McGill School of Architecture:
2011 Cyclical Academic Unit Review

Montréal, Québec
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McGill

McGill University School of Architecture: 2011 self-study

Executive Summary

The following dossier includes a narrative report and associated appendices that provide the data and background required for the Cyclical Academic Unit Review for the McGill School of Architecture. The key appendices for confirming claims of School excellence in faculty teaching, research, scholarly performance and degree program selectivity and competitiveness are found in: Annual Reports (1.1.1-6, 2.1-2), CACB data (1.3.1-4), and Benchmarking comparison to AAU and Canadian schools of architecture (1.4.1-6). The proposed program and curricular changes are part of a larger strategic planning process begun in 2008 and are at differing stages of implementation from complete (M.Arch. (professional)) to initial planning (Ph.D., post-professional program complement). Further information on the strategic planning, business case, and implementation process can be found in: Sections 2.0 and 3.0 below, CACB Annual Reports (3.3.5-8) and SALU proposal (1.5.1).

The dossier is intended to support an assessment of the state of the School, its aspirations and ongoing trajectory in relation to specific objectives, priorities and achievements in order to further ensure quality and accountability. It is set within the context of a comparative analysis and benchmarking exercise with ten AAU peer institutions and the other ten Canadian schools of architecture (Appendices 1.3-4, 4.3).

It intends to identify Key Performance Indicators specific to schools of architecture in order to determine appropriate expectations and strategic trajectories in the larger institutional and disciplinary context. The set of documents contains strategic planning documents, accreditation and review reports, and data from a variety of sources.[1] It compares the School in terms of degree offerings, scholarly and research performance of faculty members, administrative structures, space, infrastructure, institutional resources and support. The aim is to present a clear picture of the current state of the academic unit and to gain valuable feedback on strategic planning and proposed curricular and program changes. Areas of the School's operations presented for review:

- objectives, goals, and priorities
- current activities
- academic quality
- teaching and learning
- quality of research, scholarship, creative work activities
- role and contributions within the university community
- role and contributions in external communities, professional bodies and disciplines
- structure, management, and administration

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[1] Due to the expedited time frame of the Academic Unit Review exercise much of the data, although largely contained within the appendices, has not been systematically inserted within the narrative. The composition of the self-study follows the review criteria as established in a memo from Provost Masi to Senate (December 8, 2010; Document D10-22). It relies upon various sources for its content including but not limited to: 1) comparative data and benchmarking exercise with select AAU and Canadian schools of architecture; 2) annual reviews and reports to the *Canadian Architectural Certification Board* (CACB); 3) the 2006 internal program review; 4) internal strategic planning documents.

Strategic planning objectives found in the following document are a response to the historic confluence of contemporary challenges, and are meant to engage sweeping technological and environmental issues. The School has a solid and well-respected complement of professional and post-professional degree programs. It performs at the top of North American schools of architecture as evidenced by scholarly and research indicators (Appendices 1.3, 1.4). Overall, its facilities, infrastructure, institutional resources and support vary in comparison to our peer institutions (Appendices, 1.4. and Section 5.0 below). In an effort to increase research capacity an in attracting and retaining high calibre faculty members, an effective balance between teaching and advising loads and research, scholarship, creative, and service activity must be addressed (Appendices 4.1, 6.1, Section 2.0, 3.0).

A more detailed comparative analysis and benchmarking of selected G13 and AAU schools of architecture can be found in Appendix 1.4.1. A snapshot summary of the School's comparative strengths in relation to the selected schools of architecture identifies the following as key characteristics:

- Interrelated, efficient, and mutually dependent degree programs, relatively small scale, and the integral nature of diverse programs and streams;[2]
- High-quality and in-demand undergraduate program and student experience;
- High productivity, number, and quality of its graduate students;
- A long tradition and international reputation for creative, scholarly and research work in history and theory, housing and material culture distinguish the School among equivalent units and peers across North America;
- Scholarly production and funded research productivity are the highest in Canada and are competitive with top AAU peers (Appendices 1.3.x, 1.4.x; note #3);
- The integration of professional and post-professional structures and curriculum has led to a more efficient and effective M.Arch. (professional) program delivery. The M.Arch. (DRS) degree option is quickly gaining traction and recognition as a unique and highly desirable degree program as evidenced by increases in applications. Candidates in this research-intensive professional program have been successful in securing SSHRC Fellowships, a first for a professional architecture program in Canada;
- FARMM is frequently referenced by applicants in all graduate program options and has thus proven an effective recruitment mechanism associated with the various faculty members and research axes despite its nascent state;
- The new Cultural Mediations and Technology stream (CMT) is gaining traction and is inseparable from project-based activity occurring in FARMM and the proposed creation of the D.D.A. degree option;
- Endowments and direct-funded gifts have attracted high-quality visiting professors who have played essential roles during the current period of transformation;
- Although the School's pedagogical and research strategy is centered on the core complement of full-time and key part-time faculty, the school enjoys access to a high-quality pool of Montréal teaching professionals for critical adjunct and "Professor of Practice" complement;

A snapshot summary of the School's comparative weaknesses in relation to benchmarking with the selected schools of architecture (Appendix 1.3, 1.4):

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[2] Comparative data: Yale (40 less); Cornell (40 more); MIT (20 more); Rice (30 less); Penn (60 more). All other programs are significantly larger at a total of 400-750 students.

- Need for aggressive faculty renewal in order to meet disciplinary challenges in pedagogy, research and diversity;
- Relatively and comparatively high teaching and advising load for faculty members to meet increased research expectations (Appendices 1.1.1-6, 2.1, 6.1);
- Limited space, staff support, and lab infrastructure for teaching and learning;
- Comparably limited resources for computing, advanced fabrication, and workshop labs (Appendix 1.4.1-2);
- Comparably limited space and base infrastructure for research programs;
- Limited funding for graduate students at the PhD levels in rendering our programs less competitive with those at peer institutions (Appendix 3.2.1);
- In need of stable resources for graduate program operation (external committees, graduate colloquia/symposia, publications, traveling studios, space);
- No committed study abroad option or internship program (Appendix 1.4.1-2).

The benchmarking exercise (Appendix 1.4.x) makes clear that defining and pursuing enhancement opportunities are necessary for the School to compete on a global scale with the elite schools of architecture. Comparative analysis identifies committed study-abroad program and graduate fellowships for research-intensive options (M.Arch. (professional-DRS), Ph.D.) as two key areas that must be addressed. The School must identify and secure targeted enhancements for graduate student support, PhD program operation, faculty research support, and Professor-in-Practice positions to be competitive as a top academic and research institution.

New challenges and opportunities for the School have led to a series of program and curricular transformations in various stages of implementation (Appendix 1.5, 3.3.5-8, Sections 2.0, 3.0). The revised program of the M.Arch. (professional) degree offering is in its first year of full operation. The B.Sc. curriculum analysis and reconfiguration will continue through the summer with a series of industrial and institutional consultations. It is anticipated that changes will be formally submitted through FY11 and phased in starting FY12. The reconfiguration of the post-professional program will follow the same timeline (Sections 2.0, 3.0).

Lastly, a rationalized budget allocation for operations and teaching support is important for effective management and planning (Section 5.0). Targeted endowments and a comprehensive fundraising plan must be revisited and carried forth aggressively. In developing and proposing the transformations contained herein, the School is mindful of a fundamental aim to responsibly establish a sustainable, operationally efficient, and economically rational academic unit within the University.

1.0 Objectives, Priorities and Activities

The McGill University School of Architecture was founded in 1896, when a chair in architecture was established in the Faculty of Applied Science (today, the Faculty of Engineering) by Sir William C. Macdonald. It is administered by the Faculty of Engineering and since 1987 shares the Macdonald-Harrington Building with the School of Urban Planning.[3] It's admission process is highly selective and it offers one of the broadest range of architecture degree programs in North America; theses include the undergraduate (pre-professional) bachelor program, a graduate (professional, *Canadian Architectural Certification Board* (CACB) accredited) program, and widely respected post-professional Master and PhD programs. The School has a faculty complement of 11.5 full time professors, 3 emeritus professors, 2 FTE visiting professors, 1 FTE inter-unit appointments, and approximately 12 FTE part-time instructors. It is the top performer among Canadian schools of architecture in terms of funded research and scholarship productivity (Appendices 1.3.x, 1.4.x)[4]. Notable alumni include internationally recognized architects and urbanists who can be found in leadership positions within the profession and academy globally (Appendix 1.6.1).

The mission of the McGill University School of Architecture is to educate future professionals, designers, researchers, and educators who will contribute to the socio-economic and cultural development of Quebec, Canada and the global community through responsible participation in the process of designing, constructing, researching, and interpreting the built environment. The School is teaching-intensive, creative, interdisciplinary, and professional. Its graduates are active in a range of careers and activities to accomplish these goals—from architecture and design to business and policy making to cultural and artistic production. The School is decidedly student-centred and tangibly contributes to McGill's status as an internationally recognized, publicly-funded, research-intensive institution. The University's mission is served with programs at the School that meet the following objectives:

1. To develop an effective and stimulating environment for teaching, learning and research in architecture and urban design.
2. To maintain and continue to enrich an accredited program providing high quality professional education in architecture.
3. To provide post-professional scholarly and research-based Master's and Ph.D. programs that advance the discipline of architecture.
4. To engage in research and other professional and scholarly activities that achieve national and international recognition, and to publish, exhibit and otherwise

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[3] The School of Urban Planning was established in 1970 as an independent School born from the graduate planning program in the School of Architecture.
[4] This assertion is based on data found in Appendices 1.3, 1.4. In terms of reported research income for *Canadian Council of University Schools of Architecture* (CCUSA) member schools, McGill has generated the most in total funding each year in the past four years of those institutions reporting. The amount of funding has steadily increased over those 4 years. 2009-10: $1,476,767 total; 31.4% of CCUSA total; $128,415/FT. 2008-09: $1,092,143 total; 39.7% of CCUSA total; $94,969/FT. 2007-08: $838,604 total; 34.5% of CCUSA total; $72,992/FT. 2006-07: $877,170 total; 37.6% of CCUSA total; $76,276/FT. In terms of citations (Stevens), McGill performs at twice the factor of any other Canadian School (12 median research score) and the percentage of staff in the top quartile is 60%. Compared to selected US schools in the bench marking exercise (Appendix 1.4.1): Columbia (31/80%); UPenn (12/68%); Yale (10/62%); Berkeley (8/63%); Harvard (8/58%); Rice (8/56%); MIT (7/51%); University of Michigan (3/31%).

disseminate the results in order to advance architectural knowledge in education and practice.
5. To contribute to interdisciplinary and multi-disciplinary teaching and research programs within other units of McGill and with other universities, local and international.
6. To serve the public by working with citizens' groups, local, provincial and national governments, the private sector and the profession toward the general improvement of the built environment.

The School's leadership, reputation, and vibrant discourses blend professional training and design-based investigation with that of PhD level scholarship and research. This combination is deemed essential to our comprehensive and interdisciplinary view and is a unique strength among our peer schools of architecture. This diversity and interconnectedness is believed to be our greatest strength.

The discipline of architecture is facing unprecedented challenges to redefine itself in the face of rapid advances in computational technology, design and construction methodologies, building science, global environmental concerns, and political, economic, and social transformations. The vision of the School of Architecture is to be internationally recognized as a tier-1, research-intensive unit that embraces contemporary methodologies, theoretical perspectives, and practices. Our goal is for the School to be known as a leading, vibrant, interdisciplinary, multimodal professional, research, and scholarly institution that produces highly creative leaders in all disciplinary realms from professionals to scholars and educators. Although many elite institutions have such aspirations, we possess the potential to achieve these goals and objectives.[5]

The discipline of architecture is by definition synthetic. It operates within a highly diverse epistemological landscape. Architects are increasingly required to fully engage areas of knowledge and expertise that were once part of its traditional boundaries but have outgrown any single perspective. The general trend of specialization, technical competency, abundance and complexity of information within design disciplines requires a more integrative, interdisciplinary approach.

This extraordinary context allows for a thorough rethinking of existing curricular and research paradigms in our professional and post-professional program offerings at McGill. Our goal is to create an innovative and unique model of academic activity that intertwines the broad spectrum of education, scholarship, research, and creation. In so doing, the vision is to create an efficient and autonomous, academic unit with the concomitant critical mass, resources, structures, and mechanisms necessary to ensure its global competitiveness and long-term sustainability. The projected efficiencies and redundancies gained from the proposed program and curricular restructuring (Section 2.0, 3.0) will be simultaneously more effective and economical resulting in a leaner, more powerful and nimble academic unit. Our primary goals are to continue to leverage our strengths and proven excellence in the professional and post-professional programs while developing a unique mode of inquiry inseparable from new and structurally innovative advanced degree offerings.

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[5] This claim is based on current research and scholarly success (Appendix 1.3, 1.4); a potential transformative endowment and business case with increase graduate enrolment (Appendix 1.5.1); a unique moment for significant faculty renewal; established degree programs poised for reconfiguration along with an integrative research model enabled by those same programs, strategic hiring of new faculty, and sister institutions found in the McGill and Montréal context.

Since the fall of 2007 the School has embarked upon a comprehensive review of its degree programs, curriculum, and research models in relation to the University's strategic priorities, massive change in the discipline, and available and potential resources. In developing and proposing the transformations contained herein, the School is mindful of the need to establish a sustainable, operationally efficient, and economically viable academic unit whose operations are consistent with the guidelines and best practices defined by the University. The objectives are to:

1. *Harmonize, economize and capitalize*: The School devises a strategy of integration that asserts necessary yet productive redundancies between distinct, autonomous degree offerings, curriculum, and areas of concentration and expertise.
2. *Create an innovative, singular research model* that strategically intertwines creative research, tri-council funded collaborative research, and high-calibre coordinated scholarship.
3. *Promote research in the classroom*: Create degree options that increase research capacity and that fundamentally enable the aforementioned research model thus giving students a unique opportunity to participate in leading edge research as a core component of their education.

In so doing, it is necessary to rethink the intentional, operational, and structural organization of the School. As a unit with diverse professional and scholarly responsibilities this is no easy task. However, rethinking is necessary in the face of significant challenges confronting the discipline of architecture today. In realizing these overarching goals, the specific goals of the School include:

- To be recognized as being amongst the top 5% of schools globally
- To build on our track record in research to secure even greater levels of research funding among Canadian schools of architecture (*Figure 3*)
- To implement a unique, comprehensive, integrative research model that expands the School's research capacity as it relates to University Strategic Priorities
- To harmonize, consolidate, and strategically expand program offerings and curricula in order to create attractive and leading programs of study
- To continue to develop strategic plans and a business case for expanded and joint degree options with relevant partners in an effort to increase graduate enrolment and expand curricular depth
- To continue renovation of the B.Sc. and M.Arch. professional programs and curricula to maintain currency with the academy and the profession;
- To fortify and expand the PhD program
- To strategically hire and renew high-quality FT and PT faculty to support these transformations in curriculum and research programs
- To consolidate a formal institutional relationship with the *Canadian Centre for Architecture*
- To continue building the *Facility for Architectural Research in Media and Mediation* (FARMM) and *City Design Atelier* (CDA) as preeminent research centers
- To expand involvement in units such as the *Institute of Public Life of Arts and Ideas* (iPLAI) and the *Institute for Sustainability in Engineering and Design* (ISEAD) and other interdisciplinary initiatives within the university and the broader community
- To develop and pursue a revised development and fundraising strategy to support targeted enhancement for program delivery and research

An essential objective is to put into action a unique research tactic that brings together heterogeneous modes of inquiry in accordance with the varied stakeholders and programs comprising the School. The model structurally intertwines three modalities of architectural inquiry: design-based creative activity, coordinated scholarship, and funded collaborative research. Secondly, it precisely and operationally connects research activity to the School's pedagogical mission in both the professional and scholarly realms while asserting the School's primary commitment to the student-centric education and training of ethically responsible and highly creative professionals and scholars. Significant headway has been made in research capacity with the establishment of the FARMM and the burgeoning development of the CDA.

Having an established and well-regarded Ph.D. program makes it possible for the School to pursue the aforementioned research objectives. However, in light of the recent proliferation of Ph.D. programs in North America and the impending establishment of programs at University of Waterloo, Carleton University, and Université de Montréal we must reassess, invest into, and move forward with a reinvigorated scholarly and research trajectory. More specifically, planned retirements and an imbalanced distribution of PhD advising within the School calls for revision of the advanced degree offering. This includes the proposed establishment of a Doctorate of Design in Architecture (D.D.A.) degree program that facilitates a project-based mode of inquiry and will enable a more inclusive participation from all FTE faculty (Section 2.0). The D.D.A. will share courses with the Ph.D. degree program and will enable the School to expand creative and collaborative research at a formidable scale.

The goals, objectives, and priorities of the School meet those of the Faculty and University on a number of levels for overall academic and research strategic planning.[6] The School aims to:

- Offer high-quality, innovative, and attractive undergraduate and graduate academic degree programs and training highly qualified personnel through a revitalization of the curricula and program streams
- Increase research capacity and further contribute to McGill's mission as a preeminent research-intensive, publicly funded institution
- Engage in pedagogy and research in the areas of technology, media, design methodologies, the environment and sustainability
- Simultaneously contribute to the university's commitment to the humanities and growth in engineering, scientific, creative, and professional knowledge production
- Contribute productively to a high level of community involvement, impact, and presence (Montréal, Québec, Canada)
- Deliver professional and scholarly disciplinary excellence and leadership
- Offer a unique pedagogical delivery model in the form of a technologically enabled design studio format and strategically intertwining curricula and research for a more efficient and effective pedagogical experience
- Achieve a highly student-centric mission with low student/teacher ratios and small class sizes
- Create a high-quality, robust undergraduate program and student experience
- Increase the graduate complement through the existing and new degree offerings (30%+ proposed, Appendix 1.5.1)

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[6] Provost "White Paper" documents (http://www.mcgill.ca/provost/documents/), Strategic Research Plan (http://www.mcgill.ca/strategic/), and Principal's Report 2009-10 (http://www.mcgill.ca/principals-report-10/).

- Increase diversity among students, staff, and faculty according to the ongoing Principal's Task Force on Excellence, Diversity, and Community Engagement
- Operate in a fiscally responsible and efficient manner with appropriate, rationalized, and committed resources.

As mentioned the School is a tight and familiar community, while interaction with students and the *Architecture Students Association* (ASA) is frequent and natural. A graduate student organization is in the process of being established. At the prompting of the Director, ASA has gone through an intense progression of restructuring and redefinition of its mandate this current academic year in order to create a more robust and effective student-based community with reasonable and defined outcomes. The organization has established a formal agreement with the *Engineering Undergraduate Society* (EUS) and is investigating a linkage with the *American Institute of Architecture Students* (AIAS). The School remains committed to assisting in this process and will support its eventual outcome.

The ongoing transformation of the programs, curricula, and research model responds directly to the university and unit objectives to propel the School to a higher level of success in research and pedagogy. The proposed research model is built on providing greater opportunity in collaborative and multidisciplinary activity in order to reach School goals and objectives. Accreditation calls for annual review as well as a major review every 6 years for the professional program (2012 for next visit). The feedback generated in this process is essential to maintaining a high level of performance and when necessary improving in identified areas. The studio review model and nature of the discourse that takes place within the School on a regular basis are reflective and evidence based. Performance at the individual and unit level is continually discussed, evaluated, and adjusted. Operationally the academic model is efficient and open. Adjustments to such things as admissions processes and curricular structure are regularly addressed and fine tuned.

Faculty and University priorities are discussed in faculty meetings where the stated objectives and transformations are examined and discussed. Strategic planning documents are reviewed and adjusted annually in order to align with Faculty and University priorities and plans with regard to the overall mission and objectives and in relation to available resources and opportunities.

2.0 Academic Programs, Teaching and Learning

The learning goals and objectives of the School's undergraduate and graduate programs correspond with professional and post-professional responsibilities. The intention underlying the ongoing transformations is to construct an interlinked set of degree options and curricula that create a highest-quality and sustainable school of architecture. Specific learning goals and objectives are articulated below, but a brief recounting of the ongoing curricular and program transformations is included in order to present an accurate context.

Since the fall of 2007, the School embarked upon an effort to define and implement structural curricular and program changes. This will continue over the next 18-24 months. The goals and objectives for these changes are:

1. *Curricular renewal* in terms of content, structure, and new integrative models of course delivery in order to respond to contemporary disciplinary challenges;

2. *Capitalize on existing strengths* and fortify our fundamental commitment to research-creation activities and humanities-based scholarship by creating greater integration, overlap, communication, and collaboration between program streams thus delivering more robust and effective degree programs;
3. *Harmonize and accomplish productive redundancy and efficiencies in course delivery* by removing divisions, barriers, and silos of expertise in addition to providing effective structures for interdisciplinary collaboration;
4. *Enable greater research capacity* by enacting a unique research model integral to teaching and learning;
5. *Identify missing areas of expertise* vital to this vision and determine replacement faculty searches and resource planning accordingly;
6. *Clarify and focus areas of excellence and concentration*.

The School continues the process of reconfiguring programs and degree offerings in response to new disciplinary challenges and changes in higher education.[7] Inseparable from this pedagogical mandate is the placement of structures to achieve the larger objective of increasing research capacity. This will be done by establishing a unique integrative model of research-creation, funded research, and social science, humanities-based scholarship (*Section 3.0: Research, Scholarship, Creative Work*) of which the academic goals and priorities are necessarily and inextricably linked.

The next stage of curricular and program transformation includes the revision of the undergraduate curriculum which will respond to contemporary issues in building science and construction technologies; new methods of conceptualization, representation and production; integrated design issues and sustainability. B.Sc. curricular changes are intended to be implemented after the next CACB accreditation visit which occurs in March 2012. Planning and analysis are currently underway.

Existing degree programs	Proposed degree programs
B.Sc. (Architecture)	B.Sc. (Architecture)
M.Arch. 1 (Prof), Design Studio (45 credit)	M.Arch. 1 (Prof), Design Studio (45 credit)
M.Arch. 1 (Prof), Directed Research (60 credit)	M.Arch. 1 (Prof), Directed Research (60 credit)*
M.Arch. 2 (Post-professional)	
• History & Theory of Architecture (HT)	M.Sc.Arch.* (Master of Science in Architecture)
• Cultural Mediations & Technology (CMT)	M.L.U.D.*
• Urban Design & Housing (UDH)	D.D.A.
Ph.D.	Ph.D.

*Possibility to "fast track" after the first year into either the D.D.A or Ph.D.

Figure 1: Existing and proposed degree programs

Additionally, the School intends to modify existing and establish new post-professional program offerings. The scope of such an effort is of course contingent upon both a solid business plan and funding. Various options will be prepared depending on the resource commitment. An integral component in this transformation is the creation of

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[7] Such as rapid technological advances in computation, design and construction methodologies, building science and technologies, global environmental concerns, and well-known political, economic, and social transformations.

a sustainable and relevant research model that accommodates both project-based advanced study and coordinated scholarship. Clarifying degree options and anticipating existing and anticipated degree trends and demands are an important part of this process and have led to the following structure.[8]

Professional Program (B.Sc. (Architecture)):

The School's core program is a professionally accredited Master of Architecture degree program preceded by a pre-professional B.Sc. (Architecture) undergraduate degree. The primary goal of this program is to train ethically responsible professionals who are well rounded in the synthetic practice of architecture and urban design. As an accredited program it responds to CACB performance criteria and procedures. Although admission from the B.Sc. to M.Arch. (professional) is not guaranteed, the two programs are evaluated together for accreditation purposes.

The learning goals and objectives of the B.Sc. degree program are to provide a foundational, pre-professional architectural education in which students acquire a sophisticated skill set based on traditional and digital modes of representation and production with a strong understanding of appropriate design methodologies, a high level of competency in the history and theory of architecture, a strong knowledge and practical understanding of environmental strategies, engineering systems, and building science, verbal and written communication skills, and strong design and construction competencies and abilities in preparation for a first professional graduate degree education.

Graduates of the B.Sc. (Architecture) pre-professional program are strong applicants for M.Arch. degree programs around the world. They are found in every Master of Architecture program across Canada, several in the US, and in other degree programs from urban design, planning, engineering, fine and media arts to law, medicine, and business. Our goal is to retain our best-of-class students for the M.Arch. degree program.

The B.Sc. curriculum is in significant need of restructuring and course content renovation in its four primary areas (1. representation/methodology/collaborative-integrative practices; 2. building science/technology/environment; 3. history/theory/culture; design studio). Area content and delivery strategies as well as the "studio" model and integration of curricular content will be the focus of analysis, discussion, and consultation with industry and academic experts throughout the next 6 months. Formal curricular and program restructuring will begin in the fall 2011 and be implemented in FY12 with a 3-year transition period.

Professional Program (M.Arch. (Professional)):

The M.Arch. (Professional) degree program builds upon skills, knowledge, and competencies acquired in an equivalency pre-professional, B.Sc. (Architecture) degree.

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[8] Proposed post-professional program changes (M.Sc.Arch, M.L.U.D., D.D.A.) were drafted by the Director and further considered by a "task force" led by Prof. Bressani (Graduate Program Director) and including Prof. Berns and Prof. Luka. They have been discussed at faculty meetings and will proceed to be developed through the spring and summer. No approval has been given at the Faculty or University level. The intention is to submit these changes throughout the fall 2011 to appropriate Faculty and University committees and eventually the provincial approval. A certain urgency exists in this planning process as it will foreshadow faculty search criteria.

The learning goals are to further develop the undergraduate foundation and with a high quality accredited first professional degree. The curriculum in the M.Arch. degree is centered around advanced architectural design studios, building construction, professional practice, and urban design with advanced courses in the history and theory of architecture and urbanism. The strategic focus on design methodologies, creative-research practices, and design-based speculation is complemented by advanced technologies and resources that support architecturally-based research and creative activity.

The 2009-10 academic year ushered in the launching of two options in the Master of Architecture (Professional) program that capitalize on its strengths in the post-professional course offerings (History & Theory; Cultural Mediations & Technology; Urban Design & Housing). These options were officially advertised in November 2008 and approved by Senate in the winter of 2009. Applications for the 60-credit option dominated and both complements are fully subscribed with excellent candidates. Additional theory requirements and architectural complementaries are embedded in the new curriculum. A full program description and curriculum is found at: http://www.mcgill.ca/architecture/programs/professional/#march

The 60-credit Directed Research stream is a unique contribution to architectural pedagogy that allows students to take a selection of advanced post-professional graduate-level seminars in history and theory, contemporary architectural and media theory, and/or urban design and housing. It concludes in a research-intensive, self-directed final project that allows students to pursue design-based research and speculation. It allows for students to participate in funded research activities, and curricular structures are now in place to promote bringing such research into the classroom. As a research-intensive, non-thesis degree, students are eligible for tri-council funding. In the first year of the program, 3 of 5 applicants were awarded the SSHRC Joseph-Armand Bombardier Canada Graduate Scholarships Program: Master's Scholarships, and in the current year two have been successfully submitted by the university with two others as alternates. It is intended that in extraordinary situations eligible candidates in the DRS option can 'fast track' from this non-thesis degree into the proposed thesis-based D.D.A. or Ph.D. with advanced standing.

Post-professional: existing M.Arch. and planned M.Sc., M.U.D.H.

By way of a harmonization of the post-professional areas of study (History and Theory (HT); Cultural Mediations and Technology (CMT, reconfigured for 2009-10); Urban Design and Housing (UDH, reconfigured for 2009-10)), theory and elective courses in these areas are available to students in the Master of Architecture (Professional) program. This harmonization allows the professional graduate students to capitalize on the strengths of a robust and well-respected post-professional program.

The current post-professional complement of Master degree programs are one-year (3 term, 12 months) streams in HT, CMT, and UDH. The learning goals and objectives are largely a legacy of previous program structures that were in place prior to the approval of the Ph.D. program. They primarily function as a Ph.D.1 year of intensive coursework and do not function in a productive manner for funded research. Overall, the post-professional component aims to produce high-quality scholars and teachers and has a long tradition of doing such as evidenced by the number and position of several of its graduates in universities, cultural institutions and the profession (Appendix 1.6.1).

In current strategic planning it has been decided to develop a structure that is more efficient and better serves research capacity in both a project-based thrust and the traditional coordinated scholarship realm of the Ph.D. The proposal is currently being developed and its intended submission to Academic Committee is the fall 2011. Accordingly, the current M.Arch. offering will be merged into area-specific structures under an M.Sc.Arch. and M.L.U.D. nomenclature.[9] The M.L.U.D. curriculum will include a landscape architecture component and be a 2-year project-based course of study resulting in the M.L.U.D. degree. The intention is to move this non-professional degree option to a 3-year accredited professional degree pending approval and additional faculty complement and resources. Candidates are able to 'fast track' from this non-thesis degree into either the proposed project-based D.D.A. or thesis-based Ph.D.

The M.Sc.Arch. degree designation will serve to consolidate degree options and provide a more flexible curriculum. For instance, the HT and CMT concentrations will be combined with a shared project course but differing configurations of seminar courses. They will functionally remain much the same as a 1-year course of study except for taking the M.Sc.Arch. designation. Eligible candidates move from this non-thesis degree into the proposed project-based D.D.A. or dissertation-based Ph.D.[10]

Post-professional: Ph.D., D.D.A.

The School's Ph.D. program is well established and highly respected on an international scale. As mentioned, however, it is facing new levels of competition and must adapt to changing conditions associated with retirements and faculty renewal and the need to accommodate other School initiatives in teaching and research. Under discussion is a new Doctorate of Design in Architecture (D.D.A.) degree option that strategically complements and integrates within the existing Ph.D. program. The D.D.A. degree is seen as a thesis-based option that engages project- and creative-based activity alongside the more traditional scholarship of the Ph.D. The two offerings form a powerful duo of advanced degree options that further increase research capacity, increase and more evenly distribute faculty advising loads and participation, and address contemporary concerns and trajectories. The D.D.A. is a non-accredited degree and is conceived as an original and highly attractive option for interdisciplinary study and research distinguished from those at such institutions as Harvard University, Columbia University, and MIT.

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[9] The *National Architectural Accreditation Board* in the United States is about to mandate that the M.Arch. degree designation is reserved solely for a professional degree. Although there is no indication that CACB will adopt this position formally, McGill would be the only institution in North America with this post-professional designation.

[10] Two new Master degree options are being considered and require opening discussion with proposed partner units and institutions. A solid business case is necessary to make these considerations viable and sustainable. They represent two areas of importance and relevance to the McGill context. The first is an M.Sc.Arch. (Curatorial and Conceptual Practices) and is intended to be a 2-year degree offering in collaboration with the *Canadian Centre for Architecture* (CCA), the Department of Art History & Communication Studies, and the School of Information Studies. The first year will contain core seminars and courses and the second primarily be comprised of a 12-24 month internship at the CCA and/or with the McGill Library and Special Collections. The second new Master degree option requiring discussion is a D.M.B.A. (Design & Construction Practices) in collaboration with the McGill Desautels Faculty of Management. This is envisioned as a flexible, intensive seminar and course degree offering that will allow professionals to enrol and complete the course of study over a 12-24 month time period. It will possibly be self-funded. A variation of the degree will be offered as a dual degree with the M.Arch. (professional) and possibly the M.L.U.D.

The School has the most selective and competitive set of program offerings in Canada with the lowest overall application/acceptance ratio (Appendix 1.3.x). The restructuring of the various degree options and associated curricula explicitly consider disciplinary trends and needs in addition to the overall academic, research, and operational ecology of the School and the University.

Degree Type		2006-07	2007-08	2008-09	2009-10	2010-11
B.Sc.	Applied	595	623	653	684	687
	Enrolled	55	55	55	51	51
	Enrolled/Applied	9.24%	8.83%	8.42%	7.46%	7.42%
M.Arch. 1	Applied	88	141	139	190	182
	Enrolled	23	37	31	39	35
	Registered/ Accepted	26.14%	26.24%	22.30%	20.53%	19.23%
M.Arch. 2	Applied	85	68	95	117	118
	Enrolled	21	14	24	23	21
	Registered/ Accepted	24.71%	20.59%	25.26%	19.66%	17.80%
Ph.D.	Applied	19	28	33	49	49
	Enrolled	6	2	7	7	6
	Registered/ Accepted	31.58%	7.14%	21.21%	14.29%	12.24%

Figure 2: School admissions figures for past 5 years

The breadth of the undergraduate and graduate programs is highly effective due to scale and will develop with the integrated nature of degree offerings and curricula. Applications and registered/acceptance ratios to the B.Sc. degree have steadily increased over the past 3 years (figure 1). The target number of accepted U1 students including internal transfers was set at 48 in 2008 with an agreement between the Director, Dean of Engineering, and Provost for reasons of space, factors of scalability in required student/teacher ratios, facilities and human resource limitations.[11] Application standards are among the highest in the university attracting students from top colleges within Québec and abroad. An offer of acceptance is based on a unique review process that includes an evaluation of a portfolio and extracurricular contributions. The percentage of female students has been among the highest in North America over the past 5 years averaging 62% (ACSA statistics).

The School is highly committed to an effective student-centered, speculative, and critical environment. The very nature of the discipline and outcomes-based training ensures a high level of inquiry-based pedagogy through the design studio model. Its professional training standards are high and demonstrate proven excellence among graduates upon entering the profession.

The quality of the academic environment in terms of promotion of internationalism and interdisciplinarity is very high due to the nature of the discipline and strong tradition within the School. Select exchanges and course-abroad offerings have existed within

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[11] This has yet to be achieved and in FY10 the intake at U1 is at its highest in 8 years (57). The intention was to reduce the required number of sections and reduce teaching support budgets.

the School for decades. The range of international students with various backgrounds contributes to this reality. Students and faculty are involved in the greater community and contribute to a number of University interdisciplinary initiatives. A committed study abroad term is a strategic priority in order to enable greater exchange, academic, scholarly, and research possibilities in addition to remaining competitive with peer institutions. As already mentioned, the scope and quality of student advising are highly effective and intimate.

Graduate teaching and supervision are highly effective in the current pedagogical and research models. Several venues exist for public dissemination and discourse at all levels, and supervision is frequent and consistent. Funding for graduate students has steadily increased with the addition of endowed fellowships and institutional funding mechanisms. As mentioned above, M.Arch.-DRS students have been successful in securing SSHRC Graduate Scholarships. Current Ph.D. students hold SSHRC and FQRSC fellowships. Three SSHRC post-doctoral fellows reside within the School. However, additional student funding for the Ph.D. stream is a key strategic concern. With an increase in research capacity it is anticipated that additional RA funding will be secured for all graduate streams.

The quality and diversity of students in all programs are exceedingly high. The School attracts best-of-class applicants that demonstrate excellence through academic achievement and awards within and outside the university (Appendix 4.3.3). The M.Arch. professional program attracts top students from all eligible programs across Canada. The Ph.D. program is one of the best regarded and scholarly advanced degrees in architecture, attracting best-of-class students within Canada and abroad.

3.0 Research, Scholarship and Creative Work:

The School's current primary modes of research are design-based inquiry and coordinated scholarship in which faculty members and graduate students pursue individual project- and text-based scholarly activities modeled after an apprenticeship-based paradigm.[12] Contributions are of a diverse nature including scholarly work in the areas of the history & theory of architecture, cultural landscapes, urban design, housing, media theory, computation & fabrication, and contemporary design methodologies. Researchers and students are funded through several different private and public agencies including SSHRC, CIHR, Canarie, Canadian Heritage, NSERC, CFI, and cities across Canada and obtain a variety of creative achievement awards (Appendix 4.3). Faculty and Ph.D. students are published by a variety of presses, while conference attendance, public lectures, and consultation are steady (Appendix 1.1.x). In order to significantly increase research output, program and curricular transformation, faculty renewal, and targeted enhancements are vital. In terms of funded research and scholarly citations McGill consistently performs at the top across Canada for schools of architecture (See footnote #3 above, Appendix 1.3, 1.4).

