# 2024 Architecture Accreditation Report

Submitted to the Canadian Architectural Certification Board (CACB)

School of Architecture + Landscape Architecture at the University of British Columbia

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| **Institution** | **University of British Columbia** |
| **Name of Academic Program** | **School of Architecture + Landscape Architecture (SALA)** |
| **Degree**<br>**Track(s)** *(Please include all tracks offered by the program. Examples:*<br>A: with Pre-professional degree<br>B: with undergraduate degree in any discipline | ☒ Master of Architecture<br>3-yr: with undergraduate degree in any discipline<br>2-yr Advanced Placement: with pre=professional degree |
| **Year of Previous Visit** | 2018 |
| **Current Term of Accreditation** | 2024-2025 |
| **Head of Program:** Name and email address | Blair Satterfield, Director pro tem, bsatterfield@sala.ubc.ca |
| **Dean: Name and email address** | James Olson, james.olson@ubc.ca |
| **Provost and Vice-President Academic:** Name and email address | Gage Averill, provost.vpa@ubc.ca |
| **President and vice-chancellor:** Name and email address | Benoit-Antoine Bacon, presidents.office@ubc.ca |
| **Individual submitting the APR** | Tamara Ross, Associate Director, Administration + Academic Operations |
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# 1.0

## Program identity and mission

# 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.*

The School of Architecture and Landscape Architecture (SALA) at the University of British Columbia is home to approximately 530 students. Among them, around 280 are enrolled in master's programs, with the professional Master of Architecture being the largest, accommodating about 180 students at any given time. Other sizable programs at SALA include the Bachelor of Design (BDES) at the undergraduate level and the professional Master of Landscape Architecture (MLA).

SALA also offers advanced research degrees, such as the Master of Advanced Studies in Architecture (MASA) and the Master of Advanced Studies in Landscape Architecture (MASLA), both of which are post-professional programs. Additionally, the school provides a Master of Urban Design, a Master of Engineering Leadership in High Performance Buildings (MEL HPB), and has recently introduced a PhD program in Design, Technology, and Society. These diverse offerings comprise our programs. They also demonstrate SALA's commitment to providing a comprehensive education in architecture, landscape architecture, urban design, and related fields.

The accredited Master of Architecture (MArch) program at UBC includes a three-year professional program for students without an Architecture or Design background, a two-year advanced placement program for students with a Bachelor of Arts in Architecture, BA Design, or Bachelor of Science in Architecture, and the MARCLA dual-degree program for students pursuing both a Master of Architecture and Landscape Architecture.

SALA has experienced several administrative changes since the last APR report. In December 2023, Professor Ron Kellett stepped down as Director, a role he had held since 2015. Associate Professor Blair Satterfield became Director pro tem on January 1, 2024, and will continue in this role until a new director is appointed. SALA is currently conducting an

external search with the goal of filling the position by July 1, 2025. Changes also occurred in the Chair of Architecture position. Satterfield stepped down as Chair on July 3, 2023, after which Associate Professor John Bass served as Interim Chair until June 30, 2024. On July 1, 2024, Associate Professor Tijana Vujosevic assumed the role and currently serves as Chair.

In 2021, SALA introduced a new leadership position, the Associate Director of Administration and Academic Operations, to support the Director and oversee staff. This role was filled in April 2021 by Tamara Ross, who previously spent twelve years as Director of Arts Administration at the Banff Centre for Arts and Creativity. Tara Deans, Theresa Juba, and Jaynus O'Donnell continue their roles in student services and academic support, with Tara and Theresa serving SALA broadly and Jaynus focusing on the Architecture Program. Tracy Satterfield has been SALA's Finance Manager since 2017 and is supported by Brenda Chu, our Financial Processing Specialist. Emma Fennel serves as SALA's Communications + Outreach Specialist and Robert Geyer manages facilities and digital infrastructure as Coordinator, Facilities + Digital Resources. The workshop and digital fabrication team consists of Graham Entwistle (Workshop + Digital Fabrication Supervisor), David Alba (Digital Fabrication Technician), and Robert Turriff (Workshop Technician). Together, this core team of full-time staff provides vital support in administration, student services, admissions and awards, curricular efforts, facilities management, and finances.

The faculty has also experienced significant shifts and growth. In 2020, Associate Professor Dr. Tijana Vujosevic joined the school. Starting in July 2024, Assistant Professor Thena Tak, Assistant Professor of Teaching James Huemoeller, and Lecturer Joanne Gates will join to help fill the roles left by the retirements of Associate Professor of Teaching Greg Johnson in June 2023 and Professor Chris Macdonald in December 2023.

Additionally, with the expansion of our Bachelor of Design program, we hired Assistant Professors Dr. Tania Gutierrez-Monroy and Dr. Rana Abughannam in July 2023. Both teach across the MArch and BDes programs, contributing to studio and history/theory classes. These faculty additions reflect our commitment to strengthening foundational areas, such as design, architectural technologies, and contemporary practice, while introducing new voices and perspectives to the school.

## Our Program

The UBC School of Architecture, established just after World War II, is now over 75 years old. It remains the only professional architectural program in British Columbia and is uniquely shaped by its physical context. Situated within Canada's Pacific temperate rainforest on the eastern edge of the Pacific Rim, SALA is located near the ocean's edge. The program's home, Vancouver, is Canada's largest and most diverse port, serving as a dynamic cultural hub for immigration, real estate, resource extraction, commerce, tourism, and entertainment. The city resides on the unceded territory of the Musqueam, Squamish, and Tsleil-Waututh peoples. "Unceded" indicates that the land was never surrendered to the Crown, and these

Indigenous peoples retain inherent rights to the territory. SALA's facilities are located on UBC's Point Grey campus, also on unceded Musqueam land.

Our school has a strong tradition of design education, equipping students for successful careers in architecture, design, and related fields by providing an education rooted in place, environment, and local culture. This tradition is complemented by a long-standing commitment to environmental and social activism, advocacy, and community engagement. These values were recently highlighted by our concurrent successes in the U.S. Department of Energy's Solar Decathlon competition and the Venice Biennale.

The "Not for Sale!" exhibition, developed by Architects Against Housing Alienation (AHAA) and supported by SALA students, confronts the housing crisis affecting many Canadian communities. It condemns real estate speculation that transforms homes into financial assets, exacerbating issues like affordability, precarious housing, and homelessness. This project has sparked articles, lectures, subsequent exhibitions, and vital community discourse on these pressing challenges. It exemplifies SALA's core strength in community-engaged involvement and work on locally important topics.

The Third Quadrant Design Team's Solar Decathlon project, "Third Space Commons," offers a fresh approach to housing and houses. This initiative integrates building design, performance science, and construction with global climate action efforts. As an interdisciplinary, student-led project within UBC Applied Science, it is grounded in principles of carbon minimalism, system minimalism, flexibility and adaptability, resilience, and the living lab concept. The resulting 1200-square-foot building was developed through collaboration among students, local businesses, and dedicated academics from SALA and across UBC. This work builds on SALA's growing body of design-build work and research, with a focus on material ecologies and energy efficiency. It also continues SALA's tradition of engaging in real-world, applied projects that have a tangible impact on the community.

These two projects exemplify SALA's broader commitment to environmental stewardship, applied technical and cultural work, and social activism. They also showcase the school's impact and its mission to create meaningful change in the public realm. Additionally, these projects highlight our growing emphasis on collaboration with communities, exploration of material ecologies, hands-on applied work, and partnerships with diverse groups as we chart new directions in design. Other faculty-led projects range from decades-long work with local First Nations, support of the local Japanese Canadian community through the Powell Street Festival, work with smaller communities in the interior and northern BC, and ongoing research with wood, waste materials, mycelium and other biological materials, and a variety of other missions that focus on program, place, and production.

The previous page underscores how place is central to our school's identity and work. However, "place" also presents SALA its most significant challenges. Vancouver is famously expensive, and the high cost of living impacts our ability to recruit faculty, students, and staff. In the past four decades, Vancouver has become a destination city for

the world's wealthy. It is positioned to also become a destination for climate refugees in the coming years. In recent reports Vancouver ranks as the most unaffordable city in North America and amongst the most unaffordable in the world. The costs associated with living, land-acquisition, and building have kept the school in aging and constrained infrastructure, scattered across our campus. While Vancouver is a major port city with substantial wealth, it is not a corporate hub like Toronto, an energy hub like Calgary, or a political hub like Ottawa. Wages lag punishingly far behind costs, and profits generated in the city are often syphoned to other locations. This means philanthropy is challenging, and the school's opportunity for donations or tax revenue that would support our expansion is hard to obtain. This makes it challenging to garner support for our initiatives. This easily ranks amongst our biggest challenge.

Culture is a strength. SALA prides itself on fostering a collegial environment that nurtures a community of self-motivated and intellectually curious students, academics, and professional staff. With approximately 180 students in the MArch program and strong faculty-student ratios, the school encourages close interaction among all of its members—an essential element in supporting vibrant academic inquiry. Our student body is diverse, with about 20% being international students. That group, combined with domestic students, represents a diverse range of educational and cultural backgrounds from Canada and beyond. Our faculty increasingly teaches across programs, and while we do often work in "home programs", we also find ourselves benefitting from the knowledge and expertise of all our SALA colleagues.

As SALA's work increasingly becomes more applied, more collaborative, and interconnected, the need for new tools and spaces is growing. This expanding collaboration also highlights the necessity to consolidate our spaces, bringing our community together in shared locations, and to better connect our work with more people, places, and systems.

## SALA Strategic Plan Update: Director's Message

The School of Architecture and Landscape Architecture (SALA) focuses on the design of the built environment. It is a distinct school of 530 undergraduate and graduate students housed within the Faculty of Applied Science (APSC), which educates over 8,000 people. APSC is one of numerous faculties within UBC, a global research institution with nearly 55,000 students on the Vancouver campus and 72,500 across both of its locations (Vancouver and Okanagan). Both UBC and APSC have recently developed strategic plans that provide context and guidance for SALA's values, goals, and priorities. While SALA aligns with, nestles within, and is informed by the strategic plans of both UBC and APSC, it also expresses its own specific goals and academic needs in its own strategic plan.

UBC's Strategic Plan *Shaping UBC's Next Century* adopted in 2018 with a vision of 'inspiring people, ideas and actions for a better world' and a purpose of 'pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world.' Being that the UBC plan

has a 10-year timeline and we are 5-years in, the new President Benoit-Antoine Bacon has initiated a Strategic Plan refresh to 'celebrate and build upon our successes, apply lessons learned, adapt to a changing higher education and research landscape, and continue our trajectory of transformation, propelling UBC to even greater heights.'

In 2020, the UBC Applied Science strategic plan was adopted. Spearheaded by Dean James Olson, the resulting document, *Transforming Tomorrow*, emerged as a directive aimed to discover, design, innovate, and deliver top-tier education while fostering a community of responsible professionals. With a vision to 'shape the leaders and professions that shape the world', it reflects the diverse perspectives of the Applied Science community and sets a framework for decision-making and investment across the faculty.

The Faculty of Applied Science encompasses five schools (including SALA) and six departments, representing a broad spectrum of professional disciplines that span the entire human-centered built environment. *"(The) work and the professional disciplines (APSC) represents cover innovation at all scales, from nanoscale electronic devices that power communications to the design of entire cities,"* and the Faculty is dedicated to creating lasting change through the discovery and application of knowledge. It is a faculty focused on serving its community through the design, construction, operation, and policies that govern its cities and systems (SALA, Engineering, SCARP) to the health and well-being of the individuals who call them home (Nursing). APSC uniquely balances responsible risk-taking with an innovative spirit, reflecting a genuine environmental ethos rooted in a profound respect for the school's exceptional surroundings. By leveraging multidisciplinary strengths and fostering a small-community approach, APSC effectively addresses society's most complex challenges. Within this framework, Applied Science has established six key priorities for the faculty:

- The University of the Future
- The Future of Work
- Inclusive Leadership
- Solutions for People
- Thriving Cities
- Planetary Health

These six priorities form the foundation of the faculty's commitments and values, interwoven in ways that are more nuanced and interconnected than this document can fully convey. Each priority informs the others, creating the broader context within which SALA operates.

Another important guiding document for SALA is UBC's Indigenous Strategic Plan, published in 2020. This document informs ongoing work undertaken at UBC and within SALA to indigenize our university, our school, and our curriculum. We are working to improve our promotion of indigenous ways of knowing and being, to decolonize our curriculum, and to create a safe and inclusive learning environment for all. This includes teaching and

promoting diverse worldviews, knowledge systems, and cultures. This is hard, generational work and will be a long and ongoing endeavor. Specific examples of efforts made, and curricular work done will be included in our academic reports.

SALA recently completed its own strategic document (published late in 2023) and does not require formal UBC adoption, it was accepted and approved by the Dean of Applied Science prior to publication. SALA's Strategic Directions is not a 'traditional' strategic plan with a Mission/Vision, but instead is guided by the notion that 'Design is one of the most hopeful of human endeavours,' with our priorities being crafted around this. The summary of that document and its creation follows. The development of SALA's own strategic plan began in tandem with the Applied Science efforts in 2019, with internal consultations, concluding in February 2020. One month later the COVID-19 pandemic prompted the physical closure of most institutions worldwide. This included SALA, and forced our programs online. When in-person campus operations resumed in late 2022, SALA faced a dramatically altered landscape that significantly reshaped our strategic planning context, our goals, and how we understood the world we work to serve.

The pandemic era brought about profound changes in daily life and design practice. Issues such as environmental stewardship, economic and social equity and justice, and planetary health all gained new urgency. Reconciliation with Indigenous Peoples progressed and began to more robustly influence global public policy and community planning. The impacts of climate change accelerated, resulting in unprecedented temperatures, more and hotter wildfires, more dramatic and unfamiliar weather patterns, sea level rise, floods, and landslides. Given this context of upheaval, SALA re-evaluated its approach to strategic planning. We chose to eschew the standard models and instead focus on fundamental principles, seeking to define the enduring values that connect us and guide our emerging and changing place in the world.

## Who is SALA?

SALA is a vibrant community of designers, researchers, educators, and professionals based in Vancouver, Canada, and committed to creating meaningful and impactful design. Our collective goal is to craft better futures, foster a healthier planet, and cultivate inclusive environments that elevate the quality of life for human and non-human inhabitants alike. Through collaboration and design thinking, we tackle pressing needs and global challenges across all scales of the built environment and the ecosystems that contain them.

Our teaching spans diverse scales and disciplines—from small, hand-held objects to buildings, public spaces, urban design, and landscapes across scales. We offer a distinctive approach to design education that harmonizes the built and natural environments, blending artful design with innovative construction practices.

Celebrating its 75th anniversary recently, the School of Architecture has evolved significantly since its modest beginnings in a single Quonset hut after World War II. Rooted

in the cultures, climates, and contexts of Vancouver—an international port city on Canada's West Coast and the edge of nature—our programs reflect the diversity, vitality, and perspectives of a global city. They also engage with the ecologies, materials, technologies, and cultures of local places and peoples, drawing inspiration from the rich natural environment, diverse communities, and deeply rooted values of the Pacific Rim, North America, and Indigenous British Columbia.

Our strategic plan outlines the core values, priorities, and methodologies that guide us as we chart new paths in design, educating future generations of designers to become impactful contributors to the global design community.

## SALA's Strategic Directions

The **Strategic Directions** for the School of Architecture and Landscape Architecture at the University of British Columbia outlines a vision for the future, rooted in addressing the pressing global challenges of our time. This plan reflects a thoughtful reassessment of the school's goals, values, and priorities in response to significant shifts in the global landscape, including climate change, social justice, and reconciliation with Indigenous peoples. It emphasizes adapting design education to these evolving contexts and preparing students for leadership in a rapidly changing world.

**Key Themes and Goals:**

1. **Design for Impact:** SALA aims to adapt its approach to design education and scholarship to address the urgent needs of equity, justice, and climate change. This priority is reflected in projects that focus on creating positive social and environmental change. The school seeks to model inclusive, equitable, and sustainable practices that can be integrated into the broader community, both locally and globally.

2. **Design Fluency:** The plan emphasizes fostering **design fluency**, encouraging students to develop a broad and adaptable skill set. SALA's programs promote intellectual dexterity, collaborative learning, and hands-on experience. This ensures that students are well-prepared to engage with complex systems and ongoing learning throughout their careers, making design tangible through materials, processes, and cutting-edge technologies.

3. **Engagement with People and Communities:** A significant focus is on strengthening SALA's connection with diverse communities, both within UBC and beyond. The school prioritizes collaborations with external partners, practitioners, and communities, recognizing that meaningful design solutions are created through interaction with a variety of stakeholders. The plan highlights the importance of inclusive, respectful engagement and fostering design solutions that resonate with and serve the needs of these communities.

4. **Commitment to Reconciliation and Environmental Stewardship:** SALA recognizes its responsibility to engage with Indigenous communities and embrace principles of reconciliation, sustainability, and environmental stewardship. The strategic directions call for integrating Indigenous perspectives and ecological knowledge into design education and practice, ensuring that these values are embedded throughout the school's work.

5. **Innovative and Collaborative Approach to Education:** The plan outlines a distinctive approach to education that integrates creative design thinking with technological advancements and sustainability practices. SALA's commitment to **hands-on learning** is emphasized, with students engaging in design-build projects and direct material experimentation. The school seeks to provide a dynamic learning environment that fosters innovation and the ability to respond to future challenges.

6. **Advocacy and Leadership:** SALA seeks to take a leadership role in addressing global issues, advocating for progressive design solutions and sharing its insights with the broader academic, professional, and public communities. Through research, scholarship, and creative work, the school aims to influence positive change and inspire a new generation of architects, landscape architects, and urban designers.

The **SALA's Strategic Directions** outlines SALA's forward-thinking vision that prioritizes impactful design, collaborative engagement, and lifelong learning. It positions the school as a leader in addressing the most pressing challenges of our time through design education and scholarship, grounded in sustainability, inclusivity, and community-focused innovation.

**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.*

**Program Action Plan: Strategic Alignment and Development**

The SALA Program Action Plan is in development. It will be shaped by the UBC SALA Strategic Directions document, our school's strategic plan. That document was developed with community input and acts as our guiding vision at present. It focuses on impactful design, fluency, and deep community engagement. Our strategic directions reflect a commitment to tackling the critical issues of social justice, climate change, and reconciliation with Indigenous Peoples. SALA has deepened its commitment to these issues in the past several years. This commitment has not lessoned our focus on addressing multiple more specific questions raised in both our 2018 accreditation visit and our 2022 Focused Evaluation Visit. While our Annual Report was accepted, we are aware that two causes for concern were identified: Physical resources and information technology. Five unmet conditions were also identified during that visit. These included Public Information (3), Physical Resources (7), Human Behaviour (A6), Accessibility (B5), and Project Delivery (D4).

The following pages frame our work in the past years to answer these unmet conditions and causes for concern. It also presents our proactive approach, and concerted efforts to evolve our school's mission, curriculum, and community. We offer this as an operative surrogate for an action plan.

**Strategic Foundations, Context, and Recent Developments**

The development of our strategic directions was profoundly impacted by several major events. In the wake of George Floyd's death, the COVID-19 pandemic, and the 2020 heatwave in British Columbia, SALA's "in process" strategic plan was reevaluated and ultimately scrapped. These challenges forced us to confront fundamental questions about our values and goals, leading to a redefined mission that prioritizes equity, climate responsiveness, and community-based design.

Over the past 18 months, SALA has also undergone a significant leadership transition, with new chairs appointed in Architecture, Landscape Architecture, the Bachelor of Design, and Urban Planning, alongside an interim Director. These leadership changes bring fresh perspectives and require time to fully align with our evolving strategic priorities. Together, they position SALA to advance its mission with a renewed focus on equity, environmental resilience, and community engagement.

While this re-evaluation process delayed the creation and adoption of a formal action plan, it strengthened our position and sharpened our focus. It has since guided our hiring practices, as we welcomed multiple new faculty members and search for a director who aligns with the school's clarified goals. Our refreshed strategic direction is rooted in a commitment to adaptability, inclusivity, and environmental stewardship, all of which support our current course. Our hiring has significantly changed the school's demographics. Five architecture hires have been made in the past two cycles. SALA engaged the BC Human Rights Commission and the University, receiving permission to focus our searches on members of historically underrepresented groups and marginalized communities. We have added five new architecture colleagues as a result. Four are women, three identify as members of underrepresented and marginalized communities. Three of the five hold professional licenses. Three more colleagues join us in the coming year (each holds degrees in architecture and landscape architecture). Two of those three are women and two belong to marginalized and underrepresented communities. This shift in faculty composition is significant.

**Integration of Goals and Objectives**

The current goals and objectives of SALA are based on the CACB's Five Perspectives: the Academic Context, Students, Registration, the Profession, and Society. These objectives have been informed by continuous self-assessment, which includes feedback from faculty, students, alumni, and professional partners. Grounded in our strategic priorities, we aim to:

**Enhance Curriculum and Pedagogy**: Faculty at SALA continually assess and refine the curriculum to ensure alignment with our strategic directions. Since 2017, our MArch curriculum has evolved to emphasize hands-on, community-focused, and climate-responsive design, embodying our values of equity and environmental consciousness.

**Foster Student and Alumni Engagement**: Active student involvement is a cornerstone of our approach, supported through ARCHUS, the student society, and monthly meetings with the SALA Student Affairs Committee. We are also building stronger connections with alumni through mentorship programs, public shows, regular and frequent engagement with our alumni on reviews and committees, and social events including public student shows, sponsored happy hours (SALA's "Good Times" events), and public lectures.

**Strengthen Professional and Community Ties**: SALA prioritizes collaborations with industry and community partners to enhance experiential learning. Initiatives like our job fair-style "Firm Connections" which has students and faculty meeting and mingling with members of local practices at Lasserre, and SALA-hosted portfolio workshops create valuable networking opportunities for students, building relationships that support career development and reinforce SALA's role in the professional community.

**Ongoing and Future Initiatives**
As we continue to implement our Strategic Directions, we will formalize these efforts into a comprehensive action plan once our director search is complete. This action plan will provide specific, actionable steps aligned with our strategic priorities:

1. **Design for Impact**: We will prioritize projects that address climate resilience, social justice, and Indigenous collaboration, reflecting our commitment to impactful design.
2. **Design Fluency**: By fostering interdisciplinary learning and technology integration, we aim to equip students with the skills needed for adaptive problem-solving in a rapidly changing world.
3. **Community Engagement**: SALA is deepening its connections with both local and global communities, ensuring that diverse perspectives inform our educational programs and research initiatives.

Although the events of recent years delayed the formalization of our action plan, they clarified our mission and reinforced the values that guide us. Together with our faculty, students, alumni, and professional partners, we have been working to create an inclusive, adaptable, and impactful academic environment. We have also been steadily working towards resolving the shortcomings identified by CACB teams. The following section describes that effort, and our forthcoming action plan will translate our strategic priorities into a clear roadmap.

### 1.2.1 Program Action Plan and Objectives

The following Program Action Initiatives respond to the input of faculty, students, and alumni, as well as to self-assessment of the program's work, and feedback given by CACB at our evaluations. These have come into focus in the past four years and move toward meeting the goals of its 2023 Strategic Plan. Objectives reflect a self-assessment of the Architecture Program's strengths and weaknesses, opportunities and threats and have been undertaken by the faculty, our curriculum committee, individual professors, the director's office, and the applied science dean's office.

Strategic Directions adopted September 2023.

**2023 Objectives**
Architecture Program
School of Architecture and Landscape Architecture
University of British Columbia

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

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

1. Establishing a working group of faculty members to develop core curricular content, establish studio learning objectives, and establish a four-term core for studios that focus teaching and learning.
    a. ARCH500 – T1, building as syntactical language. Architectural Core. Foundations
    b. ARCH501 – T2, architecture as a built assembly – Tectonics
    c. ARCH520 – T3, buildings in urban context
    d. ARCH521 – T4, building as comprehensive design
2. Further developing the shared learning objectives for ARCH 501 second term studio with focus on the understanding of universal access, building-to-site design, and material and technical design integration. (fall 2023)
3. Develop verifiable evidence of the ability to design in urban context. Integrating a core Urban Design studio requirement for all M.Arch students into ARCH 520. (fall 2022)
4. Develop verifiable evidence of the ability to design for universal access in all ARCH 521 Comprehensive Building Studio student work. (Spring 2020)
5. Develop curriculum and projects that work within the context of carbon neutral design, design for resource scarcity, reduced systems, and efficient design – ARCH521
6. Expand and integrate non-western perspectives and non-dominant narratives into history and theory sequence. (Fall 2021 – ongoing)
7. Expand and explore areas where digital skills and current digital media paradigms can be integrated into the program curriculum. Also develop opportunities for faculty development in the areas of digital tools and culture. (ongoing)

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

1. Continuing to provide financial support to students and faculty who have opportunities to participate in international conferences or other peer-reviewed events. (Ongoing)
2. Strengthen ties with the Royal Architectural Institute of Canada and the Canadian Architectural Licensing Authority to support the documentation, analysis, and design of regenerative environments, and to address the implications of the national Truth and Reconciliation process within architectural practice and education.
3. Developing program contributions to the research and engagement initiatives of the CALA/CCUSA Joint Task Force and the Architectural Institute of British Columbia (AIBC) regarding advocacy and public outreach efforts for the profession of architecture and exploring the future of architectural practice. (dependent on CACB/CCUSA timeline)

4. Recruiting world-class faculty to our program in a “once-in-a-generation” refresh of talent and personnel. (Ongoing)

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

1. Collaborating with the professional community in retooling and delivering ARCH 543 Contemporary Practice, focusing on CACB Leadership and Advocacy Student Performance Criteria, including the role of the Architect as an advocate for client and public interests, and as a collaborator who aids in capacity building processes with disadvantaged communities. (Fall 2017)
2. Developing a repeatable, sustainable model of topics of concern for climate action and sustainable design, including reduced building systems and carbon neutrality as an integral part of ARCH 521 Comprehensive Building Studio. (2021- present).
3. Developing a key area of the Architecture Program’s history/theory sequence to diversify lessons, focus on non-western topics and underrepresented communities.

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

1. Increasing transparency in SALA awards processes with focus on self-nomination, equity surveys, and clear objectives for unbiased evaluation. (Fall 2024)
2. Working with the SALA Director’s office, to support SALON, an end-of-year SALA Projects exhibition. This exhibition features graduate projects generated by graduating M.Arch students and is open to the Vancouver professional community.
3. Redesign of SALA lecture series to better accommodate student schedules. More events have been planned to occur on campus and earlier in the evening to make it easier for students to attend. (2024) Lunchtime events will also occur. A new “Aperitif” lecture series has been implemented that includes talks by early and mid-career practitioners. These are coordinated with student happy hour events.
4. Continue to support and explore opportunities to expand the ARCHUS student society’s health and wellness initiatives. (2020- present)
5. Support of school clubs and communities to enhance experience of diverse bodies of students. This includes FaFa (For a Feminist Architecture), NOMAS, Feminists Make club (shop focused group), ILANDS (our Indigenous student group. (2018-present)
6. Expanding connections to alumni groups and the profession at workshops, through M.Arch mentorship program, and coordinated events and celebrations . (ongoing)
7. As with many programs, SALA worked hard to maintain connection and community during the global pandemic. This included tremendous work building online infrastructure, conducting online lectures, meetings, and community events, and working to maintain our community across scales, locations, and time-zones. Some of this infrastructure remains and further enhances the experiences of our students. (2020-present)

**Commitment 1, Goal 5 Action Plan Items:**

*Support the Program's faculty by:*

1. Working with Program Chairs in consultation with the SALA Director to standardize teaching by organizing and communicate to faculty a three-year schedule of teaching assignments. (Fall 2017)
2. Expanding SALA's website and social media presence to more actively disseminate the creative and scholarly work of faculty. (refresh 2023-present)
3. Establish a "mentoring committee" for faculty. This body is tasked with organizing resources for early and mid-career faculty. Better mentoring and support were identified by SALA faculty as an opportunity for improvement. This work is important with the arrival of eight new faculty colleagues in the past 2 academic years.

**Commitment 1, Goal 6 Action Plan Items:**

*Improve the Program's physical resources by:*

1. Update of all SALA pinup and teaching spaces. This includes new pin able surfaces in each, new projection equipment and speaker infrastructure, and improved lighting in select areas. (2018-19).
2. Expansion and refresh of MacMillan studio spaces. Refresh of Annex studio spaces. This work has improved space for our BDES, MLA, and MUD programs. It also provides additional space for M.Arch students and courses, and takes pressure off holdings in LSSR. (2022)
3. Conversion of Lasserre Basement Shop and Reading Room. In the mid2010s, the SALA Reading Room holdings were subsumed into the main library. This freed Room 9 for booking. (2020)
4. Room 5C (across from the shop) has been converted into a workspace for the Shop. This adds capacity and 24/7 access to some shop infrastructure.
5. UBC Holdings on the first floor (including a digital teaching space Rm 105 and two lecture spaces) has been renovated and refreshed (2018). These are bookable spaces for SALA and used in the delivery of some courses.
6. SALA added "The Third Space Commons" at UBC to the list of possible spaces available for use. Built by Third Quadrant Design for the solar decathlon, the 2,400 square foot space is available for booking. This innovative structure is one of Canada's first near-zero embodied carbon buildings, featuring sustainable materials like hempcrete and reused construction components.
7. To address the current shop's limitations and support the new 240-student BDES program, The Dean of Applied Science is building a $13.4 million, 1,004 sq m shop in collaboration with SALA and Chemical and Biological Engineering (CHBE). This facility, opening in September 2025, will feature a digital fabrication hub, digital visualization (AR/VR), and instructional spaces, accessible to all SALA students. The existing Lasserre shop will be repurposed for model-making and woodwork. (Move-in begins May 2025).
8. The new Applied One building and future home of SALA is being pursued by a team of led by the APSC Dean. The project, which will house SALA, Mining, Materials, & SCARP, will bring all SALA programs together. It will provide cutting edge shops, teaching spaces, offices, and labs. Information included in this report. (2028-30 est.).

**Commitment 1, Goal 6 Action Plan Items:**
*Enhance the Program's Administration by:*

1. Requesting that the SALA Director provide regular updates on Advisory Council's activities and contributions to SALA, the Architecture Program's activities and future development. (Ongoing)
2. Requesting that the SALA Director review and ensure that current staffing levels and duties are adequate to administer a growing set of degree programs and student population. (Fall 2017)
3. Addition of Associate Director position to staff. This new role has greatly improved the function of SALA offices. It also builds continuity into the leadership positions, supports the SALA Director, and enhances student experience. (2020)

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

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

1. Continuing the policy of inviting out-of-town visiting critics to participate in all advanced studio and thesis reviews. *(Ongoing)*
2. Utilizing both out-of-town and local critics on committees for the graduate project process.
3. Coordinating opportunities for out-of-town and local guest lecturers to conduct seminars for Architecture Program students during their visits to UBC. *(Ongoing)*
4. Developing collaborative research projects between Architecture Program faculty, students, local architectural practices, and regional city governments. *(Ongoing)*
5. Strengthening existing collaborative research projects and initiating new ones between UBC's Office of Vice President for Research and various academic units—including Forestry, the Sauder School of Business, APSCI, Architecture Program faculty and students, Indigenous communities in British Columbia, and engineering departments. *(Ongoing)*
6. Adding a President's Academic Excellence Initiative (PAEI) faculty member specializing in Artificial Intelligence and design. This new colleague will be based in SALA with a cross-appointment, connecting SALA to other UBC programs and departments in the first phase of the PAEI program.

**Commitment 2, Goal 2 Action Plan Items:**

*Strengthen professional ties by:*

1. Collaborating with the Alumni Council, AIBC, and RAIC to clarify policies on the academic and professional responsibilities for architectural education and internships, including the title for M.Arch degree-holders working in the profession, currently referred to as "Interns." *(CALA/CCUSA timeline)*
2. Expanding the Comprehensive Design Studio's successful integration of professional architects by developing specific roles for professionals to contribute to curriculum areas addressing unmet Student Performance Criteria. *(Ongoing)*
3. Enhancing on-campus and off-campus alumni events, including introductory workshops, student mentoring, and initiatives related to regenerative environments research, curriculum development, and content addressing the Truth and Reconciliation process. *(Ongoing)*
4. Re-assessing the impact SALA's Design for Living Prize can have on elevating and supporting the profile and important work of mid-career professionals that hold and uplift SALA's values and priorities. (Ongoing)

**Commitment 2, Goal 3 Action Plan Items:**

Strengthen community ties by:

1. Developing the SALA website and social media platforms to provide up-to-date information on faculty community engagements. *(2023-24 refresh)*
2. Defining and publishing research clusters to organize SALA faculty expertise, with a renewed emphasis on community engagement through faculty-led research. *(Ongoing)*
3. Focusing on housing-related issues, highlighted by recent faculty work with Architects Against Housing Alienation (AAHA) and Urbanarium. *(Ongoing)*
4. Including local practitioners, policymakers, and urbanists in lecture series and public-facing activities to promote community involvement. *(Ongoing)*

**Commitment 2, Goal 4 Action Plan Items:**

Strengthen international ties by:

1. Supporting faculty who aim to develop new term-long Studies Abroad Program venues, ensuring the program can be offered annually. (Ongoing)
2. Collaborating with the SALA Director to continue the teaching fellowship for Program Faculty by coordinating upcoming sabbaticals, retirements, and new faculty searches. (Ongoing)
3. Expanding international university exchange partnerships. (Ongoing)
4. Encouraging faculty participation in teaching exchanges. (Ongoing)
5. Facilitating collaborative research with international scholars and professionals. (Ongoing)
6. Seeking opportunities for shared exchange and collaborative teaching and research with international institutions. (Ongoing)

**Commitment #3: Research**

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

**Commitment 3, Goal 1 Action Plan Items:**

*Nurture and support leading edge design research and scholarship by:*

1. Developing and embedding recommended media platforms and recruitment content from the SALA branding consultant report.
2. Collaborating with the SALA Research Committee to identify key areas of faculty research expertise, publishing these as research clusters on the SALA website, and actively pursuing partnerships with other UBC units, industry, and communities.
3. Supporting teaching and research initiatives that raise the visibility of SALA's scholarship and applied work, such as participating in the Solar Decathlon Build Challenge and constructing a 2,400 sq. ft. building on UBC's campus through this program.

**Commitment 3, Goal 2 Action Plan Items:**

*Support faculty research by:*

1. Providing infrastructural support where appropriate and feasible.
2. Supporting the administration and coordination of research assistants, grant management, and staff resources whenever possible.

**Commitment 3, Goal 3 Action Plan Items:**

*Support graduate student research by:*

1. Collaborating with the Chair of the Bachelor of Design program to increase opportunities for M.Arch students to serve as teaching assistants in the undergraduate BDES program. (Ongoing)
2. Launching the new SALA Ph.D. program in Design, Technology, and Society.
3. Creating pathways for M.Arch thesis authors to adapt their work into peer-reviewed research papers and design research projects. (Ongoing)
4. Hiring M.Arch students for participation in faculty-led design projects.

**Commitment 3, Goal 4 Action Plan Items:**

*Remain current in design theory, practice and advocacy by:*

1. Developing curricular content that reflects the architectural implications of the national Truth and Reconciliation process. Evidence of this integration should appear across core curricula, as well as in elective studios and seminars. *(Ongoing)*
2. Recruiting and hiring faculty specializing in theory, advocacy, and social justice to strengthen these areas within the program. *(Ongoing)*
3. Creating curricular content based on findings from the joint CALA/CCUSA Future of Architectural Practice committee, addressing emerging educational implications for architectural practice.
4. Engaging in innovative practice areas, including digital prototyping, design/build, capacity-building, community engagement, regenerative environments, and other forward-thinking topics. *(Aligned with CALA/CCUSA timeline)*

# 2.0
## Progress

## 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."*

On June 14th, 2018, the University of British Columbia Architecture Program was formally granted accreditation. The ruling was for a **six-year term with Focused Evaluation at the end of three years** from the Canadian Architectural Certification Board. The focused evaluation occurred in 2022, with the report delivered to UBC SALA on October 17th, 2023. In that report summary, the Visiting Team requested progress with evidence on the following Conditions and Student Performance Criteria:

**Causes for concern:**

- Information Technology

**Conditions and Student Performance Criteria not met:**

- 3: Public Information
- 7: Physical Resources
- A6: Human Behavior
- B5: Accessibility
- D4: Project Delivery

This report details measures taken by the program to address these six items of concern. Following this summary, the first section is organized item-by-item as listed above, beginning with CACB language for each item and the excepted text from the Visiting Team Report (VTR) that frame items of concern (*italicized*). This is followed by a concise description of the specific changes to the curriculum that have been put in place by the Architecture Program to address concerns expressed during that visit.

Additional Information follow this itemization that include syllabi and other appropriate evidence of progress made.

The changes we have made to our curriculum to address the concerns listed above have been made in multiple courses taken by students in one of their first four terms. Courses include:

- ARCH 501: Vertical Design Studio (second term)
- ARCH 504/505: History 1 and History 2 (second term or fourth term)
- ARCH 511: Architectural Technology (second term)
- ARCH 513: Environmental Systems & Controls 1 (second term)
- ARCH 521: Comprehensive Design Studio (fourth term)

- ARCH 541: Professional Practice (sixth term)
- ARCH 543: Contemporary Practice (summer term)

Materials concerning building improvement, hiring, and other improvements to SALA and the program are also included. We are pleased with progress made and with the enrichments to our student's educational experiences these changes have brought. We trust that this report will demonstrate our substantial commitment to addressing the concerns of the 2018 visiting team.

**Causes for Concern**

**Concern 1:** Information Technology

*Coordinator Review from 2021-2022 The program reported that computers held by students are adequate for most activities, therefore there will be no investment in a stand-alone computer lab. The program also reported that there is an infrastructural ecosystem in place that provides digital visualization computer stations, as well as equipment such as scanners, 3D visualization equipment, drones, cameras, etc.*

The Program reiterated that they will not invest in a stand-alone computer lab as laptops and PCs held by students are adequate. They also reported that in the summer of 2022, they decided to cover the cost of the most utilized software (Adobe Creative Cloud Suite and Rhino). They also reported that although the Adobe Creative Cloud license renewal cost has increased substantially, negotiations are ongoing, and SALA is committed to continue providing this software suite to students at no charge to them.

