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ACCREDITATION REPORT
MASTER OF ARCHITECTURE
UNIVERSITY OF MANITOBA

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Institution	**University of Manitoba**
Name of Academic Program	Master of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree. Examples:* A: with Pre-professional degree B: with undergraduate degree in any discipline	☒ Master of Architecture Track: with UM B.Env.D. pre-professional degree Track: with other pre-professional degree or international professional degree ("M0" pilot)
Year of Previous Visit	2018
Current Term of Accreditation	6 years
Program Administrator	Terri Fuglem
Head of Program	Terri Fuglem
Chief Academic Officer of the Institution	Dr. Michael Benarroch
Provost of the Institution	Dr. Diane Hiebert-Murphy
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The text in this document is presented in two different colors:
Blue for the Conditions for Accreditation requirements
Black for the Program's responses to the Conditions for accreditation

Architecture Program Report 2024
University of Manitoba Department of Architecture

September 15, 2024

Submitted to the
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Accreditation Program Report (APR) abbreviations glossary

UM	University of Manitoba
FAUM	Faculty of Architecture at the University of Manitoba
DoA	Department of Architecture
FoA	Faculty of Architecture (*with Architecture, Interior Design, Landscape and City Planning Departments and the Environmental Design Program*)
ED	Environmental Design Program
I.D.	Department of Interior Design
C.P.	Department of City Planning
L.A.	Department of Landscape Architecture
M.Arch	Master of Architecture professional degree
M2	Second (final) year of professional architecture program (ARCH course prefixes)
M1	First year of the professional M.Arch program (ARCH course prefixes)
M0	M.Arch level "zero" – a pilot pre-masters graduate year (EVAR course prefixes)
PMQ	Pre-Masters Qualifying
B.Env.D.	Bachelor of Environmental Design (a pre-professional degree)
U1/ED1	"University 1," a University-wide program requiring all students entering from high school to sample multiple arts and science courses while also taking qualifying courses for targeted degree programs, in this case, B.Env.D.
ED2	Second year in the ED program; interdisciplinary design
ED3 Arch Option	ED3 Architecture Option (1st year in architecture program) (EVAR 3XXX course prefixes)
ED4 Arch Option	ED4 Architecture Option (2nd year in architecture program) (EVAR 4XXX course prefixes)
L+U Option	Landscape and Urbanism Option (ED3 and ED4) (EVLU course prefixes)
I.E. Option	Interior Environments Option (ED3 and ED4) (EVIE course prefixes)
AMP or ED-AMP	Architecture Masters Preparation in ED Architecture Option
AMP1	Designation for students who enter the program in ED3 Arch Option with a non-design related degree. These students keep the designation "AMP1" when they progress to the ED4 level, and will graduate with a B.Env.D. degree. AMP1 students who graduate must apply to the M.Arch program to continue.
AMP2	Designation for students who enter the program in ED4 Arch Option and who have a prior design-related degree (but not in architecture) but do not receive the B.Env.D. degree. AMP2 students who successfully complete ED4 must apply to the M.Arch program to continue.
Arch2	Architecture 2 Building
JAR	John A. Russell Building
C.A.S.T.	Centre for Architectural Structures & Technology (Centre and Building)
FABLab	Fabrication Lab
CADLab	Computer Aided Design Lab or Computer Lab
Workshop	Woodshop
Co-op	Cooperative Education (Co-op) Program, managed by the Partners Program
EDPAC	Environmental Design Program Advisory Committee
UMFA	University of Manitoba Faculty Association

CDPC	Community Design and Planning Centre
Deans & Heads	Committee consisting of the Dean, Associate Deans (Academic and Research), and Department Heads. It meets bi-weekly for 1.5 hours except during summer recess.
FTE	Full Time Equivalent (Faculty)
PTE	Part Time Equivalent (Faculty)
FASA	Faculty of Architecture Student Association:
IDPSA	Indigenous Design and Planning Students Association:
SAS	Student Architectural Society
UMAAS	University of Manitoba Association of Architecture Students
APR	Architecture Program Report
VTR	Visiting Team Report
CACB	Canadian Architectural Certification Board
CCUSA	Canadian Council of University Schools of Architecture
CALA	Canadian Architectural Licensing Authorities
CASA	Canadian Architecture Students Association
ACSA	Association of Collegiate Schools of Architecture
RAIC	Royal Architectural Institute of Canada
AIA	American Institute of Architects
FAIA	Fellow of the American Institute of Architects (AIA's highest membership honor)

Contents

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 Introduction -- Description

The Department of Architecture at the University of Manitoba offers both a two-year and a three year curriculum leading to a fully accredited professional Master of Architecture degree (M.Arch). Students entering the two-year program typically have a four-year pre-professional degree in architectural design or environmental design with an architecture focus. Years one and two of this two-year M.Arch program are referred to as M1 and M2. A three-year program (currently referred to as "M0") is offered to international students entering the program with an architecture design background but little knowledge of the Canadian context. The M0 is a pilot program that is being used to determine curricular refinements. M0 students currently are placed in ED4 level studios and courses but are registered as graduate students.

The Department of Architecture also delivers the architecture curriculum for the last two years of the four-year undergraduate Environmental Design program leading to a Bachelor of Environmental Design degree (B.Env.D.). The first two years of this ED program (U1/ED1 and ED2) consist of general multidisciplinary foundation studies, not presently taught by any full-time member of the Department of Architecture. ED1 is also called U1, or "University 1," a University-wide program requiring all students entering from high school to sample multiple arts and science courses while also taking qualifying courses for targeted degree programs.

Years three and four of the Environmental Design program, called ED3 and ED4, consist of disciplinary specific studies, also referred to as intermediate studies. At the completion of

ED2, students submit portfolios and competitively elect into one of three disciplinary-specific options: Architecture, Interior Environments, or Landscape + Urbanism. Students earning a Bachelor of Environmental Design degree, having successfully completed the ED3 and ED4 Architecture Option years, are eligible to apply directly to the professional two-year Master of Architecture program, or any other professional M.Arch program in Canada or elsewhere. Graduates of our ED Architecture Option program are eligible for advanced standing in three-year professional Master of Architecture degree programs.

For students without a first pre-professional degree, the Department of Architecture offers an Architecture Master Preparation program (AMP). This option is for students wishing to pursue an M.Arch degree who have a three- or four-year degree from a recognized University in any area of study other than architecture. Qualified students with a non-design degree (such as a B.A. or B.Sc.) are admitted into AMP1, requiring two years of study before applying to the 2-year M.Arch program.

Students holding a non-architectural but related design degree (such as Interior Design or Landscape Architecture) may be admitted into AMP2, requiring one year of study before applying to the professional M.Arch program. AMP students complete a minimum of three years of professional architectural studies to earn a first professional M.Arch degree. AMP1 and AMP2 students follow the ED3 and ED4 Architecture Option curriculum of the Environmental Design program. AMP students who complete both ED3 and ED4 earn a B.Env.D. AMP1 and AMP2 students are registered as undergraduate students and apply through undergraduate admissions portals. The AMP1 and AMP2 Options will be coming under curricular review concurrent with the departmental review of the three-year M0 graduate pilot and a faculty-wide review of the Environmental Degree program, which is occurring in 2024-2025.

Throughout this report “architecture program” refers to the program of professional architecture curriculum delivered by the Department of Architecture at both the graduate and undergraduate levels: M0, M1 and M2 of the two- and three-year professional Master of Architecture program; and the ED3 and ED4 Architecture Option years of the four-year pre-professional Bachelor of Environmental Design program, which correspond to AMP1 and AMP2 of the Architecture Master Preparation program.

The Architecture Program within the Faculty of Architecture

The architecture program at the University of Manitoba is one of four professionally accredited programs within the Faculty of Architecture. The others are Landscape Architecture (LA), Interior Design (ID), and City Planning (CP).

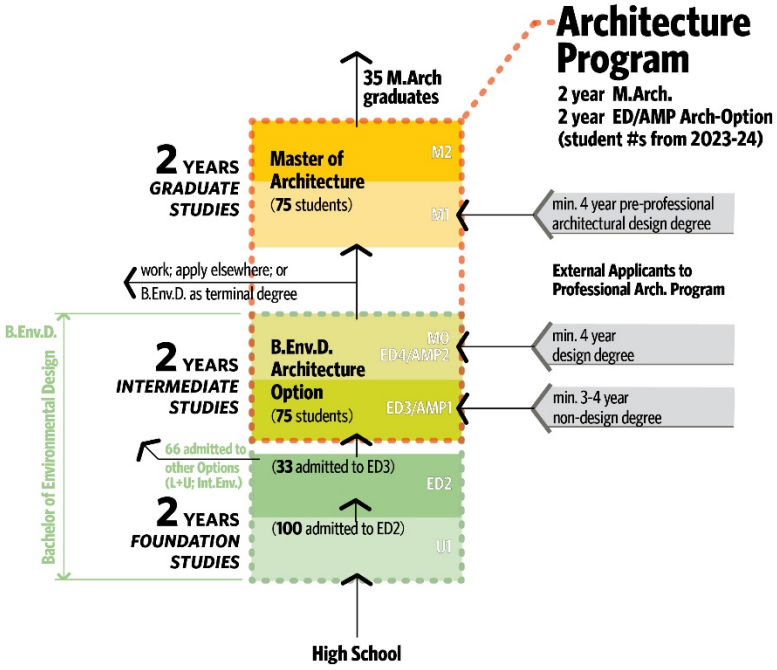
Each professional program is administered by a department, chaired by a Department Head. The 4-year Bachelor of Environmental Design program is collectively managed by

the Environmental Design Program Advisory Committee (EDPAC), chaired by the Associate Dean (Academic) and comprised of the ED Program Chair, the Head of each Department, a student, an ED instructor, and the Faculty Dean. EDPAC reports to Faculty Council. Improvements to this shared governance structure were made in response to the 2015 VTR. (See Section 2.1). However, the EDPAC committee did not meet for four years (during which time the ED Program Chair position was decoupled from the Associate Dean (Academic) position) and was only revived for one meeting in June 2024. Until recently, the Department of Architecture had minimal effective involvement in U1/ED1 and ED2 curriculum and hiring.

The Faculty of Architecture also offers an interdisciplinary Ph.D. in Design and Planning. Seven doctoral students are presently enrolled, with two being advised by Dr. Mercedes Garciá Holguera in DoA.

Overall, the Faculty of Architecture serves approximately over 500 students: 302 of whom are undergraduate ED students, including 82 ED3/4 Architecture Option students (of which 7 are AMP1/2 and 2 are “M0”); and 197 graduate students, including 67 in the M.Arch program (up from 51 in 2017). The Department of Architecture presently serves about 149 students in total (up from 138 in 2017). Additionally, there are four undergraduate exchange students: one from the Valencia Polytechnic University, Spain, and three from the Technical University of Munich, Germany in 2024-2025.

An overall picture of the professional architecture program within the Faculty of Architecture looks like this:



Program Identity, Uniqueness, Strengths, and Challenges

The architecture program at the University of Manitoba is unique for being the fourth oldest architecture program in Canada (after McGill, University of Toronto and *Université de Montréal*), and for being centrally sited in a historically significant city in a prairie setting. Our alumni include Bill Allen (B.Arch 1936); Barbara Humphreys (B.Arch 1941), John C. Parkin (B.Arch 1944), Harry Seidler (B.Arch 1944), Etienne Gaboury (B.Arch 1958), Richard Henriquez (B.Arch 1964), John Patkau (B.E.S. 1969, M.Arch 1972), Patricia Patkau (B.I.D. 1973), Ron Keenberg (M.Arch 1989), Neil Minuk (M.Arch 1998, DIN Architecture Inc.) and founders of 5468796 Architecture Johanna Hurme (B.Env.D. 1999, M.Arch 2002) and Sasa Radulovic (B.Env.D. 1999, M.Arch 2003). We are known for playing a critical role in the promotion of mid-century modernism in Canada, for the innovations of C.A.S.T. (the Centre for Architectural Structures & Technology) and the fabric formwork systems for concrete of Mark West (with related research continued by Lancelot Coar), and for curricular innovations led by Nat Chard. We also enjoy the courtyard and bright spaces of Canada's first purpose-built architecture school building, named after and funded by J.A. Russell, and designed and completed in 1959 by Smith Carter Katelnikoff Associates (graduates of the program in 1944, 1945 and 1944 respectively). The program's studios are located in the recently upgraded Architecture 2 building (Arch2), which has been refurnished and reconfigured with two new review spaces (rooms 218 and 301, east side) and large, bright studios with Herman Miller desks and furnishings for students (See 3.6), new lighting and sprinkler systems. An accessible entry podium currently is being designed for the south (main) entrance of Arch2.

Geographically, our province encompasses grasslands, farmland, Canadian Shield, forests, wetlands, an arctic coastline and port, and large freshwater lakes. Our student body–which is our greatest strength-- is attracted locally from districts in Winnipeg, rural farms, towns and Indigenous settlements in Manitoba and adjoining provinces, from recently established immigrant populations, and directly from cities and regions in the Philippines, Iran, Bangladesh, Mongolia, China, Ukraine, Nigeria, Kenya, South Africa and other countries. The Department has a small but dedicated roster of ten full time faculty with roots in Manitoba, Brazil, Colombia, Spain, Germany, and the USA. One is an Indigenous Canadian. Four are licensed to practice in Manitoba and three to practice in other countries (USA, Colombia, Germany). Our areas of interest positively influence the curriculum, which is designed to be fired up–and kept relevant--by faculty research. As a result, the program is strong in community design and planning, Indigenous scholarship, digital and analogue fabrication and representation, experimental structures and materials (flexible, fabric, masonry, wood, concrete, pre-cast, mycelium, bacterial cellulose) and history and theory. The core of our curriculum is the studio, and various forms of experimental making and craft are highly valued. Design and fabrication are supported by

facilities such as the FABLab, CADLab, Woodshop, Architecture/Fine Arts Library, and the Centre for Architectural Structures and Technology (C.A.S.T.). Various scales of design are approached: from miniature 'demon' houses fabricated using traditional wood joinery (Studio 1, Fuglem), to full scale design-build Warming Huts on exhibit at the Forks (Aquino and ED3 Studios), to Forest School shelters (Studios 3 and 4, Coar, Bailey), to large scale urban housing projects in Winnipeg, Berlin and Guatemala (Studios 6 & 7, Garciá Holguera, Minuk, Stern). Collaborations with sister disciplines in the Faculty (Interior Architecture, Landscape Architecture and City planning) and other units within the University (such as the School of Art and Faculties of Engineering and Environmental Sciences) are encouraged, as well as with professionals, industry partners, community members, and international leaders in architecture and design. Our faculty and students have won numerous awards, and most alumni proceed to become interns, attain licensure, pursue further academic studies, and many establish and lead successful practices.

In addition to annual student awards including the R.A.I.C Student Medal and A.I.A. Medal for Academic Excellence, students have won external awards such as Master of Architecture student Connery Friesen won the 2020 A+ Student Award from Azure Magazine for his Design Thesis, *In the Spirit of Shibui | Re-Animating the Ruins of Fukushima*; Shirin Ziaei, "New Residence in Guatemala City" was chosen as a Finalist in the House Projects category, Canadian Architecture Student's Association (CASA-ACEA).

Our faculty members also have received external recognition; for example, Assistant Professor and Indigenous Scholar Shawn Bailey received the AIAS/ACSA New Faculty Teaching Award for 2023.

Program Challenges
Recent challenges have included disruptions caused by a major labour strike by UMFA members (fall 2021), and the knock-on effects of the COVID pandemic continue to affect teaching practices in tangible and intangible ways.

The program faces identifiable challenges which include (1) changing enrolment patterns (including fluctuations in enrolments of international students), (2) curricular/program revisions, and (3) faculty renewal and succession planning, as outline below.

1) Changing Enrolment Patterns
Currently our program has sustained and moderately increased its enrolments. We have eleven more students in total than in 2017. This is despite experiencing a slow decline in B.EnvD (Architecture Option) students applying to the M.Arch program for a number of years. The reason for this decline is not fully understood, but students have told us they are receiving good scholarships at other reputable schools, and that they also want to experience other cities.

The current increase in enrolment numbers at the graduate program have instead been achieved with an increase in applications by, and acceptance of, international of students, which has made up for the loss of ED graduate applicants. In 2022-2023, a large number of international students were admitted to M1. However, although this cohort was qualified and capable, their unfamiliarity with Canadian context (geography, culture, climate, history, construction, codes, language etc.) made instruction difficult. The program perceived a need for an additional year to better acclimatize students to their new surroundings and to bring their skills into alignment with other students.

The perceived need for a qualifying year for international students resulted in the establishment of the pilot "M0" program in 2023-2024. Students from any background who apply to the graduate program are now individually assessed for their design and technology proficiencies and are admitted to either the M1 year or the M0 year. M0 students (or "qualifying" graduate students) are enrolled in the ED4 studios and courses but are registered as graduate students and are eligible for graduate awards and scholarships. The M0 pilot program will end in 2025-2026 and, as advised by the Faculty of Graduate Studies, will be replaced by a "Pre-Masters Qualifying" (PMQ) program, which will function in the same manner. A motion to this effect was passed by DoA Council on August 16, 2024, and will be taken to Senate for final ratification. The addition of the third qualifying year would bring UM closer in line with other programs in Canada (e.g. UBC, Carleton, Dalhousie) that frequently require incoming students to take a qualifying year. The extra year, while it improves the competencies of graduating students, also increases our enrolments with a push-on effect in subsequent years.

The creation of the M0 pilot has resulted in a bump in student numbers. In 2023-2024 there were ten M0 students enrolled in ED4 courses. These students now are enrolled in M1 and will proceed to M2 next year. Despite the bump in numbers, future enrolment numbers face uncertainty due to fluctuations in Canadian immigration policies. For example, in 2024-2025, of 15 M0 candidates who accepted offers of admission, only two students are now enrolled, in large part due to difficulties obtaining Canadian visas in time to arrive before the start of term. Problems such as these, and future changes to Canadian immigration policies, might cause serious declines in graduate student numbers. Other factors include competition from other Canadian programs that are newer (Laurentian) or expanding their programs (Calgary). Many regional programs now vie with us to attract our B.Env.D. graduates *and* international students. One critical course of action would be to advance the date of application to the graduate M.Arch program so that international students have a longer period in which to secure visas and make travel arrangements.

In 2023, the Department formalized an Admissions Committee to review applications and determine and placements, as well as recruit talented students and to advise and to

advocate for the department. Then-Department Head Brian Rex initiated contact with advisors in other Faculties (Science, Arts) to create new pipelines to the M.Arch program.

2) Curricular/Program Revisions
The enrolment issues are set against a set of possible curricular changes in the ED as well as M.Arch program.

I) Possible conversions of AMP1 and AMP2 to graduate program
In 2022 a council motion was passed to investigate the possibilities of formalizing a three-year and even a four-year M.Arch program (in addition to the existing two-year M.Arch program). The aim of the motion was to explore the conversion of the AMP1 and AMP2 programs to graduate designations.

Undergraduate enrolments in the ED Architecture Option have remained relatively steady, with ED3 admissions split more or less equally among the Architecture, Landscape and Interior Design Options. This results in an average of 33 ED admissions into ED3 annually, with small variances. In 2024, 34 ED2 students were admitted into the ED3 Architecture Option with six AMP1 students (up from two the year before). AMP1 students are entrants to ED3 who have an undergraduate degree other than a design degree. These students keep the designation “AMP1” when they progress to the ED4 level and will graduate with a B.Env.D. degree.

The AMP1 program is the least stable in terms of numbers, where applications vary widely. It should be noted that this program has produced top students and highly successful graduates. AMP1 students are generally mature and highly motivated. We are strategizing as to how to strengthen this program and whether to bring it into the graduate program. A second point of entry into the ED Architecture Options comes from applicants with degrees in allied design disciplines (ID, LA, etc.) who can be admitted into the AMP2 program and enter at the ED4 level, and then are qualified to apply to the M1 year of the M.Arch program. These students are similar to the “M0” students, except that they, like AMP1s, apply to the program through the undergraduate portal. Neither AMP1 nor AMP2 students receive the benefits of being graduate students (eligibility for UMGF grants, and other scholarships and bursaries). The history of these initiatives are described in greater detail in 3.10 (Professional Degrees, and Curriculum).

II) ED Architecture Option & ED Program Reform
In 2023 the Environmental Design program conducted an internal self-assessment as periodically mandated by the University Administration. The report was submitted and prepared by the ED Program Chair and the ED2 instructors with feedback from the Heads of the Departments. After evaluating the report and inspecting the program in person, the Visiting Team compiled its finding in a Visiting Team Report (VTR), submitted in April 2024.

The VTR made various recommendations, such as rethinking the "gateways" (from U1/ED1 to ED2, ED2 to ED3 Options years, B.Env.D. to graduate programs), loosening up the ED3 and ED4 Option years to allow more flexibility for students to shape their degree paths and incorporate more interdisciplinary opportunities, and to integrate foundation Indigenous knowledge throughout the degree. To view the full ED Report, see here.

One challenge of the Report's recommendations is that any curricular ambitions of the M.Arch graduate program must be seen against ongoing recommendations for changes to the ED program, which potentially will affect both undergraduate and graduate education in the architecture program.

Successful since its implementation in 2008, the addition of a second undergraduate year to the ED Architecture Option has greatly increased the quality of studio teaching and coursework. Our B.Env.D. graduates are highly sought after, and many receive entrance scholarships at peer institutions. Concerns remain about drastic changes to a program that is currently working well enough. However, there is the potential to resolve some long-standing issues to the benefit of all the units and the students.

Discussions at the Deans and Heads level as to how to proceed have already begun and will expand to the Faculty level during the 2024-2025 academic year, following a multi-year plan conceived with curricular change experts at the University's Centre for the Advancement of Teaching and Learning. The Dean has assured the Departments that no changes will proceed without the consent of all four Department Councils. This assurance invites a sense of optimism and opportunity to find mutually beneficial solutions.

3) Faculty Renewal and Succession Planning
The most immediate concern for the department is the replacement of positions held by Herbert Enns (retired 2022) and Lisa Landrum (resigned 2023). To this end, two searches for tenure-track faculty are currently underway: one in building technology and another in history and theory. As we are a small unit, the successful candidates must have professionally accredited degrees in architecture and the proven ability to teach design studio. Future hires will depend on retirements and enrolments. Research leaves are typically accommodated by hiring sessional instructors from the local pool of talented practitioners to teach studios and courses; their contributions are valued immensely and add to the richness of the curriculum.

With respect to the long view of the future of the program, the current Head requested a three-year term (July 2024-June 2027) in order to stabilize the program sufficiently to attract new leadership and establish new directions. In 2027, the Head has the option for a second term, or the Department could hold a search for a Head (internally if FTE faculty numbers hold steady, externally if there is an open FTE faculty position).

Department of Architecture – Mission and Tenets

The Department of Architecture reviewed and refined its Mission and Tenets at ongoing bi-weekly department meetings and at a retreat on May 15, 2024, and were ratified unanimously in Council on May 28, 2024. The Mission and Tenets are posted online and provided below, together with the Faculty of Architecture's Vision, Mission and Tenets, which the Department supports. The University of Manitoba's Mission Vision and Values are provided in section 4.1.1.

MISSION

The Department of Architecture upholds an architectural education that encourages the intellectual, cultural, technical and professional development of students through exceptional teaching, scholarship and community service in architecture, evolving areas of architectural education and professional practice. The program encourages critical discourse that links theoretical, social, historical and environmental concerns at both the global and local scale. We believe in multiple approaches towards pedagogies and practices in both thinking and making. The Department of Architecture supports and builds upon the Faculty of Architecture's Vision, Mission and Tenets and the University of Manitoba's Mission, Vision, and Values.

TENETS

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

10. To engage ongoing societal, environmental and climatic challenges while honouring diverse perspectives in relationship to *the land*, all peoples, all cultures, and the more-than-human world.

    In keeping with the above (10), the Department of Architecture collectively endorses the RAIC Pledge: https://raic.org/designing-future.

Academic and professional standards: Faculty

The Department of Architecture offers a professionally accredited curriculum within the context of a research-intensive University, which is a member of the U15 Group of Canadian Research Universities. The U15 promotes the value of higher education, drives national policy discussion and provides critical advice and analysis on higher education, research and development. The UM is also a member of the Global Network of Research-Intensive Universities and a signatory participant in Canada's Tri-Council framework for research, making academic members eligible for funding from the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Canadian Institutes of Health Research (CIHR). This research-intensive context establishes high standards for students and faculty members in the Department of Architecture in addition to professional accreditation standards set by the CACB.

New hires in the program must meet rigorous criteria, and to achieve tenure and promotion, they must meet competencies in teaching, research and service. To this end, FAUM ratified its own Tenure and Promotion (T&P) guidelines that account for an appropriate variety of applied, creative, professional and traditional forms of scholarship. The Faculty of Graduate Studies and the Office of the Vice-President Research and International have established strategic research goals and offer numerous resources for research mobilization and growth. To encourage and monitor academic growth, faculty submit annual activity reports for review by the Head and Dean.

To meet standards, all FTE faculty have professional architecture degrees: five have post-professional masters degrees (Aquino, Fuglem, Rex, Rueda, Stern), three have PhDs (Aquino, Garciá-Holguera, Rueda) and three are completing degrees (Bailey, Coar, Stern). All FTEs have professional experience: two have active Manitoba-licensed practices (Bailey, Minuk); others have licensure in Manitoba (Locher, Stern), Ontario (Bailey), the USA (Locher, Stern), Colombia (Rueda) and Spain (Garciá-Holguera). All conduct academic research (funded and unfunded) as defined by the T&P guidelines and achievements (published built work and installations, conference presentations, peer-review publications and creative works) and meet high teaching standards. Studio teaching is

evaluated by peers in public reviews and exhibitions, portfolio reviews and publications. All coursework is evaluated by students in a standard blind format.

PTE faculty and sessional instructors' qualifications also meet high standards. Wherever possible, licensed architects are hired. Of the sessional (or part-time) instructors currently teaching, seven are licensed MAA members (Banman, Burke, Loewen, Reis, Taylor, Veness) and another four are MAA intern members (Friesen, Merasty, Piper, Ragunathan). Four sessional instructors have post-professional masters (Amini, Kotoulas, Hudert, Loewen), and two have PhDs (Hudert, Loewen). New and returning sessional instructors are invited to a "Sessional Instructor Information Session" at the beginning of each academic year to apprise them of policies and resources.

Academic and professional standards: Students
Standards for students begin with entrance requirements (GPA, statement of intent, portfolio) and continue with the maintenance of minimum GPAs, and the departmental portfolio review of studio work.

Students gain admission to the program at three levels: the ED3 | AMP1 level; the ED4 | AMP2 / M0 level, and the M1 level. Admission standards of all students are based on GPA, statement of intent, two reference letters and portfolio.

As stated above, ED2 students can be admitted to ED3, and roughly one-third of the ED2 cohort is admitted to the program. Students in the ED program tend to have significantly higher entry GPAs than other programs at UM. AMP1 students (who have non-design related degrees) are also admitted to ED3 and have a steeper learning curve but often do better than their former ED2 peers. AMP2 and M0 students have degrees in other design disciplines or architecture degrees that do not meet M1 studio levels. All students who successfully complete ED4 year – whether they are designated undergraduate or graduate students -- must apply to the M.Arch professional program to be admitted into the M1 year. Acceptance to the program is based on GPA, statement of intent, two reference letters and portfolio.

To maintain standing in the program, students at all levels must maintain minimum GPAs and have an acceptable portfolio review of their studio work.

The interaction between the *Program* and other programs in the institution
The program interacts with other facets of the institution in multiple ways. Physically the program is housed in three buildings (Arch2, JAR and C.A.S.T.) on the main (Fort Garry) campus. Within FAUM, the ED program and the four professional departments share facilities. All five units engage in ongoing discussions and participation in Faculty Council and committees. Shared facilities and resources are managed by collective governance.

Faculty offices are dispersed throughout the buildings. Members of different units often encounter each other in hallways and at Faculty events. The atmosphere is generally friendly and collegial.

Collaborations between units and the faculty and with other UM faculties occur frequently in teaching, research and service. For example, teaching and reviewing frequently is shared in studios within FAUM (CP: Rueda + Milgrom; LA: Eaton + Garciá-Holguera, Tate + Stern). The program is also engaged in collaborative teaching and research with other faculties such as Environmental Studies (Veness), Engineering (Coar, Bailey, Minuk), Indigenous Studies (Bailey and Coar), School of Art (Aquino), University Archives (Fuglem); Faculty of Science and the Faculty of Environment, Earth, and Resources (Garciá-Holguera) to name but a few. Faculty work on collaborate funded research projects, such as in partnership with One House, Many Nations (Lancelot Coar from Architecture with Shauna Mallory-Hill from Interior Design).

Collaborations also occur through the pilot Community Design and Planning Centre (CDPC), which is dedicated to advancing community-based research and creative projects within the realm of the built and natural environments. The CDPC partners with diverse stakeholders to tackle pressing local challenges and develop holistic solutions that enhance quality of life and promote equitable access to resources and opportunities. Faculty affiliates collaborate on projects, such as affordable housing for the Spence Neighborhood Association (SNA), a collaboration between SNA, Dr. Sarah Cooper from City Planning, and Shawn Bailey from Architecture.

Contributions by the students, faculty, and administrators to the governance as well as the intellectual and social life of the institution

<u>Students</u>
Student involvement in Department and Faculty Councils, committees and events are robust. Student representatives from all five units attend and report to Faculty Council. There is also an Indigenous Design and Planning Students Association (IDPSA) representing Indigenous students from all units. Student representatives are members of Faculty Council, Faculty Executive, and other Faculty-wide committees (Endowment, Student Innovation Enrichment Fund (SIEF), Curriculum, Facilities, etc.).

DoA Bylaws allow for three student votes on Department Council: one representing M1 & M2 students, one representing AMP1 and AMP2 students, and one representing ED3 and ED4 students. Two members of the University of Manitoba Association of Architecture Students (UMAAS) and one member of the Student Architectural Society (SAS) attend and report to Council and are appointed to committees where appropriate. Representatives of

both student organizations typically attend bi-weekly meetings with the Department Head. The two student organizations also arrange social events, manage budgets, form committees and report on student concerns.

Students across all units in FAUM arrange for mixers, special events and participate in WAREHOUSE, an award-winning publication of student and faculty work.

Faculty

All FTE DoA faculty members who hold appointments (tenure, tenure-track, full-year lecturers, and instructors) attend and vote in Faculty Council. Currently, DoA faculty have representation in Faculty Executive (Rueda) Doctoral Studies, (Garciá-Holguera), and Research Committees (Garciá-Holguera), Facilities Committees (Stern), Curriculum Committees (TBD), Nominating (Bailey), Cultural Events (Minuk), Gallery (Minuk), C.A.S.T. (Coar), and EDPAC (Fuglem). FTE DoA members can be elected in FoA Council to represent the Faculty on Senate and other university committees. FAUM also has two representatives on the University of Manitoba Faculty Association (UMFA). Faculty Council meets twice each academic term and breaks for the summer recess.

Unit Heads participate in the Deans and Heads committee consisting of the ED Program Chair (Chon), I.D. Head (Beaverford), C.P. Head (Milgrom), L.A. Head (Thurmayr) and Architecture Head (Fuglem) which meets with the Dean (Locher), Associate Dean Academic (Bridgman, acting) and Associate Dean Research (Mallory-Hill), Business Manager (Brown), Partners Program Director (O'Reilly) and Confidential Assistant (Vogelsang). Deans and Heads meet every two weeks except during holidays and summer break to discuss faculty-wide matters and opportunities.