The CFI-funded *Facility for Architectural Research in Media and Mediation* (FARMM) is expanding its infrastructure and research axes to include fabrication and prototyping in

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[12] The distinction between "collaborative research" and "coordinated scholarship" as articulated by Martin Kreiswirth (Associate Provost, Graduate Education) is used here. Coordinated scholarship is typically found in social science and humanities-based disciplines and is traditionally the mode of research in architecture. It is contrasted to "collaborative research" which is the mode of research most often found in the sciences and engineering. The proposal is structured to expand collaborative research capacity.

addition to network-enabled collaboration and research into visualization and design methodologies. FARMM is currently utilized by no fewer than seven faculty members in funded research projects (Jemtrud, Pérez-Goméz, Berns, Bressani, Sprecher, Adams, Sijpkes (SSHRC, CIHR, NSERC, FQRSC, Volvo Foundation)) as well as several Ph.D. and M.Arch. students (Appendix 2.1). Infrastructure will be expanded over the next 12 months to include fabrication and prototyping equipment through a CFI-funded project (Sprecher). It enables a more aggressive and collaborative research agenda for the entire faculty within McGill and externally.

The *City Design Atelier* (CDA) is a burgeoning research centre that builds upon past success in Minimum Cost Housing Group and Affordable Homes. It is intended to enable greater community reach by faculty members and direct participation in urban and regional discussion within Montréal, Québec, Canada and abroad. A current SSHRC-funded "Public Outreach and Dissemination" grant (Jemtrud, Luka, Berns, Sijpkes) is a pilot project intertwining FARMM and the CDA.

Additionally, contribution in the form of creative work and professional work from full-time and part-time staff comes in the form of award-winning built architectural projects and urban design to installations and exhibitions. Student and faculty creative work is consistently recognized through design awards, publication, and competitions (Appendix 4.3.2, 4.3.3).

Year	Total Canadian	McGill Research	Percentage of total	Amount/ McGill FT
FY09	$4,702,271	$1,476,767	31.4%	$128,415
FY08	$2,748,469	$1,092,143	39.7%	$94,969
FY07	$2,428,134	$838,604	34.5%	$72,922
FY06	$2,332,415	$877,170	37.6%	$76,276
	* From CACB statistics			

Figure 3: McGill research performance compared to Canadian schools of architecture

Faculty members contribute to the overall success of the School in different proportions of teaching, research, and service. Research and scholarly productivity does not occur consistently throughout the School (Appendix 2.1). As significant faculty renewal occurs over the next six years, new paradigms of research and institutional performance expectations must be developed. The proper academic, research, and support mechanisms and proper teaching loads must be in place to recruit and retain professors of the highest quality. This includes exciting degree programs that are integral to academic, scholarly, and research efforts. The project-based "studio" research model provides a unique opportunity for research to find its way into the classroom in a powerful manner. With top-notch Ph.D. and D.D.A. programs informing teaching and research at every level, ample opportunity exists for the School to lead cutting-edge inquiry and scholarship in the discipline.

Integrated Research Model

As mentioned, a primary objective is the formation and implementation of a comprehensive research model, enabled by advanced degree programs, that generates

greater research capacity in the form of research-creation, collaborative research, and coordinated scholarship.

As architectural knowledge production is fundamentally *fabricative*, project-based activity plays a key integrating role between various forms of inquiry. Such activity is currently contained in all degree options including the post-professional options and will find extreme expression and possibility in the D.D.A. degree when formalized. In order to increase research capacity it is essential that proper curricular structures, infrastructure, and a critical mass of best-of-class Ph.D./D.D.A. candidates are in place to support longer-term funded and creative research models.

Interdisciplinary alliances and formal institutional partnerships in the degree programs and research agenda are intended. The interoperability and reciprocal nature of the differing research trajectories, heterogeneous stakeholders, and different academic objectives of the programs depends upon collaborative mechanisms and infrastructure to support such activity and for a sustainable feedback loop to be created in terms of funding, recruitment, productivity, and success.
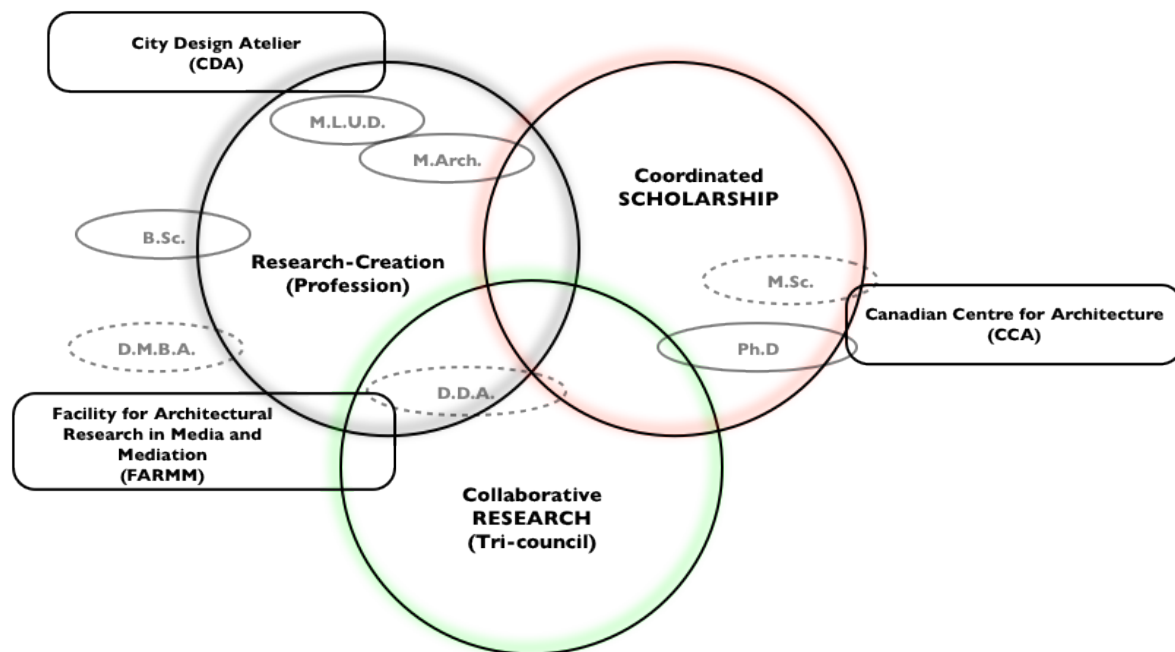
Figure 4: School's proposed research, scholarly, academic integrated ecology

4.0 Diversity and Community Involvement:

Within the professional and scholarly-institutional community the School contributes in a wide-ranging manner and enjoys strong and productive interdisciplinary relationships within the McGill community and beyond. Its leadership role in the formation (Prof. Jemtrud) and operation of the *Institute for the Public Life of Arts and Ideas* (IPLAI) continues with Prof. Castro as one of its inaugural fellows. Prof. Adams was recently appointed Director of the *McGill Institute for Gender, Sexuality, and Feminist Studies* (IGSF) and Prof. Covo sits on the advisory board of the *Institute for Sustainability in Engineering and Design* (ISEAD). Contributions to the profession are numerous and multiple and can be found in Appendix 4.3.4.

The School is overall a small but diverse community (Appendices 6.2.1-2, 6.3.1). A noteworthy concern exists over the female composition of its faculty. The adjunct and part-time staff has a variable but significant percentage of women. The full-time tenured-track complement includes only one female faculty member. Efforts to solicit and recruit female application in the search process are made. A significant majority of the student body is female among the highest in North America (62%, ACSA data).

5.0 Structure, Management and Administration:

The School's administrative structure, management, and administrative structures are internally effective and appropriate. The unit is successful in maintaining and nurturing its collegial, student-centric milieu and intimate, diverse, interdisciplinary community with high standards of productivity for scholarship and pedagogy. The consistency and intensity of the architecture studio core (12 hours/week contact time) allows for an extraordinary familiarity among students, faculty, and staff and a highly effective pedagogic model unique within the academy. The post-professional and PhD programs achieve an equally potent model through the intensity of coursework, the one-to-one coordinated scholarship model, and creative-research context. Due to professional accreditation standards and format, contact time in North American architecture programs is uniquely frequent in comparison with other disciplines. By its very nature the familiarity embedded in this learning model allows for an efficient and effective structure with regard to communication, administrative decision making, maintaining performance standards, program delivery, and unit operation.

The vast majority of administrative tasks are accomplished by the Director and support staff with an executive committee comprised of two Associate Director one for each major program stream (figure 4). Monthly faculty meetings are held to accomplish tasks and provide a healthy discursive atmosphere ensuring strategic planning and institutional awareness. Committees operate in a variety of realms and report to the Director. Due to the high degree of contact between professors and students, ad hoc academic advising and performance evaluation occur continually. Formal academic advising is handled by one primary staff member and the appropriate Associate Director.

Various sub-committees function and meet when necessary. The primary committees are the Executive (Director and Associate Directors), Studio Coordination, Curriculum, Admissions, Scholarships/Awards, and Faculty Search. Due to the uniqueness of evaluation and Key Performance Indicators (KPI) for admissions, scholarships/awards, and faculty search, these unit-specific committees are critical in maintaining high standards in their respective realms. Disciplinary KPI within architecture are fundamentally distinct from those within most other disciplines. Creative work in the form of design portfolios and design-based scholarship stands alongside metrics such as GPA, citations, research contributions, etc. thus creating the necessity for community deliberation and judgement by qualified peers specific to the discipline. Common numerically-based performance criteria alone are insufficient for evaluation and require expertise only found within the unit for such operational tasks as faculty search processes, admissions, and the awarding of scholarships and awards.

The Director sits on the *Canadian Council of University Schools of Architecture* (CCUSA) and currently holds the Canadian Directorship on the *American Collegiate Schools of Architecture* (ACSA) board of directors. Faculty members sit on various Faculty and University level committees.

The School of Architecture is located within the Faculty of Engineering. At the present time, 5 of the 11 accredited Schools of Architecture in Canada operate within Faculties of Engineering or Applied Science, with varying degrees of autonomy. At McGill, the relationship of the School with the Faculty of Engineering has been generally productive. Our closest links have been, and remain, with Civil Engineering, whose faculty members are responsible for 12 credits of core courses in the undergraduate program, but newer links with Mechanical and Electrical and Computer Engineering have also generated highly promising collaborations in both teaching and research initiatives. The School has also clearly benefited from the institutional support available at the Faculty level and through certain Faculty-based initiatives, for example, new funding programs that have in the last five years raised the level of financial support available for our graduate students. Other tangible benefits include frequent and collegial communication between the School and engineering departments in terms of shared courses (Civil Engineering (4), Urban Panning (1)) and research initiatives (Mechanical Engineering); relative financial stability as part of a large, prosperous faculty; operational support at the institutional level; access to shared infrastructure; and lower institutional overhead. The School benefits from such Faculty initiatives as the *Summer in Undergraduate Research in Engineering* (SURE) program. The McGill *Engineering Student Centre* is available to students of Architecture. The *Engineering Microcomputing Facility* (EMF) provides printing services, maintains support staff computers and the School computer lab.
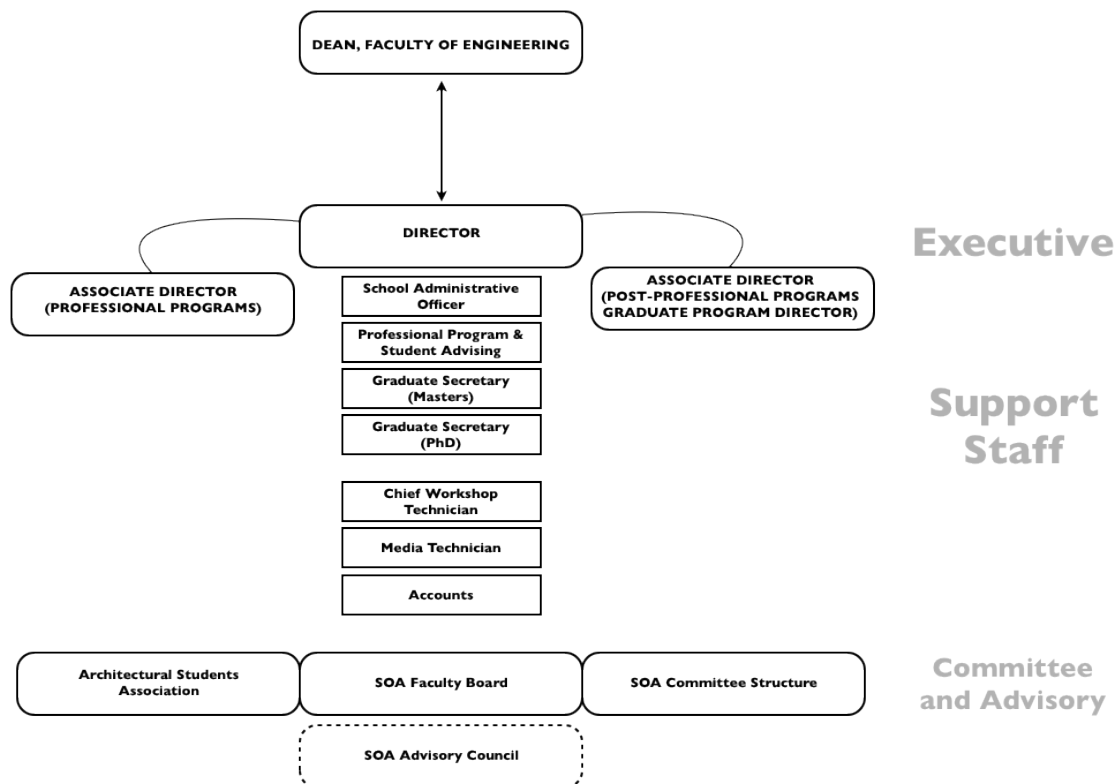

Figure 5: School's administrative structure

Unit representation is found on all appropriate Faculty of Engineering committees and distributed among the faculty members by the Director in consultation with the Faculty of Engineering nominating committee representative. No representation from the School is found within the Faculty executive as is the case in some of the comparative

schools of architecture. The Director meets with the Dean in monthly meetings through the academic year and in ad-hoc interactions that occur as the need arises in addition to Chairs and Directors meetings. Full-time faculty members attend Faculty Board meetings and managerial support staff participate in Faculty-level staff meetings.

As mentioned, due to the distinct nature of evaluative criteria for such administrative areas as admissions, scholarship and awards, faculty hiring, promotion and tenure the School has a number of parallel and autonomous operational structures and committees. Autonomy in these areas, particularly faculty hiring and admissions, is critical as the expertise to make qualitative judgements is only found within the School staff. Pedagogic, research, and scholarship models found in architecture schools do not map onto that of engineering departments and vice versa. Disciplinary specific criteria clearly determines research capacity, teaching support structures, structural and managerial determinations. The School has unique needs for space, computing, and media support. This reality must be accounted for when considering staff workloads, general administrative and support requirements, and budgeting.

The 'exception is the rule' when attempting to incorporate the School into various Faculty structures, economies, and initiatives such as graduate student funding and research support schemas, student support in the *McGill Engineering Student Centre*, strategic definition of endowment priorities, and support from the *Engineering Micro-computing Facility* for instance. This requires negotiation and administrative capacity to do so but most often results in productive discourse and results.[13]

Adequacy of staffing arrangements

For FY10 the FT tenure-track complement is 11.5 with one sabbatical (Prof. Castro) and with Prof. Adams seconded half-time as Director of the *Institute for Gender, Sexuality and Feminist Studies* (IGSF) in the Faculty of Arts. One tenure-track position remains open and a search is underway. *The Planetary Society Visiting Professor in Architecture* (Prof. Berns) contributes 19 credits of teaching and higher than average graduate advising. This direct endowed position ends June 2011. The *Gerald Sheff Visiting Design Professor(s) in Architecture* (Prof. Mingallon, Meijerink, Lupien) also contribute a total of 19 credits of coursework. The average teaching load for FT faculty in FY10 is 14.5 credits (uneven distribution (range = 12-26cr)). The School requires 12.9 FTE in adjunct support (Appendix 6.1.1).[14]

The present course load is well beyond the capacity of the full-time faculty, despite the higher-than-average teaching loads, and our programs, especially the professional programs, can not be delivered without the significant involvement of adjunct professors. Common practice in most schools of architecture is to complement the full-

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[13] Benchmarking against comparable institutions reveals that "the majority of top-ranked (on the basis of the M.Arch.) programs at U.S. universities, including programs at AAU member institutions, are housed in autonomous schools or units, or are located within design or fine arts colleges" (Appendix 1.4.3). Schools within Canada have a distinct heritage and are more often found within other professional, environmental, or engineering faculties but enjoy a defined autonomy within such configurations. The definition of a "School" in other Canadian and American institutions most often has a distinct and defined status with regard to academic matters including a formally constituted faculty board reporting to the VP Academic or Provost. McGill defines a School as: Teaches a professional subject. Is recognized by the profession. Can also be an academic administrative unit and administers one or more inter-disciplinary programs." (*Nomenclature of Entities*, Academic Policy and Planning Committee, May 26, 1999.)
[14] Faculty of Law = 9cr/FT; Faculty of Arts = 12; Faculty of Engineering (excl. School) = 9.

time faculty with a variety of adjunct appointments, including part-time but permanent 'professor of practice' positions, enabling the School to deliver programs with the involvement of practicing professionals who not only teach in areas of particular expertise but also provide necessary links between the profession and the university. Adjunct support also gives the School an important opportunity to adjust our gender balance. The local pool of adjunct and 'Professor-in-Practice' from which the School can draw is of a very high quality due to the strong professional community and a number of universities and associated institutions.

As it stands, the "steady state" FT complement is 12.5 (with no sabbaticals, leaves, or open positions). A request has been made to convert the *Gerald Sheff Visiting Design Professorship* to the *Gerald Sheff Professorship in Architectural Design* in accordance with the terms of the endowment (Appendix 2.2.2). This would bring the steady state FT tenure-track faculty to 13.5. If combined with a sufficient teaching support allocation the staffing ratio between FT and PT will be adequate at roughly 50/50.

As mentioned, average teaching loads are high relative to other unit standards which allow little room for advancing research goals and scholarly activities.[15] Certain teaching and economic efficiencies have been gained by the reconfiguration of the M.Arch. professional degree program with post-professional graduate seminars and advising. More gains are anticipated with proposed reconfigurations of the post-professional degree offering along with the strategic hiring of new tenure-track faculty members.

The support staff is a highly dedicated group of people that exhibit daily and extraordinary commitment to the School. They include:

- David Krawitz (Administrative Officer)
- Mary Lanni-Campoli (Professional Program and Student Advisor)
- Marcia King (Post Professional Masters Program, Graduate Secretary)
- Luciana Adoyo (Post Professional PhD Program, Graduate Secretary)
- David Speller (Chief Workshop Technician)
- Carrie Henzie (Media Technician)
- Larissa Kowbuz (Accounts)

Notwithstanding the effectiveness of the present complement of non-academic staff, the School remains understaffed in key technical and administrative areas of service. Each of the Visiting Teams responsible for the accreditation and program reviews in 2006 commented on the need for additional support in the administrative, clerical and technical areas of the School's operation (Appendices 1.2.2, 3.3.3). Additional support and new expertise for the Workshop and Media Centre facilities are of perennial and significant concern particularly with the recent increase in computation and fabrication infrastructure. Unless additional support is added, usage of the infrastructure will unfortunately be narrowly restricted to research activities and in general be less effective in advancing academic and research productivity.

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[15] Faculty renewal in moving the School forward in terms of curricular transformation and attaining greater research capacity is a chief objective. Acceptable teaching loads balanced with proportionate research and scholarly expectations are critical for attracting and retaining best-of-class faculty members and professors-in-practice.

Several processes and structures are in place to ensure quality and evaluate how well the unit is doing with regard to its own objectives, university priorities, and in relation to other schools of architecture in Canada and North America. Continual and constant evaluation takes the form of faculty discussion and executive committee strategic planning with regard to curriculum, resources, and student performance. The professional degree program is an accredited outcomes-based model of study and has several public forums for feedback and criticism. Annual reports for the university are performed which include all program streams (Appendix 1.1). Professional accreditation by the *Canadian Architectural Certification Board* occurs every six years (Appendix 3.3). The Director sits on the CCUSA council and ACSA board of directors which allow up-to-date knowledge of various programs and professional bodies and collateral organizations. Members of faculty maintain high levels of activity as Team Chairs and Members in accreditation exercises and other types of program reviews at other institutions. To date, members of faculty have participated in formal reviews at nine of the eleven Schools of Architecture in Canada, and in less formal reviews at institutions around the world.

Institutional resources vary. The *Blackader-Lauterman Collection* and the *John Bland Canadian Architectural Collection* are well established resource libraries and archives. The rare books collection in the Blackader-Lauterman Collection is exquisite but the contemporary print periodicals and material need to be evaluated to determine areas of improvement and relevancy. The School has its own extensive slide collection. Access to the *Canadian Centre for Architecture* is a privilege and is counted as an extraordinary resource complementing university assets particularly for the Ph.D. students. Seminars at the CCA for first-year undergraduate students have recently been implemented in which they receive seminar discussions from experts around artifacts selected from the extraordinary collection.

In general, the benchmarking exercise revealed that the School lags behind the institutions particularly in terms of computation, advanced fabrication infrastructure, and overall space. Computing resources for teaching and learning and the Media Centre require strategic investment but are gradually being improved through endowment and Alma Mater fund contributions. Computing and fabrication infrastructure and support are more limited when compared to the selected schools of architecture in the benchmarking exercise. The McGill School relies heavily on personal computer access by all students and is developing backend infrastructure such as rendering farms and output devices to support the more compute-intensive tasks. Students have access to the *Engineering Micro-computing Facility* but architecture-specific software in EMF must be subsidized by the School due to a "three department" usage rule.[16] General student computing is an area that must be addressed and is a high priority within strategic planning and development. No specific budget exists for computing or related resources, and Alma Mater Fund contributions can no longer keep pace with need.

The CFI funded *Facility for Architectural Research in Media and Mediation* (FARMM) promises to be a robust and sophisticated computing and fabrication research facility that supports all faculty members. It contains high-end computation and network-enabled collaboration infrastructure including a CANARIE lightpath connection. Fabrication and prototyping infrastructure will be operational in the fall of 2011.

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[16] EMF policy is that at least three departments or schools much use a given software to fall completely under its responsibility. Due to the specific nature of some of the software packages in architecture, the School is required to subsidize those packages.

Research space for faculty and graduate students is inadequate. FARMM is fragmented within the Macdonald-Harrington complex and proper research space is unavailable.

In the fall of 2010, the Workshop facility was absorbed by the Faculty of Engineering in an effort to consolidate. The effects of this strategy have yet to be determined but no visible effect to program delivery has been seen. The Workshop is heavily used within coursework and project-based pedagogy. All attempts to integrate related research fabrication infrastructure with shop facilities are made in planning and implementation.

Adequate, accessible, well-appointed space and facilities for undergraduate, graduate, and faculty have become a considerable qualitative and quantitative concern and are a primary limiting factor in any expansion of the overall student complement. The design studios in the Macdonald-Harrington, with the exception of the two main studios on the second floor, have not been upgraded in decades and although animated and energized by the students who occupy them, they are now a liability. The experience with the two second floor studios has shown that conditions and capacity can be improved with intelligent planning and investment. Upgrades to address technological modes of production and presentation are required. PhD student space is limited but measures are being taken to reconfigure available space more efficiently and utilize space in the library. Space for research and related infrastructure including FARMM are amongst the main challenges confronting the School in the short term.

Financial resources

The operating budget for the School is $1,793,601, 97% of which is allocated to FT salaries and human resources. Allocated teaching support budget (FY10) is comprised of Teaching Assistants ($90,073) and Non-tenure Teaching Appointment ($120,821) and totals $210,894. Teaching support allocations are insufficient to deliver program requirements and have not met actual expenditure for at least the past 10 years (*Figure 6*).[17] Additionally, no contingency for sabbaticals, open FT positions, anomalous enrolment is accounted for in the allocated budget. This chronic discrepancy should be addressed and the annual teaching support budget necessary to deliver the base program offering should be rationalized for proper accounting and planning.

Over the past 4 years the annual teaching support expenditure has been reduced by 11% from $332,501 in FY06 to $296,757 (projected) in FY10 (Appendix 5.1.4). Budgeting is fully predictable based on known constraints. The calculus includes the following assumptions:

- "Steady state" of full-time tenure-track complement; (13.5 with vacant position filled and *Gerald Sheff Visiting Design Professorship*);
- Expected range of CACB accreditation ratios for design studio courses. This determines the number of sections in ARCH 201, 202, 303, 304, 405, 406, 672, 673, 674 (32 sections = 192 credits);
- Nominally predictable enrolment numbers (objective to achieve 48 in U1);
- Known amount of overall credits and courses for program delivery with sufficient number of complementary and elective courses for program requirements;

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[17] See Appendix 5.1.4 for past 10 year allocation versus expenditure. Teaching support expenditure has decreased by 14% in the past 4 years from the previous 4 years This was achieved through a combination of program and curricular overlaps and redundancies, an increase in teaching loads, and the addition of *The Planetary Society Visiting Professor in Architecture* (direct funded for 3 years, ending FY10).

- Fixed and mandated part-time salaries;
- Established teaching loads (15 credits/FTE);
- Contingency to account for sabbatical leave with an average replacement cost of $30,000 for 15 credits.

The School went through a budget rationalization process in 2008 for FY08-10 in coordination with the program revision exercise. A 3-year budget plan was developed and agreed upon with the Dean of Engineering (See appendix 5.1.1-5.1.4). The projected target teaching support budget of $210,000 was based on key assumptions regarding undergraduate enrolment and a stable state concerning the FT complement.[18]

Year	Allocation	Expenditure	Difference
FY01	$166,951	$254,193	-$87,242
FY02	$208,482	$269,442	-$60,960
FY03	$211,218	$298,297	-$87,079
FY04	$263,672	$326,776	-$63,104
FY05	$368,339	$384,040	-$15,701
FY06	$319,437	$332,501	-$13,064
FY07	$203,033	$276,721	-$73,688
FY08	$295,185	$285,705	$9,480
FY09	$233,000	$296,722	-$63,722
FY10	$210,894	$296,757	-$85,863

Figure 6: School teaching support budgeting over past 10 years

It was agreed to reduce undergraduate admissions to achieve a target of 48 for the U1 class in FY09. By so doing, the number of sections required in the undergraduate B.Sc. program could be reduced from four to three resulting in six fewer design studio sections in the undergraduate design studio stream after a 3-year cycle was complete (projected $60-72,000 reduction impact in teaching support expenditure). This has not been achieved and the FY10 U1 enrolment is at its highest in 8 years (57). If implemented in FY09, the FY10 budget would have seen a minimum $21,000 reduction. The projection also assumed the vacant position would be filled for the FY09 year which did not occur. Lastly, Prof. Castro is currently on sabbatical leave which was not accounted for in the projection made in early 2008.

Beyond the teaching support budget as outlined above, the School has a modest and basic operational budget. The School uses its resources in the form of permanent operating and endowments responsibly, strategically, and effectively. If the salaries and

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[18] The average teaching support replacement cost for a professional stream replacement is $30,000. An additional $10,000 for emeritus professor salaries will be allocated from the Alma Mater fund in year end reconciliation (as was the practice in the previous year). The factored total is $91,000. The projected FY10 expenditure is $296,757 and if one accepts these assumptions and adjusts accordingly this amounts $205,757 in relation to projected expenditure.

teaching support are removed from the overall budget, the remaining sum amounts to $66,500. Telephone, network connect charges, printing, photocopying, accreditation membership dues[19] alone total $44,754. Line items do not exist for reoccurring expenditures such as computing, AV, software, honoraria, equipment, stationary, additional network charges. Modest endowment accounts and the annual Alma Mater fund are used in appropriate areas for studio enhancement, computing, critic travel, honoraria, PhD committee expenses, capital upgrades, publications (*Chora*) and lectures.[20] Further use of Alma Mater and endowment funds for operational costs is a questionable practice in relation to future donor support and proper fiscal accountability.

Endowment funds allow for a solid lecture series and some latitude for studio enhancement for visiting critics and fieldwork. Student funding and awards in the professional program are significant but the PhD program is in need of student and operational allocation.[21] The School has some extraordinary awards and scholarships such as the *A.F. Dunlop Scholarship, Hugh McLennan Memorial Scholarship, Wilfred Truman Shaver Scholarships, and Schulich Graduate Fellowships* (shared with the School of Urban Planning. Direct funded for 10 years, ends in 2019-20). The *Gerald Sheff Visiting Design Professorship* has been transformative during this recent time of transition for the graduate professional program and it is intended that it be converted into the *Gerald Sheff Chair in Architectural Design* as per the conditions of the endowment.[22]

A rationalized budget allocation for operations and teaching support is important for effective management and planning. Targeted endowments and a comprehensive fundraising plan must be revisited and carried forth aggressively.

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[19] This is another example of known expenditures not meeting yearly allocation. Required dues to CACB and CCUSA total $13,383 annually and the allocated amount $5,958.

[20] The use of the fund for base operating expenses such as teaching support and CACB dues is compromising its enhancement function.

[21] The PhD program has operated on a budget of $34,000/year taken from the operating budget based on a past agreement when the *Sadie Bronfman Chair in Architectural History & Theory* was established. This is an extraordinarily low commitment considering the extraordinary productivity of the degree offering over the past 24 years. Subsequent budget cuts and reduced flexibility in the operating budget requires specific funding for Ph.D. program operation be established either through institutional allocation or new and existing endowment funds.

[22] Endowed and institutional contributions include graduate student funding contributions from the University is $145,900 (for FY11); scholarship, fellowship, prize (in-course and post-graduation) endowments contribute $109,588 (FY10); professor and chair endowments (Bronfman, Lambert, Sheff, Macdonald) contribute $225,707 (FY10). Other various endowments contribute $75,598 annually to such areas as study abroad and travel (Shaver, Capper), studio and program enhancement (Fieldman), lecture and exhibition series (Azrieli, multiple), computer infrastructure (Lam).

McGill School of Architecture: 2011 Cyclical Academic Unit Review

Table of Contents

Report of the Cyclical Review for the School of Architecture.

Submitted to the Provost, Professor Anthony C. Masi

April 20, 2011

Introduction.

This is the report from the internal members of the Cyclical Review Committee for the School of Architecture. Since the report is short, there is no separate executive summary.

The report from the external members is attached as an appendix. The internal members benefited greatly from the insight and wisdom of the external members, as expressed formally in their report, but even more as expressed in discussions during the site visit. We gratefully acknowledge our indebtedness to them.

We stress that our report, the report of the external reviewers, and the self-study document all need to be read together for a solid understanding of the School of Architecture.

1. How good is the School?

The self-study makes a strong and believable case for the School being ranked very highly among North American schools of architecture both for the professional training it offers and for its research and scholarship. In this the School's priorities are well aligned with McGill's which identifies itself as simultaneously research intensive and student centered. It compares favourably with all Canadian universities, and appears to rank among the best American universities. In terms of citations, it is comparable to Yale and Penn.

According to the CACB data, it is among the smaller Canadian schools in number of professors, certainly much smaller than Montreal, Laval or Toronto which have around 20.

Its research funding is very strong as compared to other Canadian schools of architecture, in absolute value. The numbers need to be interpreted with same care since they include some large infrastructure grants, and the funding follows an Arts, not an Engineering pattern. But the conclusion is unambiguous.

In addition to its teaching and scholarship, the School has a strong presence in the community and a high popular visibility. Low cost housing is one example.

2. Teaching programs.

Given the number of changes, introduced or proposed, this is a topic that requires some attention.

2.1 Professional programs.

1

Since 1999, the professional programs have two components: a BSc(Architecture) and a smaller MArch (professional architecture). It is this MArch that leads to professional recognition. It draws some of its students from the first degree and others from the outside. Roughly half the BArch students are admitted to the MArch.

Both are very selective programs and as a result the quality of the students is very high. Based on what we heard, student satisfaction with the program is also high, and their graduates are well received by the profession.

Both programs are based on the "studio model" which could well play the role of poster child for the active/cooperative teaching model currently and vigorously promoted at McGill and elsewhere. That the model is academically excellent, and currently fashionable, is not in question. But the cost in professorial time in severe and we have been told that other schools have had to scale back their emphasis on this learning model without apparently causing major damage to the quality of learning.

Furthermore, undergraduate students have expressed that the emphasis on studio tends to be at the expense of other course. The students enjoy these complementary courses, but find that they are unable to devote sufficient time to them since they are preoccupied with their studio work.

Recommendation: the School should consider cutting back the number of studio hours in its studio courses – perhaps from three half days to two - without necessarily decreasing the credit weight of these courses.

The projects designed for the studio course exhibit a wide range in quality and intensity. The students have observed that certain professors develop more advanced projects than others for the same course. As well, Students under the supervision of different professors receive feedback and guidance of varying levels, allowing for the varying student advancement. These discrepancies lead certain students to have less impressive portfolios: these students are then disadvantaged when applying to graduate schools.

Recommendation: Guidelines should be set for each studio course which outline the standard of quality and level of advancement expected for each major assignment.

Starting in 200909, the 45 cr. "fall-winter-summer" MArch(Prof) was complemented by a new, two year, 60 cr. option designed to add a research dimension to this professional program and to allow better access to the PhD program. In 200909, more than 2/3 of the intake was in the 60 cr. option, and the ones we met are clearly happy with their choice. It is less clear is why exactly they are happy, but the extra time to explore and try projects somewhat peripheral to the program requirements was mentioned by some. It is also not clear why the admission ratio decreased to roughly 1/3 in 201009.

The external reviewers recommend that both options be retained, but, if a choice had to be made, they favour the 60 cr. option. Input from the students also favours the 60 cr. option We are not in a good position to assess the relative cost/income ratio per student for the two options and the other Quebec universities all work with a 45 cr. MArch. In any case, given the numbers and the budget pressures on the faculty, it seems reasonable to ask whether maintaining both options is not a bit extravagant.

Recommendation: the School should consider selecting one or the other option as the sole MArch (Professional).

2.2 Masters level post-professional programs.

As noted in the self-study and as detailed below, the MArch-2 has undergone many changes in the past five years and the "majors" have now been distilled to three. Each is a 12 month, 3 term, 45 cr. program of study.

MArch-2 "major"	200609	200709	200809	200909	201009
Architecture	X				
Domestic Environment	X				
Cultural Landscapes		X	X		
Affordable Homes	X	X	X	X	
Minimum Cost Housing	X	X	X	X	
Urban Design		X	X	X	
Architectural History & Theory	X	X	X	X	X
Cultural Mediations & Technology				X	X
Urban Design and Housing					X

What is surprising, and disquieting in the light of current and probably ongoing budget cuts, is that the self-study alludes to plans for a further series of major changes, including, but not limited to, a new 2 year MLUD degree, with a vision for growing it into a 3 year degree.

On the other hand, the suggestion for changing the name of the post-professional degree from MArch to M.Sc.Arch sounds sensible given the possibility of confusion with the professional MArch.

Recommendation: that the School stabilize its offerings and work with the three current majors for several years, except for the proposed change in the name of the degree.