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

**Response to Concern 1:**
**SALA's Evolving Computation Ecosystem**

SALA's computation ecosystem is built around student-owned laptops, ensuring students become proficient with design software and digital fabrication tools they will use in their careers. Modern laptops, with their powerful processors, cloud storage, and CNC output tools that integrate seamlessly with a variety of software packages, outperform traditional computer labs, which have become obsolete. During the pandemic, SALA students transitioned smoothly to remote learning, thanks to their reliance on portable technology rather than fixed infrastructure. This flexibility also enables students to work on-site or in the field without limitation.

The rise of AI tools, cloud processing, and advanced portable computers further reduces the need for heavy investments in traditional IT infrastructure. The computer lab, once a vital resource, has now become a limiting anchor. Rather than maintaining a centralized lab for day-to-day computation, SALA focuses on enhancing shared infrastructure like the shop,

providing students access to advanced output, visualization, and production capabilities through their laptops. This approach equips students with skills and familiarity with tools they will use post-graduation, instead of relying on school-owned equipment they won't have after they leave.

SALA provides a distributed network of high-performance visualization stations for tasks beyond most laptops' capabilities and covers essential software costs like Adobe Creative Cloud and Rhino. This distributed model, which eliminates reliance on fixed infrastructure, proved successful during the pandemic, allowing seamless transitions to remote work.

Looking ahead, SALA's future shop, shared with the Department of Chemical and Biological Engineering (CHBE), will feature AR/VR technology, robotics, and digital fabrication tools. This collaboration will introduce new learning opportunities, linking design with chemistry and biology, and further redefining traditional concepts of IT in education.

**Compliance with the Conditions for Accreditation**
**Conditions not met**:
**3. Public Information** (Supplement with Information)

*Focused Evaluation Visiting Team Report (FEVTR) November 2022: The CACB language (Appendix A-1) is provided on the Program's website and was found in the current Graduate Calendar. However, the Program's mission/vision does not appear to be available on the website. The concerns noted in the 2018 VTR about clarity of special student opportunities (Study Abroad, summer electives, etc.) and actual length of program are not clearly addressed on the Program website nor in the material provided for this FE.*

The program stated that the content migration phase (phase 1) will be launched in August 2023, while the redesign of applicant and student-facing infrastructure (phase 2) will be completed by December 2023. They also stated that they will release SALA's Strategic Direction document in August 2023, followed by updates to the mission, educational aims, pedagogical objectives, and equity and diversity initiatives, among others, to align them to the Strategic Direction.

**7. Physical Resources** (Supplement with Information)

Measures taken to address Conditions Not Met
NOTE: The following section describes the measures UBC Architecture Program has taken to address the concerns of the 2018 VTR and 2022/23 Focused Evaluation. It is organized by "Condition Not Met" in the order that they are organized by the CACB. Our strategy to answer shortcomings identified in our Physical Resources is to phase our work. **Phase 1** (framed below) is to improve our current holdings. **Phase 2** is to create new holdings that bridge to the new building. **Phase 3** is a new facility. The improvements to Lasserre (P1) and other SALA holdings have and will better the experience of students, faculty, and staff.

***Physical resources | Part 1 – <u>Interim measures and improvements</u>**:

*The Visiting Team expresses enthusiasm for the Faculty of Applied Science and SALA's plans for a new consolidated facility within the next five years. However, given the extended timeframe, it is imperative that interim measures be taken to address the current state of physical resources in the Lasserre Building to meet the demands of our existing and growing programs.*

**<u>PHASE 1</u>: IMPROVEMENTS TO EXISTING FACILITY AND DEVELOPMENTS:**

These "interim measures" are completed or underway. They were undertaken to support the School of Architecture as we wait for a new building.

**<u>Action 1:</u>** <u>Refresh and update existing holdings – **PHYSICAL RESOURCES**</u> **(Completed)**

SALA has made improvements to our existing facilities, both within Lasserre and across campus.

- Technology upgrades have included the addition and installation of new projectors and screens in our held teaching spaces (Rooms 301, 309, 202 in Lasserre), and significant improvements to shared teaching rooms (Rooms 102, 104, and 105).
- Rooms 301, 309, and 202 in Lasserre, and select hallways have been skinned with acoustically absorptive felt surfaces that are also suitable for pinning. This increases room performance and functionality.
- An investment in supplemental desks has been made to ensure that all students have access to appropriate workspaces and surfaces.
- We have also invested in mobile monitors and other deployable IT infrastructure to support mobile learning, hybrid learning, and to connect students to academics, researchers, professionals, and members working in communities that are not located within Vancouver.
- The summer of 2023 saw a major renovation project completed of our studios in MacMillan 3rd floor and a classroom 370. This $1.2M renovation expanded the size of the studio while also turning a underutilized classroom space to a proper seminar/pin-up space.

**<u>Action 2:</u>** <u>Repurpose room 5 – **PHYSICAL RESOURCES**</u> **(Complete)**

Room 5 was a flexible studio space that traditionally housed thesis students. SALA decided to claim that space and convert it into a shared classroom resource and extension of our shops.

- The space now houses work-benches, a ceiling mounted projector, and a variety of other amenities that allow studios and seminars to work on projects between it and the school's shop (located across the hall from Room 5 in Room 2). This improves SALA's ability to teach making and fabrication topics.
- Room 5 also contains a battery of 3D printers, clamps, breaks, and other infrastructure accessible to students 24/7.

**Action 3:** Modifications to Shop – **PHYSICAL RESOURCES (Complete)**

- The SALA shop has been reconfigured to include a controlled, ventilated space for laser cutting.
- This change has freed up space in Room 5 and resolved issues related to fumes and other challenges associated with fabrication.
- Relocating this infrastructure to a key-coded space has extended the hours during which SALA Shop staff and student TAs can support students in their fabrication work.

**Action 4:** Repurpose existing holding – **PHYSICAL RESOURCES (In Process)**

SALA is repurposing our reading room. This task was marked "complete" in our report submitted June (2021). Since that time, we have decided to renovate the space to further improve its functionality for the school. Holdings from the reading room have been moved into the main library (located very near to the Lasserre Building).

- The reading room will be converted into a new shared meeting space and materials library for all students, faculty, and staff.
- The result will be a 1000sf+ space capable of hosting lecture and seminar classes, meetings, and reviews.
- We are working with Dean of Applied Science Office to renovate this space and have made a submission to a campus improvement initiative.

**PHASE 2: IMPROVING OUR CAPACITY AND BRIDGING TO APPLIED ONE**

The **APSC Digital Design Studio** expansion will create a new, state of the art teaching and learning design space with digital fabrication and digital visualization capacity. This project will radically improve and increase SALA's ability to do prototyping and fabrication work.

**Action 5:** CHBE Shop Expansion – **PHYSICAL RESOURCES (Open September 2025) Project is underway in collaboration with APSC Dean's Office**

The APSC Digital Design Studio is currently under construction as an addition to UBC's Chemical and Biological Engineering (CHBE) Building courtyard. The project, designed by Vancouver based SHAPE Architecture, is a two-storey space accessible from the Ground and 2nd floors of the existing CHBE building. Originally constructed in 2004, with a 2nd-floor addition completed in 2009, the CHBE building serves as one of the eastern anchors of an emerging APSC district and is near several SALA holdings. The new expansion will be a state-of-the-art collaborative digital design space and will increase SALA's functional shop space by 300%. This facility will be equipped for the design and fabrication of prototypes, CNC and robotic manufacturing, 3D printing and cutting, and much more. It will also contain AR and VR spaces, shop areas capable of teaching basic automation and actuation. The space is designed for purpose, but also flexible enough to adapt to evolving needs.

Key elements of the project include:

- **Professional collaboration space**
- **Showcase areas for studio work**
- **Classroom space** adjacent to shops and shop infrastructure, facilitating tool and technology-based teaching
- **3D visualization tools**, including AR/VR and other digital resources
- **Prototyping tools and equipment**
- **Two robotic arms** (mid-sized)
- **Support tools** for prepping, staging, and operating digital fabrication assets (full woodshop)
- **Offices** for staff
- **Storage**
- **Washroom facilities**
- **Perfunctory gathering spaces**

The project is estimated at approximately CAD 13.5 million, including soft costs, construction expenses, casework, and contingencies. Kit-out (tools) for the project is additional and will exceed this budget. Once completed, the facility will significantly enhance the school's shop and fabrication capabilities, with the existing woodshop in Lasserre remaining fully operational.

**PHASE 3: A NEW BUILDING THAT HOUSES SALA**

A new building is the long-term goal for the School of Architecture and Landscape Architecture and necessary for the future health and success of the school.

**Action 6:** Applied One New Building – **PHYSICAL RESOURCES (Target completion of building 2030) - Project is underway in collaboration with and led by APSC Dean's Office**

The School of Architecture, and SALA, currently operate in outdated, undersized, and scattered facilities. This has been a persistent challenge for the program over the decades, with facility-related issues highlighted in recent accreditation reviews. Despite these challenges, SALA has made significant strides in improving its facilities to align with the school's ambitious goals. Since our most recent review in 2018, substantial progress has been achieved, with the latest and most recent efforts centered on SALA's active participation in the "Applied One" building initiative.

**Concept**

The Faculty of Applied Science (APSC) has proposed "Applied One," a large-scale, innovative project located at the heart of UBC's campus on Main Mall, just south of University Boulevard and directly across from the Kaiser Building – home to the Dean of Applied Science. Reflecting the interdisciplinary nature of the Faculty—with schools in planning, architecture, and engineering—Applied One is envisioned as a bold statement of creativity and forward-thinking, embodying the risk-taking spirit expected of 21st-century educational, public, and research institutions.

Applied One will organize learning and research activities around key themes and grand challenges rather than traditional disciplinary boundaries. While these themes are still being developed, potential areas of focus could include:

- **Future Cities**
- **Urban Infrastructure Renewal and Resilience**
- **Renewable Energy and Materials**
- **Innovations in Resource Development**
- **Climate Change and Response**

The demand for Applied Science programs has increased significantly, and the Faculty has successfully secured Provincial support for additional domestic seats in two engineering programs. This expansion represents a major growth opportunity for the APSC Faculty, with further growth expected as new programs in Engineering, SCARP, and SALA are added.

**Components**

The Applied One complex will serve as a hub for all departments and schools within the Faculty of Applied Science. In addition to housing academic units, the facility will also accommodate key UBC support units such as Campus and Community Planning, Infrastructure Development, and Information Technology. This integration is intended to enhance UBC's 'living laboratory' strategy, fostering synergy between operations and research. The proposed facility is ambitious in scope, and its development may need to be phased to accommodate the extensive list of components. The goal is to provide robust facilities that support program-specific pedagogy and research while fostering interdepartmental collaboration and innovation.

**SALA-Specific Benefits**

SALA will have its own designated space and identity within Applied One, allowing the school to finally be housed in a single, unified facility. This spatial connectivity will enable the Architecture, Landscape Architecture, Urban Design, and Bachelor of Design programs, along with smaller advanced degree programs, to naturally intermingle and inform each other. SALA will also benefit from access to a range of laboratory and shop spaces, galleries, indoor and outdoor flexible spaces, and lecture and teaching areas designed to serve the entire Applied One complex and its residents. Additionally, proximity to other APSC programs and administrative units will elevate SALA's profile on campus, strategically positioning the school to support and engage in a variety of research and teaching opportunities, interdisciplinary collaborations, and cutting-edge initiatives moving forward.

**Student Performance Criteria (SPCs) Not Met:**
**A6. Human Behavior**

*Focused Evaluation Visiting Team Report (FEVTR) November 2022: Evidence provided for Environmental and Systems Control 1&2 (ARCH 513 & 533) show detailed understanding of energy modeling and technologies mediating environmental comfort. The Program's integration of "WELL" is commendable. However, understanding of human behavior and design of the built environment is not convincingly presented.*

*The Program reported that efforts have been made to reinforce this subject in the core studio sequence, ARCH 500 and ARCH 521, to ensure all students have exposure to this important content. They also reported that they will continue to focus on human behavior in ARCH 513 and ARCH 533, as both a design problem and a technical challenge, with the objective of building this into students as a core competency.*

**SALA Response**

Efforts have been made to reinforce the importance of accessibility and human-centered design in both our Comprehensive Studio and Environmental Systems and Controls courses.

**ARCH 513 Environmental Systems & Controls I**: This course now addresses human behavior as both a design problem and a technical challenge. The objective is to instill this understanding as a core competency in our students.

**ARCH 521 Comprehensive Studio**: This studio has been restructured to emphasize the impact of the human body on building systems and performance. The course now more effectively relates technical considerations to programmatic elements, occupation, and human activity.

**B5. Accessibility**

*Focused Evaluation Visiting Team Report (FEVTR) November 2022: The Program is commended for developing a shared studio lecture on Accessibility as part of ARCH 521. However, student work provided in the Comprehensive Studio does not demonstrate ability to design for accessibility. This criterion remains a concern, since Accessibility was also "not met" in the Program's 2012 VTR and 2015 FE.*

*The Program reported that they will continue work on the ability to design for accessibility, using Comprehensive Design Studio (ARCH 521) as well as core studio and other courses. They also reported that the Architecture studio sequence does not include a focus on issues of accessibility in design, building circulation, and egress.*

**SALA Response**

Learning objectives focused on accessibility in design, building circulation, and egress have been integrated into the Architecture studio sequence. Following the 2018 accreditation

visits and insights from the Visiting Team Report (VTR), all non-AP students in vertical (option) studios (ARCH 501/520/540) were required to undertake a studio project that included accessibility and egress strategies as a central theme. This was implemented as a "gate" during the first "spring option" studio.

To support this initiative, reference materials such as Division B, Part 9 of the BC Building Code, and the Building and Access Handbook (BC Office of Housing and Construction Standards) were made available to all students in these studios. Additionally, students received coordinated lectures from studio faculty, specifically focusing on designing accessible spaces and ensuring reasonable egress for select building types. One such lecture, "Plans, Stairs, Ramps, Toilets" (2019-02-12), was shared among the entire cohort.

Pre-COVID, the entire cohort (four studio sections) also participated in a shared field trip to Seattle. This trip included visits to the Seattle Public Library, Pike Place Market, and the Olympic Sculpture Park. The goal was for students to observe and experience novel accessible circulation in facilities at the scales of building, landscape, and urban infrastructure, and to consider these elements as both design generators and code requirements.

Report forthcoming from Annie Boivin a licensed architect, an alum of SALA's MARCH program, and an emerging expert in disability. Annie is currently pursuing a PhD at UC Berkeley specializing on "Disability inclusion and the built environment". She has been engaged by SALA to conduct a study and to make recommendations on accessibility in SALA curriculum. SALA intends to use this report to further assess our progress and to find, assess, and implement ideas and lessons that will improve performance and advance this important criterion as a mission of the school.

**D4. Project Delivery**

*Focused Evaluation Visiting Team Report (FEVTR) November 2022: Course outlines provided for ARCH 541: Professional Practice and ARCH 543: Contemporary Practice, and student work ARCH 543 show some understanding of professional service. However, since no student work was provided for ARCH 541, a full assessment could not be made.*

*The Program reported that for their upcoming accreditation, they will be sure to include student work, and the most recent course outlines for both ARCH 541 and ARCH 543, showing how this requirement is being met.*

**SALA Response**

The syllabus for ARCH 541: Professional Practice was updated this past year to expand its coverage of project delivery, with a particular focus on various approaches to delivering projects. Additionally, ARCH 543: Contemporary Practice has been reinstated as a required course, now incorporating discussions on different models of office organization within contemporary architectural practices.

# 3.0
# Compliance

# 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.*

**3.1 Program Self-Assessment: Introduction**
The self-assessment for this report is organized into sections. The work was conducted through **three** primary mechanisms.

**First**, a series of surveys were conducted to gain a comprehensive understanding of the program's performance from different perspectives. Three key groups within our community—students, faculty, and alumni (the latter representing the professional body)—were invited to participate in these surveys. Copies of the survey's sent can be found here.

The purpose of the surveys was to give individuals intimate with our program the opportunity to provide evaluations of the school and its overall performance through their unique lenses. In summarizing the results, we identified trends, common themes, and divergent opinions within each group. This analysis provided a well-rounded view of the program's strengths and areas for improvement. Following this, we took the additional step of analyzing the combined results from all three groups, searching for overarching trends that might reveal where the program has consistently met or fallen short of expectations and/or needs.

Our **Second** step was to conduct and included a **SWOT analysis**—although not a formal requirement for this section, we believe it offers valuable insights into what faculty leadership perceives as program Strengths, Weaknesses, Opportunities, and Threats. This analysis is intended to aid both the evaluation team and our community in their assessments of the program's overall performance.

The **third** component of this section is a list of steps taken since the last evaluation to improve, advance, and augment the program. This information is a summary. More robust content is available elsewhere in this document or upon request.

The section begins with a summary of our most recent strategic plan. This is the guiding framework that SALA and the School of Architecture specifically operates within.

**SALA Strategic Plan**

SALA's newly published strategic plan outlines the school's vision and goals for the next five years. Building on strategic plans from the Faculty of Applied Science, UBC, and the UBC Indigenous Strategic Plan, it provides a clear framework for SALA's future. The plan highlights the distinctive objectives and priorities that strengthen and distinguish the school.

The plan addresses pressing global challenges like climate change, social justice, and Indigenous reconciliation, reflecting a reassessment of the school's goals and values. It emphasizes adapting design education to these evolving contexts and preparing students for leadership in a rapidly changing world.

**Key Themes and Goals:**

- **Design for Impact**: SALA focuses on adapting design education to address equity, justice, and climate change, aiming to create positive social and environmental change while modeling inclusive and sustainable practices globally and locally.
- **Design Fluency**: SALA fosters a broad skill set in students, emphasizing intellectual flexibility, collaboration, and hands-on experience to ensure preparedness for engaging with complex systems and continual learning.
- **Engagement with People and Communities**: SALA strengthens connections with diverse communities through collaboration with external partners and stakeholders, promoting inclusive and respectful engagement for meaningful design solutions.
- **Commitment to Reconciliation and Environmental Stewardship**: SALA integrates Indigenous perspectives and ecological knowledge into its curriculum, aligning with principles of reconciliation and sustainability across its design education and practice.
- **Innovative and Collaborative Approach to Education**: SALA promotes creative design thinking, technological advancements, and sustainability through hands-on learning, fostering a dynamic environment that prepares students for future challenges.
- **Advocacy and Leadership**: SALA aims to lead in addressing global issues through research, design advocacy, and knowledge-sharing, inspiring positive change and influencing the next generation of architects and designers.

The **SALA Strategic Plan** outlines SALA's forward-thinking vision that prioritizes impactful design, collaborative engagement, and lifelong learning. It positions the school as a leader in addressing the most pressing challenges of our time through design education and scholarship, grounded in sustainability, inclusivity, and community-focused innovation.

**Survey response:**

The following section summarizes survey responses. A summary for each group is broken out, starting with alumni, followed by the student survey, and concluding with the faculty survey. A composite analysis of all three groups is included after the individualized results.

**Alumni survey summary and response:**

**Process:** A single survey was sent to alumni. Questions were organized by lead faculty assigned the task for the purposes of gaining feedback for accreditation.

The survey conducted among UBC School of Architecture alumni, along with ongoing discussions, feedback, and insights offered by professionals in the field, have been thoroughly reviewed and evaluated by the faculty. This collective feedback has played a pivotal role in informing our decision-making processes. As a result, we have reorganized various aspects of the program to ensure it meets the evolving needs of our students and the profession.

Key improvements have been implemented, targeting both curriculum development and the enhancement of our infrastructure and facilities. Furthermore, this feedback has directly influenced our hiring strategies to ensure we are bringing in faculty members who can best support and strengthen the Master of Architecture program at SALA. These efforts are part of a broader commitment to continually improve the educational experience, providing students with the practical skills and technical knowledge needed for success in the field.

The following is an assessment and report of the survey conducted with our alumni. Much of what is presented is data rich. Some conclusions can be drawn from information provided. However, the sample size is relatively small (when compared to the total number of graduates SALA Architecture has produced over the decades). The survey remains a valuable data set for the school.

Some of the survey responses have been graphed and can be found here.

**Employment and Use of Degrees:**

- **77% of respondents** are working in the field of architecture, while **11%** are employed in tangential fields such as landscape architecture, sustainability consulting, and education. A small percentage (around **7%**) are not working in the field, citing burnout or switching to different industries (e.g., the financial sector).
    - **NOTE:** This number exceeded faculty expectations.
- A majority (**66%**) of alumni are employed in British Columbia, while **16%** work in other parts of Canada and **18%** are employed internationally.
- **37%** of alumni found employment within six months of graduation, and **35%** immediately. However, **12%** took 1–3 years to secure employment, while **4%** are still seeking work.

**Licensure:**

- **74%** of respondents are actively working towards licensure, while **11%** are already licensed, and **15%** do not plan to pursue licensure.
    - **NOTE:** These numbers may reflect the high percentage of relatively recent graduates who responded to the survey. Specifically early career professionals.

**Program Preparedness:**

- Alumni rated their preparedness for professional work across various areas, including technical knowledge, studio design, and project management. Scores averaged between 2.15 and 3.50 out of 5, indicating moderate satisfaction with how well the program prepared them for the workforce.
- Alumni consistently pointed out gaps in **technical education** (building code, materials, and environmental systems) and **practical skills** (project management and construction knowledge). There is a call for more hands-on courses, such as **Revit training**, building science, and design projects reflecting real-world conditions.

**Suggested Program Improvements:**

- Alumni expressed a desire for more **practical and technical courses**. They emphasized increasing the focus on **building code, real-world construction processes, and project management**.
- Several alumni suggested **expanding studio offerings** to incorporate detailed technical and material knowledge and more comprehensive design approaches.
- There is also a desire for more **business management** courses, which would help alumni run or contribute to profitable architectural practices.
- Alumni highlighted a lack of **professional practice training** and **technical aptitude**, stating that the program is too focused on theory and representation, without adequately preparing students for architectural practice.
- Several respondents recommended **expanded study abroad opportunities** and more exposure to **design-build projects**, citing the benefits of these experiences.
    - **NOTE:** SALA has made several decisions based on this feedback, and similar feedback heard over the past several years. We address this through changes to our faculty through hiring, shifting focus within the program through our curricular structure and the clear inclusion of learning objectives, and our efforts to improve and significantly expand our design build program.

**Impact of the COVID-19 Pandemic:**

- Around **69%** of alumni had their studies disrupted by the pandemic, affecting thesis projects, studio culture, and overall collaborative learning. Many missed out on studio-based, hands-on learning, which is a cornerstone of architectural education.
- Some alumni adapted by focusing more on mental health and personal interests during the lockdown period, though most acknowledged the difficulty of transitioning to and from virtual learning.

**Engagement with SALA Post-Graduation:**

- A portion of alumni (**55%**) have remained involved with SALA through guest lecturing, mentorship programs, or serving as adjunct professors. However, a significant number noted they had not engaged with the school after graduating, with some attributing this to a lack of invitation or opportunity.
- **59%** of respondents consider it “extremely important” for SALA to initiate conversations on advancing the profession, although many alumni feel the school’s involvement in professional discourse is currently lacking.

**Other Insights:**

- Alumni emphasized the value of **Greg Johnson's Design-Build program**, citing it as one of the most valuable aspects of their education. They urged SALA to maintain and expand such hands-on learning opportunities.
- The **lack of practical industry preparation** is a recurring theme, with alumni calling for stronger ties to the profession and more emphasis on **real-world experience** within the curriculum.
- There are also concerns about **diversity** within the faculty and curriculum, with some alumni mentioning a lack of **viewpoint diversity** and a need for **broader historical and geographical perspectives** in architectural education.

Overall, the survey underscores that while SALA provides a strong design and theoretical foundation, alumni are asking for increased focus on practical, technical, and professional practice in their education. The emphasis given was to better prepare students for architecture practice and the profession.

**Student survey summary and response:**

**Process:** A single survey was sent to students. Two open forum meetings with the Chair of the Architecture Program were also held to allow students to express themselves and discuss questions as a group. Students also have an open channel to faculty through our mentoring program, student inclusion in program meetings, and select committees. Information from each of these forums has found its way into this document. Specific to the survey, questions were written and organized by lead faculty assigned the task for the purposes of gaining feedback for accreditation.

The student survey conducted by the UBC School of Architecture, along with other discussions and communications with current and recent students, has been carefully reviewed by the faculty. This feedback has been invaluable in helping us assess the strengths and areas for improvement within the program. The insights gathered have informed meaningful changes to the curriculum, including a restructuring of our studio sequence to included revised and clarified learning objectives, revising content in our history/theory sequence to increase focus on non-western perspectives, diverse voices, and alternative points of view.

Our comprehensive studio has been significantly redesigned to focus on climate response and climate action, with particular emphasis on buildings systems and embodied carbon. It has informed efforts to enhance our infrastructure and facilities. Additionally, this feedback has played a critical role in shaping our hiring strategies, including the diversification of our faculty and extra work conducted to ensure that new faculty can enrich the Master of Architecture program and SALA with better mentoring and support for teaching, research, and service.

Student feedback is central to our operations at SALA, and we ensure that students are actively involved in key leadership decisions and operational committees. Students and recent graduates regularly participate in faculty searches, where they offer critical insights and perspectives, even holding voting rights on these committees. At the program level,

student representatives attend faculty meetings to offer their input on agenda items. Specific to Architecture, a representative from ARCHUS (the Architecture student society) is invited to join and contribute agenda items to faculty meetings. They are excused during sensitive or in-camera discussions.

The survey results reveal several prominent themes related to students' experiences in the program, their perceptions of the strengths of the curriculum, and areas where improvements can be made. Below is a summary of the key findings and trends.

**Year in Program and Background:**

- **43% of respondents** had just completed their third year in the program, with **31%** in their second year and **26%** in their first year.
- Students came from varying academic backgrounds: **46%** had a design background with no advanced placement, **29%** had little or no design experience, and **26%** had a design background with advanced placement (content found in student survey can validate).

**Professional Development:**

- Students generally felt moderately prepared for professional practice, with ratings around **3.22** out of 5 for the program's engagement with professional development.
- A recurring theme was the need for more **practical exposure** to real-world architecture practice. Many students felt unprepared for professional work, with several noting that professional practice courses did not provide enough insight into the realities of working in architectural offices.
- Students expressed a desire for more interaction with professionals and more opportunities to engage with the architecture profession during their studies. Some suggested that the program could do more to foster understanding of ethics, project management, and licensure. (content found in student survey can validate).

**Design Education:**

- Opinions on the design curriculum were mixed, with scores ranging from **2.68 to 4.05** out of 5. The **comprehensive studio** was well-received for balancing design and technical knowledge, but many students felt that the technical aspects of the courses could be improved, particularly around construction detailing and material knowledge.
- Students from non-design backgrounds reported struggling with mastering the skills required for effective design and suggested that more foundational courses in design fundamentals, site analysis, and technical skills could be beneficial.
- Students were enthusiastic about the **diversity of studio topics**, but some felt that **technical skills** (such as software proficiency) and **design theory** could be better integrated into the curriculum. More analog methods, such as hand drawing and physical model-making, are desired, particularly by those without a prior design education.

**Global Perspectives and Environmental Stewardship:**

- There is a desire for a broader integration of **global perspectives** in the curriculum. Some students expressed that the curriculum focused too heavily on **Western architectural history** and **Canadian Indigenous perspectives**, while other cultures and global contexts were less explored.
- **Sustainability** is a key area where students saw potential for improvement. While environmental stewardship is discussed, students felt the program could go deeper into topics, such as exploring alternatives to conventional building materials like concrete.

**Collaboration, Leadership, and Community Engagement:**

- Collaboration was rated highly, with scores averaging **4.21 out of 5**. Students praised the sense of community within the school, citing the diverse student body and social interactions as strengths.
- However, there were concerns about a lack of **mentorship** from faculty. Many students felt faculty were not accessible outside of class, and some said they had limited exposure to the research and design work of their professors.
- There was a call for **more leadership opportunities** and engagement with professional organizations, as well as a deeper understanding of the **ethical responsibilities** of architects in protecting the public and environment.

**Technical Knowledge:**

- Technical education was viewed as an area needing improvement. While **comprehensive studio** was seen as a strong course, students wanted more focus on emerging construction trends and building systems (mechanical, electrical, plumbing).
- Some students felt the balance between academic and practical education was off, with more emphasis needed on **technical skills** like material knowledge, building envelope design, and construction processes.

**Breadth of Education:**

- Students appreciated the **elective offerings**, particularly design-build projects, study abroad, and seminars, but some felt that these opportunities were not well integrated into the core curriculum.
- There was also feedback that the school could better facilitate access to courses outside of the architecture department, with some students noting difficulties in taking electives from other academic units at UBC.

**Overall Sentiment and Recommendations:**

- Students generally expressed gratitude for their education at SALA but offered constructive feedback on areas for improvement. A strong desire for more **technical, practical, and global knowledge** was evident.
- Many students recommended a **more structured and supportive environment** for thesis projects, with more feedback and guidance during the early stages of their graduation projects.
- The **Design Build program** received positive reviews, with students requesting that it be more integrated into the curriculum to allow more hands-on, practical learning.

While students value the diversity and creativity of SALA's design education, there is a clear desire for more emphasis on practical skills, global perspectives, and faculty engagement to better prepare for professional practice. Anecdotally, this perspective has increased dramatically as focus on climate response, building performance, accelerating costs, and resource scarcity increasingly drive community discussions. SALA has been working to improve these opportunities for students. Challenges: Design Build opportunities are very costly in both time and resources. Students desire these opportunities but also cite the investment (in terms of time spent) as difficult to manage. The school has made strategic hires to bring more technical expertise into the school and to do so in a durable manner. SALA is also working to create scaled opportunities, to allow individuals with time constraints or other limitations to participate in Design Build and Design Make culture.

**Faculty survey summary and response:**

**Process:** A single survey was sent to SALA Architecture faculty. Open topics have been discussed at length at faculty meetings with the Chair of the Architecture Program leading discussions. Several topics identified below also apply to SALA-wide meetings (that include colleagues in the Landscape Architecture program) and have been addressed in larger school meetings. Questions were organized by lead faculty assigned the task for the purposes of gaining feedback for this accreditation visit.

The faculty survey for the UBC School of Architecture provides valuable insights into how faculty members view their workplace and assess various aspects of the Master of Architecture program. The results reveal key trends and groupings in opinions, particularly across different levels of faculty experience and roles. Here's a breakdown of notable findings and trends:

**Faculty Experience:**

- The survey respondents have varied teaching tenures at SALA, ranging from **1 year to 25 years**. This diversity in experience provides a wide range of perspectives, with longer-tenured faculty reflecting on significant shifts in pedagogy and curriculum.

**Professional Development:**

- Faculty generally rated the program's engagement with professional development positively, with scores ranging from **3.00 to 4.78**. There is strong satisfaction with SALA's involvement of practicing architects in studio reviews and thesis committees, which is seen as a crucial link between students and our colleagues working in professional practice.
- There is concern that students are becoming overly focused on firm-related career paths, and faculty suggested that more effort may be needed to highlight alternative career options in architecture or using an architectural education.

**Design Education:**

- Faculty largely agreed that the program's design education is well-rounded, with scores consistently high, ranging from **4.38 to 5.00**. The **Comprehensive Studio** was highlighted as a standout course, effectively bridging technical, professional, and social concerns through collaboration with various consultants.

- Some faculty mentioned a preference for students to engage more with physical model-making, indicating a desire to balance digital proficiency with traditional hands-on skills.

**Global Perspectives and Environmental Stewardship:**

- Opinions on global perspectives and environmental stewardship were mixed, with ratings ranging from **3.00 to 4.78**. Faculty noted that the program has increasingly integrated diverse global and environmental topics into the curriculum. However, some respondents believe there is still room for improvement, particularly in the inclusion of **European architectural history**, which some feel has become undervalued and marginalized in favor of broader global narratives.
- A suggestion was made to introduce a **survey course** to complement the existing thematic topics and provide a more comprehensive foundation for students. This has been a point of ongoing debate within the faculty.

**Collaboration, Leadership, and Community Engagement:**

- Faculty were very positive about SALA's support for collaboration and community engagement, with scores between **4.40 and 4.88**. The program's group projects and peer collaboration were praised, although some faculty believe that there could be more structured opportunities for students to engage with faculty research.
- A recurring theme was the need for stronger faculty-student mentorship and increased visibility into faculty research or professional work.

**Technical Knowledge:**

- Faculty expressed a mix of opinions on how well the program engages with technical aspects of architecture. While **Comprehensive Studio** is seen as a strong technical bridge, some respondents indicated that **emerging construction trends** and more up-to-date content related to materials and building systems could be better integrated into the curriculum.

**Breadth of Education:**

- The diversity and flexibility of SALA's **Graduation Project** (GP) was noted as a significant strength. Faculty appreciate that students can explore topics of personal relevance, leading to a wide variety of projects and methodologies.
- However, some faculty noted that students do not take full advantage of opportunities to enroll in courses outside of SALA, suggesting that better promotion of these options could enhance the interdisciplinary breadth of students' education.

**Key Insights by Rank:**

- **Senior faculty** with longer tenures (e.g., 14+ years) often reflected on the evolution of the program and emphasized the importance of continuing to adapt the curriculum to reflect both traditional architectural practices and new trends.
- **Newer faculty members** focused more on the practical aspects of the program, suggesting improvements in how students are prepared for the workforce, such as integrating more emerging technologies and trends in architectural practice.

**Additional Thoughts:**

- Several faculty members highlighted the importance of improving **faculty-student mentorship** and communication regarding research and professional engagement. This could foster a more collaborative learning environment where students can better connect academic learning with real-world practice.

In conclusion, the faculty responses indicate strong satisfaction with the program's design education and collaboration opportunities but point to areas for improvement, including expanding global perspectives, deepening the student's foundation in history, updating technical content, and enhancing faculty-student mentorship. The feedback from both senior and junior faculty provides a balanced view of SALA's strengths and areas where strategic adjustments could further enrich the student experience and professional readiness.

**Coordinated Analysis:**

**Where do our constituent groups see success, and where do they see opportunity for improvement?**

Upon reviewing the student, faculty, and alumni surveys from the UBC School of Architecture, several consistent themes and areas of agreement emerge across all three groups. These areas highlight both the strengths of the program and shared suggestions for improvement. Below is a summary of these key points of concurrence.

**Areas of Agreement (Strengths and opportunities for improvement):**

1. **Strength of Design Education and Studio Culture:**
    - **Students**, **faculty**, and **alumni** all recognized the **comprehensive design education** as one of the key strengths of the program. The **studio culture** was consistently mentioned as fostering a creative environment and offering a strong balance between design thinking and technical skills, especially through the **Comprehensive Studio** course.
    - The **faculty** highlighted the versatility and skill set students develop in design media, while **alumni** valued the design-based learning but wanted a better integration of practical skills alongside theoretical knowledge.
    - **Students** appreciated the variety of studio topics, but some felt there could be more focus on technical design fundamentals in earlier years.

2. **Desire for More Practical and Technical Skills:**
    - All three groups consistently noted that while the program excels in design and theory, it could place more emphasis on **practical and technical skills**, calling for stronger integration building code, construction methods, and material science.
    - **Faculty** suggested that technical aspects are not always integrated thoroughly enough into design studios outside of Comprehensive Studio, while many **alumni** felt underprepared for the technical demands of professional practice.
    - **Students** also pointed to the need for more practical applications, especially in areas like building systems, construction detailing, and software training.

3. **Need for Enhanced Professional Preparation:**
    - **Students**, **faculty**, and **alumni** agree that the program could better prepare graduates for professional life, particularly in terms of **professional practice**. Alumni specifically noted that they felt unprepared for day-to-day work in architectural firms and would have benefited from more courses focused on project management and real-world professional challenges.
    - **Faculty** echoed these sentiments, emphasizing the need for the program to balance academic learning with more direct preparation for careers in architecture. Some faculty noted the increasing focus on firm-oriented career paths, and while they see this as valuable, they believe alternative career paths should also be highlighted.

4. **Calls for Improved Faculty-Student Engagement and Mentorship:**
    - All three groups identified the need for improved **faculty-student interaction**. **Students** and **alumni** expressed that more opportunities for mentorship and engagement with faculty research would enhance their educational experience and professional preparation.
    - **Faculty** acknowledged that, while they often employ students as research assistants, there is a need for more structured mentorship opportunities. Faculty suggested that many students are unaware of their research work, which could be better communicated.

5. **Emphasis on Collaboration and Community:**
    - **Collaboration** was consistently recognized as a strength of SALA in all three surveys. **Students** praised the community spirit within SALA, and **faculty** highlighted the collaborative culture fostered through group projects and studio work.
    - **Alumni** appreciated the collaborative learning environment at SALA and noted that it prepared them well for teamwork in professional settings.

**<u>Opportunities for Consistent Improvement:</u>**

1. **Need for More Global Perspectives:**
    - All three groups indicated a desire for the program to broaden its emphasis on **global architecture and perspectives**. **Faculty** and **alumni** mentioned the need to balance the inclusion of non-Western architectural practices with more traditional European architectural history, while **students** called for more exposure to international architecture.
    - The theme of expanding the curriculum to include **diverse global viewpoints** and better engaging with international architecture aligns across all groups.

2. **Stronger Integration of Environmental Stewardship:**
    - **Faculty**, **students**, and **alumni** all recognized that while **environmental stewardship** is discussed in the curriculum, it should be more deeply embedded into projects and coursework. Some alumni noted that sustainability was covered on a surface level, while faculty and students suggested that the curriculum could

offer more in-depth exploration of environmentally responsible design and innovative sustainable practices.

3. **Better Support for Alternative Career Paths:**
    - All three groups acknowledged that while the program effectively prepares students for traditional architecture careers, it could offer more support for non-traditional paths. Faculty noted students' increasing focus on firm-based roles, suggesting that alternative options be better emphasized. Alumni expressed a desire for broader insights on applying their education beyond traditional architecture roles.