Outside of the Faculty, Unit Heads and Deans are members of the Faculty of Graduate Studies FGS whose Council meets twice a term.

All faculty and students participate in the Year-End Exhibition (initiated by the Department of Architecture in 2008). Design work from studios in all units is mounted into a huge display that takes up space in all three buildings and showcases student work from all the programs. The event is attended by faculty, students, families, professionals and other members of the university and the public. It is a wonderful chance for the units to mingle and view each other's student work.

Contributions of the institution to the *Program* in terms of intellectual and personal resources

Support for Research & Teaching

The Faculty of Architecture (FAUM) Associate Dean Research (ADR), Dr. Shauna Mallory-Hill, encourages and aids colleagues in successful grant-writing and setting research goals. To this end, FAUM has a newly instituted research grant facilitator. The Associate Dean Research also assists faculty in acquiring Undergraduate Research Assistants (URAs) by holding introductory sessions for past recipients to present their research findings to new students and for faculty to present their research interests. The URA program introduces students to research, aids them monetarily and provides assistance to faculty during the summer. Recent beneficiaries include Bailey, Coar, Fuglem, Locher, Garciá-Holguera, Stern (and over 20 students since 2021). There is also interdisciplinary cross-over with DoA students working with other units and vice versa. The FAUM website extols the fruits of these liaisons here: https://news.umanitoba.ca/undergraduate-research-into-the-woods-and-out-to-the-world/.

FTE faculty are provided annual Travel & Expense accounts (T&E) for travel, books, memberships and supplies. Both full-time and part-time faculty are supplied with personal computers and software, generous T&E funds or stipends, and studio funds for field trips and outside reviewers and consultants. Faculty and University funds for conferences and international travel, as well as seed grants, are available by application. FAUM has its own IT support for the procurement and maintenance of computer equipment and accessories, and software. This service is invaluable.

The Partners Program links faculty with industry partners and potential funding. It provides assistance with organization and execution of a myriad of events, such as the Cultural Events lecture series, Atmosphere (an annual international symposium), Year-End Exhibition, public presentations, convocation celebrations, and student-initiated social events and mixers. The Partners Program also liaises with FAUM alumnae and publishes NETWORK, an annual chronicle of activities and events in the Faculty. Partners updates the FAUM websites where it announces (and archives) the accomplishments of students and faculty. The Co-op program also is domiciled in the Partners Program's offices and aids with student intern education and employment opportunities.

The Faculty-level Endowment Fund prioritizes student interests and is available to faculty, particularly if the funding involves students. The Student Innovation Enrichment Fund (SIEF) also is student-centered and available to faculty for funding on projects that enrich the student experience.

The Faculty provides in-house counselling for FAUM students dealing with mental health issues and hosts an in-house writing tutor (https://umanitoba.ca/architecture/student-experience#support-for-faculty-of-architecture-students). Indigenous Elder Valdie Seymour joined the FAUM in 2022 and leads various Indigenous events and ceremonies open to the entire Faculty. The presence of Elder Valdie Seymour creates a positive environment for Indigenous scholarship and well-being for all. Student Advisors are readily available for students, and students have access to many bursaries and grants, including an emergency fund. There are many opportunities for students to be employed as Teaching Assistants, Research Assistants, summer Undergraduate Research Assistants, and work-study students, all of which aid Faculty with both teaching and research.

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.

Department of Architecture – Plan of Action

This action plan is based on nearly three years of departmental discussions, including retreats and focused meetings aimed at addressing specific concerns raised in the 2018 CACB Visiting Team Report, while also pursuing long-standing objectives with renewed leadership and support. During Bi-Weekly Friday Accreditation Meetings (held from January 19 - August 9, 2024) various elements of this plan were discussed in greater detail, with a summary distributed to Department Council on August 16, 2024, and unanimously ratified in principle (subject to minor edits). The following plan elaborates on agreed points.

The Department of Architecture's action plan is first and foremost to pursue its Mission and uphold its Tenets (see Section 1.1).

The plan is further framed by four strategic areas developed in the 2017 APR:

- Student Experience
- Human Resources
- Research Culture
- Connections & Community

Each area has specific goals, each with a corresponding series of supporting actions, as stated below.

Student Experience

Goal: Attract and retain outstanding students.
Actions

- ensure equity, diversity, inclusion and accessibility protocols are followed in recruitment and admissions processes;
- continue to develop and implement a detailed recruitment strategy for both the graduate and undergraduate/AMP programs. This will involve cooperation with the Faculty and University to engage regional high schools and grade schools; greater involvement of the Department of Architecture in regional career fairs; and targeted program promotion at local, national and international levels.
- Currently the Department is participating in an ongoing restructuring of the ED Program, and one of the aspects is simplifying/streamlining the disciplinary gateways that currently exist;
- Research other pre-university level architecture programs for prospective students (e.g. Carleton, Carnegie Mellon, GSD, etc.) with the goal to implement a summer program;
- Engage in the STEAM program to expose youth from Northern communities to design disciplines and architectural design;
- Engage with the Forest School, which works with local communities including high school students, to participate in land-based design programming;
- develop targeted recruitment in Manitoba communities, particularly marginalized urban, rural, remote, and Indigenous communities;
- expand publicity and visibility of the Department of Architecture by promoting student work, faculty research and educational events via the University website, social media, digital and print publications, strategic partnerships, and involvement with national and international forums, including the ACSA;
- continue to promote, disseminate and distribute student work: Warehouse (the Faculty's award-winning student journal), Network (the Faculty Partners Program journal), the Department and Faculty of Architecture's website, UMToday, faculty publications, the forthcoming C.A.S.T. research book, public exhibitions, and other venues;
- revive ArchFolio (the Department's annual digital publication of studio work, which has not been published since 2021) or create a new version – aimed at reaching and benefitting communities mentioned above;
- promote faculty research: allocate first 15 minutes of Department Council meetings to present recent research; use Pool Room Gallery to exhibit faculty work; promote Food for Thought and Research Dinners (held by Partners Program) with presentations by Faculty members;

- encourage and support students, especially thesis students, to submit their design and research work to national and international competitions and prizes, as well as conferences and publications.
- cultivate and build a shared culture and identity.

Goal: Maintain graduate enrolment of 30 incoming M1 students and increase enrolment in Pre-Masters (currently M0) program. Note: We are in a transition period while the ED program is being reviewed.

Actions
Part One – Retain/recruit more UM B.Env.D. graduates from the Architecture Option to continue in the M.Arch program:

- implement the recruitment strategies noted above;
- optimize the admissions process by creating an option for seamless M.Arch acceptance for ED-Arch Option students with a high GPA and excellent portfolio;
- encourage and prioritize ED graduates to study in our program;
- continue to facilitate online portfolio submission as part of the M.Arch application process; work with student services, the Faculty of Graduate Studies and the Department's admission committee to ensure timely review and processing of applications and letters of offer;
- develop guidelines to facilitate review of curricular equivalencies and transfer credits for M.Arch and AMP admissions, to ensure applicants have general and professional studies requirements, including, where applicable, equivalencies to SPC weighted courses in our ED-Architecture Option years;
- offer more teaching assistant and research assistant positions upon M.Arch acceptance; advertise and offer recruitment awards and scholarships upon M.Arch acceptance;
- continue to develop new award and scholarship opportunities.

Part Two – Offer flexible programs to better orient international students new to the Canadian context by offering a Pre-Master year that includes preparatory studios and courses that deal with Canadian culture, climate, geography, history and building practices. Currently the program is being piloted as an "M0" year. Continue to develop this year as a Pre-Master Qualifying (PMQ) year that is adaptable to each incoming student's unique situation, or alternatively develop a three-year M.Arch program.

Goal: Maintain and increase enrolment of 33 incoming Architecture Option students in the Environmental Design program whilst raising the admissions credentials of students.
Actions:

- implement the recruitment strategies noted above;

- work with the Environmental Design program and other design programs in FAUM to ease the stress of the ED3 "gateway" by offering direct entry to exceptional high school and first year (U1) university students;
- designate B.Env.D. degree parchment with "Architecture Option" or "Architecture Major" to attract students;
- offer "Minor" options with other Faculty of Architecture degree programs to attract students.

Goal: Enhance curriculum.
Actions:
Graduate:

- continue to improve delivery, content and scope of current architecture program curriculum;
- offer a contemporary theory seminar component within M1 studio in first term;
- provide a more thorough review of design thesis books;
- continue to enrich graduate topics offerings with faculty research and trans-disciplinary opportunities;
- initiate a PMQ and or three-year M.Arch program;
- continue and expand the existing online forum for sharing Design Thesis projects
- coordinate interdisciplinary summer elective offerings to ensure advanced notice to all students and involvement of interested faculty members by developing procedures and advanced deadlines to organize summer offerings in experiential learning, design-build, and field studies;
- refine and develop the preparatory "M0" (soon to be PMQ) component and bring it in line with FGS Policies.

Undergraduate:

- note that a Winter 2024 Academic Program Review for the Environmental Design program proposes potential changes that may impact the delivery of the professional program.
- revive EDPAC (Environmental Design Program Action Advisory Committee) which was implemented in 2018 to satisfy governance requirements toward fulfilment of the Department of Architecture's accreditation and which had not met for three years until June 4, 2024;
- as above, work toward acknowledging the Architecture Option designation on the Bachelor of Environmental Design degree parchment (with EDPAC support and following University procedures);
- revise existing ED3 EVAR 3014 drawing course to better integrate and enhance media opportunities.

Goal: Enhance student services and access to information.
Actions

- provide advanced public postings of all graduate studios, topics offerings and electives, so students can plan their studies, establish research directions, and pursue career goals;
- support students in applying for scholarships and in submitting design projects and research to competitive venues;
- include list of bursaries and scholarships in welcome letter;
- where possible coordinate timetables within the Faculty of Architecture to make it
- easier for graduate students to take electives within the different allied professional programs.

Goal: Enhance professional opportunities.
Actions

- work with the Partners Program to improve and expand the Cooperative Education/Integrated Work Program (Coop/I) to offer more positions to graduate and undergraduate students;
- continue to offer and expand support for social events mixing students and professionals, including the annual Meet & Greet (organized by UMAAS); and the Meet Mingle & Mentor event (with Partners Program);
- continue to offer and expand the engagement of regional architects and individuals with experience and expertise in the field as guest critics and lecturers, and continue to encourage interested professionals to participate in such sessions, as well as in the Faculty Year End Exhibition and other cultural events;
- continue, where possible, to invite qualified practitioners to teach in the program;
- continue and expand organization of focused discussions, reviews and social events between students and visiting professionals who come to Winnipeg as part of the Cultural Events lecture series.

Goal: Enhance learning facilities.
Actions

- continue to support the vitality and growth of the CADLab, FABLab, Woodshop, C.A.S.T., Architecture 2 Gallery, and the Architecture and Fine Arts Library;
- support the integration of the BIOMLab into C.A.S.T.

Goal: Enhance alumni relations.
Actions

- work with the Faculty's Partners Program and the University's Alumni Relations office to track and celebrate accomplishments of architecture graduates;
- invite alumni to reviews, exhibitions, and lectures;
- invite alumni to review, to exhibit, and to lecture;

Human Resources

Goal: Replenish and increase the number of full-time faculty.
Actions

- replace the vacancy (Dr Lisa Landrum, resignation August 2023) in History & Theory by July 1, 2025;
- replace the vacancy (Herbert Enns, retired January 2023) in Technology by July 1, 2025;
- initiate procedures to secure at least one additional full-time position. (The Department of Architecture presently has ten full-time faculty members; however, in 2024-2025 one member is 100% administrative, another is 60% administrative leaving 8.4 full-time equivalent members on any given year not taking into account leaves);
- review long-term staffing and succession plans in view of anticipated research-study leaves, administrative leaves, and retirements.

Goal: Improve Equity, Diversity, Inclusion and Accessibility in Recruitment, Hiring, and Retention
Actions

- recruit one or two Indigenous practitioners for 2024-2025 for curricular involvement;
- recruit, hire, and retain make efforts to achieve gender balance among full-time architecture faculty to better reflect the gender balance of architecture students. (Of the ten full-time faculty members in the Department of Architecture, three (33%) are female; however, two currently have administrative positions making the FTE quotient at approximately 15%);
- recruit, hire, and retain qualified faculty from underrepresented and marginalized groups.

Goal: Ensure equitable teaching loads and administrative duties.
Actions

- complete and implement the Faculty's teaching load guidelines, according to 19.A.1.3 of the Collective Agreement;
- ensure equitable assignments of teaching, administrative duties and committee Work;

Goal: Improve conditions and support for sessional instructors.
Actions

- continue to ensure timely posting of sessional positions and support with administrative procedures;
- develop protocols to on-board new and continuing sessional instructors;
- provide mentoring to first-time instructors;
- provide appropriate office space to sessional instructors;
- wherever possible, provide support for miscellaneous expenses associated with course delivery, including field trips and supplies.

Goal: Support visiting researchers and teachers.
Actions

- maintain and optimize the C.A.S.T. Researcher-in-Residence Program;
- create a visiting professor position.

Research Culture
Goal: Enhance research, professional, and creative productivity.
Actions

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

Goal: Develop and expand research collaborations.
Actions

- support and build the Researcher-in-Residence Program in C.A.S.T., the Atmosphere symposia, and student research assistance;

- pursue strategic opportunities, including engagement with the University Grants Facilitators for NSERC and SSHRC;
- cultivate trans-disciplinary partnerships within the University of Manitoba to leverage institutional support for external funding (see the University's Strategic Research priorities cited above);
- continue and expand community research collaborations in and beyond the context of design studios and appropriate coursework, including with the Faculty's pilot Community Design and Planning Centre (CDPC);

Goal: Enhance research impact.
Actions

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

Connections & Community
Goal: Strengthen and expand meaningful relations with regional stakeholders**.**
Actions

- advance relationships with professions, industry and academic partners;
- continue to meet with the leadership of the Manitoba Association of Architects (MAA) on a regular basis and proceed with reactivating the MAA-DoA Strategic Committee;
- develop and expand meaningful interactions already underway with the various arts and architecture organizations, including StorefrontMB, the Winnipeg Architecture Foundation, the Winnipeg Film Festival, the regional RAIC representatives, etc.;
- nurture, develop and expand meaningful interactions with community groups,
- including Indigenous communities through research, courses, and the Faculty's pilot Community Design and Planning Centre (CDPC).

Goal: Strengthen and expand collaborations with national and international partners.
Actions

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

Measures of Success and Timeline for Executing the Action Plan
A number of actions toward the objectives highlighted above already have been initiated within the Department of Architecture. Some curricular refinements have begun, such as the introduction of the current M0 preparatory year as a pilot, with full alignment and compliance with FGS policies beginning in 2025-26.

As stated above, a University Academic Program Review of the undergraduate ED program was undertaken in 2023-24; and initiatives to resolve ongoing issues will commence at the Faculty level in the Fall of 2024 leading to recommendations by Fall 2025. Critical issues include resolutions for the "gateways" (including student acceptance into the ED3 (year 3) professional programs and from the B.Env.D. to the M.Arch program) and the promotion of interdisciplinary learning within the Faculty. See ED Program Report

The Department of Architecture's action plan supports and builds upon strategic priorities established by the Faculty of Architecture and the University of Manitoba.

https://umanitoba.ca/strategic-plan
https://umanitoba.ca/research/strategic-research-plan

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."

Timeline

Winter 2018	Accreditation Visit
Fall 2018	VTR accepted
Fall 2019	Shawn Bailey added as Assistant Professor
Fall 2019	Dr. Mercedes Garciá-Holguera added as Assistant Professor
Winter 2020	Dr. Carlos Rueda steps down as Head
Winter 2020	Remote teaching begins in M.Arch
Fall 2020	Associate Prof Lancelot Coar starts as interim Head
	Added 3-credit option for delivering History, Theory & Technology Topics
	Program adds five collaborative opportunities
	Program bolsters Building Systems teaching in five classes
Winter 2021	Professor Ed Epp retires
Fall 2021	Mimi Locher added as Faculty of Architecture Dean
	Brian Rex added as Associate Professor and Head
	Partial restriction lift with vaccine and mask mandate
	Five week-long UMFA strike delays term
	Conversation and changes in creating workload equity
	Enrollment lags behind pre-pandemic numbers
Winter 2022	Completing disrupted Fall 2021 term as well as Winter term
	Started term in remote but ended in-person
	First in-person final studio reviews since Fall 2019
	Professor Herb Enns retires
Fall 2022	Conversation about the AMP path and international admits
	Revised admission processes
Winter 2023	Revisions of coordination of tech sequence teaching
	Alternative delivery for final tech course explored
	Recruitment for AMP path initiated
Summer 2023	Dr. Lisa Landrum resigns
Fall 2023	ED4 studios shifted to term-long independent teaching
	ED4 term-long studios increase collaborative opportunities in studio
	First cohort of three-year (M0) external admissions
	7 new sessional instructors diversify and bolster professional focus

	Student population returns to a near full program
Winter 2024	Brian Rex resigns as Head
	Terri Fuglem steps in as Acting Head
July 2024	Terri Fuglem is appointed Head
Fall 2024	Search commences for two professorial positions
	Second cohort of three-year external (M0) admissions
	APR Due
Winter 2025	Accreditation visit

Causes of Concern from 2018 VTR

Program	
#1	Transition and flux
#2	Diversity of opportunities for students
#3	Teaching Building Systems Integration
#4	Interdisciplinarity
#5	Enrolment numbers
	Student Performance
#1	Collaborative Skills
#2	Building Systems Integration

The time since our last accreditation review can be broken down into three periods:

Three terms of a pre-pandemic “old normal”
Five terms of a pandemic and labour strike ridden “new normal”
Five terms of post-pandemic restoration and rejuvenation

Across that time three senior colleagues departed our ranks; the department added two tenure-track colleagues and one tenured colleague; a search is on for two new tenure-track hires; and we have had four Department Heads including a new hire in an external search. Considering the difficulties we faced in the middle part of this period, the program has made significant progress towards the five program and two student performance causes of concern expressed in the 2018 VTR.

We’ve come to see an interconnectivity through our accumulated responses to the issues of transition and flux (concern 1) and enrolment numbers (concern 5). We found a synergy in responding to issues of diversity of student opportunity (concern 2), interdisciplinarity (concern 4), and collaborative skills (SPC 1). Building Systems Integration mentioned in both program (concern 3) and student performance (SPC 2) issues have opened a dialog between the constituent faculty resulting in better term-by-term integration of concepts and connections within the existing technology sequence, enhancing building systems teaching, and in the final Building Technology course experimenting with ways of

introducing evolving building systems tools that enable comparisons of qualitative and quantitative measurement of environmental phenomena.

The pandemic made the idea of stability elusive and a great amount of effort since has been put into restoration and rejuvenation of our present and spatial program culture after two years of distanced learning. One way to assure stability is to ensure a stable flow of applicants, admissions, enrolments, and graduation. Traditional sources for admits has fluctuated, and the intake of international students dropped dramatically and then spiked. We have initiated efforts to build a specific path into the program for graduates from pre-professional Canadian and professional international programs. The program has opened up the admissions process to include all professors in the program in the review of applicants. This has built a knowledgeable dialog about who is applying. The department has reflected on the capacities of the AMP path through the program. We've done some recruiting, which seems to have paid off in increased numbers, and we've consulted admissions advisors from other units in the university to find ways to attract a more diverse population from our own campus as well as from the University of Winnipeg. We have worked towards stability by harnessing more control over our admissions process to generate a stable student population from a more diverse set of sources for candidates and to tailor the curriculum to a variety of changing educational backgrounds at admission. Though these efforts are still not complete, they already have begun to have a significant effect on admissions and will pay more dividends as they are finalized.

Increasing focused teaching of collaborative skills in the curriculum and enhancing opportunities for interdisciplinary teaching in the professional curriculum have resulted in a better diversity of student opportunities across the professional curriculum. Opening up the ED4 level of studio teaching to term-long courses of study has greatly enhanced the opportunities for this. Professor Rueda has run a series of cross-disciplinary studios with faculty from City Planning. Professors Bailey and Coar have been running studios that work with Indigenous communities in Manitoba and Ontario. Professor Garcia Holguera teaches her studio with associated instructors from Biology. We've been able to engage more young professionals as adjunct studio instructors with the term-long studios, and they've brought wonderful technical and professional expertise along with fresh eyes, while building a critical collaborative connection to the profession as well.

The loss of study abroad for two years has only strengthened and enriched our resolve to engage opportunities for travel study, including experiencing a sustainable farm in rural Manitoba and travel to destinations in Canada, and as far as Chile, Italy, Iceland and France. We have clarified an appropriate place in the curriculum for extended term-long study abroad, and we are seeing an uptick in both directions of students taking part in exchanges with schools in Australia, Germany, and Belgium.

The Faculty's Co-op program continues to be a valuable resource for internships and other employment. Co-op fluctuated with the pandemic and now has been restored to fully operational and ripe with employment opportunities. This seems particularly valuable for international students who are unfamiliar with this professional community. The loss of Dr. Landrum, who has been the progenitor and strong champion for the Co-op program has been felt, but our recently announced new Associate Dean for Research, Dr. Shauna Mallory-Hill, is taking up the role with the same focus and determination to see the Co-op thrive and succeed. Students regularly avail themselves of this opportunity, but we have not integrated the experience into the core curriculum to the extent suggested in the 2018 VTR, as we need to increase the number of Co-op opportunities available for students.

This has been anything but a stable period in the program's history, with so many external forces demanding our attention and adjustment. We've had the opportunity to rebuild our present community. Our social practices and understanding of who our students are, who we are, and the privileges we carry are incredibly different from where we were in 2018. We are a small program with limited resources, but we've made significant changes warranted by a difficult time.

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 formulation of this report emerges against a backdrop of recurring discussions about curricula and the students' learning environment in Department Council Meetings, Faculty Council Meetings, annual one-day retreats, in formal committees and in informal discussion groups open to faculty and students over the last six years since the 2018 VTR.

The program undertook its self-assessment for the current 2024 APR in multiple formats:

- Bi-weekly CACB accreditation meetings with full-time faculty beginning in September 2023 and continuing into August 2024; plus an all-day Department Retreat on May 15, 2023, attended by full-time faculty and students representatives;
- An online survey of UM graduates who graduated or will graduate between 2017 and 2024;
- An all-school meeting of students currently enrolled in the program on September 5, 2024, led by UMAAS Co-president Dallin Chicoine;
- At an open-invitation "Meet and Greet" with members of the Manitoba Association of Architects (MAA) on September 5, 2024 (held in the office of Stantec).

Meetings with Faculty, Sessionals and Students
Bi-weekly meetings were initiated by Brian Rex when he was Head and continued by Terri Fuglem (as Acting Head, then Head). The meetings were well-attended and entailed in-depth discussions about the renewal of the program's mission, its plan of action, the PPCs and how the program is covering the SPCs. Also covered was how the workload could be divided up and organized so that as many faculty members as possible could be involved in both content creation for and review of the APR. The DoA Retreat on May 15, 2024, continued discussions on curriculum, faculty workload, and DoA Mission, Vision and Plan of Action.

As a result of the bi-weekly meetings, the new DoA Mission Statement was unanimously ratified at the May 28, 2024, Council meeting, and the Program Action Plan and Objectives

were ratified unanimously (in principle with minor wordsmithing) at the August 16, 2024, Council meeting.

Alumnae -- Online Survey (completed August 25, 2024)
The department conducted an online survey of graduates of both the ED and M.Arch programs. These surveys polled only alumni who graduated since 2017 (the year of the last APR). The questions were aligned to the objectives of the current five Program Performance Criteria (PPCs): Professional Development; Design Education; Global Perspectives and Environmental Stewardship; Collaboration, Leadership, and Community Engagement; Technical Knowledge and Breadth of Education. Alumni also were asked more generally what the program did well and what it could do better. Forty Alumni responded of which 55% were M.Arch graduates and 45% were B.Env.D. graduates. Of these 75% are working in a design-related field; 15% are now registered architects; and 43% are registered as architectural interns with the intention of becoming registered. Of these, 75% were registered in Manitoba, and 25% in other provinces in Canada; 5% answered that they are a partner / sole proprietor in an architecture firm. Note that the 45% of respondents who did not pursue their M.Arch degree at UM may not have intended to continue in architectural fields with a goal of licensure; as well, their knowledge of the profession would not have been as complete as those who finish the graduate program. Note also the disruptions described in 2.0 Progress since last CACB visit, which include a five week labour strike and restrictions caused by the COVID-19 pandemic.

General Comments by Alumnae:
In terms of what the program does well, many respondents answered that the Co-op and Partners Program were immensely helpful in making connections and opportunities for students and graduates; the curriculum excelled in conceptual thinking, analogue drawing and model making; as a small school, students received individual engagement from instructors and a sense of community; the design pedagogy was taught well and encouraged creativity and healthy risk-taking; the philosophical, historical, and theoretic framing of problems laid a solid base; students were well prepared for critical thinking public speaking; and the inclusion of Indigenous perspectives and environmental issues were highly valued.

As to where the program could improve, many alumnae stated that the technical courses were helpful, but that the integration of technology in design studio could be improved; expectations of what the profession might be like could be better managed and prepared for; greater interdisciplinarity would be beneficial (with other FAUM departments and with programs such as engineering, fine arts, environmental sciences); targeted instruction in digital software and fabrication could be improved; and some were looking for a more practical education oriented to their career in practice.

Responses Regarding the five Program Performance Criteria

PC1 Professional Development: 53% felt the program met this criterion; 48% did not.

> Some praised the Co-op program, portfolio / interview workshops, and mixers with the MAA members; others felt the connection to, and expectations of, the practice world could be much stronger. Most wanted to see more positions available through the Co-op,

PPC2 Design Education: 78% felt the program met this criterion; 23% did not.

> Some praised the Design Education as being very well-rounded, and balanced critical thinking with technical issues well; others stated that the connection between technical thinking and design could be improved.

PPC3 Global Perspectives: 76% felt the program met this criterion; 23% did not;
Environmental Stewardship: 81% felt the program met this criterion; 18 % did not.

> Several praised the inclusion of global issues in studios, field trips and history theory courses; others praised the variety projects and the chance to work with indigenous and local communities.
>
> Most commented that environmental issues were well covered in studio and coursework; some felt the technical solutions to environmental issues should be strengthened.

PPC4 Collaboration, Leadership, and Community Engagement: 75% felt the program met this criterion; 25% did not.

> Many thought the program prepared students well for community leadership and engagement, some cited COVID as a condition that limited collaboration.

PPC5 Technical knowledge: 51% felt the program met this criterion; 49% did not.

> Many stated that the tech classes were informative and comprehensive and taught students “how to teach themselves.”
> Most felt that instruction in construction documents, contract administration, structures, HVAC, material science could be significantly improved;

PPC6 Breadth of Education: 78% felt the program met this criterion; 18% did not.

Many praised the design studios and the array of topics electives; others felt that a greater variety of electives would be beneficial in the undergraduate programs.

All-School Meeting of Students Currently Enrolled in the Program
(September 5, 2024, led by UMAAS Co-President)

Responses Regarding the five Program Performance Criteria
PC1 Professional Development:

Discussion focused on the Co-op program. Overwhelmingly, students stated that the Co-op program needs more job postings and opportunities. Many had trouble gaining employment in architecture immediately after graduation. Some felt that a mandatory Co-op program would be good.

Many students praised the involvement of outside professionals in studio and coursework; others felt there could be more. One student commented, “the faculty does a good job at developing students to prepare for architectural internship and broader professional fields.”

PPC 2. Design Education:

Several students praised the concerted focus of the program on design studios and the development of strong values. Several felt the balance between studio and other courses was mostly right. Field trips were highly valued.

Some graduate students focused on the topics courses as being “amazing” but not always related to studio.

PPC 3. Global Perspectives and Environmental Stewardship:

Many stated the faculty “does a good job at imparting at imparting knowledge about environment and sustainability.” Knowing more about how contemporary practice deals with sustainability was an expressed desire. Others noted that environmental awareness is stressed in almost all studios.

Many praised the environmental and Indigenous sensitivities of the curriculum. However, a few felt that the curriculum is not addressing the "climate emergency" aggressively enough.

PPC 4. Collaboration, Leadership, and Community Engagement

Positive comments included: options to select community-focused studios; good sense of collaboration within the faculty; the inclusion of Indigenous-themed studios and course content; and design-build opportunities such as the Warming Huts.

Critical comments: too much groupwork, and problems inherent in group work; the opportunity to include international student's knowledge more and include more non-Western views.

PPC 5. Technical Knowledge

Positive comments: some praised the combination of field trips, workshops and lectures in the undergraduate technology courses.

Critical comments: the technical education is good but aspects could be improved including: building code; more design-build; site visits; contextualization of specific case studies; structures; digital fabrication and representation tools.

PPC 6. Breadth of Education

Positive comments: many stated that the field trips are valuable, that the topics courses offer a wide range of subjects; the guest lecturers in the undergraduate history and theory courses offer a breadth of voices and interpretations.

Critical voices expressed concern over the cost of field trips, or accessibility for international students requiring visas; some expressed a need for more electives in other faculties and departments.

Meet and Great with Professionals

An open-invitation "Meet and Greet" was held with members of the Manitoba Association of Architects on September 5, 2024 (in the office of Stantec). The responses to the following three-part question are summarized as follows:

Based on your experience with our students and graduates, how would you:

1) assess the curriculum of the Master of Architecture degree program?
Summary of Comments: The program seems to be well respected nationally. We observe that UM graduates are employed in the best firms nationally and internationally. The curriculum is well rounded; however, the depth of the content needs to be extended (for example teaching detail drawing), as do opportunities to engage multidisciplinary projects in and beyond the FAUM. Engagement with experts, sociologists, biologists, engineers, philosophers, etc., would benefit holistic practice. There is a good variety of topic courses in history/theory and technology; but the curriculum could be strengthened in technology and students' knowledge of practice. Students who enter offices early will find professionals to be extremely supporting.

2) describe the learning context at the Faculty of Architecture?
Summary of Comments: The learning context is open and inclusive. There is an emphasis on wellbeing. The Faculty is rich in facilities, first year events, etc. There is a good range of facilities, but the classrooms need enhanced technology to be able to compete with competitive programs in other provinces who have superior facilities and equipment.

3) evaluate the connections to professional opportunities and career paths?
Summary of Comments: We generally have found the graduates we hired to be effective. The program, as it is now, offers students a comprehensive chance to interact with the profession to develop their resume, portfolio, and interview. Internship is invaluable for graduates to observe various cultures of professional practice and assess opportunities in considering of academic focus. The program offers a great connection to industry but is in need some progress. A more practice-focused lecture series would further benefit academic-practice engagement. Perhaps professionals could come to the Faculty of Architecture and make presentations during their lunch hour.

Interpretation of Results of Alumnae Survey, Student Meeting, and Meet & Greet with Professions

Generally, the program is well-regarded and highly valued. There were three notable areas that were mentioned as needing improvement:

(1) more placement opportunities in Co-op;
(2) improving technical knowledge within the curriculum and linking it to design studio;
(3) increasing interdisciplinarity.

1) Co-op Program

The program has received feedback from our international graduate students who wish Co-op offered more employment opportunities. Our Co-op Coordinator has been working to increase employment opportunities with each progressive year of the program. We have grown the program from the initial placement in 2017 to 30 placements in 2024-2025. Our program is not a match-based system like other notable co-op programs (Waterloo and Dalhousie for example), so we are subject to open positions that are variable year to year. It is worth noting that international graduate students cannot work more than 20 hours per week off campus, unless they are in a Co-op placement and have secured a Co-op work permit, supplementary to their student visa. For a position to be considered a Co-op work placement, it must be a minimum of 30 hours per week, for a minimum of 10 consecutive weeks.

