escuela de Arquitectura, Arte, Y Diseño about my affordable housing work, October 3 (via Zoom)

2023 Guest lecture to a M. Arch. class at thought by Sasha Tsenkova at University of Calgary, School of Architecture, Planning & Landscape, March 14 on design for health, walkability, and inclusive neighbourhood transformation, (Via Zoom)

2022 Carnegie Mellon University Adaptable/Lifetime Homes, November 7th

2022 Ville de Sept-Iles, Quebec, July 15, "Designing Affordable Community" (via Zoom)

2022 City of Langford, BC, March 5, "Langford: Charting a Forward Path," (via Zoom)

Publications

Books

2024 Keena, N., Friedman, A., Sustainable Housing in a Circular Economy, Routledge, UK, 2024 (379 pp.).

2023 Friedman, A., Fundamentals of Innovative Sustainable Homes Design and Construction, Springer Publishing, New York, NY, 2023 (398 pp.).

2023 Friedman, A., The Sustainable Digital City, Springer Publishing, New York, NY, 2023 (196 pp.).

2022 Friedman, A., Designing Innovative Sustainable Neighbourhoods, Routledge: New York, NY, 2022 (237 pp.).

2022 Friedman, A., Pollock, A., Fundamentals of Planning Cities for Healthy Living, Anthem Press, London, UK, 2022 (186 pp.).

2022 Friedman, A., Future Homes, Images Publishing, Victoria, Australia 2022 (224 pp.).

Articles and Book Chapters

2024 Friedman, A. Foreword to the book "Radical Living", Images Publishing: Victoria, Australia, (2024).

2023 Keena, N., Friedman. A., Parsaee, M., Klein, A., Data Visualization for a Circular Economy: Designing a Web Application for Sustainable Housing, Technology|Architecture + Design, pp. 262-281, ISSN: (Print) (Online) Journal homepage: https://www.tandfonline.com/loi/utad20, Published online: 16 Nov 2023.

2022 Keena, N, Friedman, A. "Circular Economy in the Built Environment of North America: Toward Housing Affordability and Sustainability, W. Leal Filho et al. (eds.), Handbook of Sustainability Science in the Future, Springer Nature Switzerland AG, pp. 1-26, 2022.

Academic, Professional, and/or Public Service

2022-present Editor- in- Chief of the Journal Sustainability Research, MDPI based in London, UK

Professional Memberships

1986-present Ordre des Architectes du Québec

Curriculum Vitae

Samia Henni

Current Course Roster

ARCH 250	Architectural History 1

Educational Background

2016	Doctor of Sciences (with distinction, ETH Medal) in the History and Theory of Architecture, the Institute for the History and Theory of Architecture (gta), Department of Architecture, ETH Zurich, Switzerland
2012-2014	Associate Ph.D. Fellow in Visual Culture, Curatorial/Knowledge Ph.D. Program, Department of Visual Culture, Goldsmiths, University of London, United Kingdom
2010	Advanced M.Sc. in Research and Development in Architecture, Urban Planning and Landscape Urbanism, The Berlage Institute, Rotterdam, the Netherlands
2004	M.Sc. in Architecture, Academy of Architecture, Swiss Italian University, Mendrisio, Switzerland
1998	École Polytechnique d'Architecture et d'Urbanisme, Algiers, Algeria

Employment

2024-present	Assistant Professor in History and Theory of Architecture, Peter Guo-hua Fu School of Architecture, McGill University
2023-2024	Invited Visiting Professor in the History and Theory of Architecture, the Institute for the History and Theory of Architecture (gta), Department of Architecture, ETH Zurich
2021	Invited Visiting Professor in Art History, Art in the Global Context Master Program, Art History Institute, the University of Zurich (fall)
2018-2024	Assistant Professor in History of Architecture and Urban Development, Department of Architecture, College of Architecture, Art, and Planning, Cornell University

Honours and Awards

Awards, grants and fellowships

2025	*Colonial Toxicity: Rehearsing French Radioactive Architecture and Landscape in the Sahara* awarded as one of the Most Beautiful Swiss Books 2024
2024	ETH Golden Owl for excellence in teaching awarded by the Association of Students at ETH Zurich (VSETH)
2023-2024	Exhibition production grant ProHelvetia, Switzerland
2022-2023	Commissioned research project, "Performance in Residence Commission," 2022-23 Biennial Program Edition IX: *Bodies and Technologies*, If I Can't Dance, I Don't Want to be Part of Your Revolution, Amsterdam

Research, Scholarship, and/or Creative Activity

Exhibitions

2023-2024	Performing Colonial Toxicity, Elemental Media Lab, Brown University, 6 October–15 December 2024; The Mosai Rooms, London, 22 March–16 June 2024; gta Exhibitions, ETH Zurich, 6 March–2 April 2024; Performing Colonial Toxicity, 2022–23 Biennial, Edition IX: Bodies and Technologies, Amsterdam, commissioned by Megan Hoetger, If I Can't Dance, I Don't Want to be Part of Your Revolution, 7 October–14 January 2024.
2022	Discreet Violence: Architecture and the French War in Algeria, curated by Samia Henni, The University of Virginia, March 5–June 3.
2022	La Pharmacologie du logement, in Les Grands ensembles curated by Léo Guy-Denarcy, L'Onde Théâtre Centre d'Art, Vélizy-Villacoublay, February 5–April 8.

Publications

Books

2026	*Fanon for Architects*. Book series: *Thinkers for Architects*. London: Routledge.
2024	*Colonial Toxicity: Rehearsing French Radioactive Architecture and Landscape in the Sahara*. Amsterdam: If I Can't Dance and Framer Framed; Zurich: edition fink
2022	Second edition of *Architecture of Counterrevolution: The French Army in Northern Algeria*. Zurich: gta Verlag.

Edited volumes

2025	Second edition of *Deserts Are Not Empty*. New York: Columbia Books on Architecture and the City
2024	*I deserti non sono vuoti*, italian translation of *Deserts Are Not Empty* by Camillo Boano and Antonio Di Campli, Descamino Book Series. Siracusa: Lettera Ventidue.
2022	*Deserts Are Not Empty*. New York: Columbia Books on Architecture and the City. With contributions from Saphiya Abu Al-Maati, Menna Agha, Asaiel Al Saeed, Dalal Musaed Alsayer, Aseel AlYaqoub, Yousef Awaad, Ariella Aïsha Azoulay, Danika Cooper, Brahim El Guabli, Timothy Hyde, Jill Jarvis, Bongani Kona, Observatoire des armements, Francisco Robles, Paulo Tavares, Alla Vronskaya, and XqSu.

Exhibition brochures

2023	*Performing Colonial Toxicity*. Framer Framed, supported by If I Can't Dance, I Don't Want to be Part of Your Revolution and ProHelvetia.

Peer-reviewed book chapters and articles

2025	"TBD" in Strange Landscapes, Yale French Studies, edited by Jill Jarvis and Hannah Freed-Thall. New Haven: Yale University Press.
2025	"TBD" in Algérie: Chemins non empruntés, chemins ouverts, et (re)transcriptions photographiques, edited by Ariella Aïsha Azoulay et Adel Ben Bella, Expressions Maghrébines, Revue de la Coordination internationale des chercheur.e.s sur les littératures du Maghreb edited by Ariella Aïsha Azoulay and Adel Ben Bella.

Curriculum Vitae

Michael Jemtrud

Current Course Roster

ARCH 676	Advanced Architectural Design
ARCH 683	Directed Research Project

Educational Background

2000	Master of Architecture, (History and Theory of Architecture), McGill University.
1993	Bachelor of Architecture (professional), Bachelor of Arts, Philosophy, The Pennsylvania State University.

Employment

2022-present	Chair in Architecture, Energy, and Environment, NSERC Alliance
2021-present	DeCarbonizing ARchitecture and Building (DeCARB) Research Group, McGill University, Founding Member.
2015-present	Concordia University, Department of Design and Computational Arts, Affiliate Professor.
2007-present	Facility for Architectural Research in Media and Making (FARMM), McGill University, Founding Director.
2007-present	McGill University, School of Architecture, Associate Professor (tenured).

Honours and Awards

2018-2021	McGill Bicentennial Music Pavilion. Faculty lead, in collaboration with the School of Music and the Centre for Interdisciplinary Research in Music Media and Technology (CIRMMT). One of seven special projects selected by the university to mark the Bicentennial.

Research Funding

2024-2025	Social and Technological Assessment of Retrofits (STAR): A scoping review. McISCE Catalyst Innovation Fund (CIF) with Prof. Mylène Riva (CA $25,000).
2022-2027	ReCONstruct: Building Energy Retrofit Solutions for Canada. Principal Investigator. Natural Sciences and Engineering Research Council, Alliance Grant (CA$ 4,875,000).
2020	Building Architecture Research Node (BARN). Principal Investigator. Canada Foundation for Innovation - Innovation Fund (CA$ 15,365,922 (Total project budget: $19,207,402)).
2020	Buildings as a Global Carbon Sink. Co-applicant (PI: Salmaan Craig). McGill Sustainability Systems Initiative - Clean Tech Fund (CA$ 134,000).
2019	Arctic Wood Architecture Network. Co-applicant [PI: Niels Martin Larsen, Aarhus]. Danish Agency for Science and Higher Education (CA$ 18,500 (Total project budget: $56,000)).

Research, Scholarship, and/or Creative Activity

Research-Creation: Built Work, Design Propositions, Installations, Exhibitions

2022-present	L'Île-Bizard–Sainte-Geneviève Community Centre, retrofit design, realization (ongoing).
2023-2024	Musée de la civilization, Quebec City “For Tomorrow” exhibit. Contribution of model and drawings of Deep Performance Dwelling.
2022-present	Eco-village, Métis-sur-mer, Quebec. Planning and design consultation with CMētis organization (first phase under construction).
2021-present	McGill Bike Infrastructure (ongoing).
2020-present	McGill Bird Observatory (ongoing).
2020	Farmer's Market Pavilion design, Sainte-Anne-de-Bellevue (unrealized)

Presentations

2024	McNally, J., Cruickshank, C.A., Jemtrud, M. (2024) Comparison of Weather Data Sources and Impact on Hygrothermal Model Accuracy. eSIM conference, June 5-7, 2024, Edmonton, AB.
2024	Prochnau, K., Fallica, S., Mendoza, J., Jemtrud, M., and Fai, S. (2024) Analyzing Deformations in As-Found Buildings for Accommodation in Panelized Retrofit. *Transforming Construction with Off-site Methods and Technologies (TCOT) Conference*, Fredericton, New Brunswick.
2024	Dalkowski, T., Osborne, P., ... Cruickshank, C. A., Jemtrud, M. (2024) Panelized retrofit testing for commercial buildings using biogenic materials. *Transforming Construction with Off-site Methods and Technologies (TCOT) Conference*, Fredericton, New Brunswick.
2023	Jemtrud, M., King, T., (2023) Building Capacity for mass deep energy retrofit in Quebec: A systems perspective. *PhiusCon* 2023, Houston, TX. Presenter.
2023	Osborne, P., Kayed, S., Yue, J.L., Chung, D., Jemtrud, M. (2023) Deep climate Retrofit: Assessing Life-Cycle Thinking of Emission Calculators in Construction. ACSA/AIA Intersections Research Conference: Material Economies, Amherst, MA. Presenter.

Publications

2024	Amiri, A., Jemtrud, M., Lavigne, K., Chung, D. (2024). Comparing simulations of deep energy retrofits for a community centre using past and future weather scenarios. *eSim 2024 IBPSA Canada Conference Proceedings*, Edmonton, Alberta, Canada.
2024	Shen, H., Ho-Von, L., King. T,...Chung, D., Jemtrud, M. (2024). Developing a Building Identification Tool to Support Mass Deep Energy Retrofits. *Association of Collegiate Schools of Architecture 112th Annual Meeting Proceedings*.
2023	Osborne, P., Aquilué, N., Mina, M., Moe, K., Jemtrud, M., Messier, C. (2023) A trait-based approach to both forestry and timber building can synchronize forest harvest and resilience. PNAS Nexus, Volume 2, Issue 8 https://doi.org/10.1093/pnasnexus/pgad254
2022	St-Jean, P., Clark, O.G., Jemtrud, M. (2022) A review of the effects of architectural stimuli on human psychology and physiology. Building and Environment, volume 219, 109182, https://doi.org/10.1016/j.buildenv.2022.109182

Curriculum Vitae

Naomi Keena

Educational Background

2018-2020	Postdoctoral Fellow, Architecture, Yale University
2017	PhD Architectural Science, Rensselaer Polytechnic Institute
2014	MArch II, Architectural Science, Rensselaer Polytechnic Institute
2010	MSArch, Pratt Institute
2005	Barch, University College Dublin

Employment

2021-2023	Assistant Professor, McGill University, School of Architecture
2019-2020	Lecturer, Yale University, School of Architecture
2011-2013	Lecturer and Module Coordinator, University of Sheffield, School of Architecture

Research, Scholarship, and/or Creative Activity

Selected External Research Grants

2022-2027	Natural Sciences and Engineering Research Council of Canada, Alliance Grant "ReCONstruct: Building Energy Retrofit Solutions for Canada."M. Jemtrud (PI), et al. N. Keena (Co-PI)
2022-2025	Canada Mortgage and Housing Corporation (CMHC), Housing Supply Challenge Data Driven Round, Stage 2 – Implementation"Data Homebase: A prototype visualizing Canada's housing characteristics to foster a circular economy." N. Keena (PI), A. Friedman (Co-PI), M. Jemtrud (Co-applicant), D. Rolnick (Co-applicant), A. B. Rod (Co-Investigator). International collaborators: M. Aly Etman, A. Dyson, (Yale, USA); D. McGuinness, P.Paulo (RPI, USA); M. Raugei (Oxford Brookes, UK). Industry: Hydro Quebec and Société d'habitation du Québec.
2022-2024	Social Sciences & Humanities Research Council of Canada, Insight Development Grants "Circular economy in the Canadian built environment: An initial investigation." N. Keena (PI)
2022	United Nations Environment Program, Global Alliance for Building & Construction"Building Materials and the Climate: Status and Solutions." A.Dyson (PI), N. Keena (Co-PI), M.Lokko (Co-PI)

Selected Presentations

2023	Keena, N. and Friedman A. *Data Homebase: A web application visualizing Canada's housing characteristics to foster a circular economy*. (Invited Presenter/ Exhibitor). Federation of Canadian Municipalities (FCM) Annual Conference, Toronto.
2023	Keena, N. *Circular Economy and the Built Environment*. (Invited Presenter). Arup's Americas Circular Economy Skills Network. Arup, Montreal. (hybrid event)
2022	Keena, N. *Building our future – The potential of buildings and building materials for a climate neutral world*. (Invited Panelist). COP 27 - UN Climate Change Conference, Egypt.

2022 Keena, N. *Biomaterials Supporting the Transition to a Circular Built environment in the Global South*. (Invited Presenter and Panelist). Yale CEA and UNEP, New Haven, USA.

2022 Keena, N. *Architecture and Circular Economy*. (Invited Presenter and Panelist). Symposium organized by l'Ordre des architectes du Québec and Architecture Sans Frontières, Montréal.

2022 Keena, N. *Decarbonization of the Built Environment*. (Invited Presenter and Panelist). Green Building Council Costa Rica, IX International Congress of Sustainable Cities, Costa Rica.

2022 Keena, N., and Rondinel-Oviedo, D. R. (2022). *Circular Economy Design towards a Resilient Zero Waste Future*. (Presenter). 2022 AIA/ACSA Intersections Research Conference.

Selected Publications

2024 Keena, N, & Friedman, A. *Sustainable Housing in a Circular Economy* (1st ed.). 2024. Routledge. DOI: 10.4324/9781003333975

2024 IOP Conf. Ser.: Earth Environ. Sci. In: Foliente, G, Lützkendorf, T, Gibberd, J, Keena, N, and Walllbaum, H, editors. *World Sustainable Built Environment 2024 Conference Proceedings*. 2024; 1363:01100. DOI: 10.1088/1755-1315/1363/1/011001

2023 United Nations Environment Programme, Yale Center for Ecosystems + Architecture. In: Dyson A, Keena N, Lokko M, Reck BK, Ciardullo C, editors. *Building Materials and the Climate: Constructing a New Future* Nairobi, Kenya: United Nations Environment Programme; 2023.

2023 Keena N, Friedman A, Parsaee M, Klein A. Data Visualization for a Circular Economy: Designing a Web Application for Sustainable Housing. *Technology | Architecture + Design (TAD)*. 2023 July 03; 7(2):262-281. DOI: 10.1080/24751448.2023.2246803

2023 Keena N, Rondinel-Oviedo D, De-los-Ríos A, Sarmiento-Pastor J, Lira-Chirif A, Raugei M, Dyson A. Implications of circular strategies on energy, water, and GHG emissions in housing of the Global North and Global South. *Cleaner Engineering and Technology*. 2023 December 01; 17:100684. DOI: 10.1016/j.clet.2023.100684

2022 Keena N, Raugei M, Lokko M, Aly Etman M, Achnani V, Reck B, Dyson A. A Life-Cycle Approach to Investigate the Potential of Novel Biobased Construction Materials toward a Circular Built Environment. *Energies*. 2022; 15(19). DOI: 10.3390/en15197239

2022 Keena N, Duwyn J, Dyson A. *Biomaterials Supporting the Transition to a Circular Built Environment in the Global South*. Nairobi, Kenya: Yale Center for Ecosystems + Architecture and UN Environment Programme; 2022.

2022 Keena N, Friedman A. In: Leal Filho W, Azul A, Doni F, Salvia A, editors. *Circular Economy in the Built Environment of North America: Toward Housing Affordability and Sustainability* Cham: Springer International Publishing; 2022//. 1-26p. DOI: 10.1007/978-3-030-68074-9_144-1

Curriculum Vitae

Célia Küpfer

Educational Background

2020-2024	PhD (Dr ès Sciences), Swiss Institute of Technology Lausanne (EPFL)
2016-2019	MSc Architecture, EPFL
2012-2015	BSc Architecture, EPFL

Employment

2024-present	Postdoctoral Researcher and Lecturer, EPFL; Research unit: Structural Xploration Lab, Architecture Department, directed by Prof. Corentin Fivet

Professional experience

2024-2025	Expert, European Commission, 11.2024 – 02.2025, remote (EU) ; Evaluating research proposals for the European Research Executive Agency (REA)
2023-present	Independent sustainable design, circularity and LCA consultant
2019-2020	Independent SIA architect
2020	EPFL scientific assistant at the Structural Xploration Lab (Prof. Fivet)

Teaching Experience

2024-present	Lecturer for PENS-212 “Constructive Second Hand”
2022-2023	Co-supervision of 20 Master interdisciplinary semester projects at EPFL
2022-present	6 lectures for the class “Building Design in the Circular Economy”
2022	Construction of the MOOC “Horizontal Metropolis” and two lectures
2020-present	Co-supervision (mentor) of 10 Master Theses in Architecture at EPFL
2015-2022	Main Teaching Assistant for five courses/workshops: Main Teaching Assistant for five courses/workshops, 2015-2022: “Building Design in the Circular Economy” (Prof. Fivet), EPFL Master + Joint ETHZ & EPFL UTD MAS; “Constructive Second Hand” (Prof. Fivet), EPFL ENAC Bachelor workshop; “Our Common Soil” (Prof. Viganò), EPFL ENAC Bachelor workshop (two editions); “Territorial and Urban Analysis” (Prof. Viganò), EPFL Bachelor course; “Urban Design Photography” (A. Laforet), University of Montreal Bachelor course

Honours and Awards

2024	Nomination for EPFL Best Doctorate Award: PhD “Reuse of concrete elements in architecture”
2023	Winner of the Sustainable Infrastructure Grand Prize of the Green Solutions Awards 2022-2023: “Re:Crete footbridge”
2023	Winner of the User’s Choice – Infrastructure of the Green Solutions Awards 2022-2023: “Re:Crete footbridge”
2023	Structures Best Research into Practice Paper Prize, Paper: “Re:Crete – Reuse of concrete blocks from cast-in-place building to arch footbridge”

Research, Scholarship, and/or Creative Activity

Funding

2024 ENAC Fribourg Grant, 250'000 CHF, Contributor; Project: "LOW-CO2T: Innovative low-carbon composite steel-concrete structures for circular building floors"

2023 SNSF Mobility complementary Grant, 20'000 CHF, Principal Investigator; Research stay at the University of Cambridge

2023 EDOC EPFL Common Fund, 6'000 CHF, Co-Applicant; International research symposium "(in)visible reuse"

2020 SNSF doc.CH Grant, 244'000 CHF, Principal Investigator; Fully funded 4-year doctoral research - Project: "Novel evaluation methods for reuse in architecture"

Publications

Refereed Books

2021 C. Küpfer, and C. Fivet, *Déconstruction Sélective-Construction Réversible: recueil pour diminuer les déchets et favoriser le réemploi dans la construction [Selective Deconstruction-Reversible Construction: a compendium to reduce waste and promote reuse in construction]* Swiss Federal Office for the Environment (FOEN), Bern, 160 pages, digital format DOI: 10.5281/zenodo.4314325 (French) / 10.5281/zenodo.5131242 (German)

Refereed Articles and Book Chapters

2024 C. Küpfer, N. Bertola, and C. Fivet, "Reuse of cut concrete slabs in new buildings for circular low-carbon floor designs*," Journal of Cleaner Production* 448, 141566. DOI: 10.1016/j.jclepro.2024.141566

2024 M. Bastien-Masse, C. Küpfer, and C. Fivet, "A concrete answer for circular construction: three prototypes reusing saw-cut elements," *The Structural Engineer* 102 (4), 32-37. DOI: doi.org/10.56330/ZMSY4716

2024 C. Küpfer, M. Grangeot, B. Lambec, and C. Fivet, "Reading the existing: What discarded materials bring to the project," in: V. Bourdon, A. L. Friel, P. Viganò (eds.) *Architecture revalued. Baukultur and the culture of Transition,* EPFL Press, DOI: 10.55430/6641BKVA01

2023 C. Küpfer, M. Bastien-Masse, and C. Fivet, "Reuse of concrete components in new construction projects: critical review of 77 circular Precedents," *Journal of Cleaner Production* 383, 135235. DOI: 10.1016/j.jclepro.2022.135235

Peer-reviewed articles in international conference proceedings *presenting author

2024 N. Bertola*, C. Küpfer, P. Schiltz, and E. Brühwiler*, "UHPFRC for the preservation, strengthening, and transformation of existing buildings," Presented as Keynote presentation (proceedings under preparation), Menton, FR

2024 C. Küpfer*, N. Bertola, and C. Fivet, "Designing waste-negative floor systems made of reused saw-cut reinforced-concrete slab elements," *4th fib International Conference on Concrete Sustainability, Lecture Notes in Civil Engineering* 5743, 32-340 DOI: 10.1007/978-3-031-80724-4_41

Curriculum Vitae

Nik Luka

Current Course Roster

ARCH 551	Urban Design and Planning

Educational Background

2006	Doctor of Philosophy (Geography), University of Toronto
2001	M.Arch.—Maître en architecture, Université Laval
1998	B.A.A. (Hons)—Bachelor of Applied Arts, Toronto Metropolitan University

Employment

Associate Professor, cross-appointed to the Peter Guo-hua Fu School of Architecture and the School of Urban Planning, McGill University
Associate Director of the Centre for Interdisciplinary Research on Montréal, McGill University