4. **More Opportunities for Interdisciplinary Learning:**
    - **Students** and **faculty** expressed a desire for more opportunities to engage in **interdisciplinary learning** by taking courses outside of SALA. This could enhance students' breadth of knowledge and better prepare them for complex architectural challenges. **Faculty** suggested that students often do not take full advantage of this opportunity, and making these options more accessible could improve the overall educational experience.

**Conclusion:**

Across all three surveys—student, faculty, and alumni—there are strong areas of agreement regarding the strengths of SALA's design-focused education, collaborative environment, and the need for more practical, global, and technical integration. The recurring suggestions for improvement, such as enhancing professional preparation, broadening global perspectives, and offering more hands-on technical education, offer a roadmap for future adjustments to the curriculum that could strengthen the program for all key stakeholders.

# SWOT Analysis

To provide context for the evaluation team, SALA Architecture has prepared a SWOT analysis outlining our strengths, weaknesses, opportunities, and threats. This brief analysis, generated by school leadership, is typically part of an annual review conducted at the request of the Dean of Applied Science.

**Strengths:**

- **Institutional Framework:**
  The School of Architecture benefits from being part of UBC's Faculty of Applied Science (APSC). This provides a strategic advantage through access to interdisciplinary collaborations, administrative support, and research resources. The broader academic environment fosters innovation in architecture education and research.

- **Strategic Location:**
  Situated in Vancouver, SALA's architecture program is uniquely positioned to address contemporary design challenges. The city serves as a living laboratory for exploring urban issues related to housing, materials and extraction, global migration, climate change adaptation, and reconciliation with Indigenous communities. Vancouver's role as a Pacific Rim city and major port provides additional global relevance to design practice. The city is also a destination, commonly noted for its livability. This plays a role in attracting students, faculty, and staff.

- **Close-Knit Community:**
  The architecture program's relatively small size promotes a strong sense of community, encouraging collaboration and personalized learning experiences. SALA, while growing, is small enough to maintain a similar culture. Faculty-to-student ratios allow for focused mentorship and close interaction, creating a supportive environment for both academic and professional growth.

- **Diverse Student Body:**
  SALA attracts a diverse range of students from varied academic, cultural, and geographic backgrounds. This diversity enriches classroom discussions and broadens perspectives, fostering an inclusive culture that enhances the learning experience for all.

- **Professional Connections:**
  The program maintains strong ties with the architectural profession, which is reflected in frequent practitioner involvement through internships, guest lectures, and studio critiques. These connections ensure students receive real-world exposure and are well-prepared for their professional careers.

- **Improvements to Workshops & Digital Fabrication Facilities:**
  SALA offers access to well-equipped workshops and digital fabrication tools, which are critical for hands-on learning and experimentation. Students can take advantage of partnerships with other departments, such as the Faculty of Forestry and CAWP

(Centre for Advanced Wood Processing), to expand their design skills and material exploration. SALA is currently building a new, expanded shop in collaboration with Chemical and Biological Engineering (CHBE). This new facility will improve digital fabrication, augmented and mixed reality capabilities. This will be a net add to existing SALA shop infrastructure.

- **High Employability:**
  Graduates of the architecture program experience strong job placement rates within six months of graduation, highlighting the program's success in preparing students for professional practice. This is supported by SALA's focus on design as both theoretical knowledge and practical skill.

- **New Faculty:**
  Recent faculty hires have significantly diversified the School of Architecture's academic research and teaching, especially in areas like climate response, materials research, and social justice advocacy. These hires include a professor of teaching in building technology, who will also help coordinate design-build efforts.

- **New Lecturer Positions:**
  The introduction of two new lecturer positions in technology and design strengthens SALA's ability to meet instructional needs more efficiently. These positions are equivalent to a "professor of practice" and ensure more consistent, connected faculty involvement compared to ad-hoc adjunct roles.

- **More Licensed Architects on Faculty:**
  Retirements saw the departure of both Chris MacDonald and Greg Johnson. Both key members of our faculty and both licensed architects. This loss of professional knowledge and credential has been addressed with recent hires. Three of our recent hires are licensed architects (two in BC and one internationally). Another faculty colleague has obtained a license. This brings the number of licensed practitioners of architecture on faculty to seven (approaching 50% of dedicated architecture faculty). It is notable that four of the seven are women.

- **PhD Program:**
  The admission of the first PhD candidate in fall 2024 highlights SALA's growth and increased capacity for research. SALA recently added a *PhD in Design, Technology, and Society* to its degree offerings.

- **Strategic Plan:**
  SALA's new strategic plan, initiated during the pandemic and completed in 2023, provides a clear focus for faculty recruitment, student support strategies, and course content.

**Weaknesses and Challenges:**

- **Affordability Challenges:**
  Vancouver's affordability crisis, especially in housing, poses a challenge for both student recruitment and faculty retention. It is increasingly difficult to attract students, especially from challenging socioeconomic backgrounds.

- **Location Constraints:**
  While UBC's campus offers many advantages, its location outside Vancouver's city center, at the westernmost point of the peninsula, poses challenges. It can be difficult for students and faculty to participate fully in citywide events and site visits due to lengthy commutes, which can also hinder collaboration with local organizations and the architectural community. Transit improvements, such as the Broadway Subway Extension, aim to alleviate these issues. The extension to UBC is planned for early 2030s.

- **Infrastructure Limitations:**
  SALA lacks a centralized building to accommodate all programs, with studios and workshops dispersed across several locations. This fragmented setup often limits the potential for interdisciplinary collaboration and creates logistical challenges for students and faculty. The program is nearing capacity within its current holdings. Any further growth in numbers has the potential to over-populate our spaces.

- **Limited Exposure to Built Examples:**
  Vancouver's relative youth (it is a young city), culture of real estate speculation, and geographic location presents fewer opportunities for students to engage with a diverse array of historical and contemporary architectural works. This sometimes limits their exposure to a wider spectrum of design precedents, though the region's emphasis on nature, reconciliation, and Indigenous collaboration provides valuable local context for certain work. Proximity to Seattle helps with this limitation.

- **Indigenous Engagement:**
  Despite the program's commitment to reconciliation, there is a real need for more consistent recruitment of Indigenous students and faculty. Bringing Indigenous knowledge holders into the school and indigenizing the curriculum continue to be high-priority missions for SALA.

- **Curriculum and Climate Justice:**
  Equity, Diversity, and Inclusion (EDI) has been a primary focus for our school, and we are making strong progress in this area. Climate justice and response are not yet fully integrated into technical and non-technical courses. Efforts to include these themes are still in progress.

- **Committee Structure:**
  Service assignments at SALA are described as "outmoded and asymmetrical," and work is underway to streamline leadership roles, eliminate redundant tasks, and improve committee structures. We are also working to rotate more members of our faculty through leadership roles.

**<u>Opportunities</u>:**
*Several of the "strengths" listed above could easily fall into the "Opportunities" category.*

- **Design-Build Program Expansion:**
  Expanding the design-build program presents an opportunity to offer students hands-on, real-world experience. This could also benefit smaller communities within the province.

- **BDES Program Expansion:**
  High demand for the Bachelor of Design (BDES) program offers potential for growth. However, space and infrastructural support, along with additional faculty hires, would be needed to accommodate expansion.

- **Research Clusters:**
  There is potential to create research clusters within SALA and across UBC's Faculty of Applied Science, such as a "Centre of Post-Carbon Research" to foster interdisciplinary collaboration on applied research projects.

**<u>Threats</u>:**
*Several of the "weaknesses" listed above could easily fall into the "threat" category*.

- **Affordability Challenges:**
  Vancouver's affordability crisis, especially in housing, poses a significant challenge for both student recruitment and faculty retention. The high cost of living makes it increasingly difficult to attract a diverse student body, especially those from challenging socioeconomic backgrounds. This also holds true for recruiting faculty and staff.

- **International Instability and Politics:**
  Global political instability and visa restrictions are challenges that affect admissions, research collaborations, and faculty recruitment. While SALA is relatively insulated from direct impact from these restrictions, we operate within a university that is being negatively impacted by this issue.

- **Reduction in Student Visas and Associated Decline in Attendance:**
  While SALA has been relatively insulated from the Canadian government's reduction in foreign student visas, it is still experiencing some impact. Architecture's application and attendance numbers have slightly decreased but remain within expected tolerances, whereas Landscape Architecture is more directly affected. Applied Science has seen greater losses, particularly due to fewer students from India, while UBC's Arts and Science faculties are facing much more significant declines. For SALA, the effects are contextual. The school is facing potential delays in building projects, possible hiring freezes, and reductions in enrollment in open courses.

- **Artificial Intelligence (AI):**
  The rise of AI introduces uncertainty regarding its impact on academic integrity, curriculum development, and infrastructure readiness.

**Some SALA Responses to Surveys and Challenges**

**Reflecting on a Challenging Five Years:** The School of Architecture has recently completed a period of self-assessment and reflection, driven both by natural progression and significant global events. The impact of COVID-19, the tragic death of George Floyd, and the 2020 heat wave all created urgency for changes within our school, accelerating ongoing work and sparking new initiatives. These events also led to several curricular revisions, building projects, and other efforts aimed at addressing weaknesses, building on our strengths, and exploring new opportunities for improvement. Some have been successful, some are in progress, and some need work.

Some of the shifts in SALA's culture are mirrored in our collectively developed strategic plan, created over the past year. Although the plan was initiated in 2020, its progress was paused during the pandemic. In hindsight, this pause offered space for reflection, valuable perspective, and experiences which ultimately enriched and informed the final strategic plan. They also allowed the school to better align its planning with recently completed documents generated at both the faculty and university levels.

**Assessment and feedback**

In addition to the increased dialogue brought about by the pandemic, SALA Architecture proactively sought more direct and focused feedback from our community through targeted surveys, meetings, and interactions to better understand and address needs.

**Improving physical resources:**

The School of Architecture continues work to address its immediate physical resource needs through a phased approach to infrastructure improvements. This is done while planning for long-term solutions with the Applied One building project.

**Phase 1** – Since our last accreditation visit, updates were made to the Lasserre Building, including technology upgrades (projectors, speakers, internet infrastructure, printing and plotting machines, etc.), space optimization, and workspace improvements. The Dean of Applied Science has supported SALA with added studio space in the Engineering Design Centre to accommodate students in our BDES program. This space can be used by Architecture should proximity to the new APSC shop (see Phase 2) be necessary or desirable. SALA (with APSC support) has also renovated space in McMillan Hall (home of BDES and MLA), to support the BDES program. The approx. $1.2mil renovation has increased SALA studio space and taken student load off Lasserre studios.

**Phase 2** focuses on expanding the school's fabrication and prototyping spaces, with the completion of a state-of-the-art facility anticipated by 2025. This project is a $13.2 Million Dollar facility (minus tools) that will be shared with Chemical and Biological Engineering. The APSC Fabrication Shop expands SALAs current shop capacity, roughly three times the size of our current shop space. The new shop will be home to most of our digital fabrication equipment, including expanded capacity robotics and CNC tools. We will also add dedicated AR and VR capacity spaces and bookable teaching & learning space to be used in concert with the shop.

**Phase 3** sets the long-term goal of establishing a consolidated, interdisciplinary Applied One building, with a projected completion date of 2030. This project is being pursued and led by the Dean of Applied Science and is described as a 21st century teaching space to be shared with the SCARP, Mining, Materials Engineering, and SALA among others.

**Public Information and Better Communications:**

SALA has worked across platforms to provide clear, accessible public information about the program, student outcomes, and accreditation status.

This includes a completely redesigned website (www.sala.ubc.ca). SALA hired Vancouver based **Denim and Steel** to design, refresh, and rebrand SALA. This work was also conducted with strong faculty and student consultation.

**Faculty Changes and Growth:**

The school is emerging from a period of significant faculty turnover. We have experienced several retirements and anticipate a few more in coming years. While we lose senior people, their experience and their knowledge, we have a tremendous opportunity for faculty renewal and are gaining important new voices. SALA has chosen to pursue this generational refresh of faculty talent with specific focus on diversity and inclusion while refreshing core knowledge positions and expanding our expertise in new directions. Several of our most recent searches have been conducted in consultation with BC's Office of the Human Rights Commissioner. SALA has conducted several targeted searches to address under-representation in certain faculty groups, particularly in relation to Indigenous scholars, women, and other marginalized groups.

In addition to faculty refreshes at tenure-track and lecturer, tenure-track positions (two) have been added to support the new Bachelor of Design (BDes) program, and the President's Academic Excellence Initiative (PAEI) has added a cross-disciplinary faculty members to SALA. We are also searching for a new director for SALA.

**Faculty members added since our last accreditation visit:**

**Joanne Gates** (Lecturer and Professor of Practice, Registered Architect)
Joanne joined SALA full-time on July 1, 2024, specializing in design, materials, and assemblies while teaching core and option studios. Founder of Gates-Suter Architects Inc., her work has been featured in *Reside* and won the 2018 Western Living Arthur Erickson Memorial Award. She previously worked at Patkau Architects and Henriquez Partners Architects.

**James Huemoeller** (Tenure-Track Assistant Professor of Teaching, Registered Architect)
James joined SALA in 2024 as a tenure-track assistant professor of teaching. He is the founder of JIM, a studio focused on post-Anthropocene design and works with the Field Collective on social justice and climate change. His work spans North America, including schools in Alaska and work with KTA in Philadelphia. He has collaborated on archaeological research in Sicily since 2008.

**Thena Jean-hee Tak** (Tenure-Track Assistant Professor - Design)
Thena, founder of LILO: Little Office, joined SALA in 2024. Her work explores planetary care and cultural relationships with land. Formerly an assistant professor at Bard College, Thena has also taught at the University of Minnesota and Cornell, and her professional experience includes working with VJAA, Barkow Leibinger, and Höweler + Yoon Architecture.

**Dr. Rana Abughannam** (Tenure-Track Assistant Professor – Design, Registered Architect)
Dr. Abughannam is a Palestinian architect and researcher focusing on the socio-political conditions shaping architecture and urbanism. She joined SALA in 2023, teaching in both the BDes and MArch programs. Rana has taught at several universities and worked with grassroots organizations on design and rehabilitation projects. She holds a PhD from Carleton, and degrees from McGill and Birzeit University.

**Dr. Tania Gutiérrez-Monroy** (Tenure Track Assistant Professor – History/Theory)
Dr. Gutiérrez-Monroy is an architectural historian who joined SALA in 2023. Her research examines the intersection of architecture with colonialism, patriarchy, and resistance, focusing on identity and space. Previously an assistant professor at the University of Wisconsin and Emerging Scholar Fellow at the University of Houston, she holds a PhD and MSc from McGill and a BArch from Universidad Nacional Autónoma de México.

**Xun Liu** (Tenure Track Assistant Professor – Artificial Intelligence in Design)
Xun Liu will join SALA in 2025, specializing in AI in generative landscape design. She is a lecturer at USC and a PhD candidate at the University of Virginia. Xun's practice, xlstudio, spans digital fabrication to urban design. She holds an MLA from Harvard and a BArch from Tongji University and has worked with the NYC Department of City Planning and Stoss Landscape Urbanism.

**Dr. Tijana Vujosevic** (Associate Professor – History/Theory)
Dr. Vujosevic, an expert on modern architecture, joined SALA in 2021. Her research explores utopia, gender, and domesticity, focusing on the intersection of aesthetics and politics. Author of *Modernism and the Making of the Soviet New Man*, her work has been supported by the MIT Presidential Fellowship, the Gerda Henkel Foundation, and she was a curator for the Canada Pavilion at the 2023 Venice Biennale. Tijana earned her PhD at MIT (Massachusetts Institute of Technology) and earned both her B.Arch. and M.Arch. from Yale University.

**Curricular Reform:**
Curricular reforms emphasized the school's commitment to advancing architecture and design as craft, aesthetic, social, and technical pursuits. The program is also focusing on ethical responsibility, duty to community and environment, all while preparing students for the profession. All of this must be done while adhering to the strict academic standards of our world class university, UBC. SALA continues to progress traditional ideas, methods, and techniques central to a studio-based teaching and learning, while also innovating in new areas and with new collaborators.

While staying firmly grounded in architecture as a distinct discipline with specific intellectual and methodological bases, the school also prepares students to navigate a changing and evolving professional environment. Leadership and innovation are increasingly shaped by collaborative networks across disciplines, cultures, and communities. SALA recognized the need to further develop the curriculum to better address core issues in the professional discipline. This initiative also balanced the need to engage emerging cultural pressures, environmental concerns, technical advances, and cross-disciplinary approaches. These efforts led to the following changes:

**Advancing Design-Build:**
One of our targeted hires (James Huemoeller) has been tasked with formalizing and establishing a broader reaching design build program for the school. SALA is working with the APSC Dean and UBC Fundraising to secure money to support the initiative, including work to establish a dedicated staff member who supports the DB program. James is also working to build contacts with local BC communities to secure projects to execute.

**Improving Cultural Diversity and Inclusion:**
- SALA has amplified efforts to address equity, diversity, and inclusion (EDI) across the school. Initiatives include the creation of a permanent **EDI Committee**, collaborations with groups such as "For a Feminist Architecture," and the integration of diverse voices and perspectives into curricula, hiring, and external reviews.
- The school is also expanding its collaboration with Indigenous communities and integrating related topics into studio courses. Funds have been established to support faculty efforts in this area.
- SALA has made intentional efforts to incorporate considerations of gender and identity in our recent staff and faculty hiring initiatives. These efforts have successfully diversified our academic community, fostering a more inclusive environment that reflects a broader range of perspectives and experiences.

**Interdisciplinary Collaboration:**
- SALA is increasing interdisciplinary engagement within UBC and externally, focusing on collaborative research and teaching initiatives around themes such as climate change, equity, and urban resilience.

**Information Technology:**
- SALA has decided not to invest in a stand-alone computer lab, opting instead for decentralized investments in distributed digital output equipment, shared visualization stations, and borrowable resources such as scanners and 3D visualization equipment. Computer stations are available for work that requires high processing speeds. The new shop will also contain computer support for VR and AR work and for manipulating CNC tools.

**Committee Structure:**
- In June 2020, a new governance structure was implemented to improve coordination and align the program’s goals with committee outcomes. Key committees now include Curriculum, Outreach, Infrastructure, Student Affairs, Faculty Mentorship, and the

newly established **Equity, Diversity, and Inclusion Committee**. Many sub, external, and ad hoc committee assignments also exist, including Dean's Advisory and Director's Search.

**Conclusion:**
This report highlights significant progress in addressing the conditions identified in the 2018 accreditation review. SALA has demonstrated a commitment to continuous improvement through curriculum updates, facility enhancements, and a strengthened focus on diversity, inclusion, and interdisciplinary collaboration. The next phases of development, particularly the completion of the Applied One building, will further support SALA's educational mission and enhance its physical and academic resources.

**Response 1: Modifying our curriculum to address curricular objectives:**
One major focus was addressing curricular gaps identified during our last accreditation visit and unmet during our focused evaluation. These included deficiencies in accessibility and the need to address issues related to Urban Design. This led to the reconfiguration of our curriculum committee, tasked with auditing and assessing learning objectives, course structure, and program progression. As a result, a series of specific learning objectives were established for our studio sequence:

- **Core Studio (ARCH500)**: Focuses on "buildings as syntactical language," building foundational skills in design methods, representation, and assembly.
- **First Option Studio (ARCH501)**: Centers on "buildings as material assemblies," continuing skill development in designing mid-sized buildings.
- **Second Option Studio (ARCH520)**: Explores "buildings in urban contexts," with a focus on the relationship between architectural design and urban environments, broadly defined to include projects in various cities and contexts around the world.
- **Comprehensive Design Studio (ARCH521)**: Focuses on synthesizing spatial ideas, program, material, and technical systems, with recent iterations addressing embodied carbon through the concept of system-less buildings.

These curricular adjustments aim to build on the program's strengths and ensure students are well-equipped for the challenges of contemporary architectural practice.

**A6: Human Behavior:**

- Enhancements made in courses ARCH 513 (Environmental Systems & Controls I) and ARCH 521 (Comprehensive Studio) to integrate human behavior as a core competency, connecting human activity with building systems and performance.

**A7: Cultural Diversity:**

- Courses ARCH 504 and ARCH 505 have been expanded to include non-Western architectural histories and topics on cultural diversity, beginning in Fall 2020. Other curriculum additions address First Nations architecture and alternative cultural perspectives.

**B5: Accessibility:**

- Learning objectives on accessibility, egress, and building circulation have been added to all studio courses. Students are now required to incorporate accessibility and universal design principles in their projects.

**B12: Building Economics and Cost Control:**

- ARCH 511 (Architectural Technology) now includes an assignment focused on elemental cost estimation and time management, improving students' understanding of building economics.

**D4: Project Delivery:**

- ARCH 541 (Professional Practice) was modified to include more comprehensive coverage of various project delivery methods. ARCH 543 (Contemporary Practice) was reinstated as a required course to supplement this knowledge.

**D5: Practice Organization:**

- ARCH 541 and ARCH 543 were updated to include essential practice organization topics such as business planning, financial management, and negotiation, ensuring students are prepared for the professional aspects of architecture.

***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.*

Our website is the primary source of information about the program:
https://sala.ubc.ca/program/master-of-architecture/

A program description can be found in the UBC Academic Calendar:
https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/school-architecture-and-landscape-architecture/master-architecture

This information is also available through UBC Graduate + Postdoctoral Studies:
https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-architecture

Information about the CACB process for accreditation is included at the bottom of the web page for our Master of Architecture and MARCLA program including the most up to date Guide to Student Performance Criteria: https://sala.ubc.ca/program/master-of-architecture/, https://sala.ubc.ca/program/dual-degree/.

This information is also included on our About the School web page:
https://sala.ubc.ca/school/

***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.*

**Demonstration of Commitment to Diversity in Recruitment and Retention**

SALA is dedicated to fostering diversity in the recruitment and retention of students, faculty, and staff. We demonstrate this commitment through several key initiatives aimed at creating an inclusive and supportive environment.

SALA is committed to transforming our faculty through our hires, evaluating candidates with a focus on diversity and inclusion. Our goal is to future-proof our curriculum by incorporating new perspectives and advanced topics that better reflect the composition of our student body. Much of this dramatic faculty refresh is possible due to anticipated retirements, along with the growth of our programs. This has presented a tremendous opportunity to build upon the outstanding work of our departing colleagues while ensuring that our future faculty aligns with our collective goals, diverse community, and 21st-century strategic plan.

In terms of faculty recruitment, in 2022, we received permission through the *BC Human Rights Office Special Programs* to recruit up to six faculty positions over the next five years as preferential hires. This initiative prioritizes candidates from historically racialized communities, thereby increasing the diversity of our faculty. Our advertisements for faculty searches under this Preferential Hiring Program include the following statement:

> *Recruitment for this position has been approved as a Special Program by the British Columbia Office of the Human Rights Commissioner, for individuals who self-identify as possessing protected personal characteristics in the category of "race, colour, ancestry, and place of origin." We actively encourage applications from members of groups with historical and/or current barriers to equity, including, but not limited to:*
>
> - *First Nations, Métis and Inuit peoples, and all other Indigenous peoples;*
> - *members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin.*
>
> *Candidates from these groups who wish to qualify for preferential consideration will be asked to self-identify on the survey included in the application portal. We recognize that many of these identities intersect, and that equity, diversity, and inclusion can be complex. We value each person's contributions and are committed to ensuring full and equal participation for all in our community. All applicants will be asked to complete a voluntary and anonymous equity survey with their application. Applicants who identify as possessing personal*

*characteristics protected in the BC Human Rights Code outside of the category of race, colour, ancestry, and place of origin are also encouraged to apply and are asked to note this in the equity survey*.

Each faculty recruitment committee goes through bias training together which includes identifying biases in the recruitment process, how to mitigate them through the process, questions asked, and assessment focusing on attributes requested and not on comparison to others or to other traditional criteria such as schools attended. Additionally, those in our HR admin staff have undertaken workshops, and in turn implemented, Inclusive Hiring practices.

The Faculty of Applied Science, through its EDI.I Initiative, host workshops on cultural competencies to educate students, faculty, and staff on issues related to diversity, equity, and inclusion. Regular EDI training is provided for faculty and staff to address harassment and discrimination, ensuring a respectful and inclusive academic environment. SALA faculty are encouraged to enroll in Grounding Anti-Oppression and the IDEAL Certiciate, self-led Canvas courses developed jointly by the Faculty of Land and Food Systems. They emphasize the importance of understanding and addressing power dynamics, privilege, and marginalization. The courses provide faculty with tools to incorporate anti-oppression principles into their policies, practices, and curricula, thereby supporting the recruitment and retention of a diverse body of students, faculty, and staff.

We are also committed to financially supporting BIPOC students through entrance scholarships and other awards. In our admissions process, we ask applicants to "tell us how your academic background and lived experiences have prepared you for your studies at UBC SALA." By combining this insight with the limited information available about applicants' race, ethnicity, and belonging to marginalized groups, we prioritize in-need individuals for entrance scholarships. Through this approach we aim to welcome a diverse cohort of students, enriching our community with a broad spectrum of perspectives and experiences.

Moreover, our *Design Discovery Program*, launched in 2018, is a two-week summer program that introduces high school students, college students, graduates, and second-career professionals to design careers. We are exploring ways in which Design Discovery can be used to further attract BIPOC students by providing early exposure to design education and career opportunities. We have donor funds to support Indigenous students in this program. As part of this, we are starting targeted outreach to initiatives such as the Black & Indigenous Design Collective (BIDC), which was co-founded by several SALA and MLA graduates and works towards the advancement of Black and Indigenous voices in the spatial design disciplines — urban planning, landscape architecture, and public art. We are also interested in collaboration with local high schools and other community organizations to attract potential students from under-represented backgrounds.

Finally, SALA supports networks for under-represented groups, including student organizations such as FaFa (Feminist Architecture and Arts), iLANDS (Indigenous Leadership and Advocacy for New Directions in Sustainability), and NOMAS (National

Organization of Minority Architecture Students). These groups provide a sense of community and belonging for marginalized students.

**Commitment to Diversity Throughout Students' Full Academic Progress**

We demonstrate our commitment to diversity throughout the full academic progress of our students in several ways. As part of the Introductory Workshop, students are encouraged to participate in the *Weaving Relations Course*, a self-directed course developed by the Faculty of Applied Science and the Faculty of Land and Food Systems. This course explores Indigenous histories, contexts, and settler colonialism in Canada, fostering understanding and collaboration.

Our curriculum is being revised to incorporate more diverse sources as well as ways of knowing outside of the Western cannon. This includes integrating diverse perspectives and histories into our curriculum, fostering an inclusive learning environment. Moreover, SALA's *EDI in the Classroom Fund* supports engagement with BIPOC or underrepresented Knowledge Holders whose lived experiences contribute to classroom learning, promoting diverse viewpoints in education.

UBC offers peer mentoring systems to support students from under-represented backgrounds, helping them navigate academic and social challenges. This includes a wide range of support systems, including counseling services, to ensure a welcoming and supportive environment for all students.

SALA follows policies developed by UBC to reduce and address harassment and discrimination, with clear reporting mechanisms for any incidents. We are further guided by UBC's *Strategic Equity and Anti-Racism Framework*, which guides our approach to implementing equity and anti-racism priorities. This framework informs our policies and practices, ensuring that we create an inclusive and equitable learning environment.

Furthermore, FaFa, iLANDS, and NOMAS, provide platforms for diverse voices. These organizations coordinate lectures, workshops, and events that are open to SALA and MLA students, and provide meaningful opportunities to foreground topics of social and environmental justice, as well as JEDI-related topics in design education and practice.

Additionally, we foster inclusive communities and partner with diverse groups to engage students in real-world projects that address social and environmental justice. Through these comprehensive initiatives, we ensure that our commitment to diversity is embedded in every stage of a student's academic journey, from recruitment through to graduation. Our dedication to creating an inclusive environment supports our students' success and prepares them to navigate and contribute to a diverse professional world.

**Commitment to EDI in Processes and Policies**

In response to a letter sent to the Director from the student body during 2021 as a response to George Floyd's death, SALA formed a new EDI Committee made up of faculty, staff and student representatives. This committee addresses EDI items throughout SALA, and work with other Committees to help address EDI issues inherent in their work such as the Curriculum Committee, Outreach and Lecture Series Committee, as examples. Initiatives underway by the EDI Committee:

- conducting an Equity Scan at SALA
- working with consultant on assessment and recommendations on Accessibility in the curriculum.
- Faculty Mentorship which includes working to modify the current criteria used for Appointment, Reappointment, Promotion, and Tenure of SALA Faculty.
- re-working the SALA Graduation awards to application-based process and looking to re-work the assessment committee to try and remove bias and have award recipients reflect the diversity of our student body.
- Teaching and Learning Guidelines
- Community Engagement Guidelines

As mentioned earlier, SALA has recently undergone a large faculty recruitment process, with the hiring of 8 new faculty across the School, with all of these under our new Inclusive Recruitment process, and 4 of these being through the preferential hiring program through the BC Human Rights Office. We are committed to learning from each recruitment process and adapting for further recruitments (staff and faculty) centering them through an EDI lens.

***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.*

**Students**

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

For students, UBC offices which reflect the University's commitment to social equity "irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation" include the Equity Office, the Centre for Accessibility, Counseling Services, the International Student Advising, Student Services, the Student Equity Engagement Network, the Women Students' Office and the First Nations House of Learning.

Student representatives are voting members at all levels of university committees from the Board of Governors to the standing and ad hoc committees of the School of Architecture and Landscape Architecture, including the Student Executive Committee, the SALA Student Affairs Committee, and the EDI Committee. All are comprised of faculty, staff and students from SALA's degree programs.

Over the course of the last several years, ARCHUS has developed a series of health and wellness programs that are available to students in the architecture program. These include a weekly healthy breakfast where students prepare waffles, crepes and other meals. Every term, ARCHUS sponsor a Health and Wellness Days, which include recreational activities and the presence of Wellness Peers from UBC's Health and Wellness Centre.

In addition to ARCHUS, SALA architecture students participate in numerous other student groups including FAFA (For a Feminist Architecture), NOMAS (National Organization of Minority Architects – Students), and ILANDS (Indigenous Landscape and Architecture Network of Design Students). These groups add to the student experience by organizing a variety of professional, academic and social events.

**Admissions Process**

While there is no formal avenue to identify many characteristics, such as religious, gender and ethnic identities, during the admissions process care is taken to eliminate bias against these characteristics as best as possible by virtue of the size and structure of the Admissions Committee. In the last admissions committee, all available faculty as well as some regular adjunct faculty reviewed applications. Each application is reviewed by two admissions committee members and at a combined meeting, each member's results are evaluated and reviewed and a consensus is reached for admission offers to be made.

The Professional MArch program accepts approximately 45 students into its first year and about 15 additional students are given advanced standing into second year. The table below shows the number of applicants over the past six years to illustrate the changes from one year before the last accreditation visit to the present. Since the last Accreditation Visit, the statistics for admissions has remained fairly constant. The percentage of women admitted to the program is approximately equal to the percentage of men admitted. Approximately 30% of successful applicants are visible minorities, primarily of Asian and Iranian origin.

| Category | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|---|
| Total Applicants | 495 | 472 | 469 | 676 | 572 | 477 |
| % of AP Applicants | 67% | 62% | 52% | 47% | 49% | 45% |
| Canadian | 278 | 283 | 300 | 433 | 345 | 285 |
| International | 217 | 189 | 169 | 243 | 227 | 192 |
| Admitted to Year 1 | 34 | 41 | 47 | 48 | 49 | 47 |
| Advanced Standing | 28 | 26 | 17 | 16 | 9 | 14 |
| Total Enrolled | 62 | 67 | 64 | 64 | 58 | 61 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Applied/Enrolled | 495/62 | 472/67 | 469/64 | 676/64 | 572/58 | 469/61 |
| % Canadian Enrolled | 82% | 83% | 82% | 90% | 87% | 85% |
| | | | | | | |
| Male | 28 | 33 | 20 | 19 | 27 | 22 |
| Female | 34 | 34 | 44 | 45 | 28 | 39 |
| Non-binary | 0 | 0 | 0 | 0 | 0 | 0 |
| Graduated | 52 | 51 | 55 | 68 | 41 | 49 |

**Advancement, Retention, Graduation**

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

Option studios give students the opportunity to choose design studios which reflect their interests and academic objectives while at the same time meeting the necessary educational requirements for architectural design. In order to enroll in an option studio, students participate in a lottery process whereby students rank their interest in each option studio offered that term. With results compiled, the option studios are balanced with respect to equity for student to instructor ratios, gender, academic strengths and preference to students all the while respecting each student's highest-ranked studio choices where at all possible. To explore an alternate placement in an options studio, a student may discuss the placement with the Chair or a designated member of the design faculty. Thoughtful selection of electives, directed studies and the final graduation project are also places where students can expand their knowledge and focus on research interests.

**Enriched Educational Experiences**

Co-op, design builds, exchange and study abroad are optional educational opportunities offered at SALA. With the exception of exchange opportunities, which are administered by Go Global, all other activities are run by SALA faculty. Study abroad is offered in four and six-week summer study. Recent excursions have been to Japan, Mexico and Europe. Design builds typically take place during the summer and fall terms and co-op timing is at the discretion of the student participant. SALA provides information sessions for these activities and students have the opportunity to attend these sessions to inquire about and apply to participate in these offerings.

**Equity, Health and Wellbeing Services**
UBC's Equity and Inclusion Office provides students with many services and resources. The SALA website section on Health and Wellbeing has a link to the Centre for Accessibility, Counseling Services, and Health Services as well as a joint student and faculty project called the Decision Tree. The Decision Tree is a resource that takes the user through a series of questions to decide which UBC resource would best fit the issue they are facing.

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

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

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

Opportunities to participate in campus-wide student activities are regularly shared through our weekly eBlast newsletter.

An archive of events from September 2020 to present is available here:
https://sala.ubc.ca/past-events

Studio Critics/Reviewers for our Final Reviews and Graduate Project Reviews can be found in the schedules located in this folder.

While no public exhibitions have been brought to the school, mainly due to space constraints, the school has hosted an exhibition of graduating student work, SALON, in 2019, 2023, and 2024.

**SALA speakers - 2018 to 2024**

**Spring 2024**
Cameron Murray
Mark Roseland
Tom Davidoff
Adam Olsen
Roddy Langmuir
Chris Woodford
David Ley
Colleen Hardwick
Larry Beasley
Jeremy McLeod
Hans Jakob Wagner

**Fall 2023**
Alain Bertaud
Dea Fischer
Julie Bargmann

**Spring 2023**
AnnaLisa Meyboom + Sherry McKay
Omer Arbel
Artists Against Housing Alienation (AAHA)

**Fall 2022**
Young-Tack Oh
Nina-Marie Lister
Jake Chakasim
Adele Weder
Jane Wolff
Daniel Roehr
Federico De Molfetta + Hope Strode

**Spring 2022**
Sofie Kvist
Rasmus Astrup
Jennifer Newsom + Tom Carruthers
Perry Lethlean
Jeff Hou
Anya Sirota
Nick Milkovich

**Fall 2021**
Derek Lee
Chad Manley
Dana Salama
Jennifer Cutbill
Bryce Rositch
Justin-Benjamin Taylor
Nina-Marie Lister
Zoe Florence
Michael Heeney
Jamie Nicholls
Dan Pearson

**Spring 2021**
Anuradha Mathur + Dilip da Cunha
Melissa Kirkpatrick
Vishaan Chakrabarti
Tom Leader
Bijoy Jain

**Fall 2020**
Mariam Kamara
Greg Girard
An-My Lê
Thingsmatter
Iwan Baan
Fred Scott
Anna Neimark
Vo Trong Nghia
Bryn Davidson
Walter Hood
Rahul Mehrotra

**Spring 2020**
Toshiko Mori
Patrick Mooney
Patrick Condon
Julia Jamrozik
Jeremy Kamal Hartley
Carla Yanni

**Fall 2019**
Gregory Henriquez
Mia Lehrer
Eitenne Zack
Andrew Pask
Carme Pigem
Larry Beasley
Katie McPherson
Isabel Kunigk
Teresa Moller
Julian Kendall + Graham Brewster
Vanessa Barr

**Spring 2019**
Adrian Phiffer
Anna Goodman
Katherine Jenkins
Matthew Seibert + Benjamin Wellington
Robert Lane
Omar Gandhi
Kelsey Copes-Gerbitz
Venelin Kokalov
Shauna Johnson

**Fall 2018**
Oliver Lang
Rena Soutar
Melissa Higgs
David Costanza
Johanna Hurme + Sasa Radulovic
Travis Hanks
Illarion Gallant
Derek Lee
Dan Hinkley
Paul Merrick + Donald Luxton
Alfred Waugh
Lyana Patrick

**Student Employment Opportunities**
In the 2023-2024 Academic year, the following positions were open for MArch and MARCLA students to take on.