2) Technical Dimension of the Curriculum

Improvements to the technology curriculum are ongoing, with a concerted effort to create assignments within undergraduate technology courses that target areas needing improvement. Better coordination across the technology courses and design studios could also provide opportunities to address these skills in sequential ways that model practice.

At the ED4 level, students are exposed to and asked to comprehend through designing technology in actual projects. An improvement here could be in the technical detailing of their assignments. Local practitioners are currently included in lectures providing regional specific context and case studies. Another improvement could be to invite these practitioners to work with students through detailing these unique examples as assignments. At present technical detailing is more default and generic than specific. To view the ED Program Report, see here.

The program also recognizes that students need to better integrate building technology with digital and computational tooling. ED-level courses are now incorporating digital training into assignments. In recent Tech 1 (EVAR 3004) assignments, for example, students are offered workshops to employ Rhinoceros and Grasshopper to create digital structural models, and on Revit, to produce new overall building designs, and for modelling structural designs and construction details of various building systems. In addition, Arch Tech 1 and Arch Tech 2 (EVAR 3006) have also begun to create two-term sequential assignment briefs to create better continuity in the technical sequencing between structural and site design (EVAR 3004) and envelope, environmental, and building code considerations for the same design project continued in Arch Tech 2 (EVAR 3006). Local practitioners are currently included in lectures providing regional specific context and case studies. Another improvement could be to invite these practitioners to work directly and in concert with students

The program also observes that at the M1 Studio 6 level (ARCH 7060) where applied technology is emphasized, there could be a stricter set of technology requirements in relation to the construction drawing sets that are required as evidence of the technology teaching. The lecture series offered to the entire cohort of Studio 6 students is presently good; however, the success of these lectures should be more consistently evident in the drawing sets of all students/studios. It might be that specific assignments are required to correspond to each of the lectures to ensure that certain areas are being understood by all students.

At the M2 level, the technology course needs to focus on more fundamental technology knowledge rather than innovative and experimental. A mastery of technology knowledge and the employment of that knowledge in a comprehensive design project need to be more specifically sought.

3) Increasing Interdisciplinarity

Professionals and interdisciplinary consultation in courses is strong but could be improved. Currently, the Environmental Design Program is undergoing a review at the Faculty level that may require some restructuring, and opportunities for greater interdisciplinarity are on the table.

It should be noted that more than one design studio has been carrying out a collaborative teaching model with students in the Department of City Planning, and in others faculty from the Department of Landscape Architecture collaborate through consultation. There are presently two elective courses being taught in conjunction with Engineering and taught by professors Bailey and Minuk.

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.

As found on our main homepage:
The University of Manitoba's Faculty of Architecture is the first faculty in Canada to offer four post-graduate, built-environment degree programs (Architecture, City Planning, Interior Design and Landscape Architecture). Through its focus on design excellence, teaching and research, the faculty demonstrates its commitment to improving the quality of the built environment and associated ecological, economic, physical and social well-being of the global community. https://umanitoba.ca/architecture/

Graduate program: Master of Architecture
The M.Arch is a two-year professional program requiring both course work and a design thesis.

Students in our program are fueled by their own expanding curiosities and convictions, guided and challenged by professors engaged in diverse research, and invigorated by conversations and collaborations with professionals, industry partners, community members, and international leaders in architecture and design.

Most graduates gain employment in the field and pursue a path toward professional registration and careers as practicing architects. Other graduates continue with advanced post-professional studies and research, and thrive in careers in the arts, public service, the construction industry, and related design fields. The program produces capable graduates eager to contribute to improving the built environment and the public good.

Accreditation

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.

The last CACB site visit took place in February 2018. Subsequently, the Master of Architecture program was formally granted a full accreditation term of six years effective July 1, 2018. The term was scheduled to end on June 30, 2024, however an extension was granted and the next CACB Maintenance Accreditation Visit is scheduled to take place in winter 2025.

- **2018 CACB Visiting Team Report (PDF)**
- **2017 Architecture Program Report (PDF)**

https://www.umanitoba.ca/architecture/department-architecture

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.

In October 2019, the University of Manitoba President established a task force to provide recommendations on the processes and actions required to identify and examine obstacles and inequities facing students, staff and faculty at the University of Manitoba. A final report was prepared by the task force and list of recommendation were released to the University of Manitoba community. To read the full report visit: https://umanitoba.ca/about-um/equity-diversity-inclusion/task-force-final-report

One outcome of the report was the establishment of the UM Office of Equity Transformation. The Office of Equity Transformation provides leadership and coordination to dismantle all forms of oppression, reduce barriers to meaningful participation and narrow inequities to build an institution and community rooted in equity and our commitment to accessibility, diversity and inclusion. Their work is organized around the guiding principles of equity, anti-oppression, diversity and inclusion and transformation. To support this work, they provide workshops, trainings, speaker series and courses to all UM students, staff and faculty members.

In 2024, for the 8th consecutive year, the UM was awarded the Canada's Best Diversity Employers. The University has been nationally recognized for actions taken to increase EDIA in hiring practices and to expand EDIA positions within the institution (https://news.umanitoba.ca/um-named-one-of-mbs-top-employers-for-13th-consecutive-year/). In conjunction with the University's efforts, the Faculty of Architecture established an Equity, Diversity and Inclusion (EDI) Advisory Group. This advisory group reported to the Dean and had members from Faculty, staff and student groups. Recently, the Faculty of Architecture EDI Advisory Committee has been reorganized as the Equity, Diversity, Inclusion, and Accessibility Faculty Learning Community (EDIA FLC). To review hiring resources visit: 3.3 Equity, Diversity and Inclusion

The Faculty Learning Community is an active, collaborative, and reflective group that engages in issues of shared interest. The EDIA FLC is open to students, support staff, and faculty who are interested in learning about and discussing issues of equity, diversity, inclusion, and accessibility. The learning community format allows for a wide variety of engagement, from films to workshops to reflective writing sessions – all to further our shared knowledge. This reflects a number of the recommendations of the University's EDI Task Force, including Building Awareness and Support for EDI; Addressing EDI in Academic Programs, Teaching, and Research; and Promoting Inclusion and Safety.

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.

The Department of Architecture program offers extensive support services for both academic and personal development. Students typically first consult with faculty members for specific concerns, with additional guidance available from department heads, student advisors, and coordinators. Resources like orientation for new students, faculty websites, and technologist-led workshops help students navigate academic regulations, equipment usage, and career opportunities. The CADLab and FABLab host software training sessions, while student-led mixers and representatives foster peer support.

The University of Manitoba offers various support services for students, complementing those provided by the Faculty of Architecture. These include the Academic Learning Centre, offering peer study groups, writing tutors, and study skills workshops; Campus Security with safety programs like Safe Walk; Career Services, providing career planning and job search support; and the English Language Centre for non-native speakers. Additional services include Financial Aid, Health and Wellness programs, the Indigenous Student Centre, and the Student Counselling Centre, addressing emotional and academic challenges.

The University of Manitoba's Respectful Work and Learning Environment (RWLE) Policy aims to create a safe and respectful atmosphere for all students, staff, and faculty. It outlines standards of conduct, emphasizing the importance of mutual respect, equity, and inclusion in both work and learning settings. The policy addresses issues such as harassment, discrimination, and inappropriate behavior, offering procedures for addressing complaints and resolving conflicts. It ensures that everyone in the university community is treated fairly and provides support mechanisms for those affected by violations. For more details, visit the RWLE policy page.

Overview of Admissions

M1 Admission	Total #		Breakdown of Admitted Students							
Year	Applications	# Admitted	Female	Male	Non-Binary	UM ED	Other/Canada	International	# of Grads	Convocation
2018-2019	211	32	21	11	0	22	2	8	24	Oct-18
2019-2020	337	34	22	12	0	15	5	14	24	Oct-19
2020-2021	298	31	14	17	0	22	2	6	29	Oct-20
2021-2022	318	28	15	12	1	16	2	10	27	Oct-21
2022-2023	273	33	18	15	0	17	1	15	32	Oct-22
2023-2024	225	30 (+ 10 M0)	16 (+ 7M0)	14 (+3 M0)	0	13	1 (+ 1 M0)	16 (+ 9M0)	26	Oct-23

This chart provides an overview of applications and admissions to the Faculty of Architecture's Master of Architecture (M1) program from 2018 to 2024, with a focus on M1 admissions and a new M0 category for students requiring additional coursework.

From 2018 to 2024, applications fluctuated, peaking in 2019-2020 with 337 applications and declining to 200 by 2023-2024. Admission numbers remained relatively stable, ranging from 28 to 34 students annually, with gender distribution showing slight variation. Female students consistently outnumber male students, except in 2020-2021, when males comprised the majority. In 2021-2022, a non-binary category was introduced. UM ED students (University of Manitoba, Environmental Design) consistently made up the majority of admitted students, while the number of international students varied, reaching a peak of 15 in 2022-2023. Convocation graduates increased steadily, from 24 in 2018-2019 to 32 in 2022-2023.

For 2023-2024, 10 students were admitted under the M0 category, requiring additional coursework, bringing the total admitted students to 40. This year marks a growing trend toward flexibility in the program’s admissions, including more international and M0 students. The graduation number for 2023 is projected at 26.

Co-Curricular and Extra-Curricular
The Department of Architecture at the University of Manitoba offers a wide range of co-curricular, extracurricular, and enhanced learning opportunities to support student development. These opportunities include professional networking events, design-build workshops, and mentorship programs. Students can participate in international exchanges, internships, and community-engaged projects, providing real-world experience. The department encourages involvement in student associations, competitions, and exhibitions that foster leadership and collaboration. These initiatives aim to enhance design skills, critical thinking, and professional readiness while promoting a dynamic learning environment. For more details, visit the student experience page.

Cultural Events, Gallery Exhibitions, Lectures/Guest Speakers – Please see the list of events from 2018-2024 here.

Co-op - The Co-op Program is open to all students. The Program's structure begins with an information session and a September application deadline. After acceptance into the program, which is confirmed by the Faculty of Architecture Co-op/I Program Coordinator in consultation with the student's Department Head, students attend Career Skill Building Seminars focused on resume writing, interview preparation, and portfolio development. From February to May, students review and apply for job postings. Those who secure positions and plan to graduate in June must defer graduation to October due to the Co-op course requirements.

Student Exchange Programs - Student exchange programs in the Faculty of Architecture allow students to expand their horizons, meet new people and have new adventures. Studying abroad gives students the experience to change how they perceive the world. It helps them to learn outside their comfort zone and enables them to expand their life skills to be a true global citizen. The Faculty of Architecture has formal exchanges with 7 universities, as well as connections through the International Centre.

Studio Trips - An integral component of the learning experience is the opportunity to see design in context. Field trips are part of the design studio for ED3, ED4 and master's students in all disciplines. They range from short one day trips to three-week international trips depending on the studio instructor and their focus for that year. Please see the list of studio trips here.

Student Ambassador & Mentor Program - Student ambassadors are engaged volunteers who devote their time to mentoring new students in the Faculty of Architecture, and who represent the Faculty at various recruitment events. They serve as a strong link between

their academic program, prospective and current students, as well as the community at large.

Warehouse Journal - Warehouse Journal is a non-profit student-run journal established in 1992 that showcases the yearly work of students and staff from the University of Manitoba's Faculty of Architecture. The publication is devoted to the critical pursuit of design discourse and the greater application to various collective communities.

Year End Exhibition – The annual Year End Exhibition celebrates the hard work and creative achievements of students from every unit and level in the Faculty of Architecture. Projects and posters are displayed in classrooms, studio spaces, hallways, entrance foyers and lounges, turning every workspace into an inspiring gallery for hundreds of visitors, students, instructors, staff, alumni and family members.

Student Groups – Department of Architecture students have the opportunity to engage in various student leadership and professional groups, including the Faculty of Architecture Student Association (FASA); Indigenous Design and Planning Students Association (IDPSA); University of Manitoba Association of Architecture Students (UMAAS); Manitoba Association of Architects Students (MAAS); and Building Equity in Architecture, Prairies (BEAP).

Academic Advisors - The Student Services Team is available to discuss options and answer specific questions. They can provide information about programs and entrance requirements, course selection in the undergraduate and graduate programs, and assist with the registration process. They can also refer students to other student services, academic supports, university resources and community organizations.

FAUM Writing Tutor - The Faculty of Architecture provides students the opportunity to work with an in-house academic writing tutor to receive specialized writing support for work in FAUM courses.

Counselling Services for Architecture Students - In January 2021, the Student Counselling Centre (SCC) and the Faculty of Architecture began a partnership to allocate designated counselling time to Architecture students. Counselling time is dedicated to Architecture students, with counsellors who are physically on-site in Architecture two days per week. The counsellors also attend all orientations and visit classes to offer time management and other skills training.

Elder-in-Residence – Elder Valdie Seymour joined the Faculty of Architecture in April 2022 and provides guidance and teachings for all students, staff, and faculty. Elder Seymour leads seasonal ceremonies, offers class presentations and discussions, and engages

students and faculty in interdisciplinary research projects related to Indigenous knowledge and Reconciliation.

Teaching Assistant Opportunities

Teaching Assistant (TA) opportunities in the Department of Architecture have varied across recent academic years, reflecting shifts in course offerings and departmental needs. For the 2018-2019 and 2019-2020 academic years, the department employed 6 and 7 TAs, respectively. This number remained stable at 6 for the 2020-2021 and 2021-2022 years. However, from 2022-2023 onwards, there has been a significant increase, with 12 TAs hired for both the 2022-2023 and 2023-2024 academic years.

TA positions are available across a range of courses within the department. In the field of architectural history, opportunities are offered in Pre-Modern Architecture History and Theory 1 and 2, as well as Modern Architectural History and Theory 1 and 2. Architectural technology courses also offer TA roles, including Architectural Technology 1 - Structural and Sustainable Use of Materials, 2 - Building Construction, Structures and Envelopes, 3 - Building Systems, and 4 - Comprehensive Design Technology Report. Additionally, TAs are needed for Drawing: Freehand & Digital and Arch Studio 5 & Comprehensive Program Report.

The University of Manitoba's Centre for the Advancement of Teaching and Learning provides various resources for Teaching Assistants (TAs). These include training on remote teaching strategies, access to workshops, and resources for managing online course platforms like UM Learn. The site offers guides on how to create effective virtual classrooms, manage student engagement, and use assessment tools. TAs can also find tips on facilitating group discussions, handling student inquiries, and maintaining academic integrity during remote instruction. For more details, visit here.

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.

Full time faculty loads are typically distributed in a 40/40/20 ratio of Teaching/Research/ Service; Unless otherwise designated all full-time faculty follow this allocation. Administrative faculty (Deans, Associate Deans, Heads, Program Chairs) are limited to a 50/50 ratio of Teaching and Research/Administrative Service. Currently two members of the DoA have heavy administrative loads: Fuglem as Head at 60%, (60/20/20) and Locher as Dean at 100%.

Teaching loads per academic year (fall and winter terms) in the DoA typically include two 9.0 credit hour design studios (either graduate or undergraduate), one 3.0 credit hour lecture course, and one 1.5 graduate elective topics course. Full time faculty also advise M2-level graduate students in their self-directed ARCH 7070 Research Studios and GRAD 7090 Design Thesis; typically advisors have had 1-5 thesis students in any given year. Advisors may "preselect" up to three M2 thesis-level students; the number is capped at five students per advisors.

Design Studios are typically capped at 15; these allocations include M2 Research Studio/Design Thesis students. Students select their ED4, M1, and M2 studios based on their interests and compatibility with the instructor; therefore, numbers are not strictly equal among studio instructors

Service typically entails membership on internal committees (at the departmental, faculty or university level), and membership in, or service to, outside organizations. Internal committee workloads can vary greatly, with awards, design thesis, search and tenure/promotion committees being the heaviest.

In 2014, the Faculty of Architecture devised a Teaching Load Matrix (modeled on a similar metric developed at Dalhousie School of Architecture), which attempted to take into account differences in workload based on numbers of students, group teaching and co-ordination roles, credit hours, numbers of TAs and graders, and the like. The workload allocation protocols are currently under review by FAUM.

Research is typically faculty-driven, and is conducted, when possible, during the term and summer break. Six-month research leaves can be taken after approximately three years, depending on teaching credits (see UMFA Collective Agreement). New faculty are granted teaching release in their first term of their appointment to help them get a research agenda established. Senior faculty can request teaching release for large research projects or PhD work, and with large grants pay for sessional instructors to temporarily fill teaching vacancies. Teaching assistants and graders are routinely assigned to large courses.

Full Time Equivalent (FTE) Faculty
See Table, Architecture Faculty + Instructors Credentials and Faculty Website: https://umanitoba.ca/architecture/faculty-staff#department-of-architecture) as well Section 4.4 for Full Time Faculty and Sessional CVs 4.4 Current Faculty Resumes.

The DoA has 10 full time tenure or tenure-track faculty and one half-time instructor. Of the full-time faculty, three have PhDs in architectural-related research, and three have PhDs in-progress. Four FTEs are licensed to practice in Manitoba, one in Ontario, two in the USA, and one each in Germany, Spain and Colombia. All FTEs have professional degrees from their respective countries, and five have at least one post-professional graduate degree. Two FTEs are actively practicing architecture in Manitoba and Ontario, a third in Japan, and a fourth in Colombia.

The faculty are well-rounded in their abilities to teach design studio effectively, and collectively offer a breadth and depth of expertise in practice, technology, ecology, global issues and history and theory.

With two new searches for positions in History and Theory and Technology, this base of expertise will be deepened and broadened

Full Time Faculty

AQUINO, Eduardo: (Full Professor), PhD., *Faculdade de Arquitetura e Urbanismo*. *Universidade de São Paulo*, São Paulo, Brazil; MFA (Open Media), School of Fine Arts, Concordia University, Montreal; Certificate in Studio Arts, School of Visual Arts of Parque Lage, Rio de Janeiro: Diploma in Interior Design. *Escola Panamericana de Arte*, São Paulo. Areas of Expertise: Modernism, Modern Art and Architecture, Urbanism, Fabrication and Public Installations. See: https://umanitoba.ca/architecture/eduardo-aquino

BAILEY, Shawn: (Assistant Professor), MAA & OAA Licensure, PhD. Studies at School of Architecture, Planning and Landscape, University of Calgary; M. Arch., University of Manitoba; B.Env.D., University of Manitoba; RAIC Syllabus, Levels 1 & 2;; crossed appointed with UM Faculty of Engineering. Areas of Expertise: Indigenous scholar, Practice, Digital Representation and Fabrication. See: https://umanitoba.ca/architecture/shawn-bailey

COAR, Lancelot: (Associate Professor), On going, Ph.D. Candidate Department of Architectural Engineering, Vrije Universiteit Brussels; Lars De Laet & Mark West (co-advisors); M. Arch. (prof), University of California, Berkeley; B. S. in Architectural Engineering, (prof), Drexel University; B. S. in Civil Engineering (prof), Drexel University. Areas of Expertise: Structures, self-forming and flexible structures, design-build and community engagement. See: https://umanitoba.ca/architecture/lancelot-coar

FUGLEM, Terri: (Associate Professor, Head, 60% administrative service), M.Arch. (post-prof.) in History & Theory of Architecture, McGill University; B.Arch. (prof. w/ distinction) Carleton University. Areas of Expertise: history and theory of western architecture, mid-century Manitoba architecture, architectural pedagogy. See: https://umanitoba.ca/architecture/terri-fuglem

GARCIÁ-HOLGUERA, Mercedes: (Assistant Professor), Licensure in Spain; PhD. Bioresource Engineering, Minor: Environment (MSE), Department of Bioresource Engineering, McGill University; M.Arch., *Universidad Politecnica de Madrid*; *B.Arch*. *Universidad Politecnica de Madrid*; "Certificate in Sustainable Architecture," *Pontificia Universidad Católica de Chile,* Santiago. Areas of Expertise: sustainable architecture, biomimicry; regenerative and biomimetic design, living materials research, BIM and energy simulation tools. See https://umanitoba.ca/architecture/mercedes-garcia-holguera.

LOCHER, Mimi: (Full Professor, Dean, 100% administrative service), MAA & AIA Licensure, FAIA; M.Arch. (prof.) University of Pennsylvania; B.A. *cum laude* with Departmental Honors in Art (emphasis: architecture & urbanism), Smith College, Northampton, MA. Areas of Expertise: design practices and processes, community engagement through architectural design, Japanese architecture, gardens, and design, traditional building crafts and Indigenous settlements worldwide. See: https://umanitoba.ca/architecture/mira-locher

MINUK, Neil (Assistant Professor with tenure): MAA Licensure, RCAA, M.Arch. (prof), University of Manitoba, B.A. (Native Studies and Art History), University of Manitoba. Areas of Expertise: practice, architectural theory, film, contemporary art, materials research, pre-cast concrete. See: https://umanitoba.ca/architecture/neil-minuk

REX, Brian (Associate Professor): M.Sc. in Advanced Architectural Design, Graduate School of Architecture, Preservation, & Planning, Columbia University; B.Arch (w/ distinction) Carleton University, B.Sc. in Architecture, University of Texas at Arlington. Areas of Expertise: design pedagogy, 1990.

RUEDA, Carlos (Associate Professor): Licensure in Colombia, Ph.D., History and Theory of Architecture, McGill University, (ARCC Medal); M.Arch.(post-prof) in Architecture, North American Housing, McGill University; B. Arch. (prof) *Universidad de los Andes*; Graduate Diploma in Aesthetics, *Pontificia Universidad Javeriana*; Graduate seminars (post-prof) in History and Theory of Architecture, *Universidad Nacional de Colombia*. Areas of Expertise: history and theory, poetics of material imagination, the representation of place and landscape, architectural practice, the architecture of Rogelio Salmona. See: https://umanitoba.ca/architecture/carlos-rueda

STERN, Ralph (Full Professor): MAA, Licensure in New York State, Member of Berlin Chamber Of Architecture, PhD (current ABD in History and Theory), Bauhaus University Weimar; Post Grad in Architecture/Urbanism, Technical University Berlin; B.Arch, University of Oregon. Areas of expertise: history and theory, film, the American west, modernist architecture, urbanism, Berlin, climate change and environmental stewardship. See: https://umanitoba.ca/architecture/ralph-stern

VENESS, Liane (half-time instructor and C.A.S.T. Coordinator); MAA; M. Arch., University of Manitoba; B.Env.D., University of Manitoba. Areas of Expertise: design-build, practice, community design, sustainability, architectural preservation.

Emeritus and/or Senior Scholars

MACDONALD, Ian, Professor Emeritus, MAA (Dip. Arch. Tech. Ryerson University; B.Arch, University of Manitoba, 1969) hired to full time tenure-track position in 1978, attained Full

Professor position in 1993; and appointed Head of the Department of Environmental Design (1988) and Head of the Department of Architecture Head (1999-2005). See: https://umanitoba.ca/architecture/ian-macdonald

Adjunct Faculty

LANDRUM, Dr Lisa, OAA, MAA, AIA, FRAIC. Currently Professor and Chair, Department of Architectural Science, Toronto Metropolitan University. Her academic qualifications include: B.Arch. (prof), Carleton University; M.Arch. History and Theory (post-prof), McGill University; and, Ph.D. Architecture History and Theory, McGill University. Lisa acts as an advisor for FAUM graduate students. At the University of Manitoba, she served as Assistant Department of Architecture Head (2016-2019), as Coordinator of the Masters Design Thesis (Architecture) from 2010-17, as Associate Dean Research (2017 to 2023), and Chair of the Ph.D. in Design and Planning Program from 2017-2023.
See: https://umanitoba.ca/architecture/lisa-landrum

Sessional Instructors: Part Time Equivalent (PTE) Faculty
The PTE faculty have a wide variety of skills, experience and expertise. Of the six who are licensed practitioners (all in Manitoba), two are principles of small practices, another is Design Director of western Canada for Stantec Architecture, Ltd, and is also licensed in Saskatchewan and Ontario. Another four are intern members of the MAA.

Of the PTE faculty, one has a Ph.D. in architectural-related research, and another is completing theirs (defense in October). Four have post-professional degrees. One is a lawyer versed in construction law, and another a renown ethicist.

List of Sessional Instructors

AMINI, Maryam, (MBA)-Global Business. Université Laval, Québec; Bachelor of Cellular Biotechnology. University of Manitoba; BArch, Azad University, Tehran; Bachelor of Chemistry, Azad University, Tehran.
Teaching Area:

BANMAN, Michael, MAA, M.Arch., University of Manitoba (Dean's honor list), B.Env.D. University of Manitoba, (Dean's honor list). Teaching Area: Professional Practice (graduate)

BURKE, Christopher, MAA, M.Arch. University of Manitoba, B.Env.D. University of Manitoba. Teaching Area: Thesis technology (graduate); design studio (undergraduate).

DESJARDINE, Kelsey, LLB, Teaching Area: Legal aspects of architectural practice (graduate).

FIROOZI, Amir Mohammad, Student Member-MAA, M.Arch., University of Manitoba, B.Sc.Arch., South Branch, Azad University, Tehran. Teaching Area: Professional Practice (graduate), assistant to M. Banman.

FRIESEN, Joel, Intern-MAA, M.Arch., McGill University, B.Env.D., University of Manitoba. Teaching Area: ED3 Design Studio (undergraduate).

HUDERT, Markus, (Visiting C.A.S.T. Reseacher), Dr. Sc. techn. (Docteur ès sciences), Doctoral studies at the IBOIS Laboratory for Timber Constructions, Swiss Federal Institute of Technology Lausanne (EPFL); Postgraduate studies in conceptual architectural design (SAC); Staatliche Hochschule für Bildende Künste Frankfurt · Städelschule; Diplom Städelschule Entwerfen; Dipl.-Ing. (FH) Architektur. Teaching area: experimental structures, graduate elective.

KALTURNYK, Joe, M.Arch., University of Manitoba, B.Env.D., University of Manitoba. Teaching area: temporary structures, graduate elective.

KOTOULAS, Sotirios, M.Arch. (post-prof), History and Theory of Architecture, McGill University; B.Arch. Irwin S. Chanin School of Architecture of the Cooper Union, New York; Mason Red Seal Apprenticeship Program (ongoing), Red River College, Winnipeg. Teaching area: theory of design, masonry, graduate elective.

LACERNA, Alixa, M.Arch., University of Manitoba, B.Env.D., University of Manitoba, President's Student Leadership Program, University of Manitoba (2022). Teaching Area: community design, graduate elective.

LATOURELLE, Rodney, MLArch, (Master of Landscape Architecture), University of Manitoba, BES (Bachelor of Environmental Studies, Architecture), University of Manitoba. Teaching Area: concrete, color theory, graduate elective.

LOEWEN, Rebecca, MAA, PhD Candidate in Architectural Design, Bartlett School of Architecture, University College London (ABD); M.Phil University College London; M.Arch, University of Manitoba, B.A, French Studies, University of Winnipeg; Final Year at Université de Perpignan, France. Teaching Area: ED3 Design Studio (undergraduate); theory of architecture, graduate elective.

MERASTY, Reanna, Intern-MAA, M.Arch., University of Manitoba, B.Env.D., University of Manitoba. Teaching Area: theory of architecture, Indigenous design, graduate elective.

PIPER, Jessica, Intern-MAA, M.Arch., University of Manitoba, B.Env.D., University of Manitoba; B.Sc. Faculty of Science. UBC. Teaching Area: technology, passive solar, graduate elective.

RAGUNATHAN, Luxmy, Intern-MAA, M.Arch., University of Manitoba; B.Arch. Bachelor of Architectural Science with Distinction. BCIT. Teaching area: architectural technology, undergraduate.

REIS, Amanda, MAA, University of Manitoba; B.Env.D. University of Manitoba, Teaching areas: Professional Practice (graduate); Design Studio (undergraduate).

SCHAFER, Arthur, B.Litt (Philosophy), University of Oxford, BA Honours, University of Manitoba; Founding Director, Centre for Professional and Applied Ethics, University of Manitoba. Teaching areas: ethics and legal aspects, graduate level.

TAYLOR, Evan, MAA, M.Arch, (with distinction) Carleton University: B.Env.D., Faculty of Architecture, University of Manitoba. Teaching areas: design and technology (undergraduate).

YOUNG, Jacqueline, B.Env.D. Faculty of Architecture. University of Manitoba; Diploma of Photography. Prairie View School of Photography. Teaching areas: photography and stop-frame animation, graduate elective.

Staffing

The Faculty of Architecture comprises 60 full-time academic and support staff lead by a Faculty Dean. Two additional academic staff are currently in the hiring process in the Department of Architecture and an Assistant Professor and Indigenous Scholar in City Planning will start July 1, 2025, giving a total complement of 63 staff. Staff can be grouped into three functional areas: 38.5 academic staff, of which 10.5 are in the Department of Architecture (two currently in the hiring process); 10.7 Administrative staff; 6.7 Technical staff, and the Elder-in-Residence. In addition to the positions identifed above, the Faculty hires numerous Teaching Assistants/Grader-Markers and part-time student assistants to provide additional support in the FABLab and CADLab. Operational management of the Faculty is through the *Deans and Heads Committee* Chaired by the Dean. The *Deans and Heads Committee* meets once every second week from September through to the end of June. Additional staff are frequently invited to meetings of the *Deans and Heads Committee* as relevant agenda items arise. The primary duties of each positon are summarized in the following Organization chart: Faculty org chart 2024 August.docx

Faculty Dean

The responsibilities of Faculty Deans are summarized in a University policy statement at: http://umanitoba.ca/admin/governance/governing_documents/officers/220.html

The Dean shall be responsible to the President in the administration of the Faculty. The Dean of a Faculty shall:

- exercise general supervision and direction over the Faculty, including its staff and the students registered in the Faculty;
- be the channel of official communication to and from the Faculty;
- have the right to call and chair all meetings of the Faculty Council and of department councils within the Faculty, subject to the right of the President to preside at any such meeting;
- have the right to call and chair all meetings of the Executive Committee, if any, of the Faculty Council;
- be a member ex-officio of all department councils within the Faculty and of all committees of the Faculty Council;
- have access to all records of the Faculty;
- deal appropriately with every complaint pertaining to the Faculty lodged with the Dean by any person;
- be responsible for the supervision, subject to the regulations and rulings of the Faculty Council and the Senate, of the program of studies for every student registered in the Faculty;
- recommend to the President the appointment, promotion, tenure, change of service, discipline, retirement, and dismissal, of the members of the staff of the Faculty;
- recommend to the President or to the Senate, or to both, any project which the Dean thinks advantageous to the Faculty;
- prepare and submit to the proper officer of the University all announcements of the Faculty to be included in the calendar or calendars of the University;
- prepare an annual budget for the Faculty with such assistance from the members of the staff or committees as the Dean may call for, and submit the budget to the President, or to such person, or persons, as the President may designate;
- present to the President at the end of each academic year a written report on the work of the Faculty during the preceding year, as well as the state and needs of the Faculty; and
- do such other things, exercise such other powers, and perform such other duties and services
- as may from time to time be properly prescribed or requested of the Dean by the appropriate authority.

The Dean may delegate any of the powers, duties and functions of the Dean as the Dean sees fit and prescribe conditions governing the exercise of any delegated power, duty and function, including the power of sub-delegation.