2.3 Doctoral level post-professional programs.

The School has offered a PhD for over 20 years (formally approved by the MELS in 1997) , principally but not exclusively in the area of History and Theory. The PhD is well recognized internationally because of the scholarly reputation of several professors and the quality of the students. McGill's was one of the first Schools of Architecture to offer a doctoral degree, and even now not all major Schools have followed suit (in Canada, only the University of Calgary and, in a very small way, UBC). The model for the PhD program (pattern of supervision, duration, etc.) is similar to that in the social sciences and the humanities and very different from that in Engineering.

The School would like to expand its doctoral offering to include a program based on projects and design and would like to call this a Doctorate of Design in Architecture. While similar designations exist in other areas, for example the D.Mus. or the D.Ed. , it seems to us that the program could equally well be built under the PhD designation. However, the idea of a project/design stream is a good one, particularly in the light of the new areas being developed, such as technology.

Recommendation: the School should include a project/design path in its existing PhD program for a period of years before considering the pros and cons of offering a new degree designation.

2.4 Teaching load.

The school makes the case that it carries a very heavy teaching load as compared even to Arts, never mind Engineering, and indeed appendix 6, table 6.1.1 shows that it is not exceptional for a professor to teach 18 cr. / year.

A more detailed look yields a more nuanced picture. For example, ARCH 303 is a 6 cr. course with 48 students, but it is fully credited in the table to each of the 4 instructors who teach in it. The same applies to the other studio courses. It is clear that the School is (rightly) proud of its studio model and its small cohort teaching, but it is a costly model. Many other units have unfortunately had to settle for teaching models of lesser quality but lower cost in order to fit within their resources. We have made some suggestions in the previous sections aimed at reducing the teaching load, recognizing that the quality may suffer somewhat.

Comparisons across disciplines are always difficult and inaccurate, but the FTE/professor ratio of Architecture does not look very different from Arts.

3. Structure, management & administration.

The School is a small, well administered and cohesive unit. Architecture is a shared vision and common bond that links professors with diverse interests, ranging from theory through applications to social housing to design and fabrication technology. The mutual respect of the faculty, evident both in formal and informal settings, is a formidable source of strength for the unit. The administrative structure works well – it is both collegial and effective. It can set new directions (the technological areas are an example) while maintaining established strengths . The authority and leadership of the Director, new to McGill and an associate professor in a unit with heavyweight full professors, rests on the solid foundation of his own abilities and the support of his colleagues.

The picture is less positive when it comes to the interactions of the School with the Faculty and, through the Faculty with the University. As stated in the Self Study, It is not unusual for a Canadian School of Architecture to be located within a Faculty of Engineering. Such a structure can have clear advantages at the support and technical levels, but it is always a potential source of difficulty at the academic level. Architecture is partly visual fine arts, partly humanities and social science, and partly technology. It has little in common with the conceptual framework in which Engineering is rooted. It is clear that, even in a relatively recent past, the solution was in found in a large degree of autonomy for the School in all academic matters, and in a collegial dialogue, based on mutual understanding and reasoned trust, between the Deanery and the School on budget and administrative matters. The information presented to us, both by the Deanery and the School, is consistent in showing that this model has deteriorated. In some measure, this must be due to the increasing role played by formulaic approaches, perhaps at the university level as well as the faculty level, in the setting of goals, allocation of resources, hiring of academic staff, and performance assessment. Since the metrics and indicators used explicitly or implicitly within the faculty are ill suited to the School, the result is an unsatisfactory relationship that helps neither the faculty nor the school. In particular, we sense a disconnect between academic planning and budget planning. In fairness, we need to add that, in the past three years, the Deanery has made efforts to understand the differences between the Architecture and Engineering. An example is the tailoring of the MEDA program to meet the admission requirements of the School. However, there are

4

still ample opportunities to recognize the diversity between the cultures and act appropriately to bridge the gap between them.

The issue needs to be addressed even though there is no simple or bureaucratic fix.

Recommendation: Without straying from its responsibility for the oversight of all units within the faculty, the Deanery needs to show that it understands and values the academic nature of Architecture as a discipline very different from Engineering. In return, the School needs to work with the Deanery to understand the pressures and constraints on the faculty and to devise appropriate ways to integrate academic and budgetary considerations .

The external reviewers are more radical: they recommend granting faculty status to Architecture We are not convinced that this would solve the problems rather than simply shifting them to a different level in the hierarchy. Moreover, the increased administrative responsibilities would certainly result in increased costs in both time and money. Finally, the increasing use of technology within the School, for example in computer graphics and 3-D printing, and the associated requirements for laboratory-like space, are strong arguments for remaining in Engineering. We could also add that the reorganization flies in the face of current trends at McGill aimed at consolidating small units into larger ones – and Architectures ranks as small even among departments, never mind faculties.

On a different but related note, we were told both by the Dean and the School about a failed initiative to integrate Architecture and Urban Planning into a single unit. We agree with the external reviewers that the different nature of these disciplines makes such a union problematic academically. Moreover, it is not clear that there would even be any economies of scale in this case. It is true that the project would have been more interesting if the proposed inter-university program in Urban Design had not fallen apart. As it is, even in Urban Design we see competition as well as cooperation between the two Schools.

4. Resources, staffing and finances

There is no crisis in any of these areas, but there are stresses.

On the support side, the School is neither starved nor over-staffed. Undergraduate academic advising has been raised as possible source of savings. However, it is clear that the School's advising is heavily used by its students and it is far from clear that the faculty's central advising resources could reasonably serve the architecture students' substantially different needs. On the hand, it is more difficult to justify having separate graduate secretaries for the Masters and doctoral post-professional programs, though changes in this regard might well require simpler admission procedures and a more stable as well as simpler program environment.

An issue for the future is IT support for the specialized computing infrastructure in the School, especially FRAMM. At present, this relies on a capable PhD student, and on a contract with NCS for the highly technical but less architecture specific part. The faculty's central resources are not involved.

As the School continues to develop in technology intensive directions, finding suitable space for equipment is becomes a major issue, especially since the Macdonald-Harrington building is not well suited for this. Unfortunately, most units in the faculty - and the University - are under severe pressure, and it is not practical for this Committee to advise on how to balance competing claims for space.

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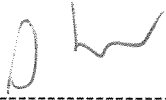
Given the current heavy work load carried by the small professorial complement, and given the opportunities to grow both in student numbers and in research intensity, there is urgency in filling the position that has been open for some time. With respect to past difficulties in making an appointment, the various statements made to the Committee have not been completely clear or consistent. However, the matter is urgent and a search is currently underway. Given that the School is recognized for the quality of its scholarship, it is to be expected that its academic priority and its judgment would carry a heavy weight in the eyes of the Dean and the Provost.

Recommendation: if the School identifies and recommends an outstanding candidate in the currently authorized hiring process, an offer should be authorized unless a very clear and compelling statement is made regarding the reason for the rejection.
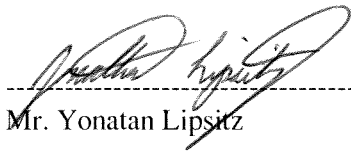
Some mention must also be made of the school's consistent operating deficit (see Figure 6). Although the school has a 3 year plan for removing the deficit, for a variety of reasons, the plan has seen little success in the three years since it has been enacted. As the end of the third year of this plan approaches, the unit should be encouraged make all effort possible to remain within its budget. To do so, the unit is encouraged to re-enact the strategies identified in the 3-year budget plan set out in 2008 and bring undergraduate admissions to the target level.

Respectfully submitted,
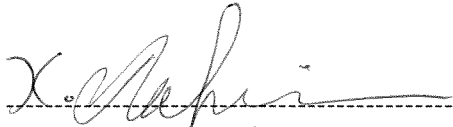
Professor Andrew Kirk
(Prof. Kirk abstained from the recommendations related to the relations between the School and the
Faculty of Engineering.)
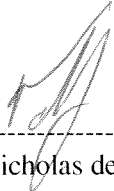
Mr. Yonatan Lipsitz

Professor Damiano Pasini

Mr. Kayvan Rahmani

Professor Nicholas de Takacsy, (Chair)

Appendix 1: Members of the Review Committee:

External members:

- Professor Bruce Lindsay, Dean

  College of Architecture and Graduate School of Architecture and Urban Design,

  Washington University.

- Professor Leslie Van Duzer, Director

  School of Architecture and Landscape Architecture

  University of British Columbia

Internal members:

- Professor Andrew Kirk, Department of Electrical and Computer Engineering
- Mr. Yonatan Lipsitz, BEng program in Chemical Engineering
- Professor Damiano Pasini, Department of Mechanical Engineering
- Mr. Kayvan Rahmani, PhD program in Mechanical Engineering
- Professor Nicholas de Takacsy, Department of Physics (Chair)

Appendix 2: Meetings and information.

Meetings:

Site visit to the School of Architecture, March 2 and 3, 2011 with both the external and internal members participating.

Two meeting of the internal members: March 25, 2011, and April 21, 2011.

Information reviewed.

Self Study Document.

Various documents and information gathered during the site visit.

Additional information received from the School concerning the programs offered, and course syllabi.

Additional information from the McGill Fact Book and other sources.

Additional communication between individual members of the committee and some students, professors and staff.

Appendix 3: report of the external members of the Cyclical Review Committee for the School of Architecture.

MCGILL UNIVERSITY - SCHOOL OF ARCHITECTURE
Periodic Review – March 2 – 3, 2011

Bruce Lindsey, Dean
College of Architecture and Graduate School of Architecture and Urban Design
Washington University

Leslie Van Duzer, Director
School of Architecture and Landscape Architecture
University of British Columbia

April 4, 2011

Dear Professor Takacsy,

We would like to express our gratitude for the privilege of serving as external examiners for the School of Architecture program review. We thoroughly enjoyed the view inside one of North America's leading schools of architecture. Thank you for the professionally organized visit and for your generous hospitality. It should be said upfront that we were both very impressed by the School. The caliber of its students and faculty, the intelligence and ambition of its leadership, the wealth of curricular offerings and the rich array of research undertakings are strong in comparison to peer schools.

EXISTING PROGRAMS

The range of programs delivered by this small faculty is quite impressive. While faculty members do carry substantial teaching loads, their productivity, scholarship and creative work compares favorably to faculty in other North American schools of architecture. It is reasonable to assume that if faculty members were given more typical teaching loads, productivity could increase. Typical teaching loads vary but generally fall between 2 and 3 courses per semester. While we acknowledge the decline in total dollars of funded research over the past few years, the School's level of research funding is still well above average for a school of architecture. The capacity of the McGill faculty to do funded research is strong and the few faculty members we addressed directly clearly understood the imperative for accelerating these efforts.

While the number of program offerings initially created some confusion for us (and apparently also for other members of the review committee and the administration), over the course of the onsite review, we came to understand the value of each program currently offered and their collective value as a suite of coordinated programs of study.

Bachelor of Science

We are nothing less than envious of the undergraduate education at McGill. Only the most rigorous undergraduate education could allow for the accreditation of a 45-credit professional Masters of Architecture program. Most MArch programs require 60-70 credits and a minimum of two years. Held to the high entrance standards of the Faculty of Engineering, the architecture undergraduates are unusually well grounded in the sciences and have extremely high GPAs. It is to the credit of this University and the School that they receive a tremendous quantity of qualified applicants. We see the quality of the students and the number of qualified applicants for the undergraduate program (600) as both a strategic advantage and an untapped resource for the School and the University.

Master of Architecture I – 45 credits vs. 60 credits
In the 1990s, most schools of architecture across North America shifted the terminal professional degree from a 5-year Bachelor of Architecture to 4-year Bachelor plus a 2- or 3-year Master of Architecture. They did so in part to acknowledge that the education of an architect requires graduate level studies.

The three-semester, 45-credit MArch option at McGill is unusually short, especially at a time when schools of architecture are creating ever-longer Master degrees in acknowledgement of the increasingly complex issues architects must now address. Coupled with the undergraduate Bachelor of Science, the 45-credit option closely mirrors the old BArch education (150 credits minimum). While it is more efficient than the 60-credit MArch option, the two degrees are substantially different in content and intent. It was clear to us in discussions with the faculty and three students who voluntarily selected the longer 60-credit option that the independent and interdisciplinary work they pursued in this extra time was extremely valuable for them. It allowed the students to gain more disciplinary depth and to identify and pursue their own research agendas. The 60-credit option prepares students well for post-professional studies.

We recommend retaining both options as they serve different functions and students with different ambitions. If the School were to keep only one option, we would recommend the 60-credit MArch. The final 15 credits of independent work bring the university additional tuition and do not add to the number of courses offered. (We emphasize this because there has been some misunderstanding about its structure.) That said, the option does add to the faculty workload because of additional hours spent advising independent projects. These hours should be reflected in faculty workload calculations.

We wonder if there might be value in more closely aligning the schedules of the two MArch options. Without knowing their respective curricula better, it is difficult to make any specific recommendations.

Masters of Architecture II – Post-professional degree
Proposed conversion to Masters of Science
The 1-year post-professional degree, with its three areas of foci, offers a valuable research-based education. The distinction of this degree would be enhanced by the proposed change in nomenclature to Masters of Science (from Masters of Architecture II.) The current MArch I and MArch II is nomenclature that is not widely recognized and thus confusing for prospective students. The MArch I designation has recently been rescinded as a legitimate degree recognized by NAAB (National Architecture Accreditation Board http://www.naab.org/news/view.aspx?newsID=54). The School Director and the faculty have been strategically clarifying both the distinct and the shared content of the three streams, reducing course redundancies and searching for productive synergies. No doubt with time and faculty refreshment (both retirements and new hires) the School can further develop and sharpen these streams.

In our meeting with the post-professional students, we were impressed by the diversity of their backgrounds and the range of their future trajectories.

Not surprisingly, their wide range of intellectual inquiries maps nicely onto the broad spectrum of faculty research agendas. These concentrations provide important foci for inter-disciplinary and cross-university collaboration.

This post-professional research-based degree is valuable for both aspiring professionals desiring an increasingly specialized education and for aspiring PhD candidates using this degree to complete their PhD coursework.

PhD
The PhD program has a strong international reputation and contributes significantly to the recognition of both the School and the University. There was some concern expressed by the apparent lopsided allocation of students to faculty members. While indeed the presence of Professor Alberto Perez-Gomez has done much to bring acclaim and PhD students to the School, it should be recognized that there are other very productive, well-respected and often cited faculty that also attract PhD students. In anticipation of Prof. Perez-Gomez's retirement, the School should actively continue to bolster this renowned program through strategic new hires.

PROPOSED PROGRAMS

Master of Urban Design
The proposal for this degree was intended to address the perceived need for a longer course of study for students in the current one-year post-professional stream: Housing and Urban Design. The proposal extends this course of study to two years while leaving the other two streams as one-year programs. While we believe that any decision about this should be done in relationship to the discussion of other new degree programs such as a new Master of Landscape Architecture degree, we feel that both the subject and the degree would be an important addition to the long-term evolution of the School.

Doctorate of Design
As the problems facing architects become increasingly complex, the proposed three-year Doctorate of Design would offer students an advanced design-based, collaborative research program. The goal of this program is to train students for a profession that is becoming ever more reliant on interdisciplinary research. The program has the potential to addresses the University's mandate to increase funded research and to provide much needed support for on-going faculty research agendas.

It is clear that the faculty need more conversation about the proposed Doctorate of Design degree to clarify its distinction from the PhD program. Typically in schools of architecture, PhD work is done individually, but one could consider a model similar to science and engineering for architecture where research (at least in the non-history/theory tracks) is more collaborative and applied. It might well be that use of the current PhD would fit better with the current university structure for advanced degrees, allowing for greater interdisciplinary exchanges, funding opportunities and synergies.

RESOURCES

Building Facilities
Traditionally in schools of architecture, every full-time student has their own desk. While this might seem like a luxury to other departments, in our discipline, it is the norm. Studio teacher-to-student ratios are small given the conservatory-based pedagogy and are prescribed by accreditation standards (12-15 students to one faculty member). Because of this, space needs and faculty staffing for architecture are more comparable to lab-based programs of study, such as chemistry and biology.

In our quick tour of the student spaces, we visited a very crowded undergraduate design studio and an apparently underused space for the post-professional students. The one-size-fits-all furniture seemed inappropriate for the needs of the advanced students and we recommend a reconsideration of the furnishings to allow for more collaborative work.

The gallery allows the School to display student work and to host exhibitions, both essential for any school of architecture.

While our tour of the new FARMM lab was brief, the University should commend Michael Jemtrud for bringing such a facility to the School. There is no question that the addition of such advanced computing capabilities better aligns the School with contemporary explorations in digital visualization and fabrication at peer institutions.

We visited the shop and fabrication facilities and met the facility's director. While these facilities are currently meeting the demands of the School, it should be anticipated that the need for space, equipment and staffing would only increase as digital fabrication becomes more integrated into the programs. This is already happening in peer institutions. While it is only prudent to look for programmatic overlaps in the utilization and expenses related to these facilities, the needs are often discipline-specific. We learned that some of the recent efforts to share staff in this area, while reasonable on paper, have not been effective in practice.

Budget
It is clear that the chronic budget shortfall needs to be addressed. The first step, to look for teaching efficiencies, is already well underway.

• Typical course enrollments (15 students in UG studios, 12 in graduate studios, and 10 in seminars) are standard and should not be increased.
• The faculty have worked to streamline their course offerings by offering classes that serve multiple programs. We do not know the curriculum well enough to know if more could be done on this front.
• There was some concern expressed about the apparently large number of elective course offerings. Schools of architecture often have such long lists in their promotion materials to show the range of faculty research over a period of years. At any given time, very few of these courses are actually being offered. Electives are important for allowing faculty to focus on their own areas of interest and are mandated by accreditation.
• There was also some concern about the number of adjunct faculty teaching in the school. Schools of architecture need these outside, professional voices to balance the generally more theoretical approach of the full time faculty.

A 50/50 split is not at all uncommon for schools located in cities with such vital professional communities. At a glance, it does not appear that the budget for adjuncts can be cut without canceling classes. It should be noted as well that their compensation is on the low side of normal and should not be reduced.

We recommend that the Director of the School of Architecture and the Dean of the Faculty of Engineering sit together with their respective financial staff and carefully review the budget and discuss any real or perceived inefficiency. When the School has demonstrated that it has cut waste while retaining what is essential to the School, the Faculty should raise the School's annual budget as needed to cover the fixed expenses. It seems a line-by-line review is needed to be sure all regular operating expenses are adequately covered. Again, cost comparisons by credit count or faculty-teaching loads will only be valuable relative to other programs that have similar demands (music, studio art, etc.)

Faculty Search Process

Knowing how much time and money go into a faculty search, we understand the frustration on all sides that resulted from three failed faculty searches in the last three years. We heard different reasons for this from the Dean and from the faculty. We recommend that the Dean, whose job it is indeed to uphold a high standard for the university, trust his expert colleagues in the School of Architecture when it comes to new hires. Clearly the faculty in the School of Architecture have the same desire to uphold the high standards of the university and we believe that they should have more autonomy in determining their hires.

It is apparent that there has been a serious breakdown in communication between the Faculty of Engineering and the School of Architecture resulting in hardened positions and unproductive exchanges. This has no doubt resulted in part because of the distinctly different cultures between the disciplines, but that alone cannot explain the clearly dysfunctional relationship.

CCA

We understand that the University would like the School of Architecture to foster a stronger relationship with the CCA. This is of course a very logical connection and we believe that a more institutionalized partnership with the CCA could be very productive for both parties. While we are aware that some courses already take advantage of the rich resources afforded by the CCA, we believe this relationship could bear still more fruit.

Recommendations for restructuring and new degrees

From our discussions with three directors of the School of Architecture representing a long historical perspective and our discussions with the current Dean of the Faculty of Engineering, it is clear that the placement of the School of Architecture within the Faculty of Engineering is problematic for all. While there have been individual faculty partnerships over time and there are definitely disciplinary intersections, the fact remains that few structural pedagogical or research relationships or ongoing synergies have occurred over the long history of the programs.

We therefore recommend that the University, the Faculty of Engineering and the School of Architecture would all be best served by granting the School of Architecture Faculty status. We would not recommend that the School of Architecture be merged with the School of Urban Planning, which has more in common with civil engineering than architecture.

If the School of Architecture were established in an independent Faculty, it would be in a strong position for growth. Given the unusually strong applicant pool, the undergraduate program could easily double in size. The MArch programs could sustain modest growth, as could the Master of Science programs. We would recommend studying seriously the addition of two new degrees: Master of Landscape Architecture and Master of Urban Design. As a discipline, Landscape Architecture is expected to grow over the next ten years (http://www.bls.gov/oco/ocos039.htm#outlook) and it would provide a natural bridge between Architecture and Urban Design. A Landscape Architecture program would also provide many additional opportunities for funded research. Urban Design is increasingly important in our rapidly urbanizing world and can provide many opportunities for research and outreach. With these two significant program additions, the School of Architecture would comprehensively address the critical need for environmental design across a range of disciplines, degree programs and university-wide interdisciplinary intersections.

Again, we thank you for this enriching opportunity and hope that our recommendations are useful to the University, the Faculty and the School.

Sincerely,

Bruce Lindsey, Dean
College of Architecture and
Graduate School of Architecture and
Urban Design
Washington University

Leslie Van Duzer, Director
School of Architecture and
Landscape Architecture
University of British Columbia

APPENDIX

Dean Christophe Pierre's questions

1. What impact has increasing the length of the professional MArch program had on the enrolment in the program and its cost?

2. Is the longer professional program a luxury in light of the fact that a shorter program presumably meets accreditation requirements?

3. There are a large number of post-professional program options. Is this appropriate in light of the relatively small number of tenure-track professors in the school?

4. Do the post-professional and PhD programs draw resources away from the Professional M.Arch program?

5. What can be done in the various programs to take advantage of the close ties the school has with the Engineering departments in the Faculty?

6. What is the main distinguishing feature of the School and its programs? Does it want to be seen mainly as a school for producing professional architects? As a research-intensive school producing high-quality PhD graduates? Does it have the size and resources to be able to excel in more than one of these areas?

7. What is, or should be, the main focus areas of the School in terms of professional and research activity? Is the activity too diffuse? What are the future hiring plans with regard to obtaining and maintaining a critical mass in strategic areas?

8. Do the studio experiences match those encountered in modern Architectural firms?

9. Why is the school having difficulty in attracting new faculty members into the open positions?

10. Could the enrolment in the B.Arch program be increased? Should it be? The acceptance rate is quite low and the quality is high, implying that there is a large pool of qualified applicants.

11. Where do the graduates of the various programs end up? Are the professional programs successful in ensuring that their graduates are well-equipped for a career in the profession?

12. What processes are in place to ensure that program content remains relevant? [which is related to Jim's question on studio experiences]

Provost Anthony C. Masi's questions

1. First, how well does the present complement of appointed faculty serve the program and its students? How "research-capable" are the current faculty? How well designed are the courses and programs of study.

2. Second, to what extent do the proposed future directions, as articulated in the school's self study, enhance its curricular offerings?

3. Third, how well is the current administrative structure serving the school? Does the arrangement facilitate information flow between the Dean and the Director?

4. Finally, we ask you to offer suggestions about any potential linkages with the School of Urban Planning, and other possible relationships, such as a program in Landscape Architecture.

MCGILL UNIVERSITY - SCHOOL OF ARCHITECTURE
Periodic Review – March 2 – 3, 2011

Bruce Lindsey, Dean
College of Architecture and Graduate School of Architecture and Urban Design
Washington University

Leslie Van Duzer, Director
School of Architecture and Landscape Architecture
University of British Columbia

April 4, 2011

Dear Professor Takacsy,

We would like to express our gratitude for the privilege of serving as external examiners for the School of Architecture program review. We thoroughly enjoyed the view inside one of North America's leading schools of architecture. Thank you for the professionally organized visit and for your generous hospitality. It should be said upfront that we were both very impressed by the School. The caliber of its students and faculty, the intelligence and ambition of its leadership, the wealth of curricular offerings and the rich array of research undertakings are strong in comparison to peer schools.

EXISTING PROGRAMS
The range of programs delivered by this small faculty is quite impressive. While faculty members do carry substantial teaching loads, their productivity, scholarship and creative work compares favorably to faculty in other North American schools of architecture. It is reasonable to assume that if faculty members were given more typical teaching loads, productivity could increase. Typical teaching loads vary but generally fall between 2 and 3 courses per semester. While we acknowledge the decline in total dollars of funded research over the past few years, the School's level of research funding is still well above average for a school of architecture. The capacity of the McGill faculty to do funded research is strong and the few faculty members we addressed directly clearly understood the imperative for accelerating these efforts.

While the number of program offerings initially created some confusion for us (and apparently also for other members of the review committee and the administration), over the course of the onsite review, we came to understand the value of each program currently offered and their collective value as a suite of coordinated programs of study.

Bachelor of Science
We are nothing less than envious of the undergraduate education at McGill. Only the most rigorous undergraduate education could allow for the accreditation of a 45-credit professional Masters of Architecture program. Most MArch programs require 60-70 credits and a minimum of two years. Held to the high entrance standards of the Faculty of Engineering, the architecture undergraduates are unusually well grounded in the sciences and have extremely high GPAs. It is to the credit of this University and the School that they receive a tremendous quantity of qualified applicants. We see the quality of the students and the number of qualified applicants for the undergraduate program (600) as both a strategic advantage and an untapped resource for the School and the University.

Master of Architecture I – 45 credits vs. 60 credits
In the 1990s, most schools of architecture across North America shifted the terminal professional degree from a 5-year Bachelor of Architecture to 4-year Bachelor plus a 2- or 3-year Master of Architecture. They did so in part to acknowledge that the education of an architect requires graduate level studies.

The three-semester, 45-credit MArch option at McGill is unusually short, especially at a time when schools of architecture are creating ever-longer Master degrees in acknowledgement of the increasingly complex issues architects must now address. Coupled with the undergraduate Bachelor of Science, the 45-credit option closely mirrors the old BArch education (150 credits minimum). While it is more efficient than the 60-credit MArch option, the two degrees are substantially different in content and intent. It was clear to us in discussions with the faculty and three students who voluntarily selected the longer 60-credit option that the independent and interdisciplinary work they pursued in this extra time was extremely valuable for them. It allowed the students to gain more disciplinary depth and to identify and pursue their own research agendas. The 60-credit option prepares students well for post-professional studies.

We recommend retaining both options as they serve different functions and students with different ambitions. If the School were to keep only one option, we would recommend the 60-credit MArch. The final 15 credits of independent work bring the university additional tuition and do not add to the number of courses offered. (We emphasize this because there has been some misunderstanding about its structure.) That said, the option does add to the faculty workload because of additional hours spent advising independent projects. These hours should be reflected in faculty workload calculations.

We wonder if there might be value in more closely aligning the schedules of the two MArch options. Without knowing their respective curricula better, it is difficult to make any specific recommendations.

Masters of Architecture II – Post-professional degree
Proposed conversion to Masters of Science
The 1-year post-professional degree, with its three areas of foci, offers a valuable research-based education. The distinction of this degree would be enhanced by the proposed change in nomenclature to Masters of Science (from Masters of Architecture II.) The current MArch I and MArch II is nomenclature that is not widely recognized and thus confusing for prospective students. The MArch I designation has recently been rescinded as a legitimate degree recognized by NAAB (National Architecture Accreditation Board http://www.naab.org/news/view.aspx?newsID=54). The School Director and the faculty have been strategically clarifying both the distinct and the shared content of the three streams, reducing course redundancies and searching for productive synergies. No doubt with time and faculty refreshment (both retirements and new hires) the School can further develop and sharpen these streams.

In our meeting with the post-professional students, we were impressed by the diversity of their backgrounds and the range of their future trajectories.

Not surprisingly, their wide range of intellectual inquiries maps nicely onto the broad spectrum of faculty research agendas. These concentrations provide important foci for inter-disciplinary and cross-university collaboration.

This post-professional research-based degree is valuable for both aspiring professionals desiring an increasingly specialized education and for aspiring PhD candidates using this degree to complete their PhD coursework.

PhD
The PhD program has a strong international reputation and contributes significantly to the recognition of both the School and the University. There was some concern expressed by the apparent lopsided allocation of students to faculty members. While indeed the presence of Professor Alberto Perez-Gomez has done much to bring acclaim and PhD students to the School, it should be recognized that there are other very productive, well-respected and often cited faculty that also attract PhD students. In anticipation of Prof. Perez-Gomez's retirement, the School should actively continue to bolster this renowned program through strategic new hires.

PROPOSED PROGRAMS

Master of Urban Design
The proposal for this degree was intended to address the perceived need for a longer course of study for students in the current one-year post-professional stream: Housing and Urban Design. The proposal extends this course of study to two years while leaving the other two streams as one-year programs. While we believe that any decision about this should be done in relationship to the discussion of other new degree programs such as a new Master of Landscape Architecture degree, we feel that both the subject and the degree would be an important addition to the long-term evolution of the School.

Doctorate of Design
As the problems facing architects become increasingly complex, the proposed three-year Doctorate of Design would offer students an advanced design-based, collaborative research program. The goal of this program is to train students for a profession that is becoming ever more reliant on interdisciplinary research. The program has the potential to addresses the University's mandate to increase funded research and to provide much needed support for on-going faculty research agendas.

It is clear that the faculty need more conversation about the proposed Doctorate of Design degree to clarify its distinction from the PhD program. Typically in schools of architecture, PhD work is done individually, but one could consider a model similar to science and engineering for architecture where research (at least in the non-history/theory tracks) is more collaborative and applied. It might well be that use of the current PhD would fit better with the current university structure for advanced degrees, allowing for greater interdisciplinary exchanges, funding opportunities and synergies.

RESOURCES

Building Facilities
Traditionally in schools of architecture, every full-time student has their own desk. While this might seem like a luxury to other departments, in our discipline, it is the norm. Studio teacher-to-student ratios are small given the conservatory-based pedagogy and are prescribed by accreditation standards (12-15 students to one faculty member). Because of this, space needs and faculty staffing for architecture are more comparable to lab-based programs of study, such as chemistry and biology.

In our quick tour of the student spaces, we visited a very crowded undergraduate design studio and an apparently underused space for the post-professional students. The one-size-fits-all furniture seemed inappropriate for the needs of the advanced students and we recommend a reconsideration of the furnishings to allow for more collaborative work.

The gallery allows the School to display student work and to host exhibitions, both essential for any school of architecture.

While our tour of the new FARMM lab was brief, the University should commend Michael Jemtrud for bringing such a facility to the School. There is no question that the addition of such advanced computing capabilities better aligns the School with contemporary explorations in digital visualization and fabrication at peer institutions.

We visited the shop and fabrication facilities and met the facility's director. While these facilities are currently meeting the demands of the School, it should be anticipated that the need for space, equipment and staffing would only increase as digital fabrication becomes more integrated into the programs. This is already happening in peer institutions. While it is only prudent to look for programmatic overlaps in the utilization and expenses related to these facilities, the needs are often discipline-specific. We learned that some of the recent efforts to share staff in this area, while reasonable on paper, have not been effective in practice.

Budget
It is clear that the chronic budget shortfall needs to be addressed. The first step, to look for teaching efficiencies, is already well underway.

• Typical course enrollments (15 students in UG studios, 12 in graduate studios, and 10 in seminars) are standard and should not be increased.
• The faculty have worked to streamline their course offerings by offering classes that serve multiple programs. We do not know the curriculum well enough to know if more could be done on this front.
• There was some concern expressed about the apparently large number of elective course offerings. Schools of architecture often have such long lists in their promotion materials to show the range of faculty research over a period of years. At any given time, very few of these courses are actually being offered. Electives are important for allowing faculty to focus on their own areas of interest and are mandated by accreditation.
• There was also some concern about the number of adjunct faculty teaching in the school. Schools of architecture need these outside, professional voices to balance the generally more theoretical approach of the full time faculty.

A 50/50 split is not at all uncommon for schools located in cities with such vital professional communities. At a glance, it does not appear that the budget for adjuncts can be cut without canceling classes. It should be noted as well that their compensation is on the low side of normal and should not be reduced.

We recommend that the Director of the School of Architecture and the Dean of the Faculty of Engineering sit together with their respective financial staff and carefully review the budget and discuss any real or perceived inefficiency. When the School has demonstrated that it has cut waste while retaining what is essential to the School, the Faculty should raise the School's annual budget as needed to cover the fixed expenses. It seems a line-by-line review is needed to be sure all regular operating expenses are adequately covered. Again, cost comparisons by credit count or faculty-teaching loads will only be valuable relative to other programs that have similar demands (music, studio art, etc.)

Faculty Search Process
Knowing how much time and money go into a faculty search, we understand the frustration on all sides that resulted from three failed faculty searches in the last three years. We heard different reasons for this from the Dean and from the faculty. We recommend that the Dean, whose job it is indeed to uphold a high standard for the university, trust his expert colleagues in the School of Architecture when it comes to new hires. Clearly the faculty in the School of Architecture have the same desire to uphold the high standards of the university and we believe that they should have more autonomy in determining their hires.

It is apparent that there has been a serious breakdown in communication between the Faculty of Engineering and the School of Architecture resulting in hardened positions and unproductive exchanges. This has no doubt resulted in part because of the distinctly different cultures between the disciplines, but that alone cannot explain the clearly dysfunctional relationship.

CCA
We understand that the University would like the School of Architecture to foster a stronger relationship with the CCA. This is of course a very logical connection and we believe that a more institutionalized partnership with the CCA could be very productive for both parties. While we are aware that some courses already take advantage of the rich resources afforded by the CCA, we believe this relationship could bear still more fruit.

Recommendations for restructuring and new degrees
From our discussions with three directors of the School of Architecture representing a long historical perspective and our discussions with the current Dean of the Faculty of Engineering, it is clear that the placement of the School of Architecture within the Faculty of Engineering is problematic for all. While there have been individual faculty partnerships over time and there are definitely disciplinary intersections, the fact remains that few structural pedagogical or research relationships or ongoing synergies have occurred over the long history of the programs.

We therefore recommend that the University, the Faculty of Engineering and the School of Architecture would all be best served by granting the School of Architecture Faculty status. We would not recommend that the School of Architecture be merged with the School of Urban Planning, which has more in common with civil engineering than architecture.

If the School of Architecture were established in an independent Faculty, it would be in a strong position for growth. Given the unusually strong applicant pool, the undergraduate program could easily double in size. The MArch programs could sustain modest growth, as could the Master of Science programs. We would recommend studying seriously the addition of two new degrees: Master of Landscape Architecture and Master of Urban Design. As a discipline, Landscape Architecture is expected to grow over the next ten years (http://www.bls.gov/oco/ocos039.htm#outlook) and it would provide a natural bridge between Architecture and Urban Design. A Landscape Architecture program would also provide many additional opportunities for funded research. Urban Design is increasingly important in our rapidly urbanizing world and can provide many opportunities for research and outreach. With these two significant program additions, the School of Architecture would comprehensively address the critical need for environmental design across a range of disciplines, degree programs and university-wide interdisciplinary intersections.

Again, we thank you for this enriching opportunity and hope that our recommendations are useful to the University, the Faculty and the School.

Sincerely,

Bruce Lindsey, Dean
College of Architecture and
Graduate School of Architecture and
Urban Design
Washington University

Leslie Van Duzer, Director
School of Architecture and
Landscape Architecture
University of British Columbia

APPENDIX

Dean Christophe Pierre's questions

1. What impact has increasing the length of the professional MArch program had on the enrolment in the program and its cost?

2. Is the longer professional program a luxury in light of the fact that a shorter program presumably meets accreditation requirements?

3. There are a large number of post-professional program options. Is this appropriate in light of the relatively small number of tenure-track professors in the school?

4. Do the post-professional and PhD programs draw resources away from the Professional M.Arch program?

5. What can be done in the various programs to take advantage of the close ties the school has with the Engineering departments in the Faculty?