**Graduate Teaching Assistant**
Assisting faculty with delivery of courses and tutorial sessions. With the creation of our 4-year Bachelor of Design degree, these opportunities grew exponentially. These are salaried positions. Recent graduates are also able to fill these roles within 8-months of their graduation. The positions below were filled by MArch or MARCLA students in 23/24:

| # positions | Course | Term | Total ~pay |
|---|---|---|---|
| 6 | GTA II - ARCH 502 | August | $1,200 |
| 3 | GTA II - ARCH 504 | W1 | $3,500 |
| 2 | GTA II - ARCH 505 | W1 | $4,700 |
| 2 | GTA II - ARCH 511 | W1 | $2,100 |
| 1 | GTA II - ARCH 513 | W1 | $4,600 |
| 3 | GTA II - ARCH 515 001 | W1 | $2,000 |
| 2 | GTA II - ARCH 532 | W1 | $3,000 |
| 1 | GTA II - ARCH 544F | W1 | $1,600 |
| 2 | GTA II - ARCH 548 | W1 | $5,500 |
| 3 | GTA II - ARCH 597F | W1 | $3,500 |
| 2 | GTA II - DES 110 | W1 | $2,800 |
| 5 | GTA II - DES 200 | W1 | $6,300 |
| 4 | GTA II - DES 201 | W1 | $5,000 |
| 3 | GTA II - DES 211 | W1 | $2,800 |
| 5 | GTA II - DES 220 | W1 | $6,100 |
| 4 | GTA II - DES 231 | W1 | $2,300 |
| 4 | GTA II - DES 301 | W1 | $6,100 |
| 2 | GTA II - DES 320 | W1 | $4,800 |
| 2 | GTA II - DES 330 | W1 | $3,600 |
| 4 | GTA II - DES 401 | W1 | $6,100 |
| 2 | GTA II - DES 421 | W1 | $2,300 |
| 3 | GTA II - DES 422 | W1 | $4,700 |
| 2 | GTA II - DES 430 | W1 | $3,300 |

| # positions | Course | Term | Total ~pay |
|---|---|---|---|
| 1 | GTA II - HPB 502 | W1 | $1,500 |
| 3 | GTA II - ARCH 504 | W2 | $3,500 |
| 2 | GTA II - ARCH 505 | W2 | $4,700 |
| 1 | GTA II - ARCH 512 | W2 | $2,000 |
| 3 | GTA II - ARCH 517 001 | W2 | $2,000 |
| 4 | GTA II - ARCH 523 | W2 | $4,700 |
| 3 | GTA II - ARCH 531 | W2 | $2,000 |
| 1 | GTA II - ARCH 533 | W2 | $5,000 |
| 2 | GTA II - DES 110 | W2 | $2,800 |
| 4 | GTA II - DES 130 | W2 | $6,000 |
| 4 | GTA II - DES 202 | W2 | $5,000 |
| 2 | GTA II - DES 212 | W2 | $2,800 |
| 4 | GTA II - DES 230 | W2 | $6,100 |
| 2 | GTA II - DES 232 | W2 | $2,300 |
| 4 | GTA II - DES 302 | W2 | $6,100 |
| 1 | GTA II - DES 323 | W2 | $2,300 |
| 4 | GTA II - DES 402/403 | W2 | $6,100 |
| 1 | GTA II - DES 445 | W2 | $2,300 |
| 1 | GTA II - HPB 501 | W2 | $2,000 |
| 3 | GTA II - ARCH 543 | S1 | $2,300 |
| 3 | GTA II - ARCH 551 | S1 | $2,300 |
| 5 | GTA II - ARCH 577B | S12 | $1,800 |
| 1 | GTA II - ARCH 577C | S12 | $2,300 |

**Graduate Academic Assistant**

There are a few different types of hourly paid student employment opportunities working with staff and faculty that MArch/MARCLA students fill.

***Research Assistants***: working with faculty on their research.
***Course Preparation/Committee Support***: support to faculty preparing/researching new class material and assisting faculty chair on SALA committees.
***Technical support***: these positions assist the facilities staff either with student support on printers and plotters and computer labs, with the workshop and digital fabrication support, materials library support, or more administrative in nature with our communications/ outreach staff and our student services team.

With faculty, the following positions were:

| Job Title | Start Date | End Date | Total ~amt | Supervisor |
|---|---|---|---|---|
| GAA Materials Library Assistant | 2023-09-01 | 2024-04-30 | $7,806.00 | Gates |
| GAA Design Development Wildfire House (2 positions) | 2023-09-01 | 2023-12-31 | $2,558.68 | Bass |
| GAA Mitacs BSI Social Spaces | 2023-09-06 | 2024-03-10 | $7,698.00 | Roecker |
| GAA Curriculum Committee | 2023-09-06 | 2023-12-31 | $2,267.00 | Dahmen |
| GAA TLEF Integrating with Forest Management | 2023-09-06 | 2023-12-31 | $6,859.20 | Dahmen |
| GAA Research Assistant HiLo Lab (2 positions) | 2023-09-18 | 2024-03-31 | $8,166.00 | Satterfield |
| GAA EDI Committee Support | 2023-09-19 | 2024-04-30 | $2,179.00 | Stevens |
| GAA Venice Biennale Social Media & Communications Support | 2023-09-20 | 2024-04-30 | $6,801.00 | Stevens |
| GAA NRCan Project Data-Driven Building Retrofits | 2024-01-08 | 2024-08-31 | $12,836.00 | Rysanek |
| GAA Seven Generations for Wood Research | 2024-05-01 | 2025-03-31 | $5,833.00 | Meyboom |
| GAA Research Assistant HiLo Lab (2 positions) | 2024-05-01 | 2024-08-31 | $13,924.20 | Satterfield |
| GAA Robotic 3DP of Wood Research | 2024-06-25 | 2024-11-30 | $5,046.30 | Meyboom |
| GRA Guidebook for Design for Deconstruction in Light Wood Frame | 2024-09-01 | 2024-11-30 | $1,574.57 | Meyboom |
| GAA Research Assistant Performative Wood | 2024-09-09 | 2024-12-10 | $2,602.00 | Meyboom |
| GAA New Frontiers Research Assistant (2 positions) | 2024-09-09 | 2024-12-31 | $6,430.50 | Dahmen |

With staff, the following positions were:

| Job Title | Start Date | End Date | Total ~amt | Supervisor |
|---|---|---|---|---|
| GAA Facilities Assistant | 2023-06-01 | 2023-09-15 | $4,534.00 | Geyer |
| GAA TA Training + Resources Coordinator | 2023-08-01 | 2024-05-31 | $3,753.00 | Ross |
| GAA Printer and Plotter Technical Assistant (2 positions) | 2023-09-01 | 2024-04-30 | $4,534.00 | Geyer |
| GAA Workshop Monitor (2 positions) | 2023-09-08 | 2024-04-30 | $6,801.00 | Entwistle |
| GAA DigiFab Monitor (5 positions) | 2023-09-08 | 2024-04-30 | $5,440.80 | Entwistle |
| GAA Digital Learning Advocate | 2023-09-08 | 2024-04-30 | $8,166.00 | Entwistle |
| GAA Administration & Project Assistant | 2023-09-09 | 2024-04-30 | $3,268.50 | Ross |
| GAA Communications Assistant | 2023-09-11 | 2024-04-26 | $4,083.00 | Fennell |
| GAA Studio Monitor - Lasserre (2 positions) | 2023-09-15 | 2024-04-30 | $3,586.00 | Geyer |
| GAA Studio Cleanup Monitor (8 positions) | 2023-12-15 | 2023-12-31 | $430.32 | Geyer |
| GAA Design Assistant | 2023-12-16 | 2024-02-29 | $1,120.00 | Fennell |
| GAA Vancouver Summer Program Assistant (2 positions) | 2024-05-01 | 2024-08-31 | $6,165.00 | Deans |
| GAA Design Discovery Program | 2024-05-06 | 2024-07-31 | $2,430.00 | Deans |
| GAA Communications Assistant | 2024-05-16 | 2024-08-31 | $9,081.00 | Fennell |

**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.*

Since our last accreditation visit in Spring 2018, the School of Architecture and Landscape Architecture (SALA) faculty has undergone significant changes and evolution. Several new hires have been made to bolster the Architecture faculty.

**Hiring Summary:**

- **Replacement Hires:** Tijana Vujosevic (Architecture History/Theory), Thena Tak (Architecture Design) and James Huemoeller (Architecture Technology) were hired to replace retiring faculty. We anticipate 3 more retirements in the next 3 years.
- **Faculty Growth:** Rana Abughannam and Tania Gutierrez-Monroy were hired due to our Bachelor of Design growth but both are teaching as well in our MArch program in both studio and our history/theory oferings. Joanne Gates was hired as a Lecturer in

Architecture with a focus on both studio, materials and technology as we found it increasingly harder to fill these positions filled in past by Adjuncts.

- **PAEI Faculty Position:** As part of UBC President Santa Ono's President's Academic Excellence Initiative (PAEI), launched in 2020, SALA received one hire to date from this initiative. This professor will engage in cross-disciplinary teaching, connecting SALA with other schools and faculties across campus, enhancing interdisciplinary collaboration. Xun Liu will join SALA in January 2025 focusing on the intersection of computation and architecture.
- **Assistant Professor and Lecturer in Landscape Architecture:** Due to retirements and heavy reliance on Adjunct professors, we have recently hired into 2 positions to join SALA in July 2025. We have hires Natalia Echeverri who has a focus on Ecology but also has a degree in Architecture and has taught in Architecture and Landscape Architecture and we fully expect her to teach across the School. Ivan Valin was also hired to teach in Landscape Architecture technology courses, but he also holds education and experience in Architecture and Urban Design and will also teach across the School's programs. Both will enrich the school's ideas and approaches to design.

In addition, we are currently searching for a new Director of the School after Ron Kellett completed his second term in December 2023. An external search is currently underway to fill this important position in the School. In the meantime, Associate Professor Blair Satterfield has agreed to step in as Director pro tem, with the anticipated start of July 1, 2025 for the new Director.

Our MArch program meets the minimum Full-Time Equivalent (FTE) requirements necessary to support its mission and goals. The faculty FTE allocation is sufficient to cover essential duties, including teaching (40% or 3 courses per academic year), research (40%), service, program administration, academic advising, and creative professional development (20%). This will be even more robust with our new hires starting in July 2025. We use adjuncts (non-tenure-track part-time with no more than 1 course per term) to fill in gaps in both teaching expertise while simultaneously including diversity of perspectives and background. Adjuncts occasionally assist with admissions and GP supervision. This allocation enables the program to effectively deliver its curriculum, engage in meaningful research, provide comprehensive student support, and contribute to the landscape architecture profession.

**Faculty activities and research**

SALA faculty engage in a wide range of research activities, spanning historical, critical, applied, and creative work. These areas of expertise directly inform the academic programs at SALA, ensuring a dynamic and comprehensive educational experience. The scope of research at SALA is intentionally broad, reflecting the evolving demands of architectural practice and licensure, and ensuring that faculty remain current with industry changes. Faculty activities also emphasize the importance of community engagement, including crucial work with Indigenous communities as an integral part of service, reparation, and care.

A group of our faculty focuses on global capital, politics, and development. This includes research into the intersection of architecture and capital, particularly how real estate developers and architects shaped cities in the 20th century. Another research stream centers on contemporary capitalism and architecture, as well as utopia, gender, and domesticity across historical periods and geographies. Other faculty focus on emergent forms of urbanism, especially in regions experiencing rapid growth or decline. These faculty, through their work on infrastructure, development models, and housing typologies, inform our history/theory sequence and leadership structure, including the creation of the EDII committee.

Several faculty members emphasize socio-political agendas in architecture, studying colonial, patriarchal forces, and resistance mechanisms, with a focus on Indigenous communities and bottom-up practices. Work in this area challenges ongoing colonial projects, exemplifying counter-colonization paradigms. A specific focus is given to accessibility, equity, and advocacy for individuals with disabilities, shaping the curriculum and contributing to the school's broader mission of social responsibility and care.

In the realm of practice and material research, faculty members actively contribute to the profession through award-winning projects and research. These academics, involved in building housing, public infrastructure, installations, and urban renovations, provide students with an understanding of how licensed architects impact the built environment. Their work exemplifies SALA's connection to professional practice and licensure. By fostering relationships with regulatory bodies like AIBC, SALA emphasizes the importance of practice in the school's mission, preparing students for licensure and professional success.

A cluster of faculty members works on material fabrication, sustainability, and ecological design. Their research on material waste, biological ecosystems, and low-impact design is advancing the field of architecture. This includes deep partnerships with Indigenous communities, focusing on reconciliation and reclamation through architectural practice. Faculty research also addresses embodied carbon, robotics, and mycelium in architecture. This cluster is set to grow with the addition of expertise in computation and AI, furthering SALA's leadership in sustainable and technologically innovative architectural practices.

SALA's approach to research is collaborative, active, and applied. Research clusters form naturally, with faculty members working independently, with interdisciplinary teams, or in labs to generate published and built work. These clusters often intersect, producing award-winning projects like the solar decathlon hempcrete house, a collaboration between faculty and students that influenced international building competitions. Faculty research in history/theory also contributes to global conversations, as demonstrated by SALA's involvement in the 2023 Venice Biennale, addressing Canada's housing crisis. Such efforts highlight the school's commitment to service, community engagement, and advancing architectural knowledge. Faculty research reinforces the curriculum and broader direction of SALA, embedding care for community and environment at the center of architectural practice.

**Full-time Research and Teaching Faculty:** The University of British Columbia (UBC) follows a structured process guided by the Faculty Recruitment Guide to ensure that all tenure-track faculty hires align with institutional standards. This guide aids selection committees in recruiting, interviewing, and selecting the most suitable candidates for tenure-track faculty positions. It also ensures a bias-free search process, complying with federal regulations on hiring foreign academics. Generally, full-time faculty members in the Master of Architecture (MArch) program hold professional degrees in architecture.

A new faculty position is usually proposed first by the academic unit. Once the position has been approved by the Dean, a search committee within the academic unit is established. Units may vary slightly in their recruitment process. In general, the committee solicits and receives applications, reviews applications, develops a long-list of candidates, and conducts virtual interviews. It then develops a short-list of candidates, seeks references on them, and arranges for them to visit UBC to be interviewed, meet members of the department/school, and tour facilities. Following this process, the search committee makes a recommendation to the SALA ARPT faculty committee. Tenure and tenure-track faculty then votes for the ranking of candidates, after which the Director may approach a candidate with a tentative offer of appointment, subject to formal approvals. For appointments at the rank of Associate Professor, Associate Professor of Teaching, Professor or Professor of Teaching, this process may take slightly longer since the case also needs to be considered by the University's Senior Appointments Committee. UBC/APSC/SALA documents for ARPT can be found here in the ARPT documents folder.

At SALA, faculty members play an essential role in shaping the program's strategic direction, playing a pivotal role in guiding the academic and operational functions of the school, ensuring that it meets its educational goals and remains relevant in the field of architecture.

**Faculty Involvement in Resource Allocation and Curriculum Development**

***Resource Allocation****:* Faculty members are integral to discussions and decisions regarding resource allocation within the program. Their participation in regular meetings and committees allows them to provide input on budget priorities, facilities upgrades, and the acquisition of new tools and technologies. For instance, faculty may advocate for the renovation of studio spaces or the purchase of advanced digital design tools that enhance the learning environment for students. These recommendations ensure that resources are allocated effectively to support the program's educational and strategic objectives. Faculty are also deeply involved in planning for faculty hiring and succession. They identify gaps in expertise and advocate for new positions, ensuring the program attracts and retains talented educators and researchers. This involvement is crucial for maintaining a robust academic staff and preparing for future leadership needs within the program.

In addition to these responsibilities, faculty members contribute to special initiatives such as the Margolese National Design for Living Prize. They participate in nominating candidates, serving on selection committees, and defining the award's criteria, aligning these activities with the program’s values and broader goals. Faculty also help plan outreach activities and

lecture series, ensuring that these events reflect the program's commitment to addressing societal challenges through design.

***Curriculum Development:*** The development and continuous improvement of the curriculum are driven by faculty through active participation in SALA meetings, program meetings, and through the curriculum committee. As part of these meetings, faculty regularly review the effectiveness of existing courses and propose new ones to address emerging areas of interest and needs.

**Faculty Knowledge Regarding Changing Conditions of Practice and Licensure**

The program chair or an appointed faculty member sits as a meeting member of the Architectural Institute of British Columbia (AIBC) Council, regularly updating program faculty on Council discussions, including changes in licensure, internship requirements, membership, and other Council agendas.

Both the program chair and the SALA Director participate in national discussions involving architectural schools, regulators, the Canadian Architectural Certification Board (CACB), and the Canadian Architectural Licensing Authorities (CALA). The Director of the school is also a member of the Canadian Council of University Schools of Architecture (CCUSA), which handles academic matters of national interest and contributes to discussions on architectural education and accreditation in Canada. These discussions address the future of architectural practice and its implications for architectural education, as well as CACB accreditation terms and conditions. The outcomes of these ongoing conversations are anticipated to influence core curriculum in the coming years.

In recent years, communication between AIBC and the architecture program has strengthened. Ongoing social events hosted by AIBC and the Royal Architectural Institute of Canada (RAIC) each term inform students about the licensure process. Our school exhibits work from the comprehensive studios at the AIBC offices. These events, well-attended by faculty, take place at UBC and various architectural offices in Vancouver.

Faculty members teaching design and technical courses engage Vancouver's architectural and consulting communities, inviting professionals to participate in student reviews, guest seminars, and technical consultations, particularly in support of students' comprehensive design projects.

The following faculty members hold architectural licenses: Rana Abbughannam, Joanne Gates, James Huemoeller, AnnaLisa Meyboom, Bill Pechet, Inge Roecker, and Matthew Soules. SALA also enlists many licensed professionals in the delivery of studios and select courses.

**UBC SALA - Master of Architecture Faculty**

| | | |
|---|---|---|
| Rana Abughannam | Assistant Professor | B.Sc. (Arch.Eng.) (Birzeit), M.Arch. (McG.), Ph.D. (Carleton) |
| John Bass | Associate Professor | B.F.A., B.Arch. (Rhode Isl. Design) |
| Joe Dahmen | Associate Professor | B.A. (Wesleyan), M.Arch. (M.I.T.) |
| Mari Fujita | Associate Professor | B.A. (Col.), M.Arch. (Prin.) |
| Tania Gutierrez-Monroy | Assistant Professor | B.Sc. (Arch.) (Buenos Aires), M.Arch, Ph.D. (McG.) |
| Joanne Gates | Lecturer | B.E.S., M.Arch. (Manit.), Architect A.I.B.C. |
| James Huemoeller | Assistant Professor of Teaching | B.A. (Lehigh), M.Arch. (Virginia), Architect AIBC, R.A. (PA), (MT) |
| Xun Liu *starts Jan/25 | Assistant Professor | B.Arch. (Tongji), M.L.A. (Harv.), Ph.D. Candidate (Virginia) |
| AnnaLisa Meyboom | Associate Professor | B.A.Sc. (Wat.), M.Arch. (Br.Col.), P.Eng., I.A., AIBC |
| William Pechet | Lecturer in Practice | B.A., B.F.A. (Vic.(Br.Col.)), B.Arch. (Br.Col.) |
| Inge Roecker | Associate Professor | B.E.S., M.Arch. (Manit.), Architect AK-BW, Architect AIBC |
| Adam Rysanek | Associate Professor | B.A.Sc., M.A.Sc. (Qu.), Ph.D. (Camb.) |
| Blair Satterfield | Director pro tem, Associate Professor | B.Sc. (UIUC), M.Arch. (Rice) |
| Matthew Soules | Associate Professor | B.A. (Br.Col.), M.Arch. (Harv.), Architect AIBC, MRAIC, R.A. (N.Y.) |
| Sara Stevens | Associate Professor | B.A., B.Arch. (Rice), M.E.D. (Yale), M.A., Ph.D. (Princeton) |
| Thena J-H Tak | Assistant Professor | B.Arch. (Cornell), M.Arch (Harv.) |
| Leslie Van Duzer | Professor | B.A. (Arch.), M.Arch (Calif., Berkeley) |
| Tijana Vujosevic | Associate Professor | B.A. (Arch.), M. Arch. (Yale), Ph.D. (M.I.T.) |

**ARCH Full-time Faculty Program Teaching/Research/Service Effort Distribution**

| Faculty | Rank | MArch FTE Teaching | MArch FTE Research | MArch FTE Service | % in other programs | TOTAL |
|---|---|---|---|---|---|---|
| Abughannam, Rana | Assistant Professor | 27% | 40% | 20% | 13% | 100% |
| Bass, John | Associate Professor | 40% | 40% | 20% | 0% | 100% |
| Dahmen, Joe | Associate Professor, Chair Bachelor of Design | 13% | 40% | 10% | 37% | 100% |
| Fujita, Mari | Associate Professor | 13% | 40% | 20% | 27% | 100% |
| Gates, Joanne | Lecturer | 67% | 0% | 20% | 13% | 100% |
| Gutiérrez-Monroy, Tania | Assistant Professor | 27% | 40% | 20% | 13% | 100% |
| Huemoeller, James | Assistant Professor of Teaching | 80% | 0% | 20% | 0% | 100% |
| Meybom, AnnaLisa | Associate Professor | 40% | 40% | 20% | 0% | 100% |
| Pechet, Bill | Lecturer in Practice | 75% | 0% | 5% | 0% | 80% |
| Roecker, Inge | Associate Professor | 40% | 40% | 20% | 0% | 100% |
| Rysanek, Adam | Associate Professor | 40% | 40% | 20% | 0% | 100% |
| Satterfield, Blair | Associate Professor, Director pro tem | 0% | 40% | 60% | 0% | 100% |
| Soules, Matthew | Associate Professor | 40% | 40% | 20% | 0% | 100% |
| Stevens, Sara | Associate Professor, Chair Urban Design | 27% | 40% | 20% | 13% | 100% |
| Tak, Thena | Assistant Professor | 40% | 40% | 20% | 0% | 100% |
| Van Duzer, Leslie | Professor | 27% | 40% | 20% | 13% | 100% |
| Vujosevic, Tijana | Associate Professor, Chair Architecture | 27% | 40% | 33% | 0% | 100% |
| | **TOTAL FTE** | **6.22** | **5.60** | **3.68** | **1.30** | **16.80** |

| **ARCH Adjunct Faculty 24/25** | | |
|---|---|---|
| Faculty | Firm | Course(s) |
| Lörinc Vass | Architectural Designer, Pechet Studio | ARCH 500 |
| Ouri Scott | Principal, Urban Arts Architecture Inc. | ARCH 520 |
| Jergus Oprsal | Founder, OLA Office of Land Affairs | ARCH 520 |
| Darry Condon | Managing Partner, hcma architecture + design | ARCH 520 |
| Steve DiPasquale | Director of Design, hcma architecture + design | ARCH 520 |
| Jason Heinrich | Building Performance Lead, HDR | ARCH 521 |
| Amanda Reed | Senior Associate, Michael Green Architecture | ARCH 521 |
| Matthieu Grady | Design Principal, HDR | ARCH 521 |
| John Hemsworth | Principal, Hemsworth Architecture | ARCH 540 |
| Khorshid Naderi-Azad | Co-founder and Head of Design, WallyWool | ARCH 540 |

| | | |
|---|---|---|
| Thomas Gaudin | Computational Designer, Patkau Architects | ARCH 515/ 517/577C |
| Sarah Klym | Design Researcher, Human Studio Architecture + Urban Design | ARCH 515/517 |
| Nicholas Paczkowski | Lawyer, Construction Law Group | ARCH 541 |
| Roy Cloutier | Architect, hcma Architecture + Design | ARCH 577B |
| Michel Labrie | Principal, Local Practice Architecture + Design Ltd. | ARCH 575 |

**Faculty Support**

All Regular Faculty and Sessional Faculty with Continuing Status in SALA are eligible for a *UBC Professional Development Reimbursement Fund*. Funding shall be earned through service to the University at the rate of $1700 per year for all eligible Members. Eligible members are able to access a total of 9 years of PDR funds. The 9 years of funds includes: 5 accrued years (including the current year), plus 5 borrow ahead years (which also includes the current year). This funding can be spent on:

- travel and associated expenses related to meetings, conferences, or other similar professional activities;
- registration fees and other expenses for meetings of learned societies, other professional organizations, workshops, seminars, and similar activities;
- membership fees in learned societies and professional organizations; fees and subscriptions for journals and books;
- expenses directly associated with teaching responsibilities or current active research or professional programs (including equipment such as computer hardware, software, and audio-visual equipment);
- communication and telecommunication network expenses related to scholarly activities and teaching; and equipment that is directly related to current active research.

The Architecture Program Chair has access to $5,000CD each year earmarked (that does not carry forward) to support program initiatives. The Chair receives a stipend to recognize their service of $7,000CD per year that they can take as salary or added to their ongoing research account.

**Research Support:**
As a Tier-1 research university, UBC and the Faculty of Applied Science provide a multitude of support systems for faculty to develop and advance their research, including:

**UBC SPARC (Support Programs to Advance Research Capacity):** UBC SPARC offers a competitive advantage to UBC faculty members by providing strategic services and resources for major Tri-Agency research grant competitions. SPARC's comprehensive support is designed to develop research capacity, build collaborations, increase application

success rates, and enhance research excellence at UBC. More information can be found on SPARC's website here. Key services include:

- **Proposal Review:** SPARC provides detailed feedback on research proposals, helping to refine and strengthen applications to meet the rigorous standards of funding agencies.
- **Workshops and Training:** SPARC offers workshops on various aspects of grant writing, research funding strategies, and best practices for proposal development, ensuring faculty members are well-prepared for the grant application process.
- **Resource Materials:** Faculty members have access to a repository of successful grant applications, templates, guidelines, and other resource materials that can serve as models and aids in their own application process.
- **One-on-One Consultations:** Personalized consultations are available to address specific queries and provide tailored advice on preparing grant applications.
- **Collaboration Building:** SPARC facilitates connections between researchers, both within UBC and externally, to foster collaborative projects that enhance research impact and scope.

**Faculty of Applied Science's Research + Partnership Office:** The Research + Partnership Office in the Faculty of Applied Science provides a range of services to support faculty in securing funding, fostering partnerships, and advancing their research initiatives. For more information, visit the Research + Partnerships Office website. Key supports include:

- **Grant Writing Support:** The office assists faculty in drafting, refining, and reviewing grant proposals to improve their quality and competitiveness. This includes feedback on structure, content, and alignment with funding agency requirements.
- **Partnership Development:** The office helps faculty develop and maintain partnerships with industry, government, and community organizations. These partnerships can lead to collaborative research projects, providing additional resources and opportunities for innovation.
- **Funding Opportunities:** Faculty members receive regular updates on available funding opportunities that match their research interests. The office also provides guidance on navigating the application process for these opportunities.
- **Workshops and Training:** Workshops are organized on topics such as research funding, partnership development, grant management, and effective communication of research outcomes. These sessions equip faculty with the skills needed to successfully pursue and manage research funding.
- **Strategic Initiatives:** The office supports strategic initiatives that align with the faculty's research priorities, promoting interdisciplinary collaboration and positioning faculty members to lead major research projects and programs.

**IT Support**

All Regular Faculty and Sessional Faculty in SALA are supported by UBC Information Technology (IT), which provides configuration and ongoing support for desktops, laptops, kiosks, and peripheral devices. UBC IT also provides free software for our faculty. These are

common software products that are made available by UBC IT services and used by the MArch faculty, including:

- Acrobat Pro DC
- Adobe Creative Cloud
- Sophos Anti-Virus
- Office 2016 Professional Plus
- Rhino

Through the School of Architecture and Landscape Architecture *Refresh Fund*, faculty can update technology up to a maximum of $1,200CAD every year, which enables them to keep computers, desktops, and other devices up to date.

## Administration and Academic Support Personnel

The Architecture faculty benefits from a highly integrated support staff who help administer the day to day running of the school and help the program fulfill its goals.

**Administration**
*Tamara Ross (Associate Director, Administration + Academic Operations)* is responsible for the management of SALA's operational, academic administration, financial and human resources. Reports to the Director and provides advice and guidance to faculty on all administrative (HR, finance) and academic operational matters. Recruits and supervises support staff. Administers and controls departmental finances including the operating budget of approximately $8 million. Oversees all operational items.

*Tracy Satterfield (Manager, Financial Administration)* is responsible for managing financial transactions and budgets within SALA. Reports to the Associate Director and handles tasks including managing purchase orders, reconciling accounts, and ensuring compliance with financial regulations and university policies. Plays a crucial role in maintaining the financial health of the academic unit by accurately tracking expenditures, preparing financial reports, and providing support to faculty and staff regarding budgetary matters and research budgets. Forecasts budgets and prepares statements of financial status.

*Brenda Chu (Financial Processing Specialist)* is responsible for processing invoices, financial reconciliation of research and specific purpose accounts and establishes and maintains school-wide processing procedures in these areas. Reports to the Financial Administration Manager.

*Human Resources Coordinator (soon to be hired)* Coordinates all student hires, assists with faculty and staff recruitment and hiring, and keeps track of hours reported by graduate research assistants and teaching assistants, and related tasks. Reports to the Associate Director.

*Kwezi Rutega (Administration Coordinator)* responsible for general reception and admin support. Reports to the Associate Director.

**Student Services**

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

*Jaynus O'Donnell (Student Services – MArch Programs)* is responsible for student support, academic advising and student records management for Graduate Programs in Architecture (MArch). Advises and provides complex information to students in the Master of Architecture (MArch), and Master of Advanced Studies in Architecture (MASA) graduate programs, and our new PhD program. Reports to the Student Services and Recruitment Manager. Works with faculty administration on student related projects and issues.

*Theresa Juba (Academic Coordinator)* is responsible for coordinating new curriculum initiatives and curricular revisions, course scheduling, exam scheduling, and student evaluation of course and teaching. Supervises and coordinates academic, end of term events including end of term studio reviews. Advises on academic policies and procedures through the role of staff lead on the Curriculum committee. Orients adjunct faculty to academic systems. Reports to the Student Services Manager.

**Communications**

*Emma Fennell (Communications + Outreach Specialist*) is responsible for the outreach and communications initiatives for SALA. Establishes and maintains strong connections to the design professions, alumni and wider community and advises the Director and/ or designate committee(s) on best practices for the development and execution of communications and marketing strategies. Coordinates external events. Prepares and communicates public information on behalf of the School. Reports to the Associate Director.

**Physical & Learning Resource Support**

*Robert Geyer (Manager, Facilities + Digital Resources)* is responsible for managing and maintaining the SALA workshops and digital output facilities. Performs on-going inspection, maintenance, and repair equipment throughout the School. Makes recommendations for new equipment acquisitions and coordinates the acquisition process. Provides technical instruction to faculty and students. Is SALA's Health and Safety representative. Reports to the Associate Director.

*Graham Entwistle (Workshop + Digital Fabrication Supervisor)* leads workshop and digital fabrication equipment users, ensures a safe and orderly workshop environment, and helps to monitor student employees. Provides support to students and faculty to use the faculty

for learning, teaching and research purposes. Supervises Workshop and Digital Fabrication Assistants. Reports to the Facilities + Digital Resources Manager.

*David Alba (Digital Fabrication Technician)* provides specialized support in digital fabrication and assists with the use of digital tools and techniques while *Robert Turriff (Workshop Technician)* supports students and faculty in the workshop on a day-to-day basis with technical needs.

*Student Employees (Course, Research, Admin support)* SALA employs students to help support courses through Teaching Assistants, and Academic Assistants. Additionally, they hire Research Assistants who work with various faculty on their research focus. Students are also hired to support the Workshop, Facilities, and Administrative units.

| **Staff** | **Title** | **% ARCH** | **% Other** |
|---|---|---|---|
| Ross, Tamara | Associate Director, Administration + Academic Operations | 50% | 50% |
| Satterfield, Tracy | Manager, Financial Administration | 50% | 50% |
| Unfilled | Human Resources Clerk | 40% | 60% |
| Deans, Tara | Manager, Student Services + Recruitment | 40% | 60% |
| Fennell, Emma | Communications + Outreach Specialist | 50% | 50% |
| Geyer, Robert | Coordinator, Facilities + Digital Resources | 40% | 60% |
| Juba, Theresa | Academic Coordinator | 40% | 60% |
| Entwistle, Graham | Workshop + Digital Fabrication Supervisor | 75% | 25% |
| Turriff, Rob | Workshop Technician | 60% | 40% |
| Alba, David | Digital Fabrication Technician | 60% | 40% |
| O'Donnell, Jaynus | Student Services Coordinator, Architecture | 100% | 0% |
| Nakandala, Tharanee | Student Services Coordinator, MLA, MARCLA, MUD | 10% | 90% |
| Chu, Brenda | Financial Processing Specialist | 40% | 60% |
| Rutega, Kwezi | Office Administrator | 40% | 60% |
| Kanasheva, Malika | Undergraduate Student Support, BDes | 0% | 100% |
| | **7FTE MArch, ~46%** | | |

**HR Development Resources**
UBC, APSC and the various associations/unions have robust training and support across a variety of Human Resource development opportunities.

UBC HR has a Workplace Learning page on their website which they are continuously updating their offerings based on the transforming needs of the community. Everything from required training on Security and Safety in the workplace including Psychological Health, and online including preventing and addressing workplace bullying and harassment, as well as courses in one's EDI Journey and Accommodations available at UBC. There is also supports for staff and faculty to engage with resources on Indigenous-focused topics through the Indigenous Pathways array of courses.

UBC HR also has its Integrated Service Centre (ISC) to assist those with the WorkDay ERP that UBC utilizes and staff and faculty interface with regularly.

UBC HR has a unique area called Conflict Theatre which offers faculty and staff the opportunity to explore and embrace conflict in the workplace using the tools of theatre.

Additionally, Faculty, Staff and Student Employees have a myriad of training resources through their associations. These can include courses on having difficult conversations, or time management, or caring for one's mental health. There is a suite of these offered each year and are primarily delivered via webinars or zoom workshops.

***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 UBC School of Architecture and Landscape Architecture studios, offices and workshops spaces are housed in six (6) different buildings. These include the Lasserre Building, HR MacMillan Building, The Landscape Annex Building, Ponderosa B, The Engineering Design Centre and the Centre for Interactive Research on Sustainability.

- The **Lasserre** building houses SALA faculty and staff offices, studios, computer work stations, printers/plotters, workshops, seminar rooms, materials library, review spaces, classrooms, and AV equipment sign out room.
- The **HR MacMillan** building houses SALA faculty and staff offices, studios, computer work stations, printers/plotters, seminar rooms, materials library, review spaces and classrooms.
- The **Landscape Annex** building houses studios, computer work stations, printers/plotters, a small workshop, seminar rooms and review spaces.
- The **Engineering Design Centre** building houses the second-year studio for the SALA Bachelor of Design Program.
- The **Ponderosa B** building houses offices for SALA staff and post graduate students.
- The **Centre for Interactive Research on Sustainability** building houses SALA faculty offices.

In 2026 a new Building shared between SALA and UBC Chemical and Biological Engineering will open and provide students with access to contemporary fabrication machines and workshop spaces.

Below is a summary of the changes to SALA Facilities since the last accreditation review:

**SALA Facilities projects July, 2019 – March 2024**

**MacMillan:**

- Created student project assembly space for SALA Undergraduate program (Rm 283)
- Created photo documentation space for SALA Undergraduate program (Rm 285)
- Installed blinds in all SALA Studio spaces in MacMillan to allow effective usage of projectors, sunlight management etc.
- Facilitated procurement, construction and delivery of 80 new studio desks
- Facilitated procurement, construction and delivery of 18 new Hot Desks (6 student capacity per desk)
- Renovates rooms 394, 388, 378, 378D into one large studio space with new kitchen, storage and Ezo board pin up spaces (388) for SALA Undergraduate program expansion and Option studios in the Graduate program. Now holds 100 studio desks.
- Renovated rooms 370A, 370C and 370 into a new larger classroom (Rm 370) with new projector and Ezo board pin up spaces. Increase of classroom size (20 to 45).
- Purchased new / upgraded all Student workstation computers
- New plotters installed for student usage

**Landscape Annex**

- Renovation of entire building to create 2 new review spaces, break out room, new kitchen, bathrooms, paint, new blinds, lighting, Ezo board pin up spaces and increase of student desk capacity to 70.
- Developed workshop space in Landscape Annex for Landscape Architecture and SALA Undergraduate program use.
- Purchased new / upgraded all Student workstation computers
- New plotters installed for student usage

**Engineering Design Centre**

- Created new studio in room 201 for SALA BDes 2nd year undergraduate studios. New storage area, kitchen and Ezo board pin up spaces and hot desks for 60 students.

**Lasserre**

- Purchased new / upgraded all Student workstation computers
- New plotters installed for student usage
- Dismantled old AV storage room and created new AV storage room space
- Dismantled old Materials library and created new materials library in formerly SALA reading room. Items from Reading Room moved to UBC Library, Architecture section.
- Created new photo documentation space for ARCH program in room 303A
- Installed Ezo board for pin up spaces in rooms 202, 301 and 309
- Increased class capacity in room 202 to 60 students

For maps of the SALA spaces please go here.

**SALA Fabrication Spaces**

SALA has a very well-equipped woodworking shop in the Lasserre building. It contains multiple table saws, bandsaws, drill presses, a jointer, thickness planer, a compound mitre saw and a variety of disc and belt sanding stationary equipment. It also contains a robust supply of power and manual handheld tools for use either in the shop or available to borrow to use elsewhere. The shop also has an alcove for advanced Digifab, containing a small 5-axis CNC Mill, a resin 3D printer and larger/faster Prusa filament printers for projects requiring that. This shop is 115$m^2$ and is open (and supervised) approximately 60 hours per week. Adjacent to it is another 60$m^2$ of space that contains a 3-axis CNC router, two CO2 laser cutters (available by appointment) and a dusty work area with sanding tables, assembly tables and hot wire foam cutters that are accessible 24 hours a day [see Note 1]. Across the hall we also have 115 $m^2$ of open assembly space that is 24-hour accessible. It contains some safer equipment - large bed pen plotter, sheet metal roller/brake/shear, tubing bender, sand blaster, casting area and sink as well as a bank of Prusa 3D printers. We have a mobile sewing cart that contains a sewing machine, a serger and storage for spools and notions, a mobile soldering station and two drones available for check-out. We maintain a collection of tools for our Design-Build program that constitutes a reasonably complete construction site kit. Together, Lasserre has 290$m^2$ of workshop and fabrication space.

All SALA students have access to additional 24-hour spaces for fabrication including about 40$m^2$ of space in the Landscape Annex building. This houses a drill press, a Varga Safety Saw, some benches and hand tools. This garage also holds our garden tools. In MacMillan 286 we have an additional bank of Prusa 3D printers.

Under construction is an additional 450$m^2$ for an additional workshop space. This will include an area for advanced CNC machining and robotics, a room for laser cutters, casting and mold making, and generous space for larger-scale making and building. It includes some areas for 24-hour assembly access. Final equipment purchases have been budgeted but not yet been made. The intention is to equip it in a manner that prioritizes support for student coursework, design-build projects and faculty research in that order. It is expected to complete construction in April 2025, with occupancy at the start of the September 2025 term.

SALA workshop and fabrication spaces are staffed by three full-time employees and seven part-time student employees. The three regular staff have degrees in Architecture, Industrial Design, and Fine Arts, with work backgrounds in architectural practice, furniture-making, and film scene- and prop-making. Together we are able to support student learning in a wide range of design, CAD and CAM software.