Associate Dean (Research)

- Chair of the Ph.D. Program in Planning and Design;
- Represent the Faculty to the Vice-President Research Office and meetings;
- Provide information and advice on research funding opportunities;
- Advise the Dean's Office on research initiatives and opportunities;
- Provide Faculty Council with strategic advice on scholarship and reporting on Research Committee meetings;
- Work with the Dean's Office to initiate and hold Research meetings, faculty research seminars and host presentations related to scholarship funding and application processes.

Associate Dean (Academic)

- Academic Standing;
- Academic Dishonesty;
- Academic Integrity Programming;
- Teaching Awards and Faculty Recognition;
- Student Awards and Recognition;
- Admission and Recruitment;
- Student Retention;
- Undergraduate Student Experience Facilities and Space (including Safety & Health);
- International Studies, Cooperation and Exchanges;
- Course Planning and Programs (CPAC);
- Equity and Diversity;

Chair, Environmental Design Program

- Be the channel of official communication of the Environmental Design Program (ED Program);
- Overseeing and managing all aspects of the ED Program;
- Have the right to call ED Program Advisory Committee meetings;
- Be a member ex-officio of all committees of the ED Program;
- Recommend to the Dean the appointment, promotion, tenure, change of service, discipline, retirement, and dismissal, of the members of the staff of the ED Program;
- Be responsible for the assignment of duties to the members of the ED Program;
- Prepare and submit to the appropriate authority all announcements of the ED Program to be included in the calendar of the University;

- Present each year to the Dean a report on the work of the ED Program during the preceding year, for transmission to the President;
- Present to the Dean every year when required, an estimate of expenditures and receipts of the ED Program, for the next ensuing fiscal year;
- Do other such things, exercise such other powers, and perform such other duties and services as may from time to time be properly prescribed or requested of the Chair by the appropriate authority.

Heads of Departments:
The responsibilities of Heads of Departments are summarized in a University policy statement at:
http://umanitoba.ca/admin/governance/governing_documents/officers/223.html

The Head of each Department shall be the chief executive officer of the Department. The Head shall be responsible to the Dean in the administration of the Department. The Head of Department shall:

- Be the channel of official communication of the Department;
- Have the right to call and preside at all meetings of the Department Council, subject to the right of the Dean and Director of the Faculty/School or the President to preside at any such meeting;
- Be a member ex-officio of all committees of the Department Council;
- Recommend to the Dean or Director the appointment, promotion, tenure, change of service, discipline, retirement, and dismissal, of the members of the staff of the Department;
- Be responsible for the assignment of duties to the members of the Department;
- Prepare and submit to the appropriate authority all announcements of the Department to be included in the calendar or calendars of the University;
- Present each year to the Dean or Director a report on the work of the Department during the preceding year, for transmission to the President;
- Present to the Dean or Director, every year when required, an estimate of expenditures and receipts of the Department, for the next ensuing fiscal year;
- Do such other things, exercise such other powers, and perform such other duties and services as may from time to time be properly prescribed or requested of the Head by the appropriate authority.

The Head may delegate any of the powers, duties and functions of the Head as the Head sees fit and prescribe conditions governing the exercise of any delegated power, duty and function, including the power of sub-delegation.

Support Staff

Since the last CACB accreditation several of the support staff positions and functions have been reviewed with the aim of maximizing the effectiveness and efficiency of the organization. A direct result is that the student advisors are no longer split as one undergraduate advisor and one graduate advisor. To ensure that there is fully trained backup support, the positions have now been split by program. One advisor will serve ED2, ED 3 & 4 L+U and Interior Environments streams, and MLA and MID programs. The other advisor will serve ED 3 & 4 Architecture stream, and M.Arch, MCP and Ph.D. programs. This split ensures that each advisor has a full working knowledge of all undergraduate and graduate programs. Each advisor will now be able to serve as backup to the other. The Student Services Assistant position was reviewed and updated to include additional administrative support within the Faculty and revised to Faculty Office Assistant. This position provides additional support to all departments and allows the position to back-up to the one Department Administrator.

Additionally, since the last CACB accreditation three new support staff positions have been established, including:

1. Financial Assistant, full-time position (from shared with Engineering @ one day per week).
2. FABLab Technician, full-time position (from student position)
3. PCC Resource Coordinator, part-time position (from a student position)
4. Gallery Coordinator, part-time position

We have also added Elder Valdie Seymour to the Faculty as Elder-in-Residence three days a week.

Administrative Staff

Office of the Dean

Michele Brown:	Faculty of Architecture: Business Manager (30% position): faculty budget and strategic planning. oversees work of financial services administrative staff. Faculty of Engineering Business Manager (70% position): faculty budget, strategic planning and human resources.
Tara Vogelsang:	Confidential Assistant to the Dean and Faculty of Architecture Human Resource Manager: administrative support to the Dean and Associate Deans. tenure and promotion, research study, admin and other leaves, performance evaluations, academic recruitment & searches, payroll, staff scheduling and vacation approvals, annual activity reports,

academic and non-academic misconduct, faculty executive, faculty council, curriculum committee, endowment fund, elder support.

Communications

Brandy O'Reilly: Partners Program Coordinator, Communications Specialist: all Faculty communications, promotion, special events, alumni contact, web design and administration, student recruitment, oversees Faculty of Architecture Coop Program and Faculty of Architecture awards.

Johannah Javier: Assistant, Communications/Partners Program: Assists with communications, promotion, special events, web design/administration.

Lauren Lambert: Coordinator, Coop/Work Placement Program, Awards and Exchanges: oversees COOP/Work Placement Program, faculty awards coordination and student program exchanges.

Financial Services

Tammy Sim: Financial Administrator: Department/Program budgets, works with Business Manager/Department Heads/Chair on budget forecasting and planning; works with faculty members, staff and students on matters related to academic travel funds (T&E, field trips, claims for reimbursement, visa purchases, etc.); manages hiring process for sessional and teaching assistant part-time appointments; and manages payroll for all hourly employees.

Itzel Lazcano Perez: Financial Assistant: processes hourly payroll, CUPE 3909 hiring (sessional, TA, RA, hourly staff), honoraria, concur claims (unit expert), support finance and administration officer. back-up reception.

Student Services

Carrie Johnson: Advisor: student advisor for Environmental Design Program, ED2 students, and ED3 & ED4 L+U and Interior students, Master of Landscape Architecture and Master of Interior Design, including admissions, registration, and student appeals.

Tobi Hawkins: Advisor: student advisor for Environmental Design Program, ED 3 & 4 Architecture streams, Master of Architecture, Master of City Planning and the PhD. Program, including admissions, registration, and student appeals.

Administrative Services & Facilities

William Fischer: Coordinator, Administrative Services & Facilities: Undergraduate/Graduate Program/Department administration; provides assistance to Chair/Heads, academic searches, Council/bylaws, accreditation, program reviews, travel bookings and claims, etc. On behalf of the Dean's Office oversees Faculty facility management, including health, safety and security, card swipe and keys.

Rina Orlov: Faculty Office Assistant: reception, accreditation support, academic scheduler, room bookings, SRI coordinator, field trip waivers, DHL letters, courier, mail and supplies. Back up support to Administrative & Student services.

Technical Staff

CADLab

Chris Leigh: Coordinator, CADLab: technical support, equipment & inventory.

Sean Watson: Technician, CADLab: CADLab print lab, printing credits, equipment booking, general technical assistance.

FABLab

Jason Hare: Coordinator, FABLab: provides specialized instruction and formalized functional workflows for complex rapid prototyping sequences and systems analysis; technical support, equipment & inventory.

Jon Watts: FabLab technician: provides specialized instruction and technical assistance to all students and staff of the techniques and methods that accompany all modes of digital fabrication.

Workshop

Kellen Deighton: Coordinator, Workshop, Faculty Facilities & Safety Officer: workshop management, technical support, safety orientation, new student orientation.

Shaun De Rooy: Technician: provides technical assistance in Workshop & FabLab.

C.A.S.T.

Liane Veness: Coordinator, C.A.S.T. (Centre for Architectural Structures and Technology): oversees use of the facility in support of both research and educational objectives;. responsible for health and safety in

C.A.S.T. and special projects (half-time position; the other halfis as an Instructor in the Department of Architecture).

Product Catalogue Collection

Suzanne Thierren-Richards:
Resource coordinator, Product Catalogue Collection: implements programs and support from the manufacturing community to support the collection.

A2G Gallery

Ainsley Johnston: Gallery Coordinator, A2G Gallery: responsible for the operation of the Arch2 Gallery, including all administrative and programming aspects and is responsible for the selection of exhibitions that reflect the various interests of all the departments within the Faculty of Architecture.

The Faculty also employs students for various part-time positions in the FABLab, Workshop, CADLab and C.A.S.T.

The University of Manitoba is committed to supporting the learning and development of employees. Through the Learning and Organizational Development unit within Human Resources, staff can participate in individual workshops and learning events, certificate programs and sessions on special topics. All of these programs and services are fully funded by Human Resources. If staff are interested in courses, workshops and other programs not offered by Human Resources, they may be eligible to receive reimbursement of tuition paid. The Faculty of Architecture Dean's Office also offers financial support for support staff professional development activities.

The Centre for Higher Education Research and Development offers professional development programs and webinars designed for administrators and managers. https://umanitoba.ca/extended-education/programs-and-courses/cherd.

Faculty are supplied with funds for computers and software on a cyclical basis. Both full-time and part-time staff are well supported by internal IT / computer assistance personnel (Chris Leigh and Shaun Watson). Travel & Expense accounts (T&E) can be used for travel, publications, and supplies. FTE faculty can request monies for research and conferences from both the department- and faculty-level discretionary funds (although these funds are limited), as well as teaching release for special projects. Sessional faculty also can request funding from the Dean's Office for academic conference presentation support and the like.

The Faculty Endowment Fund prioritizes student interests, but is available to faculty, particularly if the funding involves students. University funds for conferences and international travel, as well as seed grants, are available by competitive application.

Support through the Associate Dean Research for assistance with larger grants is available. A new Research Grants Facilitator helps faculty members identify grants and secure funding. Summer term undergraduate research assistant positions (valued at $7,000 each) are immensely beneficial to FTE faculty in the DoA.

The presence of Elder Valdie Seymour creates a positive environment for Indigenous scholarship and well-being for all.

Networking is facilitated by the extensive Cultural Events lectures and the Atmosphere Symposiums which bring researchers from international institutions and provide a venue in which to showcase faculty work.

The University also offers many workshops to help with teaching skills, tenure and promotion dossiers, and administrative development at Deans and Heads levels.

The Program's Approach to Research, Research Activities Carried Out within the Program, and How the Research May or May Not Inform the Professional Curriculum.

The Associate Dean (Research) is extremely encouraging in offering assistance; and the Partners Program also links faculty with industry partners and potential funding. Faculty research accomplishments are highlighted in Faculty Council Meetings, in the Network Journal and on the FAUM website.

Both the graduate and undergraduate curricula of the program are designed to benefit from Faculty research. The studios, while adhering to pedagogical requirements for the level in which they are being taught, are themed according to each instructor's research interests. The curated undergraduate history and theory courses are configured to allow for various distinct historical voices and interpretations while covering a vast swath of architectural epochs. Students learn from being involved in guest architects' and scholars' research, as well as the interests of the instructors. Students are taught how to research by preparing a research dossier on an architectural subject in the first term and writing a paper on it in the second term. The graduate topics courses in history and theory, as well as technology, allow students into the processes of experimental research and for a wide variety of subjects. Both students and faculty benefit immensely by sharing and discussing ongoing research subjects.

FTE faculty also are guided by the University's Strategic Research Plan (2024-2029), "Change Through Research" which highlights seven research themes:

Foundations: highlights research in the sciences, engineering, social sciences, humanities, health sciences as well as creative arts, design, and performance; exploration of which underlies all advances of clinical, scientific, economic and societal value.

Social Justice and Human Rights: fair distribution of wealth, opportunities and privileges in society, and aims to rectify social inequities and disparities, achieved by addressing systemic injustices including ableism, ageism, antisemitism, colonialism, homophobia, Islamophobia, racism, sexism and transphobia and more equal distribution of resources and opportunities.

Research by, for, and with Indigenous Peoples: (UNDRIP) to recognize and protect the individual and collective rights of Indigenous Peoples including the right to self-determination, self-government and full enjoyment of all human rights and fundamental freedoms recognized in international law, including the right to education, freedom from discrimination, and the right to maintain political, legal, economic, social and cultural institutions, and to value the knowledge that Indigenous Elders and Knowledge-Keepers bring; support cultural revitalization; and the contributions of Indigenous Peoples to Canada.)

Water and Food Security: threats to water and food resources are increasing and are often linked to climate change, deforestation and urbanization on a global scale and endanger Canada's vast freshwater reserves.

Health and Well-Being: The World Health Organization (WHO) shows the interconnectedness between health and well-being which is adversely affected by poverty and hunger, lack of safe water, education, gender equality, inequities, racist and colonial structures, climate and environmental degradation, conflicts of interest from commercial entities, violence, exploitation, and abuse.

Climate Action and Sustainability: sustainability is integrated at all levels; well-being is connected to environmental impact; a commitment to net-zero greenhouse gas emissions by 2050 is required particularly though careful governance models and collaborative projects.

Manitoba, Hudson Bay, Arctic, and the World: research in the Arctic and Prairie regions, with a specific focus on climate change and its effects on Arctic sea ice, carbon capture and storage and other chemical and biochemical processes, contaminants in sea water

and associated risks to food chains, and mitigation of marine oil spills; climate change and environmental degradation mitigation.

See University of Manitoba's Strategic Plan: "Change Through Research" at https://umanitoba.ca/strategic-plan.

Research already being done by faculty in the Department of Architecture will be inspired by and supported by these directions. Research projects in Indigenous communities, community design in urban and rural settings, mitigation of environmental damage, biomimetic design, projects in northern Manitoba (such as Churchill), the Indigenous Practitioners-in-Residence program and the support of Elder Valdie Seymour and his research initiatives fit within these directions toward meaningful, positive change in the built and natural environments.

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.

The Faculty of Architecture at the University of Manitoba boasts several key facilities that support the academic and research needs of its students and faculty, notably the CADLab, C.A.S.T., Workshop, and FABLab. Each of these spaces plays a critical role in the integration of technology, hands-on learning, and innovative design research within the architectural discipline. For the detailed reports of each facility, please see 3.6 Space and Technology Resources

CADLab

The CADLab is a central hub for digital design and fabrication within the Faculty of Architecture, spread across several buildings. The main offices, Print Shop, Computer Lab, and student services are located in the Architecture 2 Building basement, with additional self-service printing and scanning stations available near studio areas in the Architecture 2, Russell, and Education buildings. The CADLab supports all students, faculty, and staff within the Faculty of Architecture, providing essential services such as printing, scanning, and technical support.

Recent Upgrades and Initiatives: In November 2023, the CADLab expanded its printing capabilities by acquiring a second large-format Océ Colorwave printer, increasing the print shop's capacity and providing redundancy. This new printer, costing $44,700, was funded by the CADLab Printing Account, which is sustained through the sale of printed materials. In February 2024, CADLab added a new Contex HD Apeiron 42 large-format scanner, a cutting-edge piece of equipment designed for contact-free scanning of media up to 42"x60". At the time of installation, it was the only scanner of its kind in Canada, costing $74,595 and funded by the Student Innovation and Enrichment Fund (SIEF).

C.A.S.T. (Centre for Architectural Structures and Technology)
Established in 2003, C.A.S.T. is an interdisciplinary research lab that bridges the technical and artistic aspects of architecture. It offers a unique environment for experimental design, construction, and performance research in built environments. C.A.S.T. focuses on materials, assemblies, building techniques, and prototype development, with a strong emphasis on sustainability, Indigenous building methods, and creative exploration in architectural research.

C.A.S.T. occupies a 500-square-meter open workshop space with a mezzanine area that includes drafting boards, computer workstations, and seminar spaces. The lab is equipped with state-of-the-art tools for working with a variety of materials, including concrete, masonry, textiles, and wood. Special features include a strong floor for structural testing, digital modeling software, CNC routers, laser cutters, and 3D printing capabilities, making C.A.S.T. a leader in both conventional and innovative fabrication processes.

C.A.S.T. is managed by a part-time Coordinator/Technician who oversees daily operations, health and safety, project funding, and special programs like the Research in Residence (RIR) initiative. The facility is governed by a committee that includes representatives from various departments within the Faculty of Architecture and student members. Looking ahead, C.A.S.T. plans to expand the RIR program, integrate a new BIOMLab for the study of biomaterials into the facility, organize a building arts symposium in collaboration with the Manitoba Masonry Institute, and produce a "Legacy" publication documenting 25 years of C.A.S.T. research.

Workshop
The Workshop, located in the J.A. Russell Building, is a 188m^2 facility fully equipped to support a wide range of fabrication needs, focusing on solid and engineered wood, plastics, and non-ferrous metals. It provides students and faculty with a safe environment to bring their physical projects to life.

The workshop offers a variety of power and hand tools, along with hands-on safety and technical training tailored to specific projects. The two full-time staff members are highly knowledgeable in materials, tools, and processes, offering personalized instruction in joinery, veneering, lamination, form-making, casting, soldering, and light metalwork. The staff also supports faculty in designing and constructing office spaces, research tools, and providing technical support for design-build studios and special courses.

Adjacent to the main workshop is the Assembly Room, an 79m^2 unsupervised space open to students during building hours, equipped with workbenches, day-use lockers, and facilities for small-scale projects. The workshop is committed to sustainability, with initiatives like sourcing salvaged and recycled materials. A dedicated space in the

Assembly Room is maintained for organizing and supplying these materials to students at no cost. Additionally, the workshop has developed a process for recycling waste sawdust into "press blocks," a popular material for modelmaking that helps reduce the use of expanded polystyrene.

FABLab

The FABLab is an interdisciplinary facility within the Faculty of Architecture that supports design research and educational development related to digital-to-physical means of applied craft through modeling, fabrication, and prototyping. It serves as a critical component of the Architecture/Construction/Engineering (ACE) disciplines, facilitating the exploration of material potential and collaboration between students, academics, and industry through emerging technologies.

The FABLab advises and supports 64 academic staff, facilitates lab use for four departments and one academic program, directs access for over 400 students, manages equipment use costs, stocks and maintains consumables for lab equipment, and handles collaboration requests from the broader University of Manitoba community.

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 Architecture/Fine Arts Library is the primary research library for all Faculty of Architecture subjects: the undergraduate program in Environmental Design, Master degree programs in Architecture, Interior Design, City Planning, Landscape Architecture, and a PhD program in Design and Planning. The Architecture/Fine Arts Library is part of the University of Manitoba Libraries (UML); a member of the Association of Research Libraries, the Canadian Association of Research Libraries, the Centre for Research Libraries, the Council of Prairie and Pacific University Libraries (COPPUL) and a founding member of the Canadian Research Knowledge Network. For the full report please see here.

A library devoted to architectural resources was established in the mid-1930s in the Tier building. A new architecture library was included in the design of the John A. Russell building which opened in 1959. In the 1970s the library expanded to 7,000 square feet across two levels in the John A. Russell building, which includes a reading room, stacks, and office spaces, with some collections stored in auxiliary locations

In 2016 the library hours were reduced by 6.5 hours a week to 62 during the academic year. Since the 2018 accreditation, hours were further reduced by 32 hours to 30 hours a week with the removal of evening and weekend hours. The Architecture/Fine Art Library typically has 2-3 full-time Library Assistants that support circulation, collection maintenance, and patron needs. Typically, two full-time Arts and Humanities Liaison Librarians work out of the Architecture/ Fine Arts Library. In the fall of 2024, hours will be increased by 4 hours a week with the library staying open from 4:30-5:30 and staffed by Student Library Assistants.

The Arts and Humanities Liaison Librarian serving the Faculty of Architecture currently reports to the Head of the Arts and Humanities and Social Science Division and the RSDS Coordinator. They are a member of and attend the Librarians Council and the Faculty of Architecture Council.

The Architecture/Fine Art Library is well established to support the mission, goals, and curriculum of the architecture program through its collections and services. Regular Program Reviews ensure that the library's holdings and services meet the growing needs of each subject area. This involves checking course bibliographies, bibliographies in key texts, and other resources against the library's holdings. The library also conducts assessments and provides statements of support when courses are changed, introduced, or reviewed to ensure that research needs are met. The libraries use the Conspectus Methodology for collection assessment developed by the Research Libraries group.

Library Collections

- **Monographs**: A mix of print and electronic books, with a focus on architecture and related disciplines. Books are of significant importance to the discipline. Because many publishers producing content on related topics only produce print, the collection continues to be print-focused and currently contains 94,552 volumes.
- **Journals**: The Association of Architecture Schools Librarians (AASL) maintains a peer-reviewed list of core architecture periodicals that includes publications considered fundamental, recommended, and topical. The Libraries' print and electronic holdings cover 94% of the fundamental list, 88% of the recommended, and 72% of the topical. The Architecture/Fine Art Library has a total of 16,950 print perodicals.
- **Databases**: The Library maintains subscriptions to several key databases for architectural research.
- **Vertical Files**: Collections focused on local content, such as Manitoba artists and architects.
- **Building Plans**: A small (48 building plans) but significant collection, some digitized.
- **Images and Video**: The libraries subscribe to the database Artstor which provides access to over 1 million images of art and architecture. Architecture-focused digital collections hosted by UML include The Kalen Collection (a digital archive of Winnipeg architectural photographs) and the Winnipeg Building Index which includes information about over 2450 Winnipeg buildings with 4,300 scanned images from the former slide collection (closed in 2011). There is a need for this collection to continue to grow.
- **Theses**: The Architecture/Fine Art Library holds physical copies of the Architectural Design Theses. The most recent three years are available as reference only in the Reading Room with the remainder in storage, available by request.

The chart below indicates the monograph expenditures for the Faculty of Architecture collections since the last accreditation, from 2018-present. This includes only funds spent specifically on architecture.

Funds	**2018-2024**
AR B: ARCH - Architecture (budget fund)	$ 78,527.47
AR GMF 09 7208 MB Association of Architecture (gift fund)	$ 11,057.27
GE NMF 007740 - Allen Architecture (endowment fund)	$ 29,578.92
GE:BF - Faculty Direct (faculty request funds)	$ 6,838.75
Funds from other subject areas that purchased titles that fall into the architecture LC classes NA and TH.	$ 47,377.25
TOTAL	$ 166,540.91

For the full report please look here.

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

Since the last report, after significant consultation, central UM administration decided that the incremental budget model did not provide sufficient flexibility for faculties to respond effectively to changes in enrolment patterns or other factors that alter the cost of operating programs. As a result, the University announced it would adopt a new more decentralized activity-based budget model in which revenues flow first to faculties and are then distributed to support the various University operations. A primary advantage is that this model will move budget decisions that directly affect faculties from central administrative units to the faculties themselves, and thereby allow faculties to be more responsive to program requirements. The new budget model was implemented in the 2018-19 fiscal year (starting April 1, 2018).

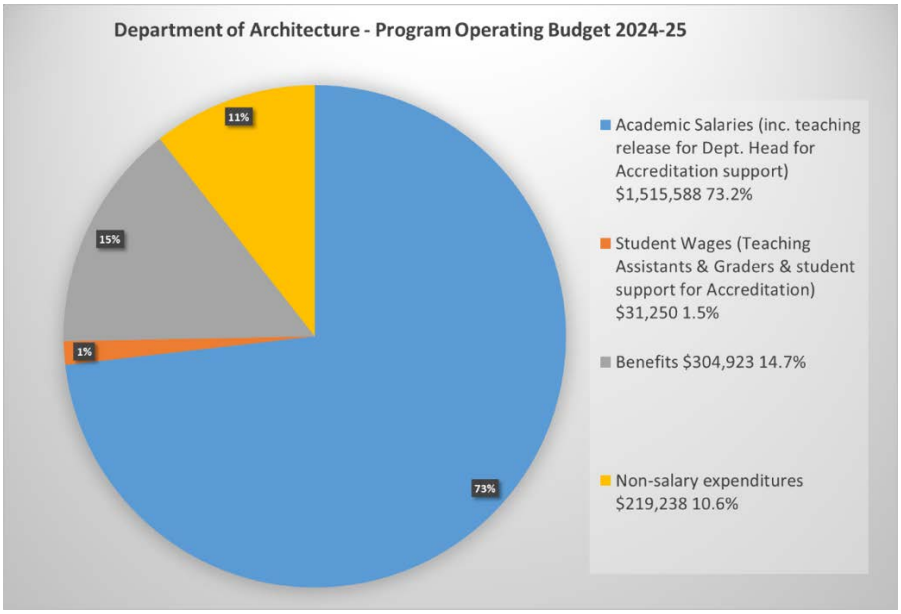
The Department of Architecture's operating budget from the 2020-21 to 2024-25 fiscal years reflects a dynamic financial environment influenced by both internal and external factors, including the impact of COVID-19 and faculty turnover. The total wages and benefits, which encompass academic salaries, student wages, and benefits and account for over 89% of the departmental operating budget, increased from $1,701,005 in 2020-21 to a peak of $1,916,989 in 2023-24 before slightly decreasing to $1,851,761 in 2024-25. This represents an overall growth of approximately 9% over the five-year period, with notable fluctuations due to significant changes.

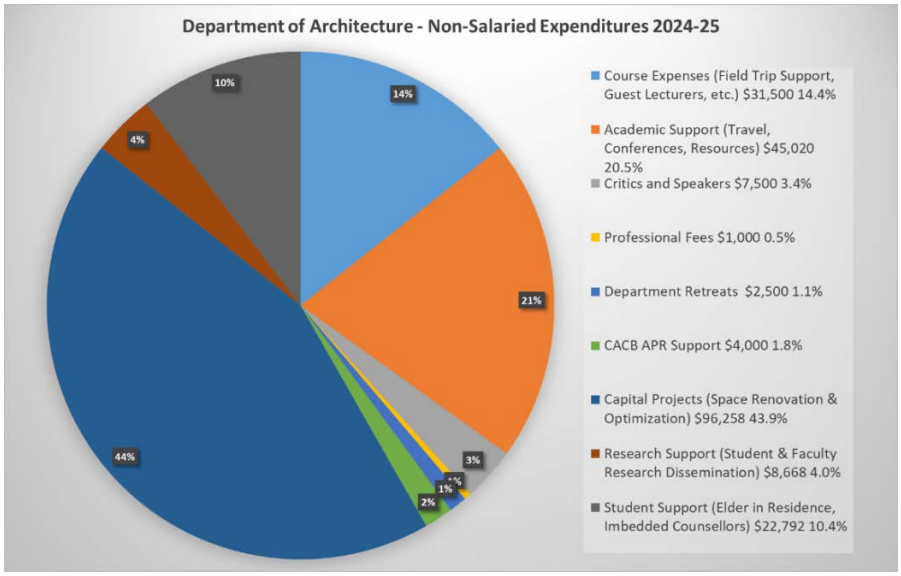
Academic salaries, the largest component of the budget, rose by 10% from $1,414,058 in 2020-21 to $1,515,588 in 2024-25. However, there was a slight decline between 2023-24 and 2024-25, attributed to the departure of two senior faculty members, who will be replaced by assistant professors, resulting in lower salary costs. Student wages and benefits also saw changes, particularly a significant increase in student wages from $14,250 in 2022-23 to $31,250 in 2024-25, indicating a renewed investment in student support. Enrollment figures showed variability, with total students taught fluctuating from 131 in 2020-21 to 154 in 2023-24, then dropping back to 127 in 2024-25.

New faculty members are provided with research start-up funds, which are funded from both the Faculty of Architecture and the VP of Research, demonstrating the commitment of the University to new faculty members. In addition to the annual research and travel allocation faculty members receive, the Department of Architecture also provides additional financial support to faculty members for professional fees as well as studio

trips. There is also funding available at the faculty level for studio enhancements (field trips, guest lecturers, etc.) as well as the development of Interdisciplinary courses and research grants. During the five years of this reporting period, the Faculty of Architecture received almost $900,000 in research funding, of which $331,276, or 37% was directly awarded to Department of Architecture faculty members.

For the full financial report, please visit Accreditation 2024 .xlsx





Scholarships, Awards and Bursaries
The Faculty of Architecture is continually striving to provide additional funding for students. The best form of assistance is that provided through scholarships, fellowships, bursaries and teaching assistantships. Teaching assistantship positions, having course-specific qualifications, are openly advertised through UM Careers. Scholarships and fellowships are provided on merit, based on academic competition. Bursaries are awarded confidentially based on financial need and in most cases a minimum academic standing.

Scholarships & Bursaries available annually to Faculty of Architecture Graduate Students: $220,800
Scholarships & Bursaries available annually to Master of Architecture Students: $133,175
Scholarships & Bursaries available annually to Environmental Design Students: $39,575
Scholarships & Bursaries available annually to Environmental Design, Architecture Option Students: $32,775

Scholarships, Bursaries and Awards details can be found here
http://umanitoba.ca/faculties/architecture/award/awardsdatabase.html

The Faculty of Architecture Endowment Fund
The Faculty of Architecture Endowment Fund accrues through generous contributions by students, as well as alumni, staff and friends. The fund is administered by an Endowment Fund Committee, which is comprised of four students, two academics, two professionals, two alumni, and one friend of the Faculty (someone having cultural ties and/or business relations with the Faculty, recommended by the committee). Terms of Reference are posted online: http://umanitoba.ca/faculties/architecture/facstaff/EndowmentFund.html

The Endowment Fund is designed to advance the academic enrichment and research goals of the entire Faculty of Architecture. Grants may support conferences, speakers, special events, the acquisition of library material and special equipment, as well as encourage research and creative work. Each year the committee reviews applications and recommends distribution of funds based on the following key criteria:

- involves direct student inputs, leadership, and influence to peers;
- benefits a target number of constituent members or the larger community;
- offers unique, inventive and creative stimulation for the Faculty, and provide lasting value;
- enhances the Faculty's positive presence within the design community and the larger community;
- proponents are capability of carrying out the proposal and have sought alternate sources of funding.

The Endowment Fund has supported a diverse range of projects over the years, focusing primarily on initiatives that enrich architectural education, cultural awareness, and professional development within the design community. From 2018 to 2024, the fund has consistently backed projects that foster community engagement, promote diversity, and encourage innovative thinking. Among the most frequently supported projects are student-led events and activities such as meet-and-greet sessions, trivia nights, and mixers with professional organizations, which help build professional networks and foster collaboration among students and professionals. Significant financial support has been allocated to large-scale cultural events like the "Atmosphere" symposium and "Cultural Events/Food for Thought," which explore critical themes in architecture and design through workshops, exhibitions, and public discussions.