6. What is the main distinguishing feature of the School and its programs? Does it want to be seen mainly as a school for producing professional architects? As a research-intensive school producing high-quality PhD graduates? Does it have the size and resources to be able to excel in more than one of these areas?

7. What is, or should be, the main focus areas of the School in terms of professional and research activity? Is the activity too diffuse? What are the future hiring plans with regard to obtaining and maintaining a critical mass in strategic areas?

8. Do the studio experiences match those encountered in modern Architectural firms?

9. Why is the school having difficulty in attracting new faculty members into the open positions?

10. Could the enrolment in the B.Arch program be increased? Should it be? The acceptance rate is quite low and the quality is high, implying that there is a large pool of qualified applicants.

11. Where do the graduates of the various programs end up? Are the professional programs successful in ensuring that their graduates are well-equipped for a career in the profession?

12. What processes are in place to ensure that program content remains relevant? [which is related to Jim's question on studio experiences]

Provost Anthony C. Masi's questions

1. First, how well does the present complement of appointed faculty serve the program and its students? How "research-capable" are the current faculty? How well designed are the courses and programs of study.

2. Second, to what extent do the proposed future directions, as articulated in the school's self study, enhance its curricular offerings?

3. Third, how well is the current administrative structure serving the school? Does the arrangement facilitate information flow between the Dean and the Director?

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Response to the Cyclical Review for the School of Architecture (SOA)
Michael Jemtrud, Director

Introduction

On behalf of the School of Architecture, I would like to begin by extending my sincere gratitude to the committee for its genuine, conscientious, and diligent efforts in assessing the School of Architecture. I would especially like to express my appreciation to the external reviewers who generously offered their expert reasoned analysis. Additionally, the collegial feedback I received from School faculty members in writing this response is greatly appreciated. I would also like to thank the Provost's Office for its efforts in organizing the cyclical review event in addition to the Dean's Office for its participation throughout. It was an intense and extremely helpful exercise for the School. What follows is a series of responses and action items in order to move forward expeditiously at this exciting moment in the School's history.

The reviewers note: "The self-study makes a strong and believable case for the School being ranked very highly among North American schools of architecture both for the professional training it offers and for its research and scholarship. In this the School's priorities are well aligned with McGill's which identified itself as simultaneously research intensive and student centered." This is clearly reinforced by the external reviewers' comments: *"It should be said upfront that we were both very impressed by the School. The caliber of its students and faculty, the intelligence and ambition of its leadership, the wealth of curricular offerings and the rich array of research undertakings are strong in comparison to peer schools."* As noted, the School is indeed in a very good position in terms of reputation and performance of academic program delivery, scholarship and research.

The reviewers' report contains several insightful recommendations that provide a concrete foundation for moving forward. Some are underway (discussed below) and all will be incorporated in strategic planning. We look forward to working with the Dean in formulating and implementing the appropriate recommendations and continuing on a productive path for the School.

Committee Recommendations: Teaching Programs

The external reviewers recognize that our degree offerings have a *"collective value as a suite of coordinated programs of study"* and that the *"School Director and the faculty have been strategically clarifying both the distinct and the shared content of the three streams, reducing course redundancies and searching for productive synergies. No doubt with time and faculty refreshment (both retirements and new hires) the School can further develop and sharpen these streams."* This is leading to a unique and highly competitive model of pedagogy that strategically integrates a triad of research (cf. section 3.0 of self-study, p.15) in order to expand research capacity appropriate to the discipline. No significant curricular or program changes will be implemented until after the upcoming 2012 CACB accreditation.

Recommendation: Consider cutting back the number of studio hours – perhaps from three half days to two – without necessarily decreasing the course credit weight.

We agree with the intention behind this recommendation and have already initiated a review of studio delivery models. 'Design studio' culture, structure, and intentions are primary concerns in our curriculum review and consideration will occur in the upcoming academic year through committee work and faculty discussion. A precise indication of the purported savings and benefits of such a change will be determined. It is unlikely that a significant reduction in adjunct salaries would result but it would ease and make more flexible teaching time commitment for FT faculty. Research and discussion on various design studio models and current transformations across North America is underway among the heads of schools in the *Canadian Council of University Schools of Architecture* (CCUSA). Moreover, the Director will lead a discussion on the 'design studio format' at the Council's June 2011 meeting in Calgary.

As recognized by the review committee, the SOA studio model is a unique and excellent teaching model that forms the very foundation of architectural education. The model effectively integrates research in the classroom. The SOA curriculum committee is discussing further coordination and

integration of related building science and skill-based courses. Recent curricular changes to the drawing and computer course sequence reflects this intended synergetic structural relationship. Greater flexibility in studio time and demands along with greater integration with core and complementary courses as well as faculty research will potentially alleviate certain time concerns by faculty and students. CACB accreditation standards and performance guidelines are key points in the consideration of any such changes.

Recommendation: Guidelines should be set for each studio course which outline the standard of quality and level of advancement expected of each major assignment.

We agree that course syllabi must define standards, feedback mechanisms and learning objectives at every level of the program. Of equal or greater concern is the coordination of objectives in each studio term relative to the entire three-year B.Sc. (Architecture) sequence. In response to the recommendation, the studio coordination and curriculum committees will create a guideline document in the 2011-12 academic year.

The differences in quality and intensity in studio work among sections of students is an issue that is monitored on a continual basis. Each design studio is based on 3-4 sections of full time teaching load per academic term. Although each professor in a single studio operates according to overall objectives expressed in the course syllabus, each one teaches in a largely autonomous manner with possible differences in content and delivery. Coordination relies on the collegial communication and delivery of duties according to the agreed upon objectives. Greater efforts will be made to coordinate and monitor course objectives, strategies for feedback, and end-of-term grading. The proposed studio guidelines and monthly meetings with the studio coordination committee will address and mitigate such discrepancies if they arise. Efforts to balance the academic freedom of the individual instructors with overall School, University, and CACB mandated course objectives will occur within the context of these guidelines and coordination activities.

Recommendation: Should consider selecting one or the other option as the sole M.Arch.

We recognize the concern expressed here but SOA faculty are convinced that the choice of these two options (45- and 60-credit M.Arch programs) differentiates us from peer institutions and should be systematically evaluated before either option is eliminated.[1] As mentioned in the external report, *"the two degree options are substantially different in content and intent."* Each degree option has a distinct and appropriate application pool and mission. The 45-credit option favours applicants with demonstrably more professional aptitude whether through co-op programs in their pre-professional degree or extended work experience. This is an efficient offering with high quality outcomes that allows the School to maintain target enrolment, balance workload, and adjust for demand and operational contingencies. The 60-credit option explicitly responds to McGill's research-intensive mandate and its objective is to foster research-based architectural practice and to create opportunities for post-professional graduate studies. Continued success in the SSHRC *Bombardier* CGS Master's Scholarship competition is evidence to support this claim. The work produced in the 60-credit option is superlative compared to work produced in alternative models and in relation to other schools. The school professoriate, local professionals, and critics from beyond McGill all agree on this point. Going forward we will ensure that this feature is more clearly explained and promoted in communication and recruitment activities. Offering two degree streams differentiates and strengthens our position among Canadian schools.

As mentioned, the SOA will undergo CACB accreditation in FY12 and all program changes will be revisited after the accreditation team report is submitted. We recommend delaying any decisions with respect to the elimination or maintenance of these streams until 1) a proper cost/income ratio

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[1] The difference in proportion of admissions from the initial year (2009-10) to the second year (2010-11) of operation was a SOA decision to determine a proportion that is most effective and efficient. For fall 2011 the proportion is 1:2 and based on past experience, an informed decision will be made before the 2012 admissions cycle. Additionally, the School is considering increasing graduate enrolment in the professional program. This would affect the proportion and, again, must have a precise fiscal determination according to faculty and university formulas.

per student and fiscal assessment of the School is complete; 2) given time, a proper analysis of the effects, quality, and outcomes of the streams is performed.

Recommendation: That the School stabilize its offerings and work with the three current majors for several years, except for the proposed change in the name of the degree.

We recognize the need for stability in our post-professional Master's programs. However, we would like to consider this recommendation, for purposes of discussion, with the following recommendation regarding the PhD program.

Recommendation: Should include a project/design path in its existing PhD program before considering the pros and cons of offering a new degree designation.

We agree that a project-based stream in the Ph.D. be introduced while we investigate further the pros and cons of a new doctoral degree designation. We will strike an internal task force in Fall 2011 to examine this proposal. A formalized relationship with the *Canadian Centre for Architecture* to establish a 1-2 year project based internship will be investigated. Cross-program design studios will be considered for greater efficiency and interdisciplinary collaboration, and project/studio courses in the renamed M.Sc. will be combined.

While stabilization of existing programs is desirable this must be balanced with very real immediate external and internal pressures to reconfigure the post-professional programs. The recommended change of the M.Arch. to the M.Sc. degree is not simply one of nomenclature and directly effects the structure and promise of the Ph.D. The difference between a project-based degree versus a research or thesis-based degree creates much of the structural confusion and should be resolved in the change. The continued harmonization of course work for the professional and post-professional degrees (mostly core seminars and directed research courses but also potentially design studios) will continue. This strategy has proven to lead to efficient operation, greater class sizes, greater research capacity, and successful interdisciplinary collaboration and exchange between the programs. The intents of changing the M.Arch. to M.Sc. and adding a project-based stream in the Ph.D. program are:

1) To create a leading edge and attractive degree offering in the face of impending retirements and new competitive landscape;
2) To achieve greater research capacity that incorporates the three types of research found within the discipline (research-creation; coordinated scholarship; collaborative-funded);
3) To achieve an efficient, flexible, and nimble curricular structure that is capable of responding to demand, research capacity, and harmonization between graduate degree offerings.

By enabling flexible M.Sc. degree requirements and allowing for a more customizable program of study through a selection of core seminar and directed research courses it is possible to create project and thesis-based trajectories within the Ph.D., enhancing research capacity.

The reviewers found that: *"While our tour of the new FARMM lab was brief, the University should commend Michael Jemtrud for bringing such a facility to the School. There is no question that the addition of such advanced computing capabilities better aligns the School with contemporary explorations in digital visualization and fabrication at peer institutions."* Critical in the M.Sc./Ph.D. discussion is that funded and project-based research capacity has seen great strides with the development of the *Facility for Architectural Research in Media and Mediation* (FARMM) which includes research projects from all degree options and streams. The expansion of FARMM and the addition of a fabrication and prototyping research axis through Prof. Sprecher's CFI-funded LIPHE grant will continue to enhance digital research capacity. The unique theoretical positioning of the School in this regard through the Cultural Mediations and Technology (CMT) option is critical to this trajectory. The recent SSHRC-funded "Virtual of the Virtual" conference (PI: Dr. Torben Berns, Planetary Society Visiting Professor in Architecture) and his burgeoning research with the local aerospace industry reflects the rapid development of this area within the School. Besides its impact on all graduate streams, FARMM enables greater collaboration with institutions such as the CCA and CRIAQ, industry partners, and other research units at McGill and abroad.

Teaching Load

Studio- and performance-based programs such as architecture, music, and fine arts are recognized in weighted provincial funding formulas and are standardized across North America through accreditation and proven best practices. The indication that this is a "costly model" lacks recognition of relative and standard operating reality of academic programs; i.e., students of dentistry are more expensive to educate than arts students.

The logic in distribution of credit weight of studio within the report is incorrect if considering actual workload and standard accreditation ratios. The maximum student/teacher ratio established by the CACB is 14:1, which means that each studio section must be considered as a full 6-credit course in its own right and calculated as such in the determination of teaching loads. Teaching load arguments are powerful planning tools and these are well articulated in the self-study document. In order to increase research productivity, the flexibility to reduce teaching loads for research performers is crucial.

Structure, management & administration

The report unequivocally commends the SOA leadership and staff for their internal management, operation, and ambitious efforts to construct and deliver a superior education, harmonized and synergetic program offering while performing at a high level in terms of research compared to peer institutions. The external reviewers comment, *"The caliber of its students and faculty, the intelligence and ambition of its leadership, the wealth of curricular offerings and the rich array of research undertakings are strong in comparison to peer schools."* However, it is equally clear that a frank and open discussion among the School, Faculty, and University administration concerning possible alternative models of governance would be a mutually beneficial exercise. The potential transformative gift should be factored into this discussion after the existing state is considered.

Although *"it is not unusual for a Canadian School of Architecture to be located within a Faculty of Engineering"* (4 of 11 Canadian architecture schools have this arrangement) the structure and nature of this relationship are defined by a range of ententes that vary from Memoranda of Agreement between the school and faculty (Waterloo) to university defined compact agreements and academically autonomous School definitions (Carleton). It must be noted that it is less common for architecture selected AAU peers, where architecture more often resides in colleges of design, fine art, or have full autonomy.

Recommendation: Without straying from its responsibility for oversight of all units within the Faculty, the Deanery needs to show that it understands the academic nature of Architecture as a discipline very different from Engineering. In return, the School needs to work with the Deanery to understand the pressures and constraints on the Faculty and to devise appropriate ways to integrate academic and budgetary considerations.

We agree, and look forward to working with the Dean to define a productive and mutually beneficial working relationship. The report identifies a disconnection in the relationship between the unit and Faculty. The report suggests that the disconnect may be due to conceptual differences between the Faculty and the School. The reviewers observe: *"[Architecture] has little in common with the conceptual framework in which Engineering is rooted. … The information presented to us … is consistent in showing that this [administrative] model has deteriorated. In some measure this must be due to the increasing role played by formulaic approaches, perhaps at the university level as well as the faculty level, in the setting of goals, allocation of resources, hiring of academic staff, and performance assessment. Since the metrics and indicators used explicitly within the faculty are ill suited to the School, the result is an unsatisfactory relationship that helps neither the faculty nor the school. In particular, we sense a disconnect between academic planning and budget planning."*

The century-old relationship between the School and Faculty has historically been one marked by sufficient autonomy including self-determination, trust, and deference informally granted and suitably accommodated in areas such as hiring, faculty performance evaluation, and strategic and academic planning. With greater institutional pressures on the Deanery to consolidate operations, to implement global metrics, and to enact severe budgetary constraints, this historic approach may

no longer be feasible or desired. It is clear that the unit's administrative status should be formally re-evaluated alongside a thorough metric definition and fiscal exercise.

The University's current Key Performance Indicator exercise is a timely opportunity to define unit and field specific metrics for the School. This is a key issue at the heart of the planning, management, and operation of the School within the Faculty. Identifying such metrics will enable the definition of responsibilities and degrees of autonomy necessary for proper self-determination. It is recommended that a SOA committee to research and define discipline-specific metrics be struck in coordination with the accreditation review preparation.

A renewed administrative relationship of the School to the Faculty revolves around appropriate levels of autonomy in certain areas of operation in which the decision-making expertise, for all intents and purposes, resides solely within the School and with its personnel. A set of prototypical administrative scenarios can be framed for discussion purposes that reflect structures of like units across Canada and the US. It goes without saying that the administrative structure of a unit must be in line with institutional administrative structures and ensure operational effectiveness, efficiency, fiscal security, and accountability to University and professional communities. Autonomy in academic, strategic, budgetary decision-making is essential for unit self-determination. To this end, the SOA proposes the review of two options:

a) Faculty status: the external reviewers recommended that the SOA be given the status of a Faculty: *"We recommend that the University, Faculty of Engineering and the School of Architecture would all be best served by granting the School of Architecture Faculty status."* Although this challenges current institutional policies and trends, its examination will help develop an informed understanding of the full range of options and institutional realities. The experience of similarly sized schools with faculty status, or the equivalent, may also reveal much about the actual and potential scale of the School as it investigates strategies for growth.
b) "School" status redefined: This option entails a formal definition of the unit that ensures an appropriate level of autonomy for unit self-determination. A version of a University level compact agreement guarantees authority in academic matters including hiring, budgeting, and strategic planning. It normally includes a formally constituted faculty board that makes binding decisions according to a constitution.

Recommendation: If the School identifies and recommends an outstanding candidate in the currently authorized hiring process, and an offer should be authorized unless a clear and very compelling statement is made regarding the reason for the rejection.

We endorse this recommendation and hope that we can bring the current search to a successful close without further delay.

Self-determination in hiring and academic matters is arguably the most essential aspect of the health and prosperous development of any academic unit. The recent past and current lack of authority to define search criteria (in relation to unit-determined strategic academic needs and planning), to select and interview candidates in due time, and to offer and secure positions has been disconcerting and detrimental to the School's stability and prosperity. Autonomy to define, recruit and identify candidates, and recommend offers, should exist primarily within the unit.

Resources, staffing and finances

The noted "stresses" in the resources, staffing, and finances will be addressed in a systematic and transparent manner. In light of the proposed pilot *Activity Based Budgeting* (ABB) exercise in the Faculty of Engineering for the upcoming year, there exists an excellent opportunity to determine the School's fiscal situation. The longstanding discrepancy between annual allocation and expenditure hinders an informed decision-making process for strategic and academic planning by the School and Faculty. Furthermore, this is an opportunity to precisely analyze and determine Faculty-level support for technical support and acquisition of infrastructure, administrative resources and staffing, graduate funding, and student career advising. It is an opportunity to identify other potential areas of support and collaboration that would enable the School and

Faculty's overall mission including appropriate and shared space for research activity. The redefinition of administrative staff responsibilities, currently underway, will be completed over the next nine months.

As the School continues to dramatically expand its computing and fabrication infrastructure, technical support becomes of increasingly significant concern and yet the EMF's centralized resources become less and less able to meet our needs. We demur on the intuitively appealing yet increasingly inaccurate point made in the report about obvious efficiencies and support. No significant Faculty level support for School infrastructure is allocated and FARMM requires a dedicated support position particularly with the addition of substantial fabrication equipment. Additional support and consolidation of like equipment would enable greater sharing of infrastructure between Faculty units.

Benchmarking in terms of weighted provincial and tuition funding formulas (studio-based pedagogy) as well as university graduate funding contributions based on enrollment would be a constructive start (some benchmarked figures were included in the self-study, Appendix 1.5.1). This should proceed immediately and swiftly as all academic, administrative, and planning issues relate to this picture. Such an analysis is all the more pressing for the upcoming year, as it will provide important and definitive answers to mandatory accreditation questions.

As noted by the external reviewers, the School operates in an efficient manner using the minimum adjunct teaching support at below average rates without compromising quality. *"Schools of architecture need these outside, professional voices to balance the generally more theoretical approach of full-time faculty. A 50/50 split is not at all uncommon for schools located in cities with such vital professional communities. At a glance, it does not appear that the budget for adjuncts can be cut without canceling classes. It should be noted as well that their compensation is on the low side of normal and should not be reduced."* The professional adjunct professors are clearly an asset and resource for the School.

Significant strides have been made in reducing the teaching support budget over the past three years through strategic and fruitful redundancies in program delivery and courses as well as an average increased teaching load for FT faculty. On average, according to the National Architectural Accreditation Board (NAAB), US institutions spend an average of $12,053 per student whereas SOA spends $5,837 per student by the same formula (FY11).

Budget projections for teaching support made in 2008 are on target if the assumptions in the making of the budget plan are accepted. These planning and projection assumptions included fulfillment of the hiring plan (two FT hires over the past three years) and an agreed upon reduction of undergraduate intake (48), neither of which have occurred. If additional costs to cover these unfulfilled assumptions are taken into account, the $210,000 projection for teaching support is accurate. The FY12 allocation has dropped to $101,867 for non-tenure teaching support and the projected expenditure is $280,000. Teaching Assistant support has dropped to $22,181 and the projection is $66,775.

Conclusion

There are three inter-related issues that underpin the self-study, committee evaluation, subsequent recommendations and this response. Resolving these issues is necessary for any informed implementation of key recommendations and future academic planning:

1. The need for clarity and definition with respect to both the fiscal reality and business case for the School as it currently exists within the Faculty of Engineering;
2. The use of recognized discipline-specific metrics so that the School can be compared to peer units across Canada and North America;
3. A discussion concerning the most appropriate administrative and governance model for the School in relation to the Faculty and University in light of current and potential capacity in terms of student enrolment, operational effectiveness and efficiency, research capacity, and endowment possibilities.

This interrelated triad of "budget—metrics—administrative structures" forms the context for any strategic planning. It is proposed that a defined analysis and a deliberate lucidity in budget and unit metrics be articulated prior to any decisions concerning questions of autonomy and institutional administrative structures.

The School is determined to build on current teaching and research strengths and collaborations with other units and is convinced that we have much to offer in the development of a university wide design culture. No matter the result, the budget, merit, and administrative exercises will be beneficial in elaborating a strategic and ultimately more effective and efficient operation and growth for the School. It is requested that an organizational comparative and institutional analysis of the two options is performed that represents differing degrees of autonomy and all should guarantee appropriate self-determination. This should be combined with a correlative business case analysis beginning in the SOA with proper institutional support. It includes an analysis of how much additional administrative overhead is required for the School to operate in a completely autonomous faculty, as a semi-autonomous hybrid situation, and in the current state. The current administrative relationship with the Faculty must be maintained during this process and loci of support and collaboration will continue to be defined in relation to areas such as faculty course load guidelines and graduate funding formulas, as well as technical and staff support for infrastructure. Finally, the potential of the transformative endowment in the School's development must be factored into these deliberations.

McGILL UNIVERSITY

Faculty of Engineering
Macdonald Engineering Building, Room 382
817 Sherbrooke Street West
Montréal, Québec, Canada. H3A 2K6

MEMORANDUM

Tel.:   (514) 398-7251
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FROM: Christophe Pierre
Dean
Faculty of Engineering

DATE: May 30, 2011

TO: Professor A. Masi
Provost
Office of the Provost

RE: **Faculty of Engineering Response to the 2011 Cyclical Academic Review Report for the School of Architecture**

In general, the Faculty of Engineering supports both the internal and external committee findings and wishes to express its gratitude to the committee members, professors and staff who contributed to the review process.

Some minor clarifications could be made to some of the review recommendations, while others apply to all departments as they are current practice across the Faculty. For example, professors or departments provide research lab IT support, not the Faculty; all departments have limited operating funds due to campus-wide budget cuts; budgets can only be increased if new funding sources are identified; etc. The Faculty expects that these points would naturally be addressed in the normal course of implementation of any of the recommendations so we do not feel the need to elaborate further here.

We are therefore very comfortable with the majority of the reviewers' input. However, the Faculty does feel that it must respond to two specific conclusions given the nature of the implications.

Structure, Management and Administration

A - (Internal Report) *The Faculty should show that is understands and values the academic nature of Architecture as a discipline very different from Engineering.*

The narrative in this section implies that Faculty Administration somehow undervalues the School of Architecture, does not recognize that Architecture is different from the Engineering disciplines, and forces predetermined expectations or solutions onto the School. Similar sentiments were expressed in the external report.

Contrary to this position, the Faculty is of the opinion that ongoing proactive efforts have been made to accommodate and recognize Architecture's distinct needs and that numerous administrative changes have been instituted to address specific issues in the School. These include, but are not limited to:

- The accumulated operating deficit of the School was assumed by the Faculty to provide the new Director with a clean slate at the beginning of his mandate.

- Contrary to all other units (which have experienced repeated increases in undergraduate admissions targets), the School's undergraduate admissions targets were reduced.

- The teaching support budget was increased resulting in the highest per student teaching support budget in the Faculty.

- Customized graduate funding programs were launched tailored to the School's Masters program needs, despite the overall Faculty priority of PhD growth; a tailored PhD funding program was also implemented for the School.

- Teaching load and teaching resource guidelines are being reviewed separately from Engineering departments given obvious pedagogical differences.

Furthermore, these changes were made in consultation with, and with the agreement of, the current Director of the School of Architecture and were not extended to Engineering units in the Faculty. It is puzzling and disappointing to us that this approach is characterized dysfunctional or inflexible. We do understand that the reviewers cannot be aware of all background details so we can only conclude that, willingly or not, this information was not communicated to the reviewers in an objective or forthright manner.

It must be noted that the same Faculty Administrators, responsible for the initiatives listed above, have successfully managed a positive and constructive relationship with the School of Urban Planning, whose own distinct academic needs and issues are as different from the Engineering disciplines in the Faculty as are those of School of Architecture. The positive relationship is noted in the Urban Planning unit review which took place during the same time period as the Architecture review.

All units wish that operating budgets could increase, however, given the reality of ongoing budget cuts across McGill, it is disingenuous to imply that the School of Architecture's financial situation is different from any other Engineering unit, or that it is caused by a lack of understanding or interest on behalf of Faculty Administration. It is hoped that the new budget models proposed by the Provost's office will allow all units in the Faculty of Engineering, including the School of Architecture, to increase revenues based on enrollment and program growth and new initiatives.

Finally, based on feedback received directly from the School's professoriate, the Faculty is less convinced than the reviewers are that all is well within the School. This feedback indicates that there is a divergence of opinion regarding the current leadership and direction of the School.

Given the review assertions, and these seemingly conflicting facts, the Faculty agrees that something is indeed wrong with the current relationship between the School and the Faculty but disagrees that this is because the Faculty undervalues the School or is inflexible in any way.

Resolving this issue is a top priority. The Faculty therefore commits to intensive interviews with the School's professors to ensure that information is not distorted in transmission and to ensure that all views are taken into account as we enter into discussions related to the selection of the School's next Director (2012) and the setting of the School's direction moving forward.

B - (External Report) *The School, Faculty and University would be best served if the School became an independent Faculty.*

The Faculty disagrees with this recommendation and supports the internal report statement that changing the status of Architecture, from School to Independent Faculty, is unlikely to solve the School's issues but would simply relocate them with an increased administrative overhead.

Faculty Search Process

***(Internal and External) Academic hire offers should be authorized by the Faculty. The School
should have more autonomy in the hiring process.***

The Faculty agrees that a successful hire is crucial to the School. However, contrary to the implication
that searches have failed because offers to qualified candidates are not approved by the Faculty, it
must be noted that the leading candidate from last year's search was indeed approved by the Faculty.
The candidate simply turned down the offer of employment.

Academic recruitment is not a simple matter. Not only must McGill's academic standards be upheld,
there can be differing opinions on needs and best fit. For example, among the Architecture professors
sitting on the current search committee, there is ongoing discussion and debate on the definition of an
ideal candidate's profile.

Christophe Pierre

CP/ab

cc: Prof. N. Cooke, Associate Provost, Academic Staff & Priorities Initiatives
          Dr. N. Diamond, Special Policy Advisor, Office of the Provost
          Prof. M. Jemtrud, Director, School of Architecture, Faculty of Engineering
          Prof. L. Chen, Associate Dean, Academic Affairs, Faculty of Engineering
          Prof. J. Clark, Associate Dean, Academic, Faculty of Engineering
          Prof. A. Kirk, Associate Dean, Research & Graduate Education, Faculty of Engineering
          Prof. S. Ghoshal, Associate Dean, Student Affairs, Faculty of Engineering
          Ms. C. Tutt, Director of Administration, Faculty of Engineering

Appendix 1.0: General information, assessment, benchmarking and strategic planning documents

The following appendix includes:

- **1.1.1-6**
  Annual reports (2003-2010)

- **1.2.1-3**
  2006 Internal Program Review

- **1.3.1-4**
  Compiled data from *Canadian Architectural Certification Board* for Canadian schools of architecture (2006-09).

- **1.4.1-7**
  Benchmarking and comparison data with architecture school rankings format and supporting material

- **1.5.1**
  Proposal for the McGill School of Architecture, Landscape, Urbanism (SALU). Rev. Feb 2011

- **1.6.1**
  Notable alumni – partial list

Links to informational web sites and relevant documents include:

- School Website: http://www.mcgill.ca/architecture/

- Announcements (web): http://www.mcgill.ca/architecture/announcements/

- Lecture series (web): http://www.mcgill.ca/architecture/lectures/

- Exhibitions (web): http://www.mcgill.ca/architecture/exhibitions/

- Alumni newsletters (web): http://www.mcgill.ca/architecture/newsletter/

- Dean's Report (web): http://publications.mcgill.ca/engineering/

- Canadian Architectural Certification Board: http://www.cacb-ccca.ca/

- Principal's report: http://www.mcgill.ca/principals-report-10/

- McGill Strategic Research Plan: http://www.mcgill.ca/strategic/

- Provost "White Paper" documents: http://www.mcgill.ca/provost/documents/

Appendix 1.1.x: General: Annual reports from 2003-2010 (6 years)

The following appendix includes:

- **1.1.1**
  Annual report from 2008-09

- **1.1.2**
  Annual report from 2007-08

- **1.1.3**
  Annual report from 2006-07

- **1.1.4.**
  Annual report from 2005-06

- **1.1.5**
  Annual report from 2004-05

- **1.1.6**
  Annual report from 2003-04

McGill University School of Architecture

Annual Report 2008-2009

submitted by Professor Michael Jemtrud, Director
August 2009

McGill University School of Architecture

Annual Report 2008-2009

Mission and Objectives

The mission of the McGill University School of Architecture is to educate professionals, policy makers, and educators who will contribute to the socio-economic and cultural development of Quebec, Canada and the broader global community through responsible participation in the process of the design, construction and interpretation of the built environment. It is a teaching intensive, humanities-based professional discipline whose graduates contribute in a proven range of careers and activities within society to accomplish these goals from architecture, design and urbanism to business, policy making, and cultural production. This mission is served with programs that meet the following objectives:

1. To develop an effective and stimulating environment for teaching, learning and research in architecture.
2. To maintain and continue to enrich an accredited program providing high quality professional education in architecture.
3. To provide post-professional research-based Master's and Ph.D. programs that advance the discipline of architecture.
4. To engage in research and other professional and scholarly activities that achieve national and international recognition, and to publish, exhibit and otherwise disseminate the results in order to advance architectural knowledge in education and practice.
5. To contribute to interdisciplinary and multi-disciplinary teaching and research programs within other units of the University and with other universities, local and international.
6. To serve the public by working with citizens' groups, local, provincial and national governments, the private sector and the profession toward the general improvement of the built environment.

Academic Staff

Full-time

Adams, Annmarie (*William C. Macdonald Professor*)	Full Professor	active
Bhatt, Vikram	Full Professor	on sabbatical 08-09
Bressani, Martin	Associate Professor	on sabbatical 08-09
Castro, Ricardo	Associate Professor	active
Covo, David	Associate Professor	active
Friedman, Avi	Full Professor	active
Jemtrud, Michael	Associate Professor	active
Luka, Nik (jointly with Urban Planning)	Assistant Professor	active
Mellin, Robert	Associate Professor	active
Pérez-Gómez, Alberto (*Saidye Rosner Bronfman Professor, History and Theory of Architecture*)	Full Professor	active
Sheppard, Adrian	Full Professor	half-time
Sijpkes, Pieter	Associate Professor	active
Sprecher, Aaron	Assistant Professor	active

Emeritus Professors

Drummond, Derek
(*William C. Macdonald Emeritus Professor of Architecture*)

Zuk, Radoslav

Planetary Society Visiting Professor in Architecture

Berns, Torben

Gerald Sheff Visiting Professors in Architecture

Ottchen, Cynthia (Fall 2008)

Beck, Jody (Winter 2009)

Part-time

Balaban, Tom	Course Lecturer
Bieniecka, Ewa	Course Lecturer
Bird, Lawrence	Course Lecturer
Cheng, Diana	Course Lecturer
Claiborne, Robert	Adjunct Professor
Davies, Howard	Adjunct Professor
Dunton, Nancy	Course Lecturer
Farah, Leila	Course Lecturer
Francoeur, Maud	Course Lecturer
Gersovitz, Julia	Adjunct Professor
Kang, Byeong Joon	Course Lecturer
King, Andrew	Course Lecturer
Klopp, Richard	Adjunct Professor
Lebel, Annie	Course Lecturer
McKenna, Sybil	Course Lecturer
Nash, Joanna	Adjunct Professor
Poddubiuk, Mark	Course Lecturer
Rueda, Carlos	Course Lecturer
Saia, Pierina	Course Lecturer
Sampson, Conor	Course Lecturer

Theophanides, Sheila   Course Lecturer

Zorko, Jozef   Adjunct Professor

Executive Summary

The past year was an extremely productive year for progress in the areas of curricular and program related advancements, organizational and administrative reorganization, external promotion, and alumni development. <u>All changes and initiatives indicated in the 2007-08 Annual Report have been addressed and in the vast majority of cases implemented ahead of schedule</u>.

The School made significant program and curricular changes to its graduate programs which were passed through the various University committees and approved by Senate. Changes were implemented in time for the 2009-10 class of M.Arch. professional students (45 and 60 credit options) in addition to a post-professional contingent in the new "Cultural Mediations and Technology" option. The upcoming year will see the fine tuning of the new degree options.

The next year will see a comprehensive review and transformation of the Bachelor of Science (Architecture) degree program. The intention is to implement for no later than 2011-12 and possibly for 2010-11.

A 3-year budget plan was adopted by the Dean of Engineering which rationalizes the School operations. This will be refined and adjusted as the School moves forward with its mandate and in the context of the current economic climate.

A successful search for a new faculty member in the area of integrated design and environmental practices was concluded. An offer is currently being negotiated with the Dean. Her expertise resides in integrative design, building and environmental simulation, and advanced building technologies. Pending the success of the offer, the School will be constructing a new graduate program concentration in the field of integrated design and environmental practices with a unique perspective on "sustainability".

A Study Abroad program in Rome is being organized and it is intended to be launched January 2010. The intention is to commit to this program for two years. Further efforts to establish a dedicated term abroad in Scandinavia (Copenhagen or Oslo in collaboration with the Universities in those cities) for the professional Masters program is being investigated and implemented. A primary component of such a commitment is the establishment of stable and relevant research relationships between the institutions.

Endowment and enhancement opportunities continue to be aggressively pursued and an overall strategic plan has been developed with DAR. It will be reviewed in the Fall with deliverables and milestones determined for the year.

Issues identified within the CACB report (architectural accreditation body) and last year's annual report have been addressed and resolved. The John Bland Canadian Architecture Collection and status of the Blackader-Lauterman Library are being considered within strategic planning. A potential endowed chair position and a formalized relationship with the Canadian Centre of Architecture is being discussed in tandem with this strategic planning. Modest but significant collaborations with the CCA for the academic year will occur with a more comprehensive and formal relationship to be pursued. Issues with regard to staffing, teaching lab infrastructure, and budget rationalization (particularly for non-tenure track teaching support to meet basic program delivery requirements) continue to be discussed with the Dean's Office. The rationalizing of the budget is essential to current endowment opportunities.

Teaching and Learning

All changes indicated in the 2007-08 Annual Report have been addressed and the vast majority accomplished ahead of schedule. All major points in the CACB Accreditation Report and Internal Review (completed in August 2007) have been addressed through administrative restructuring and University approved program/curricular changes. Some remain and are outlined below. The Internal Review evaluated and performed a self-assessment on the unit (administrative, operational) as well as the undergraduate and graduate academic programs including the B.Sc. (Architecture), M.Arch. (professional), the M.Arch. (post-professional), and the Ph.D. in Architecture. This document serves as a key discussion item in our on-going discussions within the new structure and action items have been developed over the past year as a result.

- Intended curricular and program reviews and changes outlined in the 2007-08 Annual Report were accomplished. The Master of Architecture (Professional) and Master of Architecture (Post-professional) programs transformation was approved by the University and are in place for Fall 2009. As intended, there now exists the unique possibility of greater harmonization of research and teaching between the professional and post-professional programs in order to capitalize on existing strengths and to create a more economical and cohesive community between program offerings. This is accomplished by cross-listed seminars between the programs; greater communication and sharing of expertise between the two streams; and faculty members participating in all aspects of the School of Architecture's academic offering. "Critical thinking" shortcomings identified in the CACB report have been addressed through curricular changes.