*Note 1: This space was added to the workshop's area during COVID (summer of 2020, not put into use until Sept 2021).*

**UBC IT Service and products available to SALA Faculty, Staff and Students**

- UBC IT has an online support website that supports Faculty, Staff and Students- it.ubc.ca/selfservice.
- SALA has 12 student workstations spread evenly throughout the Lasserre, MacMillan and Landscape Annex studios. All workstation computer stations were updated with new desktops and graphic cards in the summer of 2024.
- Each Workstation provides students access to software that is useful for a contemporary architecture student. The software undergoes a complete upgrade each summer.
- Software available on SALA Computer Labs is provided here.
- SALA provides students with access to 6 plotters, 6 laser printers, 2 large format scanners and 2 regular format scanners. SALA maintains this equipment and hires 2 plotter technicians to provide 20 hours of support to SALA students each week of the semester for the use of this equipment.
- SALA has an AV library that students can use to sign out AV equipment. Students, staff and faculty have access to projectors, drawing tablets, Ipads, portable photo lights, tripods, monitors, recording devices both sound and audio and an assortment of cables and adaptors.
- SALA Students have access to free Rhino and Campus Cloud Applications while registered students.

**SALA Materials Lab**

The SALA Materials Lab (Lasserre Room 9) houses samples of materials used in building construction including wood, metals, concrete, masonry, exterior claddings, various membranes, windows and interior finishes. The materials can be signed out by instructors for use in classes, such as the Technology courses, and by our students so they can gain hands-on knowledge of materials that supports their work in the design studios. We are currently working in the Lab to bring in new materials with a particular focus on healthier materials, to label all materials as healthier to less healthy, and create a product information sheet for each material that would assist our students with material choices. The product sheets will become an online resource that students can use as a start point for material research. Our goal, in this ongoing crisis of climate change and associated health implications to ourselves and the planet, is to promote the idea that materials are valuable resources to be selected responsibly through an understanding of their origins, properties, production, performance and after-life, that is, to promote the selection of healthier materials.

***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.*

## BACKGROUND

UBC Library (library.ubc.ca) is the third largest research library in Canada with multiple branches on the Vancouver Point Grey Campus, as well as the UBC Okanagan Library in Kelowna. The Library currently ranks 29th among members of the Association of Research Libraries (ARL), an organization comprised of 125 research libraries in North America. UBC Library's collections are large and diverse. As of August 2023, they include over 9.4 million volumes, 3.8 million of which are ebooks.

UBC's Music, Art & Architecture (MAA) Library (maa.library.ubc.ca) in the Irving K. Barber Learning Centre (IKBLC) houses the core architecture collection and provides reference and instructional support via the liaison librarian for the School of Architecture + Landscape Architecture (SALA). Due to the interdisciplinary nature of architecture, collections and expertise in the Koerner Library (UBC's humanities and social sciences library, including government publications, GIS, data and statistics), the Woodward Library (UBC's Science library, including engineering), and the Xwi7xwa Library (Indigenous Scholarship Library), are partners in supporting the teaching and research within SALA's Architecture program.

## LIBRARIANS & STAFF

The MAA Library is administered by the Head Librarian, Paula Farrar, in consultation with the Associate University Librarian, Teaching, Learning & Engagement, Julie Mitchell. As mentioned above, in addition to being the Head, Paula is also the Architecture, Landscape & Planning Librarian. Paula joined UBC Library in 2005 after completing her MLIS at UBC's School of Library & Information Studies. In 2014 she took on the role of Architecture liaison librarian, and in 2020 became Acting Head of the MAA Library, and then Head in 2022.

The MAA Library also employs a Music Librarian, an Art & Visual Literacy Librarian, a Manager, two Reference Assistants, 7 Circulation Assistants, two Graduate Academic Assistants (graduate students in the School of Library, Archival & Information Studies) and up to 8 Student Assistants.

All UBC Library employees are encouraged to participate in professional development. As of 2024, the university provides librarians with professional development funding in the amount of $1,700 annually to support attendance at workshops and/or conferences. Professional Associations that Paula is actively involved in are the Association of Architecture School Librarians (AASL) and the Art Libraries Society of North America (ARLIS/NA). As Vice-President/President Elect of AASL, Paula led the conference planning team for this year's conference *Disrupters on the Edge*, held in association with ACSA in Vancouver (March 14 – 16, 2024).

## FACILITIES

The IKBLC has been a clear destination for many in the campus community since it opened in 2008. During the busy fall and winter terms, the IKBLC attracts just over a quarter of a million visitors per month. The building provides expanded access to computer and word processing PC workstations, multimedia Mac workstations, laptop docking stations, printers, scanners, and numerous study spaces for individuals and groups.

The MAA Library is located in the north wing of the IKBLC on Levels 3 and 4. In addition to housing the collection, there are plenty of individual and group study areas, including five bookable Group Study Rooms

and two bookable Digital Media Rooms, as well as the Ridington Reading Room, a silent study area. The MAA Library also provides a Graduate Research Room. This is a secure space for graduate students to conduct advanced research for theses and dissertations. The space provides a dedicated, comfortable, quiet work environment and includes secure storage space for library materials. Access is restricted to a limited number of graduate students whose primary research requires extensive use of IKBLC collections.

The IKBLC is also home to the Library's Automated Storage and Retrieval System (ASRS). The ASRS is an onsite storage facility for library collections with a capacity of 1.8 million volumes. Materials stored in the ASRS are made available within an hour of an online request being made. In 2016 the Library opened PARC, a second storage facility at the south end of Campus. PARC provides 2,280 square metres of high-density collection storage and can house 1.6 million volumes. The facility also includes a campus-wide records management service, a small digitization area, a staff work area and a publicly accessible reading room. Materials in PARC are provided via the Library's Document Delivery service, with a delivery time of one business day.

The Chapman Learning Commons (learningcommons.ubc.ca), located in the heritage core of the IKBLC, is a collaborative and innovative learning space that brings together learners of all types— students, faculty, staff, and community members—making the most of technology to support and enhance learning at UBC. The Commons offers learning support services and programs, including tutoring, study skills workshops, academic peers, and access to a variety of technologies including multimedia software and hardware. The Chapman Learning Commons is also home to the Centre for Writing & Scholarly Communication (writing.library.ubc.ca) which provides evidence-based writing consultations, workshops and resources.

The Research Commons (researchcommons.library.ubc.ca), located in the Koerner Library, offers consultations, workshops, and collaborative spaces for studying, research projects, and hosting presentations. There are open communal spaces for all to study, and private bookable rooms available to graduate students and faculty. The Research Commons also includes a Digital Scholarship Computer Lab, and provides expertise on Data Analysis, Citation Management, Geographic Information Systems (GIS), Digital Humanities and more. Services are provided by graduate student peer instructors, specialist librarians and campus collaborators.

## COLLECTIONS

The origins of the MAA Library at UBC can be traced back to the 1940s with the establishment of the Fine Arts Room in the old Main Library. The opening of the School of Architecture in 1949 was a catalyst for the Library to begin collecting intensively in the area of architecture. Over the years the architecture collection has grown and transitioned from the Fine Arts Room, the Fine Arts Library, the Art + Architecture + Planning Division, to the current MAA Library. The MAA Library's primary goal is to create and cultivate a strong and vital collection that supports the research needs of faculty and students in the School of Music, the Department of Art History, Visual Art and Theory, the School of Community and Regional Planning, and, most relevantly, the School of Architecture and Landscape Architecture.

SALA's Liaison Librarian is responsible for the acquisition of all architecture materials and is guided by a written collection development policy (*see appendix A*). The policy aims for a collection that is broad while also providing deep, comprehensive coverage of Canadian materials—especially British Columbian—and relevant North American, UK, European and Pacific Rim publications with selective coverage of Central and South American publications. Materials are selected for the collection via firm orders and approval plans with UBC

Library's book vendor GOBI Library Solutions, a vendor that specializes in providing scholarly content for academic libraries across North America. Additionally, national and international journals, publisher's catalogues and websites are reviewed to ensure that the most up-to-date materials are being purchased including those not offered through formal arrangements with the Library's book vendor. Faculty and students are encouraged to suggest relevant books, periodicals and databases for purchase or subscription.

The MAA Library estimates its physical collection (excluding ebooks and ejournals) to be approximately 449,000 items as of May 2024, which includes monographs, serials, vertical files, reference materials, CDs and DVDs. Of these items, 36,056[1] have the Library of Congress Subject Heading designation of architecture (NA). The number of NA classed titles with imprints 2010 to present is approximately 5,057.

It is important to note that other branches of the Library including Koerner, Woodward, Xwi7xwa, Rare Books & Special Collections, as well as the two storage facilities (ASRS and PARC), also hold relevant materials. Across the UBC Library system there are 45,462 items within the NA classification.

Total Collections Expenditures FY 2023 – 2024

- UBC Library : $19,637,583 (CAD)
- MAA Library: $487,586 (CAD)

**MONOGRAPHS**

The principal print collection of architecture monographs is housed in the MAA Library; however, as previously mentioned, due to the interdisciplinary nature of the subject area, relevant print collections are also housed in other locations. An area of constant growth is UBC Library's ebook collection which now exceeds 3.8 million titles. UBC Library purchases individual ebook titles and subscribes to numerous ebook collections, many of which are purchased through provincial and national consortial agreements.

Monographs Expenditures FY 2023 – 2024

- UBC Library: $7,101,958 (CAD)
- MAA Library: $230,044 (CAD)

**SERIALS/PERIODICALS**

The Library purchases electronic journal subscriptions where a reliable, stable, and up-to-date online version exists. Although a number of architecture titles are now available online, UBC Library retains a number of 'print only' journals due to instability of provider and poor quality of online images (in pdf or html formats), and where the online version of a journal excludes images published in the print version.

The MAA Library journal collection has both current and historic materials in both print and electronic formats. The MAA Library currently subscribes to 41 of the 46 titles identified as "Fundamental" on the

[1] Architecture topics are also covered in the MAA Library under a large array of different Library of Congress subject classifications, given the multidisciplinary nature of architecture and its intersections with visual art, art history, sustainability, urban design and planning, and engineering.

Core Periodicals List maintained by the Association of Architecture School Librarians (AASL). The MAA Library also has many of the "Recommended" and "Topical" titles listed.

CORE LIST - FUNDAMENTAL – UBC Library holdings

1. A + U (Architecture and Urbanism) = Kenchiku to toshi (print)
2. AA Files (print)
3. Abitare (print)
4. Architect (print ceased in 2023 + online)
5. Architects' Journal (AJ) (online)
6. Architectural Design (AD) (print + online)
7. Architectural Record (print + online)
8. Architectural Review (print + online)
9. Architectural Science review (online)
10. Architecture d'Aujourd'Hui (print)
11. Arquine : revista internacional de arquitectura (print)
12. Arquitectura viva (print)
13. AV Monografias (print)
14. Canadian Architect (print + online)
15. Casabella (print)
16. C3 Korea (print)
17. El Croquis (print)
18. Detail (Munich) (print)
19. Domus (print)
20. Environment and Planning B: Urban Analytics and City Science (online)
21. GA Architect (print)
22. GA Document (print)
23. GA Houses (print)
24. Harvard Design Magazine (print)
25. International Journal of Architectural Computing (online)
26. Japan Architect (print)
27. Journal of Architectural and Planning Research (print)
28. Journal of Architectural Education (JAE) (online)
29. Journal of Architecture (online)
30. Journal of Green Building (online)
31. Journal of the Society of Architectural Historians (JSAH) (online)
32. Landscape Architecture (print)
33. Landscape Journal (online)
34. Log (print)
35. Lotus International (print)
36. MAS context (freely available online)
37. New Geographies (print)
38. Perspecta (print)
39. Quaderns d'arquitectura i urbanisme (online – current year embargoed)
40. Technology | Architecture + Design (TAD) (online)
41. Volume (print)

Access is enhanced by the UBC eLink–software that provides a direct link from database search results to the Library's full text online subscription or the print holdings in the Library catalogue. Users can access UBC Library's electronic resources on campus or remotely; in the latter case, they will be asked to authenticate with a campus-wide login through OpenAthens.

**Electronic Databases**

UBC Library subscribes to many electronic databases. Examples of core databases in architecture to which UBC Library subscribes include:

- Avery Index to Architectural Periodicals
- Art and Architecture Archive: Architecture & Design
- ARTstor
- DAAI: Design and Applied Arts Index
- Building Types Online
- Detail Inspiration
- OnArchitecture
- Pidgeon Digital

Secondary databases include:

- ARTbibliographies Modern
- Art Index Retrospective: 1929-1984
- Art and Archaeology Technical Abstracts (AATA Online)
- AHR net (Art History Research Net)
- Compendex Engineering Village
- Geobase
- GreenFILE
- International Bibliography of Art (IBA)
- North American City Reports
- ULI Case Studies

UBC also subscribes to large multidisciplinary databases such as:

- JSTOR
- ProQuest Dissertations & Theses Global
- Scopus
- Web of Science
- WorldCat

For a comprehensive list of UBC's electronic databases visit: resources.library.ubc.ca

Serials & Database Expenditures FY 2023 – 2024

- UBC Library: $11,102,810 (CAD)
- MAA Library: $217,542 (CAD)

## ACCESS TO SERVICES

### REFERENCE

In person reference assistance is available during regularly scheduled times at the Research Help counter of the MAA Library's Information Desk on the third floor of the IKBLC. Faculty and students can also email or phone questions to SALA's Liaison Librarian and/or schedule one-on-one research appointments in person or online via Zoom. Generally, these appointments are scheduled for one hour, but can run longer. UBC Library also participates in the province-wide, post-secondary, virtual chat reference service AskAway.

MAA Library Reference Hours (Winter Session 2023/2024)

- Monday - Friday: 10 am – 4 pm

AskAway Hours (Winter Session 2023/2024)

- Monday – Thursday: 9 am – 9 pm
- Friday: 9 am – 5 pm
- Saturday: 11 am – 5 pm
- Sunday: 10 am – 9 pm

### INSTRUCTION

Information Literacy instruction is provided by SALA's Liaison Librarian. Architecture students taking *ARCH 548: Graduate Project Part I* receive an hour long Library Research presentation as part of the course. Additional presentations for specific courses can be requested. This past term a presentation was also given to students taking *ARCH 504H: Topics in Architectural History I: Pre-1900*. To supplement in person reference and instruction the Architecture Research Guide is available online, as are many other research guides including, but not limited to:

- Data & Statistics
- Decolonization and Anti-Racism
- First Nations & Indigenous Studies
- Geographic Information Systems
- Knowledge Synthesis: Systematic, Scoping & Other Reviews
- Literature Reviews
- Research Data Management

UBC Library provides many workshops throughout the year that architecture students and faculty can register for via the online Instructional Calendar (libcal.library.ubc.ca/calendar/vancouver). Sample sessions include:

- Citation Management
- Best Practices in Research Data Management
- Copy Right for Authors & Creators
- Publishing a Journal Article
- NVivo and SPSS

### INTERLIBRARY LOAN

UBC Library's Interlibrary Loans (ILL) service allows UBC faculty, staff, and students to borrow material from other libraries free of charge when items are not part of UBC Library's collection, such as hard-to-find

resources including non-English language publications, obscure conference proceedings, or non-UBC dissertations. Requests for materials are submitted online and desktop delivery is provided for journal articles, book chapters and conference papers usually within 1-2 business days. Physical books are usually available for pickup within 7 business days.

UBC Library also participates in reciprocal borrowing agreements that allow UBC students and faculty to borrow material while visiting other Canadian institutions. Faculty members have additional privileges at some American universities. For more information visit: services.library.ubc.ca/borrowing/reciprocal-borrowing

**COURSE RESERVES**

UBC Library provides electronic and print course reserves via the Library Online Course Reserves system (LOCR). Instructors can upload their syllabus and/or make individual requests for material to be put on course reserve for their classes. LOCR staff create permanent urls to the Library's purchased/subscribed electronic content, or for print journal articles, book chapters and conference papers, scan, upload and clear copyright, including paying any required transactional license fees. In some cases, print books are placed on course reserve with a restricted loan period of 2 hours, 1 or 3 days. For more information on LOCR visit: services.library.ubc.ca/borrowing-services/using-course-reserves

**COPYRIGHT & SCHOLARLY COMMUNICATION**

The UBC Library's Scholarly Communications & Copyright Office supports scholarly communications and copyright services for the UBC community. The office advises faculty and staff on the application of UBC's copyright requirements and guidelines in a higher education setting and provides a range of services to support faculty, staff and students in the preparation of their course materials, assignments, presentations and publications. UBC Library continues to play a major role institutionally regarding copyright in the development and maintenance of the UBC copyright website, and providing copyright compliance workshops for faculty and students. For more information visit: copyright.ubc.ca

**TECHNOLOGY**

1. Wireless Network available in all Library branches (UBC IT)
2. 350 public PC workstations (28 in the MAA Library)
3. 18 enhanced PC workstations (Koerner Library - Research Commons)
    a. 11 on-site, 6 short-term, remote-access, 1 long-term, remote access
    b. Specialized software list
4. 64 public Mac workstations (8 in the MAA Library)
5. Dual Display stations for laptop docking (6 in the MAA Library)
6. Digital Scholarship Lab
7. Printers and copiers with black & white, colour and double-sided printing capabilities located near all computer workstation areas.
8. 1 Engineering copier (available in Koerner Library)
9. 11 Microfilm/fiche/card readers, some with the ability to create digital documents (available in Koerner Library)
10. Flatbed scanners in all branches, with 2 large format scanners in the MAA Library
11. 39 Laptops (available from 4 UBC Vancouver Library branches)
12. 6 Sony Digital HD Video Camera (available from the IKBLC)
13. 6 LCD projectors (available from the IKBLC)

14. Digital cameras (available from the IKBLC)
    a. 5 Cannon DSLR
    b. 2 Cannon Power Shot
    c. 2 GoPro Hero
    d. 1 GoPro Max 360 Camera
    e. 1 Logitech Webcam HD
15. Various phone chargers & adapters (available from the IKBLC)

Respectfully submitted by:

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**APPENDIX A**

THE UNIVERSITY OF BRITISH COLUMBIA
Library

**Architecture**
**Collection Development Policy**
**Music, Art & Architecture Library**

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**Clientele**

The architecture collection serves the needs of the School of Architecture and Landscape Architecture (SALA), which offers courses at both undergraduate (Bachelor of Environmental Design) and Master's of Arts levels. Other departments may also use this collection, including the Department of Art History, Visual Art and Theory.

**Overview of the strengths of the existing collection**

The architecture collection is housed in the Music, Art & Architecture Library in the Irving K. Barber Learning Centre. The library's collection, numbering over 400,000 items (including over 400 current journal subscriptions) is rich in Canadian, Pre-Columbian, Asian, Italian Renaissance, and Baroque art as well as the history of architecture.

**Current areas of collecting**

The architecture selector covers architectural history, theory, criticism, and design for special populations, sustainability, housing and urban design, and environmental studies. Canadian architecture and in particular, the architecture of British Columbia, is of special emphasis.

**Research and publishing characteristics**

Books on architecture fall into the following general categories: theory, historical, engineering/technical, and design. Theory, history, and design books overlap with art, and technical books overlap with science/engineering. Books on architectural projects, housing, urban design, sustainability, and environmental and social aspects of architecture overlap with community and regional planning. These overlaps are reflected in courses offered in other departments. Books with scholarly content on architecture published in the United States or Canada are supplied by an approval plan. All other materials on architectural history are so closely related to art history that many of the art books contain as much information on architecture as on art.

**Form**

The collection includes books, journals, article indexes, image databases and more. In addition, there are cabinets of files with an emphasis on architecture.

**Coverage**

There are no exclusions.

**Publication date**

The majority of acquisitions will be for current publications, with retrospective purchasing to fill collection gaps and to meet research needs of users, in particular faculty.

**Languages**

Predominantly English language, but we collect in all western European languages. We buy books in the Asian languages, as long as there is some text in the western languages.

**Geographic origin**

We collect from all areas worldwide, emphasizing Canada, the United States, the Pacific Rim, and Europe. More selective collecting is done for Central and South America.

**Exclusions**

Books without critical text, textbooks, blueprints, manufacturers catalogues, 3-D models, slides, computer-aided design programs (CADD), “how to” renovation books, text books, revised editions which do not have significant text changes, dissertations (unless published as a monograph), or popular biographies on architects. We buy limited numbers of stand-alone CD-ROMs; most of the CD-ROMs we collect are incorporated into published monographs.

**Collections in other UBC Libraries/ Areas of overlap**

- Asian Library
  Material with text in Chinese, Korean, Japanese, and Indic languages.
- Koerner Library
  Humanities & Social Sciences materials
- Woodward Library
  Engineering materials.

## A-3 *LIBRARY STATISTICS REPORT*

### 1. Library Collection Expenditures

| Types of Collections | No. of Volumes | Expenditures (Budget Year) | | |
|---|---|---|---|---|
| | | 2015-2016 | 2016-2017 | 2017-2018 |
| Books: NA (print only) | 35, 885[1] | $15,185 | $12,887 | $29,712[2] |
| Periodical Subscriptions | 86[3] | N/A | N/A | $34,670.34[4] |
| Databases (Indexes) | 9[5] | $32,353.88 | $45,551.22 | $69,298.80[6] |
| Databases (Image/Video) | 3[7] | $28,189.49 | $31,064.98 | $33,312.21[8] |
| Databases (Other) | 3[9] | $296,839.64 | $298,986.10 | $313,529.02 |

[1] This number excludes the Library's extensive ebook collection and architecture books outside of the LC class NA.

[2] These numbers exclude the Library's extensive ebook collection as well as print books that were shipped automatically from an approval plan. The numbers represent firm ordered architecture books in all LC classes. 2017-2018 has a significant increase due to one time extra funding.

[3] This number represents the active architecture periodical titles (print and online) that UBC Library currently has access to. It does not represent all current periodical titles related to architecture, nor does it include UBC Library's historic periodical collection (titles that have ceased).

[4] This represents the total of the list price of the 86 titles in 2018. This is not what UBC Library spent on these titles as the Library purchases ejournal and ebook packages from publishers at discounted rates. As most journals are priced in USD, it also represents our current 1.3264 rate of exchange.

[5]This represents architecture databases subscribed/purchased by the MAA Library. An itemized list of databases is included on the following pages.

[6] This represents expenditures on subscriptions as well as onetime purchases for backfiles (owned content).

[7] This represents architecture image/video databases subscribed/purchased by the MAA Library.

[8] This represents expenditures on subscriptions as well as onetime purchases for backfiles.

[9] This represents architecture related databases subscribed to by other UBC branch libraries or centrally funded resources.

**Information Support and Renewal**

SALA Faculty/Staff/Students receive IT support from both central UBC IT department as well as Applied Science IT department. We work with our colleagues in APSC IT for our annual student computer lab upgrades (happens in August each year to prepare for the start of the new academic year). This annual process sees the labs get any software upgrades to new versions, the addition of any new software (based on needs of faculty and classroom requirements), or in the case of this past summer 2024 we replaced all the hardware across the SALA labs. This hardware replacement was planned for and finances were saved for this to happen.

Regular maintenance on the printers and plotters and computers in the labs, outside of our regular replacement/maintenance schedule, happen as needed identified by not just our facilities staff, but our student employee monitors who are in the spaces daily. We assign operating funds in our annual budget for this cost. We also have money in one-time funding that we allocate for any replacement beyond the planned replacement, that might need to happen.

Faculty and staff computer renewal happens on a three-year rotation. Incoming faculty receive a new computer when they arrive and can choose to refresh in the fourth year. We budget for this expense in our annual operating budget. There are cases where specific computer and software requirements are required by faculty for their research and anything over and above the SALA allocation comes from their research fund provided by SALA/APSC and any research grants they receive.

***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*

| SALA Financial Report<br>1-Sep-24 | | | FYE March 31, 2024<br>Actual | | | FYE March 31, 2023<br>Actual | | |
|---|---|---|---|---|---|---|---|---|
| | | | SALA | **ARCHITECTURE** | OTHER | SALA | **ARCHITECTURE** | OTHER |
| ***Funding/revenue*** | | | | | | | | |
| *Recurring* | | | **ARCH @ 34% (based on ratio of student FTE)* | | | **ARCH @ 35% (based on ratio of student FTE)* | | |
| | GPO Funding Allocation | | 7,739,629 | **2,422,221** | 4,701,959 | 7,196,050 | **2,239,747** | 4,159,531 |
| | Tuition Allocatic | MArch, MARCLA (50%), MASA | | **615,449** | | | **796,772** | |
| | Printing Lab and Materials Revenue | | 114,474 | **38,921** | 75,553 | 103,098 | **36,084** | 67,014 |
| | Student Tech Fees | | 129,876 | **44,158** | 85,718 | 121,258 | **42,440** | 78,817 |
| | Masters of Engineering Leadership Revenue | | 274,887 | **93,462** | 181,426 | 393,982 | **137,894** | 256,088 |
| | Student Fees - Cost Recovery Workshops | | 15,835 | **5,384** | 10,451 | 47,195 | **16,518** | 30,677 |
| | Student Fees - Vancouver Summer Program | | 197,990 | **67,317** | 130,673 | - | **-** | - |
| | Student Fees - Design Discovery Summer Program | | 24,705 | **8,400** | 16,306 | 69,728 | **24,405** | 45,323 |
| | Student Fees - Application Fees | | 42,422 | **14,424** | 27,999 | 37,090 | **12,982** | 24,109 |
| *Non-recurring* | | | | | | | | |
| | Donations for Specific Purpose/GPO accounts, SEF | | 42,477 | **14,442** | 28,035 | 100,785 | **35,275** | 65,510 |
| | Research Overhead | | 144 | **49** | 95 | 895 | **313** | 582 |
| | Other projects | Design Build, TLEF, ACEL, SEEDS, AMS Pay | 276,900 | **30,396** | 246,504 | 237,500 | **50,000** | 187,500 |
| *Total funding/revenue* | | | 8,859,341 | **3,354,622** | 5,504,719 | 8,307,581 | **3,392,430** | 4,915,151 |
| ***Expenses*** | | | | | | | | |
| | Salaries | | | | | | | |
| | *ARCH Faculty* | | | | | | | |
| | *14 FTE* | Faculty (actual allocation) | 4,101,640 | **2,042,438** | 2,059,202 | 3,648,745 | **2,007,261** | 1,641,484 |
| | | Sessional | 1,020,892 | **353,580** | 667,312 | 864,727 | **261,896** | 602,831 |
| | | Students - academic | 521,244 | **135,596** | 385,648 | 415,944 | **131,705** | 284,239 |
| | | Students - non-academic | 115,255 | **39,187** | 76,068 | 111,370 | **38,979** | 72,390 |
| | | Staff | 1,145,338 | **389,415** | 755,923 | 986,552 | **345,293** | 641,259 |
| | Payroll costs/benefits | | 1,077,135 | **366,226** | 710,909 | 957,206 | **335,022** | 622,184 |
| | Non-salaried ex | Operational Expenses | 937,666 | **318,806** | 618,859 | 631,141 | **220,899** | 410,241 |
| | Capital expendit | Furniture / Equipment | 641,040 | **-** | 641,040 | 330,643 | **-** | 330,643 |
| *Total expenses* | | | 9,560,209 | **3,645,248** | 5,914,961 | 7,946,328 | **3,341,056** | 4,605,272 |
| ***Suplus/Deficit*** | | | **(700,868)** | **(290,626)** | **(410,242)** | **361,253** | **51,374** | **309,879** |

*Dahmen 50/50 through FY22, then 100% MLA*
*Tuition revenue has a two-year lag*
*No VSP revenue in FY21-23*
*No 1% lump and GWI in FY23, paid out as retro pay in FY24*
*Staff includes BDES and MLA support, but value is a percentage based on enrolment*
*Capital expenditure in FY23 and FY24 was all for BDES MacMillan renovation and furniture*

| SALA Financial Report<br>1-Sep-24 | | | FYE March 31, 2022<br>Actual | | | FYE March 31, 2021<br>Actual | | |
|---|---|---|---|---|---|---|---|---|
| | | | SALA | **ARCHITECTURE** | OTHER | SALA | **ARCHITECTURE** | OTHER |
| ***Funding/revenue*** | | | | | | | | |
| *Recurring* | | | **ARCH @ 43% (based on ratio of student FTE)* | | | **ARCH @ 49% (based on ratio of student FTE)* | | |
| | GPO Funding Allocation | | 6,442,374 | **2,406,642** | 3,190,199 | 6,961,745 | **2,946,552** | 3,066,819 |
| | Tuition Allocatic | MArch, MARCLA (50%), MASA | | **845,533** | | | **948,374** | |
| | Printing Lab and Materials Revenue | | 73,704 | **31,693** | 42,011 | 33,225 | **16,280** | 16,945 |
| | Student Tech Fees | | 110,856 | **47,668** | 63,188 | 97,479 | **47,765** | 49,714 |
| | Masters of Engineering Leadership Revenue | | 278,848 | **119,904** | 158,943 | 261,545 | **128,157** | 133,388 |
| | Student Fees - Cost Recovery Workshops | | - | **-** | - | - | **-** | - |
| | Student Fees - Vancouver Summer Program | | - | **-** | - | - | **-** | - |
| | Student Fees - Design Discovery Summer Program | | 58,518 | **25,163** | 33,355 | 3,000 | **1,470** | 1,530 |
| | Student Fees - Application Fees | | 41,090 | **17,669** | 23,421 | 34,508 | **16,909** | 17,599 |
| *Non-recurring* | | | | | | | | |
| | Donations for Specific Purpose/GPO accounts, SEF | | 77,619 | **33,376** | 44,243 | 5,174 | **2,535** | 2,639 |
| | Research Overhead | | - | **-** | - | 3,006 | **1,473** | 1,533 |
| | Other projects | Design Build, TLEF, ACEL, SEEDS, AMS Pay | 38,433 | **16,526** | 21,907 | - | **-** | - |
| *Total funding/revenue* | | | 7,121,442 | **3,544,174** | 3,577,268 | 7,399,683 | **4,109,515** | 3,290,167 |
| ***Expenses*** | | | | | | | | |
| | Salaries | | | | | | | |
| | *ARCH Faculty* | | | | | | | |
| | *14 FTE* | Faculty (actual allocation) | 3,757,630 | **2,081,406** | 1,676,223 | 3,647,951 | **1,973,926** | 1,674,025 |
| | | Sessional | 755,093 | **258,032** | 497,061 | 697,358 | **267,139** | 430,219 |
| | | Students - academic | 352,348 | **117,876** | 234,472 | 347,217 | **111,758** | 235,459 |
| | | Students - non-academic | 70,318 | **30,237** | 40,081 | 73,237 | **35,886** | 37,351 |
| | | Staff | 834,650 | **358,900** | 475,751 | 758,069 | **371,454** | 386,615 |
| | Payroll costs/benefits | | 913,685 | **392,885** | 520,800 | 860,602 | **421,695** | 438,907 |
| | Non-salaried ex | Operational Expenses | 590,503 | **253,916** | 336,587 | 556,526 | **272,698** | 283,828 |
| | Capital expendit | Furniture / Equipment | 55,140 | **23,710** | 31,430 | 41,717 | **20,441** | 21,276 |
| *Total expenses* | | | 7,329,367 | **3,516,962** | 3,812,405 | 6,982,677 | **3,474,997** | 3,507,681 |
| ***Suplus/Deficit*** | | | **(207,925)** | **27,212** | **(235,137)** | **417,005** | **634,519** | **(217,513)** |

| SALA Financial Report<br>1-Sep-24 | | | FYE March 31, 2020<br>Actual | | | FYE March 31, 2019<br>Actual | | |
|---|---|---|---|---|---|---|---|---|
| | | | SALA | **ARCHITECTURE** | OTHER | SALA | **ARCHITECTURE** | OTHER |
| ***Funding/revenue*** | | | | | | | | |
| *Recurring* | | | **ARCH @ 54% (based on ratio of student FTE)* | | | **ARCH @ 58% (based on ratio of student FTE)* | | |
| | GPO Funding Allocation | | 5,655,212 | **2,610,458** | 2,223,724 | 5,934,964 | **3,041,862** | 2,202,728 |
| | Tuition Allocatic | MArch, MARCLA (50%), MASA | | **821,030** | | | **690,374** | |
| | Printing Lab and Materials Revenue | | 110,396 | **59,614** | 50,782 | 100,831 | **58,482** | 42,349 |
| | Student Tech Fees | | 91,184 | **49,239** | 41,945 | 93,321 | **54,126** | 39,195 |
| | Masters of Engineering Leadership Revenue | | 178,696 | **96,496** | 82,200 | - | **-** | - |
| | Student Fees - Cost Recovery Workshops | | 70,430 | **38,032** | 32,398 | 113,269 | **65,696** | 47,573 |
| | Student Fees - Vancouver Summer Program | | 375,445 | **202,740** | 172,705 | 436,750 | **253,315** | 183,435 |
| | Student Fees - Design Discovery Summer Program | | 31,550 | **17,037** | 14,513 | 48,184 | **27,947** | 20,237 |
| | Student Fees - Application Fees | | 29,539 | **15,951** | 13,588 | 29,063 | **16,856** | 12,206 |
| *Non-recurring* | | | | | | | | |
| | Donations for Specific Purpose/GPO accounts, SEF | | 52,740 | **28,480** | 24,260 | 8,445 | **4,898** | 3,547 |
| | Research Overhead | | 3,006 | **1,623** | 1,383 | 4,212 | **2,443** | 1,769 |
| | Other projects | Design Build, TLEF, ACEL, SEEDS, AMS Pay | 40,328 | **21,777** | 18,551 | 104,226 | **60,451** | 43,775 |
| *Total funding/revenue* | | | 6,638,526 | **3,962,478** | 2,676,048 | 6,873,264 | **4,276,450** | 2,596,814 |
| ***Expenses*** | | | | | | | | |
| | Salaries | | | | | | | |
| | *ARCH Faculty* | | | | | | | |
| | *14 FTE* | Faculty (actual allocation) | 3,386,238 | **1,946,443** | 1,439,794 | 3,260,373 | **1,801,867** | 1,458,506 |
| | | Sessional | 711,954 | **389,246** | 322,708 | 522,667 | **326,329** | 196,338 |
| | | Students - academic | 229,686 | **67,929** | 161,757 | 219,383 | **61,881** | 157,501 |
| | | Students - non-academic | 152,809 | **76,405** | 61,124 | 111,025 | **64,395** | 46,631 |
| | | Staff | 716,447 | **386,881** | 329,566 | 659,062 | **382,256** | 276,806 |
| | Payroll costs/benefits | | 810,276 | **437,549** | 372,727 | 707,833 | **410,543** | 297,290 |
| | Non-salaried ex | Operational Expenses | 766,506 | **413,913** | 352,593 | 772,824 | **448,238** | 324,586 |
| | Capital expendit | Furniture / Equipment | 111,821 | **60,384** | 51,438 | 54,869 | **31,824** | 23,045 |
| *Total expenses* | | | 6,885,738 | **3,778,751** | 3,091,706 | 6,308,036 | **3,527,333** | 2,780,703 |
| ***Suplus/Deficit*** | | | **(247,212)** | **183,727** | **(415,658)** | **565,228** | **749,117** | **(183,889)** |

| Award Name | Type | Award Description | Funding Source | Funding since 2018 or balance at October 1, 2018 | Balance at October 1, 2024 | Future installments |
|---|---|---|---|---|---|---|
| **ARCHITECTURE** | | | | | | |
| GF000196 LVD SALA Legacy Fund \| Faculty of Applied Science | FD300 Specific Purpose | To support outreach and efforts to enhance programs and student experiences at the School of Architecture and Landscape Architecture (SALA) in accordance with SALA's strategic priorities. | Anonymous donor | $ 25,000 | $ 1,835 | $ - |
| GF000248 SALA Heritage Book Series \| Faculty of Applied Science | FD300 Specific Purpose | Supports publication of SALA Heritage Book Series | Private donations | $ 19,450 | $ - | $ - |
| GF001913 HiLo Lab-Donations \| Faculty of Applied Science | FD300 Specific Purpose | HiLo Lab, under the direction of Blair Satterfield, will explore, demonstrate, and promote the use of waste materials in construction. | Foundation for the Carolinas, EcoWaste | $ 120,091 | $ 70,634 | TBD |
| GF006657 DNU Future of Prefabrication Symposium 2021 \| Faculty | FD300 Specific Purpose | Sponsorship of the Future of Prefabrication Symposium. The funding will cover expenses for payroll to pay students to document the symposium and create a framework for a publication. | Canada Wood Council Wood Smart program | $ 3,000 | $ - | $ - |
| PJ002848 Architects Against Housing Alienation at Venice Biennale | FD300 Specific Purpose | Funding to support curation and execution of the Canada Pavilion at the 2023 Venice Biennale | Canada Council for the Arts, RAIC, Ontario Association of Architects | $ 606,000 | $ 25,791 | $ - |
| GF005952 Arthur Erickson Lectureship \| Faculty of Applied Science | FD850 Endowment \| Restricted | Supports Arthur Erickson Lectures | Private donations, authorized endowment spend | $ 17,724 | $ 18,149 | ~2500 / yr |
| GF006283 Arch Stud Lab and Libr \| Faculty of Applied Science | FD850 Endowment \| Restricted | Supports architecture computer lab | Private donations, authorized endowment spend | $ 8,978 | $ 7,601 | ~1800 / yr |
| **SALA** | | | | | | |
| GF000112 Crowdfunded Student Projects \| Faculty of Applied Scien | FD300 Specific Purpose | Student-led projects funded by donations | Donations from individuals, BCSLA, AIBC, funding from APSC Dean's Office | $ 43,876 | $ - | $ 500 |
| GF000246 SALA Design Build Fund \| Faculty of Applied Science | FD300 Specific Purpose | Supports students that undertake the dsign-build projects initiative within SALA. Students will undertake the design of a project followed by the actual construction of that project. Supports, but is not limited to, materials, tools, equipment costs,+ student travel | Includes private donations, grant from YMCA, funding from APSC Dean's Office | $ 71,025 | $ 30,850 | TBD |
| GF000247 SALA Friends and Alumni Lectures \| Faculty of Applied S | FD300 Specific Purpose | Supports SALA Public Lecture Series | Private donations, funding from Architecture firms, BCSLA | $ 34,934 | $ 6,579 | TBD |
| PJ000182 Master of Urban Design \| Faculty of Applied Science | FD300 Specific Purpose | City of Surrey Master of Urban Design Support Fund | City of Surrey | $ 45,737 | $ 104 | $ - |
| GF006042 Margolese Design-Living Fund \| Faculty of Applied Scien | FD850 Endowment \| Restricted | To support the Margolese National Design for Living Prize | Private donation, authorized endowment spend | $ 787,216 | $ 417,758 | ~130,000 / yr |
| **LANDSCAPE ARCHITECTURE** | | | | | | |
| GF000146 Garden Design Lecture Series \| Faculty of Applied Scien | FD300 Specific Purpose | Continuing Studies in conjunction with SALA invite world renowned garden design lectures to speak to an audience of landscape architects and garden designers. | Includes BCSLA and local landscape supply companies | $ 46,500 | $ 16,349 | $ 14,500 |
| GF000182 International Landscape Archit \| Faculty of Applied Scien | FD300 Specific Purpose | Funding for an International Landscape Architecture Lecture Series | Paul Sangha, Principal of Paul Sangha Creative | $ 18,000 | $ 7,777 | $ - |
| GF006869 Coastal Adaptation Lab Donations \| Faculty of Applied S | FD300 Specific Purpose | The Coastal Adaptation Lab (CAL), under the direction of Professor Kees Lokman, aims to develop novel planning, design, and policy solutions for coastal adaptation based on the co-production of knowledge among researchers, decision-makers, and Indigenous communities. Donations will fund student and post-doc salaries, materials and equipment, and professional services. | Kerr Wood Leidal Associates Ltd | $ 19,676 | $ 6,559 | TBD |
| GF006288 Quayle D B Landscape Architect \| Faculty of Applied Sci | FD850 Endowment \| Restricted | Supports entrance scholarships for Landscape Architecture students | Private donation, authorized endowment spend | $ 12,185 | $ 12,913 | ~2000 / yr |
| GF006290 Webb H J Lectureship \| Faculty of Applied Science | FD850 Endowment \| Restricted | Supports Harry J Webb Lectures | Private donation, authorized endowment spend | $ 13,258 | $ 12,445 | ~2300 / yr |
| GF006297 Oberlander Lecture \| Faculty of Applied Science | FD850 Endowment \| Restricted | Supports Cornelia Oberlander Lectures | Private donation, authorized endowment spend | $ 16,781 | $ 5,560 | ~3400 / yr |
| GF006335 Plant Science Bla Rs \| Faculty of Applied Science | FD850 Endowment \| Restricted | Research and development fund for Bachelor of Landscape Architecture Programme | Private donations, authorized endowment spend | $ 8,955 | $ 17,817 | ~1500 / yr |
| GF006417 Chr Landscape Liv En \| Faculty of Applied Science | FD850 Endowment \| Restricted | To support the activities of the James Taylor Chair in Landscape Architecture | Private donation, authorized endowment spend | $ 319,369 | $ 250,583 | ~50000 / yr |

***3.9 Administrative Structure***

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

***The APR must include:***

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

The School of Architecture and Landscape Architecture (SALA) is an integral part of the UBC Faculty of Applied Science, situated within a vibrant academic community that fosters innovation and interdisciplinary collaboration. SALA offers a range of programs designed to prepare students for diverse careers in architecture, landscape architecture, and related fields (see Organizational Charts below).