Research, Scholarship, and/or Creative Activity

Selected competitive external grants held as co-investigator

2024-2031	New housing alternatives for a socially-just, post-COVID urban Canada (2024–2031), Principal Investigator: Prof. R. A. Walks (Department of Geography and Programme in Planning, University of Toronto), Total amount of award: C$2 499 054, Source : Social Sciences and Humanities Research Council of Canada (Partnership programme)
2022-2027	ReCONstruct : Building Energy Retrofit Solutions for Canada, Principal Investigator: Prof. M. Jemtrud (Peter Guo-hua Fu School of Architecture, McGill University), Total amount of award : C$3 250 000, Source: Natural Sciences and Engineering Research Council of Canada (Alliance programme)
202-2025	Balanced Supply of Housing Node, Principal Investigator: Prof. A. Flynn (Peter A. Allard School of Law, University of British Columbia), Total amount of award: C$1 375 000, Source: Social Sciences and Humanities Research Council of Canada / Canada Mortgage and Housing Corporation (Collaborative Housing Research Network Partnership programme)
2019-2023	Supporting the possibilities of urban commoning in Montréal's Champ des Possibles, Principal Investigator: Prof. A. Poteete (Department of Political Science, Concordia University), Total amount of award: C$24 672, Source: Social Sciences and Humanities Research Council of Canada (Partnership Engage programme)

Selected competitive external grants held as collaborator

2020-2027	Villes Régions Monde, Principal Investigator: Prof. S. Breux (INRS Urbanisation culture société), Total amount of award: C$1 700 000, Source : Fonds québécois de recherche sur la société et la culture (Regroupement stratégique)

2020-2025	Transit Oriented Development (TOD) for inclusive and sustainable rural-urban regions, Principal Investigator: Prof. G. De Block (Urban Studies Institute, Universiteit Antwerpen), Total amount of award: €2 691 515 / approx. C$4 175 000, Source: EU Innovative Training Networks / Marie Skłodowska-Curie Actions (European Training Network)
2016-2024	The welfare landscape reassembled: Policies for sustainable outdoor recreation in times of urban densification, Principal Investigator: Prof. M. Qviström (Institutionen för stad och land, Sveriges lantbruksuniversitet), Total amount of award: SEK 9 820 000 / approx. C$1 435 000, Source: FORMAS (Swedish Research Council for Sustainable Development)

Publications

Selected peer-reviewed articles published in scholarly journals

2023	Luka, N. (2023). Walking beyond the city? On the importance of recreational mobilities for landscape planning, urban design, and public policy. *Mobilities,* 18(5), 789–804. https://doi.org/10.1080/17450101.2023.2242001
2023	Qviström, M., D. Normark, & N. Luka. (2023). Recreational mobilities in (and beyond) the compact city. *Mobilities,* 18(5), 691–699. https://doi.org/10.1080/17450101.2023.2235088
2019	Qviström, M., N. Luka, & G. De Block. (2019). Beyond circular thinking : Geographies of Transit-Oriented Development. *International Journal of Urban & Regional Research,* 43(4), 786–793. https://doi.org/10.1111/1468-2427.12798

Selected peer-reviewed book chapters

Forthcoming (2025)	Luka, N. (forthcoming in 2025). Landscape ethnography as an 'undisciplined' methodology for design and planning. In *A research agenda for landscape studies of planning* (M. Qviström, Ed.). London : Edward Elgar. Accepted.
2022	Luka, N., N.-M. Lister, & B. Aird (2022). Complementing citizen engagement with innovative forms of professional co-production: A renewed case for transdisciplinary charrettes. In *Sustainability, citizen participation, and city governance: Multidisciplinary perspectives* (H. L. Kong & T. Monforte, Eds.). Toronto : University of Toronto Press, pp. 163–193.

Selected shorter publications

2021	Luka, N. (2021). It's not how dense we make it, but how we make it dense: on porosity as a corequisite of densification. *Aménager : Expérience et innovation d'un quartier*, 4(2), 12–20. http://tinyurl.com/nik-porosity

Curriculum Vitae

David Theodore

Educational Background

2014	PhD, Harvard University, Ad Hoc History of Architecture, Medicine, and Science (Dept. of the History of Science & the Dept. of Architecture, Landscape Architecture and Urban Planning, Graduate School of Arts and Sciences)

Employment

2021-present	Director, School of Architecture, McGill University
2019-present	Associate Professor, School of Architecture, McGill University
2017-present	Associate Member, Department of Social Studies of Medicine, McGill University
2016-present	Canada Research Chair (Tier II) in Architecture, Computation, and Health
2014-2019	Assistant Professor, School of Architecture, McGill University

Honours and Awards

2022	Mahoney Prize; awarded by the Special Interest Group in Computers, Information, and Society (SIGCIS); with Theodora Vardouli
2020	Class of 1944 Outstanding Teaching Award, Faculty of Engineering, McGill University
2017-2021	SSHRC Insight Grant: “Architectural Quality for Cultural Institutions in Canada: Shifting Definitions within Awards of Excellence.”co-applicant; Principal applicant: Jean-Pierre Chupin; co-applicants Georges Adamcyzk, Carmela Cucuzzella

Research, Scholarship, and/or Creative Activity

Exhibitions, Internet, Visual Work

2023	Impostor Cities (T B A + David Theodore), Museum of Contemporay Art (MOCA) Toronto, June-July 2023.
2019	“T B A + David Theodore — Impostor Cities,” chosen as official representative by the Canada Council for the Arts, 17th Venice Biennale in Architecture (May- November 21)

Presentations

2022	Theodore, D. "Hospital Design in 1970: The Future Strikes Back," The Hospital Inside Out: historical legacies and social innovation, Conferenced organized by La Sapienza University of Rome, History of Medicine and Bioethics CHUV-University of Lausanne, Institute of Humanities in Medicine, University of Berne, Institute for the history of medicine ETH Zurich, Institute for the history and theory of architecture (gta). Held at the Istituto Svizzero, Rome, 24-25 November 2022.
2022	Theodore, D. “Prison Technology and the Carceral State,” Multiplicity: Agency, Constraint, and Freedom in Contemporary Architecture, a Five College Architecture Symposium (Mass Amherst), 30 September - 1 October 2022.

2019 Theodore, D., with Theodora Vardouli, “Space Allocation and the Mathematization of Hospital Work,” Canadian Society for the History and Philosophy of Science Annual conference, University of British Columbia, Vancouver, BC, 1-3 June 2019.

2019 Theodore, D., “Mobility and the Ideal Modern Hospital,” VIII Abrils de l’Hospital and the International Network for the History of Hospitals (INHH) 12th International Conference, Barcelona, Spain, 24-26 April 2019.

Publications

2022 David Theodore, “The Nureserver,” in *Making Sense of Medicine: Materiality and the Reproduction of Medical Knowledge*, ed. John Nott and Anna Harris, 297-307 (Intellect, U of Chicago P, 2022)

2021 Theodore, D., and Theodora Vardouli. 2020. “Walking instead of Working: Space Allocation, Automatic Architecture, and the Abstraction of Hospital Labor,” *IEEE Annals of the History of Computing*, 43 no. 2 (2021): 6-17 : 10.1109/MAHC.2020.2990111

2021 Adams, A. and D. Theodore, “Separate and Together: The General Hospital and the 20th-century City,” *gta papers* 5 (2021), 109-17.

2020 Theodore, D. "’Dirty Dirty Dirt’: Automating Separation in the Friesen Concept Hospital," in *Tracing Hospital Boundaries: Integration and Segregation in Southeastern Europe and Beyond*, 1050-1970, ed. Jane L. Stevens Crawshaw, Irena Benyovsky Latin, and Kathleen Vongsathorn (Leiden: Clio Medica/Brill), 171–90.

2019 Theodore, D. "The First Failure of Man-Computer Symbiosis: The Hospital Computer Project, 1960- 1968," In *Computer Architectures: Constructing the Common Ground*, 1945-1980, ed. Olga Touloumi and Theodora Vardouli (New York: Routledge), 94–113.

2019 Theodore, D. “Treating Architectural Research: The Nuffield Trust and the Post-war hospital, *The Journal of Architecture* 24, no. 7 (2019): 982–98.

2019 Theodore, D. “Canada.” In *Oxford Bibliographies in Architecture, Planning, and Preservation*. Ed. Kevin Murphy. New York: Oxford University Press.

2018 Theodore, D., "Small Science: Trained Acquaintance and the One-Man Research Team.” In *Made Modern: Science and Technology in Canadian History*, edited by Edward Jones-Imhotep and Tina Adcock, 166-84. Vancouver: UBC Press, 2018.

Academic, Professional, and/or Public Service

2020-2021 External Advisor, The Digital Now: Architecture and Intersectionality, CCA-Mellon Multidisciplinary Research Project (Canadian Centre for Architecture; funded by the Andrew W. Mellon Foundation’s Architecture, Urbanism, and the Humanities Initiative)

2019-present Associate Editor, Reviews, Journal of Architectural Education

Curriculum Vitae

A. Ipek Türeli

Current Course Roster

ARCH 673	Architectural Design Studio 2

Educational Background

2008	Ph.D. in Architecture, University of California, Berkeley
1998	AA Diploma (RIBA Part II), Architectural Association School of Architecture, London
1995	BArch (*Mimar*), Istanbul Technical University

Employment

2019-present	Associate Professor of Architecture, Canada Research Chair in Architectures of Spatial Justice, McGill University School of Architecture, 2012-2019 tenure-track, 2019- tenured

Honours and Awards

Academic

2017-2027	Canada Research Chair in Architectures of Spatial Justice, Government of Canada (Tier II), awarded in 2016 delayed one year due to parental leave, renewed for a second five-year term on May 1, 2022 (until May 2027)

Design

2023	Honorable mention, UIA Golden Cube Awards in the Audio-Visual Media Category

Teaching

2022	Faculty of Engineering, Outstanding Teaching Award Nomination by students (not selected by Faculty Awards Committee)

Other Teaching Recognition

2023-2024	Sustainability Education Faculty Fellow, McGill University.
2018	Distinguished Visiting Professor, Portland State University

External Awards and Grants, Principal Investigator (PI)

2024	SSHRC Insight Grant "Memoryscapes of Destruction and Reconstruction: A Century of Earthquakes in Türkiye" #435-2025-0848 Submitted in Fall 2024 for $398,805 (pending decision)
2022	Social Sciences and Humanities Research Council (SSHRC), Connection Grant. PI, “with co-applicant Emeritus Professor Vikram Bhatt. “Design for the Global Majority.” $49,500. Complemented by internal grants $5K from Sustainability Projects Fund; $13K from Trottier Institute of Sustainability (TISED); $5K Yan Lin Centre; $5K Faculty of Engineering; $15K School of Architecture; $5K LEAP (Université de Montreal). Total project budget $100K.
2020	Social Sciences and Humanities Research Council (SSHRC), Connection Grant. PI, with collaborators Diana Allan and Laxmi Sushama. Architecture Playshop: Developing Critical Literacy with Young Children on Climate Change, Forced Migration and the Built Environment.”

$24,964. Complemented by internal grants $5K Yan Lin Centre; $5K School of Architecture

External Grants, Co-applicant/Collaborator

2022 Co-applicant and McGill lead (PI) for a cluster of five professors from Arts and Engineering faculties in the 13-partner Partnership Grant led by Jean-Pierre Chupin (UdeM PI) "Quality in Canada's Built Environment: Seeking Equity, Social Value and Sustainability." $2,496,780 (annual share of $20K from agency funds to hire RAs).

2022 Co-applicant in Team Grant (Jean-Pierre Chupin, UdeM PI). Fond de recherche du Québec (société et culture). "Potentiels de la qualité architecturale: Equite, durabilité et ouverture Culturelle." $423,420 (annual share of $12K)

Research, Scholarship, and/or Creative Activity

Public Research Talks

2024 "Self-Help, Industrial Workshops and the Architecture of Racial Education." Yasar University, Izmir, June 27

2022 "Campus Landscapes" Middle East Technical University, Ankara, November 14

Conference Paper Presentations

2024 "Construction and Crisis in the City Film." In the panel "Night and the Off-Hours of Urgency Across Media" organized by Alanna Thain at NECS–European Network for Cinema and Media Studies 2024 Conference "Emergencies: Media in an Unpredictable World" hosted by Izmir University of Economics, Izmir. June 27-29

2024 "Construction and Crisis in the City." In the panel "Turk-ish Spaces: Cities, Borders, Landscapes," chaired by Jesus Escobar at the conference "Looking Turk-ish: A Modern Identity Reframed" Keyman Modern Turkish Studies Annual Conference, Northwestern University. May 31-June 1.

2024 "Industrial Workshops and Self-Help in the American Missionary-Educational Enterprise." Max Weber Foundation Conference on Harmful Entanglements hosted by the Orient-Institut Istanbul. May 14-15

Publications

Book

2018 Türeli, Ipek. Istanbul, Open City: Exhibiting Anxieties of Urban Modernity. Routledge: 2018.

Articles in Journals

2024 Türeli, Ipek. "Building Missionary-Philanthropic Educational Networks: A Medical School for Women in Constantinople." Journal of the Society of Architectural Historians 83 no. 2 (2024): 169-190. doi.org/10.1525/jsah.2024.83.2.169

2024 Türeli, Ipek. "Co-designing a Future with Children." Platform (22 April 2024). https://www.platformspace.net/home/designing-the-future-with-children

Curriculum Vitae

Theodora Vardouli

Educational Background

2017	PhD in Architecture: Design and Computation, Massachusetts Institute of Technology

Employment

2024-present	Associate Professor, School of Architecture, McGill University
2021-2024	Graduate Program Director, School of Architecture, McGill University
2021-2024	Taught Programme External Examiner, Master of Architecture, Architectural Design and Urban Design, B-Pro, Bartlett School of Architecture, University College London, UK
2017-2024	Assistant Professor, School of Architecture, McGill University
2015	Visiting Assistant Professor, School of Architecture, The Pratt Institute

Honours and Awards

2024	Outstanding Service Award, Faculty of Engineering, McGill University
2022	Christophe Pierre Award for Research Excellence - Early Career, Faculty of Engineering, McGill University; jointly with Prof. Mary Kang
2022	Mahoney Prize; awarded by the Special Interest Group in Computing, Information, and Society (SIGCIS); with David Theodore
2022	Best Paper Award; awarded by the Association for Computer Aided Design in Architecture (ACADIA)

Research, Scholarship, and/or Creative Activity

Grants (selection)

2023-2024	SSHD (internal) Principal Investigator: “Speculative Reenactments of Historic Computational Instruments for Design and Making”
2020-2023	FRQSC Etablissement de nouveaux professeurs – chercheurs. Principal Investigator: “Formalisms: Mathematics, Abstraction, and Dimensions of ‘Form’ in Postwar Design Theory”

Consultancies, editorships, juries (selection)

2024	Canadian Centre for Architecture, Find and Tell Program (Lionel March Archive)
2022-2023	ACM Special Interest Group on Computer Graphics and Interactive Techniques (SIGGRAPH) Conference, Art Papers Jury, Member

Exhibitions, symposia, platforms

2021	Assistant Curator, Vers un imaginaire numérique, 15 September – 7 November, Centre de design de l’UQAM, Montreal, Canada
2021	Co-chair, *Digital.Visual.Material* Virtual Symposium, 26-28 May 2021
2021	Co-founder, Lattice.Space, https://www.lattice.space/

Presentations, workshops, interviews (selection)

2024	“Designing the Computational Image” Keynote Presentation (jointly with Daniel Cardoso Llach), SIGGRAPH 2024 Conference, Denver, USA

2023	"High Orders: Structuring Architectural Possibility" Presentation, LOWE Architectures of Order Lecture Series, Goethe University Frankfurt, Germany
2023	"Mobilities of Technical Practices" Workshop, LOWE Architectures of Order, Technical University of Darmstadt, Germany
2023	"Messy Data, Pristine Algorithms" Presentation, Digital Culture Group Lecture Series, Delft University of Technology, Delft, Netherlands
2023	"What cannot be modelled?" interview by Angela Rout, New Open Conversations Platform, Delft University of Technology, Netherlands
2023	"Algorithmic Automation Before Big Data" Presentation, NYIT Symposium "Collective Automation," School of Architecture and Design (virtual)
2023	"Graph Vision: Images, Tools, Infrastructures" Presentation, MIT Architecture Lecture Series, Massachusetts Institute of Technology, Cambridge, USA
2022	"Architecture's Algorithmic Automation: Bodies, Abstractions, Structures" Presentation, 2nd Workshop for the project "The Digital Now" Canadian Center for Architecture, Montreal, Canada
2021	"Skeletons in our Closet" Keynote Panelist, CAAD Futures 2021 Conference (virtual)
2021	"Simulating Surgery ca. 1970" (with David Theodore) 2021 Joint Meeting of the Society for the History of Technology and the History of Science Society (virtual)
2021	"Drawing Skeletons and Counting Floor Plans: Prehistories of the Digital Image" 2021 Meeting of the Special Interest Group for Computing, Information, and Society (virtual)

Publications

2024	Vardouli T. *Graph Vision: Digital Architecture's Skeletons*. Cambridge, MA: MIT Press
2024	Vardouli T, Leblanc M, Pertigkiozoglou E. The design methods meshwork: Activating the Design Methods Group Newsletter through digital history. *International Journal of Architectural Computing*
2024	Vardouli T. Setting Historic Computer Systems in Motion. In Masoud A, Aviv D, Jamelle H, Stuart- Smith R (eds.) ACADIA 2022: Hybrids and Haecceities, pp. 726-735
2023	Cardoso Llach, D, Vardouli T (co-authors and co-editors) *Designing the Computational Image, Imagining Computational Design*. San Francisco, CA: AR+D
2023	Vardouli T. Homebound. In Cañizares G, Cohen Z. *Homing the Machine in Architecture*. Routledge
2023	Vardouli T. Bioptemes and Mechy Max Systems: Topological Imaginations of Adaptive Architecture. In Morel P., Bier H. *Disruptive Technologies: The Convergence of New Paradigms in Architecture,* 7-23. Springer

2018 Visiting Team Report
Master of Architecture Program
McGill University

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I. Introduction • CACB Accreditation

The CACB is a national independent nonprofit corporation. The directors are elected from individuals nominated by the Canadian Architectural Licensing Authorities (CALA), the Canadian Council of University Schools of Architecture (CCUSA), and the Canadian Architecture Students Association (CASA). The CACB is a decision-making and policy-generating body. It is the sole organization recognized by the architectural profession in Canada to assess the educational qualifications of architecture graduates (Certification Program) and to accredit professional degree programs in architecture that are offered by Canadian universities (Accreditation Program).

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

By agreement of the Licensing Authorities (the councils of nine provincial institutes and associations), the CACB was established in 1976 to assess and certify the academic qualifications of individuals holding a professional degree or diploma in architecture who intended to apply for registration. In 1991, the CACB mandate to certify degree credentials was reaffirmed, and its membership was revised to reflect its additional responsibility for accrediting professional degree programs in Canadian university Schools of Architecture.

Graduation from a CACB-accredited program is the first of three steps (education, experience, and examination) on the path to licensure.
The CACB only accredits *Programs* that are intended by their institution to be professional degrees in architecture that lead to licensure. Professional accreditation of a *Program* means that it has been evaluated by the CACB and substantially meets the educational standards that comprise, as a whole, an appropriate education for an architect.

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

The *Program*s include:

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

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

The accreditation process requires a self-assessment by the institution or *Program*, an evaluation of the self-assessment by the CACB, and a site visit and review conducted by a team representing the CACB.
The process begins at the school with the preparation of the Architecture Program Report (*APR*). The *APR* identifies and defines the program and its various contexts, responding to the *CACB Conditions and Procedures for Accreditation*. The *APR* is expected to be useful to the planning process of the school, as well as documentation for the purposes of accreditation.

Upon acceptance of the *APR* by the CACB Board, an accreditation visit is scheduled. The CACB's decision on accreditation is based upon the capability of the program to satisfy the Conditions and Procedures for Accreditation, including the ability of its graduating students to meet the requirements for learning as defined in the Student Performance Criteria. During the visit, the team reviews student work and evaluates it against these requirements. The team also assesses the effectiveness and degree of support available to the architectural program through meetings with the institution's administrators at various levels, architecture and other faculty, students, alumni, and local practitioners.

At the conclusion of the visit, the Visiting Team makes observations and expresses compliments and concerns about the program and its components. It also offers suggestions for program enrichment and makes recommendations, which, in the judgment of the team, are necessary for the program's improvement and continuing re-accreditation. Following the visit, the team writes the following VTR, which is forwarded with a confidential recommendation to the CACB. The CACB then makes a final decision regarding the term of accreditation.

Terms of Accreditation

Term for Initial Accreditation

*Program*s seeking initial *accreditation* must first be granted candidacy status. The maximum period of candidacy status is six years.

*Program*s that achieve initial *accreditation* at any time during the six-year candidacy will receive an initial three-year term, indicating that all major program components and resources are in place. Some additional program development may be necessary and/or deficiencies may need to be corrected. Additionally, to be eligible for CACB certification, students cannot have graduated from the *Program* more than two years prior to the initial *accreditation*.

Terms for Continuing Accreditation

a) Six-year term: Indicates that deficiencies, if any, are minor and that a process to correct these deficiencies is clearly defined and in place. The *Program* is accredited for the full six-year period.

b) Six-year term with a "focused evaluation" at the end of three years: Indicates that significant deficiencies exist in meeting the requirements of the CACB Conditions and Terms for Accreditation; consideration of these deficiencies will form the basis of a focused evaluation. The *Program* is required to report on its particular deficiencies during the third year.

c) Three-year term: Indicates that major deficiencies are affecting the quality of the *Program*, but the intent to correct these deficiencies is clear and attainable. The *Program* is accredited for a full three-year period. If the *Program* receives two consecutive three-year terms of *accreditation*, then the *Program* must achieve a six-year *accreditation* term at the next *accreditation* visit. If the *Program* fails, it will be placed on a two-year probationary term. If the *Program* fails to achieve a six-year term at its subsequent *accreditation* visit, then its *accreditation* shall be revoked.

d) Two-year probationary term: Indicates that CACB deficiencies are severe enough to seriously question the quality of the *Program* and the intent or capability to correct these deficiencies is not evident. A *Program* on probation must show just cause for the continuation of its *accreditation*, and at its next scheduled review, the *Program* must receive at least a three-year term or *accreditation* will

be revoked. If the two-year probationary term is following the sequence described in "c," the *Program* must receive at least a six-year term or its *accreditation* shall be revoked.

e) Revocation of accreditation: Indicates that insufficient progress was made during a two-year probationary term to warrant a full three-year or six-year *accreditation* term. Notwithstanding, the foregoing *accreditation* of any *Program* can be revoked at any time if there is evidence of substantial and persistent non-compliance with the requirements of the CACB Terms and Conditions for Accreditation.

Term for Reinstated Accreditation

Should the accreditation of a *Program* lapse or be revoked, the procedures for reinstatement shall be the same as those applicable to initial candidacy. The term of reinstated *accreditation* is the same as the term of initial *accreditation*. If the *Program* is successful in achieving *accreditation* at any time during the six-year candidacy, the *Program* will receive a three-year term of *accreditation*.