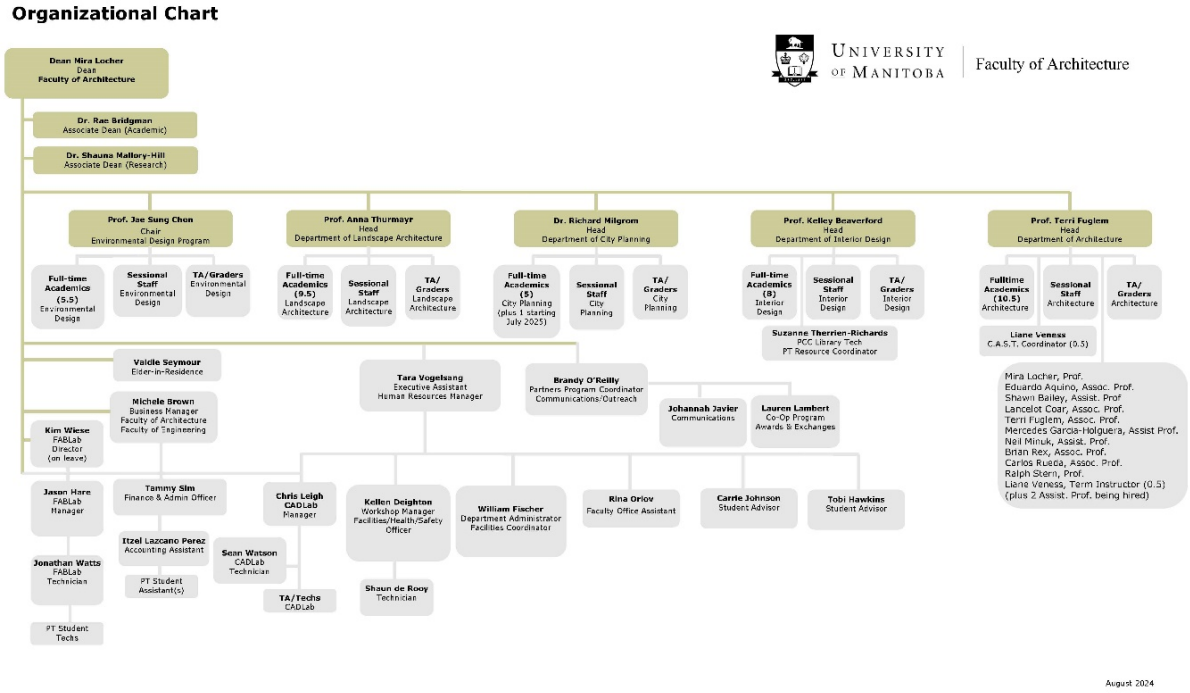
For the full list of award projects, please visit The Faculty of Architecture Endowment Fund.

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.



As indicated in the Organization structure above, the Faculty of Architecutre comprises 60 full time staff lead by a Faculty Dean. Three additional staff are currently in the hiring process, giving a total complement of 63 staff. Staff can be grouped into three functional areas: 38.5 Academic staff, of which 10.5 are in the Department of Architecture (two currently in the hiring process); 10.7 Administrative staff; 6.7 Technical staff, and the Elder-in-Residence. In addition to the positions idenitifed above, the Faculty hires numerous Teaching Assistants/Grader-Markers and part time student assistants to provide additional support in the FABLab and CADLab. Operational management of the Faculty is through the *Deans and Heads Committee* Chaired by the Dean. The *Deans and Heads Committee* meets once every second week from September through to the end of June. Additional

staff are frequently invited to meetings of the *Deans and Heads Committee* as relevant agenda items arise.The primary duties of each positon are summarized in the following.

Faculty Dean

The responsibilities of Faculty Deans are summarized in a University policy statement at: http://umanitoba.ca/admin/governance/governing_documents/officers/220.html

The Dean shall be responsible to the President in the administration of the Faculty. The Dean of a Faculty shall:

- exercise general supervision and direction over the Faculty, including its staff and the students registered in the Faculty;
- be the channel of official communication to and from the Faculty;
- have the right to call and chair all meetings of the Faculty Council and of department councils within the Faculty, subject to the right of the President to preside at any such meeting;
- have the right to call and chair all meetings of the Executive Committee, if any, of the Faculty Council;
- be a member ex-officio of all department councils within the Faculty and of all committees of the Faculty Council;
- have access to all records of the Faculty;
- deal appropriately with every complaint pertaining to the Faculty lodged with the Dean by any person;
- be responsible for the supervision, subject to the regulations and rulings of the Faculty Council and the Senate, of the program of studies for every student registered in the Faculty;
- recommend to the President the appointment, promotion, tenure, change of service, discipline, retirement, and dismissal, of the members of the staff of the Faculty;
- recommend to the President or to the Senate, or to both, any project which the Dean thinks advantageous to the Faculty;
- prepare and submit to the proper officer of the University all announcements of the Faculty to be included in the calendar or calendars of the University;
- prepare an annual budget for the Faculty with such assistance from the members of the staff or committees as the Dean may call for, and submit the budget to the President, or to such person, or persons, as the President may designate;
- present to the President at the end of each academic year a written report on the work of the Faculty during the preceding year, as well as the state and needs of the Faculty; and
- do such other things, exercise such other powers, and perform such other duties and services

- as may from time to time be properly prescribed or requested of the Dean by the appropriate authority.

The Dean may delegate any of the powers, duties and functions of the Dean as the Dean sees fit and prescribe conditions governing the exercise of any delegated power, duty and function, including the power of sub-delegation.

Associate Dean (Research)

- Chair of the Ph.D. Program in Planning and Design;
- Represent the Faculty to the Vice-President Research Office and meetings;
- Provide information and advice on research funding opportunities;
- Advise the Dean's Office on research initiatives and opportunities;
- Provide Faculty Council with strategic advice on scholarship and reporting on Research Committee meetings;
- Work with the Dean's Office to initiate and hold Research meetings, faculty research seminars and host presentations related to scholarship funding and application processes.

Associate Dean (Academic)

- Academic standing;
- Academic dishonesty;
- Academic integrity programming;
- Teaching awards and faculty recognition;
- Student awards and recognition;
- Admission and recruitment;
- Student retention;
- Undergraduate student experience facilities and space (including safety & health);
- International studies, cooperation and exchanges;
- Course Planning and Programs (CPAC);
- Equity and diversity;

Chair, Environmental Design Program

- Be the channel of official communication of the Environmental Design Program (ED Program);
- Overseeing and managing all aspects of the ED Program;
- Have the right to call ED Program Advisory Committee meetings;
- Be a member ex-officio of all committees of the ED Program;
- Recommend to the Dean the appointment, promotion, tenure, change of service, discipline, retirement, and dismissal, of the members of the staff of the ED Program;
- Be responsible for the assignment of duties to the members of the ED Program;

- Prepare and submit to the appropriate authority all announcements of the ED Program to be included in the calendar of the University;
- Present each year to the Dean a report on the work of the ED Program during the preceding year, for transmission to the President;
- Present to the Dean every year when required, an estimate of expenditures and receipts of the ED Program, for the next ensuing fiscal year;
- Do other such things, exercise such other powers, and perform such other duties and services as may from time to time be properly prescribed or requested of the Chair by the appropriate authority.

Heads of Departments

The responsibilities of Heads of Departments are summarized in a University policy statement at:
http://umanitoba.ca/admin/governance/governing_documents/officers/223.html

The Head of each Department shall be the chief executive officer of the Department. The Head shall be responsible to the Dean in the administration of the Department. The Head of Department shall:

- Be the channel of official communication of the Department;
- Have the right to call and preside at all meetings of the Department Council, subject to the right of the Dean and Director of the Faculty/School or the President to preside at any such meeting;
- Be a member ex-officio of all committees of the Department Council;
- Recommend to the Dean or Director the appointment, promotion, tenure, change of service, discipline, retirement, and dismissal, of the members of the staff of the Department;
- Be responsible for the assignment of duties to the members of the Department;
- Prepare and submit to the appropriate authority all announcements of the Department to be included in the calendar or calendars of the University;
- Present each year to the Dean or Director a report on the work of the Department during the preceding year, for transmission to the President;
- Present to the Dean or Director, every year when required, an estimate of expenditures and receipts of the Department, for the next ensuing fiscal year;
- Do such other things, exercise such other powers, and perform such other duties and services as may from time to time be properly prescribed or requested of the Head by the appropriate authority.

The Head may delegate any of the powers, duties and functions of the Head as the Head sees fit and prescribe conditions governing the exercise of any delegated power, duty and function, including the power of sub-delegation.

Support Staff

Since the last CACB Accreditation several of the Support Staff positions and functions have been reviewed with the aim of maximizing the effectiveness and efficiency of the organization. A direct result of this is that the student advisors are no longer split as one undergraduate advisor and one graduate advisor, to ensure that there was fully trained backup support, the positions have now been split by program. One advisor will serve ED2 students, ED 3 & 4 L+U & Interior streams, and MLA and MID programs. The other advisor will serve ED 3 & 4 Architecture steam, and M.Arch, MCP & the PhD program. This split will ensure that each advisor has a full working knowledge of all undergraduate and graduate programs. Each advisor will now be able to serve as backup to the other. The Assistant, student services position was reviewed and updated to include additional administrative support within the Faculty and revised to Faculty Office Assistant, this provided additional support to all Departments and allows this position to be the backup to the one Department Administrator.

Additionally, since the last CACB Accreditation four new support staff positions have been established, including:

1. Financial Assistant, Full time position (from shared with Engineering @ one day per week).
2. FabLab Technician, Full time position (from student position)
3. PCC Resource Coordinator, Part time position (from a student position)
4. Gallery Coordinator, Part time position

We have also added Elder Valdie Seymour to the Faculty as Elder-in-Residence three days a week.

Administrative Staff

<u>Office of the Dean</u>

Michele Brown:	Faculty of Architecture: Business Manager, Faculty Budget and Strategic Planning. Oversees work of Financial Services administrative staff. Faculty of Engineering: Business Manager, Faculty Budget and Strategic Planning and Human Resources.
Tara Vogelsang:	Confidential Assistant to the Dean and Faculty of Architecture Human Resource manager: Administrative support to the Dean and Associate Deans. Tenure & Promotion, Research Study, Admin and other Leaves,

Performance Evaluations, Academic Recruitment & Searches, Payroll, Staff Scheduling & Vacation Approvals, Annual Activity Reports, Academic & Non-Academic Misconduct, Faculty Executive, Faculty Council, Curriculum Committee, Endowment Fund, Elder Support.

Communications

Brandy O'Reilly: Coordinator, Communications Specialist, Partners Program. All Faculty communications, promotion, special events, alumni contact, web design and administration, student recruitment, oversee Faculty of Architecture Coop Program and Faculty of Architecture awards.

Johannah Javier: Assistant, Communications/Partners Program: Assists Faculty of Architecture Coordinator with communications, promotion, special events, web design/administration.

Lauren Lambert: Coordinator, Coop/Work Placement Program, Awards & Exchanges: Oversees COOP/Work Placement Program, Faculty Awards coordination and Student Program Exchanges.

Financial Services

Tammy Sim: Financial Administrator, Department/Program budgets, work with Business Manager/Department Heads/Chair on budget forecasting and planning, work with faculty members and staff and students on matters related to academic travel funds (PDA), field trips, claims for reimbursement, visa purchases, manage hiring process for sessional and teaching assistant part-time appointments and manages payroll for all hourly employees.

Itzel Lazcano Perez: Financial Assistant, processes Architecture Hourly Payroll, CUPE 3909 hiring – Sessional, TA, RA, Hourly Staff, Honoraria, Concur Claims (Unit Expert), Support Finance and Administration Officer. Back-up Reception.

Student Services

Carrie Johnson: Advisor, Student advisor for Environmental Design Program, ED2 students, and ED3 & ED4 L+U and Interior students, Master of Landscape Architecture and Master of Interior Design. Including admissions, registration, and student appeals.

Tobi Hawkins: Advisor, Student advisor for Environmental Design Program, ED 3 & 4 Architecture streams. Advisor for Master of Architecture Students,

Master of City Planning and the PhD. Program. Including admissions, registration, student appeals.

Administrative Services & Facilities

William Fischer: Coordinator, Administrative Services & Facilities: Undergraduate/Graduate Program/Department administration; provides assistance to Chair/Heads, academic searches, Council/bylaws, accreditation, program reviews, travel bookings and claims, etc. On behalf of the Dean's Office oversees Faculty facility management, including health, safety and security, card swipe & keys.

Rina Orlov: Faculty Office Assistant, Reception, Accreditation support, Academic Scheduler, room bookings, SRI coordinator, Field Trip waivers, DHL letters, courier, mail and supplies. Back up support to Administrative & Student services.

Technical Staff

CADLab

Chris Leigh: Coordinator, CADLab: Technical support, equipment & inventory.

Sean Watson: Technician, CADLab: CADLab print lab, printing credits, equipment booking, general technical assistance.

FABLab

Jason Hare: Coordinator, FABLab: Provide specialized instruction and formalize functional workflows for complex rapid prototyping sequences and systems analysis. Technical support, equipment & inventory.

Jon Watts: FabLab technician: Provide specialized instruction and technical assistance to all students and staff of the techniques and methods that accompany all modes of digital fabrication.

Workshop

Kellen Deighton: Coordinator, Workshop, Faculty Facilities & Safety Officer: Workshop management; technical support, safety orientation, new student orientation.

Shaun De Rooy: Provides technical assistance in Workshop & FabLab.

CAST

Liane Veness: Coordinator, CAST: Centre for Architectural Structures and Technology: oversee use of the facility in support of both research and educational objectives. Responsible for health and safety in CAST and special projects. Half time position; the other half of position is as an Instructor in Department of Architecture.

Product Catalogue Collection

Suzanne Thierren-Richards:
Resource coordinator: Product Catalogue Collection: implements programs and
support from the manufacturing community to support the collection.

A2G Gallery

Ainsley Johnston: Gallery Coordinator, A2G Gallery: responsible for the operation of the ARCH 2 Gallery, including all administrative and programming aspects and is responsible for the selection of exhibitions that reflect the various interests of all the departments within the Faculty of Architecture.

The Faculty also employs students for various part-time positions in the FabLab, Workshop and CADLab.

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.

<u>Specification of the Degrees Offered</u>

Degrees offered The Faculty of Architecture offers 2 degrees for those interested in pursuing a career path in architecture:

1. B.Env.D.-Architecture Option: a four-year pre-professional Bachelor of Environmental Design degree with a two-year ED Architecture Option
2. M.Arch: a two-year professional Master of Architecture degree (accredited). M.Arch applicants typically have a four-year pre-professional degree with an emphasis in architectural design, comparable to our B.Env.D.-Architecture Option.

B.Env.D.-Architecture Option

The B.Env.D. program comprises two years of general multidisciplinary foundation studies (U1/ED1 and ED2), followed by two years of disciplinary specific intermediate studies (ED3 and ED4). Years three and four are "option years," wherein students competitively elect

into one of three options: Architecture, Interior Environments, or Landscape + Urbanism. Students intending to pursue a two-year professional M.Arch program must successfully complete the ED3 & ED4 Architecture-Option years. (See Program Diagram in 1.1 Program identity and Mission, Description of the Program, *put section here or better, link to SharePoint*

This structure, which has been in place since 2008, effectively makes the overall program structure 2 + 2 + 2: two years of ED Foundation Studies + two years of ED-Architecture Option studies + two years of M.Arch studies.

General Studies: 45 credit hours (U1/ED1 & ED2) + 18 Undergraduate Elective credit hours
The two-year foundation studies of the Environmental Design program (U1/ED1 and ED2) satisfy the general studies requirements. These foundation studies cover a variety of introductory courses spanning arts and science: visual literacy and media; the history of culture, ideas and environment; environmental design; ecology; natural and human systems; tectonic precedent; materials and assemblies; and two general design studios.

Oriented toward multidisciplinary design studies, these courses are sufficiently broad in scope and introductory in nature to expose students to many facets of the liberal arts as well as the design disciplines. This pedagogy provides students with opportunities to develop critical thinking and communication skills in relation to a variety of topics. The overall program curriculum requires 63 credit hours of general studies: 45 credit hours of foundation studies offered by the Faculty of Architecture's Environmental Design program; plus 15 credit hours of U1 electives (6 in Arts, 6 in Science, and 3 in Arts or Science), including university requirements in written English and mathematics; plus 3 credit hours of open electives in the ED3 and ED4 years.

Architecture Option (ED3 & ED4)
The two-year Architecture Option of the B.Env.D. degree program provides students with the pre-professional coursework required for admission to the two-year M.Arch degree program. These courses cover a broad base of architectural knowledge and include: drawing, history/theory, architectural technology, and four design studios.

Architecture Option students take an additional three credit hour open elective in the ED3 or ED4 year. For this elective, most students transfer an extra Arts or Science elective taken during their first two years of study, while others take a course in the School of Art or Faculty of Arts.

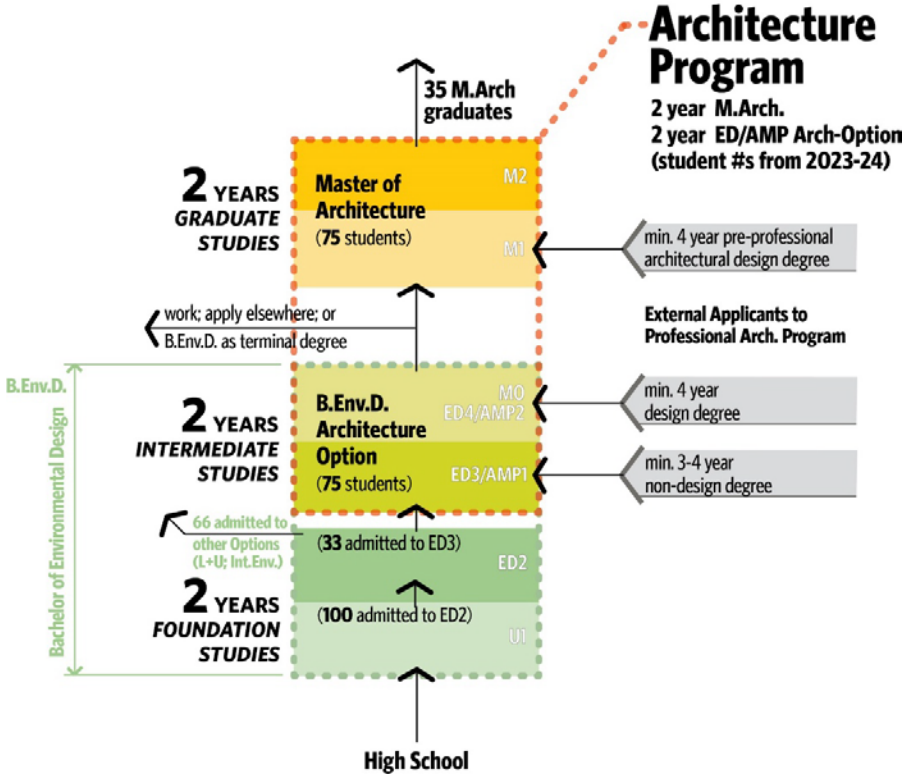
Architecture Master Preparation program (AMP)

Students with an undergraduate degree that is not a pre-professional undergraduate design degree must apply to the Architecture Master Preparation program (AMP). AMP students complete a minimum of three years of professional studies to earn a first professional M.Arch degree.AMP1 is for students holding a non-design degree and requires two years of study before applying to the 2-year M.Arch. These students will have already acquired an equivalent amount of general studies in other degree programs and receive the B.Env.D. degree after two years. Students holding a non-architecture design degree (such as Interior Design), may be admitted to AMP2, requiring one year of study before applying to the M.Arch. AMP1 and AMP2 students follow the ED3 and ED4 curriculum

Master of Architecture (M.Arch)

Students with the undergraduate B.Env.D. degree from the University of Manitoba complete the M.Arch in two years. Applications from students who apply to the two-year M.Arch degree program with an undergraduate pre-professional or professional architecture degree from another institution are vetted for equivalency. (For details, see Program Admissions and Advanced Placement below.) Students may be required to take additional coursework prior to starting the two-year M.Arch degree curriculum, adding one year to completion. This “M0” pilot was started in 2023-24 and will be formalized during the 2024-25 academic year as a pre-master qualifying (PMQ) year. The “M0” courses are drawn from the ED4 curriculum.

Courses in the M.Arch curriculum build on the broad base of the B.Env.D-Architecture Option curriculum and include: advanced architectural technology, research topics in history and theory, professional practice and legal aspects of architecture practice, two design studios, and design thesis research and studio.



Within the M.Arch curriculum, students take six credit hours of electives. These may consist of the following: any combination of 1.5-credit Topics courses offered by the Department of Architecture in Advanced Technology (ARCH 7000/7010) and/or Research Topics in History and Theory (ARCH 7020/7030); any 3000-level or higher course within the Faculty of Architecture; any 3000-level or higher course within the University (or a special course of study at another recognized institution), with the approval of the Department Head; or any ARCG 7070 Topics in Environmental Process and Design course, offered as an open elective or independent study, as approved by the Instructor and Department Head. See TOPICS COURSES

Curriculum Outline by Level: Bachelor of Environmental Design (B.Env.D.) and AMP
Foundation Studies (years 1 and 2)

Year/Level	Course No.	Course Name	Credit Hours
U1/ED1	EVDS 1600	Introduction to Environmental Design	3
	EVDS 1602	Visual Literacy	3
	EVDS 1660	History of Culture, Ideas and Environment 1	3
Fall	Faculty of Arts/Science Elective(s)		6
	EVDS 1670	History of Culture, Ideas and Environment 2	3
	EVDS 1680	Environmental Technology	3
Winter	Faculty of Science/Arts Elective(s)		9
ED2	EVDS 2100	Urban Media Lab (Pre-Fall)	3
	EVDS 2400	Visual Media 1	3
	EVDS 2500	Design Studio 1	6
	EVDS 2600	Tectonic Precedent	3
Fall	EVDS 2702	Natural and Human Systems	3
	EVDS 2800	Visual Media 2	3
	EVDS 2900	Design Studio 2	6
	EVDS 2200	Ecology and Design	3
Winter	EVDS 2300	Materials, Structures and Assemblies	3
		subtotal: 63 cr.hr.	

Intermediate Studies: ED-Architecture Option AMP 1 (ED3 + ED4), AMP 2 (ED 4)

ED3	EVAR 3012	Arch Tech Prep pre-term block course (AMP1s only)	3
	EVAR 3014	Drawing: Freehand & Digital	3
	EVAR 3008	Architecture Design Studio 1	9
	EVAR 3004	Arch Tech 1 - Structural + Sustainable Use of Materials	3
Fall	EVAR 3000	Pre-Modern Architectural History and Theory I	3
	EVAR 3010	Architecture Design Studio 2	9
	EVAR 3006	Arch Tech 2 - Bldg Constr'n, Structures + Envelopes	3
	EVAR 3002	Pre-Modern Architectural History and Theory II	3
ED4	EVAR 4004	Architecture Design Studio 3	9
	EVAR 4002	Arch Tech 3 - Building Systems	3
Fall	EVAR 4000	Modern Architectural History and Theory I	3
	EVAR 4010	Architecture Design Studio 4	9
	EVAR 4008	Arch Tech 4 – Comprehensive Design Tech Report	3
Winter	EVAR 4006	Modern Architectural History and Theory II	3
	Elective (taken anytime)		3
		subtotal: 66 cr.hr.	

B.Env.D. total program credit hours: 129

Curriculum Outline: Master of Architecture (M.Arch)

Year/Level	Course No.	Course Name	Credit Hours
M1	ARCH 7050	Arch Studio 5 + Comprehensive Program Report	9
	ARCH 7040	Professional Practice	3
	ARCH 7000	Advanced Technology Topics 1	1.5
Fall	ARCH 7020	Research Topics: History + Theory 1	1.5
	ARCH 7060	Arch Studio 6	9
	ARCH 7350	Legal Aspects of Architectural Practice	3
	ARCH 7030	Research Topics: History + Theory 2	1.5
Winter	ARCH 7010	Advanced Technology Topics 2	1.5
M2	ARCH 7070	Design Research Studio	9
Fall	Various Elective (or 2 Topics Courses)		3
	ARCH 7080	Technology Thesis Report	3
	GRAD 7090	Design Thesis	0 (pass/fail)
Winter	Various Elective (or 2 Topics Courses)		3

M.Arch total program credit hours: 48

How Performance Criteria and Pedagogical Goals Are Met in the Curriculum
The six Program Performance Criteria and five areas of Student Performance Criteria are covered in the two years of the B.Env.D.-Architecture Option and the two years of the M.Arch degree program. These four years capture all students, including the AMP 1&2 and the M0 (PMQ) students. The chart below separates the ED3&4 and M.Arch curricula by subject area, to relate more closely to the PPCs and SPCs.

Professional studies total 105 credit hours, distributed across the undergraduate and graduate curriculum: 63 credit hours in the ED3 and ED4 Architecture Option years of the Bachelor of Environmental Design program, and 42 credit hours in the M1 and M2 years of the Master of Architecture program. There are 177 credit hours required for the combined curriculum: 129 for the pre-professional B.Env.D., plus 48 for the professional M.Arch.

Professional Studies are comprised of the following general areas: drawing, design, technology, history/theory, and professional practice. Each term has a balance of design, technology and history/theory (as shown in the chart above). This mix is intended to cultivate cross-fertilization and to encourage students to recognize these pedagogical areas as thoroughly intertwined.

Professional Studies Curriculum Outline by Level (ED3&4, M.Arch) and Subject Area

Level/subject	Course No.	Course Name	Credit Hours
ED3 + ED4			
Drawing	EVAR 3014	Drawing: Freehand & Digital	3
Design	EVAR 3008	Architecture Design Studio1	9
	EVAR 3010	Architecture Design Studio 2	9
	EVAR 4004	Architecture Design Studio 3	9
	EVAR 4010	Architecture Design Studio 4	9
Technology	EVAR 3012	Arch Tech Prep *pre-term block course (AMP1s*)	3
	EVAR 3004	Arch Tech 1 - Structural + Sustainable Use of Materials	3
	EVAR 3006	Arch Tech 2 - Bldg Constr'n, Structures + Envelopes	3
	EVAR 4002	Arch Tech 3 - Building Systems	3
	EVAR 4008	Arch Tech 4 – Compr. Design Tech Report	3
History Theory	EVAR 3000	Pre-Modern Architectural History + Theory I	3
	EVAR 3002	Pre-Modern Architectural History + Theory II	3
	EVAR 4000	Modern Architectural History + Theory I	3
	EVAR 4006	Modern Architectural History + Theory II	3

subtotal: 63 cr.hr.

Level/subject	Course No.	Course Name	Credit Hours
M.Arch: M1 + M2			
Professional Practice	ARCH 7040	Professional Practice	3
	ARCH 7350	Legal Aspects of Architectural Practice	3
Design	ARCH 7050	Arch Studio 5 + Comprehensive Program Report	9
	ARCH 7060	Arch Studio 6 (Comprehensive Design Studio)	9
	ARCH 7070	Design Research Studio	9
	GRAD 7090	Design Thesis	0
Technology	ARCH 7080	Technology Thesis Report	3
	ARCH 7000	Advanced Technology Topics 1	1.5
	ARCH 7010	Advanced Technology Topics 2	1.5
History Theory	ARCH 7020	Research Topics: History + Theory 1	1.5
	ARCH 7030	Research Topics: History + Theory 2	1.5

subtotal: 42 cr.hr.

How the Program Meets its Pedagogical Goals

PPC1 Professional Development

PPC1 is met and achieves its pedagogical goals in the curriculum through the following courses: Design Studios 1, 2, 3, 4, 5, 6 (**EVAR 3008**, **3010**, **4004**, **4010** and **ARCH 7050**, **7060**), Legal Aspects (**ARCH 7350**) and Professional Practice (**ARCH 7040**). Design studios are taught by instructors with professional experience, of whom are four full time are registered architecture and have their own practice; registered architects and engineers are frequently consulted and attend reviews. Students learn about career paths and opportunities in studios, but also in Legals Aspects and Professional Practices where they have contact with firms and learn how they are structured and operate.

PPC2 Design Education

PPC2 is met and achieves its pedagogical goals in the curriculum through the following courses: primarily in Design Studios 1, 2, 3, 4, 5, 6, 7 (**EVAR 3008**, **3010**, **4004**, **4010** and **ARCH 7050**, **7060**, **7070**), Design Thesis (**GRAD 7090**), and supported by design culture in Drawing: Freehand & Digital (**EVAR 3014**), Modern and Pre-Modern History/Theory (**EVAR 3000**, **3002**, **4000**, **4006**), Arch Tech 1, 2, 3, 4 (**EVAR 3004**, **3006**, **4002**, **4008**) and Tech Topics Courses (**ARCH 7000**, **7010**). Design culture infuses the curriculum, and the technology and history/theory courses support, inform and inspire the design studios.

PPC3 Global Perspective and Environmental Stewardship

PPC3 is met and achieves its pedagogical goals in the curriculum through the following courses: Design Studios 1, 2, 3, 4, 5, 6, (**EVAR 3008**, **3010**, **4004**, **4010** and **ARCH 7050**, **7060**), Design Thesis (**GRAD 7090**), Modern and Pre-Modern History/Theory (**EVAR 3000**, **3002**, **4000**, **4006**), Arch Tech 1, 2, 3, 4 (**EVAR 3004**, **3006**, **4002**, **4008**) and Tech Topics Courses (ARCH **7000**, **7010**). Design studios cover many examples of local contexts (urban, rural and indigenous) as well as global issues in the selection of project sites, field trips and studio themes (contemporary issues, such as housing). History and Theory courses cover colonialism, as well as western and non-western subjects from antiquity to the present, Environmental issues are covered in all studios, and technical offer analysis of energy use and material production. Design Theses by students cover a wide array of local, global and environments issues.

PPC4 Collaboration, Leadership and Community Engagement

PPC4 is met and achieves its pedagogical goals in the curriculum through the following courses: Design Studios 1, 2, 3, 4, 5, 6 (**EVAR 3008**, **3010**, **4004**, **4010** and **ARCH 7050**, **7060**). Design studios incorporate interdisciplinary engagement with community groups that require varying levels of collaboration. Community exchange and design-build

projects develop interpersonal and social awareness, cooperation, skill-sharing, communication (verbal and graphical) and leadership skills toward teambuilding.

PPC5 Technical Knowledge

PPC5 is met and achieves its pedagogical goals in the curriculum through the following courses: Design Studios 1, 2, 3, 4, 5, 6, 7 (**EVAR 3008**, **3010**, **4004**, **4010** and **ARCH 7050**, **7060**, **7070**), Design Thesis (**GRAD 7090**); Drawing: Freehand & Digital (**EVAR 3014**), Arch Tech 1, 2, 3, 4 (**EVAR 3004**, **3006**, **4002**, **4008**) and Tech Topics Courses (**ARCH 7000**, **7010**). and Tech Topics Courses (**ARCH 7000**, **7010**) and Technology Thesis Report (**ARCH 7080**). Design Studios in the lower years apply fundamental technology knowledge in a graduated way, with increasing complexity. Design studio is supported and augmented by the Technology suite of courses. The ED3 drawing course introduce conventions of technical drawing (analogue and digital). Tech Topics explore emerging technologies at the graduate level. Technology is to be seen as integral to design; Studios 5 and 6 demonstrate a student's mastery over technological synthesis and comprehensiveness. Design-build projects demonstrate construction techniques processes and their relationship to design thinking through-out the program.

PPC6 Breadth of Education

PPC6 is met and achieves its pedagogical goals in the curriculum through the following courses: Modern and Pre-Modern History/Theory (**EVAR 3000**, **3002**, **4000**, **4006**), Arch Tech 1, 2, 3, 4 (**EVAR 3004**, **3006**, **4002**, **4008**), Tech Topics electives (**ARCH 7000**, **7010**) and Research Topics: History + Theory electives (**ARCH 7020, 7030**) are courses offered within the program that serve to broaden and deepen the understanding of humanity. Students entering the program at any point will, coming from ED2 or with prior degrees (AMP1/2 M0), will have had exposure to a broad number of general studies and elective courses. ED2 student will have already taken five electives courses of their own selection in sciences and humanities before entering the ED3 Option. ED3 and ED4 have the opportunity to take one more elective, and M.Arch students in the M1 and M2 students can take six electives of their own choosing in addition to the require 3.0 credit hours required each in Tech Topics and History/Theory Topics offered by the program. The undergraduate suite of courses in history and theory offer the contextualization of various building epochs, illustrating the cultural and historic mileu of many architecture studied.