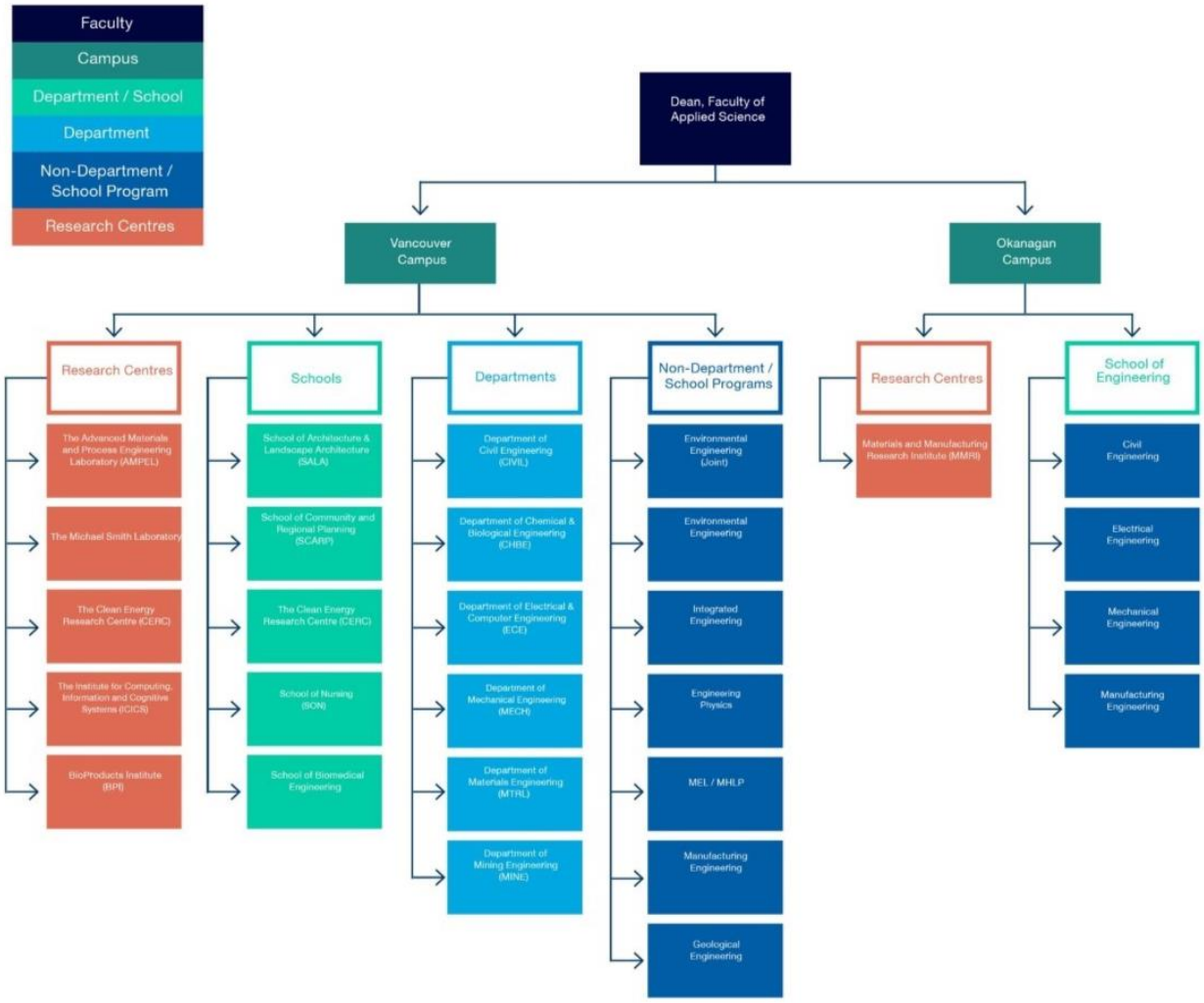
SALA has an undergraduate program, the Bachelor of Design in Architecture, Landscape Architecture, and Urbanism, which provides a broad-based education in the design of the built environment. Graduate programs at SALA encompass a variety of advanced study options:

- **Master of Architecture (MARCH):** A professional degree program that prepares students for licensure and practice in architecture.
- **Master of Landscape Architecture (MLA)**: A professional degree program that prepares students for licensure and practice in landscape architecture.
- **Master of Architecture and the Master of Landscape Architecture (MARCLA) dual-degree program:** An integrated program of studies that sees students over 4-years earn both an MArch and MLA degree, by completing studies in both the disciplines of architecture and landscape architecture (sample program of study in 3.10 below).
- **Ph.D. in Design, Technology, and Society**: An interdisciplinary research program that explores the intersections of design, technology, and their impacts on society.
- **Master of Advanced Studies in Architecture (MASA):** A post-professional degree that offers advanced studies for those already holding a professional degree in architecture.
- **Master of Advanced Studies in Landscape Architecture (MASLA):** A post-professional degree focusing on advanced landscape architectural research and practice.
- **Master of Engineering Leadership in High Performance Buildings (MEL-HPB):** A program integrating engineering and architecture to promote sustainable and high-performance building design.

The Master of Architecture (MArch) program at SALA is structured to accommodate diverse educational backgrounds and career goals. Both the MArch 3-year and 2-year (advanced placement) program of studies, along with the MArch portion of the dual-degree program (MARCLA), will undergo review as part of the accreditation process to ensure they meet the highest standards of academic and professional excellence.

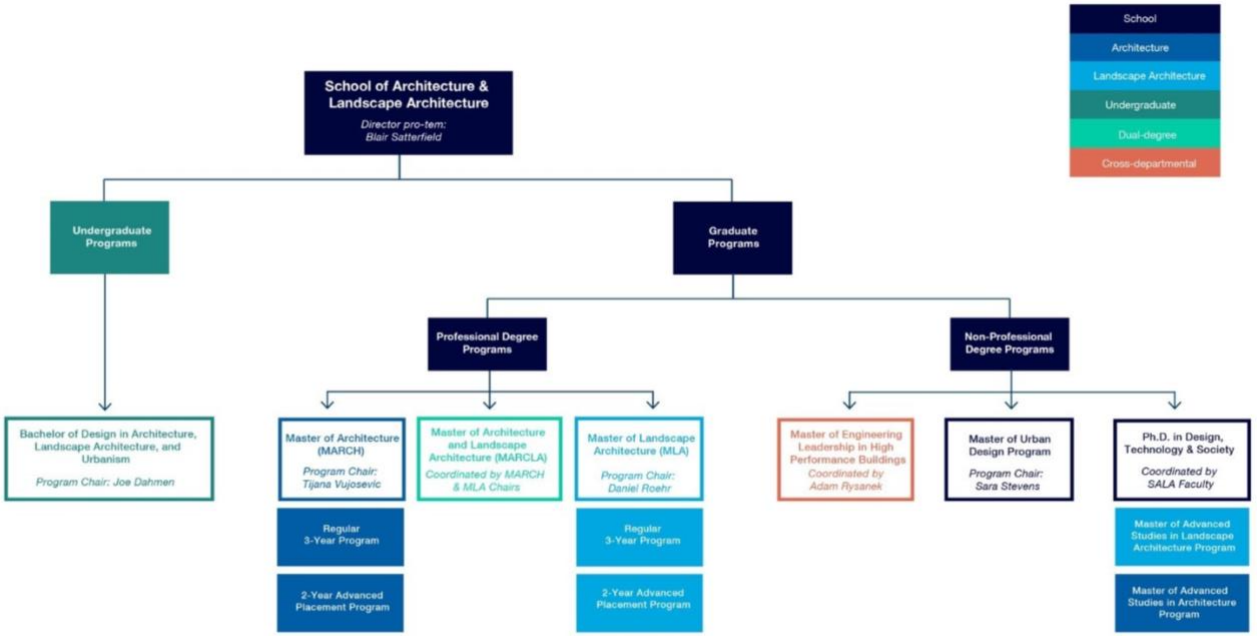
# Faculty of Applied Science Program Structure

*Note – The term "non-departmental programs" is used to refer to programs that are typically offered through collaboration between units or Faculties*



# School of Architecture and Landscape Architecture Program Structure

*NOTE: The Master of Engineering Leadership in High Performance Buildings program combines graduate-level architecture and engineering courses with UBC Sauder School of Business courses*



***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.*

**Professional Degrees and Curriculum**

The Architecture Program offers three streams leading to a professional Master of Architecture (MArch) degree:

- Master of Architecture (professional degree)
- Master of Architecture with Advanced Placement (professional degree)
- Master of Architecture and Master of Landscape Architecture (MARCLA) Dual Degree Option (dual professional degrees – Architecture + Landscape Architecture)

**Master of Architecture Program Curriculum**

Completion of any of the three Master of Architecture degree streams (3-year, 2-year Advanced Placement, 4-year MARCLA dual degree) leads to the accredited professional degree with the Canadian Architectural Certification Board.

To fulfill the Master of Architecture requirements, students must complete 119 credits, including the following:

- 2 credits: Introductory workshop
- 6 credits: Design media
- 6 credits: Architectural technology
- 6 credits: Architectural structures
- 6 credits: Environmental systems and controls
- 15 credits: Architectural history, theory, and research
- 45 credits: Architectural design
- 6 credits: Professional practice
- 3 credits: Technical documentation
- 12 credits: Elective coursework
- 12 credits: Graduation project (Parts 1 and 2)

The full curriculum is available on our website: Master of Architecture Curriculum as well as in Section 3.11 below. All course syllabi are available here in the Syllabi folder.

**Studio Requirements**

The requirement of forty-five credits in architectural design is fulfilled through a sequence of two nine-credit core design studios, one nine-credit core option studio, and two nine-credit option studios. The core design studios—ARCH 500: Elements of Architectural Design and ARCH 521: Comprehensive Design Studio—address specific programmatic requirements. Students must either enroll and complete these studios or receive an exemption if equivalent content has been successfully covered in prior education.

The ARCH 501 core option studio, a required nine-credit second-term studio for non-advanced placement students, is chosen from a selection of studio offerings. This course emphasizes building design, tectonics, and site design, with a consistent set of learning objectives across offerings. The third nine-credit option studio allows students to explore topics focused on buildings in an urban context, aligning with their interests. These studios are progressive and build in complexity.

The final nine-credit option studio, presented as an open research studio in the fifth term, provides flexibility for students to pursue areas of personal interest and academic objectives. This includes the opportunity to take a landscape architecture or urban design studio, fulfilling both individual educational goals and program requirements in architectural design.

**Elective Requirements**
To fulfill elective requirements, students may choose courses within the architecture discipline but are encouraged to explore electives outside of architecture for up to six credits. Commonly selected outside electives include courses in landscape architecture (SALA purvue), urban studies (SALA purvue), planning, geography, resource management, environmental studies, sociology, anthropology, history, literature, and film studies.

For an external course to count as elective credit, students must submit the course description and a rationale for approval by the Chair. Additionally, students may apply for a directed study as an elective credit, allowing for an independent exploration of a chosen topic under the supervision of full-time faculty. Directed study proposals require approval signatures from both the supervising faculty member and the Chair.

**Graduation Project Requirements**
Within the framework for the graduation project, students have considerable flexibility to pursue projects aligned with their academic interests, provided they meet specific faculty and committee-established criteria. With approval from their thesis supervisor(s), students may also collaborate as pairs on projects that address complex or interrelated scales.

The graduation project consists of two parts. In the first part, ARCH 548 (GP1), students enroll in a three-credit course taught by a faculty member, which focuses on developing research skills and encouraging topic exploration. This course allows students to identify an architectural project embedded within their chosen topic and to define an outline program for investigating its design implications. During GP1, students are paired with faculty mentors for additional guidance.

The second part, ARCH 549 (GP2), involves working closely with a supervisory committee, led by a full-time faculty member or a specifically selected adjunct. This phase emphasizes the deliberate design exploration of the project established in GP1. Throughout GP2, students are expected to independently direct their work, with the mentor and committee providing weekly feedback and expertise as needed.

The graduation project culminates in a public defense and submission of comprehensive project documentation. The published version of this work is then added to the UBC Library collection, serving as a resource for future students.

**General Studies**
Students entering the program come from a diverse range of academic backgrounds. Typically, they have completed courses classified as 'general studies,' which form part of the required undergraduate degree. Recommended preparatory coursework includes first-year Math and Physics, along with a selection from the humanities, social sciences, applied sciences, natural sciences, and fine arts. This multidisciplinary academic foundation largely fulfills the 'general studies' requirement.

**Professional Studies and Research Methods**

The M.Arch. program's professional studies curriculum is organized across multiple streams: history/theory (emphasizing research methods), design, media (including technical documentation), technology, and practice.

Recent curriculum adjustments include the reintroduction of ARCH 543: Contemporary Practice into the core curriculum, alongside ARCH 551: Communicating Construction in the first-year architectural core. Additionally, ARCH 568: Research Methods has been removed as a required course. With ARCH 548: Graduate Project Part 1 transitioning from an independent research study to a faculty-led course, research methods are now incorporated within GP1. ARCH 597: Themes in Architecture has also been reinstated.

Faculty believe the student performance criteria addressed by ARCH 541: Professional Practice are strengthened by the support of Contemporary Practice (refer to Section 3.11: Student Performance Criteria, Core Courses Content Matrix). The restructuring of GP1 facilitated the reintroduction of a second core course with a specific focus on professional practice.

**3-YEAR MArch PROGRAM (119 credits)**

| YEAR 1 | | |
|---|---|---|
| Semester 1 – 20cr | Semester 2 – 18cr | Semester 3/Summer – 9cr |
| **ARCH 502:** Introductory Workshop *(2 credits) (August)*<br>**ARCH 500:** Architectural Design Studio I *(9 credits)*<br>**ARCH 511:** Architectural Technology I *(3 credits)*<br>**ARCH 515:** Design Media I *(3 cr)*<br>**ARCH 597:** Themes in Architecture *(3 credits)* | **ARCH 501:** Architectural Design Studio II *(9 credits)*<br>**ARCH 512:** Architectural Structures I *(3 credits)*<br>**ARCH 517:** Design Media II *(3cr)*<br>*+ one of*<br>**ARCH 504:** Topics in Architectural History I *(3 credits)*<br>**ARCH 505:** Topics in Architectural History II *(3 credits)* | **ARCH 551:** Communicating Construction *(3 credits)*<br>**ARCH 543:** Contemporary Practice *(3 credits)*<br>**Elective:** *(3 credits)* |

| YEAR 2 | | |
|---|---|---|
| Semester 1 – 18cr | Semester 2 – 18cr | Semester 3/Summer – 9cr |
| **ARCH 520:** Architectural Design Studio III *(9 credits)*<br>**ARCH 513:** Environmental Systems + Controls I *(3 credits)*<br>**ARCH 532:** Architectural Structures II *(3 credits)*<br>*+ one of*<br>**ARCH 504:** Topics in Architectural History I *(3 credits)*<br>**ARCH 505:** Topics in Architectural History II *(3 credits)* | **ARCH 521:** Architectural Design Studio IV *(9 credits)*<br>**ARCH 523:** Contemporary Theories in Architecture *(3 credits)*<br>**ARCH 531:** Architectural Technology II *(3 credits)*<br>**ARCH 533:** Environmental Systems + Controls II *(3 credits)* | **Electives** *(9 credits)* |

| YEAR 3 | |
|---|---|
| Semester 1 – 15cr | Semester 2 – 12cr |
| **ARCH 540:** Architectural Design Studio V *(9 credits)*<br>**ARCH 548:** Graduate Project Part I *(3 credits)*<br>*+ one of*<br>**ARCH 504:** Topics in Architectural History I *(3 cr)*<br>**ARCH 505:** Topics in Architectural History II *(3 cr)* | **ARCH 541:** Professional Practice *(3cr)*<br>**ARCH 549:** Graduate Project Part II *(9cr)* |

**2-YEAR MArch ADVANCED PLACEMENT PROGRAM (83 credits)**

| YEAR 1 | | |
|---|---|---|
| Semester 1 – 20 credits | Semester 2 – 18 credits | Semester 3/Summer – 9 credits |
| **ARCH 502:** Introductory Workshop *(2 credits)(August)*<br>**ARCH 520:** Architectural Design Studio III *(9 credits)*<br>**ARCH 513:** Environmental Systems + Controls I *(3 credits)*<br>**ARCH 532:** Architectural Structures II *(3 credits)*<br>*+ one of*<br>**ARCH 504:** Topics in Architectural History I *(3 credits)*<br>**ARCH 505:** Topics in Architectural History II *(3 credits)* | **ARCH 521:** Architectural Design Studio IV *(9 credits)*<br>**ARCH 523:** Contemporary Theories in Architecture *(3 credits)*<br>**ARCH 531:** Architectural Technology II *(3 credits)*<br>**ARCH 533:** Environmental Systems + Controls II *(3 credits)* | **Electives** *(9 credits)* |

| YEAR 2 | |
|---|---|
| Semester 1 – 15 credits | Semester 2 – 12 credits |
| **ARCH 540:** Architectural Design Studio V *(9 credits)*<br>**ARCH 548:** Graduate Project Part I *(3 credits)*<br>*+ one of*<br>**ARCH 504:** Topics in Architectural History I *(3 credits)*<br>**ARCH 505:** Topics in Architectural History II *(3 credits)* | **ARCH 541:** Professional Practice *(3 credits)*<br>**ARCH 549:** Graduate Project Part II *(9 credits)* |

**Note on Advance Placement Policy for the Master of Architecture Degree**

Within the above requirements students are given a fair degree of latitude and autonomy in making decisions in their course selections that reflect their academic objectives as noted below. Students who are admitted with advanced placement standing come to the program from many programs across Canada and internationally. Those accepted for four-year undergraduate Bachelor of Arts (or similar degree titles) are given 18/21 credits. Students entering from a four-year Bachelor of Science in Architecture or a five-year professional undergraduate Bachelor of Architecture receive 36/39 credits toward their degree. A student assessment form for Advanced Placement can be found at the end of this section.

SCHOOL OF ARCHITECTURE + LANDSCAPE ARCHITECTURE

# Special Consideration Form for MArch Advanced Placement

SALA offers advanced placement to qualified master of architecture applicants who possess an exceptional academic record and who, during their undergraduate degree, have undertaken a sufficient number and type of courses equivalent to the first year of SALA's traditional 3-year MArch degree track. This includes specific training at the 3rd and 4th-year undergraduate level in the form of **design studios, design media** courses, **architectural technology** courses**, architectural structures** courses, and courses on **architectural history and theory**.

SALA already pre-approves several undergraduate degrees as eligible for advanced placement to the MArch program. For prospective candidates with undergraduate degrees that are *not* pre-approved, this form exists to allow prospective applicants to submit a justification of how their academic record and experience warrant consideration for advanced placement.

In the following sections, SALA's specific admission criteria for advanced placement to the MArch programme is laid out. Please read the criteria carefully and ***provide an appropriate justification in all sections.*** You should submit this completed form along with any digital attachments that substantiate or provide evidence to your justification, such as examples of prior work, course syllabi, transcripts, etc. Decisions by the admission committee on the basis of poorly-substantiated justifications will not be open for reconsideration.

Received forms are reviewed on a bimonthly basis by the SALA admission committee, or at the time of general applicant review (typically January – March), whichever is soonest.

---

**Name:** _____

**E-mail address:** _____

**Current or most recent degree:** _____

**Institution:** _____

**Date:** _____

## Advanced placement admission criteria and justification

Please read the following requirements carefully and provide a justification in each section. Provide as much detail as necessary so that the admission committee can provide the most thoughtful consideration of your case as possible. Decisions made by the admission committee will not be open for reconsideration.

### Criteria 1: Sufficient completed coursework in the form of design studios

| |
|---|
| ***Requirement:***<br>*In addition to providing a design portfolio of prior work, applicants must have completed (at minimum) four design studios, three of which should be in the form of architectural design studio courses.* |
| **Justification (use as much space as needed):** |

## Criteria 2: Sufficient completed coursework on topics of architectural technology

***Requirement:***

*Evidence from prior coursework or professional activities should demonstrate that an applicant possesses a good understanding of:*

- *materials used in architecture, physical properties, durability, impact of temperature and moisture changes, sustainability*
- *various building systems: site, structure, enclosure, services, finishing, and their integration with one another*
- *building science concepts related to the design of building enclosures in cold climates, including control of movement of air, vapour, water (including management of water on exterior of building) and heat (including calculation of thermal resistance of assemblies)*
- *techniques of light wood frame construction, including ability to design small scale structures, calculate member sizing and spacing, and draw typical construction details*
- *regulatory environment under which architects design: conceptual understanding of zoning and building bylaws*
- *basic building cost estimating principles*

**Justification (use as much space as needed):**

## Criteria 3: Sufficient completed coursework on the topic of architectural structures

***Requirement:*** *Completion of one or several undergraduate courses dedicated entirely to architectural structures. Course content should cover the following topics:*

- *Rough sizing of structural elements*
- *Structural layout of a simple building*
- *Loads, stress and strain, properties of materials*
- *Configuration of a structure for lateral stability*
- *Calculation of forces and reactions in a simple structure*
- *Moment and shear diagrams*
- *Calculating stresses in axial members and beams*

*Completed course assignments should demonstrate basic competency in layout and sizing of simple structures and configuration of structures for lateral stability, as well as the ability to calculate loads through equilibrium, simple moment and shear diagrams, and stresses in beams and columns.*

**Justification (use as much space as needed):**

## Criteria 4: Sufficient completed coursework on topics of architectural history & theory

***Requirement:***

*Completion of one or more advanced undergraduate or graduate-level courses on the history and theory of architecture; course work must have included at least two independent research papers of significant length that demonstrate engagement with historical context and analysis of buildings. Equivalent to the coursework in two of our courses, ARCH 504 and ARCH 505 combined. The coursework should demonstrate the student's ability to:*

- *Analyze scholarly readings on the history of architecture*
- *Interpret documents: primary sources understood in their original context, both in North American cultural contexts and beyond, and secondary sources understood as discursive documents.*
- *Use drawings, sketches, perspectives, renderings, paintings, and any number of visual sources, to read and interpret architectural and cultural meaning.*
- *Analyze how the production of buildings and designs negotiates cultural contexts (political, economic, social, technological, environmental, aesthetic).*
- *Compose, critique, and defend an original argument and gather supporting evidence into a compelling written narrative that addresses the changing relationship between architecture and society.*

**Justification (use as much space as needed):**

## Criteria 5: Sufficient completed coursework on topics of design media

***Requirement:***

*Completion of foundational and advanced undergraduate or graduate-level courses on the application and cultural context of architectural design media or equivalent; course work must have included the application of media used to represent architectural constructs and concepts in 2D, 3D, and 4D. Equivalent to the coursework in two of our courses, ARCH 515 and ARCH 517 combined. The coursework should demonstrate the student's ability to:*

- *Draw and draft in 2D with software. Rhino (preferred) or equivalent.*
- *Proficiency using Adobe Creative Suite*
- *Ability to apply tools between digital and analog platforms*
- *Application of media and tools in 3D (digital modelling, analog and basic digital fabrication)*
- *Advanced topics in 3D modeling, scripting, building information modeling, geographic information systems, and animation are touched on in ARCH 517 and some ability in one or more of these areas is expected*
- *Translate digital models into digital fabrication outputs*

**Justification (use as much space as needed):**

**Master of Architecture and Master of Landscape Architecture Program Curriculum – Dual Degree**

The dual degree (MARCLA) program allows qualified students to concurrently earn a Master of Architecture (MArch) and a Master of Landscape Architecture (MLA). This rigorous four-year program leads to accredited graduate professional degrees in both disciplines, with the MArch accredited by the Canadian Architectural Certification Board (CACB) and the MLA accredited by the Landscape Architecture Accreditation Council (LAAC).

The MARCLA program is highly competitive, with applications selectively evaluated. Prospective students should demonstrate a strong interest in and foundational knowledge of both architecture and landscape architecture.

**Admission Requirements**

Students interested in pursuing the MARCLA option must apply separately to the Master of Architecture (MArch) and Master of Landscape Architecture (MLA) programs. Applicants should clearly indicate their intention to enroll in the dual degree program in their application materials for both programs. Those who hold a pre-professional degree in either architecture or landscape architecture (e.g., a Bachelor of Environmental Design, a Bachelor of Science with a major in Architecture, or a Bachelor of Landscape Architecture) may be eligible for advanced standing, subject to the evaluation and discretion of each program's Admissions Committee.

**Program Requirements**

The MARCLA option for the Master of Architecture (M.Arch.) and Master of Landscape Architecture (M.L.A.) degrees is tailored for candidates pursuing dual professional qualifications in both fields. Typically, full-time students complete this rigorous program within four years. The dual degrees are awarded upon successful completion of 149 credits, which includes an interdisciplinary major graduating project supervised collaboratively by full-time faculty from both the architecture and landscape architecture departments.

**Core Curriculum Requirements**

The MARCLA core curriculum comprises 45 required core credits in the M.Arch. program, 39 required core credits in the M.L.A. program, and 53 interdisciplinary (joint) core required credits. This combined total of 84 core credits across both programs covers all technical, history, theory and research, media, and professional practice courses. Additionally, all students must complete 12 elective credits.

**4-YEAR MARCLA PROGRAM (110 ARCH credits)**

| YEAR 1 | | |
|---|---|---|
| Semester 1 | Semester 2 | Semester 3/Summer |
| **ARCH 502/LARC 511** Introductory Workshop *(2 cr)*<br>**ARCH 500:** Architectural Design Studio I *(9 credits)*<br>**ARCH 515:** Design Media I *(3cr)*<br>**LARC 316**: Trees and Shrubs in Landscape *(3cr)*<br>**LARC 522**: Landscape Architecture History *(3cr)* | **LARC 502:** Landscape Architecture Design Studio II *(9cr)*<br>**ARCH 517:** Design Media II (*3cr*)<br>**LARC 531**: Landscape Technologies I *(3 credits)*<br>**LARC 541**: Landscape Planning and Management *(3cr)* | **Electives** *(3 credits or 6 credits)* |

| YEAR 2 | | |
|---|---|---|
| Semester 1 | Semester 2 | Semester 3/Summer |
| **LARC 504:** Landscape Architecture Design Studio IV *(9cr)*<br>**ARCH/LARC 525:** Research Methods *(3 credits)*<br>**ARCH 511:** Architectural Technology I *(3 credits)*<br>**LARC 532**: Landscape Technology II *(3 credits)* | **LARC 503:** Landscape Architecture Design Studio III *(9cr)*<br>**ARCH 504 or 505:** Architecture History I or II *(3 credits)*<br>**ARCH 512:** Architectural Structures I *(3 credits)*<br>**LARC 523:** Landscape Architecture Theory *(3 credits)* | **ARC 551: Communicating Construction** *(3 credits)*<br><br>**Electives** *(3 credits)* |

| YEAR 3 | | |
|---|---|---|
| Semester 1 | Semester 2 | Semester 3/Summer |
| **ARCH 501:** Architecture Design Studio I *(9 credits)*<br>**ARCH 513:** Environmental Systems + Controls I *(3 credits)*<br>**ARCH 532:** Architectural Structures II *(3 credits)*<br>**ARCH 504 or 505:** Architectural History I or II *(3 credits)* | **ARCH 521:** Architectural Design Studio IV *(9 credits)*<br>**ARCH 525:** Contemporary Theories in Architecture *(3 cr)*<br>**ARCH 531:** Architectural Technology I *(3 credits)*<br>**ARCH 533:** Environmental Systems & Controls II *(3 credits)* | **ARC 543: Contemporary Practice** *(3 credits)*<br><br>**Electives** *(3 credits)* |

| YEAR 4 | |
|---|---|
| Semester 1 | Semester 2 |
| **ARCH 540 or LARC 505:** Architecture or Landscape Architecture Design Studio V *(9cr)*<br>**ARCH 548 or LARC 595:** Graduate Project I *(3 cr)*<br>**LARC 540:** Site Analysis & Planning *(3 credits)*<br>**ARCH 504 or 505:** Architectural History I or II *(3 cr)* | **ARCH 549 or LARC 598:** Graduate Project II *(9 credits)*<br>**ARCH 541/LARC 551:** Professional Practice *(3 credits)* |

***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 its graduates have achieved, at minimum, a satisfactory level of accomplishment.*

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

***A. Program Performance Criteria (Six PPCs)***

*1. Professional development*
*2. Design education*
*3. Global perspectives and environmental stewardship*
*4. Collaboration, leadership, and community engagement*
*5. Technical knowledge*
*6. Breadth of education*

***B. Student Performance Criteria (Twenty-Four SPCs)***

*A. Design (eight SPCs)*
*B. Culture, communications, and critical thinking (five SPCs)*
*C. Technical knowledge (five SPCs)*
*D. Comprehensive design (one SPC)*
*E. Professional practice (five SPCs)*

***The APR must include:***

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

**Curriculum Overview**

The Master of Architecture (MArch) program at UBC is constructed to allow students with undergraduate degrees in unrelated subject areas to fulfill the expectations of a professional degree program in three years. Those admitted with significant accomplishment in related design disciplines are granted advanced standing in the program up to one year of credit. The program is exercised with the intent of allowing a degree of flexibility, but the high proportion of 'core' required coursework provides the essential structure and sequence of the curriculum.

Apart from a degree of flexibility afforded students in selecting two of their four studio options, the first two years of the curriculum are entirely core history, media, and technical areas of study.

The third year includes the advanced history/theory seminar and practice-related core areas of study as well as the two-part thesis sequence. The final year's four-to-six elective courses allow students to shape their more advanced educational experiences according to individual interests (students may also choose to distribute their electives more evenly over their course of study by taking them during the summer, including summer studies abroad opportunities).

Year One

August

ARCH 502 Introductory Workshop (2 credit hours)

First Term

ARCH 500 Architectural Design Studio I (9)
ARCH 511 Architectural Technology I (3)
ARCH 515 Design Media I (3)
ARCH 597 Themes in Architecture (3)

Second Term

ARCH 501 Architectural Design Studio II (9)
ARCH 512 Architectural Structures I (3)
ARCH 517 Design Media II (3)
+ one of
ARCH 505 Topics in Architectural History II, 1900-present (3)
ARCH 504 Topics in Architectural History I, Pre-1900 (3)

Summer

ARCH 551 Communicating Construction (3)
ARCH 543 Contemporary Practice (3)
+ Elective (3)

Year Two

First Term

ARCH 520 Architectural Design Studio III (9)
ARCH 513 Environmental Systems and Control I (3)
ARCH 532 Architectural Structures II (3)
+ one of
ARCH 505 Topics in Architectural History II, 1900-present (3)
ARCH 504 Topics in Architectural History I, Pre-1900 (3)

Second Term

ARCH 521 Architectural Design Studio IV (9)
ARCH 523 Contemporary Theories in Architecture (3)
ARCH 531 Architectural Technology II (3)
ARCH 533 Environmental Systems and Control II (3)

Summer

+ Elective (3)
+ Elective (3)
+ Elective (3)

Year Three

First Term

ARCH 540 Architectural Design Studio V (9)
ARCH 548 Graduation Project Part 1 (3)
+ one of
ARCH 505 Topics in Architectural History II, 1900-present (3)
ARCH 504 Topics in Architectural History I, Pre-1900 (3)

Second Term

ARCH 541 Professional Practice (3)
ARCH 549 Graduation Project Part 2 (9)

The remaining 15 of the total required credit hours consist of five 3-credit hour approved electives, some of which are taken inside of the MArch program itself.

Total Credits (119)

The following notes provide brief overview to the logic of the core course sequences.

**History/Theory/Research**

The School's History Theory sequence begins with ARCH 597, Themes in Architecture, providing students with a broad introduction to architectural thinking. Following this, students take three hybrid lecture/seminar history courses, choosing at least one from Topics in Architectural History I: Pre-1900 (ARCH 504) and one from Topics in Architectural History II: 1900-present (ARCH 505), with the option to take a third course from either category. ARCH 504 examines architecture before the professionalization of the discipline, covering pre-1900 historical contexts, while ARCH 505 explores developments from 1900 to the present. These courses are offered each Fall and Spring with varying topics, allowing flexibility for students to pursue their interests and accommodate co-op terms without disrupting their progression.

Each course in the sequence integrates cultural, political, ecological, and technological factors into its exploration of architectural history and urban design. Weekly seminars and tailored readings, led by Ph.D.-holding historians, encourage students to critically analyze themes and question traditional, Eurocentric approaches to architectural history. Assignments focus on independent research, helping students build critical thinking and communication skills. Recent ARCH 504 topics have included "Disease, Empire, Labour, and Environment," while ARCH 505 has explored themes such as "Domesticity and Power," "Utopia/Dystopia," and "Embodied Identities." In ARCH 505's Writing Women into the Canon of Architecture, students collaboratively developed Wikipedia entries on women architects, examining the processes of historical canonization and the role of narrative in shaping architectural history.

The Graduation Project (GP) in the architecture program is a research-focused, individually directed capstone that allows students to explore their academic interests through design. In the first phase, ARCH 548 (GP1), students define an architectural project and outline a program through a seminar. In the second phase, ARCH 549 (GP2), they work closely with a supervisory committee to develop their design further, culminating in a public defense and submission to UBC's Circle repository. Research skills are introduced and honed in both studio and history/theory courses, preparing students to undertake this independent, in-depth design exploration.

**Design Media Core**

The Design Media sequence, comprising Design Media I (ARCH 515) and Design Media II (ARCH 517), introduces students to essential theories and techniques for architectural representation and spatial organization, utilizing both manual and digital tools. Design Media I focuses on developing critical sensibilities through recursive, studio-based exercises that explore subjects at multiple scales—from the human body to large structures. Students engage in analytic sketching, measuring, proportioning, and various projection techniques, including orthographic, axonometric, and perspective. Design Media II builds on this foundation, emphasizing fluency in advanced digital tools. Students learn 3D modeling (Rhinoceros), animation (Bongo), and parametric modeling (Grasshopper), along with skills for translating digital models into physical outputs through digital fabrication tools. Recent

versions of these courses introduce the opportunities and pitfalls associated with new forms of media and A.I. This sequence equips students to adapt quickly to emerging software, preparing them for the dynamic nature of design practice.

**Professional Practice**

The Professional Practice sequence in the M.Arch program is delivered through ARCH 541 (Professional Practice) and ARCH 543 (Contemporary Practice), which cover essential ethical, legal, and entrepreneurial dimensions of architectural practice. ARCH 541 focuses on the legal and regulatory aspects, teaching students about professional obligations, contract law, intellectual property rights, and the roles of regulatory bodies in British Columbia. Students gain hands-on experience through assignments like mock Field Review reports, fostering an understanding of practical responsibilities in the field. Meanwhile, ARCH 543 emphasizes entrepreneurship, exploring business planning, marketing, project delivery methods, and the importance of ethical advocacy in addressing environmental, social, and cultural issues. Both courses use quizzes, discussions, and panel sessions with local practitioners to connect students with real-world applications of these concepts, preparing them to navigate various modes of architectural practice.