II. Summary of Team Findings

1. Team's General Comments

2. Conditions for Accreditation "met" and "not met": a summary

	Met	Not Met
1. Program Response to the CACB Perspectives		
A. Architecture Education and the Academic Context	[x]	[ ]
B. Architecture Education and the Students	[x]	[ ]
C. Architecture Education and Registration	[x]	[ ]
D. Architecture Education and the Profession	[x]	[ ]
E. Architecture Education and Society	[x]	[ ]
2. Program Self-Assessment	[x]	[ ]
3. Public Information	[x]	[ ]
4. Social Equity	[x]	[ ]
5. Human Resources	[ ]	[x]
6. Human Resource Development	[x]	[ ]
7. Physical Resources	[ ]	[x]
8. Information Resources and Information Technology	[x]	[ ]
9. Financial Resources	[x]	[ ]
10. Administrative Structure	[ ]	[x]
11. Professional Degrees and Curriculum	[x]	[ ]
12. Student Performance Criteria (SPC)		
A1. Critical Thinking Skills	[x]	[ ]
A2. Research Skills	[x]	[ ]
A3. Graphic Skills	[x]	[ ]
A4. Verbal and Writing Skills	[x]	[ ]
A5. Collaborative Skills	[x]	[ ]
A6. Human Behavior	[x]	[ ]
A7. Cultural Diversity	[x]	[ ]
A8. History and Theory	[x]	[ ]
A9. Precedents	[ ]	[x]
B1. Design Skills	[x]	[ ]
B2. Program Preparation	[x]	[ ]
B3. Site Design	[x]	[ ]
B4. Sustainable Design	[x]	[ ]
B5. Accessibility	[x]	[ ]
B6. Life Safety Systems, Building Codes and Standards	[x]	[ ]
B7. Structural Systems	[x]	[ ]
B8. Environmental Systems	[x]	[ ]
B9. Building Envelopes	[x]	[ ]
B10. Building Service Systems	[x]	[ ]
B11. Building Materials and Assemblies	[x]	[ ]
B12. Building Economics and Cost Control	[x]	[ ]
C1. Detailed Design Development	[x]	[ ]

C2. Building Systems Integration	[ ]	[x]
C3. Technical Documentation	[x]	[ ]
C4. Comprehensive Design	[ ]	[x]
D1. Leadership and Advocacy	[x]	[ ]
D2. Ethics and Professional Judgment	[x]	[ ]
D3. Legal Responsibilities	[x]	[ ]
D4. Project Delivery	[x]	[ ]
D5. Practice Organization	[x]	[ ]
D6. Professional Internship	[x]	[ ]

3. Program's Progress since the previous site visit (from previous VTR)

The following is a summary of the Causes of Concern identified at the time of the last accreditation visit in 2012 (texts in italics. In cases where there has been a longstanding concern, reference to earlier VTRs is included). The 2018 Visiting Team's evaluation of progress follows.

Causes of concern

1. The Team's concerns are framed by two key CACB Criteria for Accreditation, that is, professional programs in architecture should:

a. *Have a productive self-assessment process and be making reasonable progress toward achieving its mission, as measured by the benchmarks identified in its strategic plan.*
b. *Be making reasonable progress toward eliminating the deficiencies identified during the previous accreditation site visit.*

The team recognizes the significant work undertaken by the School to develop a clear and articulated program vision and mission, and the effective self-assessment exercises leading to extensive curricular development addressing deficiencies identified in previous Visiting Team Reports. In particular these developments addressed deficiencies pertaining to Comprehensive Building Design and associated courses focused on technological literacy and capacity.

Curriculum

The lack of opportunity for students to take Humanities courses (2006, 2012).

Recommendations calling for increased access to courses in the liberal arts have not been addressed.

Facilities

Although the School is housed in a distinctive and appropriate building that is deally located, the building and its fitments are in need of maintenance and upgrading.

The Macdonald-Harrington Building is currently undergoing a major renovation and restoration ($15 million) of the building envelope and the professional M.Arch. studios on the fifth floor. However, interior spaces remain in need of renovation, with certain areas – including workshops, digital fabrication facilities, undergraduate studios (especially U2) and teaching spaces (Room 212) in urgent need of attention. Special attention needs to be paid to air quality in the wood shop and adjacent space housing laser cutters. The need for upgrades to the building and to IT infrastructure was cited in the 2012 VTR, the 2011 Cyclical Academic Review, the 2006 VTR and the 2006 External Review report.

Human resources

A number of items related to human resources are of long-standing concern to the School and have yet to be fully resolved, although some progress has been made.

The School places unusual reliance on adjunct faculty to teach in studio courses; unless these adjunct faculty become more engaged in the governance of the School and its long-term direction, there is a risk that the studios may, over time, drift away from the vision of the School.

Two recent appointments to the full-time faculty, with two more expected shortly, reduces reliance on adjunct faculty. Still, the reliance on adjunct faculty persists, but with additional hires this situation should be somewhat alleviated.

The relatively small number of tenured and tenure-track faculty could result in a high service load, posing a potential danger for tenure-track faculty seeking to initiate, and be recognized for, a research agenda (refer to Condition 5 Human Resources).

The high service load remains a concern. However, the most recent appointments of tenure-track faculty have robust research agendas; two hold Teir Two Canada Research Chairs and a CFI grants. The research enterprise at the School appears robust.

Although the policies and procedures around hiring are clear, the occurrence of two failed faculty searches in recent years raises questions about the application of those policies and procedures to the School of Architecture.

Since the last visit, the School has completed four successful faculty searches (two subsequently left the School), and is currently engaged in additional searches. The quality of the recent hires is excellent.

In a similar vein, there is the need for a clear policy on the evaluation of the specific forms of peer review typical of the architectural discipline for tenure purposes.

The School has developed guidelines for evaluation of research within the School that identify acceptable research activities and outcomes distinct from those typical of Engineering disciplines, to assist Faculty of Engineering review committees in their evaluation of Architecture faculty.

The School raised once again the issue of Professors-in-Practice, and the Team supports its desire for one or more of these positions. The Team notes that Professors-in-Practice are included in the Regulation Relating to the Employment of Contract Academic Staff (effective September 1, 2010).

The School has established two Professors-in-Practice positions (one is very active in the day-to-day operations of the School; the other is more occasional in nature).

Finally, there is a pressing need for additional technical staff able to facilitate use of digital infrastructure and other services. The demand on this position will only grow.

This remains a significant concern requiring urgent attention.

Human Resources concerns of this type have been raised in the 2001 VTR, the 2006 VTR, the 2006 External Review report, and the 2011 Cyclical Academic Review, and were raised again by

faculty and students during the 2012 visit. Although some progress has been made in some areas, the substantive concern of deficiencies in Human Resources has not been resolved.

The shortage of technical support staff remains a significant concern requiring urgent attention.

4. Program Strengths

- The School of Architecture has made a concerted effort to address many of the deficiencies identified in previous accreditation visits. The Team commends the effort. In particular, the team was impressed with the steps taken to meet Student Performance Criterion C4 : Comprehensive Building Design. The scope, depth, resolution and level of detail achieved in student work produced studio ARCH 405 is exceptional.

- The School is fortunate to be part of McGill University, rich in history and well known for the quality of its research. The location in the City of Montreal provides an intense cultural environment and an urban laboratory that clearly contribute to the School's ability to attract outstanding students, professors, adjunct instructors and visiting critics.

- The School enjoys the support of the leadership of McGill University and the McGill Faculty of Engineering, who understand its place in the history of architecture in Montreal and Canada and its potential to contribute to the quality and reputation of the university.

- The Director of the School, Dr. Martin Bressani, provides strong leadership to the School of Architecture. He and his predecessor, Dr. Annmarie Adams, led the process of change and renewal referred to previously. Dr. Bressani has the respect and support of students and colleagues at McGill.

- The teaching faculty, both full and part-time, includes both youth and experience. The members of faculty are clearly dedicated to the community of the school. They are committed teachers. Among them are some of the most outstanding and productive researchers in architecture.

- The scale of the school fosters an intimate and congenial environment that promotes direct collaboration and mutual support among faculty, staff and students.

- The student body is particularly engaged and active. The student organized program of academic, professional and social events, recreational initiatives, student government and vigorous exchanges that take place in the Forum all contribute significantly to the overall quality and positive energy evident in the school.

- The School of Architecture has demonstrated an exceptional capacity to attract external funding for research, general development and the enrichment of the academic program.

- The Program benefits from library and archival resources of the highest quality. McGill University is to be commended for building and maintaining an excellent collection and for supporting the John Bland Canadian Architectural Collection. There is no other University in the country that has taken such a strong position in preserving and celebrating the work of its graduates and faculty members. The Team also commends the steps taken to enhance the accessibility of the material through staffing and the School's commitment to making the collection part of the academic experience of undergraduate and graduate students.

5. Causes of Concern and Team's recommendations

- The current Team restates and emphasizes the concern raised by previous CACB Visiting Teams regarding the facilities of the School of Architecture. The restoration of the building envelope from foundation to roof, while much needed and admirable, should be accompanied by a complete restoration and renovation of the interior of the building so that spaces and facilities share the glory of the facade. The various projects for renewal of individual spaces should be amalgamated in an overall renewal plan that includes building systems, ventilation, services, the studios, lecture halls and other teaching spaces. Of particular concern are the workshop, laser cutting area and media space, which appear to be far too small and are the source of serious concern expressed by students on matters of safety and air quality. The shops require an Assembly Space so that students are not using the Studios and other inappropriate locations for such work.

- The Team notes that there is a lack of clarity in administrative responsibility for the professional MArch program. This must be addressed.

- The School must take further steps to achieve greater diversity and gender equality in its complement of full-time faculty members

- There is a serious deficiency in technical support staff.

- The School should develop a clear and cohesive approach to relationships with Indigenous communities and culture

III. Compliance with the Conditions for Accreditation

1. Program Response to the CACB Perspectives

Programs must respond to the relevant interests of the constituencies that make up the CACB: educators (CCUSA) and regulators (CALA), as well as members of the practicing profession, students and interns, and the general public.

General Team comments:

A. Architecture Education and the Academic Context

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

Met	Not Met
[x]	[ ]

Team comments:

The School of Architecture is valued as an important academic unit with a rich history within one of Canada's pre-eminent research universities. This was clearly expressed to the Visiting Team by Dr. Jim Nicell, Dean of the Faculty of Engineering, and Dr. Christopher Manfredi, Provost and Vice-Principal (Academic). The respect enjoyed by the School of Architecture within the University community is further underscored by the ongoing support of the John Bland Canadian Architecture Collection, a special archive within the university library documenting the work of selected faculty and alumni of the School of Architecture. Both the resource and the University's commitment to it are unique among Canadian Schools of Architecture.

The School of Architecture is a leader in architectural research, housing a robust post-professional graduate program with both Masters and Doctoral programs. Some of this research informs courses in the professional program, linking the program to the university's larger tradition of research.

In the academic context, two cross-appointments of faculty members further connect the School to the larger university context: Dr. Nik Luka is appointed to School of Architecture and the School of Urban Planning, and Dr. Annmarie Adams has been appointed Chair of McGill's Department of Social Studies of Medicine in the Faculty of Medicine, but has retained a 50% appointment in the School of Architecture. In addition, core faculty members have participated in an initiative in the Faculty of Arts, the Institute for the Public Life of Art and Ideas (IPLAI), collaborating with faculty members from Art History and Communications, and English, among others. In the administrative context, faculty members of the School of Architecture participate on a variety of Faculty and University-wide committees and task forces.

B. Architecture Education and the Students

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

Met	Not Met
[x]	[ ]

Team comments:

The School of Architecture's relatively small enrolment contributes to a coherent and intimate social life among the students, despite the fact that the School's physical resources offer little opportunity for communal space. As a consequence, the life of the school revolves around the studio spaces and the exhibition room. All students enrolled in the B.Sc.(Arch) program automatically become members of the Architecture Students' Association (ASA), which serves as a governing body that represents the students within the School, liaising with faculty members and participating on the Curriculum Committee. The ASA maintains a Web site and circulates a newsletter with key events, deadlines and ASA activities. The students are also members of the Engineering Undergraduate Society (EUS), which provides funding opportunities for student-led initiatives. The ASA has provided funds to hire students to assist with certain services including staffing the School's Media Centre after hours to provide access to printing and plotting in advance of deadlines. Graduate students are represented by the Graduate Architecture Students Association (GASA).

Students are exposed to a variety of different teaching methods and approaches to the curriculum; by and large the students appear to adapt well to the various pedagogies and develop a wide range of skills. They also benefit from exposure to practicing architects serving as Adjunct Professors and course lecturers, establishing important links to the profession.

With few exceptions students expressed a high degree of satisfaction with the quality of the teaching faculty, the administrative support staff and technical support staff. They noted that the Director maintains an open door policy and is very approachable. In addition to direct contact with faculty and administrative personnel the primary mechanism for student feedback is the Academic Forum, an event held each semester through which students, through their student association representatives, can express concerns and criticisms to the Director. Despite this opportunity to air their concerns, there is no formal mechanism (i.e. School Council or other voting body) to include students in School governance. The Curriculum Committee and Faculty Search Committees include a minimum of two student representatives, one undergraduate, one graduate, but these are advisory as opposed to a governing bodies.

There are some concerns regarding the availability of services provided by the University for students in crisis; waiting times for student counsellors can be excessive and do not serve acute situations. Student representatives noted that students in crisis typically turn to administrative staff and faculty in moments of crisis and note that in general they are well accommodated by the School.

C. Architecture Education and Registration

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

Met	Not Met
[x]	[ ]

Team comments:

Most of the content pertaining to Professional Practice is contained in a single course, Arch 674. Although the content is comprehensive, concern was expressed regarding reliance on a single course to cover such a broad and significant aspect of professional education. In addition, the team considered it beneficial to include some course content in the undergraduate program. Further integration of practice knowledge into the curriculum - in both

the Undergraduate and Masters levels - can work to further instill the value of architectural registration and professionalism with the students.

The program provides opportunities for the students to interact with the OAQ and gain information on the Internship in Architecture Program as well as regulatory and licensing requirements following graduation. It is the Visiting Team's understanding that representatives of the OAQ regularly visit the school and provide further information in a lunch and learn format. The Visiting Team encourages this and further opportunities with the OAQ to ensure that students are well informed of the purpose and the duty of the regulator.

The School includes practitioners as instructors in part-time and full-time teaching positions as well as guest critics and lecturers who provide the students with access to professional applied knowledge. This practice is seen as beneficial and can provide additional insight to the profession.

The mandatory work term is also seen as an important opportunity for the development of the student. The school provides some assistance to the students in finding placements, but additional efforts are encouraged. It was indicated to the team verbally that students fill out experience summaries – the mandatory Work Experience Reports signed by the employer – that are reviewed and approved by the School of Architecture. The Visiting Team supports this process and encourages the School to develop a more comprehensive process for recording and evaluating student work experience.

While it does not provide students with a comprehensive understanding of practice, the ASA and GASA's firm crawl each semester provides students with an excellent opportunity to become aware of local practice by visiting a variety of architectural firms. We commend this initiative and the partnerships established with Montreal firms.

D. Architecture Education and the Profession

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

Met	Not Met
[x]	[ ]

Team comments:

The student association ASA is active in promoting connection to the profession by organized visits to local professional offices, organizing the Brown Bag Lunch Series and inviting representatives of the OAQ to visit the School. These initiatives are commendable and should continue to be supported by the School.

The students are given opportunities to interact with the profession through the professors, adjunct professors and sessional instructors. Addition of the Professor-in-Practice position since the last reporting period is a significant asset to the program.

The visiting lecture programs also provide additional exposure for the students to a diverse cross-section of the profession. The core courses that address the profession and its ethical and moral responsibilities are comprehensive. Course FACC 220 is very detailed for first year students. Further elaboration of legal requirements specifically for architects would be beneficial in the later years in the program. Comments have been made in other sections

about the benefits of distributing the contents of ARCH 674 over both the undergraduate and graduate programs.

E. Architecture Education and Society

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

Met	Not Met
[x]	[ ]

Team comments:

The program continues to equip students with an understanding of and compassion for problems related to social and environmental issues and facilitates the students' capacity to address them through architectural and urban design strategies. This is primarily achieved through a comprehensive set of program-led and student-led initiatives, including:

- Design studio projects that involve issues of housing, community advocacy planning and other work that contemplates social questions, including a school for refugee children.
- Seminars on the issue of spatial justice, politics of public space, knowledge institutions and other social topics.
- Student involvement in community design workshops including the Solar Decathlon China Competition, Tongi University Construction Festival, a design-build workshop on Fogo Island, and others.
- Student involvement in and exposure to faculty service on a wide variety of committees and advisory groups involving local, regional and national issues, including participation on design juries, published articles, membership on a committee related to and promotion of Urban Agriculture and related initiatives, work with Innu communities of Nunavik related to culturally appropriate and sustainable habitat planning, and research on the challenges of housing in Canada and abroad.

The Team was particularly struck by Ipek Tureli's winter 2015 U2 studio for the school for Syrian refugees and the exhibition of the student work, as well as the class's interaction with the Al-Salam School. The series of projects and the exhibition align contemporary events and social justice with investigative and creative studio practice.

In meeting with the Provost, it was made clear to the team that the University has an initiative in place to encourage an understanding of and connection to Indigenous communities. The School of Architecture appears to have no identified strategy in place to promote an increased awareness by the students on issues regarding Indigenous communities in Canada. This gap in the curriculum should be addressed in the next reporting period.

2. Program Self-assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its action plan.

Met	Not Met
[x]	[ ]

Team comments:

Since the last VTR (2012), the School has dedicated significant efforts toward self-assessment, including the development of updated vision and mission statements, and significant curricular development, particularly in response to deficiencies identified by the 2012 Visiting Team. The current APR identifies a clear Program Action Plan and Objectives, identifying specific critiques

and objectives regarding gender balance and diversity of faculty and staff, student recruitment, curriculum and improvements to facilities, among others.

The redesign of the curriculum surrounding the studio and courses offered in the Fall semester of U3 addressed previously identified deficiencies in Comprehensive Building Design. The realignment of the two options in the Master of Architecture program – DST and DSR – to reduce the discrepancy between the two in time-to-completion has harmonized the two streams to create a more coherent culture within the M.Arch. cohort.

These and other changes resulted from a rigorous process of self-assessment in response to issues raised in the 2012 VTR. This process is well documented in the series of Annual Reports and the 2015 Focused Evaluation Report provided in the appendices of the APR.

In addition to the self-assessment exercises resulting from the 2012 VTR, the School engages in a variety of activities contributing to an ongoing program of review, including monthly faculty meetings and the Academic Forum, a meeting held each semester, allowing students to raise concerns and issues.

A University mandated Cyclical Review was last completed in 2011, with another due to be completed in 2018-19; however, the format of this exercise is under review by the Dean of Engineering. The Visiting Team encourages the School to maintain the self-assessment processes adopted in response to the previous visit and to continue to monitor progress in relation to its mission and action plan.

3. Public Information

The program must provide clear, complete, and accurate information to the public by including in its academic calendar and promotional literature the exact language found in the CACB 2010 Conditions (Appendix A-1), which explains the parameters of an accredited professional degree program.

Met	Not Met
[x]	[ ]

Team comments:

The program provides direct links on its web site (www.mcgill.ca/architecture) to the 2012 versions of the Conditions and Terms of Accreditation and the Procedures for Accreditation that are hosted on the CACB web site. Those links, including additional information on the parameters of the accredited professional degree programs, are found on the webpage titled" Accreditation", under the main heading "Programs".

The current status of the program is not listed on its "Accreditation" webpage, but the status can be found on the CACB web site following the provided link "Accreditation webpage".

The APR indicates that the most up-to-date Guide to Student Performance Criteria is also provided on the "Accreditation" webpage, but the link was not there at the time of the visit. The APR also states that the same information is given, presumably in written form, to all first-year students of B.Arch. and M.Arch. levels in the context of ARCH 201, ARCH 202, ARCH 221 and ARCH 674 courses, but that information was not part of the submitted documents and could not be verified.

4. Social Equity

The accredited degree program must provide a summary of provincial and institutional policies that augment and clarify the provisions of the Charter of Rights and Freedoms as they apply to social equity.

Met	Not Met
[x]	[ ]

Team comments:

The APR clearly documents the social equity and integrity policies at the University level and the Faculty of Engineering's Code of Ethics, both of which govern the School of Architecture. Additional resources include the Students' Rights and Responsibilities Handbook, and references to provincial and federal policies on equity, including the Quebec Charter of Human Rights and Freedoms and the Canadian Charter of Rights and Freedoms.

The APR also addresses the School's efforts at improving gender equity among the full-time faculty. Currently, three of the School's 14 full-time faculty members are female, representing 21%. The document notes that "Special efforts are being made to address this imbalance", implying that this will become a priority for future searches. The School has also expanded its complement of female sessional instructors, visiting lecturers and speakers.

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head devoting not less than fifty percent of his/her time to program administration, administrative and technical support staff, and faculty support staff.

Met	Not Met
[ ]	[x]

Team comments:

Students

The student body is well qualified; 48 undergraduate students are carefully selected each year from a group of approximately 600 applicants. Students from Quebec enter after two years of CEGEP and begin their studies in U1, while students coming from secondary schools outside Quebec must complete the U0 year. All students admitted have strong academic records. Retention and time to completion in the undergraduate program are entirely reasonable.

A second application is required for admission to the professional M.Arch. program; of the over 200 applicants approximately 35 are admitted. Roughly half completed their undergraduate degree at McGill. The admission process includes a rigorous assessment of each applicant's pre-professional program, including cross referencing against both the McGill undergraduate curriculum and the CACB Student Performance Criteria.

The Visiting Team believes that there is a problem in the admission to the graduate program of students who arrive from pre-professional programs that do not meet the requirement for Comprehensive Building Design.

Faculty

The full-time faculty complement is made up of well-qualified academics who are committed to teaching at the graduate and undergraduate levels, carrying on ambitious research programs, contributing to the administration of the School and serving the broader community. There has been a net increase in the number of full-time faculty members of 1.5 faculty members. Several

very promising young faculty members have been hired in this accreditation cycle. Several more senior faculty are likely to retire in the next few years. The School must be able to maintain its present complement, filling upcoming vacancies when they appear. In this way it will be possible to reduce reliance on sessional instructors, moderate the administrative loads placed on individual faculty members and improve the gender balance and cultural range in the Architecture faculty. Currently there are 3 females in a total faculty complement of 15. The student body is majority female. The overall health of the academic environment depends on achieving a balance between males and females on the architecture faculty.

The School uses sessional and adjunct faculty judiciously to teach both design and academic courses. These faculty members are considered full members of the School community. The ratio of regular to sessional and adjunct faculty is healthy and normal for an architecture school.

Student/Faculty ratios in Design Studio fall precisely within the range of 12:1 to 15:1 established by the CACB.

The Director has adequate time and support to carry out his administrative duties.

Academic and Technical Support Staff
The academic support staff consists of 5 members, some of whom have been connected to the School for decades. These are dedicated people who have the best interests of the students and faculty at heart. Students were appreciative of the work done on their behalf, especially, in recent times, in the area of mental health and well-being.

The Visiting Team heard from many in the school that the role of student advisor had become too onerous for one person to manage both undergraduate and graduate student populations in the professional program. The Team recommends that the School examine the overall administrative structure and consider a modification of the roles and responsibilities within the support staff, especially in light of the increasing need for student support and reference to health services and professionals available on campus.