Program Components Outside the Purview of the Department

No required program components lie outside the program's purview – all courses required for the program are taught within the Department of Architecture. The exception to this is any course that is part of a study abroad term or year that is used to meet a program requirement (other than an elective) and is taught at a partner institution. In such cases, the course syllabus and assignments are reviewed by the Department Head to assure equivalency.

M.Arch Program Admissions and Advanced Placement

Program Admissions

Admission to the M.Arch program at the M1 level is contingent on applicants having a minimum four-year pre-professional degree with an architectural focus. Pre-professional degrees must cover the equivalent of two years of general studies, and two years of professional studies equivalent to that offered in our ED3 and ED4 Architecture Option years (four architectural design studios, four technology courses of comparable content, four history/theory and/or humanities courses of comparable breadth, plus drawing and/or visual media). Applicants that are promising but have deficiencies can be placed in "M0," a pre-masters qualifying year that is being piloted.

English Language Proficiency Test (if applicable), two reference letters, proof of identity, proof of name change (if applicable), digital portfolio, and application fee. Each of these materials is described online, included in-depth guidelines for the digital portfolio (see ar_2020_admission_guidelines_v2.pdf (umanitoba.ca)).

Applications are screened for basic compliance by the Graduate Student Advisor prior to review by the Department of Architecture's Graduate Admissions Committee. Applicants not meeting the admissions curriculum requirements may be advised to apply to the Architecture Master Preparation (AMP) Option. AMP1 is typically for students with a 3-4 year non-design degree (in Arts, Science, Geography, Business, etc.), and requires two years of study in the ED3 and ED4 Architecture Option curriculum before applying to the M.Arch program. AMP2 is for students with a minimum four-year design degree with a non-architectural focus (Interior Design, Landscape Architecture, etc.). AMP2 requires one year of study in the ED4 curriculum before applying to the M.Arch program.

After the initial screening, qualified applications are reviewed by the Admissions Committee, with each application receiving rankings from at least two committee members. Rankings of "recruit," "accept," "waitlist" and "deny" are based on the following breakdown: 50% portfolio, 20% transcripts, 10% statement, 10% CV/resume and 10% references. Final admission decisions are done in discussion with the committee and confirmed with the department head.

Advanced Placement and Transfer Credits

Since our program now offers the M0 Option pilot (a 3-year Master's with a qualifying year) it is possible for students admitted to the 3-year M.Arch program to gain advanced placement in some courses. In every case of transfer credits and advanced placement, a close review of transcripts, applicable course outlines, and course work from other institutions are reviewed in comparison with degree requirements and course outlines for our M.Arch program. If transfer credits are being accepted for core curriculum areas, then course outlines and course work are additionally reviewed for meeting the CACB Student

Performance Criteria assigned to that course, according to our Program's SPC Matrix. The Department Head, typically in consultation with the Department's Admissions Committee, evaluates requests for transfer credits and advanced placement on a case-by-case basis in compliance with the Program's Faculty of Graduate Studies Supplemental Regulations and University policy (cited in section 4.2).

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.

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.

The program invites professional organizations, architects and building consultants to participate in every aspect of the curriculum: design studios, technology and lecture courses, workshops, public lectures and events, and as consultants. Wherever possible we hire licensed architects to teach; three of our continuing faculty members have active Manitoba-licensed practices (Bailey, Minuk, and Veness) and others have licensure in Manitoba (Locher, Stern), Ontario (Bailey), the USA (Locher, Stern), Colombia (Rueda) and Spain (Garcia-Holguera). Of the sessional instructors currently teaching, six are licensed MAA members (Banman, Burke, Loewen, Reis, Taylor), and another four are MAA intern members (Friesen, Merasty, Piper, Ragunathan).

The design studios are a locus of learning about the relationships of practice and design. Consultants and practitioners are invited to reviews in all studios: ED3, ED4, M1 and M2 levels. The following are a sampling of MAA members who attended studio reviews in recent years: Reanna Merasty (*intern*); Rachelle Lemieux, Kailey Kroeker, Chris Burke; Evan Taylor; Danielle Desjarlais (*intern*); Pauline Thimm (Dialog); Lawrence Bird; Ryan Gorrie; Jenni Joorisity; Andrew Lewthwaite, Jessica Piper (intern) Rachael Alpern, Amanda Reis, Matthew Rajfur,(intern), KC McCormic, Ken Borton, Karen Shanski, Richard Derksen, Dustin Sharrow, Al Coppinger, Ryan Marques, Tom Monteyne, Jason Kun, Chris Gilmour, Terry Danelley, Herbert Enns, Rick Derksen, Lindsay Oster, Doug Hanna) and licensed architects from other jursidictions (Nicole Huber, Rahul Sehijpaul, Jeannette Nieke, Manfredo Corado, Gabi Alonzo, Skarlet Rios, Jaun Pablo Ramirez). Likewise, professional engineers have been consulted for studios and courses (Thomas Auer, John Wells, Jon Reid, Josh Munro, and the late Colin Gibbs) as well as many other professionals and industry representatives.

In 2024-2025 the program will benefit from the “Indigenous Practitioners” program, initiated by Dean Locher. A licensed practitioner and alumnus, Ryan Gorrie, will attend design studios and conduct workshops with students and faculty to foster dialogue and understanding of indigenous culture and practices where they touch on architectural concerns.

The final studio at the ED4-level (Studio 4) attempts to achieve a higher level of comprehensiveness, linking building plans, structural systems, and envelop development decisions to design development. Students prepare a full set of construction drawings of their Studio 4 building their Arch Tech 4: Comprehensive Design Technology Report
The M1 year curriculum is entirely dedicated to architectural practice. Studio 5 entails the drafting of a Comprehensive Program Report prepared as the basis of Studio 6. Shared studio lectures by professionals investigate site design, environmental systems, life safety and technical documentation. Studio six integrates site, program, structure, envelope, material finishes, building systems into a full set of construction drawings.

Beginning in the 2024-2025 year, M1 studios will benefit from a dedicated professional consultant to give seminars and workshops on architectural planning and detailing. Architect Al Coppinger, who has over 30 years of experience on a vast array of project types will pilot this new arrangement.

Two other M1-level graduate courses are fully dedicated to informing students about the intricacies of practice: Professional Practice (ARCH 7040), taught by accomplished alumnus Michael Banman (MAA, SAA, OAA , principle and Design Director for western Canada at Stantec,) and Legal Aspects of Architectural Practice (ARCH 7350) taught by eminent ethicist Arthur Schafer, and Kelsey Desjardine, a construction lawyer. Together these courses cover professional ethics, the Architect's Act, regulatory bodies, contract law, types of practices, paths to licensure, business and financial practices, marketing, duty to the public and ethics.

For Design Thesis external examiners, we look for highly accomplished academics and practitioners (many are both) External Examiners

Cultural Events, Gallery and Events
Cultural Events offers a full program of lunchtime and evening lectures, mostly by practitioners in Architecture, Landscape Architecture, Interior Design and City Planning. Evening lectures are more often attended by professionals, mixing with the student audience. The Arch2 Gallery frequently showcases the work of contemporary practitioners from all four disciplines.

Co-op Program
The Cooperative Education (Co-op) Program offers motivated students paid work experience directly relevant to their academic program under the supervision of practicing professionals. The Co-op Program offers the unique opportunity of professional experience in a structured setting and is designed to complement our current academic

programs. It is available to graduate students across all four professional programs—Architecture, Landscape Architecture, Interior Design, and City Planning—as well as to undergraduate Environmental Design students in their third or fourth year.

Key Benefits:

- Enhances academic learning through real-world application.
- Develops design, planning, and professional communication skills.
- Provides opportunities for networking, mentorship, and leadership development.
- Offers workshops on resume writing, interview skills, and professional communication.

The program requires students to participate in a four-month work term, typically over the summer, though eight and twelve-month placements may be considered. Upon securing a placement, students must enroll in a Work Term course (EVDS 3800 or ARCG 7150) and submit a report for each term. Credits earned through the Co-op Program do not replace degree requirements but are an additional opportunity for experiential learning.

The program fosters strong connections between academic and professional communities, drawing on the Faculty of Architecture's established industry partnerships. It provides regular networking opportunities, allowing students to engage with professionals in the architectural field. A significant benefit of the program is its role in acquainting students with the registration process, enabling them to leverage their work experience to initiate internships and potentially earn credit toward registration in the discretionary category.

Since its inception in 2017, the Co-op Program has received enthusiastic feedback and continues to evolve based on input from employers, students, and faculty. It fulfills the University of Manitoba's priority of "inspiring minds" by increasing opportunities for experiential learning, as outlined in the strategic plan *Taking our Place* (2015-20) and supporting the *University of Manitoba Strategic Plan, MOMENTUM Leading Change Together* (2024-2029) by establishing and maintaining partnerships with industry members.

Networking and skills-development are key components of Cooperative Education. Required workshops cover interview skills and professional communications, as well as resumé composition and cover letter writing. In 2024, the portfolio workshop included 95 students (59 from Architecture) and 30 professionals, who mentored students via candid counsel, personal feedback, and inspiring examples.

Students are responsible for securing their own work placements, although the Partners Program office facilitates sharing job postings and communication with employers. The submission of a written report covering the work completed is required for each professional assignment. Each successfully completed work term and its corresponding report receives a Pass/Fail grade and is rated at one credit hour for undergraduate students (EVDS course) and zero credits for graduate students (ARCG course).

Students have gained experience with firms locally and internationally, and the program remains a key element in fostering the next generation of architects. Since 2018, students have or are working for such firms as 1x1 Architecture; 5467896 Architecture; Affinity Architecture; Architecture49; Beijing Institute of Architectural Design; BLDG Architecture Office Inc.; Boreal Architecture; D'Ambrosio Architecture + Urbanism; Diamond Schmitt Architects ; Elm Builders; f-Blok; Group2 Architecture Interior Design Ltd.; Hanson + Jung Architects, Toronto; Kirkor Architects and Planners; LM Architectural Group; LOCI Architecture + Design; MCM Architects; MMP Architects; Monteyne Architecture Works Inc; MQN Architecture; Number TEN Architectural Group; Prairie Architects; Public City Architecture; Raymond Wan Architects; Rick Balbi Architect Ltd.; Scatliff+Miller+Murray; Shanghai Xian Dai Architectural Design Co., Ltd; Shape Industries; Stantec; Unit 7 Architecture; Up North Architecture Inc.; Verne Reimer Architects; and Voitec Architect Inc.

For more information on our Co-op Program https://news.umanitoba.ca/building-a-rockstar-resume/

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.

Design Education: Design Studios

Design Studio is the nexus of our program. Design education permeates all aspects of the curriculum. All other courses orbit studio – both informing and being informed by design praxis. At all four levels (ED3, ED4, M1 and M2) Design Studio is allotted two full uninterrupted days so that students can concentrate on research, analysis, play, as well as time for site visits, research, dialogue with peers, reviews and collaboration. The 9.0 credit hour studio requires 4.5 hours of instruction on each of those days, but the generous scheduling allows for flexibility in the allotment of instruction time and affords ample time for students to work on their own, converse with students, visit the woodshop or FABLab, etc., outside of formal instruction and reviews. The studios offer ample studio space for physical modeling, sketching and hand-drafting. They are equipped with bright lighting, well-designed desks and comfortable chairs by Herman Miller, storage lockers, and

cutting mats. Students have their own desks and access to the buildings from 6:00 am to 1:00 am, including weekends. Students are encouraged to experiment with analogue formats (hand drawing, collaging, sketching, painting, model-making, joinery, prototyping, etc.) as well as purely digital and hybrid formulations. The woodshop, CADlab and FABLab provide resources for digital rendering, animation, model-making and fabrication.

Studio pedagogy, at all levels, emphasizes iterative processes by which students are engaged with discovery, design exploration through various media, and critique and self-critique through formal and informal reviews. Each studio, while framed according to a theme formulated and inspired by each instructor and their research interests, follows curricular goals set by the department. Throughout the program, design studio themes link social, ecological and theoretical issues to design projects. As students progress through the program, technical abilities are introduced with greater complexity and linked to the building's meaning, aesthetics and cultural program. Basic structures, wall sections, and material choices are introduced in ED3 studios and elaborated on in upper-level studios that introduce programmatic complexity.

ED3 Foundation year Studios 1 and 2 (**EVAR 3008/3010**) attended by incoming ED2 students from the ED program (as well as AMP1 students with prior degrees, but without a design education) set out to equip the students with essential design tools and skills at various scales. Studio 1 introduces short exercises that hone the student's powers of observation through various media (analogue and digital): photography, video, animation, collage, modeling, and the like. The term concludes with a small project and site analysis. Studio 2 emphasizes the importance of site, context, program and materiality in a small building project. Basics skills of formal composition, planning, structures, wall assembly, site planning and landscaping are acquired before student progress to Studios 3 and 4 at the ED4/M0 level. To ensure continuity over the academic year, Studios 1 & 2 are linked thematically and taught by the same instructor.

Whereas ED3 studios carefully build skills and values over two terms, ED4/M0 Studios 3 and 4 are single term studios, allowing students to select shorter studios according to their own interests. Studio themes are widely varied, offering a choice of rural site, community design, tight urban spaces, even sites abroad, such as the Berlin studio. The pace of the studio quickens, as each student must balance in-depth program analysis and site research with design decision-making and adapting to a faster pace, thus preparing students for the steady workflows of practice. Studios link social, cultural, programmatic and formal design considerations more directly to technical aspects. The second term Studio 4 attempts to achieve a higher level of comprehensiveness by linking building plans, structural systems, and envelop development decisions to the culturally laden values of appearances, materiality, siting, access to views and light, etc. Students apply what they are learning in their technology courses – building and life-safety systems, structures,

envelopes – to buildings they are authoring. Students prepare a full set of construction drawings of their Studio 4 buildings for their Arch Tech 4: Comprehensive Design Technology Report.

M1 Studios 5 and 6 are the most comprehensive design courses in the program. Studio 5 entails design research for a mixed-used building on a complex urban site, the outcome of which is a Comprehensive Program Report prepared as the basis of Studio 6. Seminars on architectural theory explore ways to assert positions and aesthetic intentions of each student. Shared studio lectures investigate site design, environmental systems, life safety and technical documentation. Studio 6 explores and fulfils the promise of the comprehensive program report in a detailed, fulsome design of a building that integrates, site, program, structure, envelope, material finishes, building systems and construction details. Students produce a set of presentation drawings, full building models, and construction drawing sets.

Finally, the M2 Research Studio 7 (Fall Term) and Design Thesis (Winter Term) allow for an open exploration of architectural problems and ideas. Students in Studio 7 embark on self-directed design research as a basis for an exploratory project in the second term Design Thesis. Design Thesis offers the opportunity for students to challenge themselves by independently pursuing architectural interests in ambitious and self-critical ways, while working in the mutually supportive context of peers attempting the same. From the research studio, students produce a portfolio and Design Thesis proposal, a roadmap for the design-focused second term.

Design Education: Other Coursework

The ED3-level Drawing: Freehand and Digital course (EVAR 3014) enhances the representation skills of ED3 Design Studio students. Students acquire both hand and digital drawing skills through a series of exercises that begin to integrate digital and haptic techniques into hybrid, layered media. Students are encouraged to interrogate and exploit both the potential and limits of digital technologies and software with a goal acquiring active mastery over, instead of passive acquiescence to, the preordained industry algorithms.

The undergraduate history and theory suite of courses are not directly connected to design studio; however, they provide a milieu for critique and interpretation of architectural settings. Students learn about architectural design and theory from antiquity to the present, both in Western and non-Western contexts. Lectures introduce students to a vast array of buildings and settings across time and explore relationships between intentions, site, culture, society, and cities. Many of the lecturers are architects themselves and offer detailed analysis of specific buildings in terms of historical context, geometry, structures, materials, ornamentation, and program.

The major assignment of the fall term of the undergraduate history and theory courses specifically develops the students' material and spatial understandings of historic buildings. Students conduct detailed research of a historic building, while considering the architect's (or builder's) intentions, historical era and site. From both lectures and the assembly of their research dossier (used for the second term's writing project), students learn how to interpret buildings by projecting themselves into the drawings, thus enabling a greater appreciation of varying processes and influences in design. As the architect Elin Corneil claimed, her history classes taught her to how to read (and therefore how to make) architecture drawings and how to imaginatively inhabit them.

The technology suite of courses progressively builds knowledge that aids the student in integrating technological decisions in design as the studios advance through the levels of the curriculum. Arch Tech 1 introduces material considerations of manufacturing processes and ecological consequences. Arch Tech 2 proceeds to structural systems and envelop assemblies for small buildings, running parallel with the design of a small building in Studio 2. Arch Tech 3 advances the scale of building assemblies to a mid-size building, whereby students make material selections and choose systems. Arch Tech 4 Comprehensive Design Technology Report requires students to select materials and assembly systems for their own designs in Studio 4 and complete a set a construction drawings of their building.

At the graduate level, Tech Topics allow for open play and analysis with materials and structural systems unrelated to specific studios in a way that enhances the experimental nature of design. (Similarly, the History/Theory Topics courses demonstrate the link between theoretical ways of thinking of architects and critics to design processes.) The final technology course, the Technology Thesis Report (ARCH 7080) supports and deepens the direction of Design Thesis by opening up both theoretic questions of technology and exploratory technological inventions and solutions related to the thesis.

Design Education: The Milieu

The program supports design education through facilities that enable fabrication, with a specialized Art and Architecture library located in JAR; through the Workshop, FABLab, and CADLab and C.A.S.T., with support staff that are knowledgeable; through the Arch2 Gallery and Cultural Events series that introduce students to myriad ways of inventing, creating and thinking; by engaging in critical open reviews, dialogue and debate; and by learning from peers.

Although the effects of the interruptions caused by COVID in late spring 2020, 2020-2021 and 2021-2022 are still impacting students, we continue to work to foster community within student cohorts and overcome educational gaps caused by the pandemic.

In conclusion, the most significant achievement of successful design education leads to – over time and by practice and repetition – the synthesis of a complex nexus of realities into a student's design explorations: considerations of contextuality, not just that of geography, climate, soil, sunlight, wind, but historical, cultural, social, material, formal and theoretic knowledge. Good architecture accommodates a multiplicity of factors; and good pedagogy slowly builds the students' capacity for, and confidence in, assimilating new parameters. Graduates of a successful design program relish the complexity of issues, the necessity for critical thinking (including self-critique), and the need to link disparate realms of knowledge. They have acquired basic skills and principles, are curious and ask questions, and know how to teach themselves and learn from others.

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.

Design Studios and related curricula of the program study contemporary architectural issues in context of the complex dilemmas that we face both at local and global scales.

Local contexts are covered extensively in studio site selections, which have included Clearwater, Kenora, Shoal Lake, and many sites in Winnipeg, including its suburbs, the North End, the Exchange District, and the Forks, among others. Some studios deal with rural conditions; and others examine urban density, heritage conservation, sprawl, derelict manufacturing sites, poor land use, and the homogeneity commercial strips.

Conversely, some studios have their projects sites located in other Canadian cities, such as Vancouver and Montreal, which offer vastly different densities and urban morphologies than Winnipeg. Further afield, Berlin and Guatemala City have provoked responses to fascinating but historically fraught contexts.

Global issues are studied the suite of four undergraduate history and theory courses which cover subjects such colonization beginning in the Middle East, Greece and Rome. Invited speakers lecture on their research, giving in-depth analysis set within various contexts. Lectures have been delivered on Indigenous architecture from Manitoba, as well as Japanese, Balinese, Indian, Chinese, Colombian, Cuban and Philippine architecture. Contemporary issues such as the continuing effects of colonization, globalization, urban densities and megacities are covered in Modern Architectural History and Theory 2.

International students bring global issues to their Design Thesis work, such as schools for homeless children in Lahore, Pakistan, housing for the urban poor in Honduras, and solutions to floating slums in Nigeria.

Field trips – both local and international – associated with the fall studios also broaden students' perspectives. Local trips to Indigenous sites include the Whiteshell Petroforms; Ogimaawabitong; the Forest School (Longbow Lake, ON); Brokenhead Ojibway Nation, MB; Wauzhushk Onigum, ON; Iskatewisaagegan #39 Independent Nation, ON; and Shoal Lake 40 First Nation, MB.

International field trips include Iceland, Chile (Open City), Colombia (Bogotá, Cartagena, Pereira, Armenia, Tayrona Park, Santa Marta, Villa de Leyva), Guatemala, Greece (Athens, Island of Aegina, Nafplio, Aeropolis, Island of Poros), Italy (Veneto), UK (Bartlett, AA), Switzerland (Peter Zumthor projects), USA (Arizona, New York City, Los Angelesthe Mammoth Site, South Dakota).

Climate Change and Environmental topics are well covered in almost all studios and technology courses. The study of site and context is taken very seriously. Design Studios in ED3 address environmentalism from a cultural point of view (promoting activities that reduce consumption) to more directly ecological projects that sensitize students to the living non-human beings on a site. The themes of the ED4 Forest School studios combine environmental concerns with Indigenous needs and cultural approaches to nature. The interdisciplinary ED4 urban design-focused studios work on creating livable spaces in urban densities. The M1 studios also focus on urban conditions and housing projects with small units.

All the Building technology courses emphasize energy efficiency and the environmental costs of material production. A wide range of environmental consultants are involved in studios and coursework and include: Dr. Shirley Thompson, Dept. of Biosystems Engineering; Brett Huson, Indigenous Research Associate with the Prairie Climate Centre University of Winnipeg; Dr. Ian Mauro, Prairie Climate Centre; Stephan Flugmacher Lima, former Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources; Joe N. Ackerman, Department of Biosystems Engineering; Erwin Huebner, Department of Biological Sciences; Matthew Loxley, Prairie Climate Centre; and Christiane Allen, Prairie Climate Centre.

Finally, the number of Design Theses that deal with climate change and environmental issues, as well as social justice and Indigenous issues, is testament to the care that the program and its students bring to the issue of sustainability. See past Design Thesis webpages at: https://umanitoba.ca/architecture/2023-2024design-thesis-student-work (scroll down to find archived works).

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.

Our program believes in the importance of learning through inter-peer collaborations, knowledge systems rooted in community experiences, and self-directed learning that comes from providing leadership opportunities within a pedagogic context.

Collaboration

The department invites cooperation and collaboration with international programs through diverse student exchanges. In the years between 2017-2021 the department participated in international student exchange programs at the *University of Liverpool* (UK), *KU Leuven* (Belgium), *Technical University Munich* (Germany), and *Universidad Rafael Landivar* (Guatemala).

Design studios (**EVAR 3008, 3010, 4004, 4010, ARCH 7050, 7060**) often incorporate external expertise to enhance the studio project experience. This is accomplished through studio-based collaborations with experts who work with the students and instructors to enhance the projects (including Dr. Linda Larcombe – Faculty of Medicine (2022); Fresh Roots Farm & Dogs Run Farm (2019-24); Jeanine Turnbull – Untied community Arts (2019-24); Carl Szczerski (ecologist) – Faculty of Biological Sciences (2022-24); Prairie Climate Centre (2019 – 24); Pacific Institute for Climate Solutions (2023-24); The University of Winnipeg (2019 – 24); The Forks Development Corporation (2019 – 20), Food Matter Manitoba (2019-20); and the Faculty of Agriculture (2019-20), to name a few.)

The department seeks to provide interdisciplinary course offerings for students in various ways. For example, some studios incorporate integral interdisciplinary collaborations with other units, as has been the case in **EVAR 4004, 4010** (2018-24) with interdisciplinary studios led by Dr. Carlos Rueda (Dept. of Architecture) and Dr. Richard Milgrom (Dept. of City Planning). This studio integrates students from both units who work together to develop projects for the city of Winnipeg and brings together relevant stakeholders from the *City of Winnipeg*, *Storefront Manitoba*, and the *Winnipeg Chamber of Commerce,* among others. Another significant collaboration took place in **EVAR 4010**, an interdisciplinary studio led by Prof. Shawn Bailey from the Department of Architecture and Dr. Richard Perron from the Department of Landscape Architecture. This project involved working with Iskatewizaagegan #39 Independent First Nation. The collaborative process initiated the designing a culturally based recreational park, aimed at enhancing the community's long-term financial stability and increasing cultural awareness among visitors and community members. The outcome of the studio was a publication titled *ISKATEWIZAAGEGAN*.

In other cases, elective, interdisciplinary courses are offered that provide students with the opportunity to learn through integrated collaborations with peers in other disciplines, as is the case with **ARCG 7070/ MECH 4322 Interdisciplinary Design**. This interdisciplinary design course emphasizes the importance of architecture and engineering students working closely together in a simulated building development process, mirroring real-world scenarios and demanding innovative solutions developed through architecture and engineering student collaboration.

The relationship between Engineering and Architecture is further explored in **EVDS 3710** and ENG 4100. This design and build course, led by Shawn Bailey, is offered as an interdisciplinary summer session. In 2019, students collaborated with Shoal Lake 40 First Nations to design and construct a feasting shelter. The second iteration occurred in 2023, with Engineering and Architecture students building a gathering space at the emerging Forest School. The Society for Teaching and Learning in Higher Education has honoured the instructors of this course with the 2024 D2L Innovation Award, a prestigious accolade recognizing up to five post-secondary collaborative teams annually for their innovative, student-centred teaching and learning methods.

Design/build projects are an important way for students to collaborate with each other, as well as with project partners and the real sites for which their projects are built. There are several opportunities for our program to offer students the chance to participate in this way. One example is the International Warming Huts competition, which involved ED3 students in **EVAR 3008** and **EVAR 3010** (2017-19, 2024), resulting in a warming hut designed and built by the students in each studio at this level installed at the Forks, Winnipeg. This multi-studio endeavour involves significant coordination and inter-group collaboration at a range of levels and experiences for students. In 2020, students in **EVAR 4004** collaborated with the Lake of the Woods Brewery to create mobile fishing huts. These huts were designed to give locals and tourists the opportunity to explore the backcountry of the Lake of the Woods region. Another is in individual design/build projects within studios at the ED4 level (**EVAR 4004** and **4010**) including the Tiny Studio project in Nestor Falls, Ontario (2017) in collaboration with Boreal Studio; and the UMCYCLE design/build studio project (2018) in collaboration with University of Manitoba Students Union (UMSU), Migizii Agamik and Elder Marlene Kaeseas, the Office of Sustainability, Winnipeg Trails, and the office of Architectural and Engineering Services at the University of Manitoba. In 2022 students in **EVAR 4010** worked with One House Many Nations in a design/build project in collaboration with youth and elders from Big River First Nation, Dr. Alex Wilson (member, Opaskwayak Cree Nation), Dr. Sylvia McAdam (member, Big River First Nation).

Leadership
The Undergraduate Research Award Program (University of Manitoba) supports undergraduate students working alongside faculty researchers. In many cases, like those who work at the BIOM Lab with Dr. Garcia-Holguera, *the Forest School* and Projects with medical professionals and people experiencing homelessness with Prof. Shawn Bailey, and at the CAST with Prof. Lancelot Coar, students have the opportunity to take leadership roles in developing research programs within these research projects.

Members of the Department of Architecture have been actively involved in helping lead and form many new faculty-wide initiatives focused on supporting diverse views and creating more equitable and inclusive environments for faculty, staff, and students. Several departmental members played key roles in creating the newly formed Faculty EDI Committee (2020).

Since 2017, the Department of Architecture has expanded its engagement through collaborations with communities across Turtle Island. These initiatives have led to increased enrollment of Indigenous students in the Faculty. Department members have played significant roles in supporting Indigenous students, creating the faculty's first student-run Indigenous Design and Planning Students Association (IDPSA) in 2021.

With strong support for integrating Indigenous knowledge and perspectives into our program, department members have led the search for the Elder-in-Residence position. Since 2022, Elder Valdie Seymour has filled this role and has played a leadership role in guiding students. He has introduced a new perspective on addressing issues such as climate change and reconciliation, often meeting one-on-one with students to share his insights and knowledge. He has led multidisciplinary research projects that engage students from various faculties and has organized faculty-wide ceremonies to honour the changing seasons. His efforts have been instrumental in forging strong partnerships within the department and extending beyond its boundaries. Elder Seymour's influence has significantly shaped the incorporation of Indigenous knowledge into design and pedagogy within our department and faculty

Departmental members have also helped form a faculty-wide conversation series entitled WHATNOW (2022), in which three faculty members join an external expert to lead a community conversation with students around a themed topic of timely nature and importance.

In the design/build projects carried out in **EVAR 3008**, **3010**, **4004**, **and 4010**, projects are organized so that students are charged to lead various aspects of the collective work. This includes everything from discrete design tasks to the aspects of project management and coordination. Following these projects, some have produced publications that were

designed, managed, and produced by a student team with a faculty instructor lead involved in the project.

Community Engagement
In the fall semester, all studio levels (**EVAR 3008**, **4004**, and **ARCH 7050**) have the opportunity to travel as groups to international and regional locations based on the themes of the studio project in each studio. Several of these destinations often serve as locations for studio projects and as the basis for community partnerships.

Community engagement through studio teaching is an important approach greatly valued by the department. In many cases, studios work closely with community partners to draw on regional and land-based knowledge systems to enhance design-teaching. Design studios, including **EVAR 3008** and **EVAR3010**, have established long-standing partnerships with rural communities, such as Clearwater, Manitoba (2019 – 2024), and Churchill and Manitoba (2020-23). These communities provide invaluable knowledge and understanding of the real-world context students need to understand to produce contextual and meaningful design projects. These partnerships help students better understand the region-specific realities of global issues such as climate change and the preservation of cultural identity, which can only be understood through the lived experience of community partners.

Studios also provide an important opportunity to collaborate with youth, elders, and knowledge keepers from Indigenous communities, as well as Indigenous partner organizations. These partnerships invite students and instructors to learn from and work alongside our project partners to further both their own ambitions and the program's Indigenous perspectives and pedagogies within the context of studio projects. Some of these partnerships in **EVAR 4004** and **4010** have included: Migizii Agamik – Bald Eagle Lodge (2019-20); Dr. Alex Wilson & One House Many Nations (2022); Brokenhead Ojibway Nation (2021); Big River First Nation (2022); Shoal Lake 39 First Nation (2019), Kenora Chiefs Advisory (2023-24); Elder Valdie Seymour (2022-24); Knowledge keeper Calvin Skead (2019-24); among others.

PPC 5. Technical Knowledge

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

The program offers a comprehensive, progressive approach to teaching technology, blending foundational principles with opportunities to explore advanced building construction techniques through a sequential curriculum that integrates theory, hands-on projects, and exposure to emerging areas of research. Our program privileges a wide range of learning modalities, including "thinking through making." Design-build projects offered

in courses (including **EVAR 3008** and **EVAR 3010**) enhance students' understanding of the technical and material dimensions of design. In these projects students engage directly with materials and construction processes, gaining empirical knowledge of how design decisions impact the physical reality of building. This practical experience is crucial for bridging the gap between theoretical knowledge and practical application.

In the first course of the technical stream, **EVAR 3004**, ED3 students are introduced to the structural behaviour of materials and the principles of statics, with an emphasis on sustainability and passive energy systems. Moving into **EVAR 3006**, students delve deeper into construction assemblies and building envelopes, learning about thermal and acoustic performance, energy efficiency, life cycle analysis (LCA), the carbon footprints of materials and their processes, emerging low-carbon materials (LCMs), and innovative sustainable design strategies.

As students progress to **EVAR 4002** in their ED4 year, they engage with the integration of building systems, including HVAC, lighting, electrical, and plumbing, within architectural design. This course marks a critical transition from understanding individual systems to synthesizing them into a cohesive design, culminating in a mid-sized building project. Finally, in **EVAR 4008**, students are tasked with producing a comprehensive set of construction drawings for a design studio project. This capstone course requires them to integrate all aspects of their technical learning, including structural, environmental, life safety, and service systems, into a fully resolved architectural design.