**Studio Design Sequence**

The M.Arch program's Design Studio sequence begins with four core studios—ARCH 500, ARCH 501, ARCH 520, and ARCH 521—that guide students through essential topics in architecture. These studios integrate media, technical, and history/theory components, encouraging students to develop skills in formal, material, programmatic, and technical analysis. Students engage deeply with site-specific factors, considering the physical, environmental, ecological, and cultural aspects in their design proposals. Throughout these studios, students receive iterative feedback through desk critiques, pinups, and reviews, enabling them to refine their ideas and improve their communication skills, both verbally and visually.

After completing the core sequence, students move into ARCH 540, where they independently develop proposals framed by technical, social, environmental, or cultural concerns. The studio sequence culminates in a two-term Graduation Project. In ARCH 548 (Graduation Project I), students establish a field of inquiry and research methods to guide their independent projects. This inquiry is further developed in ARCH 549 (Graduation Project II), where students explore complex design topics, scales, and media to produce a final project. Through this progression, the Design Studio sequence fosters critical thinking, creativity, and a rigorous understanding of architectural design, preparing students to contribute meaningfully to the profession.

**Technology Coursework**

The M.Arch program's Technology sequence is a comprehensive four-term curriculum that equips students with essential technical knowledge for architectural practice. The sequence begins with ARCH 511 (Architectural Technology I), where students learn the basics of building codes, materials, and construction assemblies, with exercises that incorporate accessibility and life-safety considerations according to the BC Building Code.

ARCH 512 (Architectural Structures I) builds on this foundation by developing an understanding of force distribution through structures. Students calculate forces in trusses, beams, and columns, design for lateral loads, and roughly size structural members in steel, timber, and concrete. They also assess the economic and sustainability impacts of architectural decisions, with engineering terminology introduced to facilitate professional communication. This knowledge is further advanced in ARCH 532 (Architectural Structures II), where students select and layout structural systems for high-rise and long-span structures, examining building configurations for their implications on earthquake performance.

In ARCH 531 (Architectural Technology II), students delve into advanced materials, façade systems, and building envelopes, analyzing environmental impacts and performance metrics. Meanwhile, ARCH 513 and ARCH 533 cover environmental systems, emphasizing both passive and active approaches to climate control, lighting, and sustainability. Throughout these courses, dynamic simulations and practical assignments enable students to connect building performance with form and materiality, fostering a critical approach to sustainability and resilience.

By the fourth term, ARCH 521 (Architectural Design Studio IV) integrates these technical skills into a comprehensive design project, where students apply their knowledge in a hands-on setting, guided by professional consultants. This sequence prepares students to make informed, responsible decisions in architectural practice, with a strong foundation in technical systems, sustainable design, and inclusive planning.

**Architecture Electives**

Students in the M.Arch program can fulfill elective requirements by selecting courses within architecture or exploring subjects outside the discipline, such as landscape architecture, planning, environmental studies, and urban studies. Electives can also include directed study projects on selected topics under the supervision of a faculty member, subject to approval by both the faculty and the Chair.

Available architecture electives encompass advanced seminars on topics like housing, technology, parametric modeling, and sustainability. These courses, alongside options such as study abroad and design-build, enable students to deepen their expertise in specialized areas.

***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 M.Arch program benefits greatly from the time and expertise shared by the Lower Mainland's professional community. Through curricular and extracurricular experiences, students engage with the region's architectural community in various ways. Professionals teach design studios and technical courses, participate in reviews and panel discussions, deliver lectures, provide technical expertise in studios and courses, and serve on Graduation Project II (ARCH 549) committees.

The AIBC and RAIC also host annual events on the studio floor where representatives discuss their regulatory and advocacy roles. AIBC staff give presentations in **Professional Practice (ARCH 541)** and **Communicating Construction (ARCH 551)**, offering students guidance on the internship process, the Internship in Architecture (IAP) program, and the relationship between internships and licensure in the province. Regular meetings between M.Arch faculty, the SALA Director, and AIBC staff help maintain a collegial working relationship. Several M.Arch faculty members participated in the 2022 Regulatory Organizations of Architecture in Canada (ROAC) Validation Conference, a key event for updating accreditation requirements.

SALA annually sponsors **Firm Connections**, a networking event where students engage in small group conversations with about 20 architecture and landscape architecture firms. Each conversation provides students with insights into the firm's work while offering guidance on internships, resumes, portfolio design, and career paths. SALA also hosts several portfolio development workshops each year to help students document their work for employment opportunities.

**Contemporary Practice (ARCH 543)** offers a curricular framework for students to engage with members of the architectural community. Participants include AIBC officers, board members, principals, partners, staff from local firms, and program alumni. Alumni, being closer in age to the students, offer insights into the various career paths before and after graduation and contextualize how internships extend the education begun in design school. The course includes four thematic panels that explore different aspects of practice and several virtual office tours, offering students a glimpse into firm structures and work environments, along with a forum for seeking advice on topics relevant to their careers.

Although not a requirement of the M.Arch program, some students choose to complete an eight-month co-op for academic credit. Since 2020, students participating in the co-op, in

jurisdictions with reciprocal agreements with ROAC, can accumulate up to 760 internship hours as part of the national Internship in Architecture Program (IAP) after completing their first two years of the M.Arch program.

***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.*

Education and training in design are central to the M.Arch curriculum. The design curriculum is structured as a sequential studio progression, with increasing complexity as students move through the program. This is supported by concurrent courses that integrate social, technical, and professional considerations. The four-term core studio sequence builds foundational design skills in the first two years, while the third year offers more independence, culminating in a two-term Graduate Project.

**Year 1: Foundational Design Literacy**
***Term 1:***
A **one-week workshop** introduces students to design methods, the UBC and Vancouver context, and SALA facilities.
**Design Studio I (ARCH 500)** focuses on small-scale design exercises.
Supporting courses include:

- **Themes in Architecture (ARCH 597)**: Explores design as a social and cultural expression.
- **Design Media I (ARCH 515)**: Provides digital design skills.
- **Architecture Technology I (ARCH 511)**: Introduces technologies in contemporary architecture.

***Term 2:***
**Design Studio II: Material Assemblies (ARCH 501)** emphasizes materials and tectonics. It explores design for a small to medium-sized public building.
Supporting courses include:

- **Architectural History (ARCH 504/505)**: Places architecture in historical contexts.
- **Design Media II (ARCH 517)**: Encourages speculative architectural representation.
- **Architectural Structures I (ARCH 512)**: Introduces structural concepts related to materials and assemblies.

**Year 2: Buildings and Urban Contexts**
The second year introduces independent research and explores the relationship between buildings and urban environments.
***Term 1:***
**Design Studio III (ARCH 520)** addresses architecture within complex public realms.
Supporting courses include:

- **Architectural History (ARCH 504/505)**: Continued historical exploration.
- **Architectural Structures II (ARCH 532)**: Advanced structural systems.

- **Environmental Systems and Controls I (ARCH 513)**: Introduces passive environmental design.

***Term 2:***

**Design Studio IV: Comprehensive Design Studio (ARCH 521)** focuses on integrative, regenerative design thinking. Students collaborate to develop a comprehensive building design, addressing form, construction, and materials.

Supporting courses include:

- **Environmental Systems and Controls II (ARCH 533)**: Designs passive and active environmental systems.
- **Architectural Technologies II (ARCH 531)** and **Contemporary Theories in Architecture (ARCH 523)**

**Year 3: Design Research and Knowledge Integration**

The third year offers open-ended **Option Studios (ARCH 540)**, which encourage intellectual and creative design applications.

Students also enroll in:

- **Graduation Project I (ARCH 548)**: A seminar to define an architectural research topic.
- **Graduation Project II (ARCH 549)**: An independent design research project.
- **Process and Practice of Architecture (ARCH 541)**: Professional practice topics.

The M.Arch studio sequence, supported by related courses, places design at the heart of the curriculum, enriched by social, technical, and professional considerations.

***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.*

Expanding the School's perspective into diverse contexts has been one of the SALA's priorities in recent years, and is demonstrated in the curriculum, hiring, and partnerships. The history/theory sequence engages the socio-environmental contexts of architecture through a global lens. Themes in Architecture (ARCH 597) offers a general introduction to global architectural histories and theories, after which three architectural history courses (chosen from the ARCH 504 and 505 topics options) focus on how diverse contexts shape historical and contemporary architecture. Whereas, thematically, the contents of Topics in Architectural History II, 1900-present (ARCH 505) include contemporary practices and thinking, Topics in Architectural History I, Pre-1900 (ARCH 504) embraces a contemporary perspective when examining historical case studies. Readings and lecture materials of the history/theory courses prompt socio-environmental analysis of past and recent building practices, at both local and global levels. ARCH 504 prompts this analysis in the contexts of Disease, Empire, Labour, and Environment; and ARCH 505 in the contexts of The Politics of Domesticity, War, Women and the Architectural Canon, Utopia/Dystopia, and Bodies and Architecture. The advanced Contemporary Theories (ARCH 523) course explores current conversations in our field and the mutual significance of local and world architectural

practices. Central to one of this course's modules is the connection between practices of colonial and environmental exploitation.

In 2023, SALA and the MArch program welcomed two new faculty members who have enriched the curriculum with diverse perspectives, as their research focuses on non-Western and Global South contexts. This expansion aligns with SALA's recent priority to broaden its global outlook. The new faculty, who teach history/theory and studio classes, situate students' work within the broader global histories and key ethical problems emerging from the legacy of colonial histories across the world.

The curriculum also addresses questions of the climate crisis in multiple courses. In the fourth term students are immersed in a performance-based design exploration that situates climate concerns within the comprehensive design of a building and site. This is an innovative model of design/social/technical pedagogy that anticipates a future when the imperative to provide architectural leadership arising from the climate crisis is even more pressing than it is today. During that term, students take Design Studio IV: Comprehensive Design (ARCH 521), Architectural Technology II (ARCH 531) and Environmental Systems and Controls II (ARCH 533). The three courses complement one another and extend design and programming exploration into assembly, material and thermodynamic energy performance analysis and development.

Identifying how environmental, economic, and social interests held by the public are crucial to establishing the profession's relevance to that public is a point of emphasis early in the MArch curriculum. Contemporary Practice (ARCH 543), which is taken by students in the summer after their first year, introduces students to several practice paradigms: the Architect as Industrialist, Activist, Ecologist, and Artist. Lectures and reference materials situate these four paradigms through precedents from national and global practices. In the course's major assignment students work in teams to articulate a value proposition built from hybrids of the paradigms. The teams then flesh out this proposition in a speculative practice model complete with firm makeup, client types and their geographies, research, disciplinary expertise, project delivery methods, and examples of work culled from precedents. Through this course, all students are faced with positioning architecture's engagement with environmental concerns.

Often an extension of faculty research partnerships, the MArch program offers studios that engage with B.C. First Nations communities, including since 2018 with the communities of Mowachaht-Muchalaht, Fort Rupert, Xeni Gwet'in and Yunesit'in (Tsilhqot'in Nation), Nuxalk Nation, and with Huu-ay-aht First Nation. These studios provide students the opportunity to work ethically and directly with First Nations community members, to learn about traditional ecological knowledge and Indigenous ways of life, and to incorporate this learning into their research and design work. The studios also provide students with an overview of the history of residential schools and the opportunity to reflect on their role as designers and future architects in the ongoing work to reconcile settler Canada with that history.

Each year, SALA offers multiple study-abroad opportunities worldwide, including recent offerings in Scandinavia, the Netherlands, Japan, Mexico, and Eastern Europe. These opportunities allow the students to diversify their knowledge of architecture in relation to other contexts beyond their local experiences.

***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.*

SALA is a design community offering multiple levels of interaction and collaboration, providing leadership opportunities and meaningful community engagement throughout students' studies. We build upon a strong history of activism, advocacy, and engagement to shape the curriculum, projects with external partners, and activities celebrating excellence, such as the Margolese Prize.

Within the MArch program, both students and faculty thrive by forming curricular and social connections across the School. These interactions foster a dynamic exchange of ideas, benefiting from the diverse expertise within SALA, the Faculty of Applied Science, and the larger UBC community. This integrative environment cultivates new research collaborations and design partnerships, enriching the overall educational experience.

SALA's commitment to collaborative teaching and learning is reflected in its inclusive approach. Faculty, students, and staff engage in respectful dialogue and constructive feedback, creating a culture of belonging and mutual respect. Classrooms, studios, and workspaces are designed to promote productive interactions. This commitment extends beyond the classroom into the daily operations of SALA. Students actively participate in faculty searches, recruitment processes, IT, and Equity, Diversity, and Inclusion (EDI) initiatives, as well as shop activities and social events. Student government maintains a close dialogue with faculty and staff, fostering a shared commitment to an inclusive and supportive learning environment.

Collaborations with professional partners are essential to developing the next generation of architects, landscape architects, and urban designers. These partnerships provide valuable opportunities for students and faculty to learn from experienced professionals and engage with emerging projects. The involvement of external communities—clients, makers, artists, and manufacturers—brings diverse perspectives that help refine design challenges, technologies, and production processes.

SALA's dedication to community engagement is highlighted by projects such as the **Fuki no Mizu cooling station**, created for the 2022 Powell Street Festival, which celebrates Japanese Canadian culture. Led by Associate Professor Mari Fujita, this project integrates design with community needs. Similarly, the **C-Shore pavilion**, designed and constructed in 2019 under the guidance of Associate Professor Joe Dahmen, connects students with local material ecologies and emphasizes sustainable design practices.

SALA also connects students with world-changing ideas. The 2021 Margolese Design for Living Prize recipient Nina-Marie Lister's panel discussion, and the **Conversations at Kitsilano** installation by 2022 Margolese Prize winner Jane Wolff, exemplify SALA's dedication to integrating design with community and environmental concerns.

The MArch program at SALA equips students with technical and creative skills while instilling leadership and responsibility towards creating a healthier planet and more inclusive communities.

***PPC 5. Technical Knowledge***
*The Program must describe how it engages fundamental and emerging technical aspects of building construction.*

The MArch program's technical curriculum equips students to design the technical systems required in buildings. These systems are applied during the final core studio, **Architectural Design Studio IV: Comprehensive Studio (ARCH 521)**, which has served as a focal point for the school over the past seven years to reflect on its technical objectives. **Comprehensive Studio** is taught alongside **Environmental Systems and Controls II (ARCH 533)** and **Architectural Technology II (ARCH 531)**, with course deliverables adjusted annually to support the studio's brief and execution plan. **Structures II (ARCH 532)** is offered the term before the studio, serving as a mock-run for the structural work required in studio.

The coordination of these courses is regularly reviewed by the teaching teams. For example, before 2019, **Comprehensive Studio** was taught in the winter term concurrently with **ARCH 532**. After reviewing learning objectives and outcomes in 2019, the sequence was flipped. It was found that covering **Structures I and II** before **Comprehensive Studio** provided students with a better foundation for developing massing concepts in the early stages of the studio. Similarly, the focus of **Architectural Technology II** on assemblies, details, and lifecycle analysis of embodied carbon aligned better with the later stages of **Comprehensive Studio**. In 2021, **Environmental Systems and Controls II** was reformed to introduce dynamic energy simulation in response to the studio's shift towards passive (systemless) building concepts, which require detailed thermal simulations.

SALA's technical curriculum is further enriched by elective courses such as **Materials Ecology (ARCH 544C)**, **Performance Simulation in Design (ARCH 573E)**, and **Performative Wood (ARCH 571C)**. **Performative Wood** is a seminar that explores advanced digital design technologies and the flow of data from design to fabrication, including **Design for Manufacturing and Assembly (DFMA)**, with a focus on Mass Timber designs. SALA also routinely offers design-build projects, such as the 2023 submission to the **US Department of Energy Solar Decathlon**, where students placed third overall. These projects have also explored advanced geometries, robotic fabrication, and construction detailing, while emphasizing manual and digital-assisted building techniques.

***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.*

The MArch program is the largest professional program within the School of Architecture and Landscape Architecture, which includes an accredited professional degree in landscape architecture, post-professional graduate programs in research, urban design, and high-performance buildings, a pre-professional undergraduate program in design, and a newly launched PhD in Design, Technology, and Society. While each program has specific needs and requirements, SALA values pedagogical cross-pollination and structures the curriculum in the MArch and other programs to provide learning opportunities across programs. All upper-level option studios and elective courses are open to graduate students in all SALA programs, enabling MArch students to benefit from a broad array of design, theory, and technical courses in various allied disciplines. Similarly, the presence of graduate students enrolled in other design programs provides diverse perspectives to students enrolled in MArch elective studios and courses. Specialized elective studios often enroll equal numbers of MArch and MLA students, enabling students to work on mixed teams that prepare them for collaborative practice. To ensure that the program-specific learning objectives are met and students are adequately prepared to take advantage of collaborative contexts, core studios and courses in the MArch stream are restricted to graduate students in the professional MArch program.

SALA faculty are unrestricted and commonly teach and conduct research across programs. In the past two years, seven new faculty members have joined SALA, bringing expertise in artificial intelligence, the history and theory of architecture, building design and design media, building technology, spatial justice, and landscape design and ecology, augmenting the faculty's diverse research interests. In addition to SALA courses, students are encouraged to pursue their interests by enrolling in courses across UBC, a large research university with strong offerings in a wide array of research areas. These provide a valuable complement to SALA courses.

The MArch program at SALA actively engages local practitioners and professionals in various capacities, such as leading studios, teaching courses, and participating in design reviews. This collaboration offers students invaluable insights into the real-world workings of the architectural profession. Through this engagement, students gain a deeper understanding of how architects interact with communities, clients, and numerous bureaucratic entities. They learn about the complexities involved in planning, procuring, and executing designs, including considerations for environmental impact. The value of this experience to our students is immeasurable, as it provides them with a comprehensive perspective on and insight into the multifaceted roles architects play in shaping the built environment.

***3.11.2 Student Performance Criteria***

***A. Design (Eight SPCs):***

***All syllabi for the courses referenced below can be found here.**

***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.*

**Relevant Courses:** ARCH 501, ARCH 548, ARCH 597, ARCH 504, ARCH 505

This ability is demonstrated in **ARCH 501: Architectural Design Studio II (Material Assemblies)**, where students are introduced to design theories and methods through precedent analysis. Throughout the term, students conduct design research, from early site and program studies to the design of "telltale" details. They learn how to translate specific precedents into productive, generalized design types.

In the term prior, students take **ARCH 597: Themes and Topics in Architecture**, which explores a wide range of architectural precedents from various cultural and disciplinary contexts. These are framed in terms of different approaches to design, building, and spatial organization throughout history. Students gain an understanding of how dominant values and beliefs are expressed in spatial representation and built form, and how built form, in turn, shapes social relationships.

**ARCH 548: Graduating Project Part I** teaches students research methods, strategies, and tactics, facilitating individual research that serves as the theoretical foundation for design work in **ARCH 549: Graduating Project Part II**. A key requirement of ARCH 548 is for each student to articulate a design proposal grounded in a clear theoretical position, supported by a literature review, logical argumentation, and theoretically informed site and program analysis. While research methods vary depending on the student's chosen topic, most students incorporate precedent analysis as a core part of their research.

***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.*

**Relevant Course:** ARCH Studios

The demonstration of this ability is evident throughout the Design Studio sequence (ARCH 500, 501, 520, 521, 540, 548, and 549).

The five-term design studio sequence begins with four core studios (ARCH 500, 501, 520, and 521), each focusing on defined topics. These core studios are complemented by instruction in media, technical aspects, and history/theory components of the curriculum. A fifth studio (ARCH 540) allows students to independently develop proposals based on technical, social, environmental, or cultural frameworks.

The sixth studio is part of a two-term graduation project sequence. In **Graduation Project Part I (ARCH 548)**, students are introduced to research methods that help them establish an independent field of inquiry. In **Graduation Project Part II (ARCH 549)**, this inquiry is explored through design across various topics, media, scales, and discursive positions.

Throughout the core studio sequence, students are introduced to precedents and asked to apply formal, material, programmatic, and technical principles in their work. They analyze the physical, environmental, ecological, cultural, and emblematic elements of a site, demonstrating an ability to apply this analysis to their design proposals. During the first five studios, lectures provide examples of contemporary and historical buildings, landscapes, and urbanisms to help students develop a deeper understanding of these contexts.

Instructors provide feedback through desk crits, small group meetings, studio pinups, and internal and public reviews. This iterative method allows students to test and refine their ideas. These interactions also help students improve their ability to communicate, both verbally and through representations, how their design intentions are embedded in their work.

***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.*

**Relevant Courses:** ARCH Studios, ARCH 531, ARCH 533, ARCH 515, ARCH 517
This ability is demonstrated through the Design Media sequence (ARCH 515, ARCH 517), core design studios (ARCH 500, 501, 520, 521), the advanced environmental systems course (ARCH 533), and the advanced building technology course (ARCH 531).

In the first term, **Design Media I (ARCH 515)** introduces students to the basic principles of drawing, imaging, and composition, focusing on how scale affects representation. Subjects range from utensils to buildings, covering both body and city scales. Tutorials emphasize skill development, particularly in digital tools such as CAD and graphic design applications, as well as laser cutting. In **Architectural Design Studio I: Introduction to Design (ARCH 500)**, students work on projects at different scales, refining concepts into two- and three-dimensional representations, including sketches, plans, sections, diagrams, perspectives, renderings, and both digital and physical models.

In the second term, **Design Media II (ARCH 517)** delves deeper into graphic design and CAD software. Students learn 3D modeling, rendering, scripting, building information modeling (BIM), geographic information systems (GIS), animation, and a wider array of digital fabrication tools such as 3D printing and CNC milling. ARCH 517 also helps students develop a critical understanding of when and how to use these tools in design, exploring their logics, potentials, and limitations.

The next three studios, **ARCH 501**, **ARCH 520**, and **ARCH 521**, further refine representational skills at different scales. **Architectural Design Studio II: Material Assemblies (ARCH 501)** focuses on the representation of buildings and their sites, while **Architectural Design Studio III: Urban Design (ARCH 520)** shifts to urbanism, requiring students to adapt their tools appropriately. Through lectures and precedent analysis, students explore diagrammatic representations for buildings and detailed representations of infrastructural, ecological, and urban relationships.

In the final core studio, **Architectural Design Studio IV: Comprehensive Design (ARCH 521)**, students use energy simulation software to test and refine their designs. This is done in collaboration with **Environmental Systems and Controls II (ARCH 533)**, where students receive a month-long introduction to dynamic thermal simulation using Climate Studio. In ARCH 521, students also develop detailed 2D and 3D digital and physical models that describe integrated building assemblies.

***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.*

**Relevant Courses:** ARCH 500, ARCH 521, ARCH 548
Students are introduced to the concept of program in the first studio and continue to develop it throughout the core studio sequence. This culminates in the **Graduation Project (ARCH 548/549)**, where students define and develop their own program.

In **Architectural Design Studio I: Introduction to Design (ARCH 500)**, students treat the program as a document to be interpreted through basic design exercises. Key principles, such as space requirements and spatial relationships, are introduced and discussed.

In **Architectural Design Studio II: Material Assemblies (ARCH 501)**, students are given guidelines and asked to develop a program of personal interest. They analyze precedents of similar form and use, then apply their analysis to establish space requirements, propose a siting, and develop a material strategy to situate the program.

In **Architectural Design Studio III: Urban Design (ARCH 520)**, students explore urban, suburban, or community programming, as well as the regulatory frameworks within a given site. They are introduced to the public nature of urban design and how public interests are negotiated and distilled into functional public and private uses.

**Architectural Design Studio IV: Comprehensive Design (ARCH 521)** requires students to organize a fixed program to optimize the thermal comfort of building occupants. In the concurrent course **Environmental Systems and Controls II (ARCH 533)**, students use energy simulation tools to test how their program distributes heat generated by bodies, computers, equipment, etc., as well as heat stored in materials with high thermal mass.

In **Graduation Project Part I (ARCH 548)**, following an introduction to research methods, students develop a program that will be examined in **Graduation Project Part II (ARCH 549)**. Each student formulates, situates, analyzes, and represents a program aligned with their research topic and method.

***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.*

**Relevant Courses:** ARCH 500, ARCH 501, ARCH 520, ARCH 521
Studios I through IV, the core studio sequence, require students to demonstrate the ability to analyze the characteristics of a site and its environment.

**Architectural Design Studio I: Introduction to Design (ARCH 500)** introduces basic site orientation principles, such as sun, wind, views, and topography, along with the regulatory constraints of a given site in Vancouver.

**Architectural Design Studio II: Material Assemblies (ARCH 501)** requires students to apply site analysis to their design projects. Students are introduced to techniques that examine ecological, environmental, infrastructural, topographical, historical, emblematic, and social factors.

In **Architectural Design Studio III: Urban Design (ARCH 520)**, students explore block and larger morphological patterns in relation to public and private outdoor spaces, streets, parks, and infrastructural and ecological systems in urban, suburban, or community contexts. Regulatory factors like zoning restrictions, density limits, rights of way, and land uses are also examined.

**Architectural Design Studio IV: Comprehensive Design (ARCH 521)** takes a deeper look into the site's ecology, exploring how it can enhance building performance and foster social and programmatic cohesion.

***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.*

**Relevant Courses:** ARCH 520
**Architectural Design Studio III: Urban Design (ARCH 520)** focuses on the relationships between buildings and morphological patterns within public and private outdoor spaces, streets, and parks. It explores infrastructural and ecological systems within urban, suburban,

or community contexts and examines the regulatory instruments that shape those environments, such as zoning laws, density limits, and rights of way. This course, required for all M.Arch students in their third term, emphasizes the integration of building design with these complex, layered systems.

Students complete three key assignments in the course. The first assignment introduces urban design through precedent studies, helping students analyze historical and contemporary examples. The second assignment focuses on the layering of an urban plan, requiring students to work collaboratively in teams to develop cohesive strategies for a larger urban area. The final assignment asks students to zoom in on a specific section of the plan to design a building in dialog with context, where they apply their knowledge to create a detailed architectural intervention within the broader urban framework.

Each assignment is supported by guest lectures and workshops that provide additional context and insights from experts in urban design, offering students practical tools and inspiration for their projects. These assignments are completed both in teams and individually as the course progresses, fostering collaboration as well as independent design development.

***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.*

**Relevant Courses:** ARCH 511, ARCH 521, ARCH 531, ARCH 533
This ability is best demonstrated in **Architectural Design Studio IV: Comprehensive Design (ARCH 521)**, where material and tectonic details are synthesized with mechanical, lighting, acoustic, fire protection, and access and inclusion systems.

Design work in **ARCH 521** is conveyed through models and drawings at various scales, including building assemblies at a scale familiar to the Design Development phase of a professional project. Though students work in pairs, each must independently demonstrate the ability to produce a "significant detail" extending from ground to sky that captures a key principle of their project's construction.

**ARCH 521** shares joint assignments with **Architectural Technology II (ARCH 531)** and **Environmental Systems and Controls II (ARCH 533)**. Instructors and TAs guide students in developing their projects, including an introduction to applying life cycle assessments (LCA) to their design development considerations, a critical step in making ecologically sound material and building assembly choices.

**Building Technology I (ARCH 511)** introduces these concepts earlier with a final exercise that requires students to produce a plan, wall sections, and elevation details for an accessible entrance. This exercise combines material properties and assembly exploration at a schematic design level.

**Communicating Construction (ARCH 551)**, required for all M.Arch students, focuses on implementing design intent. It begins with a precedent study of a detail that leads to dimensional drawings identifying design intent, construction assemblies, and construction sequencing. The final assignment builds on this with a small project derived from the precedent detail. Required deliverables include identifying assemblies, door and window types, millwork details, schedules, specifications, and a wall section at a design development level. Multiple guest lectures by Indigenous consultants, fabricators, landscape architects, and architects provide insights into detailing, showing examples specific to their fields.

***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.*

**Relevant Courses:** ARCH 515, ARCH 517, ARCH 521, ARCH 531, ARCH 551
**Communicating Construction (ARCH 551)** is the course most focused on design documentation. It is a required course for all M.Arch students and uses lectures, case studies, and guest talks to introduce students to the conventions, methods, and theories of communicating the information needed to fulfill design intent and detailing. Students complete two key assignments. The first introduces graphic conventions, non-traditional methods of documenting details, and the challenges of interpreting construction drawings. The second evaluates students' ability to develop a clear, coordinated set of construction documents and technical specifications that articulate their conceptual approach for a small design project.

**ARCH 551** follows **Design Media I (ARCH 515)** and **Design Media II (ARCH 517)**, which cover digital drawing techniques, tools, and representations across various scales. **Building Technology I (ARCH 511)**, a prerequisite, connects drawing with construction concepts, while **Architectural Design Studio IV: Comprehensive Design (ARCH 521)** and, to a lesser extent, **Architectural Technology II (ARCH 531)** focus on design documentation related to detailing, systems, accessibility, and building codes. Periodic feedback from guest consultants and practitioners is provided. All design studios include topical design documentation deliverables.

**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.*

**Relevant Courses:** ARCH 504/505, ARCH 523, ARCH 548, ARCH 549

Critical thinking and communication are central focuses integrated into both the history/theory courses and the graduation project sequence. A key objective of this area of the curriculum is to equip students with the ability to critically analyze architecture's role in the broader world and support their intellectual positions with research and evidence. Students are taught to develop independent and critical thinking skills through course assignments, enabling them to cultivate their unique perspectives on architecture and its societal role.

**Graduation Project Part I (ARCH 548)** requires students to critically select a topic, formulate a research question, devise and apply a research method to investigate the question, and arrive at a well-supported conclusion. The course emphasizes communicating the research through writing, oral presentations, and diverse visual materials.

**Graduation Project Part II (ARCH 549)** builds on ARCH 548, requiring students to fully develop their topics into design proposals. As their theories evolve into proposals, students must sharpen their awareness of how their ideas relate to broader contexts. The School also fosters a culture of highly choreographed final presentations in ARCH 549, often elevated beyond typical studio reviews. These presentations incorporate crafted verbal scripts and various media, such as projections on models, lighting, and sound, to communicate the design ideas at a sophisticated level.

In the history/theory courses—**Topics in Architectural History I & II (ARCH 504 & 505)** and **Contemporary Theories in Architecture (ARCH 523)**—students conduct independent research projects. They hone their skills in identifying and evaluating relevant sources to support their arguments, grounded in current literature and discourse. While the work is largely text-based, students also incorporate visual materials and analysis to communicate effectively to both specialized and general audiences.

***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.*

**Relevant Courses:** ARCH 504/505
Students follow a trajectory of focused architectural history courses. After a broad introduction to architectural thinking in **ARCH 597 (Themes in Architecture)**, students take three hybrid lecture/seminar architectural history courses. Each student must take at least one from **Topics in Architectural History I, Pre-1900 (ARCH 504)** and one from **Topics in Architectural History II, 1900-present (ARCH 505)**, plus a third course from either category. These courses are offered every Fall and Spring term, with changing topics. **ARCH 504** covers the pre-1900 history of architecture before the professionalization of the discipline, while **ARCH 505** covers 1900 to the present, ensuring that students are exposed to both deeper historical contexts and more recent developments. The flexible format allows students to take history classes in any sequence based on their interests or accommodate a one-term co-op without falling behind.

Though the specific topics change, each history course (**ARCH 504** and **505**) addresses cultural, political, ecological, and technological factors related to the history of architecture and urban design. By focusing each course on a specific theme, students gain the tools to critically analyze the past and engage with the intellectual criticisms of outdated approaches to history, such as the Eurocentric and colonialist frameworks of traditional "caves-to-Graves" survey courses. Graduate-level education demands a more in-depth approach to history, which these courses provide through weekly seminar discussions and tailored readings compiled by Ph.D.-holding historians who teach the courses. Assignments require students to conduct independent research on historical case studies, helping them develop critical thinking, communication skills, and an understanding of diverse global architectural histories.

Recent **ARCH 504** topics have included "Disease, Empire, Labour, and Environment." **ARCH 505** topics have included "Domesticity and Power," "War, Women and the Architectural Canon," "Utopia/Dystopia," "Subjectivity," "Embodied Identities," and "Disability."

Students are encouraged not only to "consume" information but also to reflect on what it means to "produce" knowledge—considering the methods of selecting, narrating, and publicizing architecture. In **ARCH 505, Writing Women into the Canon of Architecture**, students collaboratively created dozens of Wikipedia entries on women architects from underrepresented geographies, cultures, and periods. This exercise involved a thorough investigation into the process of "canonization" as historians and the narrative and archival techniques used in such processes.

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

**Relevant Courses:** ARCH 523, ARCH 597
In their first term, students take **Themes in Architecture (ARCH 597)**, which provides a broad introduction to the discipline and explores topics of long-standing interest. This course lays the foundation for understanding the key themes central to the discipline, as well as how these themes have evolved over time. Afterward, students take a series of history courses (**ARCH 504** and **ARCH 505**) that explore the values and beliefs embedded in architecture—essentially, the historical perspectives on architectural theories.

Finally, students complete **Contemporary Theories in Architecture (ARCH 523)**, an advanced contemporary theory course that examines the conceptual and theoretical frameworks shaping architecture and urban design today. This course helps students develop critical thinking and communication skills by engaging with materials that continuously re-examine architecture's relationship to culture, the environment, and social justice. Prompted by the case studies discussed in class, students are encouraged to extend these inquiries, conducting research on a wide range of architectural topics and shaping new interrogations of the discipline.

***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.*

**Relevant Courses:** ARCH 504/505/523
The architectural history courses, along with **Contemporary Theories in Architecture (ARCH 523)**, address the diverse needs, behavioral norms, and social/spatial patterns of different societies. **Topics in Architectural History I, Pre-1900 (ARCH 504)** and **Topics in Architectural History II, 1900-present (ARCH 505)** always include histories that extend beyond the traditional Western canon, centering gendered, BIPOC, and other marginalized identities and their contributions to architectural culture. Readings and lectures focus on how power operates within diverse cultural contexts, encouraging students to dismantle and critically examine the traditional architectural history canon. Because these courses focus on specific topics rather than skimming broad content at an introductory level, students engage deeply with the relationships between architects and power, class, race, and gender, investigating political, economic, social, technological, environmental, and aesthetic debates within architecture.

In **ARCH 523**, students build on what they've learned in the history courses to explore how these same issues manifest in the contemporary world. The materials and assignments challenge students to interrogate the roles and responsibilities of architects in different cultural contexts. Through discussions, students connect lecture and reading materials, gaining familiarity with the various theories that shape spatial practices and architectural

thinking. The course also studies global knowledge and practices, extending beyond those of trained professionals.

**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.

**Relevant Courses:** ARCH 504/505, ARCH 513, ARCH 521, ARCH 532, ARCH 597
This understanding of architecture is developed through design studios, history, and technical courses at both building and urban scales. Through this diverse set of courses, natural and cultural systems are explored at the intersection of place, technology, and ecology.

In the first term, **Themes in Architecture (ARCH 597)** explores this intersection through case studies in the design of infrastructures, landscapes, and landschafts. **Architectural Design Studio I: Introduction to Design (ARCH 500)** introduces fundamental issues of site and orientation.

**Topics in Architectural History I & II (ARCH 504 & 505)** may directly address ecological systems in historical contexts, as seen in **ARCH 504F: Architectural Imaginations of the Environment, pre-1900**. In this course, students explore the relationship between architecture and the environment in relation to the industrial revolution, fossil fuels, and resource extraction across global geographies. The course examines the intellectual history of how thinking about the environment and the natural world has shaped architecture.

In the third term, **Architectural Design Studio III: Urban Design (ARCH 520)** requires students to articulate clear responses to infrastructural, environmental, and ecological systems at an urban design scale. During the same term, **ARCH 513: Environmental Systems and Control I** builds awareness among students about the impacts of climate on building design and encourages critical reflection on conventional environmental control systems.

In the fourth term, **Architectural Design Studio IV: Comprehensive Design (ARCH 521)** requires students to develop building designs with low carbon impacts, integrated into the ecological context of the project site. **ARCH 521** includes a lecture by an ecologist on how to analyze the site's ecological context using both desktop and field methods. Students also receive feedback from landscape architects throughout the term regarding the ecological performance of their designs.

Concurrent with **Comprehensive Studio** are **Architectural Technology II (ARCH 531)** and **Environmental Systems and Controls II (ARCH 533)**, which provide technical support to student projects. **ARCH 533** emphasizes reducing operating carbon, while guest lecturers introduce embodied carbon and the use of life cycle assessment (LCA) tools, such as Tally. Students are required to track the embodied carbon footprint of their projects as part of **ARCH 531**.

**C. Technical Knowledge (Five SPCs):**

**C1. Regulatory Systems**
The student must have an *understanding* of the applicable building codes, regulations, and standards for a given building and site, including universal design standards and the principles that inform the design and selection of life-safety systems.

**Relevant Courses:** ARCH 500, ARCH 511, ARCH 521
This understanding is developed through the MArch program's **Building Technology** courses and **Architectural Design Studio I: Introduction to Design (ARCH 500)** in Term 1 and **Architectural Design Studio IV: Comprehensive Design (ARCH 521)** in Term 4. In the first term, **Architectural Technology I (ARCH 511)** introduces students to the basics of health, life safety, and accessibility provisions outlined in the **BC Building Code (BCBC)** and **CSA B651-23 (Rick Hansen Foundation)**. These principles are applied at a schematic design level through exercises, such as designing an accessible ramp in Exercise 02 and an accessible entrance in Exercise 04. These elements, along with accessible washroom design, are integrated into the final project of the **ARCH 500** studio.

In **ARCH 521**, students further explore these topics in a more iterative process. The course includes lectures and follow-up working sessions with professional **BC building code consultants** and **Rick Hansen Foundation Certified Professionals (RHFCP)**. Lectures occur early in the term, followed by working sessions during the early schematic design phase of the studio. These sessions allow **BCBC** and **RHFCP** experts to review and provide feedback on how students integrate life-safety systems and universal design into their projects. The **BCBC** consultants typically cover conventional building code analysis, while the **RHFCP** addresses the principles of universal accessibility.