Technical Support Staff
The Visiting Team admires the enthusiasm and competence of the technical support staff members in the Workshop and Media facility. The incumbents both have the greatest respect for the students and share their creative ambition. However the Team also considers the present complement of two technical support staff to be inadequate for the operation of a professional architecture program of this size. The employment of part-time student assistants has allowed the students greater access to facilities, but proper supervision is required as well as access. The level of service in the Workshop and Media facilities suffers. Students commented on the limitations of availability and service. It is the Team's view that the McGill School of Architecture is substantially behind most other Canadian Schools in the level of technical support provided to students.

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

Met	Not Met
[x]	[ ]

Team comments:

In terms of faculty development and support, the School of Architecture operates within the policy framework of McGill University, which is consistent with the processes typical of a contemporary university context: searches and appointments, tenure, promotion, professional support and development, and so on.

Within this broader framework, there are certain practices specific to the culture of McGill. One example of this occurs in the search and appointment practices, in which a Search Committee is constituted to solicit and review applications in order establish a short list of candidates, which is then submitted to the Department Chair or School Director. Once the short list is established, the committee may be disbanded, with the final decision made by the Director.
This differs from most contemporary university practices, where highly formalized procedures, including voting on a preferred candidate by all members of the Search Committee, are more typical. Although some faculty members have expressed concern with a system that places final responsibility for selection of candidates solely with the Director, the School has recently completed successful searches resulting in the appointment of new faculty.

Once appointed, new faculty members are provided with the opportunity for mentoring by experienced academics to provide advice on teaching, research, and the workings of the University. In the School of Architecture this also extends to pairing junior faculty with more experienced colleagues in team teaching situations in the design studios, a common practice in schools of architecture. Transfer to tenure and promotion to Professor follow procedures consistent with those of other universities.

The School also offers opportunities for student development in both curricular and extra-curricular contexts. The relatively small enrolment allows for a high degree of interaction between students and faculty, and students and staff, who provide advising services. Field trips, study abroad opportunities, student societies and activities all provide students with opportunities for growth both in an academic and non-academic context.

7. Physical Resources

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

Met	Not Met
[ ]	[x]

Team comments:
The historic Macdonald-Harrington Building provides an extraordinary location for a school of architecture, central and prominent on the main square of the McGill Campus. Nevertheless, the Program continues to experience the same challenges that were identified in the previous VTR (2012).

The historic building contributes to the character to the Program and provides excellent exhibition space and a main lecture hall that both seem to facilitate student learning and development. Together with the main building entrance, the review and seminar rooms along the main corridor on the first floor create a communication and social space and establish strong connections to the campus as a whole, and the architecture community beyond. The use of the main lecture hall, with

entrances on both the first floor and the ground floor (one level below the first) is not controlled by the Program and therefore is not easily available to the faculty and the students for their events.

The current renovation of the building involves repairs to the building envelope and foundation, with the complete replacement of the roof structure (and the associated interior renovations) on the 5th floor. The $15,000,000 project addresses deferred maintenance of the building exterior with some interior renovations and furniture upgrades to follow. As the result of the construction, the graduate Studios, normally located on the 5th floor, were temporarily relocated to another building that the Team did not visit. At the time of the visit it appeared unlikely that the 5th floor space and the roof renovation will be finished before the Fall, in time to allow the Graduate students to return to their spaces.

The APR noted the deficiencies in space and furniture dating back to the 2006 and 2012 visits, as pointed out in the following quote from the 2006 VTR: "All of the 250 studio workstations are planned to be replaced over the next few years. The process has started and the School will replace 50 each year."

U3 Studio space has been renovated, the graduate Studio is currently under renovation, and the renovation of the U2 spaces is expected soon – the whole process is, however, moving slower than it was initially anticipated in a consistent and comprehensive manner, as noted in the 2006 VTR. The Studio space renovations were planned with crit spaces incorporated, although there seem to be several review, seminar and lecture spaces available. Most, if not all of the lecture classes are scheduled in the Classroom 212 and the room itself is dated, with impractical lectern and uncomfortable seats. This room is in urgent need of refurbishment.

Studio spaces have improvised locations for food preparation and cleaning without proper access to cold and hot water. This issue is made more pressing due to the lack of any vending machines, food preparation and cleaning areas and facilities in the whole building, leaving the Studio spaces as the locations of choice for those activities. This is compounded by the fact that the only dedicated student social space – the former student lounge and café on the building's lower level – is not maintained at all and, therefore, not utilized as well as it could be.

As the Studio spaces are in different states of refurbishment, there is an appearance of imbalance between the spaces allocated to different years. Some are more than adequate (U3), while others are cramped (U2). It has been noted before that such situations create a student perception of imbalance in terms of the distribution of school resources between various years in the undergraduate program, and between undergraduate, graduate and post-professional spaces.

As the Program continues to realize the potential for digital design and fabrication, students must have a commensurate set of physical resources to complement this growth. As a complement to the existing world class CFI-funded facilities, additional manual and digital infrastructure must offer a seamless transition between design, documentation and fabrication in a studio environment.

In this context, the shortcomings of the present facility are even more evident. There seems to be inadequate access to printers and plotters for student use. The Media Centre, equipped with large format plotters and photo studio area, is housed in the space under the main auditorium that seems too small for the equipment it contains. The choice of Designjet ink jet-based plotters may cause bottlenecks in production when high-volume printing might be required. There are no layout tables or spaces around the plotters to handle prints as they are made. Having only one available technician creates restricted hours of access and inefficient use of resources.

The wood shop and the access to the adjacent metal shop in the Faculty of Engineering are important resources. They seem to be well equipped but, especially in case of the wood shop, the available space is insufficient for more than a few students to work safely in the shop at the same time. Space for maneuvering materials is limited and the horizontal work area is fairly small. As a result all the assembly is done either in the adjoining laser-cutting room, or in the Studio spaces.

Digital fabrication resources are available in a room adjoining the wood shop, with two current laser- cutting machines and a third coming soon. In addition, there are two large format 3D printers in the same room, along with an assembly space. This is presently the most problematic space in the whole building; the lack of maneuvering space, the small assembly area and the almost non-existing ventilation create near impossible working conditions. There are complaints of fumes that seem to be bordering on hazardous. The Visiting Team understands that the commissioning of an HVAC study of the whole building is underway, but this space warrants a separate and immediate investigation.

As pointed in the previous VTRs, access to the resources and instruction in their use is restricted by the shortage of technicians serving architecture students, discussed separately in the section on Human Resources. The additional technical support for workshop, digital production and printing services is required to facilitate access to the existing infrastructure and to provide better utilization of existing resources.

8. Information Resources and information technology

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library. For Information Technology Resources, the program must also provide the information technology infrastructure and corresponding staff support in order to effectively contribute to the delivery of the curriculum, as well as supporting activities of staff and faculty.

Met	Not Met
[x]	[ ]

Team comments:

Three outstanding collections in the McGill University Library serve the School of Architecture: the Blackader-Lauterman Collection of Architecture and Art, the Blackader-Lauterman Rare Book Collection and the John Bland Canadian Architecture Collection represent a uniquely strong set of resources that significantly enhance the student experience. Additional materials relevant to students in the School of Architecture are available in a range of other specialized libraries across the University: The Schulich Library of Physical Sciences, Life Sciences and Engineering; the Islamic Studies Library; the Religious Studies Library; the Osler Library of the History of Medicine; and others.

The Blackader-Lauterman Collection of Architecture and Art includes roughly 81,000 print titles, 27,000 ebooks and 3,300 journals (electronic and print). The budget available for the acquisition of architecture titles in the current academic year (2017-18) is approximately $12,500.

The Blackader-Lauterman Rare Book Collection includes over 3,000 titles ranging in date from 1511 to 2014, including an important collection of Renaissance architectural treatises (eg. Palladio, Serlio) and prints (Piranesi). Students in the professional architecture program are introduced to some of these primary materials directly in the curriculum as early as U1.
The John Bland Canadian Architecture Collection contains approximately 100 archival holdings with over 160,000 drawings, 25,000 photographs, slides, models, maps and other documents related to the work of selected faculty and alumni of the McGill School of Architecture. The JBCAC

is also home to the School's Architecture Slide Collection of approximately 40,000 images. Material in the JBCAC is available for consultation by appointment.

These collections are supported by expert library staff available for consultation with students. The Visiting Team is very impressed with the quality of the collection and the library staff, and by the fact that students are encouraged by faculty to make good use of this outstanding resource, often in the context of curricular assignments.

9. Financial Resources

Programs must have access to sufficient institutional support and financial resources.

Met	Not Met
[x]	[ ]

Team comments:

The team has confirmed that from 2013-14 until the last fiscal cycle, the School has remained within its allocated budget and has experienced no deficits or over-runs, correcting concerns identified in the 2012 VTR. The team acknowledges the significant improvement since the last reporting period, and commends the administration for setting a financially sustainable course for the viability of the school into the future.

Further to the base operating budgets, special events and projects are supported by resources from endowment and development funding which has yielded on average $93,086 annually over this period. The team recognizes that this special funding enhances the activities and culture of the school and commends the team responsible for securing this ongoing support for the program.

It is the team's understanding that the exceptional Peter Fu Endowment of $12M to the McGill School of Architecture will result in approximately $500,000 annually for initiatives outside of the base operating budget allocation. This donation represents a significant opportunity for the School, and the accreditation team supports the Director's plan to work closely with the faculty in preparing a coordinated strategy and direction for the allocation of these funds over the next reporting period.

10. Administrative Structure (Academic Unit & Institution)

The program must be part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

Met	Not Met
[ ]	[x]

Team comments:

McGill University is incorporated by royal charter, granted by the Crown of Great Britain on March 31, 1821 and amended by royal charter on July 6, 1852, under the name "The Governors, Principal and Fellows of McGill College". It is accredited as a university under the name The Royal institution for the Advancement of Learning (McGill University) by virtue of the Act Respecting Educational Institutions at the University Level S.Q. 1989 c.18.

The School of Architecture is one of eight academic units residing within the Faculty of Engineering, one of 11 faculties at McGill University. The Director of the School of Architecture reports to the Dean of Engineering, who in turn reports to the Provost and Vice-Principal (Academic). The School of Architecture enjoys a high degree of autonomy in the design and

delivery of its curriculum; all academic decisions are subject to approval by the Faculty's Academic Committee and the Faculty Council.

Within the School, the Director is assisted by a very capable Administrative Officer and associated staff responsible for coordinating budget, human resources, special events, alumni relations, student advising and recruitment. Academically, the Director is supported by two Associate Directors; it is at this level that considerable confusion exists within the School, as evidenced by contradictory information within the APR and what the Team encountered during the visit. The APR document describes the two positions as Associate Director (Post-professional programs) and Associate Director (Professional program). Despite what is implied by these two titles, there is considerable confusion as to whether responsibility for administration of the professional Master of Architecture is the responsibility of the AD (Post-professional) or the AD (Professional). In part this stems from an alternative understanding that the AD (Post-professional) is actually the Graduate Program Director, responsible for all graduate programs, both professional and post-professional, and the AD (Professional) is actually the Undergraduate Program Director. As a result of this confusion, for all intents and purposes the professional M.Arch. has been orphaned, and students enrolled in this program express profound frustration with the lack of clarity and academic leadership. The Visiting Team stresses that this situation requires immediate remedy, and that the academic leadership and administration of the professional M.Arch. program be made a priority of the School.

11. Professional Degrees and Curriculum

The CACB awards accreditation only to first-professional degree programs in architecture. These include:

- *Master of Architecture degree with a related pre-professional bachelor's degree; requirement, typically amounting to five or six years of study;*
- *Master of Architecture degree without a pre-professional requirement, consisting of an undergraduate degree plus a minimum of three years of professional studies.*
- *Bachelor of Architecture degree requiring a minimum of five years of study, except in Quebec, where four years of professional studies follows two years of CEGEP studies;*

The curricular requirements for awarding these degrees must include three components: general studies, professional studies, and electives that respond to the needs of the institution, the architecture profession, and the students respectively.

Met	Not Met
[x]	[ ]

Team comments:

The format of the School of Architecture's Master of Architecture degree with its related pre-professional bachelor's degree complies with CACB's requirements for a first-professional degree program in architecture.

The entrance requirements for the pre-professional program are based on two years of CEGEP studies in Sciences and Humanities with specific courses in Math, Physics and Chemistry, or the equivalent for out-of-province applicants. Exposure to Liberal Arts courses is limited and should be enhanced.

The Team supports the School's efforts to relax the requirements for Sciences pre-requisites, and specifically to abolish the requirement for two general chemistry courses for admission into the Architecture program. This would offer opportunities in terms of increased access to Liberal Arts courses.

There is concern that the curriculum does not adequately allow students to pursue special interests (electives), probably due to the compressed timeframe for the program. The team acknowledges that the favourable ratios expressed in the analysis of general vs professional studies contained in the APR are achieved through some creative assignment of architectural courses as electives, and encourages development of a curriculum that offers more electives.

12. Student Performance Criteria (SPC)

Each architecture program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice. (See CACB 2010 Conditions for further detail regarding the SPC categories and criteria).

Met	Not Met
[x]	[ ]

General Team comments:

It has been stated previously in this report that the Visiting Team recognizes and congratulates the McGill Architecture Program on the curricular reforms developed and implemented since the last accreditation visit in 2012. Of particular note is the conception and creation of what appears to be an exemplary cluster of Design and related academic courses in U3 dedicated to Comprehensive Building Design. It is clear that students who complete the Undergraduate Pre-professional degree at McGill have fulfilled SPC's C2 and C4. Concerns remain that students entering the M.Arch stream from other programs may not have met these criteria and do not complete an equivalent to the McGill U3 term. Hence the evidence from the M.Arch program does not support the conclusion that all graduates have satisfied these criteria. This is the reason C2 and C4 are once again listed as NOT MET. Solutions must be found to the deficiencies indicated, but the Team views the professional program overall to have satisfied Condition 12. Student Performance Criteria.

A1. Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.

Met	Not Met
[x]	[ ]

Team comments:

This criterion is most clearly met in the sequence of history courses, most notably in the student work provided for ARCH251, 354 and 355 (papers and exams), which present well-reasoned conclusions drawn from research and analysis of primary and secondary sources. This is supported by clear and robust feedback from instructors. Critical thinking skills developed in these courses are evident throughout subsequent aspects of the curriculum.

A2. Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.

Met	Not Met
[x]	[ ]

Team comments:

Research skills are applied across a wide range of courses and studios. The most explicit evidence appears in research papers prepared for the sequence of history courses, which

demonstrate conclusions drawn from analysis of research sources, and citation of sources in standard academic format. Senior undergraduate and graduate studios also reveal a robust competency in research, analysis and synthesis.

A3. Graphic Skills

Ability to employ appropriate representational media to convey essential formal elements at each stage of the programming and design process.

Met	Not Met
[x]	[ ]

Team comments:

Student work demonstrates proficiency in both analog and digital graphic skills, across a range of drawing types and scales.

A4. Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum.

Met	Not Met
[x]	[ ]

Team comments:

Writing skills are demonstrated in the sequence of history courses and in ARCH550 Urban Planning and Development. Each of these courses (with the exception of ARCH250, the first course in the history sequence) involve the preparation of research papers; in some cases, instructors provide students with detailed assessments including commentary on the quality of writing with suggestions for improvement.

A5. Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with others when working as members of a design team and in other settings.

Met	Not Met
[x]	[ ]

Team comments:

Evidence of collaborative work appears in a number of team projects, most notably in the ARCH406 and ARCH672 studios. While the evidence supports the successful application of collaborative skills to the completion of a particular project, no evidence is provided that strategies and methodologies of collaborative work are explicitly taught.

A6. Human Behavior

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

Met	Not Met
[x]	[ ]

Team comments:

The relationship between human behavior and the natural and built environments is addressed in the sequence of history courses. Although not identified in the program's SPC chart, additional evidence of this criterion appears in ARCH550 Urban Planning and Development, which provides opportunities for a discussion of human behavior in a contemporary rather than a historical context.

The Professional Practice curriculum offers additional opportunities for addressing the impact of human behavior in the design of the built environment, especially in the context of Ethics and Professional Judgment.

A7. Cultural Diversity
Understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

Met	Not Met
[x]	[ ]

Team comments:
This criterion is most clearly addressed in ARCH355 Global History of Architecture and Urbanism and ARCH550 Urban Planning and Development both of which address social and political implications and impacts of architecture and design across a range of cultures.

A8. History and Theory
Understanding of diverse global and local traditions in architecture, landscape, and urban design, as well as the factors that have shaped them.

Met	Not Met
[x]	[ ]

Team comments:
The four courses in the History of Architecture provide an overview of global and local traditions, with one course specifically dedicated to a critical analysis of global conditions from 1900 to the present, and another dedicated to North American architecture from 1950 to the present, with extensive discussion of the architecture of Montreal. These draw on the specific expertise of two full-time faculty members, bringing the School's substantial strengths in history/theory scholarship to the undergraduate classroom. Two other courses provide more traditional surveys of architecture from antiquity to the present, and from 1750 to 1950. Courses in landscape and urban design address the history and theory of these sub-disciplines. Several complementary courses afford opportunity for in-depth study of selected topics in architectural history.

The above courses also discuss theory in historical context; it is less clear how contemporary theory and its application to design is addressed in the program, other than in focused complementary courses that do not form part of the core curriculum.

A9. Precedents
Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.

Met	Not Met
[ ]	[x]

Team comments:
Precedent is referred to in some studio projects, and in some history assignments. However, the evidence provided is sporadic and inconsistent, and does not support a conclusion that the students develop the ability to prepare comprehensive analyses and evaluations of buildings, building complexes or urban spaces.

B1. Design Skills

Ability to apply organizational, spatial, structural, and constructional principles to the conception and development of spaces, building elements, and tectonic components.

Met	Not Met
[x]	[ ]

Team comments:

The team found evidence that students are achieving 'Design Skills' to an acceptable level in undergraduate studio courses leading to ARCH 405 / ARCH 406 and continuing further to ARCH 672.

The sample projects provided demonstrated appropriate levels of design development through application of organizational, spatial, structural and constructional principles.

B2. Program Preparation

Ability to prepare a comprehensive program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws and standards, and site selection and design assessment criteria.

Met	Not Met
[x]	[ ]

Team comments:

The team found evidence that students are achieving 'Program Preparation' at the appropriate level of ability in undergraduate studio courses up to ARCH 405 / ARCH 406 and in the graduate program in ARCH 672.

B3. Site Design

Ability to analyze and respond to context and site conditions in the development of a program and in the design of a project.

Met	Not Met
[x]	[ ]

Team comments:

The team found evidence that students are achieving 'Site Design' at the appropriate level of ability in undergraduate studio courses up to ARCH 405 / ARCH 406 and in the graduate program in ARCH 672.

B4. Sustainable Design

Ability to apply the principles of sustainable design to produce projects that conserve natural and built resources, provide healthy environments for occupants/users, and reduce the impacts of building construction and operations on future generations.

Met	Not Met
[x]	[ ]

Team comments:

The team found evidence that students are achieving 'Sustainable Design' at ttM'lfSSr6 rfute2018 level of ability in undergraduate studio courses up to ARCH 377 I ARCH 405 I ARCH in the graduate program in ARCH 672.

B5. Accessibility

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

Met	Not Met
[x]	[ ]

Team comments:

The team found evidence of ability to apply the principles of accessibility and accommodation in work produced in courses ARCH 451 and ARCH 672.

B6. Life Safety Systems, Building Codes and Standards

Understanding the principles that inform the design and selection of life-safety systems in buildings and their subsystems; the codes, regulations, and standards applicable to a given site and building design project, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.

Met	Not Met
[x]	[ ]

Team comments:

The team found evidence that students are achieving an understanding of 'Life Safety Systems, Building Codes and Standards' to the appropriate level in courses ARCH 451 and ARCH 672.

B7. Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range and appropriate applications of structural systems.

Met	Not Met
[x]	[ ]

Team comments:

The team found evidence that students are understanding 'Structural Systems' to the appropriate level in undergraduate courses CIVE 492 and ARCH 405 and in the graduate program in ARCH 672.

B8. Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, illumination and climate modification systems, building envelopes, and energy use with awareness of the appropriate performance assessment tools.

Met	Not Met
[x]	[ ]

Team comments:

The team found evidence that students are understanding 'Environmental Systems' to an appropriate level in undergraduate courses ARCH 377, ARCH 447 and ARCH 405; and in the graduate program in ARCH 672. However, deeper development of certain aspects, such as Lighting and Acoustics, seem not to be fully explored in ARCH 672.

B9. Building Envelopes

Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Met	Not Met
[x]	[ ]

Team comments:
The team found evidence that students are understanding 'Building Envelopes' at the appropriate level in undergraduate courses ARCH 377 and ARCH 405; and in the graduate program in ARCH 672/678.

B10. Building Service Systems
Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

Met	Not Met
[x]	[ ]

Team comments:
The team found evidence that students are understanding 'Building Service Systems' at an appropriate level in undergraduate courses ARCH 377, ARCH 447 and ARCH 405; and in the graduate program in ARCH 672.

However, deeper development of certain Building Service Systems, such as communications and security seem not to be fully explored in ARCH 672.

B11. Building Materials and Assemblies
Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance.

Met	Not Met
[x]	[ ]

Team comments:
The team found evidence that students are understanding 'Building Materials and Assemblies' at the appropriate level in undergraduate courses ARCH 377 and ARCH 405; and in the graduate program in ARCH 672 and ARCH 678.

B12. Building Economics and Cost Control
Understanding of the fundamentals of development financing, building economics, construction cost control, and life-cycle cost accounting.

Met	Not Met
[x]	[ ]

Team comments:
The team found evidence that students are understanding 'Building Economics and Cost Control' at the appropriate level in course ARCH 674.

C1. Detailed Design Development
Ability to assess and detail as an integral part of the design, appropriate combinations of building materials, components, and assemblies.

Met	Not Met
[x]	[ ]

Team comments:
Evidence of student achievement at the prescribed level was found in student work prepared for M.Arch (Prof) DST first year Comprehensive Lite courses ARCH 672 and ARCH 678.

C2. Building Systems Integration

Ability to assess, select, and integrate structural systems, environmental systems, life safety systems, building envelopes, and building service systems into building design.

Met	Not Met
[ ]	[x]

Team comments:

In reviewing student work, the team found solid evidence of student achievement at the appropriate level in student work prepared for the B.Sc.(Arch) third year course ARCH 405 Design & Construction 3 (within the Comprehensive Studio suite of courses). However, the team did not find the evidence presented in the student work prepared for the M.Arch (prof) "Comprehensive Lite" courses ARCH 672 and ARCH 678 to adequately demonstrate the integration of the required elements (structural and environmental systems, building envelopes, building assemblies, life safety provision and environmental stewardship). Students who enter the program at the Master's level, who have not completed Building Systems Integration in their undergraduate studies, are not able to satisfy that requirement through the M.Arch Comprehensive Lite courses. Evidence presented for those courses related to the integration of the required systems or elements was lacking or weak.

C3. Technical Documentation

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

Met	Not Met
[x]	[ ]

Team comments:

Evidence of student achievement at the prescribed level was found in student work prepared for M.Arch (Prof) DST first year Comprehensive Lite course ARCH 678

C4. Comprehensive Design

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

Met	Not Met
[ ]	[x]

Team comments:

The team found solid evidence of student achievement at the prescribed level in student work prepared for the B.Sc.(Arch) third year course ARCH 405 Design & Construction 3 (within the Comprehensive Studio suite of courses). However, the team did not find the evidence presented in the student work prepared for the M.Arch (prof) Comprehensive Lite courses ARCH 672 and ARCH 678, to adequately demonstrate the integration of the required elements (structural and environmental systems, building envelopes, building assemblies, life safety provision and environmental stewardship). Students who enter the program at the Master's level, who have not completed Comprehensive Design in their undergraduate studies, are not able to satisfy that requirement through the M.Arch Comprehensive Lite courses. Evidence presented for those courses related to the integration of the required systems or elements was lacking or weak.