The M1 design studios, **ARCH 7050** and **ARCH 7060**, provide a platform for students to integrate their technical knowledge within a comprehensive design project. In ARCH 7050, students develop a Comprehensive Building Program Report that lays the groundwork for the subsequent studio in ARCH 7060, where they must create a fully compliant set of construction drawings and a design portfolio. This process requires the integration of all technical aspects, including structure, building envelopes, environmental systems, and life safety. In this course, a series of Tech Talks offered by practitioners and industry experts provide focused discussions on a wide range of technical topics to support the development of the comprehensive work by students in this studio.

At the graduate level, **ARCH 7000** and **ARCH 7010** Tech Topics electives offer students a range of cutting-edge and speculative topics in architectural technology through in-depth research and hands-on experimentation. These courses bridge the gap between foundational knowledge and the exploration of new advancements in building technology.

By the time they reach M1 studios, students are prepared to integrate all aspects of building construction into their designs, grounded in both technical precision and

innovative thinking, allowing them to utilize these skills in more exploratory and speculative ways in their M2 thesis year.

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.

Students who enter the ED Architecture Option from ED2 benefit from two years of general and interdisciplinary studies. When in the Architecture Option, the pedagogy becomes more focused, as there is much to accomplish in a two-year undergraduate program in order to meet the program's academic objectives and as well as the professional competencies required for the graduate program.

Breadth of education is achieved in the following ways:

Undergraduate Electives

- Students who enter the ED3 Architecture Option from ED2 will have taken 15 credit hours (five 3.0 credit hours) in open electives in U1/ED1;
- Students who enter the ED3 Architecture Option as AMP1 students will have acquired an undergraduate degree in another field unrelated to design;
- Students in the ED4 Architecture Option are required to take a 3.0 credit hours elective in, or before, the completion of the second term.

Graduate Electives

M1 and M2 students are required to complete two five-week (1.5 credit hour) technology topics and two five-week (1.5 credit hour) history/theory topics offered by the program.

Topics are offered by various academics and professionals, including professors from other universities who hold visiting research positions associated with C.A.S.T. The content of the topics courses is informed by current and ongoing research of faculty from the program and other specializations. Subjects of study range from stop-frame animation, contemporary theory, experiments in stereotomy in stone-cutting, colour additives to concrete, self-forming structures, ceramics as building materials, biomimetic materials and the like.

Six additional elective credits are required. These may be satisfied by additional topics courses (in technology or history/theory) or other approved electives. Students may take up to two 1.5-credit topics or one 3-credit elective per term. That allows for an equivalent of 12 electives of 3.0 credits each in a two-year graduate program.

Breadth of education is covered in some of the core courses as well. For example, the suite of four undergraduate history and theory courses cover historic topics from antiquity to contemporary art and architecture, based in an understanding of philosophical, social, historic and geographic contexts. Invited speakers lecture on their research, giving in-depth analysis set within various contexts. Lectures have been delivered on Indigenous architecture from Manitoba, as well as Japanese, Balinese, Indian, Chinese, Colombian, Cuban and Philippine architecture from differing eras, alongside “canonic” western architecture and intellectual movements.

Field trips – both local and international – associated with the fall studios also broaden students’ perspectives. Recent trips to New York, Switzerland, Colombia, Greece, Chile, Italy, Iceland and the like serve to expand students’ views on the world.

Breadth of education is further supported by the multidisciplinary subjects and guests who present their work and ideas in the Cultural Events lecture series and the three-day Atmosphere Symposia held every February, whereby invited eminent speakers present work related to specific annual themes.

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.

○ EVAR 3008	Architecture Design Studio 1
○ EVAR 3010	Architecture Design Studio 2
○ EVAR 4004	Architecture Design Studio 3
● EVAR 4010	Architecture Design Studio 4
○ ARCH 7000/10	Tech Topics
○ ARCH 7020/30	Research Topics
○ ARCH 7050	Architecture Studio 5 & Comp Prog Report
● ARCH 7060	Arch Studio 6
○ ARCH 7070	Design Research Studio
○ GRAD 7090	Design Thesis

The articulation of a design process informed by theory, practice and the study of architectural precedents is cultivated in the studios at all levels, with accumulated awareness and ability as the level of the studios' complexity increases. These processes are informed by the suite of undergraduate History and Theory of Architecture courses **(EVAR 3000, 3002, 4000 and 4006**), which entail a graphic analysis of the building plan and setting, and a historical study of the importance of theory to practice through-out history.

The philosophy of the design curriculum at UM entails an iterative approach to the design process: students alternate between cycles of research, design exploration through modelling and drawing, as well as reflection, self-critique and review by others. In the research phase, students investigate precedents of building types, theoretical approaches and design methodologies. In the drawing and modelling cycles, student explore apply theories & methods. In the reflective or critical phases, students analyse and compare their work to precedents.

This SPC is most critically met in the ED4 Architecture Design Studio 4 (**EVAR 4010**) and the M1 Architecture Studio 5 & Comp Prog Report (**ARCH 7050**). In the Fall ARCH 7050 studio a history/theory seminar component is consciously incorporated into the studio inquiry. Furthermore, the attendant Comprehensive Program Report includes examples of precedents which served as the basis for the student's design explorations.

For the Design Research Studio (**ARCH 7070**), students assiduously research an architectural subject that leads to a design thesis proposal which must include detailed theoretical justification and detailed precedent analysis.

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.

● EVAR 3008	Architecture Design Studio 1
● EVAR 3010	Architecture Design Studio 2
● EVAR 4004	Architecture Design Studio 3
● EVAR 4010	Architecture Design Studio 4
● ARCH 7050	Architecture Studio 5 & Comp Prog Report
● ARCH 7060	Arch Studio 6
● ARCH 7070	Design Research Studio
● GRAD 7090	Design Thesis

All studios (**EVAR 3008, 3010, 4004, 4010; ARCH 7050, 7060**) in the undergraduate and graduate programs develop design skills. In the interests of developing the students' design abilities projects increase in formal and programmatic complexity with each successive term. Varying design theories and methodologies, while unique to each studio and instructor, are comprise a significant portion of design pedagogy. Expectations of design resolution – detailing, structural systems, spatial planning, composition and comprehensiveness – advance with each year. Studio instructors at each course-level frame their projects thematically according to various settings and parameters, while conforming to the curricular objectives defined for each level. Projects development proceeds iteratively in stages and in different scales and media; various exercises, workshops and assignments aid in the development of conceptual framing, structures, detailing and tectonic components. Interim reviews assess the alignment of the conceptual framework with spatial planning, structural systems, and building components as they relate to site and program. These skills are strengthened with each subsequent studio, culminating in the Design Thesis project. In the thesis project, students are encouraged to use their design skills to produce conceptually rigorous projects that are explored through the design skills they have developed as well as skills they may be newly exploring due to the nature of their thesis work.

Technology courses (**EVAR 4002, 4008; ARCH 7000/10 Tech Topics**) inform students of the siting, environmental considerations, construction methods, structural systems, material properties, building systems, envelope systems, as well as the building code and accessibility requirements required for planning in advanced studio.

The history and theory (**EVAR 3000, 3002, 4000** and **4006**) suite of courses introduce students to contemporary and historic precedents; students analyse buildings from all eras according to their siting, configuration, materiality, program, ritual and spatial arrangements, and tectonic qualities.

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.

○ EVAR 3014	Drawing: Freehand & Digital
○ EVAR 3008	Architecture Design Studio 1
○ EVAR 3010	Architecture Design Studio 2
○ EVAR 4004	Architecture Design Studio 3
● EVAR 4010	Architecture Design Studio 4
○ ARCH 7050	Architecture Studio 5 & Comp Prog Report
● ARCH 7060	Arch Studio 6
○ ARCH 7070	Design Research Studio
○ GRAD 7090	Design Thesis

Students learn a wide range of design tools from freehand drawing, hand drafting and rendering, analogue model-making to digital modes of representation and modelling, including fly-through renderings, stop-frame animation, laser cutting, CNC modeling, robotics and the attendant software programs that enable digital fabrication. The skills required to utilize these various tools are spread out among a wide range of courses including design studios, technology courses, and stand-alone drawing courses.

In the foundation year studios (**EVAR 3008** and **3010**), students begin with analogue sketching drawing and modelling, and progress to honing digital methods in the second term. Design skills begin with being able to observe, interpret and record site conditions, and to evolve architectural ideas through sketching, modeling and drawings. Diverse forms and media such as photography, 3-D scanning, mapping, collage, montage, animation, filmmaking are deployed in various stages of ideation and design evolution. The program encourages experimentation with a range of media, including mixed analogue and digital drawing and modeling.

Design Studio One students take the Drawing: Freehand & Digital (**EVAR 3014**) course which aims to teach analogue drawing, digital software, drawing conventions (plans, sections, perspective, contours) as a continuation of hand sketching, drafting and

modelling. Shadows, modeling shade, geometry and coloration for rendering are also introduced.

Learning how to *read* drawings, maps, and photographs in order visualize and analyze buildings that are remote or no longer exist is consciously taught in the undergraduate history and theory courses.

A vital element of learning how to convey architectural work is manifest in the requirement for studio portfolios for evaluation at the end of every term. The portfolios teach students how to graphically represent and publish research, site documentation, and conceptual thinking alongside design proposals and explanatory texts.

As students evolve through studio levels they increasingly are able make critical choices of what tools are most effective for their design project from the ones that they have learned in earlier years. They also learn to improvise and invent new design tools to direct their design explorations.

In the core undergraduate technology stream (**EVAR 3004, 3006, 4002** and **4008**) design tools are taught and used to carry out technology assignments. In these courses physical and digital models and drawing tools are used to better understand structural and material behaviour, the design of building systems, and to analyze the performance of building designs. In these courses, students are also introduced to the skills needed to read and develop construction documents, a fundamental design tool.

Following this, the graduate program offers ways for students to develop skills in more advanced design tools through the requisite **ARCH 7000/10** Advanced Technology Topics offerings. In these courses, a rotating slate of research topics are offered, often based in the exploration of more advanced digital parametric and modelling tools, simulation and fabrication techniques, as well as experimental physical modelling and designing approaches.

Design tools are taught and evaluated in how they can communicate both the conceptual framework of a project as well as describe the material qualities and processes necessary to fulsomely describe an architectural proposal. In this way, design tools are not taught as stand-alone solutions, but rather a kit of tools that can be used in concert with each other to explore and convey the complex and connected realities of a project. The complexity and sophistication explored with these tools is expected to increase as the students continue along their curricular path.

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.

- EVAR 3008 Architecture Design Studio 1
- EVAR 3010 Architecture Design Studio 2
- EVAR 4004 Architecture Design Studio 3
- EVAR 4010 Architecture Design Studio 4
- ARCH 7050 Architecture Studio 5 & Comp Prog Report

Students learn how to analyze and respond to program requirements in all studios and in multiple courses throughout the curriculum.

Foundation-level Studio 2 (**EVAR 3010**) and ED4/M0 Studio 3 (**EVAR 4004**) respond to a studio theme and site within a set of programmatic parameters. ED4/M0 Studio 4 (**EVAR 4010**) requires the most comprehensive building design project in the undergraduate program. In the undergraduate design studios, students are introduced to the practical and conceptual underpinnings of thoughtful architectural analysis and understanding. Programs are explored in increasingly more complex ways with each studio level.

Program analysis is most acutely taught in **ARCH 7050** Architecture Studio 5 whereby students prepare a Comprehensive Program Report that provides the basis for detailed design development in Studio 6 (**ARCH 7060**). Included in this report are a conceptual and ideative design proposal. In this they set out a theoretical and philosophical direction of their next term's project. They are required to do a comprehensive site analysis of their chosen site, both physically (sun and so on), and metaphysically (hidden or less visible qualities). A qualitative and quantitative program is developed by each student for their next term project. Tectonics and systems are identified for this upcoming project and finally design precedents are identified and studied both to support the project and also to assist in developing the preceding assignments.

In studios, as appropriate to each level, interpretation of program requirements entails research in order to best accommodate human activities and their spatial needs, circulation, hierarchies and relationships among various functions, and specialized facilities, equipment, lighting and specific environmental controls.

In all studio work, programmatic needs are studied to provide guidance for students to introduce the practical and technical needs of a design project, while also giving some indication for how a project may support a programmatic narrative. The 'storying' of a design project goes hand-in-hand with the practical needs to support that story. Projects are taught through the research about how these needs might be enriched through a

thoughtful design approach towards project development and exploration. The ultimate aim being that the program provides the conceptual and practical basis for producing a well thoughtful and well supported design proposal.

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.

○ EVAR 3008	Architecture Design Studio 1
○ EVAR 3010	Architecture Design Studio 2
○ EVAR 4004	Architecture Design Studio 3
○ EVAR 4010	Architecture Design Studio 4
○ EVAR 4002	Tech 3 – Building Systems
○ EVAR 4008	Tech 4 – Comprehensive Design Technology Report
● ARCH 7050	Architecture Studio 5 & Comp Prog Report
○ ARCH 7070	Design Research Studio
○ GRAD 7090	Design Thesis

All studios entail the observation and analysis of various site conditions: urban, sub-urban, rural, natural, post-industrial and historic. While many studios situate their projects in and around urban and suburban Winnipeg, others explore regional settings such as Churchill, Clearwater, and Brokenhead Ojibway Nation, MB, and at the “Forest School” outside of Kenora, ON in some studios. Still others link their sites to studio field trips, such as Athens, Berlin, New York and Guatemala. One studio situates itself on Mars as a foil to terrestrial conditions. In many cases, these site visits act as the basis for situating design projects to study diverse needs and opportunities within a studio context.

In some community-based studios, including with Indigenous partners, the understanding of site context is explored through a long-standing dialogue with community partners. The histories, traditions, and site features are discussed and situated within a cultural context that help to inform student’s projects in meaningful ways. These kinds of collaborations are essential to help students to learn about how a site and context as understood through the lived experience of others can help them be better listeners as designers and to become sensitive to the cultural relevance of sites and histories.

In several studios, partnerships with institutional organizations such as the Prairie Climate Centre, and the Pacific Institute for Climate Solutions, help to consider how climate

change is influencing the present realities of a site and how that fits within the past histories of climate patterns.

All studios undertake substantive site observation, and except for the Mars studio, require visits to the site and its surrounds. Students research the setting's physical conditions, climate, topography, and geology, and its social, cultural and historical significance. Where feasible encouraged students personally experience social, light and climatic conditions different times of the day and season. Students develop exploratory representations (drawings, collages, models, films, etc.) that investigate the site's physical and phenomenological qualities and at different scales. Studios at all levels must respond to the conditions outside the boundaries of a chosen building site to consider and respond to urban contexts, street conditions, natural features, socio-economic issues, and the like.

Feeding into the studios, the undergraduate technology courses students are introduced to the regulatory aspects of site design, including zoning, setbacks, soils, foundations, and accessibility (**EVAR 3006, 4002** and **4008**). In these courses, the site context and design play key roles into developing technically accurate design projects within course assignments. In Studio 5 (**ARCH 7050**) students thoroughly incorporate site conditions into their Comprehensive Program Report. This report sets the stage for a comprehensive project in Studio 6 (**ARCH 7060**)

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.

- ARCH 7050 Architecture Studio 5 & Comp Prog Report
- ARCH 7060 Arch Studio 6

We follow a qualitative approach to urban design which is multi-scalar and considers the imbrication between urban form and civic life. We embrace a conception of good urban form as that which response to specific contexts and users.

Urban Design is first addressed in Studios 3 & 4 (**EVAR 4004** and **4010**) where many studios investigate urban sites, in particular the interdisciplinary studio led by Prof. Carlos Rueda that is held in conjunction with City Planning. As stated above in SPC A5, students are introduced to the regulatory aspects of site design, including zoning, setbacks, soils, foundations, and accessibility the undergraduate technology courses (**EVAR 3006, 4002** and **4008**). Studio 5 (**ARCH 7050**) incorporate site conditions into their Comprehensive Program Report.

Abilities to analyse, and design for, the urban context are most robustly addressed at the graduate level in Studios 5 and 6 (**ARCH 7050** and **7060**). Projects are situated in urban conditions that require intensive analysis of historic, social, physical and regulatory complexities.

Students in the graduate studios are required to undertake a thorough understanding of the larger urban context and also the block in which a particular project is designed for. Setbacks and massing and material studies form part of the physical investigations. Programmatic adjacencies are studied and considered. Projects are required to be drawn in their larger context.

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.

- EVAR 4002 Tech 3 – Building Systems
- EVAR 4008 Tech 4 – Comprehensive Design Technology Report
- ARCH 7060 Arch Studio 6
- ARCH 7080 Technology Thesis Report

Detail design is practiced in all studios with increasing levels of ability and dexterity. Studio 2 (**EVAR 3010**) introduces material selection and wall assemblies in the design of small-scale building projects. Where possible (COVID interrupted this opportunity) Studio 2 level students partake in the Warming Huts projects which entail hands-on full-scale installations and pavilions.

Studios 3 & 4 (**EVAR 4004** and **4010**) continue to develop building component assemblies. These studios are informed by the undergraduate technology courses Arch Tech 3 “Building Systems” (**EVAR 4002**) and Arch Tech 4 Comprehensive Design Technology Report (**EVAR 4008**).

Students in both these courses develop detailed mini construction document dets of drawings. In EVAR 4002 they develop a set in a small group. In EVAR 4008 they develop a drawing set independently. These drawing sets are comprised of site plan, plan drawings, section drawings, elevation drawings and both plan and section details.

Competency in detail design is required of all students in Graduate M1 Comprehensive Design Studio 6 (**ARCH 7060**) taught in the Winter Term, where students demonstrate their

ability to select and integrate structural systems with envelope assemblies and material finishes.

Topics courses in technology and the Design Thesis Technology Report (**ARCH 7080**) also develop graduate students' abilities in detail design through in-depth research and/or hands-on construction. These courses often build on the basic principles of conventional construction methods and expand on them through cutting edge, and speculative research methods.

In all of these courses, the faculty facilities such as CAST, the FABLab, and the Workshop provide the unique opportunity to work at a range of scales using a broad slate of materials and construction systems. Often Design Thesis (**GRAD 7090**) projects will involve the prototyping and development of novel building systems through detail design that can be prototyped within faculty facilities.

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.

- EVAR 4002 Tech 3 - Building Systems
- EVAR 4008 Tech 4 - Comprehensive Design Technology Report
- ARCH 7050 Architecture Studio 5 & Comp Prog Report
- ARCH 7060 Arch Studio 6
- ARCH 7070 Design Research Studio
- ARCH 7080 Technology Thesis Report
- GRAD 7090 Design Thesis

Students are introduced to, and gain competency in, drawing conventions in the Drawing: Freehand & Digital Course (**EVAR 3014**) and Studios 1 & 2 (**EVAR 3008** and **3010**). These skills are further developed through the increasing complexities of studio projects as students progress through the curriculum. In these studios explore a wide range of media used to communicate and explore design intentions including formal, spatial, and tectonic concepts.

Design documentation is covered extensively in Technology 3 and 4 (**EVAR 4002** and **4008**) courses to explain and examine the structural, systematic, and material systems of building designs. Beginning in Arch Tech 1 (**EVAR 3004**) students are introduced to a range of design documentation including construction drawing sets, structural diagramming, and computer modelling to better understand concepts in structural and design detail systems. In Arch Tech 2 (**EVAR 3006**) students build on technical documentation literacy with detailed design section drawings used to develop building envelope and

environmental control systems. In Arch Tech 3 and 4 (**EVAR 4002** and **4008**) students are charged to develop design projects by producing a range of design documents including drawing sets describing the structural, mechanical, and tectonic details of a proposed building design. These skills are assessed through tests, drawing and modeling assignments.

Design documentation ability is further developed in Studio 5 (**ARCH 7050**) and is met in Studio 6 (**ARCH 7060**), whereby students are required to submit a full set of construction documents. In this studio, students engage in a design practice-based model that emphasizes the development of design ideas through the creation of various technical drawings and specifications pertinent to their studio project. These drawings serve as tools for students to articulate experiential, technical, and informational aspects of their proposals, facilitating the communication of their designs for review and evaluation.

Technical documentation of the Design Thesis projects is also required in the Design Thesis Technology Report (**ARCH 7080**) and in the Design Thesis Book submitted as part of the requirements of the Design Thesis (**GRAD 7090**)

In all design studios, students are required to design and produce a design portfolio which describes the range of work carried out in the studio project. The design of the portfolio itself is viewed as an essential tool to communicate what was learned as well as what was produced in the studio project.

3.11.2.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.

● EVAR 3000	Pre-Modern Architecture History Theory 1 (alt. years)
● EVAR 3014	Drawing: Freehand & Digital
● EVAR 3002	Pre-Modern Architecture History and Theory 2
● EVAR 4000	Modern Architectural History + Theory 1
● EVAR 4006	Modern Architectural History Theory 2 (alt. years)
● EVAR 4010	Architecture Design Studio 4
● ARCH 7000/10	Tech Topics
● ARCH 7020/30	Research Topics
● ARCH 7040	Professional Practice
● ARCH 7350	Legal Aspects of Architectural Practice

- ARCH 7070 Design Research Studio
- ARCH 7080 Technology Thesis Report
- GRAD 7090 Design Thesis

Students are taught to ask questions and think critically in all aspects of the curriculum. Every design studio is assigned a theme that frames a line of questioning. Design is not taught as a simple "problem-solving" methodology, but as an iterative practice that requires critical analysis, research, experimentation, and active judgment. Architectural problems are framed in their full complexity with social, historic, and environmental ramifications. Student work is assessed in formal and informal reviews by peers, instructors, academics, and professional – from within and without the department. In reviews, students learn to articulate design intentions verbally and graphically in diagrams, models, drawings, and various other media such as collage, animation and film. Students are expected to respond to criticism by reflecting upon and expanding the scope of their intentions and by adjusting and refining their design work. A critical component of the Studio 6 (**ARCH 7060**) entails a seminar on contemporary positions in architectural theory.

The capstone of critical design work is elaborated most fully in the Design Thesis (**GRAD 7090**) in the final year of the graduate program and, which is preceded by the M2 Research Studio (**ARCH 7070**) in the Fall term. The Research Studio requires a high level of personal motivation to follow and expand upon a critical line of thinking leading to a creative research project, and a Design Thesis Proposal by the end of the term. The Design Thesis Proposal articulates architectural questions and intentions as well a proposed methodologies and timelines; it must also position the proposed investigation in terms of precedents and intellectual contexts. The Design Theses are reviewed and assessed by external examiners from outside the University who are either eminent practitioners or academics (or both). The theses are then refined and published by the end of the summer in a Design Thesis Book.

Critical thinking skills are also honed in the undergraduate history and theory courses (**EVAR 3000, 3002, 4000** and **4006**) which introduce students to longstanding historical themes dating back to pre-history and concluding in the 21st century. Architectural theory is examined dating back to Egyptian and Greek times through to the present. Lecturers posit questions relevant to lecture topics for class discussion and debate. Students write short summaries of each lecture that synthesize main facts and arguments. Undergraduate students write major papers that require extensive research and reflect on the intentions and meanings of historical works. Essays are evaluated on the breadth of research, interpretation of sources, thesis, writing abilities and sound argumentation. The graduate level Research Topics in Architectural History and Theory (**ARCH 7020** and **7030**) investigates subjects that in intimate seminar settings where students present and discuss readings, conduct research, and compose thoughtful essays.

Critical thinking and communication skills are also developed in Professional Practice (**ARCH 7040**) and Legal Aspects (**ARCH 7350**) wherein legal and ethical dilemmas are explored vis a vis current professional practices and commercial trends.

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.

- EVAR 3000 Pre-Modern Architecture History Theory 1 (alt years)
- EVAR 3002 Pre-Modern Architecture History and Theory 2
- EVAR 4000 Modern Architectural History + Theory 1
- EVAR 4006 Modern Architectural History Theory 2 (alt years)
- ARCH 7020/30 Research Topics

Students are taught architectural history in the undergraduate Modern and Pre-Modern Architectural History and Theory courses (**EVAR 3000, 3002, 4000** and **4006**). The four courses are offered vertically in a large class to both ED3|AMP1 and ED4|AMP2 students; and Pre-Modern and Modern courses are offered alternate years. Graduate students currently enrolled in the preparatory "M0" course will take either the two "Pre-Modern" or the two "Modern" courses, depending on which is being offered that year.

The four courses offer a history of architecture from pre-history to late Gothic, the Renaissance to the Baroque, from the Enlightenment to the end of the 19th century, and from early 20th century modernism to contemporary 21st architecture. Exemplary buildings and settings are selected from both western and non-western traditions, although the emphasis is primarily on a critical evaluation of the western trajectory. Lectures are based on faculty research, with the core professoriate having advanced degrees in history and theory. Eminent guest lecturers are invited to speak on specialized subjects. Historical material is presented within the contextual milieu in which it was conceived and built, and the emphasis on architectural intentions as formed by the contemporary cultural and social contexts is emphasized. Where possible, architectural artefacts are viewed against the theoretical views of the architect or those prevalent in that epoch. Our courses include material and invite other perspectives of relevance such as indigenous and environmental.

At the graduate level, students are required to take at least two Research Topics in Architectural History and Theory courses (**ARCH 7020** and **7030**). The topics are formulated according to the lecturers' research interests. Students are invited to delve more deeply into architectural texts and themes in a seminar setting, usually culminating in a critical paper or work. History and theory often imbricate in our graduate seminar

courses leading to exploration and translation of findings into diverse forms of research creation through visual representation and models or analogues.

B3 Architectural Theory

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

• EVAR 3000	Pre-Modern Architecture History Theory 1 (alt years)
• EVAR 3002	Pre-Modern Architecture History and Theory 2
• EVAR 4000	Modern Architectural History + Theory 1
• EVAR 4006	Modern Architectural History and Theory 2 (alt years)
• ARCH 7020/30	Research Topics
• ARCH 7070	Design Research Studio
• GRAD 7090	Design Thesis

As outlined above, students are taught architectural theory alongside history in the four undergraduate Modern and Pre-Modern Architectural History and Theory courses (**EVAR 3000, 3002, 4000** and **4006**). The courses are offered vertically in a large class to both ED3|AMP1 and ED4|AMP2 students, and Pre-Modern and Modern courses are offered alternate years. Graduate students currently enrolled in the preparatory "M0" course with will take either the two "Pre-Modern" or the two "Modern" courses, depending on which is being offered that year.

The four courses offer a history of architectural theory from pre-history to late Gothic, the Renaissance to the Baroque, from the Enlightenment to the end of the 19th century, and from early 20th century modernism to contemporary 21st architecture. Architectural theories are selected from both western and non-western traditions, although the emphasis is primarily on a critical evaluation of the western trajectory. The Vitruvian canon is examined in detail against prevailing historical philosophies and cultural trends. One of the lectures entails a visit to the University Archives which introduces students to rare treatises and texts dating from 1499 to the 20th century.

Lectures are based on faculty research, with the core professoriate having advanced degrees in history and theory. Eminent guest lecturers are invited to speak on specialized subjects. Theoretical material is presented within the contextual milieu in which it was conceived and built, and the emphasis on architectural intentions aids the student in better understanding the motivations behind works of the past.

At the graduate level, students are required to take at least two Research Topics in Architectural History and Theory (**ARCH 7020** and **7030**). The topics are formulated according to the lecturers' research interests. Students are invited to delve more deeply

into architectural texts and themes in a seminar setting, usually culminating in a critical paper or work. History and theory often imbricate in our graduate seminar courses leading to exploration and translation of findings into diverse forms of research creation through visual representation and models or analogues.

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.

• EVAR 3000	Pre-Modern Architecture History Theory 1 (alt years)
• EVAR 3002	Pre-Modern Architecture History Theory 2
• EVAR 4000	Modern Architectural History + Theory 1
• EVAR 4006	Modern Architectural History Theory 2 (alt years)
• ARCH 7020/30	Research Topics

Cultural diversity and global perspectives are explored academically through studio topics, field trips, history and theory courses, and the range of Design Thesis topics that are explored by our diverse cohort of students.

Over the past seven years design studios have taken field trips to China, Japan, Chile, Colombia (Bogota, Cartagena and environs), Germany (Berlin), Guatemala, Italy (Rome), Brazil, Greece (insular and continental), New York, Los Angeles, Spain (Madrid, Barcelona, Andalusia). The cultural diversity of our own populations has been explored through trips to Churchill, Clearwater, Kenora, as well as Canadian cities such as Montreal and Vancouver, as well as local populations south of the border in North Dakota.

Field trips are selected to inform studios of diverse urban, architectural and cultural practices. Studios such as the rural Manitoba studios, as well as the Montreal, Berlin, Colombia (Macondo), and Guatemala studios explore projects (and issues) that are sited there.

Even design studios that are site in Winnipeg deal with issues of diversity; for example, an ED3 Studio 2 project dealt with the cultural diversity evident in forms of dance for the design of a community dance hall; similarly, an M1 Studio 5 & 6 (**ARCH 7050 and 7060**) housing project studied various local immigrant groups and their specific housing needs.

Beyond travel, students are exposed to a range of cultural perspectives through their studio projects. Each year students have the opportunity to explore Indigenous perspectives through studio-based collaborations with Indigenous partners. In these partnerships students are offered cultural teachings, participate in ceremonies, and help to promote the aspirations of the studio partners through the design project. These

projects are further enhanced through the collaboration and support of the Resident Elder, Elder Valdie Seymour. Elder Seymour offers valuable teachings and insights that allow students to gain meaningful perspectives. These perspectives are developed through sustained dialogue over the course of the term and the mutual respect fostered within these projects.

The history and theory suite of courses at the undergraduate level (**EVAR 3000, 3002, 4000,** and **4006**) cover examples of global architecture and world vernaculars, including the settlements and practices of Indigenous peoples in Canada and the Americas. Lectures on the South American Maloka, and other cultures of permanence, both ancestral and contemporary like the Kogi people of Colombia contribute to diversifying perspectives and historical content. Some of the guest lecturers have presented non-western subjects including Japanese Gardens, Indian, Persian, Philippine, and Latin & South American Baroque.

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.

○ EVAR 3004	Tech 1 - Structural + Sustainable Use of Materials
○ EVAR 3006	Tech 2 - Building Construction, Structures & Envelopes
○ EVAR 4002	Tech 3 - Building Systems
○ EVAR 4008	Tech 4 - Comprehensive Design Technology Report
○ ARCH 7050	Studio 5 & Comp Prog Report
● ARCH 7060	Studio 6

Sustainable practices that respect the integrity of ecological systems are taught in the undergraduate technology courses Tech 1, Tech 2 and Tech 3 (**EVAR 3004, 3006 and 4002**). In Tech 1 (**EVAR 3004**), students learn about efficient structural systems, sustainable materials, passive energy and energy conservation. In Tech 2 (**EVAR 3006**) the LEED rating system is introduced, as well as more advanced passive design strategies, material harvesting and life-cycle costing, thermal and acoustic insulation, building envelope assemblies, and energy efficiency for small buildings. Students also become familiar with relevant sections of the Manitoba Energy Code for buildings, how to assess performance ratings in windows, and thermal properties of wall assemblies.

All design studios integrate sustainability in a wholistic way, wherein cultural practices are taken into consideration as well as technological solutions. Students are encouraged to site building advantageously with respect to wind and sun, to reduce imprints, to source materials carefully and wherever possible to reuse structures and materials.