- The Master of Architecture (Professional) Directed Research option (60 credits) came online Fall 2009 and was in greater demand in the application process than expected. Applications increased significantly in both quantity and quality from within Canada and internationally. Its impact will be closely monitored over the next two years.

- The Bachelor of Science degree program will be reviewed throughout 2009-10. The implementation plan and necessary approval process will be tabled and carried forth through the 2010-11 academic year. These curricular and program changes will be fully implemented in 2011-12.

- Greater interdisciplinary collaboration with departments at the graduate level is beginning through exchange of students in graduate seminars and advising. A key initiative over the next year is to negotiate courses such as the building science stream, "Economics of Development" and the "Economy of Sustainability", Acoustics, and the like with departments such as Engineering, Communication and Media Studies, Business, Geography, and Environment.

- The School of Architecture has taken a leading role in the formation of the "Institute of the Public Life of Arts and Ideas". Professors Jemtrud and Castro served on the implementation and management committees respectively and Professor Castro is one of the inaugural Fellows on iPLAI.

- A Study Abroad program is a key curricular and pedagogical initiative. The intention is to

commit to this program for two years. Further efforts to establish a dedicated term abroad in Scandinavia (Copenhagen or Oslo in collaboration with the Universities in those cities) for the professional Masters program is being investigated.

- A successful search for a new faculty member in the area of integrated design and environmental practices was concluded. An offer is currently being negotiated with the Dean and it is hoped an offer is made in time for her to accept for January 2010. Her expertise resides in integrative design, building and environmental simulation, and advanced building technologies. Pending the success of the offer, the School will be constructing a new graduate program concentration in the field of integrated design and environmental practices with a unique perspective on "sustainability".

- Related to the new hire, an urgent concern within the Professional curriculum for the next accreditation visit (2012) is the required building science series of courses. This portion of the curriculum is under review but is known to be inadequately addressed. The collaboration with Civil Engineering (who offers 4 undergraduate courses) will be reviewed. Although the School offers more courses in this area compared to other Schools in Canada, there are unnecessary redundancies and large holes in the content. A thorough going modernization of the curriculum presents a unique opportunity.

- Other issues of increased support staff needs, computing infrastructure, space and capital improvements are being addressed and resources have been requested from the University and, when appropriate, considered within the strategic development plan. Teaching facility and lab infrastructure is of primary concern. The design studio furniture and presentation infrastructure is in serious need of an upgrade. Research and PhD candidate space is of great concern. An internal space audit and plan will be put in place through the academic year.

- In 2007-08 an upgraded computing lab for teaching required computing courses was supported by a shared cost between the School, the Dean, and the Engineering Microcomputing Facility. This upgrade recognizes the unique graphic and computing requirements of the School of Architecture in comparison to overall EMF infrastructure. With the new directions within the School according to its given mandate and the leading edge demands of the Profession it is apparent this minimal infrastructure is outpaced by demand and need. A needs analysis and computing infrastructure plan will be developed and additional resources will be requested.

- The School (with the School of Urban Planning) received funding for five Schulich Fellows at $25,000 per student for PhD candidates.

- The School established the Michael Fieldman Studio Enhancement Endowment. This is a key discretionary fund that supports the heart of the professional program for areas crucial to academic delivery but not funded through operating funds. It is an ideal model of significant and needed impact.

- Several other scholarships were secured and the Alma Mater Fund has increased. The School Newsletter (Volume) has been very well received by alumni. An aggressive strategy has been developed and will continue to be pursued throughout 2009-10.

Human Resources

- Since the last report, the School underwent a search for a full-time tenure-track position in the area of integrated design, environmental practices, building sciences and sustainability. The search was a success and the position is currently waiting on approval from the Faculty to be negotiated. The candidate's expertise in simulation technologies for environmental and building performance will allow the School to address issues of sustainability in keeping with its other areas of expertise and in a unique manner within the Canadian and global context.

- The Sheff Visiting Design Professorship had a very successful year. The School was able to hire two fulltime visiting professors for the Master of Architecture professional program. It filled two key adjunct positions thus aiding in reducing the teaching support budget and introduced new ideas and strategies into a lively discourse within the School. The upcoming year met challenges in hiring people for these positions due to the decreased return on endowment and the general economy. The process for soliciting and hiring for this position is being reviewed.

- The inaugural year of the Planetary Society Visiting Professorship in Architecture with Torben Berns (PhD McGill 2002) has surpassed expectations. It is a 3-year appointment set to conclude June 2011. Matching funds are being sought to convert this position into a permanently endowed professorship. This is a priority and other options with regard to securing this position are being investigated with the Dean of Engineering.

- The School is a recognized teaching intensive program. However, teaching loads and graduate supervision ratios are at an extremely high ratio and need a mechanism to be reduced periodically and recognized within Faculty and University performance evaluations and commendations. Strategies to reduce this workload and free up professors to carry forth research and contribute to the School on other levels are being formulated. Professors within the School average 18 hours of class contact time per week and the School supervision ratio is 7.1 students/faculty (Masters (professional); Master of Architecture (Post-professional); PhD). This leaves precious little time for research and administrative duties and is well above the Faculty average on all accounts. Additional full-time support is required.

- The School continues to try to redress, where possible, the gender imbalance in the complement of full-time and part-time teachers. More than one-third of the approximately two dozen adjunct appointments are women, and approximately one-third of the teaching positions in the design studios are held by women. Women are also well-represented in the list of invited critics for design reviews, and on the list of speakers invited to present public lectures. The gender imbalance continues to be a concern for the School and the aforementioned candidate is a woman.

- The School continues to request higher levels of support for adjunct teaching and additional staff support. The requirement for adjunct teachers will be somewhat lower due to the addition of the two visiting professorships, but maintenance of funding levels for part-time teachers remains a priority. The Professor-in-Practice position is an objective of our

fundraising efforts and is a priority in the current McGill capital campaign. As computing and fabrication demands increase with the mandate to create a "digital culture" within the School, an additional technical support position is necessary.

Student Achievements

Six students from the School of Architecture have won three of the top five awards for creating new home designs in devastated areas of New Orleans. Top architecture schools in North America were invited to submit original concepts to be judged on originality, innovation and sustainability, among other criteria, in the Billes Architecture Student Design Competition. McGill teams formed by U3 students **Justin Boulanger and Ann Rodgers, Jessica Dan and Hamza Alhbian, and David Dworkind and Andrew Hruby** were among the winners selected from the many entrants. Seven of the ten finalists in the competition were McGill teams, and student representatives from all seven finalist teams travelled to New Orleans for the awards ceremony on April 11, 2009. The jury's criteria included aesthetics, feasibility, use of green building techniques and materials, and cost. The aim was to generate a series of cutting-edge designs for single-family homes that could be built on empty lots in many of the still-devastated areas of New Orleans. Students were asked to design homes with one of four neighborhoods in mind: Uptown, Downtown, Gentilly/Lakeview, and New Orleans East. Each neighborhood came with its own set of criteria, such as setbacks, height restrictions, and lot sizes.

A third-year undergraduate McGill Architecture student has received a top award in the 2009 Lyceum Traveling Fellowship in Architecture competition. **Traian Dima** was awarded second prize for his winning project and will receive a $7,500 travel fellowship. The McGill submissions to the Lyceum competition were projects developed in the U3 studio sections of Profs. Tom Balaban, Howard Davies, and Robert Claiborne. The Lyceum Fellowship was established in 1985 to advance the development of the next generation of talent by creating a vehicle for stimulating perceptive reasoning and inspiring creative thought in architecture. Through a unique structure of design competition and prize winning travel grants it seeks to establish a dialogue through design among selected schools of architecture. The Lyceum Competition welcomes submissions from only 14 participating schools (McGill is the only Canadian school invited). This year's competition theme was "Making as a Way of Thinking: A Blacksmithing Studio at Penland, North Carolina." The 2009 jury chair and program author was Frank Harmon (FAIA), Raleigh, North Carolina.

Marie-Gil Blanchette (M.Arch. 2008) has won one of four *Canadian Architect* 2008 Student Awards of Excellence. Her project *Watercycle* seeks to rethink water management specifically within the context of the city of Montreal. It attempts to create a link between the functional water treatment in the city - often invisible to the public eye - and the poetic celebration of water. This prototypical project treats snow, recycles residual grey water, and creates a new type of urban park. The spaces guide the visitor along a journey through which one discovers the process of filtration. Jury members Bing Thom, Siamak Hariri, and Christine Macy were effusive in their praise for Blanchette's project. Hariri wrote, "The beauty of this project is that the architect solves a very real problem." Macy characterized it as "sophisticated, forward-thinking and creative." And Thom commented, "This project speaks of how to adopt another perspective on waste, and how to make something beautiful out of it."

Third-year undergraduate student **Erin Towsley** had the design for her room - *Un paysage se dissipant* - built at the Ice Hotel in Sainte-Catherine-de-la-Jacques-Cartier outside Quebec City. A total of 38 teams from McGill, UQAM, U de M, and Laval competed in the Concours Architecture Éphémère to have their designs realized in snow and ice, and a total of three rooms were built.

A team from the School was selected to participate in this year's annual Student Design Charrette held November 7-11, 2008, hosted by the American Institute of Architects (AIA) Academy of Architecture for Health (AAH) in Washington DC. Led by Adjunct Professor Robert Claiborne, M1 students **Ali Torabi, Jeff Ma, Valerie Buzaglo and Hamza Alhbian** (via skype) had only 48 hours to design a Disaster Response Hospital for civil or military use. Their elegant solution, featuring a sophisticated search-and- rescue vehicle, imagined three independent scenarios, anticipating a terrorist attack, a natural disaster, and a humanitarian catastrophe. "It is our belief that every disaster is essentially a personal one and that the key to disaster relief lies in creative approaches to individual rescue relief," stated the team in its brief.

A McGill team of five U2 Architecture students won first prize this year in the category Agitation in the 14th edition of the CCA's Interuniversity Charrette (October 30 to November 3, 2008). Second-year undergraduate students **Emma Greer, Pierre-Luc Perron, Sophie Lauriault, Katherine Messina, and Sarah Tu** competed against 31 other teams from McGill, U de M, Laval, UQAM, Carleton and Ryerson. Their project *Manifesto* was cited by the jury for being "powerful, simple, supple and direct." The jury also "appreciated the fact that the project seeks to involve the community in its own development."

Professional M.Arch. student **Jennifer Thorogood** was one of three winners in the "That's It"...Architecture 2008 competition organized by Art-City & Peepshow International in Calgary. The objective of the competition was to choose an edge condition and to investigate the occurrence of an apostrophe between the objects. The winners were flown to Calgary to enact their apostrophic forms onto sites at 1:1 scale for the Art-City festival. It was a collaborative affair with the other winners, volunteers and public that took place September 10-13, 2008, with the opening Sept. 12th at Olympic plaza. Winners received free flight and accommodations and $1000. The winning submissions/constructions were also be published.

Professional M.Arch. student **Ben Mitchell** and Bjarne Pedersen, principal architect of Architectural Lighting Design in Oakville (Ontario), have been awarded the Paul Waterbury Award for Outdoor Lighting Design (Special Citation for Energy-Conscious Facade Lighting) for their work on the flagship Umbra store on Queen Street in Toronto. This award is one of four parallel program awards given out by the Illuminating Engineers Society (IES) in their International Illumination Design Awards (IIDA) program. The Special Citation recognizes superior elements of an outstanding lighting design.

Staff Awards and Honours

Prof. **Robert Mellin** received his eighth Southcott Award from the Newfoundland Historic Trust in June 2009, this time for the restoration of the old Post Office in Tilting, Newfoundland. Professor Mellin volunteered to assist in the restoration of the building, and he has been

involved with heritage conservation in the community of Tilting since 1987. The Old Post Office on Post Office Lane was constructed in the early 1900's and also housed the telegraph service. The building has a special roof shape that identifies its public function as was typical for post offices in other Newfoundland outports. There was a U.S. Army base in Sandy Cove just outside Tilting during World War II, and during the war the first telephone in the community was mounted just outside the office door for emergency use by the military.

Fifteen young PhD students received $2.7 million worth of scholarships from the Pierre Elliott Trudeau Foundation on May 20, 2009. Amongst the recipients is **David Theodore** (B.A. 1991, B.Sc.Arch. 1994, B.Arch. 1996, M.Arch. 2001), until recently a research associate and third-year studio design teacher at the School, and currently a Ph.D. student at Harvard undertaking a double doctorate in Architecture and Urban Planning. He is studying the architecture of health-care buildings as a form of medical technology influencing health care.

Professor **Annmarie Adams** and **David Theodore** (now at Harvard University) are among the winners of the National History Society's Pierre Berton Award for 2008, the highest honour for the dissemination of history in Canada. The prize was awarded November 13 in Toronto to the entire team of researchers who contributed to the innovative teaching website, *Great Unsolved Mysteries in Canadian History* (www.canadianmysteries.ca). The McGill researchers developed the case study entitled *The Redpath Mansion Mystery*, exploring a mysterious double death in the famous family's Square Mile Mansion. The award includes a $5,000 prize, which will be used to fund the project in its next phase.

Adjunct Professor **Julia Gersovitz** was inducted into the College of Fellows of the Association for Preservation Technology. The College of Fellows honours those APT members who have provided valuable services to the preservation field and to APT. Election to the APT College of Fellows is the highest honour bestowed by APT upon a member of the organization.

Atelier Big City (Adjunct Professor **Howard Davies**, with Anne Cormier and Randy Cohen) has won the Award for Architectural Integration, a special heritage award from the City of Montreal (L'Opération patrimoine architectural de Montréal 2008). This award is presented to a business for its efforts to enhance an old neighbourhood by integrating a new, quality construction into the existing urban fabric. Atelier Big City has won the award with the firm Les Développements D'arcy McGee Ltée for the Unity 2 project at the corner of rue de la Gauchetière Ouest and rue Saint-Alexandre, next to the heritage Unity Building of which it is an extension.

Atelier Big City's Centre d'Interprétation du Bourg de Pabos formed part of the exhibition "41° to 66°: Architecture in Canada – Region, Culture, Tectonics," co-curated by architectural professors John McMinn and Marco Polo and organized by Cambridge Galleries, which represented Canada at the 2008 Venice Biennale in Architecture. Adjunct Professor **Howard Davies**, together with Anne Cormier and Randy Cohen, are the principals of local architectural firm Atelier Big City. Since its completion in 1993 the Centre d'Interprétation du Bourg de Pabos has also been awarded: a Governor General's Award in 1994, the Grand Prize for Architecture by the Quebec Order of Architects (1994), and was cited as one of the most important Canadian buildings of the 20th century by the journal *Canadian Architect*.

Research

Adams, Annmarie

Australian Research Council Discovery Project. Setting the Standard: The Role of Australia in Modern Hospital Design 1925-1960 (2007-09) AUS$213,853 total for 3 years. Partner investigator; chief investigators Julie Willis and Philip Goad, The University of Melbourne. ($28,191 for 08/09.)

2005-12 Research grant, William C. Macdonald Chair, $105,000 total for 7 years. ($15,000 for 08/09.)

CIHR Interdisciplinary Capacity Enhancement Teams Grant. Health Care, Technology, and Place: An Interdisciplinary Capacity Enhancement Team. Principals P. Coyte and P. McKeever Coapplicant: A. Adams et al. extension 2008-2009.   ($288,250 for 08/09.)

Associated Medical Services/Hannah/CIHR Grants in the History of Medicine (2006-08). Towers of Power: Designing the Medical High-rise in Canada, 1922-30. Principal applicant; co-principal applicant is Stacie Burke, University of Manitoba; co-applicant David Theodore. ($12,224 for 08/09.)

Bhatt, Vikram

North American Sustainability, Housing and Community Consortium. HRSDC funded, NAFTA mobility grant, V. Bhatt Canadian Consortium Leader. ($30,000 for 08/09.)

Foreign Affairs and International Trade Canada Grant for graduate students' exchange program, 2008. ($10,000 for 08/09.)

Bressani, Martin

SSHRC, Standard Research Grant (May 2008 to April 2011), Immersion into Atmosphere, Professor Martin Bressani, principal, Professor Marc Grignon, co-researcher. ($41,199 for 08/09.)

Castro, Ricardo

Co-applicant in MCRI (SSHRC): The Hispanic Baroque: Complexity in the First Atlantic Culture, Juan Luis Suárez (principal) The University of Western Ontario. (May 2007-2014). ($12,000 for 08/09.)

Friedman, Avi

City of Iqaluit, Nunavut (April 1, 2007 - Dec. 31, 2008). Climactically and Culturally Adaptable Social Housing (Principal, sole researcher). ($60,000 for 08/09.)

Jemtrud, Michael

CFI Leaders Opportunity Fund, Facility for Architectural Research in Media and Mediation (April 2008-present). ($224,833 for 08/09.)

CFI - IOF (November 2008-present). ($19,423 for 08/09.)

McGill Startup Grant (Sept 2007-present). ($85,273 for 08/09.)

McGill Faculty of Engineering Graduate student stipend. ($48,000 for 08/09.)

Luka, Nik

Volvo Research and Educational Foundations, Smaller Project Grant (Jan.2008-Dec. 2009): "Optimising Public Transport Infrastructure for Sustainable City-Building and Urban Regeneration: Whole-Corridor Urban Design Strategies"--N. Luka (principal). ($109,250 for 08/09.)

SSHRC, Strategic Knowledge Cluster: New initiative in Canadian history and environment--Alan MacEachern, University of Western Ontario (principal). ($7,500 for 08/09.)

Mellin, Robert

Canada Council (Visual Arts Section): Grant approved for research on Newfoundland's Early Modern Architecture, 1945-60 (funding for 2008-2010): McGill Queens Press has expressed interest in publishing this book. ($7,500 for 08/09.)

Pérez-Gómez, Alberto

Research/Creation Grant 2007-2010: SSHRC, Social Sciences and Humanities Research Council of Canada, to develop projects generated from "Polyphilo" in order to test digital media on problems of architectural representation.   ($60,000 for 08/09.)

Sheppard, Adrian

Canada Council for the Arts, Travel grant. ($1,500 for 08/09.)

Sijpkes, Pieter

$173,000 SSHRC Research/Creation Grant "The New Architecture of Phase Change: Computer Assisted Ice Construction. Pieter Sijpkes, Associate Professor, School of Architecture and Jorge Angeles, Chair in Design Mech. Eng.   ($65,000 for 08/09.)

Publications

http://www.mcgill.ca/architecture/publications/2008/

Adams, Annmarie. Schwartzman, K., Theodore, D. "Collapse and Expand: Designing for Tuberculosis," *Technology and Culture*, Vol. 49, No. 4, October 2008, pp. 908-942.

-----, Burke, S. "A Doctor in the House: The Architecture of Home-offices for Physicians in Toronto, 1885-1930," *Medical History*, Vol. 52, No. 2, April 2008, pp. 163-94.

-----, Gossage, P. "Sick Children and the Thresholds of Domesticity: The Dawson-Harrington Families at Home," *Designing Modern Childhoods: History, Space, and the Material Culture of Children*, edited by Marta Gutman and Ning de Coninck-Smith (New Brunswick, N.J.: Rutgers University Press, 2008), pp. 61-81.

-----. *Medicine by Design: The Architect and the Modern Hospital, 1893-1943* (Minneapolis: University of Minnesota Press, 2008); Architecture, Landscape, and American Culture series.

Bhatt, Vikram. "Integrating Urban Agriculture with Urban Upgrading," *Actions: What You Can Do with the City*, edited by Mirko Zardini and Giovanna Borasi (Montreal: Canadian Centre for Architecture, 2008), pp. 92-93.

-----, Farah, L., Luka, N., Wolfe, J., Ayalon, R., Hautecoeur, I., Rabinowicz, J. "Reinstating the Roles and Places of Productive Growing in Cities," *The Sustainable City 2008* (Skiathos, Greece: Wessex Institute of Technology, 2008).

Bressani, Martin and Marc Grignon. "Une protection spéciale du ciel: le décor de l'église Saint-Joachim et les tribulations de l'Église catholique québécoise au début du XIXe siècle," *Annals in the History of Canadian Art*, Vol. 29, 2008, pp. 8-48.

-----. "Empire, nation et idéologie militariste chez Viollet-le-Duc," *Viollet-le-Duc à Pierrefonds et dans l'Oise* (Paris: Éditions du patrimoine, 2008), pp. 38-53.

-----. "Préface," *Histoire d'une maison*, by Viollet-le-Duc (Lausanne: Infolio, 2008), pp. 7-19.

Castro, Ricardo. *Rogelio Salmona: Tributo* (Bogota, Colombia; Villegas Editores, 2008).

-----. *Rogelio Salmona: A Tribute* (Bogota, Colombia; Villegas Editores, 2008).

-----. "A Reflection on Art and Architecture", *The Ismaeli Canada*, Issue 1, 2008.

Covo, David. *Under the Eaves of Architecture*, by Philip Jodidio (book review), *The Ismaili Canada*, Issue 1, 2008.

-----. "An Incorrigible Optimist: Interview with RAIC Gold Medalist Architect Dan Hanganu," *Canadian Architect*, Vol. 53, No.05, May 2008.

Friedman, Avi. "Partners in Prevention: The Role of Urban Planning," Proceedings of the 5th World Congress on Prevention of Diabetes and its Complications, Helsinki, Finland, June 1-4, 2008, p. 21.

-----. "Rethinking home design for sustainability: Simplify and attack," *National Post*, October 4, 2008, p. PH10.

-----. "À ceux qui ont des envies de grandeur…," *Métro*, October 2, 2008, p.26.

-----. "Return to square one good idea for planners; Old urban squares provided sense of community," *Calgary Herald*, September 20, 2008, p. I15.

-----. "Squaring off: We should revive beautiful green squares, massaging popular features in older neighbourhoods to fit new communities," *Ottawa Citizen*, September 20, 2008, p. I3.

-----. "Flexible rooms: Screens, bookcases help interiors fit changing needs of families," *Ottawa Citizen*, August 23, 2008, p. I12.

-----. "Windows big issue for energy savers," *Saskatoon Star Phoenix*, August 16, 2008, p. F1 (Front).

-----. "Espaces de rangement demandés: Il s'agit là de l'une des consequences de la société de consummation," *Métro*, August 14, 2008, p.21.

-----. "Design can save money: New homeowner, not so much space? 'Grow' your own home," *National Post*, August 9, 2008, p. PH2.

-----. "New options add comfort, save energy," *Victoria Times-Colonist*, July 26, 2008, p.E11.

-----. "Creating public living rooms," *Saskatoon Star Phoenix*, July 19, 2008, p. F4.

-----. "Old World lessons: High-density urban living means following Amsterdam's lead with narrow buildings," *Edmonton Journal*, July 12, 2008, p. J2.

-----. "Has cyberspace killed the traditional town square?: People still need a place to gather -- other than Facebook," *Victoria Times Colonist*, July 12, 2008, p. F4.

-----. "Tall and thin is in: High-density urban living leads to streets of narrow buildings," *Ottawa Citizen*, June 28, 2008, p. I2.

-----. "Size and type of windows affect performance: Installation tips," *National Post*, June 14, 2008, p. PH23.

-----. "Fresh markets are beneficial for the body and soul; Visit to a Chinese marketplace shows the personal connections we have lost," *Victoria Times Colonist*, May 3, 2008, p. E4.

-----. "Vivre avec la belle-famille," *Métro*, June 12, 2008, p.30.

-----. "Tapping the Sun: How home builders can profit from nature's power," *Ontario Home Builder: Trends*, 2008, p. 62.

-----. "Water lessons from Petra: Desert community was conquered when its water supply was cut off. We should conserve, not waste, a valuable resource," *Ottawa Citizen*, May 31, 2008, p. I10.

-----. "Environnements à échelle humaine," *Métro*, May 8, 2008, p. 32.

-----. "Homeowners can't afford to avoid aging," *Calgary Herald*, May 3, 2008, p. I16.

-----. "Turn to the sun to increase home's energy efficiency," *Calgary Herald*, January 29, 2008.

-----. "Manuel d'instructions pour la maison," *Métro*, February 7, 2008, p. 20.

Muramoto, K., **Jemtrud, M.**, Kumar, S., Balakrishnan, B., Wiley, D. "Emerging Technologies in a Tele-collaborative Design Studio between the Pennsylvania State University and Carleton University", *ITcon*, Vol. 13 (Special Issue: Virtual and Augmented Reality in Design and Construction), 2008, pp. 660-673, http://www.itcon.org/2008/41.

Luka, Nik. "Waterfront second homes in the central Canada woodlands: Images, social practice, and attachment to multiple residency," *Ethnologia Europaea (Journal of European Ethnology)* 37(1-2), 2008, pp. 70-87.

Bhatt, V., Farah, L., -----, Wolfe, J., Ayalon, R., Hautecoeur, I., Rabinowicz, J., Lebedeva, J., "Reinstating the Roles and Places of Productive Growing in Cities," *WIT Transactions on Ecology and the Environment*, Vol. 117, 10 pp. Paper DOI: 10.2495/SC080081.

Pérez-Gómez, Alberto. "The Wilderness is not a Post-Card," *Thinking the Present: Urban Design in Arid Regions*, edited by Ignacio San Martin (The University of Arizona: August 2008).

-----. "Izgradeno na ljubavi: arhitektonska ceznja za etikom i estetikom," *Oris 55 Magazine for Architecture and Culture*, Vol. 55, 2008.

-----. "Prologue," *Rogelio Salmona: A Tribute*, by Ricardo Castro, bilingual ed. (Bogotá, Colombia: Villegas Editores, 2008).

-----. "A bygge pa kjaerlighet" (a conversation with Einar Bjarki Malmquist), *Arkitektur N: The Norwegian Review of Architecture*, June 2008.

-----. "Between Education and Practice," *Verge* (Portland: Portland State University, 2008).

Sprecher, Aaron and P. Kalnitz. "Sets and Switches", *Silicone and Skin*, edited by Marc Swackhamer and Neri Oxman, Proceedings of Acadia 2008, Minneapolis, Minnesota.

----- and P. Kalnitz P. "Few Notes on Differentiated Architecture", *Silicone and Skin*, edited by Marc Swackhamer and Neri Oxman, Proceedings of Acadia 2008, Minneapolis, Minnesota.

-----. "Alive and Kicking", *Performalism*, edited by Eran Neuman and Yasha Grobman (Tel Aviv: Tel Aviv Museum of Modern Art, 2008), p. 74.

-----. "Af-fluence In-fluence Con-fluence", *Esempi di Architettura*, guest-edited by Maurizio Meossi (Saonara, Italy: 2008), pp. 101-111.

-----, Neuman E., Ahrens C. "Cloud of Warsaw", *Sinchronicity 1 – Warsaw*, edited by Jakub Szczesny (Warsaw: Fundacja Nowej Kultury Bec Zmiana, 2008), p. 32-37.

Consulting Activities

Professor	Private Consulting	Public Consulting	Other (Service to profession + attendance at conferences	Total
Adams	4	0	18	22
Bhatt (sabbatical)	0	5	3	8
Bressani (sabbatical)	0	0	3	3
Castro	0	0	0	0
Covo	8	0	30	38
Friedman	0	16	16	32
Jemtrud	0	0	34	34
Luka	0	20	14	34
Mellin	6	3	29	38
Perez-Gomez	4	0	3	7
Sheppard	0	80	50	130
Sijpkes	0	0	33	33
Sprecher	0	0	53	53

Community Involvement

Annmarie Adams

Interiors committee member, Colby-Curtis Museum, Stanstead, Quebec.

Consulting to charitable foundations: Beverly Willis Foundation (USA) + Arcus Foundation (USA).

Vikram Bhatt

Helped the Canadian Centre for Architecture in plan their show "Actions: Gardening, recycling, playing and walking." (November 2008 - April 2009).

Helped Ryerson University, School of Architecture colleagues in mounting the exhibition: Carrot City. Design Exchange, Toronto, February 25 – April 30, 2009

Directing the activities of the "Edible Campus Garden," McGill University. The project is being realized in collaboration with Alternatives and Santropol Roulant.

Directing the activities of the "Paysage Solidare 2008-2013," a new action-research (project) initiative in collaboration with Alternatives, CDEST, YQQ, Solidarite Mercier-East and Minimum Cost Housing Group.

Design of an expanded collective garden "Nutri-Centre Garden," Ville Lasalle.

Member, Scholarship Committee, IDRC ECOPOLIS Awards.

Helped the Canadian Centre for Architecture and the School of Architecture, Ryerson University, Toronto and the Design Centre, Toronto, with their exhibitions Actions and the Carrot City.

Martin Bressani

Member of Scientific Committee, Labrouste Exhibition, jointly organized by the Musée d'Orsay (Paris) and the Museum of Modern Art (New York City), exhibition scheduled to open in 2011 in Paris, and 2012 in New York City.

Member of Scientific Committee, Expertise: Media Specificity and Interdisciplinarity, Tel Aviv University, June 2009.

Ricardo Castro

The McGill Institute for the Public Life of Arts and Ideas: Resident Fellow and Member of the Management Committee

Institute de recherche en histoire de l'architecture, IRHA : Member and past director.

INSISLA (International Network for the Study of Informal Settlements in Latin America): Member of Advisory Panel.

Executive Committee of the Hispanic Baroque of Canada (MCIR financed by SSHRC): Member.

Governor General's Awards for Architecture (2009): Juror.

Canstruction Exposition, Just for Laughs (October 6, 2008; Montréal): Juror.

David Covo

Member (CREPUQ representative), Comité de Formation, Ordre des architectes du Québec.

Member, Task Force on the Syllabus Program, Royal Architectural Institute of Canada, and Interim Program Advisory Council, Architecture, Athabasca University.

Chair, Visiting Team for University of Manitoba Department of Architecture, Canadian Architectural Certification Board.

Member, Royal Architectural Institute of Canada Task Force on the Syllabus Program.

Avi Friedman

Canadian Building Health Sciences Symposium Organizing Committee, Member.

Habitat for Humanity, Canada, Member - President's Council.

City of Cornwall, Renaissance Liaison Committee, Member.

Technion-Israel Institute of Technology, International Board of Governors, Lifetime Member.

Michael Jemtrud

Institute for the Public Life of Arts and Ideas: implementation committee.

Council of Canadian University Schools of Architecture: member.

Ontario Research Fund: grant application reviewer.

Nik Luka

Centre canadien d'architecture--Urban Design Charrette--organising committee, member.

Centre d'écologie urbaine de Montréal, Board of Directors.

Centre d'écologie urbaine de Montréal, Scientific Advisory Committee.

Centre d'écologie urbaine de Montréal, Pilot Project Selection Committee.

Fondation Schmeelk Canada Foundation), Board of Directors, Member.

Fondation Schmeelk Canada Foundation (www.schmeelk.ca), Website / Outreach Committee, Co-chair.

Fondation Schmeelk Canada Foundation (www.schmeelk.ca), Award Selection Committee, Member.

Direction de l'habitation, Service de la mise en valeur du territoire et du patrimoine, Ville de Montréal: work on Habitationsurbaines pour familles, including policy development, review of submitted applications for direct grant program, and refinement of grant eligibility criteria.

Division de l'urbanisme, Service de la mise en valeur du territoire et du patrimoine, Direction du développement économiqueet urbain: contract (shared with Prof. A. El-Geneidy and Prof. R. Fischer) on the impacts of the implementation of the Plan de transport; supervision of paid research assistants, development of material for reports, presentations to clients, final production of interim and final reports.

Atelier d'aménagement et de design urbain, Division de l'urbanisme, Direction du développement économique et urbain, Ville de Montréal: team member on Bellechasse urban design charrette--development of planning and design propositions.

Pro-bono advising on Pierrefonds-Ouest charrette project (Division de l'urbanisme).

Advising organisers of the Canadian Association of Planning Students for the 2009 conference held in Montréal.

Advising representatives of the Conseil régionale des élus on possibilities of collaborating for a charrette to be held in the fall.

Robert Mellin

Member, Royal Canadian Academy of Arts (RCA).

Board Member: Vernacular Architecture Forum (VAF).

Fellow: Catedra "Gonzalo de Cardenas" de Arquitectura Vernacula.

Member: Committee for the Sustainable Redevelopment of Griffintown, Montreal.

Committee Member: CIS (Commemorative Integrity Statement) for Confederation Building, St. John's, NL.

Volunteer heritage conservation consultant for the Old Post Office in Tilting, Fogo Island, Newfoundland.

Proposal for an Interpretation Centre and Irish Studies Fieldwork Centre for Tilting, Fogo Island (volunteer consultant).

Curator: Tilting, Fogo Island, Newfoundland Exhibition, Mary March Museum, Fall, 2008 (Newfoundland Museum).

Curator: Tilting, Fogo Island, Newfoundland Exhibition, Dalhousie Faculty of Architecture and Planning, May 2009.

Alberto Pérez-Gómez

Member, College of Reviewers for the Social Sciences and Humanities Research Council of Canada (SSHRC).

Member of the Azrieli School of Architecture and Urbanism Advisory Council, Carleton University, Ottawa.

Member of the Academic (editorial) committee, ICONOFACTO, Escuela de Arquitectura y Diseño de la Universidad Pontificia Bolivariana, sede Medellín, Colombia.

Member, Editorial Board, The Marina Waisman Collection.

Adrian Sheppard

City of Montreal, President of the Comite d'architecture et d'urbanisme (reporting to the Executive Committee of the City of Montreal).

Pieter Sijpkes

Curator of the Orson Wheeler Architectural Model Collection.

Continue to participate in the activities of the "Observatoire de la Ville interieure de Montreal", based at the Universite de Montreal.

Ongoing involvement in the debate over the design and construction of the two Super hospitals (CHUM and MUHC) in Montreal in association with the 'Medical Doctors for Social Justice" group.

As founding member of the "Pro-Pointe" organization (based in my neighbourhood Point St Charles) I continue to lobby for better living conditions in the neighbourhood. Issues such as

noise pollution by the railways, traffic on the major arteries and planning issues surrounding the empty industrial lands are dealt with on a regular basis.

Founding member of "le batiment CN no 7". A community group in the process of negotiating control of a large industrial building in the former Grand Trunk yards in Point St Charles.

Active member of the Cour Turcot action committee to monitor the plans by the Ministere des Transports du Quebec for the Turcot yards and interchange.

In his house (the former Royal Bank on Wellington Street) a multitude of artistic community events take place: the annual spring and fall performances by the Point St. Charles Community Theatre, the summer performance of the children's theatre, the Music Fest in July and many art shows in-between make the place a true laboratory for experiments in the "architecture of occupation."

Aaron Sprecher

ParaSolar, Opera Square, Tel Aviv (curator, exhibition designer, 2009).

n-Natures, Rhode Island School of Design, Providence (solo exhibition, 2009).

Performalism, Museum of Modern Art, Israel (curator, exhibition designer, 2008).

McGill University School of Architecture

Annual Report 2007-2008

submitted by Professor Michael Jemtrud, Director
August 2008

McGill University School of Architecture
Annual Report 2007-2008

Mission

The mission of the McGill University School of Architecture is to educate professionals who will contribute to the socio-economic and cultural development of Quebec, Canada and the broader global community through responsible participation in the process of the design, construction and interpretation of the built environment. This mission is served with programs that meet the following objectives:

1. To develop an effective and stimulating environment for teaching, learning and research in architecture.
2. To maintain and continue to enrich an accredited program providing high quality professional education in architecture.
3. To provide post-professional research-based Master's and Ph.D. programs that advance the discipline of architecture.
4. To engage in research and other professional and scholarly activities that achieve national and international recognition, and to publish, exhibit and otherwise disseminate the results in order to advance architectural knowledge in education and practice.
5. To contribute to interdisciplinary and multi-disciplinary teaching and research programs within other units of the University and with other universities, local and international.
6. To serve the public by working with citizens' groups, local, provincial and national governments, the private sector and the profession toward the general improvement of the built environment.