D1. Leadership and Advocacy

Understanding of the techniques and skills for architects to work collaboratively with allied disciplines, clients, consultants, builders, and the public in the building design and construction process, and to advocate on environmental, social, and aesthetic issues in their communities.

Met	Not Met
[x]	[ ]

Team comments:

Evidence of understanding of leadership and advocacy was found in ARCH 550, where city-building in contemporary Canadian metropolitan regions was examined through the collaborative efforts of architects, civil engineers, and urban planners. Advocacy for environmental, social and aesthetic issues in their communities is the key for architectural practices and it is evident in the outline of ARCH 550 and further explored by students in Assignment No. 2.

D2. Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

Met	Not Met
[x]	[ ]

Team comments:

Concepts of ethics and professional judgment were outlined in the ARCH 674 lectures and further explored by students in the Assignment No 3 dealing with issues of ethics and how they related to the internship and mentoring requirements of the revised OAQ's rules in comparison to the positions of other provincial regulators and the AIA.

D3. Legal Responsibilities

Understanding of the architect's responsibility to the client and the public under the laws, codes, regulations and contracts common to the practice of architecture in a given jurisdiction.

Met	Not Met
[x]	[ ]

Team comments:

Basic information and legal concepts were introduced in lectures of FACC 220. Students' understanding was tested in assignments, midterm and final exams. Legal responsibilities of architects were further explored in the ARCH 647 lectures and the students were asked to analyze them further in the case studies of the final exam.

D4. Project Delivery

Understanding of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.

Met	Not Met
[x]	[ ]

Team comments:

Methods of project delivery, construction contracts, and documents required for architectural services were explained in the ARCH 674 lectures and the students were asked to analyze them further in the case studies of the final exam.

D5. Practice Organization

Understanding of the basic principles of practice organization, including financial management, business planning, marketing, negotiation, project management, risk mitigation and as well as an understanding of trends that affect practice.

Met	Not Met
[x]	[ ]

Team comments:

Basic principles of practice organization and recent trends affecting practice explored in several ARCH 674 lectures, initially as a general concepts and trends and then in a separate case study presentation by a practicing architect followed by a discussion period. Regulatory aspects were covered in a separate lecture by a representative of the OAQ.

D6. Professional Internship

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers.

Met	Not Met
[x]	[ ]

Team comments:

Professional Internship of architectural interns was explored in the ARCH 674 lecture. Further explorations were carried out in the Assignment No 3 dealing with the changes of internship and mentoring requirements of the OAQ's rules in comparison to the positions of other provincial regulators and the AIA. Regulatory aspects were covered a separate lecture by a representative of the OAQ.

The Visiting Team acknowledges that the Program has a work component as a requirement for graduation. While the students may have some exposure to internship knowledge within the practice environment, the lack of unified structure, varied nature of the experience, and the lack of the standardized assessment limits the inclusion of this experience as evidence for this criterion.

IV. Appendices

Appendix A: Program Information

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

1. Brief History of McGill University

In 1801, in response to exhortations for public schools spearheaded by James McGill, the Home Government of Great Britain created the Royal Institution for the Advancement of Learning to provide public education for the English-speaking population in Lower Canada. The Royal Institution, however, was essentially a powerless body, since it wasn't given effective trustees. But McGill was not discouraged, and in March 1811, he drafted a will bequeathing to the Royal Institution, 10,000 pounds, together with his 46-acre Burnside Place estate, for the purpose of erecting and endowing a university. He also stipulated that the bequest would revert to his other heirs should the university not be established by the tenth anniversary of his death. Two and a half years later, in 1813, James McGill was felled by a heart attack. Fearful that the bequest would be lost if it didn't proceed with dispatch, the Royal Institution secured its first Royal Charter from King George IV in 1821, and McGill College was founded. Medicine was the very first discipline taught at McGill, beginning in 1829, when the previously established Montreal Medical Institution became the Faculty of Medicine.

In 1852, the Royal Institution and McGill were merged, and in 1855 appointed John William Dawson as principal. It was during this Nova Scotian's 38-year tenure that McGill began to achieve national and international prominence. Its Faculty of Medicine attracted, for example, William Osler (1849-1919), who graduated in 1872, taught medicine at McGill for a decade and then went on to become one of the English-speaking world's most influential physicians. Today, McGill still owes much of its fame abroad to its Faculty of Medicine, recognized as one of the world's foremost medical schools.

At the national level, Principal Dawson, himself an acclaimed geologist, was keenly interested in public education. His commitment to its expansion led to the setting up of affiliated schools and colleges throughout Canada to teach the McGill curriculum – among which were three colleges which later became the University of British Columbia, the University of Victoria and the University of Alberta.

In 1898 Dawson was followed in the principal's office by William Peterson, who brought Ernest Rutherford to McGill from Cambridge University. Peterson also persuaded Sir William Macdonald, the tobacco magnate, to found a college bearing his name at Ste-Anne-de-Bellevue, 32 kilometres (20 miles) west of Montreal, as an offshoot of McGill dedicated to furthering the study of agriculture and food science, and to the training of teachers. Today, Macdonald College is the site of the Faculty of Agricultural and Environmental Sciences and the School of Dietetics and Human Nutrition.

During the principalship of Sir Arthur Currie (1920-1933), Peterson's successor, McGill became a leader in the development of postgraduate studies in Canada. Between the two world wars, with the arrival of scientists such as J.B. Collip and Wilder Penfield, medicine continued to occupy a preeminent place at McGill. Thanks to Otto Maass and J. S. Foster, chemistry and physics were also strongly encouraged. As well, the McGill Social Science Project, begun in 1930 under Leonard Marsh, profoundly influenced the development of the Canadian welfare state.

Taking up office in 1939, Principal Cyril James guided McGill through World War II and the postwar reconstruction period. In 1944, seizing the opportunity afforded by the second Quebec Conference, he arranged for the fall convocation to be held at the Citadel in Quebec City so that honorary degrees

could be conferred upon U.S. President Franklin Delano Roosevelt and British Prime Minister Winston Churchill. In the years immediately following the war, a flood of demobilized veterans swelled McGill's enrolment: from 3,400 in 1939, the student body grew to more than 8,000 in 1948.
It was in the postwar period that McGill began allowing students to write exams, term papers and theses in either French or English. By the time James retired in 1962, McGill's teaching staff had more than doubled, and its student body had tripled. Like other major North American campuses, McGill experienced great change during the '60s and '70s. It became an active partner in Quebec's provincial network of universities, with which it has set up joint Master's and PhD programs in fields such as Aerospace Engineering, Meteorology, Management, Nursing and Social Work. In addition, McGill scholars are active with colleagues from other Quebec universities in all 13 of the Canadian Networks of Centres of Excellence, as well as in many Quebec inter-university research centres involving disciplines as diverse as sociolinguistics, computer science, mathematics, genetics and limnology.

2. Institutional Mission

The mission of McGill University is the advancement of learning through teaching, scholarship and service to society by offering to outstanding undergraduate and graduate students the best education available, by carrying out scholarly activities judged to be excellent when measured against the highest international standards, and by providing service to society in those ways for which we are well suited by virtue of our academic strengths.

3. Program History

The School of Architecture at McGill University was founded in 1896, when a chair in architecture was established in the Faculty of Applied Science (today, the Faculty of Engineering) by Sir William C. Macdonald. At that time, the program leading to the professional degree was four years in length and the School operated in the Macdonald Engineering Building under the leadership of its first Director, Stewart Henbest Capper.

The School of Architecture is one of eight administrative units reporting to the Dean of the Faculty of Engineering. The Faculty presently includes six engineering departments – Bioengineering, Chemical, Civil and Applied Mechanics, Electrical and Computer, Mechanical, and Mining and Materials –and two Schools – the School of Urban Planning (founded 1970) and the Peter Guo-hua Fu School of Architecture. Since 1987, the Schools of Architecture and Urban Planning have been housed in the Macdonald-Harrington Building, which was constructed to accommodate the Departments of Chemistry and Mining by architect Sir Andrew Taylor in 1896, and renovated for Architecture and Urban Planning by Architects Ray Affleck and Arcop Associates in 1987.

4. Program Mission

The School of Architecture educates professionals who contribute to the global community through the design, construction, and interpretation of the built environment. The School:

- provides a diverse environment for teaching, learning, and research, supported by both traditional and state-of-the-art resources.
- offers professional and post-professional research-based Master's and Ph.D. programs that enable graduates to contribute ethically to the profession, to research, and to careers in related fields.
- enriches multi-disciplinary teaching and research within the University and with other local and international universities.
- engages citizens' groups, local, provincial, and national governments, the private sector, and the profession toward the improvement of the built environment.

- presents undergraduate and graduate students with educational opportunities for global engagement by maintaining a large cohort of international students and through international exchanges.

5. Program Action Plan

FACULTY AND STAFF

a. Renew our faculty in a way that promotes gender balance and diversity. Strengthen our teaching in core competencies, especially in design, construction, and sustainability.
b. Add to our support staff two new positions: a coordinator of special activities and events and an industry liaison officer.

UNDERGRADUATE ADMISSIONS AND STUDENT RECRUITMENT

a. Ease undergraduate admission requirements to the School of Architecture. Add significant architectural content to our U0 curriculum.
b. Improve liaison with CEGEPs and admission officers at McGill

UNDERGRADUATE CURRICULUM

a- Renew the building construction course sequence of our undergraduate curriculum to integrate relevant digital software (such as Revit) and principles of sustainable construction from the beginning.

GRADUATE CURRICULUM

a- Enlarge the scope of our M.Arch. program by increasing graduate complementary course offerings; enhance the graduate student experience by offering new entrance fellowships; reinforce positive student participation by promoting opportunities for research and research creation in the curriculum.

RESEARCH

a- Increase research funding through collaboration within the School and the rest of the University

FACILITIES

a- Improve student accessibility to digital fabrication tools

OUTREACH TO SOCIETY

a- Continue building strong connections to local communities and maintain an active presence in society through design-build projects and community design workshops

INTERNATIONAL OPPORTUNITIES

a- Provide undergraduate and graduate students with enriched educational opportunities for global engagement through internships, field courses, and international exchanges.

Appendix B: The Visiting Team *(names & contact information)*

VOTING MEMBERS

Rick Haldenby Educator- Chair
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NON-VOTING MEMBERS : OBSERVERS

CACB-CCCA

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PROGRAM
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Appendix C: The Visit Agenda

Saturday, March 17, 2018

	Team arrivals Sofitel Montréal Golden Mile http://www.sofitel.com/gb/hotel-3646-sofitel-montreal-golden-mile/index.shtml
6:00 pm	Team introduction + gathering – Sofitel Montréal Golden Mile
6:30 pm	Team –only– dinner – Renoir Restaurant. Sofitel Montreal Golden Mile
8:30 pm	Team meeting / Review of agenda

Sunday, March 18, 2018

7:30 am	Team breakfast – School of Architecture Director Martin Bressani – Sofitel Montréal Golden Mile
9:00 am	Tour facilities – School of Architecture Director Martin Bressani – School
10:30 am	Team orientation, review of APR & issues – Team Room (Macdonald-Harrington Building | Room 207)
11:00 am	Preliminary review of exhibits – Team Room
12:00 pm	Lunch – Caterer Julien LeBlanc – Team Room
1:00 pm	Presentation of program by academic staff, by year – Team Room
3:00 pm	Review of exhibits – Team Room (Macdonald-Harrington Building | Room 207)
4:00 pm	Tour of Library and John Bland Canadian Architecture Collection (Jennifer Garland)

7:00 pm	Team –only– dinner – Bouillon Bilk. 1595 St Laurent Blvd, Montreal, QC H2X 2S9

Monday, March 19, 2018

7:30 am	Team breakfast – School of Architecture Director Martin Bressani – Sofitel Montréal Golden Mile
8:30 am	Entry meeting – McGill University Provost Christopher Manfredi – Provost's Office – 30 minutes
9:00 am	Entry meeting – Faculty of Engineering Dean Jim Nicell – Dean's Office – 30 minutes
9:45 am	Review of exhibits – Team Room
11:30 pm	Lunch with B.Sc. and M.Arch student representatives – Caterer Julien LeBlanc – Room 206 (Macdonald-Harrington Building)
1:00 pm	Program wide meeting with students – Room 212
2:30 pm	Meeting with Faculty members, adjunct and sessional + civil engineering faculty – Room 212
4:00 pm	Review of exhibits – Team Room
5:00 pm	Reception for Faculty, alumni, and practitioners – Exhibition Room
6:30 pm	Team – only – dinner – Café Cherrier. 3635 St Denis St, Montreal, QC H2X 3L6
8:00 pm	Draft report – Team Room

Tuesday, March 20, 2018

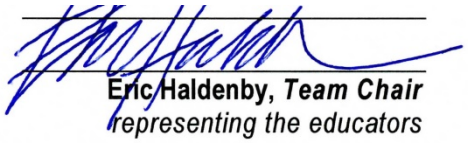
7:30 am	Team breakfast – School of Architecture Director Martin Bressani – Sofitel Montréal Golden Mile
8:30 am	Continue with review of exhibits and records/draft report – Team Room

11:00 am	Meeting with support staff – Room 206
11:30 am	Meeting with technical staff – Team Room
12:00 pm	Lunch with Faculty representatives, incl. Associate Directors (Robert Mellin + David Covo), Alberto Pérez-Gómez, Annmarie Adams, Michael Jemtrud –Caterer Julien LeBlanc – Room 206 (Macdonald-Harrington Building)
1:30 pm	Continue with review of exhibits and records/draft report – Team Room
6:30 pm	Team – only – dinner – Caterer Julien LeBlanc – Room 206 (Macdonald-Harrington Building)
8:00 pm	Draft report / list concerns and comments / strategy session / recommendation

Wednesday, March 21, 2018

7:30 am	Team breakfast – School of Architecture Director Martin Bressani – Sofitel Montréal Golden Mile
8:30 am	Exit meeting – McGill University Provost Christopher Manfredi – Provost's Office – 30 minutes
9:00 am	Exit meeting – Faculty of Engineering Dean Jim Nicell – Dean's Office – 30 minutes
10:00 am	**Team departs** (possible final meeting in team room first)

V. Report Signatures



Eric Haldenby, *Team Chair*
representing the educators



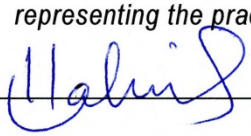
Marco Louis Polo
representing the educators



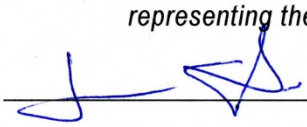
Thérèse LeBlanc
representing the practitioners



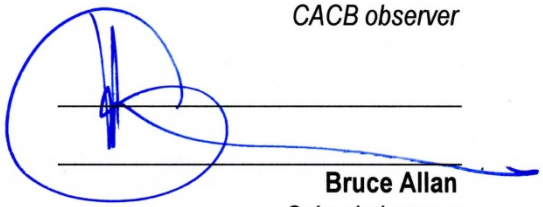
Ivan Martinovic
representing the practitioners



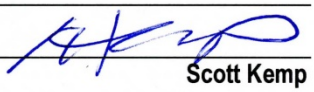
Halima Qureshi
representing the Interns



Jeanna South
CACB observer



Bruce Allan
School observer



Scott Kemp
CACB observer

FACULTY DATA

School or Program	Peter Guo-hua Fu School of Architecture, McGill University

Total Enrolment, FTE	236	
Total Enrolment in studios (Head Count)	237	**Note this will likely include more than one enrolment per year for most students**
Typical Full Time Teaching Load	15 cr.	
Studios per year	2	
Other Courses per year	1	
Studio Hours per Week	10	

Regular Faculty

	Gender			Rank					Qualifications						Teaching in Professional Program		Other Teaching		Administrative Duties (in Prof Program)
Name	Female	Male	Non-binary	Prof	Assoc. Prof.	Assistant Prof	Other (Specify)	Tenured	PhD.	Post-prof MSc.	M.Arch	B.Arch	Other (Specify)	Licensed Architect	Studios	Courses	Studios	Courses	As course equivalents
Adams, Annmarie	0.5			0.5				0.5	0.5							0.5		0.5	
Bhatt, Vikram		0.5		0.5				0.5			0.5					0.5		0.5	
Bressani, Martin		1		1				1	1						1				
Craig, Salmaan		1				1			1						1	1			
Covo, David		1			1			1				1		1	1	1			
Davies, Howard		0.5					Prof of Prac					0.5		0.5	0.5				
Friedman, Avi		1		1				1	1					1	1		1	1	
Jemtrud, Michael		1			1			1			1				1	1			
Luka, Nik		0.5			0.5			0.5	0.5							0.5		0.5	
Mellin, Robert		0.5			0.5			0.5	0.5					0.5	0.5	0.5		0.5	
Moe, Kiel		1		1				1			1				1	1			
Perez-Gomez, Alberto		1		1				1	1							1		1	
Theodore, David		1			1			1	1						1			1	
Tureli, Ipek	1				1			1	1						1	1			
Vardouli, Theodora	1					1			1						1	1			
Total	2.5	10	0	5	5	2	0.5	10	8.5	0	2.5	1.5	0	3	10	9	1	5	0
Total Regular Faculty	12.5																		
Full Time Equivalent															12.5				
Student/Full Time Equivalent															18.88				

Other Faculty

	Gender			Rank						Teaching in Professional Program	
Number	Female	Male	Non-binary	PhD	Post-prof Ms	M.Arch	B.Arch	Other	Licensed Architect	Studios	Courses
Total (FTE)	2.6	8.6		0.4		8.4	1.5	0.9	6.4	8	3.2
Total Other Faculty	**11.2**										

Total Studio teaching in Professional Program (Number of Studio Sections)	**32**
Average Students (Headcount) per studio instructor	7.41
Total Regular and Other Faculty Licensed Architects (FTE)	**9.4**

STUDENT DATA

School or Program	Peter Guo-hua School of Architecture,McGill University

Student Data	Pre-professional Degree			Master of Architecture Degree or Bachelor of Architecture Degree		
	Current Year	Previous Year	2 Years Ago	Current Year	Previous Year	2 Years Ago
Full-Time Students in Program	160	162	165	74	70	64
Men	50	56	56	30	30	26
Women	110	106	109	44	40	38
Non-binary						
Part-Time Students	3	4	0	0	1	0
Men	1	1	0	0	1	0
Women	2	3	0	0	0	0
Non-binary						
Total Men (Full-time and Part-time Students)	51	57	56	30	31	26
Total Women (Full-time and Part-time Students)	112	109	109	44	40	38
Total Non-binary (Full-time and Part-time Students)	0	0	0	0	0	0
Non-binary						
Total Full-Time Equivalent (FTE) Students[1]	162	164	165	74	70	64
FTE Foreign Students [2]						
Students in Design Studio (mean per year)	140	134	141	63	55	52
Studio Ratio (Students in Design Studios /No. Studios Taught for a Year)	12.2 / 1	11.6 / 1	12.2 / 1	14.0 / 1	13.8 / 1	13.0 / 1

Student Data	Current Year	Previous Year	2 Years Ago	Current Year	Previous Year	2 Years Ago
Number of Applicants	728	645	606	401	297	214
Number of Entering Students	49	48	48	38	36	34
With Advanced Standing	1					
Total Degrees Awarded[3]	45	51	47	36	34	30
Men	20	16	14	15	15	10
Women	25	35	33	21	19	20
Non-binary						
Graduation Rate (%) [4]	92%	106%	98%	95%	94%	88%

1- Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

2- FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

3- Transferring from another Program to the Professional Program receiving credits. CACB's intention is to understand how many students are moving from one accredited professional program to another. This includes students who complete the undergraduate portion of a CACB accredited program, but enrol in an M.Arch. program at a different institution; students who are given advanced standing in a stand-alone M.Arch. program, based on previous studies within an accredited program; and students who transfer between undergraduate or graduate portions of accredited programs, receiving partial degree credit for their previous studies.

4- Number of degrees awarded or expected/number of entering students at the beginning of the degree.

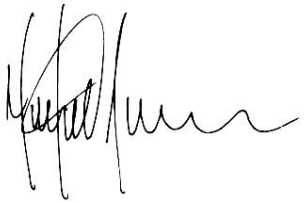
University: McGill University (The Peter Guo-hua Fu School of Architecture)
Faculty: Engineering

ANNUAL REPORT TO CACB-CCCA

Program: MASTER OF ARCHITECTURE (M.Arch.)

Academic Year: …2019-2020…….

Head of the Program (Name): ……Prof. Martin Bressani……



Signature: …… …….
Date: ……30 June 2020…….

1- Introduction
This Annual Report follows our submission of the 2017 *Architectural Program Report* (APR) and our reception of the 2018 *Visiting Team Report* (VTR) following the accreditation visit held on March 17-21, 2018.

2- Statement of Changes to the Program
We have revised the sequence of technical courses in our B.Sc. (Arch) program, to reflect the growing importance of environmental concerns and integrate sustainable strategies in our core curriculum.

Our old B.Sc. (Arch) had no fewer than 5 courses devoted solely to structures (3 of which were given (with inefficient result) by the Department of Civil Engineering).

Our new B.Sc. (Arch) technical curriculum establishes a better balance between courses on structures with courses on environmental issues and envelope design.

Rationale :

- Over-emphasis on structure in the old curriculum
- Technical instructors for CIVE 284, 385 and 388 are non-architects
- Old curriculum is deficient in construction, envelope & integrated design
- Achieve a balance between structural and environmental knowledge
- Develop more intuitive understanding of technical issues in architecture

Following are the old and new B.Sc. (Arch) technical curriculum at a glance:

Old B.Sc. (Arch) Technical Curriculum (as in 2018 accreditation visit):
U1 Fall Term:
ARCH 241 Architectural Structures (3cr)
U1 Winter Term:
ARCH 240 Organization of Materials in Buildings (3cr)
CIVE 284 Structural Engineering Basics (4cr)
U2 Fall Term:
CIVE 385 Structural Steel & Timber Design (3cr)
U2 Winter Term:
CIVE 388 Foundations and Concrete Design
U3 Fall Term:
ARCH 377 Energy, Environment and Buildings (3cr)
ARCH 445 Structural Systems (2 cr)
ARCH 447 Lighting (2 cr)

New Technical Curriculum as of Fall 2020
U1 Fall Term:
ARCH 240 Organization of Materials in Buildings (3cr) existing
U1 Winter Term:
ARCH 378 (3cr) Introduction to Building Environments. New course. Calendar description: *Introduction to ecology, technology, and building through climate change as a central topic for architects in this century*.