Through guidance from **BCBC** experts, students learn to develop a basic code analysis that includes **Major Occupancy Classifications**, **Building Size and Construction Related to Occupancy**, **Occupancy Fire Separations**, **Construction Types**, **Fire Ratings**, **Occupant Loads**, **Safety Within Floor Areas**, **Number and Location of Exits**, **Plumbing Fixture Requirements**, and **Accessibility Design** (including **CSA B651-23**). Students apply this knowledge to their design projects. The **RHFCP** consultants introduce students to the more nuanced and often hidden barriers to accessibility within the built environment, emphasizing the principle of "equity" in creating inclusive environments both in building design and landscape extensions.

***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.*

**Relevant Courses:** ARCH 511, ARCH 531
**Architectural Technology I (ARCH 511)** introduces students to construction materials and assemblies through case studies, technical drawings, and material samples, with a focus on local light wood framing. Material selection is introduced based on a range of factors, including material properties, local sourcing versus long-distance sourcing, manufacturing, transportation, finishing, and performance. Material samples distributed in class help students gain a broad understanding of how materials are selected, assembled, and drawn as technical details at a schematic design level.

**Architectural Technology II (ARCH 531)** expands on material selection and application by exploring major construction types such as mass wood, steel, concrete, and masonry. It also covers specialized topics like façade and cladding systems, glazing, and architectural acoustics. Assignments are designed to provide students with practical experience in material selection and application, particularly in relation to carbon emissions and lifecycle analysis. The course includes technically focused assignments on calculating embodied carbon, acoustics, and re-skinning existing buildings, reinforcing principles of material performance and sustainability.

In addition to these exercises, students complete two comprehensive detailing assignments. The first involves designing tall wood buildings using **cross-laminated timber (CLT)**, where students integrate enclosure components and calculate thermal resistance to address performance and durability. The second assignment is completed in conjunction with **Architectural Design Studio IV: Comprehensive Design (ARCH 521)**, requiring students to individually develop "significant details" for their studio projects. These details focus on the aesthetic goals of the design, embodied carbon impact, and thermal performance. These exercises teach students how to balance technical performance with environmental and aesthetic considerations in material selection and application.

***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.*

**Relevant Courses:** ARCH 512, ARCH 532
**Architectural Structures I (ARCH 512)** introduces fundamental concepts of structural systems and the basics of configuring building structures. Students learn to apply rules of thumb for sizing structural elements in concrete, steel, and wood, forming an understanding of the essential elements required for stability in a structure—specifically in resisting gravity and lateral loads. The course also emphasizes the sustainability of material choices and configurations. Students are introduced to engineering terminology to effectively

communicate with structural engineers. The course highlights how structure and architecture can be integrated, with the structure actively participating in the architectural design.

Topics covered include the configuration of basic structural systems, load distribution, material properties, equilibrium, column behavior, lateral stability, shear and moment diagrams, and beam bending.

**Architectural Structures II (ARCH 532)** builds upon **Architectural Structures I** by moving from simple single-span structures to more complex multi-span and continuous systems. The advantages of continuous systems and effective material configurations are discussed and quantitatively compared. Simplified methods of analysis are introduced for sizing steel and concrete systems. The course also covers the selection of appropriate structural systems and emphasizes the impact of building configurations on earthquake performance. High-rise structures are introduced, and students practice designing structural systems for various building types.

Fundamental design concepts are aligned with current engineering practices, and students are taught to use engineering terminology, enabling effective communication with structural engineers when they enter professional practice.

***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.*

**Relevant Courses:** ARCH 511, ARCH 531, ARCH 513, ARCH 533
**Architectural Technology I (ARCH 511)** introduces students to construction materials and assemblies through case studies, technical drawings, and material samples, with a focus on local light wood framing. The final exercise consists of a set comprised of plan, wall section, and elevation details for an accessible entrance of a current or previous studio project. This exercise integrates design intentions with building envelope considerations, particularly for Vancouver's climate, at a schematic design level.

**Environmental Systems & Control I (ARCH 513)**, a required course for all M.Arch students, introduces the principles of performance and energy efficiency in envelope system selection. The midterm and final projects require students to design, construct, and test the thermal performance of small-scale envelope assemblies. Students learn to reference materials to estimate R-values for custom building envelopes and apply techniques to identify and mitigate thermal bridges. In the following term, **Environmental Systems & Control II (ARCH 533)** builds on this knowledge by teaching students how to incorporate envelope R-value estimates into dynamic building performance simulation software (e.g., Climate Studio).

**Architectural Technology II (ARCH 531)** focuses on façade cladding and glazing systems, particularly for more complex Part 3 buildings. Two detailing assignments complement the

lectures. The first involves a tall wooden building façade using cross-laminated timber (CLT), where students learn to integrate enclosure components and calculate thermal resistance. The second assignment applies these concepts to recladding an existing building. Students analyze the building's performance metrics, develop a suite of existing details, and redesign the façade from foundation to roof using higher-performing cladding and glazing systems.

A third assignment, completed in conjunction with **ARCH 533** and **ARCH 521**, requires students to integrate envelope systems into a larger design project. Initial design explorations focus on connecting building performance to form, with design strategies centered on the thermal qualities of architectural spaces. Emphasized strategies include minimizing complex forms to reduce envelope area and using materials or assemblies with high thermal mass and R-values. Students optimize envelope performance using feedback from building analysis software and engineers, tailoring designs based on performance rather than prescriptive standards. As part of **ARCH 521** and **ARCH 531**, students must individually develop a "significant detail" for their studio projects, incorporating the exterior envelope and balancing aesthetic goals, embodied carbon impact, and thermal performance.

***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*.

**Relevant Courses:** ARCH 513, ARCH 533
Students are introduced to environmental systems in architecture through two courses: **Environmental Systems & Control I (ARCH 513)** and **Environmental Systems & Control II (ARCH 533)**. These courses are thematically and pedagogically aligned, designed to support the work students undertake in their comprehensive studio. All MArch students must complete both courses, regardless of advanced placement status.

**ARCH 513** focuses on the principles of passive environmental control systems in design. Key concepts include heat transfer, thermal comfort, indoor air quality, daylighting, natural ventilation, thermal mass, climate analysis, and bioclimatic design. The course addresses key issues in contemporary Canadian architectural practice, such as thermal bridging in envelope design, energy assessments, and evolving building energy performance standards (e.g., BC Energy Step Code). A core assignment, the "Minibauwerk" project, requires students to design, fabricate, and test small models fitted with electric heaters and temperature sensors. Using energy simulations, students develop massing concepts that maintain comfortable temperatures when placed outdoors in Vancouver in December. Through these exercises, students gain familiarity with envelope design, R-value calculations, daylighting, and thermal simulations while balancing performance-based design with other architectural objectives.

**ARCH 533** builds on this foundation by introducing dynamic building performance simulation and active environmental systems. The first element involves a month-long introduction to dynamic thermal simulation for small-to-medium-sized buildings using **Climate Studio**. Students learn to convert building program assessments into predicted occupancy patterns and select appropriate materials and assemblies for building envelopes. This helps students understand how and when to use performance simulations (energy, light) in early design stages, which they will apply in their comprehensive studio projects, taken concurrently with ARCH 533.

In addition, students receive instruction in active systems for environmental control, including mechanical ventilation, electric lighting, plumbing, and utilities such as fire protection. The course teaches how to anticipate and coordinate spatial and architectural requirements for these systems, referencing relevant building codes and standards (e.g., **ASHRAE**).

***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.*

**Relevant Courses:** ARCH 521, ARCH 551
This ability required to satisfy SPC D1 is demonstrated in **Architectural Design Studio IV: Comprehensive Design (ARCH 521)**, offered in the fourth term.

The studio allows students to explore and test how low embodied carbon performance can shape building design. They investigate the synthesis of site orientation, building form, material use and reuse, program organization, and lean-tech mechanical systems in universally accessible design solutions.

At the outset, ARCH 521 introduces the "systemless building" concept, encouraging a focus on building performance and material specificity. **Baumschager Eberle's 2226 Building**, which uses minimal mechanical devices, high thermal mass, insulation, and passive ventilation, serves as a key precedent.

The **Comprehensive Studio** is integrated with two building technology courses: **Architectural Technology II (ARCH 531)** and **Environmental Systems and Controls II (ARCH 533)**. Early in the term, ARCH 533 provides instruction in energy modeling simulation software, which students use to test and refine their designs. Later in the term, ARCH 531 offers technical guidance on building assemblies and material options as designs become more defined.

Throughout the term, students participate in presentations and workshops with structural and mechanical engineers, landscape architects, ecologists, and code/accessibility consultants, receiving direct technical input on their developing designs.

**Communicating Construction (ARCH 551)** further requires students to design a project to a development level of resolution. The project, a small Part 9 home, builds on the knowledge from **Architectural Technology I (ARCH 511)**. Deliverables include detailed building plans, sections, elevations showing materials and structural systems, reflected ceiling plans (RCPs) with lighting layouts, assembly schedules, door and window types, a wall section, roof drainage plan, and specifications.

These courses build on content related to ecological stewardship, regulatory systems, materials, structure, envelope, and environmental systems from prior terms, particularly **ARCH 501: Architectural Design Studio II (Material Assemblies)**. In ARCH 501, students examine the physical aspects of architecture through the materials and tectonics of building assemblies, engaging with environmental factors such as sun, wind, and noise.

***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.*

**Relevant Courses:** ARCH 541, ARCH 543
This understanding is explored through **Professional Practice (ARCH 541)** and **Contemporary Practice (ARCH 543)**. ARCH 541 primarily focuses on the legal aspects of architectural practice, while ARCH 543 emphasizes its entrepreneurial dimensions.

Both courses, from their respective perspectives, cover the functions of provincial regulators, the Architects (now Professional Governance) Act and its regulations, the role of regulatory bodies, pathways to licensure, and the responsibilities of interns and employers.

***E2. Ethical and Legal Responsibilities***
*The student must have an understanding of the ethical issues involved in the formation of professional judgment; the architect's legal responsibility under the laws, codes, regulations, and contracts common to the practice of architecture; intellectual property rights; and the role of advocacy in relation to environmental, social, and cultural issues.*

**Relevant Courses:** ARCH 541, ARCH 543
Ethical issues in architecture and the responsibilities of being an architect are deeply integrated into the MArch program's studio culture and its history/theory offerings. However, these concepts are best demonstrated in **Professional Practice (ARCH 541)** and **Contemporary Practice (ARCH 543)**.

**ARCH 541** introduces students to the essential ethical, legal, regulatory, and administrative considerations in the practice of Architecture and Landscape Architecture in British Columbia. The course begins with an exploration of the privileges and obligations of professional practice, covering business models and employment-related matters. Students participate in break-out discussions at the end of each lecture to review class content and prepare questions for future sessions. Every three weeks, students take an "open book" quiz online, and the **Field Review** assignment offers hands-on experience by conducting a mock Field Review report.

**ARCH 543** covers many of the same topics but focuses on entrepreneurship and advocacy in the public interest. In addition to quizzes and a final exam, students work on assignments that build on the National Architecture Policy developed by architects in Canada. The course introduces the concept of the **value proposition**, helping students explore how their ethical advocacy can shape a speculative practice. Working in teams, students present entrepreneurial ideas that address environmental, social, cultural, and technological issues. Two panel discussions featuring local practitioners—on topics like **The Future of Practice** and **Equity in Work and Workplace**—give students the opportunity to engage with professionals and learn how advocacy is applied in practice, especially for those working as firm owners.

***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.*

**Relevant Courses:** ARCH 543
**Contemporary Practice (ARCH 543)** illustrates this understanding. The primary textbook for the course is the **2020 edition of the Canadian Handbook of Practice for Architects**, introduced through a lecture by one of its Editorial Board members.

ARCH 543 familiarizes students with principles and types of practice organization, emerging and established project delivery methods, project management, work planning, business and entrepreneurship, marketing strategies, and the technical, social, and economic trends impacting architectural practice. A particular emphasis is placed on different types of project delivery systems.

Beyond lectures, ARCH 543 includes several virtual office tours hosted by local practices, as well as panel discussions. These forums allow students to explore how local practices operate, their core values, and how these values influence the type of work they undertake.

***E4. Professional Contracts***
*The student must have an understanding of the various contracts common to the practice of architecture.*

**Relevant Courses:** ARCH 541
**Professional Practice (ARCH 541)** covers the ethical, legal, regulatory, and administrative aspects of practicing Architecture and Landscape Architecture in British Columbia. It begins by discussing the privileges and obligations of professional practice, including available business models and matters of employment in the workplace.

The course then delves into fundamental legal concepts such as the law of contracts, copyright, and professional negligence, with a focus on the design professional's role in preparing and administering tender and contract documents, certificates, and field reviews. It also covers essential topics such as permitting, insurance, bonding, construction liens, and the responsibilities of design consultants in contract administration and project management during the design and construction process.

***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.*

**Relevant Courses:** ARCH 541
**Contemporary Practice (ARCH 543)** introduces various types of design-to-construction project delivery, outlining the roles and expertise of key stakeholders in each type. The course also covers the predictive and adaptive project management processes associated with these delivery methods. Additionally, the five phases of an architect's basic services are discussed, along with the breakdown of work and the relevant stakeholders for each phase.

Key topics in ARCH 543 include quality assurance, the professional standard of care, basic cost estimating and control strategies, risk evaluation in procurement and project management, principles of communication and documentation, and the process of redlining construction documents and specifications.

These topics are further explored in **Communicating Construction (ARCH 551)**, which focuses on construction documentation through the different project phases. A lecture by an AIBC staff lawyer provides an overview of the legal framework for construction documentation and administration. ARCH 551 also covers the mechanics of creating construction documents, their use in design, permitting, and construction administration. Additional topics include schedules of payment, change order directives, architectural supplemental information (ASIs), and other construction administration tools.

# Student Performance Criteria: Core Courses Content Matrix

This diagram focuses solely on how Student Performance Criteria are delivered by the core curriculum, either by individual core courses or cumulatively.

● = Course introduces and documents CACB SPC principles in student work, meeting the required threshold of 'understanding' or 'ability,' and explores these principles cumulatively through course materials and student projects.

| | | | A: Design | | | | | | | | B: Culture, Communications, & Critical Thinking | | | | | C: Technical Knowledge | | | | | D: Comprehensive Design | E: Leadership & Practice | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Design Theories, Precedents, & Methods | Design Skills | Design Tools | Program Analysis | Site Context and Design | Urban Design | Detail Design | Design Documentation | Critical Thinking and Communication | Architectural History | Architectural Theory | Cultural Diversity &Global Perspectives | Ecological Systems | Regulatory Systems | Materials | Structural Systems | Envelope Systems | Environmental Systems | Detailed Design Development | The Architectural Profession | Ethical and Legal Responsibilities | Modes of Practice | Professional Contracts | Project Management |
| | | | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | D1 | E1 | E2 | E3 | E4 | E5 |
| Studio | ARCH 502 | Introductory Workshop | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARCH 500 | Core \|Architectural Design Studio I | | ● | ● | ● | ● | | | | | | | | | ● | | | | | | | | | | |
| | ARCH 501 | Architectural Design Studio II | ● | ● | ● | | ● | | | | | | | | | | | | | | | | | | | |
| | ARCH 520 | Architectural Design Studio III | | ● | | | ● | ● | | | | | | | | | | | | | | | | | | |
| | ARCH 521 | Comprehensive Design Studio | | ● | ● | ● | ● | | ● | ● | | | | | ● | ● | | | | | ● | | | | | |
| | ARCH 540 | Architectural Design Studio IV | | ● | | | | | | | | | | | | | | | | | | | | | | |
| | ARCH 548 | Graduate Project 1: Design Thesis | ● | | | ● | | | | | ● | | | | | | | | | | | | | | | |
| | ARCH 549 | Graduate Project 2: Design Thesis | | | | | | | | | ● | | | | | | | | | | | | | | | |
| History/Theory | ARCH 504 | Topics in Architectural History I | ● | | | | | | | | ● | ● | | ● | ● | | | | | | | | | | | |
| | ARCH 505 | Topics in Architectural History II | ● | | | | | | | | ● | ● | | ● | ● | | | | | | | | | | | |
| | ARCH 523 | Contemporary Theories | | | | | | | | | ● | | ● | ● | | | | | | | | | | | | |
| | ARCH 597 | Themes in Architecture | ● | | | | | | | | | | ● | | ● | | | | | | | | | | | |
| Technical | ARCH 511 | Architectural Technology I | | | | | | | ● | | | | | | | ● | ● | | ● | | | | | | | |
| | ARCH 531 | Architectural Technology II | | | | | | | ● | ● | | | | | | | ● | | ● | | | | | | | |
| | ARCH 512 | Structures I | | | | | | | | | | | | | | | | ● | | | | | | | | |
| | ARCH 532 | Structures II | | | | | | | | | | | | | ● | | | ● | | | | | | | | |
| | ARCH 513 | Environmental Systems & Controls I | | | | | | | | | | | | | ● | | | | ● | ● | | | | | | |
| | ARCH 533 | Environmental Systems & Controls II | | | | | | | ● | | | | | | | | | | ● | ● | | | | | | |
| Media | ARCH 515 | Design Media I | | | ● | | | | | ● | | | | | | | | | | | | | | | | |
| | ARCH 517 | Design Media II | | | ● | | | | | ● | | | | | | | | | | | | | | | | |
| | ARCH 551 | Communicating Construction | | | | | | | | ● | | | | | | | | | | | ● | | | | | |
| Practice | ARCH 541 | Professional Practice | | | | | | | | | | | | | | | | | | | | ● | ● | | ● | ● |
| | ARCH 543 | Contemporary Practice | | | | | | | | | | | | | | | | | | | | ● | ● | ● | | ● |

# 4.0

## Supplemental Information

# 4. Supplemental Information

***4.1 Introduction to the Institution and Program History***

***4.1.1 History, Description, and Mission of the Institution***

*The appendix of the APR must provide a brief history and description of the institution in which the Program exists, as well as the institution's current mission statement and the date of its adoption or last revision. This may be provided as a web link.*

UBC About
UBC Mission Vision
UBC Vision, Purpose and Values
UBC Strategic Plan

***4.1.2 Program History***

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

History of SALA
SALA Strategic Directions
Master of Architecture Program

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.

**Procedures for Evaluating Student Transfer Credit and Advanced Placement.**
The full program is 119 credits, and the University requires that in the case of students with Advanced Placement (AP), 60% of that 119 credits, or 72 credits, must be completed while a UBC student. Students entering the full program normally take three to three and one-half years of full-time study to complete the requirements.

A number of degrees and degree types have been assessed by faculty to be eligible for advanced placement. These degrees are listed on the SALA website in the admissions section. Students who are admitted with advanced placement are granted 36 transfer credits, including most of the first year of the program. AP students can complete the M.Arch. program in two years. AP is normally established at the time of admission, subject to confirmation of previous experience by transcript and syllabus review by appropriate faculty if needed. See Chart 3.12.a. for the non-AP and AP course of study diagrams.

Students holding certain pre-professional architecture degrees will be considered for advanced placement. An undergraduate degree in a field related to architecture may be advantageous in reducing the length of the program, but it is not a required prerequisite. Demonstration of interest and aptitude in the field occurs as part of the application process, and letters of interest by applicants, their portfolio, and references all play important roles in the admission evaluation process.

At the time of application, the applicant indicates whether they would like to be considered for advanced placement. Applicants are given advanced placement based on their degree/degree type, which are assessed prior to admissions meetings and offers. Applicants are informed about any advanced placement in their offer of admission.

If an applicant holds a degree that is not normally eligible for advanced placement, but they have extensive work experience or additional schooling, they can complete our “Special Consideration Form for MArch Advanced Placement”. Form appears earlier in this report. Special cases are reviewed by faculty specializing in the areas indicated on the form.

**Procedures for Evaluating Student Progress**

Students in the Master of Architecture program fall under academic regulations in place for master's programs as set out by the Faculty of Graduate and Postdoctoral Studies. The following apply specifically to the Master of Architecture program:

A grade of at least 60% is requires in any course taken in the program with no more than 15 credits of Pass-level standing (60-67%) being counted towards degree requirements. In addition, a grade of at least 65% is required in ARCH 500 and at least 68% in ARCH 540 and 549. Failure to obtain credit for a total of three design studios will require the student to withdraw from the program and the student will not be permitted to re-register in the program.

**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*.

**Architecture Required Courses**
Below is a listing of required courses within the MArch Program with summary info of pre-requisites, year and term offered, and current faculty for the course. For details on overview, learning objectives, and course requirements, you can find this in the syllabus located in the folder. You can also find summary course overview on the SALA website.

**Year 1**
**Term 1 (Sept-Dec)**
**ARCH 502:** Introductory Workshop *(2 credits)*
Introductory Workshop is a course that takes place the week prior to the start of the fall semester. Cross listed with Landscape Architecture
Faculty: Chairs of Architecture + Landscape Architecture

**ARCH 500:** Architectural Design Studio I *(9 credits)*
Working on projects at different scales, students correlate basic cultural and historical phenomena, issues, and events with architectural ideas and materials; analyze and interpret physical and environmental contexts to develop basic notions of structure, program, and use; and refine these concepts into a variety of two- and three-dimensional representations.
Faculty: Joanne Gates, Nelly Goodarzi, Chris Macdonald, Lörinc Vass

**ARCH 511:** Architectural Technology I *(3 credits)*
Gain an understanding of the building systems and materials used in modern-day construction, their history, and their properties; learn to create building assemblies and apply building science to the performance of building enclosures; become familiar with the application of Canadian regulations governing construction, in particular the intent of zoning and development bylaws and building codes.
Faculty: Joanne Gates

**ARCH 515:** Design Media I *(3 credits)*
Study the basic principles of drawing, imaging, and composition to describe objects and explore how scale affects representation.
Faculty: Thomas Gaudin + Sarah Klym

**ARCH 597:** Themes in Architecture *(3 credits)*
This course introduces students to the key debates and questions in the field of architecture by critically analyzing a series of case studies grouped thematically and/or topically. Ultimately, the course will explore what constitutes the obsessions, limits, and the possibilities of architecture and locate these in the geographies of the MArch curriculum and Vancouver.
Faculty: Tijana Vujosevic

**Term 2 (Jan-Apr)**
**ARCH 501:** Architectural Design Studio II (Techtonic) *(9 credits)*
Investigate and interpret functional programs at different scales. Working within the physical extents and limits of projects' sites, you will incorporate basic environmental factors such as sun, wind, and noise, public and private relationships, as well as factors such as service access or parking into the projects' programs.
Faculty: Rana Abughannam, Inge Roecker, Matthew Soules, Leslie Van Duzer

**ARCH 512:** Architectural Structures I *(3 credits)*
Learn to calculate forces in trusses, beams, and columns and design for lateral loads; develop an understanding of the flow of force through a structure and where structure is necessary.
Faculty: Joshua Potvin (replacing AnnaLisa Meyboom who was on-leave)

**ARCH 517:** Design Media II *(3cr)*
In-depth explorations of graphic design and CAD software, and to learn how to use 3D modeling, rendering, scripting, building information modeling, geographic information systems, or animation applications, as well as a wider array of digital fabrication tools.
Faculty: Thomas Gaudin, Sarah Klym, Guy McLintock

**Term 3 (May-Aug)**
**ARCH 551:** Communicating Construction *(3 credits)*
Precedent examples will be reviewed for a variety of building scales and construction types in order to understand the role construction documents play during the design and construction phases of a project and to become aware of the information which they need to include.
Faculty: Greg Johnson now James Huemoeller

**ARCH 543:** Contemporary Practice *(3 credits)*
Explore specialization and interdisciplinarity; methods of assembling consultant teams; how projects are managed and delivered; and cost control methods and tools. Consider the impacts of this disruptive age on the profession, and how they may inform practice business models. Explore how a design practice's public interest advocacy may be reconciled with entrepreneurship.
Prerequisite: Completion of first year MArch or Dual Degree.
Faculty: John Bass

**Year 2**
**Term 1 (Sept-Dec)**
**ARCH 520:** Architectural Design Studio III (Urban Design) *(9 credits)*
Explores architecture and urbanism in the context of urban, suburban, or community-scale design. It situates architecture in a complex, often contested public realm with the potential to address issues of social, environmental, and spatial justice.
Faculty: Darryl Condon + Steve DiPasquale, James Huemoeller, Inge Roecker, Ouri Scott + Jergus Oprsal

**ARCH 513:** Environmental Systems + Controls I *(3 credits)*
Examine the factors that collectively lead to the design of relevant and appropriate thermal, atmospheric, and luminous environments for different building types.
Faculty: Adam Rysanek

**ARCH 532:** Architectural Structures II *(3 credits)*
Learn how to choose structural systems and how to lay them out for a building; highrise and long-span bridges; explore the implications of building configurations on earthquake performance; and deepen understanding of the impact of architects' decisions on the economy and sustainability of the structural system, as well as engineering terminology.
Faculty: AnnaLisa Meyboom

**Term 2 (Jan-Apr)**
**ARCH 521:** Architectural Design Studio IV *(9 credits)*
Study precedents that help situate projects within a context of architectural forms and ideas; develop your agenda though building materials and systems; investigate technical systems that are applicable to the site and program and develop their relationships; employ multiple design scales, ranging from site to assembly, and modes of representation.
Faculty: John Bass, Joanne Gates, James Huemoeller, Amanda Reed

**ARCH 523:** Contemporary Theories in Architecture *(3 credits)*
Further develop analytical and critical skills through discussions and a variety of essays; explore a relevant body of writing and work, and relate its theoretical investigation to its embodiment in built form and space to help position your own architectural ambitions.
Faculty: Tania Gutiérrez-Monroy

**ARCH 531:** Architectural Technology II *(3 credits)*
Gain familiarity with all major types and be able to design (in both 2D and 3D) full enclosures using a variety of interior and exterior cladding systems, ensuring a high level of technical performance; gain an understanding of basic acoustic principles and be able to apply them to issues of sound control within buildings; learn to assess the impact the selection of structure, materials, systems, and methods of construction has on economics, environmental impact, durability, and sustainability, as well as zoning and building bylaws.
Faculty: Jason Heinrich

**ARCH 533:** Environmental Systems + Controls II *(3 credits)*
The course considers the history of contemporary techniques to better understand their function and evolution, as well as the technologies likely to become available to architects in the future. Gaining a holistic understanding of active environmental control systems, how they are deployed, and how sustainable design options can be integrated. Collaboration with consultants to design systems that strengthen architectural intent.
Faculty: Adam Rysanek

**Year 3**
**Term 1 (Sept-Dec)**
**ARCH 540:** Architectural Design Studio V *(9 credits)*
Areas of study may include community-engagement and design, housing, digital computation, modeling and fabrication, urbanism, green building, and material and phenomenological explorations.
Faculty: John Bass, Jason Heinrich, Goli Jalali, Arthur Leung, Bill Pechet, Matthew Soules

**ARCH 548:** Graduate Project Part I *(3 credits)*
The course helps you define and complete a proposal in preparation of the design project of your choice. You will develop the theoretical premise, the problem or issue, the extent of the site, the program, and the parameters of your project.
Faculty: Matthew Soules

**Term 2 (Jan-Apr)**
**ARCH 541:** Professional Practice *(3cr)*
Learn the meaning and responsibilities of being a professional and overview the procedures for registration in British Columbia; understand the importance and critical role of contracts and contract documents in the design and construction process, liability issues associated with practice, and aspects of the business of architecture and landscape architecture.
Faculty: Inge Roecker, Paul de Greeff (Landscape Architecture specific content), Nicholas Paczkowski (legal content)

**ARCH 549:** Graduate Project Part II *(9cr)*
Your final product will effectively communicate key ideas, theories, design principles, and design process, in addition to solving the site-specific problem.
Faculty: Self-Directed with Faculty Supervisor and Committee

**Architecture Electives 2018-24**

In addition to Master of Architecture classes that are offered as solely elective, Master of Architecture students may take additional offerings of the Architectural History classes for elective credit. Further, Master of Architecture students may take classes in Landscape Architecture as well as Urban Design for elective credit, space permitting.

**ARCH 504: Topics in Architectural History I (Pre-1900)**

*2023W:*

- Architecture and Disease | Sara Stevens
- Empire Building: Colonialism in the history of architecture | Sara Stevens

*2022W:*

- Architectural Imaginations of the Environment: Histories of 18th and 19th century buildings, cities, and worlds | Sara Stevens
- Materiality Pre-20th Century | Christina Gray

*2021W:*

- Work: An Architectural History of Labour | Sara Stevens
- Domesticity and Power | Tijana Vujosevic

*2020W:*

- Architecture and Disease | Sara Stevens
- Empire Building: The Cultural Economy of Architectural Production, pre-1900 | Sara Stevens

*2019W:*

- Architecture and its Representations: Drawings, Models, and Writings about Architecture | Jill Bambury
- Architectural Imaginations of the Environment: Histories of 18th and 19th century buildings, cities, and worlds| Sara Stevens

*2018W:*

- Becoming Metropolitan: Architecture and Cities in the Long 19th Century | Joseph Watson
- Work: An Architectural History of Labour | Sara Stevens

**ARCH 505: Topics in Architectural History II (1900-Present)**

*2023W:*

- Body/Politic | Tania Gutiérrez-Monroy + Tijana Vujosevic

*2023S:*

- Women in the Architectural Canon | Tijana Vujosevic

*2022W:*

- Utopia/Dystopia | Tijana Vujosevic

*2021W:*

- Designing for Persons with Disabilities | Christina Gray

*2021S:*

- Materiality of 20th Century Architecture | Christina Gray

*2020W:*

- Architecture and Subjectivity | Tijana Vujosevic

*2020S:*

- Modernism and the Non-Human | Tijana Vujosevic

*2019W:*

- Architecture and Identity in Canada and Beyond: Regionalism, Nationalism and Internationalism after 1900 | Jill Bambury
- Architecture's Clients | Christina Gray

*2018W:*

- Domestic and Foreign: Architecture in Sites of Conflict | Sherry McKay
- 1935: One Year, Many Modernisms | Joseph Watson

**ARCH 538: Study of Architecture Abroad**

*2024S:*

- Japan: More Noodles Please | Bill Pechet + Lorinc Vass
- Czechia, Austria, and Slovenia: Art + Architecture | Leslie Van Duzer

*2023S:*

- Japan: Japanese Noodles | Bill Pechet + Lorinc Vass
- Venice: Not for Sale! | Matthew Soules

*2019S:*

- Japan: Meta-Tourism | Mari Fujita
- Czechia, Austria, and Slovenia: Art + Architecture | Leslie Van Duzer

**ARCH 544: Seminar in Architecture**

*2023W:*

- Material Ecologies | Joe Dahmen
- motley matters: wanderings and fictions of Vancity | Young-Tack Oh
- Homing-Matchmaking for Post-Modern Dwellers | Inge Roecker

*2023S:*

- Design with Nature | Chris Macdonald
- Design-Build: Keats Island II | AnnaLisa Meyboom + Greg Johnson
- Emergent Housing | Inge Roecker

*2022W:*

- Material Ecologies | Joe Dahmen
- Design-Build: Keats Island I | AnnaLisa Meyboom + Greg Johnson

*2021W:*

- Material Ecologies | Joe Dahmen
- Public Space Design Build | Mari Fujita

*2021S:*

- Art + Architecture | Leslie Van Duzer
- Design-Build: Gambier Island I + II | AnnaLisa Meyboom + Greg Johnson
- The Idea of Home:  A Study of the Evolution of Vancouver's Multi-family Housing from early 1900 to present | Inge Roecker

*2020W:*

- dim sagalts apkw nisim : a research methodology | luugigyoo patrick stewart

*2020S:*

- Architecture and Capitalism | Matthew Soules

*2019W:*

- Artist, Industrialist, Ecologist, Activist | John Bass
- Art + Architecture | Leslie Van Duzer
- Design-Build: Gambier Island I | AnnaLisa Meyboom + Greg Johnson

*2018S:*

- Housing in Vancouver | Inge Roecker

*2018W:*

- Composition and Character | Chris Macdonald
- Models for Future Architectural Practice | John Bass
- Design-Build: Platform for Local Material Ecologies | Joe Dahmen

**ARCH 573: Seminar in Environmental Studies**

*2020S:*

- Light and Energy Simulation in the Parametric Environment | Adam Rysanek

*2019W:*

- Digital Tools for Parametric Design of High Performance Buildings | Adam Rysanek + Haobo Liu

*2018W:*

- Emerging Tools for Parametric Design of High Performance Buildings | Adam Rysanek

**ARCH 574: Green Building Contemporary Practice**

*2023W, 2022W, 2021W, 2020W, 2019W:* John Madden

**ARCH 575: Regenerative Development**

*2023W, 2022W, 2021W, 2020W, 2019W:* Michel Labrie + Geoffrey Cox

**ARCH 571: Seminar in Technology and Analysis**

*2022W:*

- The Staircase | Greg Johnson

*2021W:*

- The Staircase | Greg Johnson
- Architectural Detailing | Greg Johnson

*2020W:*

- The Staircase | Greg Johnson
- Architectural Detailing | Greg Johnson

*2019W:*

- Architectural Detailing | Greg Johnson

**ARCH 577: Seminar in Design Media**

*2024S:*

- Building/Information: Architectural Production and Autodesk Revit | Roy Cloutier
- Coding for Designers | Thomas Gaudin

*2023S:*

- Building/Information: Architectural Production and Autodesk Revit | Roy Cloutier
- Advanced Digital Media | Thomas Gaudin

*2022S:*

- Building/Information: Architectural Production and Autodesk Revit | Roy Cloutier
- Block Party: Digital Techniques at the Neighbourhood Scale | Thomas Gaudin

*2021S:*

- Building/Information: Architectural Production and Autodesk Revit | Roy Cloutier
- Block Party: Digital Techniques at the Neighbourhood Scale | Thomas Gaudin
- Drawing with Intent | Nicole Sylvia

*2020S:*

- Building/Information: Architectural Production and Autodesk Revit | Roy Cloutier
- Digital Art/Facts: The Experimental & Practical Applications of Computational Design | Thomas Gaudin

*2019S:*

- Building/Information: Architectural Production and Autodesk Revit | Roy Cloutier
- Playing with the Rules! Exploring Grammars and Algorithms in Architecture | Thomas Gaudin

**ARCH 597: Special Topics**

*2020S:*

- Density NL: A Network Approach | Colette Parras
- Los Angeles as Post-Carbon Metropolis | Chris Macdonald

**LARC 510: Advanced Field Studies in Landscape Architecture**

*2019S:* Field Studies in the Regional Ecosystem | Patrick Mooney

**LARC 515: Planting Design**

*2020W + 2019W:* Patrick Mooney

**LARC 542: Aesthetics and Sustainability**

*2023W:* Sheri Andrews-Key
*2022W, 2021W, 2020W, 2018W:* Stephen Sheppard

**LARC 553: Green Network Planning**

*2023W, 2022W, 2021W, 2020W, 2018W:* Cynthia Girling

**LARC 582: Seminar in Special Topics**

*2024S:*

- Botanical Representations | Divine Ndemeye
- Killarney Manor Design-Build | Nicky Bloom

*2023W:*

- Queer Ecology: Possibilities, Refusals, and Future Histories | Sara Jacobs
- Seeing Environment | Daniel Roehr

*2023S:*
- Planting Design Studio | Patrick Mooney
- Botanical Representations | Divine Ndemeye

*2022W:*
- Landscapes of Care and Observation | Sara Jacobs
- Seeing Environment | Daniel Roehr

*2021W:*
- Ancient Giants | Fionn Byrne
- Seeing Environment | Daniel Roehr

*2021S:*
- Better Futures Through Environmental Design | Patrick Mooney

*2020W:*
- Visual Thinking and Communication | Fionn Byrne
- Seeing Environment | Daniel Roehr

*2020S:*
- Planting Design Workshop | Patrick Mooney

*2019W:*
- Visual Thinking and Communication | Fionn Byrne

*2019S:*
- Design-Build: Deep Cove | David Zielnicki
- Archaeologies of the Overgrown Garden | Erin Despard

*2018W:*
- Fantastic Realities: Translations of Thought Through Drawing | Fionn Byrne
- Seeing Environment | Daniel Roehr

**UDES 504: History and Theory of Urban Design**
*2023W:* Rana Abughannam + Sara Stevens
*2022W, 2020W, 2019W, 2018W:* Sara Stevens

**UDES 505: Urban Design as Public Policy: Policymaking for a Sustainable Region**
*2023W:* Susan Haid
*2022W:* Susan Haid + Don Luymes
*2021W, 2019W, 2018W:* Don Luymes

**UDES 506: Real Estate Economics: Development Feasibility and Financing**
*2023W:* Michael Mortenson
*2022W:* Ron Kellett + Michael Mortenson
*2021W, 2019W, 2018W:* Jay Wollenberg

**UDES 509: Topics in Urban Design**
*2024S:*
- Urban Transformations: Urban Design Methods | Yuval Fogelson
- Case Studies in Urban Design | Andrew Pask

*2023W:*
- Three Great Waves Changing Cities | Patrick Condon

*2023S:*

- Urban Transformations: Urban Design Methods | Yuval Fogelson
- Case Studies in Urban Design | Andrew Pask

*2022W:*

- Three Great Waves Changing Cities | Patrick Condon

*2021W:*

- Urban Transformations: Urban Design Methods | Yuval Fogelson
- Case Studies in Urban Design | Andrew Pask

*2019W:*

- Three Great Waves Changing Cities | Patrick Condon
- Inclusive Urbanism and Cultural Sustainability: Investigations of Community through Identity and Place | Jill Bambury

*2019S:*

- Looking at the Region | Neal LaMontagne

*2018W:*

- Three Great Waves Changing Cities | Patrick Condon

***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.*

Faculty **CVs** can be found here in the Faculty CV folder.

Short **biographies** of current Faculty can be found 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.*

**Program Response:**

You can find the Visiting Team Report from the previous visit in the folder found here.

***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.*

You can find the Annual Reports submitted since the pervious sit visit here.