The ED4 “Forest School” studio encourage students to be sensitized to natural systems by being in them, and to learn indigenous practices from community groups and elders.

The M1 Studios 5 and 6 (**ARCH 7050 and 7060**) require a full set of construction documents, entailing a rigorous audit of structural and envelop systems as well as passive and active energy conservation and generation practices.

In Architectural Technology 1 (**EVAR 3004**), students are taught the fundamental principles of how ecologies, climates, and material systems relate to sustainable and efficient choices in material selection for design projects. The course focuses on site analysis processes that incorporate environmental and site qualities and analytical methods that help identify best practices to work with site synergies to produce efficient and thoughtful building designs.

In Architectural Technology 2: Building Construction, Structures & Envelopes (**EVAR 3006**), students analyze the environmental effects of their design decisions, specifically focusing on the selection of materials, their durability, and the carbon emissions associated with their choices. Conversely, they also investigate the impact of the environment on the building exterior, which includes the implementation of dynamic facades that adapt to the surrounding natural ecosystems through case studies, lectures, class discussion, and comprehensive assignments.

In Architectural Technology 3 (**EVAR 4002**) and Architectural Technology 4: Comprehensive Design Technology Report (**EVAR 4008**), students are introduced to the National Energy Code, the reason for its existence and how buildings need to respond to it, including envelope design, building siting and also HVAC systems. Case studies of energy assessments are presented.

Comprehensive design studios (**ARCH 7050 and 7060**) integrate ecological systems in a holistic way by encouraging responsible building siting, adaptive reuse, intelligent material selection and reclamation, and integration of passive technologies.

3.11.2.C Technology 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.

- EVAR 3006 Tech 2 - Building Construction, Structures & Envelopes
- EVAR 4002 Tech 3 - Building Systems
- EVAR 4008 Tech 4 – Comprehensive Design Technology

- ARCH 7050 Studio 5 & Comp Prog Report
- ARCH 7060 Studio 6

Architectural Technology 2: Building Construction, Structures & Envelopes (**EVAR 3006**) introduces students to a basic understanding of Parts 3 and 9 of the NBC 2020, including fire and life safety, barrier free and energy efficiency requirements for houses and small buildings. Students are asked to complete a basic code review and calculate the effective RSI for their individual roof and wall assemblies as part of their comprehensive case studies.

In Architectural Technology 3: Building Systems (**EVAR 4002**), students have lectures on Part 3 of NBC 2020, including case studies, and are asked to do a life safety building code analysis of a medium scale building.

For Architectural Technology 4: Comprehensive Design Technology Report (**EVAR 4008**), students have lectures that expand on prior exposure to Part 3 of NBC 2020, including case studies, and are asked to do a life safety building code analysis of their own design studio project in Arch Studio 3 (**EVAR 4010**).

The M1 graduate studios (**ARCH 7050 and 7060**) have lectures on Part 3 of NBC 2020, including case studies framed within the context of applying this code to the design studio project, and are asked to do a life safety building code analysis of their own design studio project in the Comprehensive Design Studio, Arch Studio 6 (**ARCH 7060**).

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.

- EVAR 3004 Tech 1 - Structural + Sustainable Use of Materials
- EVAR 3006 Tech 2 - Building Construction, Structures & Envelopes
- EVAR 4002 Tech 3 - Building Systems
- EVAR 4004 Arch Studio 3
- EVAR 4010 Arch Studio 4
- EVAR 4008 Tech 4 – Comprehensive Design Report
- ARCH 7000/10 Tech Topics
- ARCH 7050 Architecture Studio 5 & Comp Prog Report
- ARCH 7060 Arch Studio 6

Architectural Technology 1 (**EVAR 3004**) examines the supply and manufacturing processes of various material systems used in practice. They are presented along with the realities of the extractive and pollutive realities, helping to provide contextual awareness that is essential to determine sustainable approaches to material selection in design projects. Each material system is presented throughout the course in lectures and exercises exploring their tectonic and behavioural qualities and their relationship to structural performance, design aesthetics, and durability.

In Architectural Technology 2: Building Construction, Structures & Envelopes (**EVAR 3006**), students are introduced to the impact material qualities and production methods have on architectural, technical, and sustainable performance. Students are required to choose appropriate and ecologically conscious materials and assembly options for a small-scale building as the basis for their comprehensive course assignments.

In Architectural Technology 3: Building Systems (**EVAR 4002**), students make material and assembly choices in the design and evaluation of a mid-sized building.

In Architecture Design Studio 3 (**EVAR 4004**), students explore the selection and use of various material systems within the context of the development of a design project. Materials are investigated for their structural, aesthetic, and behavioural properties within a design process.

For Architectural Technology 4 Comprehensive Design Technology Report (**EVAR 4008**), students choose materials and design assembly systems for their own design studio project in Arch Studio 4 (**EVAR 4010**).

In Technology Topics (**ARCH 7000 and 7010**), students are offered a variety of elective course options that involve the study of material systems within a research topic context. Some recent topics include *Hands-on Masonry*, *Bending Active Frame Structures, Origami and Folded-plate Systems, Technology & Indigenous Knowledge, and Detailing Mass Timber components, to name a few*. See List of Topics Courses.

The M1 graduate studios (**ARCH 7050 and 7060**) cultivate knowledge of building materials and assemblies, especially by encouraging more independent research and experimentation in relation to original designs. The most rigorous evidence of this may be found in the Comprehensive Design Studio, Arch Studio 6 (**ARCH 7060**).

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.

○ EVAR 3004	Tech 1 - Structural + Sustainable Use of Materials
○ EVAR 3006	Tech 2 - Building Construction, Structures & Envelopes
● EVAR 4002	Tech 3 - Building Systems
○ EVAR 4004	Studio 3
● EVAR 4008	Tech 4 – Comprehensive Design Report
○ ARCH 7050	Studio 5 & Comp Prog Report
● ARCH 7060	Studio 6

In Architectural Technology 1 (**EVAR 3004**), students explore structural systems through material, tectonic, behavioural and geometric studies in both theoretical and empirical presentations and exercises. A fundamental understanding of how designers can negotiate structural force flow through various structural design options is emphasized leading to a range of outcomes in spatial qualities, formal expression, and efficient use of materials and assembly methods.

In Architectural Technology 2: Building Construction, Structures & Envelopes (**EVAR 3006**), students review fundamental building assemblies and systems as well as the integration of foundations, structure and envelope in wood frame, steel frame, reinforced concrete, and unit construction (Masonry/ICF).

In Architectural Technology 3: Building Systems (**EVAR 4002**), students select a structural system and apply its principles while designing a mid-sized building. Working individually, then in small groups, students learn to integrate structure with envelope assemblies and building systems. In Architectural Technology 4: Comprehensive Design Technology Report (**EVAR 4008**), students design structural systems for their own studio projects (**EVAR 4010**).

In Architecture Design Studio 3 (**EVAR 4004**), students integrate the development and study of various structural systems in the context of their design studio project.

Selecting and elaborating a structural system is a core component of the M1 Architecture Design Studio 5 and Comprehensive Studio 6 (**ARCH 7050 and 7060**)

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.

● EVAR 3006	Tech 2 - Building Construction, Structures & Envelopes
● EVAR 4002	Tech 3 - Building Systems
● EVAR 4004	Studio 3
● EVAR 4010	Studio 4
● EVAR 4008	Tech 4 – Comprehensive Design Report
● ARCH 7060	Studio 6

Architectural Technology 2: Building Construction, Structures & Envelopes (**EVAR 3006**) provides students with an introduction to the fundamental concepts of moisture migration, insulation assemblies, construction logic, and material performance in exterior envelope systems. Students are required to apply their knowledge in their comprehensive assignments, which involve designing and creating detailed wall, roof, and foundation assemblies that are environmentally conscious and responsive to the surrounding ecologies.

In Architectural Technology 3: Building Systems (**EVAR 4002**), students prepare a cumulative drawing assignment for which they apply their knowledge of building envelopes to the design of a mid-sized building.

In Architecture Design Studio 3 (**EVAR 4004**) students examine and develop envelope systems within the context of a design studio project.

In Architectural Technology 4: Comprehensive Design Technology Report (**EVAR 4008**), students develop the building envelope design for their own design studio project in Arch Studio 4 (**EVAR 4010**).

At the graduate level, the M1 Comprehensive Design Studio (**ARCH 7060**) sets high expectations for students to apply knowledge of envelope performance to original designs.

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.

○ EVAR 3006	Tech 2 - Building Construction, Structures & Envelopes
● EVAR 4002	Tech 3 - Building Systems
● EVAR 4008	Tech 4 – Comprehensive Design Report
○ ARCH 7050	Studio 5
● ARCH 7060	Studio 6

In Architectural Technology 2: Building Construction, Structures & Envelopes (**EVAR 3006**), students are introduced to basic mechanical and electrical systems and are asked to layout HVAC and lighting systems in their building plans as part of their comprehensive assignments. Students also are introduced to passive heating and cooling techniques and are required to integrate these strategies into their case studies.

Architectural Technology 3: Building Systems (**EVAR 4002**) includes lectures on heating, cooling, and ventilation, as well as lighting systems, electrical, and plumbing. The main assignment requires students to integrate HVAC systems in the design of a basic mid-size building.

Architectural Technology 4: Comprehensive Design Technology Report (**EVAR 4008**) — advances student understanding of acoustics, illumination, climate, energy and building envelopes by requiring a comprehensive set of construction drawings for the project they are developing in their ED4 studio (**EVAR 4010**).

The M1 Architecture Design Studio 5 and Comprehensive Design Studio 6 (**ARCH 7050 and ARCH 7060**) require students to integrate environmental systems with their design. These requirements are evident in the final drawing set of studio projects.

3.11.2.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.

- ARCH 7050 Arch Studio 5
- ARCH 7060 Arch Studio 6

The M1 winter term studio (**ARCH 7060**) satisfies comprehensive design. In this studio, students make use of their Comprehensive Program Report and other design research prepared in the fall (**ARCH 7050**). Students typically design a mixed-use building for a contextually complex urban site. The specific programmatic direction and scope are established in relation to the studio theme.

To ensure students are proceeding in a logical sequence of design development and resolution, M1 studio instructors organize a series of pertinent lectures and site visits, shared across the three studio sections. These lectures address issues of site design, structure, building envelope, environmental systems, life-safety, and technical documentation. There is also a shared handout, specifying deliverables and requirements for final drawing sets.

Architecture Design Studio 4 (**EVAR 4010**), supported by Architectural Technology 4: Comprehensive Design Technology Report (**EVAR 4008**) also satisfies comprehensive design. For the technology class, students detail their developing studio design. A full drawing set is required, including technical documentation of structure, the building envelop, environmental systems integration, life safety and accessibility.

3.11.2.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.

- ARCH 7040 Professional Practice
- ARCH 7350 Legal Aspects of Architectural Practice

Students learn about practice organization primarily in **ARCH 7040** Professional Practice. Course lectures are organized to address the various aspects of running a successful practice. Assignments are designed to familiarize students with the Canadian Handbook of Practice for Architects, and to encourage study of trends in the field. This course is taught by a licensed principle of an active architectural practice. In this course, students meet other architects and active practitioners in the context of guest presentations and via a mock interview assignment, for which students visit an architectural firm and discuss both their portfolio and the firm's work and structure.

Students become knowledgeable about the role of internship in **ARCH 7040** – Professional Practice. This topic is discussed in a number of lectures. As a required part of this course, students also visit the offices of the Manitoba Association of Architects, where they participate in a focused information session led by the MAA Executive Director. The session covers: regulatory issues, the Canadian Experience Record Book, as well as rights and responsibilities of interns, mentors and employers. Internship is also discussed in many forums outsides the required curriculum, including the annual Meet and Greet event between students and professionals, and in the context of design studio reviews, especially where professionals serve as guest critics.

Students learn about the Architects Act and its regulations in **ARCH 7350** Legal Aspects of Architectural Practice.

Students in **EVAR 4002** learn about the role of the architect and paths to licensure. Internship and much of the content tested in the ExAC exams are discussed throughout the course. ExAC exams are introduced to students at this level.

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.

- ARCH 7040 Professional Practice
- ARCH 7350 Legal Aspects of Architectural Practice

Issues of ethics are implicit in nearly every course of the curriculum, as most design contexts require responsible judgment based on careful deliberation of complex circumstances and conflicting interests. The ethical dimensions of architectural decision-making are specifically addressed in **ARCH 7350** – Legal Aspects of Architectural Practice. A portion of this course is devoted specifically to ethics, taught by a professor of Philosophy and member of the University's Centre for Professional and Applied Ethics. This instructor in 2024-25, Arthur Schafer, is also eminent spokesperson for ethics at the national level.

Legal responsibilities of the architect are discussed and tested in **ARCH 7040** – Professional Practice and **ARCH 7350** – Legal Aspects of Architectural Practice.

The Legal Aspects course has dedicated lectures on the Canadian legal system and principles of contract law; architect-client contracts; issues of negligence, professional liability, insurance and risk management; the Builders liens act; and the Architect's Act. General understanding of the architect's responsibilities with respect to Canadian law is tested in a final exam. A practicing lawyer with expertise in construction litigation teaches the Legal Aspects course. The Professional Practice course discusses numerous aspects of practice in relation to building regulations and authorities having jurisdiction. Questions concerning these areas are part of a final exam.

Building codes, regulatory measure, municipal policies and other legal parameters affecting architecture are aspects of several building technology courses. **EVAR 3006** – Arch Tech 2: Building Construction, Structures and Envelopes covers Part 9 of the National Building Code as well as the National Energy Code; **EVAR 4002** requires code analysis as part of a cumulative contract document drawing assignment for a mid-sized commercial building, Part 3. The requirements for **EVAR 4008** – Arch Tech 4: Comprehensive Design Technology Report, as well **ARCH 7060** Arch Studio 6, the M1 Comprehensive Design Studio, foster understanding of building laws, codes and regulations in order to make appropriate design decisions. A building code analysis of a student's own design project is required by both courses.

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.

- ARCH 7040 Professional Practice
- ARCH 7350 Legal Aspects of Architectural Practice

Students learn about practice organization primarily in **ARCH 7040** – Professional Practice. Course lectures are organized to address the various aspects of running a successful practice. Assignments are designed to familiarize students with the Canadian Handbook of Practice for Architects, and to encourage study of trends in the field. This course is taught by a licensed principle of an active architectural practice. In this course, students meet other architects and active practitioners in the context of guest presentations and via a mock interview assignment, for which students visit an architectural firm and discuss both their portfolio and the firm's work and structure.

This topic discussing principles and types of practice organization, business planning, project management and risk mitigation is introduced in **EVAR 4002**.In addition several guest practitioners who lecture in **EVAR 4008** discuss many of these subjects.

E4 Professional Contracts

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

- ARCH 7040 Professional Practice
- ARCH 7350 Legal Aspects of Architectural Practice

Project delivery is primarily taught in **ARCH 7350** – Legal Aspects of Architectural Practice and to a lesser extent in **ARCH 7040** –Professional Practice.

Professional Practice includes a dedicated lecture on types of project delivery, as well as a case study assignment examining different practice types.

Legal Aspects covers contracts and professional service in lectures and these are tested on a final exam. It also covers project delivery (various CCDC Contract types), conditional contracts, principles of contract law and standard form architects / client contracts.

The architecture program expects a high degree of professionalism from all students and instructors, and thus aims to model the obligations for competent and responsible service throughout the curriculum.

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.

- ARCH 7040 Professional Practice
- ARCH 7350 Legal Aspects of Architectural Practice

Students primarily learn about practice organization primarily in **ARCH 7040** – Professional Practice. Course lectures are organized to address the various aspects of running a successful practice. Assignments are designed to familiarize students with the Canadian Handbook of Practice for Architects, and to encourage study of trends in the field. This course is taught by a licensed principle of an active architectural practice. In this course, students meet other architects and active practitioners in the context of guest presentations and via a mock interview assignment, for which students visit an architectural firm and discuss both their portfolio and the firm's work and structure. Students in **ARCH 7060** are introduced to cost control and building economics and differing project delivery types by the multiple practitioners who come and lecture to the entire M1 cohort.

Students in the last year undergraduate technology classes **EVAR 4002** and **4008** are introduced to the different methods by which projects are delivered and the implications of each method on project schedules, budgets and integration.

SEE SPC MATRIC here.

4. Supplemental Information

4.1 Introduction to the Institution and the 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.

Traditional Territories Acknowledgement
All major events at UM include an acknowledgement of the traditional territories on which our campuses are located: the original lands of the Anishinaabeg, Ininiwak, Anisininewuk, Dakota Oyate and Dene, and the National Homeland of the Red River Métis. Sharing this acknowledgement publicly is also an opportunity for the UM community to increase their awareness of Indigenous history and perspectives.
http://umanitoba.ca/admin/indigenous_connect/5728.html (accessed September 1, 2024)

The University of Manitoba, established in 1877, was the first university in western Canada, initially conferring degrees for students from its founding colleges: St. Boniface College, St. John's College, and Manitoba College. In 1900, the university began offering its own teaching, with the first facility opening in downtown Winnipeg in 1904. By 1929, the university had moved to its permanent Fort Garry campus. Over time, the university expanded by affiliating with several colleges, including the Manitoba Medical College in 1882, Wesley College in 1888, and St. Paul's College in 1931. In 1967, two affiliated colleges, United College and Brandon College, gained university status, becoming the University of Winnipeg and Brandon University, respectively. St. Boniface College and St. John's College, both founding institutions, remain part of the university. St. Boniface, dating back to 1818, is the only French-speaking college and focuses on training teachers for French-language instruction. St. John's, established in 1820, offers programs in Arts and Science, as well as training for Anglican ministry.

The Fort Garry campus features 33 teaching buildings, including homes for four colleges, while a second campus in Central Winnipeg houses the university's health sciences units, including the Faculties of Medicine and Dentistry, and the Schools of Medical Rehabilitation and Dental Hygiene. A chronological history of the University of Manitoba is provided on the UM Libraries website:
http://libguides.lib.umanitoba.ca/archives/umanitobahistory/timeline

The University of Manitoba's 2024-2029 Strategic Plan, "MomentUM: Leading Change Together," focuses on fostering a vibrant community, advancing Reconciliation, and building a sustainable future. The plan is structured around three strategic themes: **Creating Knowledge that Matters**, **Empowering Learners**, and **Reimagining Engagement**. These themes guide the university's efforts to inspire impactful research,

enhance learning experiences, and strengthen community ties. The plan emphasizes collaboration, inclusion, and sustainability to create a positive impact locally and globally.

Mission
We advance learning by creating, sharing, preserving, and applying knowledge in partnership with diverse communities to promote the cultural, social, and economic well-being and health of Manitoba, Canada, and the world.

Vision
The University of Manitoba will be a vibrant and thriving community, enriched by Indigenous knowledges and perspectives. We will lead change for a better Manitoba and world.

Values
To achieve our vision, we require a commitment to a common set of ideals. The University of Manitoba values: Belonging, Curiosity, Impact, Integrity and Well-being.

For more details, visit University of Manitoba's Strategic Plan.

4.1.2 Program History

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

The teaching of architecture in Manitoba began in 1913 as a four-year degree program within the Faculty of Arts. In 1920, the program became a part of the newly established Faculty of Engineering and Architecture. In 1938, a three-year diploma program in interior decoration was established. In 1945, the departments of Architecture and Interior Decoration were combined in the School of Architecture and Fine Arts. In 1948, the entire school was reorganized as the School of Architecture. The professional architecture degree became a five-year program, and a new four-year Bachelor of Interior Design degree was also introduced. In 1949, a one-year graduate program in Community Planning was established. In 1957, the Manitoba Legislature approved a grant for the construction of a building for the School of Architecture, the first in Canada to be designed exclusively for architecture education. In 1963, the school was reconstituted as the Faculty of Architecture, and a two-year graduate program leading to the Master of City Planning degree was introduced.

The full history can be found in the Appendix here.

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.

M.Arch Program Policy on Transfer Credit
In some cases, course requirements may be transferred for students who have demonstrated evidence of competencies gained from previous education. Students who wish to apply for a course transfer based on previous education must provide the Department with course outlines and course descriptions from the educational institution.

Requests for course transfers must be made within the Registration Revision period in September (refer to the Graduate Calendar/Registration and Withdrawal Dates for exact dates each year). The Department Head decides on transferal requests.
https://umanitoba.ca/graduate-studies/programs-study/courses-taken-elsewhere

UM/Faculty of Graduate Studies Policies on Advanced and Transfer Credit

Advance credit for courses completed prior to admission to a master's program will be considered on an individual basis. The student's unit makes the request to the Faculty of Graduate Studies by completing the "Recommendation for Advance Credit (Transfer of Courses)" http://umanitoba.ca/faculties/graduate_studies/forms/index.html.

- Application for advance credit must be made within the first year of the program.
- No more than half of the required coursework for the program can be given advance credit.
- A course may not be used for credit toward more than one program.
- The student must register at The University of Manitoba for at least two terms within a single academic year and must also complete the thesis at The University of Manitoba.

4.4.6 Transfer Credit

Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:

- must be approved for transfer to the program of study by the unit and the Faculty of Graduate Studies before the student may register for them;
- are considered on an individual basis;
- cannot be used for credit towards another degree;

- may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required.

Permission is granted in the form of a Letter of Permission, which may be obtained by making an application to the Registrar's Office; an original transcript and course equivalency must be provided.
http://umanitoba.ca/student/records/leave_return/710.html

2023-24 Graduate Calendar: Academic Guide, Section 4 Master's Degrees General Regulations
https://catalog.umanitoba.ca/graduate-studies/academic-guide/masters-degrees-general-regulations/

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.

Environmental Design

Year 3

EVAR 3000	Pre-Modern Architectural History and Theory I	3
EVAR 3002	Pre-Modern Architectural History and Theory II	3
EVAR 3004	ARCH TECH 1	3
EVAR 3006	Architectural Technology 2 Bldg Construction, Structures, Envelopes	3
EVAR 3008	Architecture Design Studio 1	9
EVAR 3010	Architecture Design Studio 2	9
EVAR 3014	Drawing: Freehand/Digital	3
		33

Year 4

EVAR 4000	Modern Architectural History and Theory I	3
EVAR 4002	Architectural Technology 3-Building Systems	3
EVAR 4004	Architecture Design Studio 3	9
EVAR 4006	Modern Architectural History and Theory II	3
EVAR 4008	Arch Tech 4: Comprehensive Design Technology Report	3
EVAR 4010	Architecture Design Studio 4	9
	Elective	3
	Total Hours ARCH OPTION 66 Hours	**33**

ED3

EVAR 3000 - Pre-Modern Architectural History and Theory I
Provides a historical and theoretical understanding of early Greek, Roman, Gothic and non-western architectural topics and their influence. Content is explored using primary texts where possible, and through critical analysis of selected topics. May not be held for credit with the former EVDS 2690, EVDS 2610, ARCH 6320 or ARCH 6420.
3.0 Credit hours | Fall

EVAR 3002 - Pre-Modern Architectural History and Theory II
Provides a historical and theoretical understanding of Gothic and Renaissance architectural topics and their influence, up to the work of Claude Perrault. Content is explored using primary texts where possible, and through critical analysis of selected topics. May not be held for credit with EVDS 2620 or ARCH 6340.
3.0 Credit hours | Winter

EVAR 3004 - ARCH TECH 1
Construction materials and structural theory in the analysis and design of simple wood-frame, masonry and light steel construction; fundamental passive energy systems and design strategies for material and energy reduction. May not be held for credit with EVDS 1690 or ARCH 6480.
3.0 Credit hours | Fall

EVAR 3006 - Architectural Technology 2-Building Construction, Structures & Envelopes
Architectural, environmental and technical aspects of construction focusing on low-rise and medium sized wood, steel and masonry construction including issues of material production/manufacturing, soils, foundation, envelope systems, basic mechanical systems and their integration and acoustic concerns. May not be held for credit with the former EVDS 2670, EVDS 2700, ARCH 6520 or ARCH 6530
3.0 Credit hours | Winter

EVAR 3008 - Architecture Design Studio 1
An architectural study of the human condition in relation to the natural and built environment through design-oriented research exploration, analysis, evaluation and interpretation of a selected subject of inquiry. Various ways of seeing and making are applied as tools for critical thinking to align content with modes of representation. May not be held for credit with former EVDS 2630 or ARCH 6380.
9.0 Credit hours | Fall

EVAR 3010 - Architecture Design Studio 2
Building upon first term explorations, architectural propositions are developed that seek to clarify relations between human inhabitation and the physical environment in a regional context. Design principles influenced by programmatic, theoretical, historical, technological material and environmental criteria are examined. May not be held for credit with former EVDS 2640 or ARCH 6390.Prerequisite: EVAR 3008.
9.0 Credit hours | Winter

EVAR 3014 - Drawing: Freehand/Digital
An introduction to drawing skills that allows students to become articulate in proposing and studying architecture through drawing. The course covers a range of media. May not be held for credit with the former ARCH 6532 or ARCH 6370
3.0 Credit hours | Fall

ED4
EVAR 4000 - Modern Architectural History and Theory I
Provides a historical and theoretical understanding of the origins of modernity in architecture. Content is explored using primary texts where possible, and through critical analysis of selected topics. May not be held for credit with former EVAR 3700, EVAR 3470, ARCH 6460 or ARCH 6450.
3.0 Credit hours | Winter

EVAR 4002 - Architectural Technology 3-Building Systems
Integrated building systems focusing on multi-story steel and concrete construction including: passive and active heating, cooling, and ventilation methods, strategies and designs, electrical, water, communication, security, fire protection, and vertical transportation systems; and building code constraints. May not be held for credit with the former EVAR 3560, EVAR 3570, ARCH 6500 or ARCH 6510.
3.0 Credit hours | Fall

EVAR 4004 - Architecture Design Studio 3
This studio focuses on the broader cultural implications of social interaction and the collective inhabitation of the built and natural environments. Architecture design explorations are influenced by a thorough examination of programmatic, theoretical, historical, technological, material and environmental criteria. May not be held for credit with the former EVAR 3680 or ARCH 6400
9.0 Credit hours | Fall

EVAR 4006 - Modern Architectural History and Theory II
Provides an historical and theoretical understanding of 20th century topics in architecture (western and non-western). Content is explored using primary texts where possible, and

through critical analysis of selected topics. May not be held with the former EVAR 3330, EVAR 3480, ARCH 6440 or ARCH 6470.
3.0 Credit hours | Winter

EVAR 4008 - Arch Tech 4: Comprehensive Design Technology Report
A technical knowledge project-based course integrating with Arch Studio 4. Comprehensive technology issues include: site; material; energy; structures; construction; sustainability; environmental factors; building code; life safety. Student work will include analysis, technical drawings and calculations. Corequisite: EVAR 4010 Arch Studio 4
3.0 Credit hours | Winter

EVAR 4010 - Architecture Design Studio 4
The previous terms investigations are further developed and synthesized into a comprehensively designed environment. Architectural propositions seek to clarify specific relations between details and the overall design, through the integration of complex social, cultural, programmatic, theoretical, historical, technological, material and environmental principles, systems and criteria. May not be held with the former EVAR 3690 or ARCH 6410. Prerequisite: EVAR 4004. Corequisite: EVAR 4008.
9.0 Credit hours | Winter

Master of Architecture Courses

Year 1		
GRAD 7300	Research Integrity Tutorial	0
GRAD 7500	Academic Integrity Tutorial	0
ARCH 7000	Advanced Technology Topics I	1.5
ARCH 7010	Advanced Technology Topics 2	1.5
ARCH 7020	Research Topics: History and Theory 1	1.5
ARCH 7030	Research Topics: History and Theory 2	1.5
ARCH 7040	Professional Practice	3
ARCH 7050	Arch Studio 5 and Comprehensive Program Report	9
ARCH 7060	Arch Studio 6	9
ARCH 7350	Legal Aspects of Architectural Practice	3
Year 2		
ARCH 7070	Design Research Studio	9
ARCH 7080	Technology Thesis Report	3
ARCH 7000	Advanced Technology Topics I	1.5
ARCH 7010	Advanced Technology Topics 2	1.5
ARCH 7020	Research Topics: History and Theory 1	1.5
ARCH 7030	Research Topics: History and Theory 2	1.5
GRAD 7090	Design Thesis	0
	Total M.Arch Hours 48	**Hours 18**

ARCH 7000 - Advanced Technology Topics I
One five-week seminar and/or project-based topics offering in-depth study of advanced building systems, technology, and methods. Options are grounded in faculty research and build upon foundation technology courses. Some topics may be deemed mandatory at the department's discretion. Topics may be taken in the fall and/or winter terms.
1.5 Credit hours | Fall

ARCH 7010 - Advanced Technology Topics 2
One five-week seminar and/or project-based topics offering in-depth study of advanced building systems, technology, and methods. Options are grounded in faculty research and build upon foundation technology courses. Some topics may be deemed mandatory at the department's discretion. Topics may be taken in the fall and/or winter terms.
1.5 Credit hours | Fall

ARCH 7020 - Research Topics: History and Theory 1
One five-week lecture, seminar and/or project-based topics offering an in-depth study of an historical and/or theoretical subject. Options are grounded in faculty research and build upon foundation history/theory courses. Some topics may be deemed mandatory at the department's discretion. Topics may be taken in the fall and/or winter terms.
1.5 Credit hours | Fall

ARCH 7030 - Research Topics: History and Theory 2
One five-week lecture, seminar and/or project-based topics offering an in-depth study of an historical and/or theoretical subject. Options are grounded in faculty research and build upon foundation history/theory courses. Some topics may be deemed mandatory at the department's discretion. Topics may be taken in the fall and/or winter terms.
1.5 Credit hours | Fall

ARCH 7040 - Professional Practice
Is concerned with the duties and responsibilities of an architectural practice; its divisions, office organization and administration, in Manitoba and Canada. The lectures relate in scope and standard to current models of practice and their requirements, including issues of building economics and construction cost control.
3.0 Credit hours | Fall

ARCH 7050 - Arch Studio 5 and Comprehensive Program Report
Develop design explorations and seek to clarify relations between architectural criteria and the urban/natural environments in national or international contexts. Conceptual, programmatic, material, technological, economic, and political principles and systems employed are to be evident in the Comp. Prog Report.
9.0 Credit hours | Fall

ARCH 7060 - Arch Studio 6
The previous term's investigations are further developed into a comprehensive architectural design proposal. The thorough integration of design and programming criteria, with building and environmental systems and assemblies are examined.
9.0 Credit hours | Fall

ARCH 7070 - Design Research Studio
This final design studio involves concerted research and design explorations of an individually defined subject of inquiry, within a selected studio thematic focus. These investigations are intended to prepare students for their final Design Thesis.
9.0 Credit hours | Fall

ARCH 7080 - Technology Thesis Report
Technology Thesis Report is an advanced project-based course done in conjunction with the Design Thesis project. The report is related to an individual student's design thesis topic, focusing on specific aspects of technology and applied tech. research. Advisor supervision and external engineering consultancy or agreed equivalent are required.
3.0 Credit hours | Winter

ARCH 7350 - Legal Aspects of Architectural Practice
Discusses the importance of the knowledge of law as it relates to professional practice of architecture, including a discussion of the historical development of legal responsibilities of a practicing professional generally and of architects specifically. There is also discussion of trends in the development of professional responsibility and liability.
3.0 Credit hours | Winter

Please find the full course descriptions in the Appendix here.

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.

Please find current faculty resumes in the Appendix here.

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.

Please find Visiting Team Report from 2018 online.

https://cacb.ca/wp-content/uploads/2015/12/2018-University_of_Manitoba_VTR.pdf

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.

Please find the Annual Reports in the Appendix here.