U2 Fall Term:
ARCH 241 (3cr) Structures 1. New Course. Calendar Description: *Introduction to the basic concepts and forms of structures in architecture. Statics, forces, mechanics. Vertical, horizontal, and environmental loads.*
U2 Winter Term:
ARCH 377 (3cr) Energy, Environment and Buildings 1. Existing but revised course. Calendar description: *Exploration of the interrelationship between energy, environment and building. Climate analysis and design, daylighting, electrical systems, plumbing & water conservation, and conveyance systems.*
U3 Fall Term:
ARCH 447 (3cr) Energy, Environment and Buildings 2. New Course. Calendar Description: *Exploration of the interrelationship between energy, environment and building. Focus on heat transfer, fluid dynamics, ventilation, & thermal enclosure.*
U3 Winter Term:
ARCH 445 (3cr) Structures 2. Existing but revised with higher credit value. Calendar Description: *Analysis of columns, beams, trusses, lateral systems, tall buildings. Concrete, steel, and timber. Carbon accounting of structures.*

3- Response to Team Findings

3.2- Conditions and SPC "Not-Met" (In the order listed in the 2018 Visiting Team Report (VTR))

- Condition 5: Human Resources
- Condition 7: Physical Resources
- Condition 10: Administrative Structure
- SPC A9: Precedents
- SPC C2: Building Systems Integration
- SPC C4: Comprehensive Design

Condition 5: Human Resources

(In italic are extracts from the 2018 VTR outlining causes for concerns)

"*The Visiting Team believes that there is a problem in the admission to the graduate program of students who arrive from pre-professional programs that do not meet the requirement for Comprehensive Building Design.*"
The entrance Fall design studio in our M.Arch. (professional) program has now been transformed into a comprehensive studio, with three separate modules integrating in turn, structure, ventilation and site & landscape, each module being taught by a full-time professor expert in the field covered.

"*Currently there are 3 females in a total faculty complement of 15. The student body is majority female. The overall health of the academic environment depends on achieving a balance between males and females on the architecture faculty.*"
Since 2018, two new female full-time faculty members have been hired: Prof. Rosetta Elkin, specializing in landscape architecture, and Prof. Naomi Keena, specializing in data visualization and ecological analysis. Prof. Elkin has started in January 2020; and Prof. Keena will start in January 2021. The female/male ratio will then be 5/15. Following the

retirement of Prof. Vikram Bhatt in January 2020 and Prof Pérez-Gómez in January 2021, two faculty positions will be open, giving us once again the opportunity to improve gender balance in the School.

"*The Visiting Team heard from many in the school that the role of student advisor had become too onerous for one person to manage both undergraduate and graduate student populations in the professional program. The Team recommends that the School examine the overall administrative structure and consider a modification of the roles and responsibilities within the support staff, especially in light of the increasing need for student support and reference to health services and professionals available on campus."*
See condition 10.

"…*the Team … considers the present complement of two technical support staff to be inadequate for the operation of a professional architecture program of this size. The employment of part-time student assistants has allowed the students greater access to facilities, but proper supervision is required as well as access. The level of service in the Workshop and Media facilities suffers. Students commented on the limitations of availability and service. It is the Team's view that the McGill School of Architecture is substantially behind most other Canadian Schools in the level of technical support provided to students.*"
The School still runs with only two technical support staff; but all engineering workshops (which includes the woodshop used by architecture students) are currently under review, in terms of both physical and human resources and we are hopeful that the situation will soon dramatically improve. See condition 7.

Condition 7: Physical Resources
(In italic are extracts from the 2018 VTR outlining causes for concerns)

"The APR noted the deficiencies in space and furniture dating back to the 2006 and 2012 visits, as pointed out in the following quote from the 2006 VTR: 'All of the 250 studio workstations are planned to be replaced over the next few years. The process has started and the School will replace 50 each year.'

U3 Studio space has been renovated, the graduate Studio is currently under renovation, and the renovation of the U2 spaces is expected soon – the whole process is, however, moving slower than it was initially anticipated in a consistent and comprehensive manner, as noted in the 2006 VTR. The Studio space renovations were planned with crit spaces incorporated, although there seem to be several review, seminar and lecture spaces available. Most, if not all of the lecture classes are scheduled in the Classroom 212 and the room itself is dated, with impractical lectern and uncomfortable seats. This room is in urgent need of refurbishment.

Studio spaces have improvised locations for food preparation and cleaning without proper access to cold and hot water. This issue is made more pressing due to the lack of any vending machines, food preparation and cleaning areas and facilities in the whole building, leaving the Studio spaces as the locations of choice for those activities. This is compounded by the fact that the only dedicated student social space – the former student lounge and café on the building's lower level – is not maintained at all and, therefore, not utilized as well as it could be.

As the Studio spaces are in different states of refurbishment, there is an appearance of imbalance between the spaces allocated to different years. Some are more than adequate (U3), while others are cramped (U2). It has been noted before that such situations create a student perception of imbalance in terms of the distribution of school resources between various years in the undergraduate program, and between undergraduate, graduate and post-professional spaces.

As the Program continues to realize the potential for digital design and fabrication, students must have a commensurate set of physical resources to complement this growth. As a complement to the existing world class CFI-funded facilities, additional manual and digital infrastructure must offer a seamless transition between design, documentation and fabrication in a studio environment.

In this context, the shortcomings of the present facility are even more evident. There seems to be inadequate access to printers and plotters for student use. The Media Centre, equipped with large format plotters and photo studio area, is housed in the space under the main auditorium that seems too small for the equipment it contains. The choice of Designjet ink jet-based plotters may cause bottlenecks in production when high-volume printing might be required. There are no layout tables or spaces around the plotters to handle prints as they are made. Having only one available technician creates restricted hours of access and inefficient use of resources.

The wood shop and the access to the adjacent metal shop in the Faculty of Engineering are important resources. They seem to be well equipped but, especially in case of the wood shop, the available space is insufficient for more than a few students to work safely in the shop at the same time. Space for maneuvering materials is limited and the horizontal work area is fairly small. As a result all the assembly is done either in the adjoining laser-cutting room, or in the Studio spaces.

Digital fabrication resources are available in a room adjoining the wood shop, with two current laser-cutting machines and a third coming soon. In addition, there are two large format 3D printers in the same room, along with an assembly space. This is presently the most problematic space in the whole building; the lack of maneuvering space, the small assembly area and the almost nonexisting ventilation create near impossible working conditions. There are complaints of fumes that seem to be bordering on hazardous. The Visiting Team understands that the commissioning of an HVAC study of the whole building is underway, but this space warrants a separate and immediate investigation.

As pointed in the previous VTRs, access to the resources and instruction in their use is restricted by the shortage of technicians serving architecture students, discussed separately in the section on Human Resources. The additional technical support for workshop, digital production and printing services is required to facilitate access to the existing infrastructure and to provide better utilization of existing resources."

This long list of deficiencies in our physical resources is by far the most important cause for concerns outlined in the 2018 VTR. The University has been duly alerted, and decided to tackle the issue by planning an overall renovation of the Macdonald-Harrington Building instead of keeping to the piecemeal approach of the last decades. A call for tenders to architectural firms has been issued on 1 April 2020; the tenders have

been received on 5 May 2020. The selection committee is currently carrying out its work to identify the winning submission. The schedule currently being contemplated is a construction start in early 2023 with completion in 2025. The budget outlined, subject to approval, is $19M.

We copy below the brief description of the scope of the project as outlined in this call for tender, here translated from the French. I believe the broad scope of the renovations being envisaged, covering all areas of the School including the engineering fabrication workshops, is more than an adequate response to the concerns outlined in the 2018 VTR :

"McGill University is issuing a public call for tenders for professional architectural services for the Macdonald-Harrington Pavilion and part of Macdonald Engineering building, including an annex that connects the two buildings. In light of the interconnectedness of these pavilions, it is important to develop a comprehensive and integrated vision that will result in a holistic approach to meet the needs of the Faculty of Engineering including the School of Architecture and the School of Urban Planning and its fabrication workshops. … these workshops have been identified by the Faculty of Engineering and the Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST) as requiring a significant investment to improve the quality, functionality, accessibility and safety of the spaces.

3.SUMMARY DESCRIPTIONS OF THE PROJECT
The University is seeking an architectural firm for the renovation of the Macdonald Harrington Pavilion and part of the Macdonald Engineering Building, including the annex. In this context, the mandate includes the elements below:

- Preliminary design study to define the global vision, evaluate the various development scenarios of the site, validate the feasibility of the project, develop the development concept and implementation and phasing strategies;
- Elaboration of the Functional and Technical Program (FTP);
- Inspection, evaluation of the pavilions and surveys as required;
- Preparation of preliminary and final plans and specifications;
- Cost estimates for all phases of the project;
- Timeline;
- Preparation of the preliminary file and presentation to the APAP (Architectural Planning Advisory Panel) of McGill University, the DRC (Design Review Committee) of McGill University, the CCU (Comité consultatif d'urbanisme) and the MCCC (Ministère de la Culture et des Communications);
- Coordination and collaboration with structural, mechanical and electrical engineers, equipment and heritage experts and any other consultant selected by McGill University, as required;
- Services during the tender phase;
- Services during construction and commissioning."

Condition 10: Administrative Structure

(In italic are extracts from the 2018 VTR outlining causes for concerns)

"*Academically, the Director is supported by two Associate Directors; it is at this level that considerable confusion exists within the School, as evidenced by contradictory information within the APR and what the Team encountered during the visit. The APR document describes the two positions as Associate Director (Post-professional*

programs) and Associate Director (Professional program). Despite what is implied by these two titles, there is considerable confusion as to whether responsibility for administration of the professional Master of Architecture is the responsibility of the AD (Post-professional) or the AD (Professional). In part this stems from an alternative understanding that the AD (Post-professional) is actually the Graduate Program Director, responsible for all graduate programs, both professional and post-professional, and the AD (Professional) is actually the Undergraduate Program Director. As a result of this confusion, for all intents and purposes the professional M.Arch. has been orphaned, and students enrolled in this program express profound frustration with the lack of clarity and academic leadership. The Visiting Team stresses that this situation requires immediate remedy, and that the academic leadership and administration of the professional M.Arch. program be made a priority of the School."

No administrative changes have yet been made in response to this important concern outlined in the 2018 VTR, in part because of the rapid changes in academic personnel at the M.Arch. level. Since September 2018, an entirely new team of faculty members have joined the program: Profs. Kiel Moe, Salmaan Craig, Rosetta Elkin, and soon to come, Prof. Naomi Keena. None of them could take on the role of Associate Director in their first years at McGill. Informally, however, Prof. Kiel Moe, holding the Gerald Sheff Chair in Architecture, has taken a leadership position in that program. We are currently discussing a new administrative structure to be put in place. The 2020-21 Annual Report will be able to report on the concrete measures taken.

SPC A9: Precedents
(In italic are extracts from the 2018 VTR outlining causes for concerns)

"Precedent is referred to in some studio projects, and in some history assignments. However, the evidence provided is sporadic and inconsistent, and does not support a conclusion that the students develop the ability to prepare comprehensive analyses and evaluations of buildings, building complexes or urban spaces."

A more systematic study of precedents has been put in place in the undergraduate program, more notably in the design studios from the Winter term of U1 to the Fall term of U3.

SPC C2: Building Systems Integration
(In italic are extracts from the 2018 VTR outlining causes for concerns)

"*In reviewing student work, the team found solid evidence of student achievement at the appropriate level in student work prepared for the B.Sc.(Arch) third year course ARCH 405 Design & Construction 3 (within the Comprehensive Studio suite of courses). However, the team did not find the evidence presented in the student work prepared for the M.Arch (prof) "Comprehensive Lite" courses ARCH 672 and ARCH 678 to adequately demonstrate the integration of the required elements (structural and environmental systems, building envelopes, building assemblies, life safety provision and environmental stewardship). Students who enter the program at the Master's level, who have not completed Building Systems Integration in their undergraduate studies, are not able to satisfy that requirement through the M.Arch Comprehensive Lite courses.*

Evidence presented for those courses related to the integration of the required systems or elements was lacking or weak."

The entrance Fall design studio in our M.Arch. (professional) program has now been transformed into a comprehensive studio, with three separate modules integrating in turn, structure, ventilation and site & landscape, each module being taught by a full-time professor expert in the field covered. The design studio develops advanced skills and new strategies relating to issues of climate change and community design.

SPC C4: Comprehensive Design
(In italic are extracts from the 2018 VTR outlining causes for concerns)

The team found solid evidence of student achievement at the prescribed level in student work prepared for the B.Sc.(Arch) third year course ARCH 405 Design & Construction 3 (within the Comprehensive Studio suite of courses). However, the team did not find the evidence presented in the student work prepared for the M.Arch (prof) Comprehensive Lite courses ARCH 672 and ARCH 678, to adequately demonstrate the integration of the required elements (structural and environmental systems, building envelopes, building assemblies, life safety provision and environmental stewardship). Students who enter the program at the Master's level, who have not completed Comprehensive Design in their undergraduate studies, are not able to satisfy that requirement through the M.Arch Comprehensive Lite courses. Evidence presented for those courses related to the integration of the required systems or elements was lacking or weak.

The entrance Fall design studio in our M.Arch. (professional) program has now been transformed into a comprehensive studio, with three separate modules integrating in turn, structure, ventilation and site & landscape, each module being taught by a full-time professor expert in the field covered. The design studio develops advanced skills and new strategies relating to issues of climate change and community design.

FACULTY DATA

School or Program	Peter Guo-hua Fu School of Architecture, McGill University

Total Enrolment, FTE	237
Total Enrolment in studios (Head Count)	239 **Note this will likely include more than one enrolment per year for most students**
Typical Full Time Teaching Load	15 cr.
Studios per year	2
Other Courses per year	1
Studio Hours per Week	10

Regular Faculty

	Gender			Rank					Qualifications						Teaching in Professional Program		Other Teaching		Administrative Duties (in Prof Program)
Name	Female	Male	Non-binary	Prof	Assoc. Prof.	Assistant Prof	Other (Specify)	Tenured	PhD.	Post-prof MSc.	M.Arch	B.Arch	Other (Specify)	Licensed Architect	Studios	Courses	Studios	Courses	As course equivalents
Adams, Annmarie	0.5			0.5				0.5	0.5							0.5		0.5	
Bhatt, Vikram		0.5		0.5				0.5			0.5					0.5		0.5	
Bressani, Martin		1		1				1	1						1				
Craig, Salmaan		1				1			1						1	1			
Covo, David		1			1			1				1		1	1	1			
Davies, Howard		0.5					Prof of Prac					0.5		0.5	0.5				
Elkin, Rosetta	1				1			1	1						1	1			
Friedman, Avi		1		1				1	1					1	1		1	1	
Jemtrud, Michael		1			1			1			1				1	1			
Luka, Nik		0.5			0.5			0.5	0.5							0.5		0.5	
Moe, Kiel		1		1				1			1				1	1			
Perez-Gomez, Alberto		1		1				1	1							1		1	
Theodore, David		1			1			1	1						1			1	
Tureli, Ipek	1				1			1	1						1	1			
Vardouli, Theodora	1					1			1						1	1			
Total	3.5	9.5	0	5	5.5	2	0.5	10.5	9	0	2.5	1.5	0	2.5	10.5	9.5	1	4.5	0
Total Regular Faculty	13																		
Full Time Equivalent															13				
Student/Full Time Equivalent															18.23				

Other Faculty

	Gender			Rank						Teaching in Professional Program	
Number	Female	Male	Non-binary	PhD	Post-prof Ms	M.Arch	B.Arch	Other	Licensed Architect	Studios	Courses
Total (FTE)	3.4	8.2		1.9		7.6	1.2	0.9	4.5	8.4	3.2
Total Other Faculty	**11.6**										

Total Studio teaching in Professional Program (Number of Studio Sections)	**31**
Average Students (Headcount) per studio instructor	7.71
Total Regular and Other Faculty Licensed Architects (FTE)	**7**

STUDENT DATA

School or Program	Peter Guo-hua School of Architecture,McGill University

Student Data	Pre-professional Degree			Master of Architecture Degree or Bachelor of Architecture Degree		
	Current Year	Previous Year	2 Years Ago	Current Year	Previous Year	2 Years Ago
Full-Time Students in Program	158	160	162	76	74	70
Men	42	50	56	31	30	30
Women	116	110	106	45	44	40
Non-binary						
Part-Time Students	5	3	4	0	0	1
Men	2	1	1	0	0	1
Women	3	2	3	0	0	0
Non-binary						
Total Men (Full-time and Part-time Students)	44	51	57	31	30	31
Total Women (Full-time and Part-time Students)	119	112	109	45	44	40
Total Non-binary (Full-time and Part-time Students)	0	0	0	0	0	0
Non-binary						
Total Full-Time Equivalent (FTE) Students[1]	161	162	164	76	74	70
FTE Foreign Students [2]						
Students in Design Studio (mean per year)	139	140	134	58	63	55
Studio Ratio (Students in Design Studios /No. Studios Taught for a Year)	12.6 / 1	12.2 / 1	11.6 / 1	12.9 / 1	14.0 / 1	13.8 / 1

Student Data	Current Year	Previous Year	2 Years Ago	Current Year	Previous Year	2 Years Ago
Number of Applicants	564	728	645	306	401	297
Number of Entering Students	48	49	48	36	38	36
With Advanced Standing	1	1		1		
Total Degrees Awarded[3]	42	45	51	39	36	34
Men	14	20	16	15	15	15
Women	28	35	33	24	21	19
Non-binary						
Graduation Rate (%) [4]	88%	92%	106%	108%	95%	94%

1- Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

2- FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

3- Transferring from another Program to the Professional Program receiving credits. CACB's intention is to understand how many students are moving from one accredited professional program to another. This includes students who complete the undergraduate portion of a CACB accredited program, but enrol in an M.Arch. program at a different institution; students who are given advanced standing in a stand-alone M.Arch. program, based on previous studies within an accredited program; and students who transfer between undergraduate or graduate portions of accredited programs, receiving partial degree credit for their previous studies.

4- Number of degrees awarded or expected/number of entering students at the beginning of the degree.

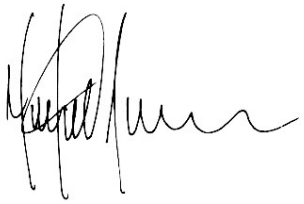
University: McGill University (The Peter G-h Fu School of Architecture)
Faculty: Engineering

ANNUAL REPORT TO CACB-CCCA

Program: MASTER OF ARCHITECTURE (M. Arch)

Academic Year: …2020-2021…….

Head of the Program (Name): ……Prof. Martin Bressani…….



Signature: …… …….
Date: ……30 June 2021…….

1- Introduction

This Annual Report follows our submission of the 2017 *Architectural Program Report* (APR) and our reception of the 2018 *Visiting Team Report* (VTR) following the accreditation visit held on March 17-21, 2018.

2- Statement of Changes to the Program

We have revised the curriculum of our M.Arch. (professional) program, eliminating the dual option of Design Research (DSR – 60 credits) versus Design Studio (DST – 45 credits), streamlining to a single 4-term, 60 credit professional program, as follows:

Old M.Arch.	fall	winter	summer
M1	**- Studio** 6 credits **- Advanced Construction** 3 credits **- Two complementaries** 6 credits	**- Studio** 6 credits **- Professional Practice** 3 credits **- One complementary or elective** 3 credits **- Critical Design Strategies** 4 credits (DSR only)	**- Research Repo**rt 12 credits (DSR only)
M2	- **Studio** (self-directed) 6 credits - **Two complementaries or electives** 6 credits		
New M.Arch. 60 credits	fall	winter	Summer
M1	- **ARCH 672 Studio (comprehensive)** 9 credits - **ARCH 678 Advanced Construction** 3 credits - **Elective** 3 credits	- **ARCH 673 Global Studio** 9 credits - **ARCH 675 Global History** 3 credits - **Elective** 3 credits	
M2	- **ARCH 670 Option Studio** 9 credits - **ARCH 670 Advanced Landscape** 3 credits - **Elective** 3 credits	- **ARCH 683 Studio (self-directed)** 9 credits - **ARCH 674 Pro Prac** 3 credits - **Elective** 3 credits	

Rationale:

1- Simplify our M.Arch. to a single path (i.e. eliminate the DSR/DST options).
2- Generate cross-pollination between our M.Arch. (professional) and M.Arch. (post-professional) programs, and savings in core teaching requirement.
3- Reduce M.Arch. (professional) admission transcript evaluation process for students with a non-McGill background.
4- Curate a path that insures substantial exposure to McGill faculty and research projects.
5- Match the standard length of Canadian M.Arch. programs outside Quebec.
6- Populate 600 level courses with both M.Arch. (Prof.) and M.Arch. (post-professional) students.
7- Grow our internship requirements to 6 months.

3- Response to Team Findings

3.2- Conditions and SPC "Not-Met" (In the order listed in the 2018 Visiting Team Report (VTR))

- Condition 5: Human Resources
- Condition 7: Physical Resources
- Condition 10: Administrative Structure
- SPC A9: Precedents
- SPC C2: Building Systems Integration
- SPC C4: Comprehensive Design

Condition 5: Human Resources

(In italic are extracts from the 2018 VTR outlining causes for concerns)

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The entrance Fall design studio in our M.Arch. (professional) program has now been transformed into a comprehensive studio, with three separate modules integrating in turn, structure, ventilation and site & landscape, each module being taught by a full-time professor expert in the field covered.

"*Currently there are 3 females in a total faculty complement of 15. The student body is majority female. The overall health of the academic environment depends on achieving a balance between males and females on the architecture faculty.*"
Since 2018, two new female full-time faculty members have been hired: Prof Rosetta Elkin, specializing in landscape architecture, and Prof Naomi Keena, specializing in data visualization and ecological analysis. Prof Elkin has started in January 2020; and Prof Keena in January 2021. The female/male ratio will then be 5/15. Following the retirement of Prof Vikram Bhatt's in January 2020 and Prof Pérez-Gómez in January 2021, two

faculty positions will soon be open, giving us once again the opportunity to improve gender balance in the School.

"*The Visiting Team heard from many in the school that the role of student advisor had become too onerous for one person to manage both undergraduate and graduate student populations in the professional program. The Team recommends that the School examine the overall administrative structure and consider a modification of the roles and responsibilities within the support staff, especially in light of the increasing need for student support and reference to health services and professionals available on campus."*
See condition 10.

"*…the Team … considers the present complement of two technical support staff to be inadequate for the operation of a professional architecture program of this size. The employment of part-time student assistants has allowed the students greater access to facilities, but proper supervision is required as well as access. The level of service in the Workshop and Media facilities suffers. Students commented on the limitations of availability and service. It is the Team‟s view that the McGill School of Architecture is substantially behind most other Canadian Schools in the level of technical support provided to students.*"
The School still runs with only two technical support staff; but all engineering workshops (which includes the woodshop used by architecture students) are currently under review, in terms of both physical and human resources and we are hopeful that the situation will soon dramatically improve. See condition 7 for a description of the preliminary study currently being conducted.

Condition 7: Physical Resources
(In italic are extracts from the 2018 VTR outlining causes for concerns)

"The APR noted the deficiencies in space and furniture dating back to the 2006 and 2012 visits, as pointed out in the following quote from the 2006 VTR: 'All of the 250 studio workstations are planned to be replaced over the next few years. The process has started and the School will replace 50 each year.'

U3 Studio space has been renovated, the graduate Studio is currently under renovation, and the renovation of the U2 spaces is expected soon – the whole process is, however, moving slower than it was initially anticipated in a consistent and comprehensive manner, as noted in the 2006 VTR. The Studio space renovations were planned with crit spaces incorporated, although there seem to be several review, seminar and lecture spaces available. Most, if not all of the lecture classes are scheduled in the Classroom 212 and the room itself is dated, with impractical lectern and uncomfortable seats. This room is in urgent need of refurbishment.