Objectives

Overall the School is in good health and it was a productive year for progress in the areas of staffing hires, endowments for teaching support and scholarships/prizes, organizational and administrative reorganization, and curricular and program related advancements. The next year will see much of the discussion and strategic plan with regard to curricular and program related issues put into motion within the School, Faculty, University, and Provincial bodies. Two new hires in the area of digital technologies will see a significant advance in the skills, literacy, and research related to this area. Specific areas of concern related to the curriculum (building sciences, sustainability, comprehensive design and practice) will be addressed explicitly through a new full-time tenure track hire and a reorganization of related courses.

Endowment and enhancement opportunities are being aggressively pursued and an overall strategic plan has been developed with the University Development and Alumni Relations group. The School has already benefited from this plan and it is considered highly within the Capital Campaign efforts.

Issues identified within the CACB report (architectural accreditation body) and last year's annual report will continue to be addressed. The John Bland Canadian Architecture Collection and status of the Blackader-Lauterman Library as primary scholarly and research resources for the School are being considered within strategic planning. A potential endowed chair position and a formalized relationship with the Canadian Centre of Architecture is being discussed in tandem with this strategic planning. Issues with regard to staffing, teaching lab infrastructure, and budget rationalization (particularly for non-tenure track teaching support to meet basic program delivery requirements) continue to be pursued with the Dean's Office. The rationalizing of the budget is essential to current endowment opportunities for the enhancement of the program offerings.

Academic Staff

Full-time

Adams, Annmarie (*William C. Macdonald Professor*)	Full Professor	on sabbatical 07-08
Bhatt, Vikram	Full Professor	active
Bressani, Martin	Associate Professor	active
Castro, Ricardo	Associate Professor	active
Covo, David	Associate Professor	active
Friedman, Avi	Full Professor	active
Jemtrud, Michael	Associate Professor	active
Luka, Nik (jointly with Urban Planning)	Assistant Professor	active
Mellin, Robert	Associate Professor	active
Pérez-Gómez, Alberto (*Saidye Rosner Bronfman Professor, History and Theory of Architecture*)	Full Professor	on sabbatical 07-08
Sheppard, Adrian	Full Professor	half-time
Sijpkes, Pieter	Associate Professor	active

Emeritus Professors

Drummond, Derek
(*William C. Macdonald Emeritus Professor of Architecture*)

Zuk, Radoslav

Part-time

Asselin, Manon	Adjunct professor
Balaban, Tom	Course Lecturer
Bird, Lawrence	Course Lecturer

Bourke, Julia	Faculty Lecturer
Carelli, Eugenio	Course Lecturer
Carter, Jennifer	Course Lecturer
Claiborne, Robert	Adjunct Professor
Davies, Howard	Adjunct Professor
Drolet, Georges	Course Lecturer
Emond, François	Adjunct Professor
Francoeur, Maud	Course Lecturer
Gersovitz, Julia	Adjunct Professor
Jones, Simon	Course Lecturer
Klopp, Richard	Adjunct Professor
MacElwee, Andrea	Course Lecturer
Moss, Rosanne	Course Lecturer
Nash, Joanna	Adjunct Professor
Pirie, Shannon	Course Lecturer
Plasse, Marc-André	Course Lecturer
Poddubiuk, Mark	Course Lecturer
Saia, Pierina	Course Lecturer
Sampson, Conor	Course Lecturer
Theodore, David	Course Lecturer
Yamazaki, Katsuhiro	Course Lecturer
Yip, Sam	Course Lecturer
Zorko, Jozef	Adjunct Professor

Teaching and Learning

The issue of self-assessment indicated in the CACB Report was immediately addressed upon the arrival of the new Director. A formal mechanism of monthly faculty meetings with student representatives was established to discuss and approve issues and action items related to School business. A committee structure is now in place to address key internal and external matters. The committees have specific mandates and meet accordingly and report at faculty meetings. All-day retreats occur once each term with faculty and staff only.

An Internal Review was completed in August 2007. It was a result of self-evaluations from the School as well as those of the Faculty of Engineering and University. The Internal Review evaluated and performed a self-assessment on the unit (administrative, operational) as well as the undergraduate and graduate academic programs including the B.Sc. (Architecture), M.Arch. (professional), the M.Arch. (post-professional), and the Ph.D. in Architecture. This document serves as a key discussion item in our on-going discussions within the new structure and action items have been developed over the past year as a result:

- All programs within the School including the professional and post-professional programs from undergraduate to PhD are going through a comprehensive review. Adjustments and additions are being proposed with the intention of implementation in 2009-10. Greater harmonization of research and teaching between the professional and post-professional programs is critical in this endeavor in order to capitalize on existing strengths and to create a more economical and cohesive community between program offerings.

- A proposal for an optional 4-term Master's degree with "concentrations" and a full-year final project to allow for more sophisticated self-directed design project resolution and incorporation of key criteria such as comprehensive design will be proposed at the Fall Faculty of Engineering board meeting. The goal is to implement this option in 2009-10 due to administrative timeframes. There is simply not enough time to address all curricular issues to a high degree in the current 3-term professional Master's degree program. These changes would bring the School on par with the vast majority of programs in North America resulting in greater competitiveness and a higher standard of education and research capability. The proposed areas of concentration capitalize on strengths and resources in the post-professional programs and offer leading edge, unique, and contemporary foci of study and research. Interdisciplinary support from departments such as Engineering, Communication and Media Studies, Business, Geography, and Environment are being negotiated.

- "Critical thinking" shortcomings identified in the CACB report will be addressed through the addition of two theory seminars at the professional Master's level, again proposed for 2009-10. The use and expansion of existing post-professional seminars with a blending of students from each program will occur thus maximizing existing course offerings and requiring little to no additional resources.

- A full curriculum review will occur through the 2008-09 academic year to complement and rationalize the proposed program changes in the professional and post-professional programs.

- In order to address peculiarities of the class schedule, design studio times have been moved for 2008-09 to Monday, Wednesday, Friday from 13h30-17h30 to allow students better access to courses within the University to better complement their architectural education. More architectural electives are being offered to meet program requirements.

- Other issues of increased support staff needs, computing infrastructure, space and capital improvements are being addressed and resources have been requested from the university and, when appropriate, considered within the strategic development plan. Teaching facility and lab infrastructure is of primary concern. The design studio furniture and presentation infrastructure is in serious need of an upgrade. Research and PhD candidate space is of great concern. An internal space audit and plan will be put in place through the academic year.

- An upgraded computing lab for teaching required computing courses has been supported by a shared cost between the School, the Dean, and the Engineering Microcomputing Facility. This upgrade recognizes the unique graphic and computing requirements of the School of Architecture in comparison to overall EMF infrastructure. Continued upgrades and the addition of technical support is critical in allowing the School to provide the skills and advanced education necessary in the education of the architect today.

- Leading edge research capability is provided by the newly established Facility for Architectural Research in Media and Mediation (FARMM) and will be leveraged with basic computing infrastructure for course delivery.

Human Resources

- Since the last report, the Faculty underwent a search for a new Director, and filled the position with Professor Michael Jemtrud (Carleton University) who took up his position as a full-time Associate Professor with tenure on August 1, 2007.

- Since the last report, the School underwent a search for a full-time tenure-track position in digital media and fabrication, and filled the position with Professor Aaron Sprecher (University of Syracuse) who will take up his responsibilities as an Assistant Professor in the summer of 2008.

- The School will undertake another search for a full-time tenure-track position in the fall of 2008, in the area of building sciences and sustainability. The successful candidate will be expected to take up his or her responsibilities in the summer of 2009.

- Following three successive years of one-month visits in the Winter term by the annual Gerald Sheff Visiting Professor in Architecture (2006 Dan Hanganu, 2007 John Shnier, 2008 Steve Badanes), the School is now able to hire Sheff professors on a full-time basis. Accordingly, following a search process, Cynthia Ottchen (Office for Metropolitan Architecture, Rotterdam) has been selected as the Sheff Professor for fall 2008, and Jody Beck (University of Pennsylvania) for winter 2009.

- As a result of a generous donation, the School established the position of a visiting

professorship to be determined named Professorship in Architecture for the 2008-2009 academic year. The mandate of the Professorship is to investigate ways in which architecture can contribute to notions of habitation and alternative ways of dwelling through scholarship and research in the areas of space exploration, cosmology, technology, cultural and environmental sustainability as it relates to contemporary themes in architecture. The inaugural professor will be Torben Berns (PhD McGill 2002) who will take up his responsibilities on September 1, 2008.

- The School continues to try to redress, where possible, the gender imbalance in the complement of full-time and part-time teachers. More than one-third of the approximately two dozen adjunct appointments are women, and approximately one-third of the teaching positions in the design studios are held by women. Women are also well-represented in the list of invited critics for design reviews, and on the list of speakers invited to present public lectures. The gender imbalance continues to be a concern for the School: it is a priority during all search processes, where the objective is to find the best possible candidates.

- The School continues to press the Faculty and University administrations for higher levels of support for adjunct teaching and additional staff support. The requirement for adjunct teachers will be somewhat lower due to the addition of the two visiting professorships, but maintenance of funding levels for part-time teachers remains a priority. The Professor-in-Practice position is an objective of our fundraising efforts and is a priority in the current McGill capital campaign. As computing and fabrication demands increase with the mandate to create a "digital culture" within the School, an additional technical support position is necessary.

Student Achievements

Professional M.Arch. student **Per Kefgen** and post-professional M.Arch. (Urban Design option) student **Shannon Harvey** are two of three recipients of the 2008 Power Corporation of Canada Awards at the CCA. The award offers students enrolled in the Master of Architecture, Landscape Architecture, Environmental Design or Urban Design programs across Canada a three-month residency at the CCA during the summer of 2008 in which to undertake a common research project and to benefit from the collections and resources of the institution. Each recipient receives a $7000 stipend. The other student award holder is Tomek Bartczak (Toronto). The three recipients are working on a collaborative research project on cold environments. Full details on CCA website. This is the fifth consecutive year that McGill Architecture students have won the CCA Power Corporation Award. Previous winners are Julia Tischer (2007), Catherine Vandermeulen (2006), Peter Sealy (2005), and Lian Chang (2004).

Three third-year undergraduate McGill Architecture students have received top awards in the 2008 Lyceum Traveling Fellowship in Architecture competition. **Gabrielle Marcoux** was awarded second prize (a $6,000 travel fellowship), **Jason Tsironis** was awarded one of two equal third prizes (a $1,000 grant), and **Vuk Krcmar-Grkavac** was awarded one of three merit awards. The McGill submissions were projects developed in the U3 studio sections of Prof. Martin Bressani and of Profs. David Theodore and Tom Balaban. For additional information on the 2008 competition, please visit the Lyceum website.

Two McGill students were part of the team that won first prize in the Écologez Integrated Design for Green Building Competition (March 8 and 9, 2008): **Aurore Paluel-Marmont** (U2, Architecture) and Stanley Tran (Civil Engineering). The six other winning team members are students from Laval, Concordia, UQAM and U de M. The objective of the project was to design the Montreal Biosphere as it would be in the year 2017 on its 50th anniversary. The competition's aim was to offer students a unique opportunity to participate, in a multidisciplinary team, in the integrated design process of an ecological building. For additional information on the competition, please visit Écologez's webpage. A link is provided to a presentation of the winning scheme (Team 6).

Working under the direction of Adjunct Professor Simon Jones, McGill Architecture students have been collaborating since January 2006 with students from Université de Montréal and École de Technologie Supérieure to create Team Montreal, the only Canadian team among 20 competing in the **2007 Solar Decathlon**, an international Washington, DC-based design competition. Partially funded by the US Department of Energy, the event has teams competing to build the most efficient solar dwelling. Team Montreal began building the prototype in late March and completed construction in August. In September, the team dismantled the solar house and transported it to the Mall in Washington, DC where they competed in October against teams from the United States, Germany, Spain and Puerto Rico. Team Montreal came in eighth in the overall standings. For full details, photos, and links, please visit: http://www.mcgill.ca/architecture/events/#solardec07dc.

Two rooms designed by Architecture students at McGill have been built at the Ice Hotel in Sainte-Catherine-de-la-Jacques-Cartier outside Quebec City. Teams from McGill, UQAM, U de M, and Laval competed to have their designs realized in snow and ice, and a total of four rooms were built. **Manuel Cisneros**, a student in the first year of the professional Master's program, received one of the top three prizes. Second-year undergraduate students **Hannah McDonald, Traian Dima, and Claudia Barra DeVincenzo** received an honourable mention.

A McGill team of five U2 Architecture students shared first prize this year with a team from Laval and U de M in the 13th edition of the CCA's Interuniversity Charrette (October 25 to 29, 2007). Second-year undergraduate students **Valerie Lechene, Leah Bell, Aurore Paluel, Hannah McDonald, and Marie El-Nawar** (under the supervision of Adjunct Professor **Francois Emond**) competed against 32 other teams from McGill, U de M, Laval, UQAM, Carleton and Ryerson. The CCA Charrette (October 25 to 29, 2007) engaged the dialogue of cultural diversity in public spaces. The call for ideas and proposals concerned a major Montreal street (Côte des Neiges Road between Queen Mary Road to the south and Jean Talon Street to the north) whose topography, architecture and local population would inspire a new way of thinking about the city and public spaces, in opening the project to all senses and all voices, in time as well as in space. Participants were free to use the techniques and graphic languages of their choice in expressing their imaginative approaches. For full details on the charrette, please visit: http://www.cca.qc.ca/charrette/EN/EN.html.

For the third year in a row, students from the School have won the Award of Merit in the Steel Structures Education Foundation (SSEF) Architectural Student Design Competition. Students were challenged to design a tower on a site of the designers' choosing. The structure had to be primarily steel but otherwise the material palette was open. The winning team was composed of Architecture U2 students **Valerie Buzaglo** and **Serena Lee** and Civil Engineering students

Jennifer Marshall, Dominique Nguyen-Huy and Nisreen Balh. The Award of Merit comes with a $2,000 prize for the team and a $1,000 prize for the faculty supervisor (Pieter Sijpkes). For full details and images, please visit: http://www.mcgill.ca/architecture/announcements/#ssef2007.

Staff Awards and Honours

The Royal Architectural Institute of Canada (RAIC), Canadian Institute of Planners (CIP), and Canadian Society of Landscape Architects (CSLA) have awarded a 2008 National Urban Design Award in the category Urban Fragments to the project "Making the Edible Campus" of McGill University. The lead firm of the project is the Minimum Cost Housing Group (School of Architecture), directed by Prof. **Vikram Bhatt** with assistance from Leila Farah (PhD candidate). Advisors on the project are Profs. **Nik Luka** and Jeanne Wolfe. Graduate students who worked on the project are Ehsan Daneshyar, Sally Diaz, Jie Liu, Anne-Marie Malouin, Gaurav Sharma, Aba Simpson, and Ivan Soto. Associate firms are Santropol Roulant (Jane Rabinowicz, executive director, and Tim Murphy, event organizer) and Alternatives (Ismael Hautecoeur, project coordinator, and Rotem Ayalon, coordination). Vital collaboration at McGill was provided by Planning and Institutional Analysis (Chuck Adler, Director) and Building Services and Grounds (Facilities Management and Development).

Alberto Pérez-Gómez, Saidye Rosner Bronfman Professor of the History of Architecture, has been awarded the 2008 David Thomson Award for Excellence in Graduate Supervision and Teaching by the McGill GPSO (Graduate and Postdoctoral Studies Office). The announcement by Prof. Martin Kreiswirth, Associate Provost (Graduate Education) and Dean of GPSO, praised Prof. Pérez-Gómez's contribution to graduate education at McGill, citing in particular his inspirational mentorship. The award and a citation will be presented at the Faculty of Engineering convocation ceremony on May 28. For information on the award and a list of previous winners, please visit the GPSO webpage for this particular award.

Medicine by Design: The Architect and the Modern Hospital, 1893-1943, by William C. Macdonald Professor **Annmarie Adams**, has been published by the University of Minnesota Press in the series Architecture, Landscape, and American Culture. In the history of medicine, hospitals are usually seen as passive reflections of advances in medical knowledge and technology. In *Medicine by Design*, Prof. Adams challenges these assumptions, examining how hospital design influenced the development of twentieth-century medicine and demonstrating the importance of these specialized buildings in the history of architecture. For additional information on the book, please visit: http://www.upress.umn.edu/Books/A/adams_medicine.html.

Professor **Annmarie Adams,** Research Associate **David Theodore**, and a team of researchers have developed a new case study for the award-winning website, Great Unsolved Mysteries in Canadian History. The intention of the website, funded by Heritage Canada, is to provide students with an array of primary sources and to inspire them to solve the mysteries through critical thinking. The mystery is the sudden death of 62-year old Ada Redpath and her 24-year old son, Clifford, in their Square Mile mansion on Montreal's Sherbrooke Street West on June 13, 1901. Adams and Theodore emphasize how architecture reveals differences in social class

and illuminates contemporary notions of medical conditions, particularly depression and epilepsy. The Redpath mystery was launched in March 2008. For full details, please visit: http://www.mcgill.ca/architecture/announcements/#mysteries07.

Professor **Robert Mellin** has curated the exhibition *Tilting: Rugged Landscape, Strong People, Fragile Architecture* at The Rooms in St. John's, Newfoundland, running from September 28, 2007, through January 13, 2008. For full details and images, please visit: http://www.mcgill.ca/architecture/announcements/#tilting2007.

Emeritus Professor **Radoslav Zuk** received a Shevchenko Medal during the XXII Triennial Ukrainian Canadian Congress held in Winnipeg from October 19 to 21, 2007. "The Shevchenko Medal is the highest form of recognition that can be granted by the Ukrainian Canadian Congress," and has been awarded to Prof. Zuk "in recognition of his significant contribution to the development of Ukrainian culture in Canada and especially for his outstanding contribution to Ukrainian and Canadian architecture. He successfully integrates a critical and creative approach to the interpretation of the basic elements of Ukrainian culture with the needs and criteria of contemporary architecture." Earlier in the summer, the Ukrainian Academy of Arts in Kyiv awarded Radoslav Zuk, who has served at the Academy as Head of the State Examination Commission for the granting of degrees in architecture in 2005, 2006 and 2007, a special diploma of appreciation. The document recognizes Prof. Zuk's "significant individual contribution to the development of the National Academy of Fine Arts and Architecture."

The Canada Council for the Arts has awarded the Professional Prix de Rome in Architecture (January 15, 2008) to Adjunct Professors **Manon Asselin and Katsuhiro Yamazaki** of the Montreal firm atelier T.A.G. The prize will enable Ms. Asselin and Mr. Yamazaki to study how current socio-economic and political environments redefine the activities of young architectural offices. For additional information on atelier T.A.G. and the Prix de Rome, please visit: http://www.canadacouncil.ca/news/releases/2008/ci128448857147162088.htm.

Atelier Big City (Adjunct Professor **Howard Davies**, Anne Cormier, and Randy Cohen) is one of seven winning teams in the New Silk Road competition which explores, in the park of Quijiang's NanHu in Xi'an, the cultural capital of China, the identity of nine different areas and cultures from Europe. Twenty-four projects were submitted by invited teams to the competition. The global design guidelines were defined by Dahan Architectural Design Consulting and Integral Jean Beaudoin. For full details and an image, please visit: http://www.mcgill.ca/architecture/announcements/#newsilkroad2007.

In January 2007 a single-stage international competition was called for the design of the new Museum of Contemporary Art Vojvodina in Novi Sad, Serbia. The jury met in late June 2007 to judge the 69 submitted projects and selected three projects for prizes and four for mentions. The first prize was won by the team of Adjunct Professor **Robert Claiborne**, Ivan Markov, and professional Master's student **Lia Ruccolo**. For full details and an image, please visit: http://www.mcgill.ca/architecture/announcements/#claiborne2007.

Research

Associate Professor and Director of the School **Michael Jemtrud** has been awarded $199,793 in funding for the Facility for Architectural Research in Media and Mediation (FARMM) through the Canada Foundation for Innovation's Leaders Opportunity Fund. The funding is part of a total of $22.5 million awarded to 134 projects at 31 institutions across Canada ($5,989,221 of this funding was awarded to 31 projects in Quebec, of which $1,449,225 was awarded to 10 projects at McGill). FARMM has been established for the research and development of digital media related to architectural and urban design, engineering, and related cultural and artistic activities. For the full announcement, please visit the CFI webpage.

Associate Professor **Martin Bressani** has received a Standard Research Grant from the Social Sciences and Humanities Research Council of Canada (SSHRC) in the amount of $105,000 (over three years). Prof. Bressani is Principal Investigator on the grant, and, together with Prof. Marc Grignon (History) from Laval University, will research the topic "Immersion into Atmosphere: History and the Fictional Dimension of Architectural Experience (1770-1890)."

Assistant Professor **Nik Luka** has been awarded $109,000 for 2008 by the Future Urban Transport programme supported by the Volvo Research and Educational Foundations (VREF) for his project entitled "Optimising Public Transport Infrastructure for Sustainable City-Building and Urban Regeneration: Whole-Corridor Urban Design Strategies." The funding is renewable for a second year in 2009, at the same amount. For additional information on the Future Urban Transport programme supported by the VREF, please visit: http://www.volvoresearchfoundations.com/.

Publications

Adams, Annmarie. "'That was Then, This is Now': Hospital Architecture in the Age(s) of Revolution, 1970–2001," *The Impact of Hospitals 300-2000,* edited by John Henderson, Peregrine Horden, and Alessandro Pastore (Oxford, Bern: Peter Lang, 2007), pp. 219-34.

-----. "Learning from Expo," *Canadian Architect*, Vol. 52, No. 8, August 2007, pp. 40-42.

-----. *Cheap and Tasteful Dwellings: Design Competitions and the Convenient Interior, 1879-1909*, by Jan Jennings (book review), *Winterthur Portfolio* 41, No. 1, Spring 2007, pp. 93-94.

-----. *The Parlour and the Suburb: Domestic Identities, Class, Femininity and Modernity*, by Judy Giles (book review), *Gender, Place and Culture* 14.4, August 2007, pp. 507-509.

Farah, Leila and **Bhatt, Vikram**. "Cultiver des territoires squattés," *Les agricultures périurbaines: Un enjeu pour la ville. Vers des projets de territoires.* Nanterre, France, October 10-12, 2007.

Bressani, Martin. "The Hybrid: Labrouste's Paestum," *Chora* 5 (Montreal: McGill-Queen's University Press, 2007), pp. 81-126.

-----. "Observations on Architectural Biology," *Log* 9, Winter/Spring 2007, pp. 119-127.

-----. "Territoire et abstraction," *Architecture-Quebec*, no. 138, February 2007, pp. 22-25.

----- and David Theodore. "Contested Territories," *Canadian Architect*, Vol. 52, No. 1, January 2007, pp. 39-41.

Castro, Ricardo. "Foreword," *Chora 5: Intervals in the Philosophy of Architecture*, edited by Alberto Pérez-Gomez and Stephen Parcell (Montreal: McGill-Queen's University Press, 2007), pp. xi-xix.

-----. "Elogio a la memoria, la poesía y el entorno," *dearqitectura* 02, Fall 2007, pp. 4-16.

Friedman, Avi. "A Methodology for the Preservation of the Architectural Heritage of Senneville, Quebec, Canada," *Journal of Urban Design*, Vol. 12, No. 3, October 2007, pp. 359-373.

-----. "Farming in Suburbia," *Open House International*, Vol. 32, No. 1, March, 2007, pp. 7-15.

-----. *Sustainable Residential Developments: Design Principles for Green Communities* (New York: McGraw-Hill, 2007).

-----. "Narrow-Front Row Housing for Affordability and Flexibility," *Reader on Canadian Planning: Linking Practice with Theory*, edited by Jill Grant (Toronto: Nelson Publishers, 2007), pp. 355-358.

-----. "The Use of Architectural Flexibility for Achieving Affordability in Housing," *Chasing the American Dream: New Perspective on Affordable Homeownership*, edited by William Rohe and Harry Watson (Ithaca & London: Cornell University Press, 2007), pp. 146-167.

-----. *The Calgary Project: Urban Form, Urban Life*, by Beverly Sandalack and Andrei Nicolai (book review), *University of Toronto Quarterly*, Vol. 77, No. 1, 2007.

-----. "Social Housing North: Building in the North," *Meridian*, Fall/Winter 2007, pp. 17-19.

-----. "North by North Housing," *Canadian Architect*, Vol. 52, No. 3, March, 2007, pp. 16-19.

Jemtrud, Michael and Muramoto, K. "Participatory Design Studio (PDS): Inquiry-based Collaborative Design Studio," CONVR 2007: 7th International Conference on Construction Applications in Virtual Reality (State College, PA), 2007.

----- "Performance and Participation: Remote Collaboration in Design, Engineering, and Art over Next Generation Networks". 1st International VR Symposium (Tokyo), 2007.

-----. "Emerging Technologies in a Participatory Design Studio," European Architectural Endoscopy Association 2007: Virtual Environment and Experience, Moscow, 2007.

Muramoto, K., -----, Wiley, D., Kumar, S. "Participatory Design Studio (PDS) "Inquiry-Based Collaborative Design Studio," Proceedings for the 5th International Conference on Education and Information Systems, Technologies and Applications (EISTA) in the context of International Multi-Conference on Society, Cybernetics and Informatics (IMSCI), 2007, pp. 152-157.

Wainer, G., Poliakov, E., Hayes, J., -----. "A Busy Day at the SAT building," Proceedings of the International Modeling and Simulation Multiconference, Buenos Aires, 2007.

Mellin, Robert. "Hood Residence: Modern Techniques Respect Traditional Ways," *Sustainable Architecture and Building Magazine*, May-June 2007, pp. 3-5.

Pérez-Gómez, Alberto. "Questions of representation: the poetic origin of architecture," *From Models to Drawings*, edited by Marco Frascari, Jonathan Hale and Bradley Starkey (Routledge Taylor & Francis Group, 2007).

-----. "Ethics and Poetics in Architectural Education," *Architecture, Ethics, and the Personhood of Place*, edited by Gregory Caicco (Hanover and London: University Press of New England, 2007).

-----. "Introduction," *70 architect(e)s On Ethics and Poetics* (Montreal: UQAM Design Centre, 2007.

-----. "Byen er ikke et postkort: Problemet med Genius Loci," *Arkitektur: The Norwegian Review of Architecture* (April, 2007).

-----. *CHORA: Intervals in the Philosophy of Architecture*, Vol. 5, series Chief Editor, co-edited with Stephen Parcell (Montreal: McGill-Queen's University Press, 2007).

Zuk, Radoslav. "Vision-Image: The Initiation of the Architectural Design Process," *The Design Studio: A Black Hole*, edited by Gülsün Saglamer (Istanbul: YEM Yayin, 2007), pp. 83-92.

Consulting Activities

Professor	Private Sector	Public Sector	Total
Adams	0	4	4
Bhatt	0	24	24
Bressani	7	10	17
Castro	0	3	3
Covo	32	20	52
Friedman	8	35	43
Jemtrud	0	0	0
Luka	13	6	19
Mellin	28	16	44
Perez-Gomez	0	29	29
Sheppard	40	80	120
Sijpkes	16	7	23

Community Involvement

Annmarie Adams

Co-organized Arcus Symposium with Dr Greig Crysler, 4 April 2008, College of Environmental Design, UC Berkeley.

Reviewer of Philip H. Knight Professorship, University of Oregon, one of the most prestigious faculty awards at the University.

Consulting on The Sigrid Rupp Endowed Visiting Professorship, US$1.8 million endowment to the University of California to honor women in architecture.

Vikram Bhatt

Helped the Canadian Centre for Architecture in setting up their very successful show entitled "Sorry out of Gas."

Currently helping the Canadian Centre for Architecture on their upcoming show (November 2008 - April 2009) "Actions: Gardening, recycling, playing and walking."

Member, Scientific Committee, "Building abroad: procurement of construction and reconstruction projects in the international context," Conference, University of Montreal, i-Rec. 23-25 October 2008.

Directing the activities of the "Edible Campus Garden," McGill University. The project is being realized in collaboration with Alternatives and Santropol Roulant.

Design of an expanded collective garden "Nutri-Centre Garden," Ville Lasalle.

Martin Bressani

Member of Scientific Committee, Architecture and the Technological Unconscious, International Symposium held in Paris in November 2007. Hosted by University of Georgia Tech and the School of Architecture at La Villette.

Ricardo Castro

Institute de recherche en histoire de l'architecture, IRHA. Member and past director.

Association of Collegiate Schools of Architecture. Faculty Councilor.

IINSISLA (International Network for the Study of Informal Settlements in Latin America). Member of Advisory Panel. (Started 2006).

The McGill Institute for the Public Life of Arts and Ideas. Member.

Member of the Executive Committee of the Hispanic Baroque of Canada (MCIR financed by SSHRC).

David Covo

Member, Comité expert sur la Formation en Architecture, Office des Professions du Québec.

Member (CREPUQ representative), Comité de Formation, Ordre des architectes du Québec (OAQ) .

Chair, Board of Directors, Canadian Design Research Network, a consortium of 19 Canadian colleges and universities.

Member, Task Force on the Syllabus Program, Royal Architectural Institute of Canada.

Member, Architecture Program Advisory Group, Athabasca University.

Member, ACSA Task Force on the Discipline of Architecture, Summer 2007.

Member, Gold Medal Jury, Royal Architectural Institute of Canada, December 2007.

Invited critic, Ion Mincu University of Architecture and Urbanism, Bucharest, Romania, July 2007.

Co-chair, BC Canada Green Building Design Symposium, Seoul, South Korea; 19-20 May, 2008.

Co-chair, BC Canada Green Building Design Symposium, Beijing, PRC; 22-23 May 2008.

Design and coordination of fabrication of Donor Wall, Desautels Faculty of Management (in progress).

Sedbergh School, Montebello, Quebec: design of new dormitory and staff residence (in progress).

Avi Friedman

Appointed Co-chair, the McGill Health Challenge Think Tank, 2008 Conference.

Appointed Visiting Professor, University of Alberta, Faculty of Extension.

Invited Moderator, 4th Quebec-New York Economic Summit.

Member: Advisory Board, Canadian Journal of Urban Research, University of Winnipeg, Manitoba.

Member: Editorial Board, Journal of Architectural and Planning Research, Texas A&M University, College Station, U.S.

Member: Board of Editors, Open House International Journal, University College, London, London, U.K.

Member: International Federation of Aging Program Committee.

Member: Canadian Building Health Sciences Symposium Organizing Committee.

Member of the National Advisory Council: Office of Energy Efficiency, Canada.

Member - President's Council: Habitat for Humanity, Canada.

Member: City of Cornwall, Renaissance Liaison Committee.

Member: Technion-Israel Institute of Technology, International Board of Governors.

Michael Jemtrud

Member: Council of Canadian University Schools of Architecture.

Session chair: Reconciling Poetics and Ethics in Architecture (Montréal, 2007).

Member: Journal of Architectural Education Editorial Board.

Nik Luka

Ville de Montréal / Canada Lands Corp., Family-friendly higher-density housing, Policy development advisor and workshop participant.

Centre canadien d'architecture--Urban Design Charrette--organising committee, member.

Centre canadien d'architecture--Square Cabot Charrette--team participant.

Centre canadien d'architecture--Winter 2009 Exhibition--advisory committee workshop, participant.

Fondation Schmeelk Canada Foundation (www.schmeelk.ca), Board of Directors, Member.

Fondation Schmeelk Canada Foundation (www.schmeelk.ca), Website / Outreach Committee, Co-chair.

Fondation Schmeelk Canada Foundation (www.schmeelk.ca), Award Selection Committee, Member.

Robert Mellin

Member, Royal Canadian Academy of Arts (RCA).

Board Member: Vernacular Architecture Forum (VAF).

Chair, Heritage Foundation of Newfoundland and Labrador (HFNL).

Fellow: Catedra "Gonzalo de Cardenas" de Arquitectura Vernacula.

Member: Committee for the Sustainable Redevelopment of Griffintown, Montreal.

Member: SSAC (Society for the Study of Architecture in Canada).

Member: APT (Association of Preservation Technology).

Volunteer heritage conservation consultant for the Old Post Office in Tilting, Fogo Island, Newfoundland.

Proposal for an Interpretation Centre and Irish Studies Fieldwork Centre for Tilting, Fogo Island (volunteer consultant).

Alberto Pérez-Gómez

Member, College of Reviewers for the Canada Research Chairs Program, SSHRC.

Juror, Art-City and Peepshow Int'l, The 2007 'Live' Architecture Competition, Calgary.

CHORA: Intervals in the Philosophy of Architecture vol. 5, series Chief Editor, co-edited with Stephen Parcell (Montréal: McGill-Queen's University Press 2007).

Exhibition at the Centre de Design of the UQAM, Montreal, Canada September 19 - October 20. 2007. Participant and Co-curator of the exhibition: "70 Architect(e)s on Ethics and Poetics."

Digital Installation As Fronterias de Polifilo, at the "Casa de Gloria," in Diamantina, Minas Gerais, Brazil; in collaboration with Jose Cabral Filho and Louise Pelletier, July 24th -28th, 2007.

Digital Installation at the Casa do Baile, in Pampulha, Minas Gerais, Brazil, in collaboration with Jose Cabral Filho and Louise Pelletier, August 4th-6th, 2007.

Adrian Sheppard

City of Montreal, President of the Comite d'architecture et d'urbanisme.

Pieter Sijpkes

Curator of the Orson Wheeler Architectural Model Collection.

Continue to participate in the activities of the "Obeservatoire de la Ville interieure de Montreal", based at the Universite de Montreal.

Ongoing involvement in the debate over the design and construction of the two Superhospitals (CHUM and MUHC) in Montreal in association with the 'Medical Doctors for Social Justice" group.

Founding member of the "Pro-Pointe" organization (based in Point Ste Charles).

Host (at home) of an ongoing series of events, which so far have included art shows by young artists, music performances, and three theatre productions by the Point Ste Charles Theatre Group.

McGill University School of Architecture

Annual Report 2006-2007

submitted by Professor David Covo, Past Director
August, 2007

McGill University School of Architecture

Annual Report 2006-2007

Section I: Objectives

The mission of the McGill University School of Architecture is to educate professionals who will contribute to the socio-economic and cultural development of Quebec, Canada and the broader global community through responsible participation in the process of the design, construction and interpretation of the built environment. This mission is served with programs that meet the following objectives:

1. To develop an effective and stimulating environment for teaching, learning and research in architecture.
2. To maintain and continue to enrich an accredited program providing high quality professional education in architecture.
3. To provide post-professional research-based Master's and Ph.D. programs that advance the discipline of architecture.
4. To engage in research and other professional and scholarly activities that achieve national and international recognition, and to publish, exhibit and otherwise disseminate the results in order to advance architectural knowledge in education and practice.
5. To contribute to interdisciplinary and multi-disciplinary teaching and research programs within other units of the University and with other universities, local and international.
6. To serve the public by working with citizens' groups, local, provincial and national governments, the private sector and the profession toward the general improvement of the built environment.

Specific objectives in the 2006-2007 session, in relation to the above, included:

- to continue improvements to the physical environment of studio and laboratory facilities, and develop greater access to computer resources for all students
- to develop the proposal for a new joint Master of Urban Design Program with the School of Urban Planning
- to monitor closely the evolution of the new professional Master of Architecture Program
- to continue the review of the engineering content of the B.Sc. (Arch.) program
- to continue the review and upgrading of course content in history of architecture and in sustainable building design
- to identify and pursue funding opportunities for new research initiatives
- to continue ongoing collaborative teaching and research activity with other units at McGill and other institutions
- to maintain the high profile of the School of Architecture in professional, academic and community-based activities
- to raise the profile of the School in the academic and professional community with a more comprehensive and critical series of exhibitions and visiting lectures

Other goals, identified and developed in relation to recruiting and fund-raising, included:

- to increase the presence and direct representation of the School in local, regional and national undergraduate recruiting programs
- to reinforce links with the offices of Development and Alumni Relations at the faculty and university levels, and to increase the direct involvement of the School in fund-raising and alumni programs development.