Studio spaces have improvised locations for food preparation and cleaning without proper access to cold and hot water. This issue is made more pressing due to the lack of any vending machines, food preparation and cleaning areas and facilities in the whole building, leaving the Studio spaces as the locations of choice for those activities. This is compounded by the fact that the only dedicated student social space – the former student lounge and café on the building‟s lower level – is not maintained at all and, therefore, not utilized as well as it could be.

As the Studio spaces are in different states of refurbishment, there is an appearance of imbalance between the spaces allocated to different years. Some are more than adequate (U3), while others are cramped (U2). It has been noted before that such situations create a student perception of imbalance in terms of the distribution of school resources between various years in the undergraduate program, and between undergraduate, graduate and post-professional spaces.

As the Program continues to realize the potential for digital design and fabrication, students must have a commensurate set of physical resources to complement this growth. As a complement to the existing world class CFI-funded facilities, additional manual and digital infrastructure must offer a seamless transition between design, documentation and fabrication in a studio environment.

In this context, the shortcomings of the present facility are even more evident. There seems to be inadequate access to printers and plotters for student use. The Media Centre, equipped with large format plotters and photo studio area, is housed in the space under the main auditorium that seems too small for the equipment it contains. The choice of Designjet ink jet-based plotters may cause bottlenecks in production when high-volume printing might be required. There are no layout tables or spaces around the plotters to handle prints as they are made. Having only one available technician creates restricted hours of access and inefficient use of resources.

The wood shop and the access to the adjacent metal shop in the Faculty of Engineering are important resources. They seem to be well equipped but, especially in case of the wood shop, the available space is insufficient for more than a few students to work safely in the shop at the same time. Space for maneuvering materials is limited and the horizontal work area is fairly small. As a result all the assembly is done either in the adjoining laser-cutting room, or in the Studio spaces.

Digital fabrication resources are available in a room adjoining the wood shop, with two current laser- cutting machines and a third coming soon. In addition, there are two large format 3D printers in the same room, along with an assembly space. This is presently the most problematic space in the whole building; the lack of maneuvering space, the small assembly area and the almost nonexisting ventilation create near impossible working conditions. There are complaints of fumes that seem to be bordering on hazardous. The Visiting Team understands that the commissioning of an HVAC study of the whole building is underway, but this space warrants a separate and immediate investigation.

As pointed in the previous VTRs, access to the resources and instruction in their use is restricted by the shortage of technicians serving architecture students, discussed separately in the section on Human Resources. The additional technical support for workshop, digital production and printing services is required to facilitate access to the existing infrastructure and to provide better utilization of existing resources."

This long list of deficiencies in our physical resources is by far the most important cause for concerns outlined in the 2018 VTR. The University has been duly alerted, and decided to tackle the issue by planning an overall renovation of the Macdonald-Harrington Building instead of keeping to the piecemeal approach of the last decades. A call for tenders to architectural firms has been issued on 1 April 2020; the tenders have

been received on 5 May 2020. The Montreal firm of FABG has been selected following a rigorous procurement process. The feasibility study is nearly completed, with a submission deadline of September 2021. The construction schedule and budget remains to be determined.

Again this year, we copy the brief description of the scope of the project as outlined in the call for tender, translated from the French. I believe the broad scope of the renovations being envisaged, covering all areas of the School including the architecture and engineering fabrication workshops, is more than an adequate response to the concerns outlined in the 2018 VTR :

"McGill University is issuing a public call for tenders for professional architectural services for the Macdonald-Harrington Pavilion and part of Macdonald Engineering building, including an annex that connects the two buildings. In light of the interconnectedness of these pavilions, it is important to develop a comprehensive and integrated vision that will result in a holistic approach to meet the needs of the Faculty of Engineering including the School of Architecture and the School of Urban Planning and its fabrication workshops. … these workshops have been identified by the Faculty of Engineering and the Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST) as requiring a significant investment to improve the quality, functionality, accessibility and safety of the spaces.

3.SUMMARY DESCRIPTIONS OF THE PROJECT
The University is seeking an architectural firm for the renovation of the Macdonald Harrington Pavilion and part of the Macdonald Engineering Building, including the annex. In this context, the mandate includes the elements below:

- Preliminary design study to define the global vision, evaluate the various development scenarios of the site, validate the feasibility of the project, develop the development concept and implementation and phasing strategies;
- Elaboration of the Functional and Technical Program (FTP);
- Inspection, evaluation of the pavilions and surveys as required;
- Preparation of preliminary and final plans and specifications;
- Cost estimates for all phases of the project;
- Timeline;
- Preparation of the preliminary file and presentation to the APAP (Architectural Planning Advisory Panel) of McGill University, the DRC (Design Review Committee) of McGill University, the CCU (Comité consultatif d'urbanisme) and the MCCC (Ministère de la Culture et des Communications);
- Coordination and collaboration with structural, mechanical and electrical engineers, equipment and heritage experts and any other consultant selected by McGill University, as required;
- Services during the tender phase;
- Services during construction and commissioning."

Condition 10: Administrative Structure

(In italic are extracts from the 2018 VTR outlining causes for concerns)

"*Academically, the Director is supported by two Associate Directors; it is at this level that considerable confusion exists within the School, as evidenced by contradictory information within the APR and what the Team encountered during the visit. The APR*

document describes the two positions as Associate Director (Post-professional programs) and Associate Director (Professional program). Despite what is implied by these two titles, there is considerable confusion as to whether responsibility for administration of the professional Master of Architecture is the responsibility of the AD (Post-professional) or the AD (Professional). In part this stems from an alternative understanding that the AD (Post-professional) is actually the Graduate Program Director, responsible for all graduate programs, both professional and post-professional, and the AD (Professional) is actually the Undergraduate Program Director. As a result of this confusion, for all intents and purposes the professional M.Arch. has been orphaned, and students enrolled in this program express profound frustration with the lack of clarity and academic leadership. The Visiting Team stresses that this situation requires immediate remedy, and that the academic leadership and administration of the professional M.Arch. program be made a priority of the School."

Administrative changes have been made in response to this important concern outlined in the 2018 VTR. Prof. Rosetta Elkin has been named Associate Director of the M.Arch. (professional) program, a position now separate from the Graduate Program Director. Administrative staff Luciana Adoyo is now student advisor and coordinator for our graduate programs.

SPC A9: Precedents
(In italic are extracts from the 2018 VTR outlining causes for concerns)

"Precedent is referred to in some studio projects, and in some history assignments. However, the evidence provided is sporadic and inconsistent, and does not support a conclusion that the students develop the ability to prepare comprehensive analyses and evaluations of buildings, building complexes or urban spaces."

A more systematic study of precedents has been put in place in the undergraduate program, more notably in the design studios from the Winter term of U1 to the Fall term of U3.

SPC C2: Building Systems Integration
(In italic are extracts from the 2018 VTR outlining causes for concerns)

"*In reviewing student work, the team found solid evidence of student achievement at the appropriate level in student work prepared for the B.Sc.(Arch) third year course ARCH 405 Design & Construction 3 (within the Comprehensive Studio suite of courses). However, the team did not find the evidence presented in the student work prepared for the M.Arch (prof) "Comprehensive Lite" courses ARCH 672 and ARCH 678 to adequately demonstrate the integration of the required elements (structural and environmental systems, building envelopes, building assemblies, life safety provision and environmental stewardship). Students who enter the program at the Master"s level, who have not completed Building Systems Integration in their undergraduate studies, are not able to satisfy that requirement through the M.Arch Comprehensive Lite courses. Evidence presented for those courses related to the integration of the required systems or elements was lacking or weak.*"

The entrance Fall design studio in our M.Arch. (professional) program has now been transformed into a comprehensive studio, with three separate modules integrating in turn, structure, ventilation and site & landscape, each module being taught by a full-time professor expert in the field covered. The design studio develops advanced skills and new strategies relating to issues of climate change and community design.

SPC C4: Comprehensive Design
(In italic are extracts from the 2018 VTR outlining causes for concerns)

The team found solid evidence of student achievement at the prescribed level in student work prepared for the B.Sc.(Arch) third year course ARCH 405 Design & Construction 3 (within the Comprehensive Studio suite of courses). However, the team did not find the evidence presented in the student work prepared for the M.Arch (prof) Comprehensive Lite courses ARCH 672 and ARCH 678, to adequately demonstrate the integration of the required elements (structural and environmental systems, building envelopes, building assemblies, life safety provision and environmental stewardship). Students who enter the program at the Master‟s level, who have not completed Comprehensive Design in their undergraduate studies, are not able to satisfy that requirement through the M.Arch Comprehensive Lite courses. Evidence presented for those courses related to the integration of the required systems or elements was lacking or weak.

The entrance Fall design studio in our M.Arch. (professional) program has now been transformed into a comprehensive studio, with three separate modules integrating in turn, structure, ventilation and site & landscape, each module being taught by a full-time professor expert in the field covered. The design studio develops advanced skills and new strategies relating to issues of climate change and community design.

FACULTY DATA

School or Program	Peter Guo-hua Fu School of Architecture, McGill University

Total Enrolment, FTE	233	
Total Enrolment in studios (Head Count)	234	**Note this will likely include more than one enrolment per year for most students**
Typical Full Time Teaching Load	15 cr.	
Studios per year	2	
Other Courses per year	1	
Studio Hours per Week	10	

Regular Faculty

Name	Gender			Rank					Qualifications						Teaching in Professional Program		Other Teaching		Administrative Duties (in Prof Program)
	Female	Male	Non-binary	Prof	Assoc. Prof.	Assistant Prof	Other (Specify)	Tenured	PhD.	Post-prof MSc.	M.Arch	B.Arch	Other (Specify)	Licensed Architect	Studios	Courses	Studios	Courses	As course equivalents
Adams, Annmarie	0.5			0.5				0.5	0.5							0.5		0.5	
Bressani, Martin		1		1				1	1						1				
Craig, Salmaan		1				1			1						1	1			
Covo, David		1			1			1				1		1	1	1			
Davies, Howard		0.5					Prof of Prac					0.5		0.5	0.5				
Elkin, Rosetta	1				1			1	1						1	1			
Friedman, Avi		1		1				1	1					1	1		1	1	
Jemtrud, Michael		1			1			1			1				1	1			
Luka, Nik		0.5			0.5			0.5	0.5							0.5		0.5	
Moe, Kiel		1		1				1			1				1	1			
Perez-Gomez, Alberto		1		1				1	1							1		1	
Theodore, David		1			1			1	1						1			1	
Tureli, Ipek	1				1			1	1						1	1			
Vardouli, Theodora	1					1			1						1	1			
Total	3.5	9	0	4.5	5.5	2	0	10	9	0	2	1.5	0	2.5	10.5	9	1	4	0
Total Regular Faculty	**12.5**																		
Full Time Equivalent															12.5				
Student/Full Time Equivalent															**18.64**				

Other Faculty

Number	Gender			Rank						Teaching in Professional Program	
	Female	Male	Non-binary	PhD	Post-prof Ms	M.Arch	B.Arch	Other	Licensed Architect	Studios	Courses
Total	5.4	8.8		1		11.8	0.6	0.8	4.6	11.2	3
Total Other Faculty	**14.2**										

Total Studio teaching in Professional Program (Number of Studio Sections)				**33**
Average Students (Headcount) per studio instructor				**7.09**
Total Regular and Other Faculty Licensed Architects				**7.1**

Appendix A8: Human Resources Statistics Report

STUDENT DATA

School or Program	McGill University, Peter Guo-hua Fu School of Architecture

Student Data	Pre-professional Degree			Master of Architecture Degree or Bachelor of Architecture Degree		
	Current Year	Previous Year	2 Years Ago	Current Year	Previous Year	2 Years Ago
Full-Time Students in Program	160	160	162	69	74	70
Men	43	50	56	29	30	30
Women	117	110	106	40	44	40
Non-binary	n/a			n/a		
Part-Time Students	5	3	4	1	0	1
Men	0	1	1	0	0	1
Women	5	2	3	1	0	0
Non-binary	n/a			n/a		
Total Men (Full-time and Part-time Students)	43	51	57	29	30	31
Total Women (Full-time and Part-time Students)	122	112	109	41	44	40
Total Non-binary (Full-time and Part-time Students)	n/a	n/a	0	n/a	0	0
Non-binary	n/a			n/a		
Total Full-Time Equivalent (FTE) Students[1]	163	162	164	70	74	70
FTE Foreign Students [2]	n/a			n/a		
Students in Design Studio	147	140	134	70	63	55
Studio Ratio (Students in Design Studios /No. Studios Taught for a Year)	12.3 / 1	12.2 / 1	11.6 / 1	15.6 / 1	14.0 / 1	13.8 / 1

Student Data	Current Year	Previous Year	2 Years Ago	Current Year	Previous Year	2 Years Ago
Number of Applicants	555	728	645	257	401	297
Number of Entering Students	51	49	48	34	38	36
With Advanced Standing	0	1		0		
Total Degrees Awarded[3]	52	45	51	36	36	34
Men	12	20	16	16	15	15
Women	40	25	35	20	21	19
Non-binary	n/a			n/a		
Graduation Rate (%) [4]	**102%**	**92%**	**106%**	**106%**	**95%**	**94%**

1- Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

2- FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

3- Transferring from another Program to the Professional Program receiving credits. CACB's intention is to understand how many students are moving from one accredited professional program to another. This includes students who complete the undergraduate portion of a CACB accredited program, but enrol in an M.Arch. program at a different institution; students who are given advanced standing in a stand-alone M.Arch. program, based on previous studies within an accredited program; and students who transfer between undergraduate or graduate portions of accredited programs, receiving partial degree credit for their previous studies.

4- Number of degrees awarded or expected/number of entering students at the beginning of the degree.

University: McGill University

Faculty: Peter Guo-hua Fu School of Architecture

Faculty of Engineering

ANNUAL REPORT TO CACB-CCCA

Narrative Section

Program: MASTER OF ARCHITECTURE (M. Arch)

Academic Year: ……2021–2022……

Date of the last maintenance Accreditation Visit: ……2018……

Head of the Program (Name): …David Theodore

Signature: ……

Date: ……2022-07-29

1- INTRODUCTION

Please note the following changes in full-time tenure-track faculty.

Resignations: Kiel Moe, Rosetta Elkin
New Hires: Philip Tidwell (Assistant Professor)

Please also note that the calculation used in the new spreadsheet for Faculty data --Appendix A8 (Human Resources_Statistical Report)--does not correspond well to the way McGill assigns courses. Because of the number of hours, one design studio course is equivalent to two seminar/lecture courses.

Specifically, the spreadsheet formula misrepresents design studio instructor:student ratios. We calculate these ratios at the "section level." That is, for each of the design studios (10 in total: fall and winter in levels U1, U2, U3, M1, and M2), we assign the number of instructors needed to keep a ratio of between 1:12 and 1:15 in each studio section. The spreadsheet formula gives1:18. That is incorrect.

2- STATEMENT OF CHANGES TO THE PROGRAM

No program changes.

3- RESPONSE TO TEAM FINDINGS

3.1- CAUSESES OF CONCERN

In the order listed in the Visiting Team Report (VTR)

1. Physical Resources

The 2018 VTR suggests:

> The various projects for renewal of individual spaces should be amalgamated in an overall renewal plan that includes building systems, ventilation, services, the studios, lecture halls and other teaching spaces.

In 2021, as reported last year, these projects were amalgamated into an overall renewal plan. In June 2022, Campus Planning and Development approved the scope of work. The proposal is now being transferred to Project Development for delivery.

2. Lack of clarity in administrative responsibility for the professional M. Arch program.

The 2018 VTR is unclear about what the "lack of clarity" entails. It states that some students found administrative responsibility unclear, but provides no evidence that is in fact unclear:

> As a result of this confusion, for all intents and purposes the professional M.Arch. has been orphaned, and students enrolled in this program express profound frustration with the lack of clarity and academic leadership. The Visiting Team stresses that this situation requires immediate remedy, and that the academic leadership and administration of the professional M.Arch. program be made a priority of the School.

It would be helpful for a Visiting Team to show understanding of how the administration for the program works. I was Graduate Program Director and responsible for coordinating the professional M.Arch. design studio at the time of the 2018 team visit. They did not meet with me about this issue. I disagreed at the time with the Team's assessment, and I disagree now. Some students are indeed frustrated by our set up; many others find it profoundly empowering. In any case, student frustration at a particular moment in time in no way necessarily indicates a structural problem.

The professional M.Arch. program has in no way been orphaned. Far from it. On the contrary: new professors have consistently been assigned to work and supervise in the program since 2014. Fully one third of the M.Arch. class in 2018 had a dedicated full-time faculty member with whom they met weekly. The physical resources, administrative strategies, program structure and design, have received close attention. Administrative reform is ongoing at the School. It has been one of our top priorities for the last decade

In addition, our M.Arch. students are enrolled through Graduate and Postdoctoral Studies (GPS) at McGill. Since 2015, the Dean has made deep commitment since 2015 to improving the graduate experience at McGill, which goes unmentioned in the VTR. Initiatives include new protocols and software for monitoring and supporting study plans and milestones. See https://www.mcgill.ca/gps/about/strategic-priorities

3. Diversity and gender equality-Faculty

The VTR states:

> The School must take further steps to achieve greater diversity and gender equality in its complement of full-time faculty members.

It is unclear how to address this item in a yearly report. Full-time faculty hiring is on a seven-year cycle. We had two resignations this year; Kiel Moe in August 2021 and Rosetta Elkin in April 2022. This brings our full-time tenure track faculty numbers to 11 positions (12 people; 2 are cross-appointments); 4 are women. In other words, we have gone from 3/15 to 3.5/11.

Please note that our faculty gender ratio is balanced with the University's Equity, Diversity, and Inclusion priorities. That is, in all matters concerning diversity and gender equity (not "equality"), the School is part of the University's commitment to "to increase the proportion of all tenured and tenure-track staff self-identifying as members of all other equity groups to 20%" and to "increase the proportion of women at the rank of full professor to 25%."

In addition, our faculty has always been highly diverse by Quebec diversity criteria; LGTBQ+, ethnic minorities, and visible minorities. This year we have activated searches for two hires as part of McGill's Action Plan to Address Anti-Black Racism (https://www.mcgill.ca/provost/files/provost/action_plan_to_address_anti-black_racism.pdf).

Please also consult the Final Report of the School of Architecture's Anti-Racism Working Group (ARWG):
https://www.mcgill.ca/architecture/anti-racism-working-group-arwg

4. Deficiency in technical support staff

Again, the 2018 VTR is unclear about how the "deficiency" is measured and against what criteria. The VTR does not acknowledge the modes and level of technical support available to students, faculty, and staff:

> the Team ... considers the present complement of two technical support staff to be inadequate for the operation of a professional architecture program of this size. The employment of part-time student assistants has allowed the students greater access to facilities, but proper supervision is required as well as access. The level of service in the Workshop and Media facilities suffers. Students commented on the limitations of availability and service. It is the Team's view that the McGill School of Architecture is substantially behind most other Canadian Schools in the level of technical support provided to students.

This opinion reads as mostly motivated by anecdotal comments from individual students. Other students would have told other anecdotes. This year, a student worked with experts at the Morgan Arboretum to harvest a 60-year-old tree, saw it into timber, and construct an almost-self-supporting structure without screws or nails inside an exhibition room. Another student carried out 3D-laser scanning of the Rivière Rouge near Mont Tremblant, QC, in tandem with a second student who scanned the Town of Tremblant and transformed the point-cloud data into a 3m-high digital collage. Twelve Undergraduate students participated in a VR design studio led by the former director of Montréal's Société des arts technologiques. These projects belie the Team's assertion of an acute lack of supervision or access.

Overall, then, the VTR is misleading. It reads:

> There is a serious deficiency in technical support staff.

The report could just as easily have concluded the opposite: that our students and staff have access to a broad and deep range of technical and academic support because we are a unit within the Faculty of Engineering.

For example, it is incorrect to say we have only "two" technical support staff. The School's budget includes one technician, who manages day-to-day media equipment such as printing and the photography laboratory. We also work closely with one of the Chief Technicians in the Faculty workshop group of **eleven** technicians. That Chief Technician is directly responsible for the shop equipment in our building, but students have access to all of the workshops in the Faculty.

In addition, students use technical services such as EUS (Engineering Undergraduate Society) digital printing services and EMF (Engineering Microcomputing facility) computing services, paid for in part through student fees. These go unmentioned in the Report.

And as implied above, students have further regular supervised access to digital equipment, video production facilities, design-build expertise, thermal sensing equipment, and more through design studios, coursework, and funded research.

Finally, as stated last year, workshop staffing, resources, and equipment are under review at the Faculty level. Those including planning for the upcoming major renovations discussed under item 1, "physical resources."

5. Develop a clear and cohesive approach to relationships with Indigenous communities and culture.
In 2021 we established the Anti-Racism Working Group (ARWG). This was a committee of full- and part-time faculty members, architects, alum, and students committed to anti-racism in architectural education. It included discussions of Indigenous issues in its mandate. Its discussions and recommendations are summarized in the final report tabled in February 2022: https://www.mcgill.ca/architecture/anti-racism-working-group-arwg

It would be helpful for the CACB to suggest in the SPCs and program criteria where and how this demand for a politics of Indigenous relations relates to architectural education. Similarly, it would be helpful if future VTs could suggest what a "clear and cohesive approach to relationships with Indigenous communities" would be. There are some 600 First Nation governments in Canada—governments, not "communities"; determing what counts as clarity in such a heterogenous grouping of languages, politics, peoples, and cultures is at best contentious. This is a governance issue for polities—the elaboration of nation-to-nation policies and dialogues; it would be helpful to see what framework the CACB proposes to evaluate such political processes.Truth and Reconciliation is a deep issue that requires more framing than a response in a short annual report.

It would also be helpful for the VTR to suggest ways in which the Team's politics mesh with the School's institutional setting. The struggle for rights to land and resources is one of the basic ambitions for Indigenous "communities"; and yet, the School is part of the Faculty of Engineering, which boasts one of the top mining engineering departments in the world (QS World University Raking 4th place in 2021). A similar conflict of interest will confront any school of architecture housed at a university that has an engineering faculty.

3.2- CONDITIONS AND SPC ''NOT-MET''

In the order listed in the Visiting Team Report (VTR) as well as in the Focused Evaluation Report if it applies

5. Human Resources
We are requested to report on the following items:
Admission to the graduate program
We continue to update the year-one M.Arch. fall design studio to ensure that students who arrive from pre-professional programs meet the requirement for Comprehensive Building Design.

Faculty Gender Balance
We had two resignations this year; Kiel Moe in August 2021 and Rosetta Elkin in April 2022. This brings our full-time tenure track faculty numbers to 11 positions (12 people; 2 are cross-appointments); 4 are women. In other words, we have gone from 3/15 (2018 VTR) to 4/11 (July 2022).

Academic and Technical staff
Please see "Causes of Concern" items 2 and 4.

7. Physical Resources
See "Causes of Concern; 1. Physical Resources."

10. Administrative Structure
Please see "Causes of Concern" items 2 and 4.

II.2 Student Performance Criteria (SPC) Not Met
A9. Precedents
The Team stated in the VTR that it would like to see more evidence that:

> the students develop the ability to prepare comprehensive analyses and evaluations of buildings, building complexes or urban spaces.

The Team states that the "evidence provided is sporadic and inconsistent."
We stand advised that in the next visit, we must provide better evidence that our students learn to make comprehensive analyses and evaluations of buildings, building complexes, and urban settings.

C2. Building Systems Integration
We continue to update the entrance M.Arch. design studio to ensure that students who arrive from other pre-professional programs meet the requirement for Building Systems Integration. Integrating buildings systems in light of current concerns about decarbonisation and thermal control are also covered in a revamped sequence of undergraduate courses: Introduction to Building Environments (U1); Energy, Environment, and Buildings 1 (U2); and Energy. Environment, and Buildings 2 (U3). This year Naomi Keena will be piloting a U3 studio that builds on those courses in a design project (fall U3 design studio).

C4. Comprehensive Design
We continue to update the entrance M.Arch. design studio to ensure that students who arrive from other pre-professional programs meet the requirement for Comprehensive Building Design.

4- OTHER RELEVANT INFORMATION

School activities and Initiatives

I would like to again draw your attention to the Final Report of the School of Architecture's Anti-Racism Working Group (ARWG):

https://www.mcgill.ca/architecture/anti-racism-working-group-arwg

Appendix A8: Human Resources Statistics Report

STUDENT DATA	
Year	**2021-2022**
School or Program	McGill

Program	Pre-professional Bachelor's Degree: *As per Condition 10, Professional Degrees, and Curriculum, this is a **related** degree that is intended by the institution to form a necessary part of a professional program in architecture.*				Master of Architecture Degree			
	Fall	**Winter**	**Summer**	**TOTAL**	**Fall**	**Winter**	**Summer**	**TOTAL**
Students enrolled in the Program								
Men	54	50		**104**	28	16		**44**
Women	111	109		**220**	40	21		**61**
Non-binary				**0**				**0**
TOTAL	**165**	**159**	**0**	**324**	**68**	**37**	**0**	**105**
Number of International Students enrolled in the program	n/a	n/a	n/a	**0**	n/a	n/a	n/a	**0**
Students in Design Studio	141	134		**275**	68	34		**102**
Total Number of Applicants	895			**895**	257			**257**
Total Number of Entering Students (including Students with Advanced Standing)	49			**49**	35			**35**
Number of Entering Students With Advanced Standing				**0**				**0**
Degrees Awarded[1]								
Men		12		**12**		13		**13**
Women		32		**32**		20		**20**
Non-binary				**0**				**0**
TOTAL	**0**	**44**	**0**	**44**	**0**	**33**	**0**	**33**
Graduation Rate (%)	0.0%	0.0%	0.0%	89.8%	0.0%	0.0%	0.0%	94.3%

• Programs with Pre-professional Bachelor's should report in both Bachelor's and Master's columns.

• Programs that do not require a Pre-professional Bachelor's (ie: bachelor's degree in any discipline) should report only on the Master's column.

• Programs with Pre-professional Bachelor's should report in both Bachelor's and Master's columns the students registered in design studios.

• Programs that do not require a Pre-professional Bachelor's (ie: bachelor's degree in any discipline) should report only on the Master's

1 - Transferring from another Program to the Professional Program receiving credits. CACB's intention is to understand how many students are moving from one accredited professional program to another.
This includes students who complete the undergraduate portion of a CACB accredited program, but enrol in an M.Arch. program at a different institution; students who are given advanced standing in a stand-alone M.Arch. program, based on previous studies within an accredited program; and students who transfer between undergraduate or graduate portions of accredited programs, receiving partial degree credit for their previous studies.

FACULTY DATA

Year	**2021-2022**	
School or Program	McGill	
Typical Full Time Teaching Load in credits	**12**	*Enter the normal teaching load used in your institution to define an FTE.
Studios taught per Faculty per year	1	*Enter the number of STUDIOS normally taught in a year by an FTE.
Other Courses taught per Faculty per year	2	*Enter the number of Non-Studio Courses normally taught in a year by an FTE.
Studio Hours per Week	10	*Enter the number of contact hours for a studio in your School.

Regular Faculty

Name	Gender			Rank					Qualifications						Teaching in Professional Program[1]		Teaching outside of Professional Program[2]		Admin Duties (in Professional Program)[3]	Course or Studio releases (sabbaticals etc)[4]	Total FTE in Professional Program
	Female	Male	Non-binary	Professor	Associate Professor	Assistant Professor	Other (Specify)	Tenured	Ph.D.	Post-prof Masters	M. Arch	B.Arch	Other (Specify)	Licensed Architect in Canada	Studios	Courses	Studios	Courses	As course equiv		
Adams, Annmarie	1			1				1	1							1					*0.333333333*
Bressani, Martin		1		1				1	1											3	*0*
Craig, Salmaan		1				1			1						1	2					*1*
Covo, David		1			1			1				1		1	2	1					*1*
Elkin, Rosetta	1				1			1	1						1						*0.333333333*
Friedman, Avi		1		1				1	**1**					1	1	2					*1*
Jemtrud, Michael		**1**			**1**			**1**			1					2				1	*0.666666667*
Keena, Naomi	**1**					**1**			1							2					*0.666666667*
Luka, Nik		**1**			**1**			**1**	1						1	1					*0.666666667*
Theodore, David		1			1			1	1						1				2		*1*
Tidwell, Phillip		1				1					1				1	1					*0.666666667*
Tureli, Ipek	1				1			1	1						1	1					*0.666666667*
Vardouli, Theodora	1					1			1						1	2					*1*
																					0
																					0
																					*0

University: McGill University

Faculty: Faculty of Engineering

Peter Guo-hua Fu School of Architecture

ANNUAL REPORT TO CACB-CCCA

Narrative Section

Program: MASTER OF ARCHITECTURE (M. Arch)

Academic Year: ……2022-23……

Date of the last maintenance Accreditation Visit: ……2018**……**

Head of the Program (Name): …David Theodore……

Signature: ……

2023-05-21

Date:

1- INTRODUCTION

Please note the following changes in full-time tenure-track faculty.

New Hires: Alan Avorgbedor (Assistant Professor) start date: 1 January 2023.

2- STATEMENT OF CHANGES TO THE PROGRAM

We removed one 3-credit course (FACC 220 Law for Architects and Engineers) from the undergraduate professional program in architecture. The professional sequence in architecture (B.Sc.(Arch.) + M.Arch.) includes three core courses addressing professional practice and the regulatory framework within Quebec and Canada. Two of these courses (ARCH 674 Professional Practice 1 and ARCH 451 Building Regulations and Safety) focus on subjects required for accreditation by the Canadian Architectural Certification Board (CACB). These courses include content that overlaps significantly with the material presented in FACC 220 and the removal of the course aims to remove such overlaps in the professional sequence.

This revision aims to increase flexibility and support a broader range of student interests by increasing opportunities for students to pursue coursework and Minor Programs alongside their required courses.

3- RESPONSE TO TEAM FINDINGS

3.1- CAUSESES OF CONCERN

In the order listed in the Visiting Team Report (VTR)

1. Physical Resources

The 2018 VTR suggests:

> The various projects for renewal of individual spaces should be amalgamated in an overall renewal plan that includes building systems, ventilation, services, the studios, lecture halls and other teaching spaces.

In 2021, as reported last year, these projects were amalgamated into an overall renewal plan. In June 2022, Campus Planning and Development approved the scope of work. The proposal is now being developed by facilities Management and Ancillary Services.

2. Lack of clarity in administrative responsibility for the professional M. Arch program.

As stated in last year's annual report, the 2018 VTR is unclear about what the "lack of clarity" entails. It states that some students found administrative responsibility unclear, but provides no evidence that it was in fact unclear. Administrative reform is ongoing at the School. It has been one of our top priorities for the last decade.

3. Diversity and gender equality-Faculty The VTR states:

> The School must take further steps to achieve greater diversity and gender equality in its complement of full-time faculty members.

It is unclear how to address this item in a yearly report. It would also be helpful to understand the CACB's mandate here. EDI at McGill responds to Federal and Provincial mandates, as well as provostial initiatives. For example, we have hired one new faculty under the Provost's Action Plan to Address Anti-Black Racism. In 2010 we had one woman (1/13) full-time tenure track hire, the only one in the 115-year history of the School. By 2025, if the hiring of women continues at the current rate, we will have 7 (7/13); that makes for a change of less than 10% to over 50% in 15 years.

If this is insufficient, please give more guidance, in how the CACB Board would like reporting.

4. Deficiency in technical support staff
This year, the Faculty of Engineering assigned a second technician to the wood workshop. This technician is also supporting 3d-printing and lasercutting facilities.

Again, the 2018 VTR is unclear about how the "deficiency" is measured and against what criteria. The VTR does not acknowledge the modes and level of technical support available to students, faculty, and staff across the Faculty of Engineering. More clarity would be helpful.

5. Develop a clear and cohesive approach to relationships with Indigenous communities and culture.
Please see last year's report. Truth and Reconciliation is a deep issue that requires more framing than a response in a short annual report. As stated:

> It would be helpful for the CACB to suggest in the SPCs and program criteria where and how this demand for a politics of Indigenous relations relates to architectural education. Similarly, it would be helpful if future VTs could suggest what a "clear and cohesive approach to relationships with Indigenous communities" would be. There are some 600 First Nation governments in Canada—governments, not "communities"; determining what counts as clarity in such a heterogenous grouping of languages, politics, peoples, and cultures is at best contentious. This is a governance issue for polities—the elaboration of nation-to-nation policies and dialogues; it would be helpful to see what framework the CACB proposes to evaluate such political processes.

3.2- CONDITIONS AND SPC ''NOT-MET''

In the order listed in the Visiting Team Report (VTR) as well as in the Focused Evaluation Report if it applies

5. Human Resources
We are requested to report on the following items:
Admission to the graduate program
We continue to update the year-one M.Arch. fall design studio to ensure that students who arrive from pre-professional programs meet the requirement for Comprehensive Building Design.

Faculty Gender Balance
Please see "Causes of Concern" item 3.

Academic and Technical staff
Please see "Causes of Concern" items 2 and 4.

7. Physical Resources
See "Causes of Concern; 1. Physical Resources."

10. Administrative Structure
Please see "Causes of Concern" items 2 and 4.

II.2 Student Performance Criteria (SPC) Not Met
A9. Precedents
The Team stated in the VTR that it would like to see more evidence that:

> the students develop the ability to prepare comprehensive analyses and evaluations of buildings, building complexes or urban spaces.

The Team stated that the "evidence provided is sporadic and inconsistent."
We stand advised that in the next visit, we must provide better evidence that our students learn to make comprehensive analyses and evaluations of buildings, building complexes, and urban settings.

C2. Building Systems Integration
We continue to update the entrance M.Arch. design studio to ensure that students who arrive from other pre-professional programs meet the requirement for Building Systems Integration. Integrating buildings systems in light of current concerns about decarbonisation and thermal control are also covered in a revamped sequence of undergraduate courses: Introduction to Building Environments (U1); Energy, Environment, and Buildings 1 (U2); and Energy. Environment, and Buildings 2 (U3).

C4. Comprehensive Design
We continue to update the entrance M.Arch. design studio to ensure that students who arrive from other pre-professional programs meet the requirement for Comprehensive Building Design.

4- OTHER RELEVANT INFORMATION

School activities and Initiatives

Appendix A8: Human Resources Statistics Report

STUDENT DATA	
Year	2022-2023
School or Program	

Program	Pre-professional Bachelor's Degree: *As per Condition 10, Professional Degrees, and Curriculum, this is a **related** degree that is intended by the institution to form a necessary part of a professional program in architecture.*	Master of Architecture Degree	
	Academic Year	Academic Year	
Students enrolled in the Program (total for the Year)			**Total**
Men	100	54	**154**
Women	214	96	**310**
Non-binary			**0**
TOTAL	**314**	**150**	**464**
Number of International Students enrolled in the program	46	16	**62**
Students in Design Studio	296	154	**450**
Total Number of Applicants	818	241	**1059**
Total Number of Entering Students (including Students with Advanced Standing)	45	41	**86**
Number of Entering Students With Advanced Standing[1]	0	0	**0**
Degrees Awarded			
Men	12	13	**25**
Women	34	18	**52**
Non-binary			**0**
TOTAL	**46**	**31**	**77**
Graduation Rate (%)	102.2%	75.6%	**89.5%**

• Programs with Pre-professional Bachelor's should report in both Bachelor's and Master's columns.

• Programs that do not require a Pre-professional Bachelor's (ie: bachelor's degree in any discipline) should report only on the Master's column.

• Total number of students enrolled in the program includes international students, students with advanced standing, entering students, students in Design Studio.

• Programs with Pre-professional Bachelor's should report in both Bachelor's and Master's columns the students registered in design studios.

• Programs that do not require a Pre-professional Bachelor's (ie: bachelor's degree in any discipline) should report only on the Master's column the student registered in the design studio.

1 - Transferring from another Program to the Professional Program receiving credits. CACB's intention is to understand how many students are moving from one accredited professional program to another.
This includes students who complete the undergraduate portion of a CACB accredited program, but enrol in an M.Arch. program at a different institution; students who are given advanced standing in a stand-alone M.Arch. program, based on previous studies within an accredited program; and students who transfer between undergraduate or graduate portions of accredited programs, receiving partial degree credit for their previous studies.

FACULTY DATA

Year	**2022-2023**
School or Program	

Typical Full Time Teaching Load in credits	**12**	*Enter the normal teaching load used in your institution to define an FTE.
Studios taught per Faculty per year	1	*Enter the number of STUDIOS normally taught in a year by an FTE.
Other Courses taught per Faculty per year	2	*Enter the number of Non-Studio Courses normally taught in a year by an FTE.
Studio Hours per Week	10	*Enter the number of contact hours for a studio in your School.

Regular Faculty

Name	Gender			Rank					Qualifications						Teaching in Professional Program[1]		Teaching outside of Professional Program[2]		Admin Duties (in Professional Program)[3]	Course or Studio releases (sabbaticals etc)[4]	Total FTE in Professional Program
	Female	Male	Non-binary	Professor	Associate Professor	Assistant Professor	Other (Specify)	Tenured	Ph.D.	Post-prof Masters	M. Arch	B.Arch	Other (Specify)	Licensed Architect in Canada	Studios	Courses	Studios	Courses	As course equiv		
Adams, Annmarie	1			1				1	1											2	*0.00*
Avorgbedor, Alan		1				1			1							1					*0.33*
Bresssani, Martin		1		1				1	1											3	*0.00*
Craig, Salmaan		1				1			1						1	2					*1.00*
Covo, David		1			1			1				1		1	2	2					*1.33*
Friedman, Avi		1		1				1	**1**					1	1	2					*1.00*
Jemtrud, Michael		**1**			**1**			**1**			1				2						*0.67*
Keena, Naomi	**1**					**1**			1						1	2					*1.00*
Luka, Nik		**1**			**1**			**1**	1							2					*0.67*
Theodore, David		1			1			1	1							2			2		*1.33*
Tidwell, Philip		1				1					1				1	1					*0.67*
Tureli, Ipek	1				1			1	1						1						*0.33*
Vardouli, Theodora	1					1			1						1	1			1		*1.00*
																					0.00
																					0.00
																					*0

STUDENT DATA

Total Students During the Academic Year

Academic Year	**2023-24**
Institution	**McGill**

	Pre-professional Bachelor's Program	Master of Architecture Program	Notes
Male	46	30	
Female	104	50	
Non-Binary	0	0	
Total	**150**	**80**	
Domestic Students	124	75	
International Students	26	7	
Students Entered the program	45	38	
Students Received the degree	43	39	

Please note:

CACB focuses on two types of programs: pre-professional bachelor's programs and professional Master of Architecture.
A pre-professional program constitutes a necessary part of an accredited professional program in architecture.
Schools with both a pre-professional architecture program and an MArch program should fill in both columns.
Schools without a pre-professional architecture program should fill in only the MArch column.
Please do not include students in other programs, such as:

- bachelor's program that is not pre-professional
- master's program other than Master of Architecture
- post-professional master's program
- PhD program
- qualifying courses prior to admission

The start and end dates for the academic year can be chosen to avoid counting pre-professional and MArch students twice.
Include full-time and part-time students in the totals.

STUDENT/TEACHER RATIO IN DESIGN STUDIOS

During the Academic Year

		Notes
What is your average Student/Teacher Ratio in Design Studios for the academic year that you are reporting?	**14**	Please view both this spreadsheet plus the previous one (attached: A8-HR-Statistical-Report_Rev_April 29_ 2024-Draft_6_McGill) to gain a fuller picture of the situation. Neither spreadsheet can adequately or wholly express the overall, correct figures.

FACULTY DATA

Faculty and Other Instructors During the Academic Year

Academic Year	2023-24
Institution	McGill

Faculty Members

Name	Gender			Academic Degrees					Professional	Rank				Status				Full-time Equivalent		Leave	Notes
Last name, First name	Male	Female	Non-Binary	PhD	Post-prof. Master's	M.Arch	B.Arch	Other (specify)	Licensed Architect in Canada	Professor	Associate Professor	Assistant Professor	Other (specify)	tenured	tenure-track	non-tenure-track	Director or Chair of accredited program	100%	Less than 100%	Notes	
Adams, Annmarie		1		1						1				1					0.50		
Avorgbedor, Alan	1			1								1			1			1.00			
Brassiani, Martin	1			1						1					1			1.00			
Craig, Salmaan	1			1								1		1				1.00			
Covo, David	1						1		1		1			1				1.00			
Friedman, Avi	1			1					1	1				1				1.00			
Jemtrud, Michael	1					1					1			1				1.00			
Keena, Naomi		1		1								1			1			1.00			
Luka, Nik	1			1							1			1					0.50		
Theodore, David	1			1							1			1				1.00			
Turell, Ipek		1		1							1			1				1.00			
Vardouli, Theodora		1		1								1			1			1.00			
Subtotal	**8**	**4**	**0**	**10**	**0**	**1**	**1**	**0**	**2**	**3**	**5**	**4**	**0**	**8**	**4**	**0**	**0**	**10**	**1**		
Total		**12**							**2**												

Other Instructors

Last name, First name	Gender			Academic Degrees					Professional	Teaching	
	Male	Female	Non-Binary	PhD	Post-prof. Master's	MArch	BArch	Other (specify)	Licensed Architect in Canada	Studios	Courses
Subtotal	**18**	**16**	**0**	**3**	**0**	**24**	**3**	**4**	20	22	22
Total		**34**							**20**		

M2 does not have studio sections as all other studios do; there are two profs assigned + individual advisors; but only two sections and two profs in each term have been counted

Full studio positions were counted (as opposed to numbers of people in half-positions; i.e. if half-positions were counted, number of teachers would increase) + does NOT include individual advisors in M2 which would increase teacher numbers

Total: Faculty and Instructors

	Gender			Academic Degrees					Professional
	Male	Female	Non-Binary	PhD	Post-prof. Master's	MArch	BArch	Other (specify)	Licensed Architect in Canada
Subtotal	**26**	**20**	**0**	**13**	**0**	**25**	**4**	**4**	22
Total		**46**							**22**

Please note:
Designations such as OAA, OAQ, MRAIC, FRAIC, PMP, LEED, and PEng are not required and are not needed.

FACULTY DATA

Faculty and Other Instructors During the Academic Year

Academic Year	2024-2025
Institution	McGill

Faculty Members

Name	Gender			Academic Degrees					Professional	Rank				Status				Full-time Equivalent		Leave	Notes
Last name, First name	Male	Female	Non-Binary	PhD	Post-prof. Master's	M.Arch	B.Arch	Other (specify)	Licensed Architect in Canada	Professor	Associate Professor	Assistant Professor	Other (specify)	tenured	tenure-track	non-tenure-track	Director or Chair of accredited program	100%	Less than 100%	Notes	
Adams, Annmarie		1		1						1				1					0.50		
Avorgbedor, Alan	1			1								1			1			1			
Bresssani, Martin	1			1						1				1				1			
Covo, David	1						1		1		1			1				1		Sabbatical	
Friedman, Avi	1			1					1	1				1				1			
Henni, Samia		1		1								1			1			1			
Jemtrud, Michael	1					1					1			1				1			
Keena, Naomi		1		1								1			1			1		Parental	
Luka, Nik	1			1							1			1					0.50		
Theodore, David	1			1							1			1			1	1			
Turell, Ipek		1		1							1			1				1			
Vardouli, Theodora		1		1							1			1				1		Sabbatical	
Subtotal	7	5	0	10	0	1	1	0	2	3	6	3	0	9	3	0		10	1		
Total	12								2												

Other Instructors

Last name, First name	Gender			Academic Degrees					Professional	Teaching	
	Male	Female	Non-Binary	PhD	Post-prof. Master's	MArch	BArch	Other (specify)	Licensed Architect in Canada	Studios	Courses
Davies, Howard	1						1		1	1	1
Karpova, Olga		1				1			1	1	
Ruccolo, Lia		1				1			1	1	
Pariseau, Kim		1				1			1	1	
Godlovitch, Nathan	1						1		1	1	
Goldman, Gabrielle		1				1					1
Thorogood, Jennifer		1				1			1	1	
Balabahadur, Vedanta	1					1			1	1	1
Manacas, Julia		1				1			1	1	
Fernandez Gonzalez, Juan	1					1					1
Robitaille, Sophie		1						MLD	1		1
Sampson, Conor	1					1		MALD	1		1
Carter, Morgan	1					1			1	1	
Bouchard, Evelyne		1				1			1	1	
Gregoire, Charles	1							MSc			1
Egli, Tom	1							BEng			1
Duric, Michael	1					1			1		1
Caicco, Greg	1			1							1
Gersovitz, Julia		1				1			1		1
Dunton, Nancy		1						BCom			1
Pertigkiozoglou, Eliza		1				1					1
King, Andrew	1					1				1	1
Davies, Trevor	1					1			1		1
Plourde, Marc-Andre	1						1		1		1
Kim, Sharon		1				1				1	1
Silver, Angela		1		1						1	
Tunc, Ugurgul		1				1					1
Schwaighofer, Pascal	1			1							1
Leblanc, Max	1					1					1
Branda, Ewan	1			1						1	1
Rondinel, Daniel	1					1					1
Taylor, Rebecca		1				1			1	1	
Subtotal	17	15	0	4	0	21	3	0	17	15	22
Total	32								17		

Notes

H. Davies taught 2 studios (cannot enter figure other than 1 in field) - like last year! - and only half a course (cannot enter figure other than 1 in field)

Balbahadur taught 2 studios (cannot enter figure other than 1 in field) - like last year!

Carter taught 2 studios (cannot enter figure other than 1 in field) - like last year!

Bouchard taught 2 studios (cannot enter figure other than 1 in field) - like last year!

Egli taught 2 courses (cannot enter figure other than 1 in field) - like last year!

Duric taught only half a course (cannot enter figure other than 1 in field)

Gersovitz taught 2 courses (cannot enter figure other than 1 in field) - like last year!

T. Davies taught only half a course (cannot enter figure other than 1 in field)

Plourde taught 2 courses (cannot enter figure other than 1 in field) - like last year!

Rondinel taught 2 courses (cannot enter figure other than 1 in field) - like last year!

Taylor taught 2 studios (cannot enter figure other than 1 in field) - like last year!

Should be **20 studios** (15 + 5 that couldn't be entered in the column) and **24.5 courses** (22 + 4 that couldn't be entered = 26 - 1.5 which are three halves that had to be entered but shouldn't have been)

Total: Faculty and Instructors

	Gender			Academic Degrees					Professional
	Male	Female	Non-Binary	PhD	Post-prof. Master's	MArch	BArch	Other (specify)	Licensed Architect in Canada
Subtotal	24	20	0	14	0	22	4	4	19
Total	44								19

Please note:

Designations such as OAA, OAQ, MRAIC, FRAIC, PMP, LEED, and PEng are not required and are not needed.