Section II: Highlights of the year 2006-2007

a) CACB Accreditation and 2006 Faculty Program Review

1. The School was visited by a Team from the Canadian Architectural Certification Board between March 11 and March 15, 2006. The M.Arch. (professional) Program was fully accredited for a six-year term, to December 31, 2011. The Visiting Team evaluated all 11 Conditions and all 37 Student Performance Criteria as Met, and made a number of highly constructive observations and recommendations regarding course content and program structure. Please see Appendix D of this report for a copy of the School's annual report to the CACB.

2. The Faculty of Engineering Program Review was also carried out in the summer of 2006. In late June, 2006, the School of Architecture was visited by a two-person team that included Professor Frances Bronet, Dean of the School of Architecture and Allied Arts at the University of Oregon, and Professor Larry Wayne Richards, past Dean of the Faculty of Architecture, Landscape and Design at the University of Toronto. The major observations and concerns expressed by the Visiting Team responsible for the Faculty Program Review in June are highly consistent with those expressed by the CACB team in March, and have been addressed in the School's 2007 Annual Report to the CACB.

b) Academic appointments

1. Professor Michael Jemtrud has been appointed Director of the School of Architecture for a five-year term, effective August 1, 2007. He replaces Professor David Covo, who served in the position from August 1, 1996, to July 31, 2007.

2. Professor Nik Luka was jointly appointed to the Schools of Architecture and Urban Planning at the level of Assistant Professor, effective August 1, 2006. Professor Luka will play a leadership role in the development of the new joint program in Urban Design (see section IIc of this report).

3. Professor Adrian Sheppard initiated a two year program of phased retirement, during which period he will be teaching half-time, effective July 1, 2007. He has been teaching at McGill since 1979 and, in addition to his many contributions as an outstanding and award-winning teacher, has served the School and the University consistently well in our dealings with the professional community, l'Ordre des Architectes du Québec, the Royal Architectural Institute of Canada, and numerous sister Schools in Canada, the US and Europe.

4. The recent search for a full-time tenure-track position in the area of Sustainability and Building Science terminated unsuccessfully in spring, 2007, and was reactivated in August.

5. Part-time appointments: The School has grown dramatically in the last ten years, and the present course load is well beyond the capacity of the full-time faculty, despite the fact that, in some cases, colleagues are carrying workloads as high as twice the faculty norm. The average teaching load in the School is significantly above the faculty average, and the program can not be delivered without the significant involvement of adjunct professors. Common practice in this and, in fact, most schools of architecture is to complement the full-time faculty with a variety of Adjunct appointments, including part-time permanent 'professor-in-practice' positions, enabling the School to deliver programs with the involvement of practicing professionals who not only teach in areas of particular expertise but also provide necessary links between the profession and the university. **The concept of the 'professor-in-practice' has been consistently and enthusiastically endorsed by the Visiting Teams responsible for accreditation**

reviews in March, 2001, and March, 2006, and by the Visitors responsible for the Faculty Review in June, 2006.

The complement of Adjunct faculty teaching design and other courses includes more than 35 persons. This group is an essential source of both scholarship and professional expertise; it also represents an essential connection with the profession and, it must be noted, allows us to improve significantly the gender balance among our teaching staff. **However, the budget for part-time teaching has failed to keep pace with the incremental improvements to full-time salary allocations, and must be upgraded to reflect current demands and expectations.**

It must also be noted that the requirement in 2006-07 to increase enrolment in the first year by 10 students will require additional studio teaching support to maintain consistency with accreditation guidelines for student-staff ratios in the design studios. Over the three years of the B.Sc.(Arch.) program, this increase in student numbers will generate a requirement for $50,000 - 75,000 in additional adjunct salary support.

c) New programs in Urban Design

Two initiatives, currently underway, will develop important new opportunities for teaching and research in Urban Design at McGill. The first is a new 12-month option in the M.Arch. (post-professional) and Master of Urban Planning programs; it is designed for professionals with degrees in architecture, landscape architecture, urban planning and related fields wishing to acquire a specialization in urban design. The option combines theory and practice and emphasizes project-based learning, primarily with the two studio courses and the supervised research project. It uses the city of Montréal as its laboratory and will benefit from the support of the municipal administration and its professional staff.

The second is a new Master of Urban Design degree program which has been designed as a collaboration between the Schools of Architecture and Urban Planning at McGill and the Schools of Architecture, Landscape Architecture and Urbanism at Université de Montréal. The City of Montreal will also participate in this exercise, and has already contributed significant research funding to support collaborative work in Urban Design under an entente signed with McGill and U de M.

The proposals have been approved by the Faculty of Engineering and are in development. The new option in Urban Design will be offered for the first time in September, 2007, under the direction of Professor Nik Luka, who will be coordinating the development of both the option and the new MUD.

d) New student initiatives: BuildAid

In the summer of 2006, 9 McGill Architecture students – the BuildAid group - spent two months in Manila working with local NGO's on housing and slum upgrading. This exercise was coordinated on site by Hong Kong-based Architect and McGill grad Freeman Chan, who persuaded two different groups of Hong Kong architects to donate their time and expertise to support this initiative. The first of these volunteer groups were architects (not McGill grads) who worked with the students on the actual design of several different projects; the second was another group of architects (all McGill grads) who met in Manila with Freeman, David Covo and the NGO's, to review the progress of the project and discuss ways to make it more sustainable, i.e., a permanent part of McGill's architecture program.

Background: BuildAid is the name of the group of undergraduate architecture students who responded with imagination and enthusiasm to the need for assistance in post-disaster reconstruction in Southeast

Asia. Galvanized into action by the Tsunami disaster of December 2004, they approached the School in the fall of 2005 with a request for help in assembling a team to travel to Southeast Asia to work in the reconstruction program. The school responded by opening a dialogue with key grads in Hong Kong and organizing a new seminar course in Post-disaster Reconstruction, designed to meet two objectives:
1. sensitize students to the many architectural and non-architectural issues associated with disaster response, and
2. prepare a small group for an 8-week summer internship in Indonesia or the Philippines.

The instructors were two recent grads from McGill's M.Arch. program – Cassidy Johnson and Gonzalo Lizarralde) who were just completing their PhD's in Post-disaster response at U de M.

In November '05, David Covo was in Hong Kong and met with Freeman Chan, an architect and McGill graduate based in Hong Kong who has been involved in housing construction in Indonesia and Manila. Freeman enthusiastically agreed to work with the School on this project, and spent one week here with the students in March '06. At that time, based on his recommendation, we agreed to relocate the workshop from Indonesia to Manila, where Freeman was currently working with key NGO's.

In preparation for the summer workshop, the students participating in the course launched an ambitious, innovative and extremely productive series of fund-raising initiatives, including social events, the public performance in the School of a play by Oren Safdie (son of 1961 graduate Moshe Safdie), and a web-based silent auction of paintings and drawings donated by fellow students. They were equally successful in securing grants from the Dean of Engineering ($2500) and the Principal's office ($2500). The group also built a demonstration shelter on the campus in front of the Macdonald-Harrington Building as part of the course requirements for the seminar; this very successful simulation of what could be built by an unskilled family over a 3 or 4 day period with hand tools and recycled materials attracted much public and media interest and drew significant attention to the project.

In the summer of 2006, the group traveled to Manila where they worked with three local NGO's in housing upgrading and construction: ISACC (Institute for Studies in Asian Church and Culture), CCT (Center for Community Transformation) and GK (Gawad Kalinga – "to give care"). Freeman Chan had been working with these NGO's and was instrumental in the establishment of our links with them. He coordinated the integration of the student team within the local housing upgrading programs and mobilized two groups of Hong Kong based architects who became involved in the project – the first participated in a series of design charrettes at the start of the exercise, and the second, all McGill alumni who will be more implicated in the management and organization of the ongoing program, joined the group for a week at the half-way point. An engineer from the Manila office of Arup Associates, Raul Manlapig, also donated time and provided essential technical expertise.

New links were established with the Faculty of Architecture at the University of the Philippines. Covo and three students met with Dean Prosperidad Luis and a selection of key faculty in July, 2006, at which time the possibility of future collaboration was discussed.

Funding: The 2006 workshop was essentially self-funded, with some assistance from the School of Architecture (approximately $6500 for the course and related expenses), the Faculty of Engineering ($2500), and the University ($2500). The students made up the shortfall in funding from their own pockets; all Hong Kong-based participants donated their time and covered their own expenses; David Covo covered his own travel and other expenses except for the Manila hotel and a modest banquet for the entire group.

Participants (2006)
1. McGill students and faculty:

Andrea Chynoweth, Yan Claprood, Emanuel Cyr, Omar Farid, Jillian Fernandes, Hans Larsson, Danielle Vroom, Cindy Williams, and Matt Wiviott (all 2006 B.Sc.(Arch) grads); Professor David Covo

2. Hong Kong Alumni:
Freeman Chan, B.Sc.(Arch)'70, B.Arch.'71 – Architect,
Philip Lo, B.Sc.(Arch)'71, B.Arch.'73 – CEO Lexco, a Facilities Management Company,
Herman Au, B.Sc.(Arch) '70 – Managing Director, Amtrac Furnishing International,
Alex Chu, B.Arch.'73, M.Arch.'78, and Lily Chu, B.Sc.'72, M.Sc.'74 – property development

3. Key Hong Kong volunteer: Edwin Keh (Manila meetings facilitator and secretary) – a business executive with international connections and a keen interest in urban design.

4. Hong Kong Architects who volunteered time and expertise (all recruited by Freeman):
Robert Wong, Lee Shu-fan, Fred Fung, Davis Chan, Frank Wong

e) Awards and appointments to staff

1. Professor **Ricardo L. Castro** is a successful co-applicant in a Social Sciences and Humanities Research Council of Canada (SSHRC) competition for Major Collaborative Research Initiatives (MCRI). The title of the project is *The Hispanic Baroque: Complexity in the First Atlantic Culture*, and the principal investigator is Juan Luis Suárez of The University of Western Ontario. The value of the initiative is $2,500,000, with a duration of seven years.

2. For the third year in a row, students from the School have won the Award of Merit in the Steel Structures Education Foundation (SSEF) Architectural Student Design Competition. The Award of Merit came with a $2,000 prize for the student team and a $1,000 prize for the faculty supervisor, Associate Professor **Pieter Sijpkes**.

3. Professor **Annmarie Adams,** Research Associate **David Theodore**, and a team of researchers are developing a new case study for the award-winning website, Great Unsolved Mysteries in Canadian History. The intention of the website, funded by Heritage Canada, is to provide students with an array of primary sources and to inspire them to solve the mysteries through critical thinking. The mystery is the sudden death of 62-year old Ada Redpath and her 24-year old son, Clifford, in their Square Mile mansion on Montreal's Sherbrooke Street West on June 13, 1901. Adams and Theodore will emphasize how architecture reveals differences in social class and illuminates contemporary notions of medical conditions, particularly depression and epilepsy. The Redpath mystery will be launched in March 2008.

4. *Medicine by Design: The Architect and the Modern Hospital, 1893-1943*, by **Annmarie Adams**, will be published in fall 2007 by the University of Minnesota Press in the series Architecture, Landscape, and American Culture. In the history of medicine, hospitals are usually seen as passive reflections of advances in medical knowledge and technology. In *Medicine by Design*, Prof. Adams challenges these assumptions, examining how hospital design influenced the development of twentieth-century medicine and demonstrating the importance of these specialized buildings in the history of architecture.

5. Two Architecture professors have been awarded grants from the Social Sciences and Humanities Research Council of Canada (SSHRC) Research/Creation Grants in Fine Arts program. **Pieter Sijpkes**, Associate Professor, and Jorge Angeles (NSERC Chair in Design Engineering, Centre for Intelligent Machines, Faculty of Engineering) have received a $173,000 SSHRC Research/Creation Grant for their project *The New Architecture of Phase Change: Computer Assisted Ice Construction.* Based at the School

of Architecture, this three-year study will use computer numerically controlled (CNC) digital fabrication to construct buildings out of ice. Working with part-time Architecture faculty **Thomas Balaban** and **David Theodore**, and including students from robotics, this ground-breaking program builds on experimental teaching and research into the design of ice structures by adapting McGill's impressive expertise in rapid prototyping and engineering design for extreme environments.

Professor Alberto Pérez-Gómez, Saidye Rosner Bronfman Professor of the History of Architecture, has been awarded a SSHRC Research/Creation Grant to support a new project entitled *AutoCAD Ballet: Tools for Digital and Material Inhabitation*. The research funds ($173,000 over three years) will support research into the use of new media technologies to design virtual and built architectural spaces. The project marks the beginning of collaborations with the Carleton Immersive Media Studio and Douglas Cooper, a writer and new media artist based in Mexico, as well as the continuation of long-standing collaborations with Louise Pelletier at the Université du Québec à Montréal (UQAM) École de Design, Jorge Pérez-Gómez at the University of New Mexico Department of Music, and José Cabral Filho, at the Department of Design at the Universidade Federal de Minas Gerais in Brazil.

6. William C. Macdonald Professor of Architecture, **Annmarie Adams**, will be on familiar turf when she arrives at the University of California Berkeley as the first Arcus Endowment Scholar-in-Residence. Adams, who holds an MArch and a PhD from Berkeley, won the award following an open nomination process. The Arcus award consists of a $40,000 stipend and accommodation for one semester at the Weston Havens house, which was designed in 1939 by Harwell Hamilton Harris. The house was recently bequeathed to the University of California and is considered a masterpiece of 20th-century architecture.

7. Professor **Robert Mellin** received the 2006 Paul E. Buchanan Award for Excellence in Field Work and Interpretation from the Vernacular Architecture Forum at the VAF annual conference in New York City on June 17, 2006. The award was for his recent heritage conservation work, an exhibition, and heritage conservation planning in Tilting, Fogo Island, Newfoundland. The Tilting Recreation and Cultural Society was a co-recipient of the award.

8. Atelier Big City (**Adjunct Professor** Howard Davies, Anne Cormier, and Randy Cohen) is one of seven winning teams in the New Silk Road competition which explores, in the park of Quijiang's NanHu in Xi'an, the cultural capital of China, the identity of nine different areas and cultures from Europe. Twenty-four projects were submitted by invited teams to the competition. The global design guidelines were defined by Dahan Architectural Design Consulting and Integral Jean Beaudoin.

9. In January 2007 a single-stage international competition was called for the design of the new Museum of Contemporary Art Vojvodina in Novi Sad, Serbia. The jury met in late June to judge the 69 submitted projects and selected three projects for prizes and four for mentions. The first prize was won by the team of Adjunct Professor **Robert Claiborne**, Ivan Markov, and professional Master's student **Lia Ruccolo**.

10. OAQ Prix d'Excellence 2007: A McGill graduate and one of our Adjunct faculty are among the winners announced on June 7, 2007, by the Quebec Order of Architects (OAQ) in the 24th edition of the Architecture Awards of Excellence. In the category of heritage conservation and restoration projects, Adjunct Professor **Pierina Saia** (with her partner Réal Paul) won the Prix d'Excellence for their renovation of the Pavillon du Lac-aux-Castors au Parc du Mont Royal. In the category of sustainable development, graduate **Patricia Sarrazin-Sullivan** (Box Architectures, together with Bosses Design) won an Honourable Mention for Camp Musical CAMMAC. Finalists in the OAQ awards included Adjunct Professor and graduate **Howard Davies** (Atelier Big City) for Les Jardins du Y des Femmes in the category of multi-unit residential projects, and Adjunct and graduate **Manon Asselin** (Atelier T.A.G., with partner and grad Katsu Yamazaki) for Théâtre du Vieux-Terrebonne in the category of cultural projects.

f) Awards to students and graduates

1. **Annual Ice Hotel Competition**: In Quebec City, the Ice Hotel is the seasonal accommodation of choice for the rich and hardy. The Ice Hotel has been built every winter since 2000. It is constructed out of 12 000 tons of snow, 400 tons of ice and has 32 rooms and theme suites. This winter, the hotel once again featured three rooms designed by Quebec architecture students; the three built student designs (one from each of the Architecture schools in the province) had been chosen by a jury from amongst 21 submissions from the three universities. This is the third time that Quebec's Schools of Architecture have been asked to contribute to the design, and the third time that the McGill team (**Rami Abou Khalil** and **Lia Ruccolo**) won the inter-university competition.

2. For the third year in a row, students from the School have won the Award of Merit in the **Steel Structures Education Foundation (SSEF) Architectural Student Design Competition**. Students were challenged to design a tower on a site of the designers' choosing. The structure had to be primarily steel but otherwise the material palette was open. The winning team was composed of Architecture U2 students **Valerie Buzaglo** and **Serena Lee** and Civil Engineering students Jennifer Marshall, Dominique Nguyen-Huy and Nisreen Balh. The Award of Merit comes with a $2,000 prize for the team and a $1,000 prize for the faculty supervisor (Pieter Sijpkes).

3. PhD candidate **Kai Wood Mah**, who teaches design and architectural history and theory at the Department of Architecture and Planning at Dalhousie University, Halifax, is the recipient of a postdoctoral fellowship from FQRSC (Fonds Québécois de la Recherche sur la société et la culture). With a value of $64,000 and a duration of two years, the fellowship was awarded for a project entitled *Inventing Home: Architecture of the Rural and the Industrial Schools in Turn-of-the-Century Canada*. Kai will assume his fellowship in Vancouver at the School of Architecture and Landscape Architecture at the University of British Columbia.

4. Post-professional M.Arch. student **Julia Tischer** (Minimum Cost Housing) is one of three recipients of the 2007 Power Corporation of Canada Awards. The award offers students enrolled in the Master of Architecture, Landscape Architecture, Environmental Design or Urban Design programs across Canada a three-month residency at the CCA during the summer of 2007 to undertake a common research project and to benefit from the collections and resources of the institution. Each recipient receives a $7000 stipend. The other two student award holders are Olive Bailey (Calgary) and Kate Patterson (Toronto). The three recipients are working on a collaborative research project on urban agriculture in Canada. This is the fourth consecutive year that a McGill student has won the Power Corporation Award. Previous winners are Catherine Vandermeulen (06), Peter Sealy (05), and Lian Chang (04).

5. Working under the direction of Adjunct Professor Simon Jones, McGill Architecture students have been collaborating since January 2006 with students from Université de Montréal and École de Technologie Supérieure to create Team Montreal, the only Canadian team among 20 competing in the **2007 Solar Decathlon**, an international Washington, DC-based design competition. Partially funded by the US Department of Energy, the event has teams competing to build the most efficient solar dwelling. Team Montreal began building the prototype in late March and completed construction in August. In the fall, the team will dismantle the solar house and transport it to the Mall in Washington, DC where they will compete against teams from the United States, Germany, Spain and Puerto Rico.

6. Twelve Canadian homebuilder teams have been selected as winners of Canada Mortgage and Housing Corporation's (CMHC) EQuilibrium sustainable housing competition. Recent Architecture grad **Masa Noguchi** (PhD 2004), currently a Lecturer at the Mackintosh Environmental Architecture Research Unit

at the Glasgow School of Art, is the architect of one of the winning submissions: the Alouette Homes EQuilibrium Initiative home. which will be built in Eastman, QC. EQuilibrium housing combines energy-efficient design with renewable energy systems to minimize energy consumption and reduce environmental impact. Each winning team will receive $50,000 from CMHC to offset eligible costs, including those relating to project documentation, performance testing, and public demonstrations.

7. The inaugural winners of the Steel Structures Education Foundation (SSEF) Awards for Excellence in steel research (for first-year students in the professional undergraduate program) and design in steel (for thesis students in the professional Master's program) were announced in 2007. This year's third Award for Excellence (design in steel) will be granted to one or more of the third-year students graduating with a B.Sc. (Arch.) this spring. This year's Award for Excellence in steel research goes to U1 students **Ann Rodgers, Bori Yoon** and **Chloe Malek** for their paper "Beijing Olympic Stadium 2008 as Biomimicry of a Bird's Nest." The award includes a $500 prize. This year's Award for Excellence in steel design goes to M2 thesis student **Josiane Tardif** for her thesis project "The Redevelopment of the McGill Engineering Complex." The award includes a $1500 prize. The three awards for U1, U3, and M2 students will also be given out in 2008 and 2009, all generously funded by the SSEF.

8. SSHRC Postdoctoral Fellow (2004-06) **Cynthia Hammond** is the recipient of the 2007 Emerging Scholar Award sponsored by the Nineteenth Century Studies Association (NCSA) for her article, "Reforming Architecture, Defending Empire: Florence Nightingale and the Pavilion Hospital," which appeared in a special issue of *Studies in the Social Sciences* XXXVIII (July 2005).

9. The winner of the Southbank International Architecture Competition (announced January 20, 2007) is the submission entitled "Collage," by Thread Collective & Normal Design, a collaborative team of architects, landscape architects and public art practitioners based in Brooklyn. Recent graduate **Nazia Aftab** (M.Arch. 2006) was part of the winning team. The competition called on architects and designers to define and apply new spatial approaches in order to create a community that would serve as a model for sustainable living elsewhere on the continent and beyond.

10. A team of five students from McGill University have been recognized as the "Most Innovative MBA Team in the World" at the 2006 Innovation Challenge competition at the University of Virginia's Darden Graduate School of Business, beating out 439 teams of graduate business students from around the globe. The world's largest competition for business innovation, the event attracted teams from 88 universities who competed to present solutions to real-world problems facing major corporations. Desautels Faculty of Management MBA candidates Heather Powers, Kanhaiya Sinha, Stavros Tsokonas and Luc Tran and Architecture doctoral student **Jonathan Powers** developed the two winning programs in the final round on November 17 and 18. Their entries, which garnered a $20,000 prize, focused on helping DaimlerChrysler to connect with baby boomers, and Hilton Hotels to grow through partnerships.

11. **Gastón Castaño**, a graduate of the School's Domestic Environments option in 2006, was awarded the First Prize - Best Paper Presentation for his paper "Bariatrics: Diseñar para Pacientes de Gran Tamaño" (Bariatrics: Design for Large Patients) at the 17º Congreso Latinoamericano de Arquitectura e Ingeniería Hospitalaria (17th Latin American Conference on Health Care Architecture and Engineering) held in Buenos Aires, Argentina, October 10-14, 2006. The paper draws from his McGill research project.

12. **Catherine Vandermeulen** (Minimum Cost Housing Group) was one of three recipients of the 2006 Power Corporation of Canada Awards. The award offers students enrolled in the Master of Architecture programs across Canada a three-month residency at the CCA in which to undertake a common research project and to benefit from the collections and resources of the institution. Each recipient receives a $7000 stipend. This was the third consecutive year that a McGill student has won the Power Corporation Award. Previous winners are Peter Sealy (2005) and Lian Chang (2004).

13. In May, 2007, Canada Post launched a new series of stamps (see report cover) celebrating the centennial of the Royal Architectural Institute of Canada. The stamps feature four buildings by Canadian architects **Arthur Erickson**, **Moshe Safdie**, **Raymond Moriyama** and **Douglas Cardinal**. Three of these, Erickson, Safdie and Moriyama, studied architecture at McGill. Erickson and Safdie did their professional (B.Arch.) studies here, and Moriyama a post-professional Master of Architecture. All three - Erickson, Safdie and Moriyama - also hold Honorary Doctorates from McGill.

g) Professional studio teaching in 2006-2007

In the B.Sc.(Arch.) program, the first year studio sequence was managed by an experienced team that included Émilie Bédard, Ricardo Castro, David Covo, François Émond, Emmanuelle Lapointe, Robert Mellin, Carlos Rueda and Pierina Saia.

The second year studio was organized around studio modules exploring distinct themes: sustainable design and the design of the solar house for the 2007 Solar Decathlon with students from ETS and Université de Montréal (Simon Jones and Julia Bourke); computer applications in design (Robert Mellin); landscape (Francois Emond); structure (Pieter Sijpkes); and design methodology (Rad Zuk, Sheila Theophanides and Ewa Bieniecka).

Tom Balaban, David Theodore, Martin Bressani, Pierre Jampen, Adrian Sheppard, Julia Gersovitz, Rosanne Moss and Georges Drolet worked with third year students on larger projects that engage issues related to program and building form, conservation, and modeling. This year, the three second semester studios intersected in a highly successful exercise that examined different strategies for dealing with tall buildings – we hope that this focus will be a permanent theme of the third year studio.

The first term of the professional Master of Architecture program was structured for the second time as a comprehensive studio, requiring the coordinated participation of a list of experts in urban design, landscape, structure, building envelope, and other areas, and was ably directed by Professors Robert Claiborne and Richard Klopp, who also taught *Advanced Construction* at the same time. The second term was centred around the revised version of *Design Research and Methodology*, which is now structured as a design studio under Howard Davies and Robert Claiborne, with the additional and inspiring contribution of our second Gerald Sheff Visiting Professor, John Shnier, of Toronto. The fall thesis semester was once again superbly coordinated by Howard Davies, who worked with studio critic Andrea MacElwee and the cohort of students and advisors to assemble a comprehensive and convincing body of work which is thoroughly documented in our annual publication of staff and student work, *Catalogue*.

These initiatives succeed because they are carried out in the fertile ground of a studio culture that thrives on the enthusiasm and dedication of a great student body and a long list of other full-time and part-time teaching faculty. The thesis class is in many ways symbolic of the School, and continues to enjoy the support of all full-time staff and many part-time faculty. McGill, like so many North American schools, delivers its programs with a teaching staff that includes a small group of full-time faculty and a larger group of part-time teachers drawn from the professional community. At McGill, we work with more than 30 part-time colleagues - adjunct professors and course lecturers - every year. These are accomplished practitioners - architects, landscape architects, designers and engineers – who take time out from busy practices to teach our design studios and a host of other courses; they connect us to the profession and they account for the lion's share of the intellectual capital of our professional programs.

h) M.Arch. (post-professional) Programs

1. Housing: Students in the Minimum Cost Housing option, under the supervision of Professor Vikram Bhatt, distinguished themselves and the School with their participation in the World Urban Forum, which was held in Vancouver in June, 2006. The student team designed and built a didactic exhibition pavilion celebrating research on Edible Landscapes carried out in the Minimum Cost Housing Program.

2. Domestic Environments/Cultural Landscapes: Students in the DE/CL option worked under the supervision of Professors Annmarie Adams and Robert Mellin on a research study that focused national attention on the heritage value of Montreal's Griffintown district. Students presented the work to considerable acclaim at the annual meeting of the Society for the Study of Architecture in Canada.

3. History and Theory of Architecture: Students in the History and Theory option have been working under the joint supervision of Professor Alberto Pérez-Gómez and Lian Chang on preparations for the exhibition and publication of recent research associated with the international conference **Reconciling Poetics and Ethics in Architecture**, which will be held in Montreal in September, 2007, and which celebrates the 20th anniversary of the founding of the History and Theory program at McGill.

i) PhD Program

The PhD program, first approved in 1997, continues to attract outstanding scholars exploring a broad range of research subjects. Despite the lack of significant financial support available to incoming students, the program continues to grow and presently accommodates 33 students working primarily on topics in history and theory, as well as housing and material culture.

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j) Exhibitions

Exhibitions form an integral part of the School's strategy to frame a social and professional context for studies in architecture. The list below identifies public exhibitions that include the work of staff and students of the School, distinguished practitioners, and artists whose work attempts to develop links with architectural and urban issues. Exhibitions held this year included:

CurioCity (September 5 to 15, 2006)
An exhibition of History and Theory graduate studio work 2006.

Murdoch Laing (September 25 to October 6, 2006)
An exhibition of the submissions to the Murdoch Laing Design Competition 2006 (U3 class).

After Hours: Staff Expo (October 10 to 27, 2006)
An exhibition of the professional work of the full- and part-time faculty of the School of Architecture.

4e vie du bassin Peel: CCA Inter-University Charrette, 12th edition (Oct. 30 to Nov. 3, 2006)
An exhibition of submissions by McGill, U de M, Concordia, Laval, UQAM and Ryerson University to the CCA Charrette.

Radoslav Zuk - Reinterpreting Tradition: Ukrainian Churches and Museum Projects (November 6 to 24, 2006)
An exhibition drawn from the architectural work of Emeritus Professor Radoslav Zuk.

Colourful Glimpses: Manila's Urban Poor (November 27 to December 1, 2006)
An exhibition of the work of BuildAid in the Philippines (summer 2006).

M2 Final Thesis Projects (December 13 to 22, 2006)
Master of Architecture professional program final thesis projects.

Samuel Bail: Capturing Africa's Soul (January 8 to 19, 2007)
Photography from 5 months and 12,000 kilometres of cycling from Cairo to Cape Town.

Summer Course Abroad (January 22 to February 2, 2007)
An exhibition of student work from the Summer Course Abroad 2006 in Venice.

The Poetics of West Coast Modernism in West Vancouver (February 1 to 23, 2007)
An exhibition from West Vancouver Cultural Services (Ferry Building Gallery).

André Vecsei (February 6 to 16, 2007)
An exhibition of projects of the late architect André Vecsei.

Japan 2006 (February 26 to March 9, 2007)
An exhibition of student work from the Summer 2006 Wilfred Truman Shaver Scholarship trip to Japan.
With the generous support of Toshiba Canada.

Ice Hotel 2007 (March 5 to 16, 2007)
An exhibition of the student submissions to the Ice Hotel competition in Quebec City.

Sketching School 2006 (March 12 to 23, 2007)
An exhibition of student work from Sketching School 2006 in Lunenburg, Nova Scotia.

Photographic Portfolios from Arthur Erickson: Critical Works (March 26 to July 31, 2007)
Photographs by Ricardo L. Castro.

Origami Pteranodon (April 17 to 20, 2007)
Dr. Robert J. Lang folds an origami pteranodon from a 4.25m-square piece of paper. In conjunction with the Redpath Museum.

Studio Work 2006-2007 (May 1 to 31, 2007)
Highlights of student work from the studios of Fall 2006 and Winter 2007.

k) Lecture series

1. Lectures by visitors continue to provide an important point of contact for students with academics and practitioners. The most important of these is our regular Fall and Winter evening program, which is coordinated by Professor Martin Bressani and a team of active and committed students.

 Paulo Mendes da Rocha, 2006 Pritzker Architecture Prize Laureate (17 October 2006)
(David J. Azrieli Lecture in Architecture)

Radoslav Zuk, McGill School of Architecture (14 November 2006)
"Geography, Culture and Architecture"

Nasrine Seraji, Atelier Seraji (21 November 2006)
"Lucy in the Sky with Diamonds"
(Sheila Baillie Lecture)

Adam Caruso, Caruso St John Architects (3 January 2007)
"Specific Objects"
(Siew Fang Chan Lecture)

Ulrike Brandi, Ulrike Brandi Licht (6 February 2007)
(Canlyte Lighting Lecture)

Liza Fior, muf (16 February 2007)

David E. Eckmann, Magnusson Klemencic Associates (27 February 2007)
(Steel Structures Education Foundation Lecture)

John Shnier, Kohn Shnier Architects (6 March 2007)
(Gerald Sheff Visiting Professor in Architecture)

Iñaki Ábalos, Ábalos & Herreros Arquitectos (12 March 2007)
(William Hobart Molson Lecture)

Aaron Sprecher, Open Source Architecture (19 March 2007)
"Affluence, Influence, Confluence"

Mirko Zardini, CCA (27 March 2007)
"Asphalt"

2. Twelve additional lectures, a continuation of the Architectural Students' Association's very successful lunchtime Brownbag Lectures, were presented by prominent Montreal architects, faculty and other visitors in the fall and winter.

Arrien Weeks, Green Hat Design+Consulting (24 October 2006)
"ECOHOUSE: from class project to construction"

Radu Juster, McGill Office of Planning and Institutional Analysis (31 October 2006)
"Exploring film + video: Game Over (a fictional film) + Greece: sea, sun and old rocks (a multimedia presentation)"

Anick La Bissonnière, Atelier Labi (6 November 2006)
"Making *Sens*: Architecture in Scenography"

Henri Cleinge (14 November 2006)
"Recent Works"

Annie Lebel, Atelier In-Situ (21 November 2006)
"Cross Section

Petr Franta, Petr Franta Architekti & Asoc. (23 January 2007)
"Contemporary Practice in the Czech Republic"

Tamzyn Berman, Pastille Rose (30 January 2007)
"Graphic Design"

Trevor Davies, Saucier + Perrotte Architectes (6 February 2007)
"Managing Design"

Marc Mayer, Musée d'Art Contemporain de Montréal (13 February 2007)
"Silo No. 5: Musée d'Art Moderne"

Zafer Sagdic, Yildiz Technical University, Istanbul, Turkey (6 March 2007)
"The Relationship between Architecture and Politics in the Design of Ottoman Palaces"

Pieter Sijpkes, McGill School of Architecture (20 March 2007)
"Constancy and Change"

Natalie Grenon, Sartogo Architetti Associati, Italy (29 March 2007)

3. Two special lectures related to the BuildAid program were also presented.

Dr. Melba Padilla Maggay, Institute for Studies in Asian Church and Culture (26 Sept. 2006)
"BuildAid and Manila: Rebuilding the Slums"

Yan Claprood and Omar Farid (27 November 2006)
"BuildAid: An architectural response to man-made disasters in Manila"

l) Student travel

1. The 2007 Shaver Scholarship traveled to Tunisia, with Professors Richard Klopp and Pieter Sijpkes leading a group of nine students on a study tour of ancient, traditional and contemporary architecture.

2. 23 students participated in the 2007 Summer Course Abroad in Greece, under the direction of Professor Ricardo Castro.

3. The 2006 Sketching School took place in Lunenburg, Nova Scotia. Celebrated Canadian Architect Jack Diamond participated in the exercise as an invited guest critic.

m) Student governance and participation

The Architecture Students' Association (ASA) remains extremely active in the School and in the university community. The ASA Council and other student volunteers contribute enormously to the academic and social life of the School. Their enthusiastic participation in the Annual Phonathon, Open House, Orientation, Reunion, Recruiting and other activities, including a number of regular and spectacularly successful parties, is pivotal.

n) Non-academic human resources

1. Present complement: a fine team of six persons whose professionalism and cheerful dedication contribute enormously to the quality of life and collegiality in the School. In the basement, Workshop Technician David Speller, whose legendary sang-froid and mysterious unflappability present a nice contrast to the raucous (machine-based) whines and shrieks usually emanating from the workshop, continues to work with staff and students to integrate new and old modeling strategies into the curriculum. Student Advisor Mary Lanni-Campoli runs the professional program with grace and efficiency, while Marcia King and Luciana Adoyo together coordinate our post-professional master and PhD programs, respectively, with equal care and attention. Multi-media coordinator Carrie Henzie looks after all things media-connected and Accountant Veena Gujrati keeps the cash flowing. David Krawitz, crisis manager and unofficial school chaplain, seems to coordinate, facilitate and enable just about everything else, frequently in response to outrageously inappropriate last-minute requests from both staff and students.

2. Notwithstanding the effectiveness of the present complement, the School remains understaffed in key technical and administrative areas of service. **Each of the Visiting Teams responsible for the accreditation and program reviews in 2006 comments on the need for additional support in these areas of the School's operation.** Therefore, the School's submission for the 2007-08 budget exercise included detailed proposals for additional administrative and technical support. Following is an extract identifying key requests:

> a) *Anomaly adjustments to the present salaries of clerical, technical and administrative staff are urgently needed.*
>
> b) *New support positions required: (in order of priority)*
>
> 1. *administrative: a new entry-level position to support an expanded operation (reception, general secretarial, support for adjuncts and other part-time staff) and also free the Student Advisor for more effective counseling, colleges and schools liaison, recruiting, admissions, exchange program and other related activities. (required: $35,000) The need for this position has been identified as a priority by the Visiting Teams in the accreditations of March 2006 and March 2001.*
>
> *The additional demands on administrative staff resulting mainly from the recent expansion of the professional and graduate programs have been managed in the last few years with the temporary support of a casual (work/study) appointment in the administrative area and considerable amounts of voluntary overtime on the part of the Student Advisor and Graduate Program Secretaries. A new permanent position will allow us to remedy a problem identified in our last accreditation exercise as a threat to the effective and appropriate management of the School.*
>
> 2. *technical (workshop and general school): a new entry-level position shared between the workshop and general operations (studios, labs, crit rooms, exhibition room). (required: $30-35,000). This position could also be shared between Architecture and Urban Planning. It should also be noted that this position was identified as a priority by the Visiting Team in their External Review Report of July 27, 2006.*
>
> *The nature of the teaching environment in a School of Architecture, specifically, the network of studios and crit, exhibition and seminar rooms requires logistical and custodial support - from emergency duct tape to special furniture setups for project presentations - that are well beyond the capacity of the University's custodial resources. In addition, the presence of only one support staff in the workshop makes us extremely vulnerable in the event of accident or illness. A second person makes it possible to preserve access to the workshop, an essential teaching resource, and provides additional security during periods of peak usage.*
>
> 3. *administrative: a new entry-level position to support the proposed joint program in Urban Design, shared between Architecture and Urban Planning. (required: $30-35,000)*

Section III: Appendices

A. Collaborations

a) Within McGill

The School of Architecture is one of seven academic units in the Faculty of Engineering, which also includes five engineering departments – Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Mechanical Engineering and Mining and Metallurgical Engineering – and the School of Urban Planning. The Departments of Civil Engineering and Mining, Metals and Materials are directly responsible for the delivery of approximately 15% of the course load in the regular B.Sc.(Arch.) program; the School of Urban Planning is responsible for the teaching of the new merged course *Urban Land Development* in the professional M.Arch. program.

The School of Architecture was a partner in the Department of Mechanical Engineering's application to the National Science and Engineering Research Council (NSERC) for a new Faculty Chair in Design for Extreme Environments. The program supports new full-time and part-time positions in Mechanical Engineering and Architecture, respectively, and was approved by NSERC in February, 2003. Professor Jorge Angeles of Mechanical engineering is the new NSERC Chair in Design for Extreme Environments, and Professor Julia Bourke was appointed to a new half-time equivalent position in the School of Architecture with teaching and research responsibilities in Architecture and Mechanical Engineering.

Faculty of the School collaborate on a regular basis in teaching and research with colleagues in other units of the university as well, most notably Social Work, Occupational Therapy, the McGill Institute for the Study of Canada, and the Faculty of Management. Faculty are also regularly involved in Doctoral examinations and joint supervision of graduate students working at the Master's and Ph.D. levels in Civil Engineering, Communications and Art History, English and in the Faculty of Music.

In addition, the School has been able to develop constructive partnerships for joint course offerings in a variety of disciplines. The elective course *Material Culture of Canada* was originally developed in the School and co-sponsored by the McGill Institute for the Study of Canada; it is now offered by the Institute. The elective course *Enabling Environments* OCC1442 is team-taught by staff in the Schools of Occupational Therapy and Architecture. Discussions continue between the Schools of Architecture and Urban Planning and the McGill School of the Environment, exploring the possibilities of joint studio and other course offerings.

b) Outside McGill

The annual Charrette, organised by the Canadian Centre for Architecture and held every Fall, provides an effective mechanism for the bringing together of staff and students from the Architecture, Landscape Architecture, Design and Urbanism Programs at McGill, U. de M., Laval, Carleton, UQAM and Concordia.

In the summer of 2007, for the seventh year, McGill is hosting a studio from the College of Architecture of Texas Tech University, Lubbock, Texas. The University of Waterloo School of Architecture is operating a summer studio at McGill this summer, for the sixth time, under the supervision of Professor Marie-Paule Macdonald of Waterloo.

The School continues to be very active in interactions with the community and sister programs at other institutions. We have just completed our fourth year of collaboration between architecture students at McGill and landscape architecture students at the U de M; this joint second year studio complements less

formal collaborations and exposes students to real problems calling for high levels of team work and multi-disciplinary thinking.

c) Student exchanges

The social and academic life of the School benefits from exchange programs with Schools in Austria, Australia, Belgium, Colombia, Denmark, France, Israel, Italy, Mexico and the USA. A limited number of qualified students are invited each year to participate in exchanges with Schools of Architecture at universities which have agreements with the McGill School of Architecture, normally for a maximum of one semester. A new agreement was signed this year with the Royal Danish Academy of Architecture, Copenhagen. Our exchange partners now include:

> Fakultät für Raumplanung und Arkitektur, Technische Universität Wien, Austria
> Facultad de Arquitectura, Universidad de los Andes, Bogotá, Colombia
> Istituto Universitario di Architettura di Venezia, Venice, Italy
> Politecnico di Milano (Bovisa), Milano, Italy
> The Technion, Israel Institute of Technology, Haifa, Israel
> Institut Supérieur d'Architecture, Saint-Luc Bruxelles, Brussels, Belgium
> École d'architecture de Grenoble, Grenoble, France
> École d'architecture Clermont-Ferrand, Clermont-Ferrand, France
> Royal Danish Academy of Architecture, Copenhagen, Denmark

Each year, approximately fifteen of our students participate in an exchange, usually in the winter semester, and an equivalent number of foreign students are accommodated, usually in the second and third-year studios in the fall semester. Discussions on new agreements are underway with schools in South Korea and Romania.

The School has also been the lead Canadian institution in two six-university consortia formed under the North American Mobility in Education Program. The first consortium (directed by D. Covo) included UNAM and Tec de Monterrey (Querétaro), Mexico; Virginia Tech and University of Florida, USA; and Dalhousie and McGill, Canada. The second (directed by V. Bhatt) replaces the US schools with Ball State and XXX. The total funding for each consortium is approximately $595000 (Canada $160000 from HRDC, US $323000, Mexico $112000). The grants support 4-year exchange program between Mexico, the US and Canada, and develop teaching and research opportunities according to the particular theme identified by each set of partners. The first exchanges took place in 2003-2004.

vi) Student involvement in the university and community

Every effort is made to facilitate participation by students in extra-curricular activities on and off campus. On the first day of class, students are encouraged to get involved in the life of the campus and the city, to participate in sports programs and student society activities, and to take advantage of every opportunity to broaden their university experience (carpe diem). They are, at the same time, assured that the School will do what it can to see that curricular and extra-curricular activities are harmonized. The School also supports with annual grants student participation in conferences, and in events and meetings organized by groups such as the RAIC, CASA (Canadian Architecture Students Association) and AIAS, the student affiliate of the American Institute of Architects.

B. Service to the community

Faculty members of the School also continue to serve the professional and business community in numerous ways, as practicing professionals and as members of a wide variety of committees and advisory groups, including:

Health Care Technology & Place Training Program, University of Toronto (Adams)
College of Reviewers, Canada Research Chairs (Adams)
J. Paul Getty Postdoctoral Fellowships in the History of Art and the Humanities (Adams)
Graphic identity committee, Vernacular Architecture Forum (Adams)
Study Centre Consultative Committee, Canadian Centre for Architecture (Bressani)
Association of Collegiate Schools of Architecture, Faculty Representative (Castro)
Research grant evaluation, Social Sciences and Humanities Research Council of Canada (Castro)
Task Force on Syllabus Program, Royal Architectural Institute of Canada (Covo)
Comité de Formation, Ordre des Architectes du Québec, CREPUQ representative (Covo)
Comité Expert sur la Formation en Architecture, Office des Professions de Québec (Covo)
Canadian Council of University Schools of Architecture (Covo)
National Advisory Council, Office of Energy Efficiency, Natural Resources Canada (Friedman)
Member, President's Council, Habitat for Humanity, Canada (Friedman)
Renaissance Liaison Committee, City of Cornwall (Friedman)
Heritage Foundation of Newfoundland and Labrador (Mellin)
Advisory Board, Institut de recherche en histoire de l'architecture – IRHA (Montreal) (Pérez-Gómez, Covo))
Ville de Montréal : Comité d'architecture et d'urbanisme (Sheppard)
Architectural Advisory Committee, Société Immobiliere du Quebec (SIQ) pour la refection du Vieux-Palais de Justice de Montréal (Sheppard)
Architectural Advisory Committee, Société Immobiliere du Quebec (SIQ) pour la refection de l'Institut du tourisme et de l'hotelerie du Québec (ITHQ) (Sheppard)
Comité aviseur sur l'elaboration du Plan d'Urbanisme pour la Ville de Montréal (Sheppard)
Comité aviseur, City of Montreal, Patrimonial Study of the habitations Jeanne-Mance (Sheppard)
Yale University Alumni School Committee (Sheppard)

Faculty members are active as either editors or members of the editorial boards of a number of journals and other publications. These include:

Exhibitions review editor, *Material History Review* (Adams)
Editorial Board, *Perspectives in Vernacular Architecture* (Adams)
Editorial Board of the journal *Threshold*, MIT, Cambridge, Mass. (Bressani)
Advisory Board, *Canadian Journal of Urban Research* (Friedman)
Editorial Board, *Journal of Architectural and Planning Research* (Friedman)
Board of Editors, *Open House International* (Friedman)
Editorial Board, *Journal for Architectural Education* (Mellin)
R.A.I.C. Editorial Committee (Mellin)
Editorial Board of "The Marina Waisman Collection" (Pérez-Gómez)
Advisory Board, *CHORA Intervals in the Philosophy of Architecture* (Pérez-Gómez)
Editorial Board of "In Site", University of New South Wales, Australia (Pérez-Gómez)

Faculty members are active as chairs and members of organizing committees of symposia, conferences and other academic meetings. These include:

American Association for the History of Medicine conference, May 2007 (Adams)

Faculty members regularly serve on local, national and international architectural competition juries:

Office of Energy Efficiency/Natural Resources Canada, Canada's National Energy Efficiency Awards Program 2002 (New Housing Category), November 2004 (Friedman)

Prix d'Excellence OAQ, accessibilité universelle (Covo)
Nouvelle Salle de Concert de Montréal (sous-comité architecture) (Covo),

Faculty of the School of Architecture are also actively involved in the administration of the School, Faculty and the University. The following University Committees are chaired by staff of the School:
    Architectural Advisory, which reviews all major building projects underway in the University
    Gardens and Grounds, which supervises all planting and landscape design on campus
    Visual Arts Committee, which is the curator of the University's collection of painting and sculpture
    Green Building Workgroup of the SCPD Environment Sub-Committee
In addition, the School is well represented on committees struck by the Building and Property Committee of the Board of Governors for the selection of architects for University projects.

Other University committees with involvement by staff of the School include:
    University Senate
    Senate Committee on Physical Development
    Teaching and Learning Space Workgroup
    University Building and Property Committee
    University Capital Projects Committee
    University Appeals Committee
    University Grievance Committee
    University Tenure Committee
    University Toponomy Committee
    University Sports Hall of Fame Committee
    University Special Libraries Advisory Committee
    University Task Force on Physical Master Plan

    Faculty of Graduate Studies and Research Council
    Faculty of Graduate Studies Advisory Group on International Research
    Principal's Special Committee on Heritage
    SCPD Green Building Task Force
    Osler Library Board of Curators
    Department of Hispanic Studies, Latin American and Caribbean Advisory Committee
    School of Nursing Advisory Committee
    Bellini Life Sciences Building Project Committee

The School is represented on each of the standing committees of the Faculty of Engineering, and a number of staff also serve, on a regular basis, as advisors to the Faculty and University on questions relating to design, planning and physical development.

C. Publications

Faculty members continue to publish on an international scale, in professional and scholarly journals as well as in the popular press. A complete listing of publications for 2006 has been posted at http://www.mcgill.ca/architecture/publications/2006.

The publications section of the Annual Activity Reports has been summarized below:

Adams, Annmarie and S. Burke. "'Not a shack in the woods': Architecture for Tuberculosis in Muskoka and Toronto," *Canadian Bulletin of Medical History*, Vol. 23, No. 2, 2006, pp. 429-455.

----- and T. Schlich. "Design for Control: Surgery, Science, and Space at the Royal Victoria Hospital, Montreal, 1893-1956," *Medical History*, Vol. 50, No. 3, July 2006, pp. 303-324.

-----. "Female Regulation of the Healthy Home," *Home, Work, and Play: Situating Canadian Social History, 1840-1980*, edited by James Opp and John Walsh (Don Mills, ON: Oxford University Press, 2006), pp. 3-17.

-----. "Size Matters," *The Architect's Newspaper*, May 10, 2006, pp. 22, 25.

-----. "Accidental Architecture," *Azure*, Nov.-Dec. 2006, trailer. Accompanied by a photograph of Montreal's Big-O by skateboard photographer Felix Faucher.

Bressani, Martin and Robert-Jan van Pelt**.** "Crystals, Cells and Networks: Unconfining Territories," *Genome Project* (Los Angeles: MAK Centre Publications, 2006), pp. 66-73.

-----. "The Lure of the Real," *About Stephen Bann* (London: Blackwell, 2006), pp. 140-179.

-----. "La formation en architecture: table ronde avec la participation de Georges Adamczyk, Jean-Pierre Chupin, Eric Gauthier, Francois Giraldeau et Martin Bressani," *ARQ (Architecture Quebec)*, November 2006, No. 137, pp. 21-29.

Castro, Ricardo and Nichoas Olsberg. *Arthur Erickson: Critical Works* (Vancouver: Douglas McIntyre, 2006).

-----. 10 photographs, "Concrete Poet: The bold lines of architect Arthur Erickson" (Greg Buium), CBC, May 29, 2006 (http://www.cbc.ca/arts/photoessay/erickson/index9.html).

Friedman, Avi. *Green City: People, Nature & Urban Places*, by Mary Soderstrom (book review), *Montreal Gazette*, December 23, 2006.

-----. *The Architecture of Happiness*, by Alain de Botton, McClelland & Stewart (book review), *Montreal Gazette*, October 21, 2006, p. J9.

-----. "Built for Walking: How Neighbourhoods Can be Designed for Healthier Living," *Ontario Home Builder*, Spring 2006, pp. 41-43.

-----. "What's Cooking in Your Kitchen," *Ontario Home Builder*, Design Awards 2006, p. 89.

-----. "Les arbres aussi importants que les maisons," *Métro*, November 2, 2006.

-----. "Que veut une maison ronde?" *Métro*, October 26, 2006.

-----. "Des meubles trop gros ou des pieces trop petites?" *Métro*, October 12, 2006.

-----. "La tendance est à la rénovation," *Métro*, September 28, 2006.

-----. "Le déclin des propriétaires nord-américains," *Métro*, May 25, 2006.

-----. "Inspired Architecture," *enRoute*, April 2006, p.49.

-----. "Montreal missed its chance to provide ...," *Montreal Gazette* (syndicated), April 9, 2006, p. A19.

-----. "In well-planned buildings, there would ...," *Montreal Gazette* (syndicated), March 26, 2006, p. A15.

-----. "Canadians traditionally shun bold colours ...," *Montreal Gazette* (syndicated), March 12, 2006, p. A17.

-----. "Staying fit in the suburbs? Fat chance," *Montreal Gazette* (syndicated), February 26, 2006, p. A17.

Luka, Nik. "From summer cottage colony to metropolitan suburb: Toronto's Beach district, 1889-1929," *Urban History Review*, Vol. 35, No. 1, 2006, pp. 18-31.

-----. *English bloods: In the backwoods of Muskoka, 1878*, by Frederick de la Fosse, edited by Scott Shipman (Toronto: Natural Heritage / Natural History Press, 2004) (book review), *Ontario History*, Vol. 98, No.1, pp. 127-128.

-----. *Shaped by the west wind: Nature and history in Georgian Bay*, by Claire Elizabeth Campbell (Vancouver: UBC Press, 2004) (book review), *University of Toronto Quarterly*, Vol. 75, No.1, "Letters in Canada 2004," pp. 215-216.

Mellin, Robert. "Conservation in Tilting, Newfoundland," *APT Bulletin* (Association for Preservation Technology), Vol. 37, No. 2-3, 2006, pp. 13-21.

-----. "Exterior Cladding Using the Rainscreen Principle," *Wood Bulletin* (Canadian Wood Council), Fall 2006.

Pérez-Gómez, Alberto. "Towards an Ethical Architecture: Issues within the work of Gregory Henriquez," *Ethics and Poetics in Architecture*, edited by David Weir (BLUEimPRINT, 2006).

-----. "Crossover: Architecture Urbanism Technology," *Ethics and Poetics in Architectural Praxis*, edited by Arie Graafland and Leslie Jaye Kavanaugh (010 Publishers Rotterdam, 2006).

-----. "Archipelago: Essays on Architecture," *The Wall and the Stair – Architecture and its Limits*, edited by Peter MacKeith (Authors and Rakennustieto Oy, 2006).

-----. "Polyphilo's Thresholds: Alternatives for Nomadic Dwelling," *Transportable Environments 3*, edited by Robert Kronenburg, co-edited by Filiz Klassen (Taylor and Francis, 2006).

Zuk, Radoslav. "Ukrayna Geleneksel Mimarisine Modern Bir Dokumenus ve Radoslav Zuk," interviev with Zafer Sagdic, *Mimarlik & Dekorasyon* 150-2006/03, pp. 36-40.

D. Annual report to the Canadian Architectural Certification Board (CACB)

School of Architecture	815 Sherbrooke Street West
McGill University	Montreal, QC, Canada H3A 2K6
Website: www.mcgill.ca/architecture	tel: 514-398-6713; fax: 514-398-7372

July 3, 2007

Ms. Marina Lavrow, Executive Director
Mr. Claudio Brun del Re, FRAIC, President
Canadian Architectural Certification Board
1508 – 1 Nicholas Street
Ottawa, Ontario K1N 7B7

Dear colleagues,

I am pleased to submit McGill's Annual Report to the CACB for the academic year 2006-2007.

The Report includes the following:
1.   this letter, which contains the text of the report;
2.   the Human Resources Statistics Report;
3.   the 2007-08 University Calendars for graduate and undergraduate programs; and
4.   the 2006-07 edition of *Catalogue,* our annual publication of student and staff work.

All additional information regarding activities of the past year may be found on the School website (www.mcgill.ca/architecture) under the following headings: Announcements, Events, Exhibitions, and Lectures.

As you know, this will be my last report to the Canadian Architectural Certification Board as Director of the School of Architecture at McGill.

The richness of the experience as Director is due in large part to the quality of the people and organizations with whom I've interacted in the last eleven years or so. I would like to express my deep appreciation for the high levels of courtesy, professionalism and friendship that have always marked our relations with the CACB, and my sincere hope that our paths will continue to cross on a regular basis.

Best regards

David Covo, FRAIC
Director

Annual Report to the Canadian Architectural Certification Board
McGill University School of Architecture

The McGill School of Architecture was visited by a Team from the Canadian Architectural Certification Board between March 11 and March 15, 2006. The M.Arch. (professional) degree was fully accredited for a six-year term, to December 31, 2011.

The Visiting Team evaluated all 11 Conditions and all 37 Student Performance Criteria as Met, but expressed some reservations with certain Conditions and Student Performance Criteria:

Conditions   2-Program Self Assessment,
       5-Human Resources
       6-Human Resource Development

Student Performance Criteria
       21-Building Service Systems
       22-Building Systems Integration
       29-Comprehensive Design

In their evaluation of the School's response to the report of the previous visit (2001), the Team identified a number of concerns that are directly related to, and overlap with, the Conditions and Student Performance Criteria cited above. However, the Team also identified an issue that will be considered separately: the status of the architectural archive known as the John Bland Canadian Architecture Collection and the School's relationship with it.

The concerns of the Visiting Team and other issues will be broken down into six categories for the purposes of discussion here:
1. Self-assessment and planning
2. Human resources
3. Human resource development
4. The professional Master of Architecture program
5. Student Performance Criteria
6. The John Bland Canadian Architecture Collection

1. Self-assessment and planning

• Our most important and consistently effective mechanism for self-assessment and program planning is the School's Curriculum Committee, which includes four faculty members, one of whom represents the adjunct faculty, and three student members. In the winter of 2007, this committee initiated a comprehensive review of the two major external review exercises completed by the School in the summer of 2006: the first was the CACB accreditation visit in March, 2006, and the second was an internal university-managed review of all programs that included a visit by a team of external reviewers in June, 2006. The Committee's evaluation of the findings of the two reviews, which were extremely complementary, is presently underway and will be completed in the fall, 2007.

• The Faculty of Engineering also initiated this year an extensive review of all of the faculty's graduate programs, including the M.Arch. (professional), the M.Arch. (post-professional), and the PhD in Architecture. The general intention is to identify strengths, weaknesses, and opportunities, and to increase the number and quality of students in our graduate programs. An important opportunity in the School will

be the harmonization of research and teaching between the professional and post-professional Master's programs. This exercise included a two-day all-faculty retreat which took place in early May, 2007.

2. Human resources

• At this time last year, two searches for full-time tenure-track positions were underway. The first was in the area of Building Science or Sustainable Design, and the second, a joint appointment with the School of Urban Planning, was designed to support the new Option in Urban Design in the Master's programs of the two schools. The first position remains open, and will be filled in the 2007-08 academic year; the second was filled last spring, and Professor Nik Luka took up his responsibilities in the summer of 2006.

• The search for a new Director of the School of Architecture is also underway, and will be completed in the very near future. This will be an external appointment, constituting an additional position in the School of Architecture and bringing the total number of full-time appointments in the School to 12.5.

• The School continues to try to redress, where possible, the gender imbalance in the complement of full-time and part-time teachers. More than one-third of the approximately thirty adjunct appointments are women, and approximately one-third of the teaching positions in the design studios are held by women. Women are also well-represented in the list of invited critics for design reviews, and on the list of speakers invited to present public lectures.

• We continue to press the Faculty and University administrations for higher levels of support for adjunct teaching, and specifically for the much-discussed Professor-in-Practice position. Our October '06 submission to the Faculty of Engineering for the 2007-08 budget exercise included the following, in addition to a more detailed proposal for additional support in selected areas of design teaching.

Current practice calls for a variety of part-time appointments, including part-time permanent 'professor-in-practice' positions, allowing the School to deliver programs with the involvement of practicing professionals who provide an important link between the profession and the university. The concept of the 'professor-in-practice' has been consistently and enthusiastically endorsed by the Visiting Teams responsible for accreditation reviews in March, 2001, and March, 2006, and by the Visitors responsible for the Faculty Review in June, 2006.

The complement of Adjunct faculty teaching design and other courses includes more than 30 persons. This group is an essential source of both scholarship and professional expertise; it also represents an essential link with the profession and, it must be noted, allows us to improve significantly the gender balance among our teaching staff. However, the budget for part-time teaching has failed to keep pace with the incremental improvements to full-time salary allocations, and must be upgraded to reflect current demands and expectations.

• The School's submission for the 2007-08 budget exercise also included detailed proposals for additional administrative and technical support. Following is an extract identifying key requests:

a) Anomaly adjustments to the present salaries of clerical, technical and administrative staff are urgently needed.

b) New support positions required: (in order of priority)

4. administrative: a new entry-level position to support an expanded operation (reception, general secretarial, support for adjuncts and other part-time staff) and also free the Student Advisor for more effective counseling, colleges and schools liaison, recruiting, admissions, exchange program and

other related activities. (required: $35,000) The need for this position has been identified as a priority by the Visiting Teams in the accreditations of March 2006 and March 2001.

The additional demands on administrative staff resulting mainly from the recent expansion of the professional and graduate programs have been managed in the last few years with the temporary support of a casual (work/study) appointment in the administrative area and considerable amounts of voluntary overtime on the part of the Student Advisor and Graduate Program Secretaries. A new permanent position will allow us to remedy a problem identified in our last accreditation exercise as a threat to the effective and appropriate management of the School.

5. technical (workshop and general school): a new entry-level position shared between the workshop and general operations (studios, labs, crit rooms, exhibition room). (required: $30-35,000). This position could also be shared between Architecture and Urban Planning. It should also be noted that this position was identified as a priority by the Visiting Team in their External Review Report of July 27, 2006.

The nature of the teaching environment in a School of Architecture, specifically, the network of studios and crit, exhibition and seminar rooms requires logistical and custodial support - from emergency duct tape to special furniture setups for project presentations - that are well beyond the capacity of the University's custodial resources. In addition, the presence of only one support staff in the workshop makes us extremely vulnerable in the event of accident or illness. A second person makes it possible to preserve access to the workshop, an essential teaching resource, and provides additional security during periods of peak usage.

6. administrative: a new entry-level position to support the proposed joint program in Urban Design, shared between Architecture and Urban Planning. (required: $30-35,000)

3. Human Resource Development

• We continue to try to increase, in addition to salaries and honoraria, the level of resources available to our complement of adjunct staff. Senior adjuncts are now eligible for certain opportunities previously reserved for full-time staff, for example, the opportunity to lead the prestigious Shaver Traveling Scholarship, as well as the same modest annual travel allowance distributed to full-time staff. In addition, all part-time staff are eligible for a new teaching award dedicated to part-time teaching, which was awarded for the third time this year.

• The School is also participating in the recent restructuring of the Faculty of Engineering Career Centre, which will provide architecture students with much-improved levels of information and access to internship and recruitment opportunities. It is interesting to note that the number of architectural offices in the US and Canada involved in campus-based recruiting activities seems to be increasing on an annual basis.

4. The professional Master of Architecture

In the professional M.Arch. program, the final design thesis is developed within three separate courses: *Design Research and Methodology* (6 credits), *Architectural Journalism* (1 credit) and the thesis project course, *Architectural Design II* (9 credits), for a total of 16 out of 45 credits

The first term design studio of the professional Master of Architecture program explores problems related to landscape, urban design and architecture. It is now structured as a comprehensive exercise in design

and documentation (a 'comprehensive' studio) and includes the coordinated participation of a series of experts in urban design, landscape, structure, building envelope, and other disciplines. The design studio, *Architectural Design I* (6 credits), is integrated with *Advanced Construction* (3 credits), which requires students to address in greater depth issues of structure, envelope and building system integration related to the project underway in the design studio. In the fall of 2006, for the first time, both courses were taught by the same team of instructors, ensuring the high levels of harmonization and coordination required for a 'comprehensive' studio.

The second term of the program is organized around a web-based, research-intensive design studio, *Design Research and Methodology*. This course is a prerequisite for the architectural design thesis carried out in the final semester, and its purpose is to investigate and structure the research activities that will support the design of the thesis project. It includes a series of assignments involving bibliographic research, theoretical position, site selection and program preparation, and culminates in a comprehensive thesis proposal that includes conceptual site and building design. The Gerald Sheff Distinguished Visiting Professorship, an endowed visiting position that was inaugurated in 2006, is attached to this studio; this year students were able to benefit from the inspired contributions over a period of four weeks of our second Gerald Sheff Visiting Professor, celebrated architect John Shnier, of Toronto.

The final design thesis *Architectural Design II* is coordinated by one faculty member who organizes lectures, workshops, and schedules reviews for the thesis class. Individual students work closely with assigned advisors, drawn from the faculty and the profession, each of whom supervises the work of two to four students. The thesis studio culminates in a final review and exhibition of the projects for the benefit of everyone involved with the School of Architecture, and indeed within the architectural community.

The pre-thesis studio, *Design Research and Methodology*, and the final thesis studio are taught and coordinated by the same instructor, who will now also play a key role as external critic in the 'comprehensive' studio. This is seen as a simple mechanism both to link the three separate studios of the professional Master's program, and also to highlight for all students in the first semester the significance and opportunity represented in the thesis exercise that follows.

5. Student Performance Criteria

• 21 Building Service Systems
The concern regarding this criterion is being addressed primarily in *Advanced Construction* (ARCH678). ARCH678 is now coordinated by the same instructors responsible for Architectural Design I - the comprehensive studio - which is taught simultaneously, enabling a significantly more coordinated joint course offering. In the Fall of 2007, ARCH678 will include expanded modules separately addressing Mechanical Services, Acoustics and Electrical Power. *Lighting* (ARCH447) has also been slightly modified to expand content dealing with electrical services.

• 22 Building Systems Integration
This concern is being addressed with closer coordination between *Architectural Design I* - the comprehensive studio - and *Advanced Construction*. The Criterion is also being more explicitly addressed, although to a lesser extent than in the M.Arch, program, in design studios at the second and third year levels of the B.Sc.(Arch.) program.

• 29 Comprehensive Design
This concern is also being addressed with tighter coordination between the comprehensive studio and *Advanced Construction*. We have, following the recommendation of the Visiting Team, tried to maximize available time and streamline the design exercise by eliminating the preliminary exercise in site selection and program development. The decision last year to place both courses under the responsibility of the

same instructors has both enabled and underlined the importance of coordination between the two courses.

6. The John Bland Canadian Architecture Collection

The John Bland Canadian Architecture Collection, an architectural archive that includes remains intact and protected but unstaffed. Ann Marie Holland, a highly knowledgeable Preservation Librarian in the University's Rare Books and Special Collections Division, is seconded when necessary to deal with inquiries and requests for information, but this represents only a temporary solution. The Director of the School and the Secretary-General of the University have been working directly with the Development Office and the senior administration to restore at least one full-time position to the collection, and to develop an administrative and operational structure that will link the collection more directly to the teaching and research programs in the School of Architecture. These discussions have also implicated major subjects of the collection, including Moshe Safdie and Arthur Erickson, and should reach a conclusion before the end of 2007.

E. Admissions and registration statistics for 2006-07, as reported to the CACB, July 2007

CACB	Human Resources Statistics Report				
	Annual Report: 2006-2007 (As per CCUSA model, nov. 1997)				
	School: McGill University School of Architecture				
	Compiled: Professor David Covo, Director / David Krawitz, Administrative Officer				
Student Data	B.Sc.(Arch.)	B.Arch	M.Arch	M.Arch.	Ph.D.
	Pre-prof	Prof	Prof	Post-prof	
Full-Time Students					
- Men	54	-	12	18	18
- Women	108	-	35	20	15
FTE Students (total)	162	-	47	38	33
Architecture Design Studio Students	148	-	48	0	0
	*includes exchange & part-time students				
Outside Students Serv. by Department (total FTE)	n/a	-	n/a	n/a	n/a
Foreign Students	16	-	4	n/a	9
Total Degrees Awarded	41	-	24	34	1
- Men	11	-	8	15	1
- Women	30	-	16	19	0
Number of Applicants	595	-	88	85	19
Number enrolled in the given year	55	-	23	21	6
Number of applicants admitted with advanced standing	0	-			

Resource Data (2004-2005)		
Externally generated funds	Donations: $225,000 (includes $200K Sheff endowment)	
	Scholarships: $80,000 (prof. program)	
	$31,000 (post-prof. program / internal)	
Income generated by research	TBA	

Faculty Data		No. Full-time (or Half-Time) Faculty Credentials	
Full (or Half)-Time Regular Faculty			
- Head Count	13.5	Ph.D.	6
- Total FTE	12.5	D.Arch.	-
		M.A. or M.S.	-
Full-Time Equivalent (FTE) Faculty (including Adjuncts, Sessional and Lecturers)	approx. 18	Prof. M.Arch.	1
		B.Arch.	11
		Post-prof. M.Arch.	8
Licensed Registered Architects		Other	-
- Regular Faculty	6		
- Others	approx. 28/33		

Indicators		Physical Resources	
Student Ratio (FTE Students / FTE Faculty)	approx 13:1 (prof. program)	Studio Area (net sq.ft.)	12,500 (professional) 3,660 (post-prof)
Studio Ratio (Arch. Design Students / Studio Faculty)	avg 12:1	Total Dedicated Area (net sq.ft.)	44,000
Selection Margin (% of Enrolled Students / Applicants)	approx. 9%		
Retention (% of total Degrees Awarded/ No. of Enrolled Students at Initial Year)	approx. 90% [BSc(Arch)]		
(No. of weighted credits per year including tutorial)			

F. Consulting summary

| Print Form | Submit by Email |

Faculty of Engineering
McGill University

Annual Report of Consulting Activities
For the Period of June 1, 2006 to May 31, 2007

Instructions: Please complete this form, print and sign it, then submit it to your **Administrative Assistant by June 26th, 2007**. Please also submit an electronic copy. The Department or School should send the signed forms to the Office of the Dean, Faculty of Engineering, Room 382, Macdonald Engineering Building before July 4th, 2007.

Name	Title
Staff Summary	
Department/School Architecture	**Phone** +1 (514) 398-6704
Email david.krawitz@mcgill.ca	**Were you on sabbatical during the reporting year?** ☐ Yes ☐ No

Type of activity	Period of activity	
	June 1 to August 31	September 1 to May 31
A. How many days *in total* did you spend on:		
1. Professional activities for which remuneration was received (e.g., consulting, short courses, etc.), other than contract research approved by OTT?	40	40
2. Remunerated days working on contracts approved by OTT?	10	35
3. Service to the profession (unremunerated)?	38	52
Sub-total days (A)	88	127
B. How many days away from McGill did you spend on:		
1. Professional activities for which remuneration was received (e.g., consulting, short courses, etc.), other than contract research approved by OTT?	22	18
2. Remunerated work on contracts approved by OTT?	10	4
3. Service to the profession (unremunerated)?	9	30
4. Attendance at conferences, visits to other researchers, etc.	24	73
Sub-total Days (B)	65	125

McGill University School of Architecture

Annual Report 2005-2006

submitted by Professor David Covo, Director
June, 2006

McGill University School of Architecture

Annual Report 2005-2006

Section I: Objectives

The mission of the McGill University School of Architecture is to educate professionals who will contribute to the socio-economic and cultural development of Quebec, Canada and the broader global community through responsible participation in the process of the design, construction and interpretation of the built environment. This mission is served with programs that meet the following objectives:

1. To develop an effective and stimulating environment for teaching, learning and research in architecture.
2. To maintain and continue to enrich an accredited program providing high quality professional education in architecture.
3. To provide post-professional research-based Master's and Ph.D. programs that advance the discipline of architecture.
4. To engage in research and other professional and scholarly activities that achieve national and international recognition, and to publish, exhibit and otherwise disseminate the results in order to advance architectural knowledge in education and practice.
5. To contribute to interdisciplinary and multi-disciplinary teaching and research programs within other units of the University and with other universities, local and international.
6. To serve the public by working with citizens' groups, local, provincial and national governments, the private sector and the profession toward the general improvement of the built environment.

Specific objectives in the 2005-2006 session, in relation to the above, included:

*   to continue improvements to the physical environment of studio and laboratory facilities, and develop greater access to computer resources for all students
*   to develop the proposal for a new joint Master of Urban Design Program with the School of Urban Planning
*   to monitor closely the evolution of the new professional Master of Architecture Program
*   to continue the review of the engineering content of the B.Sc. (Arch.) program
*   to continue the review and upgrading of course content in history of architecture and in sustainable building design
*   to identify and pursue funding opportunities for new research initiatives
*   to continue ongoing collaborative teaching and research activity with other units at McGill and other institutions
*   to maintain the high profile of the School of Architecture in professional, academic and community-based activities
*   to raise the profile of the School in the academic and professional community with a more comprehensive and critical series of exhibitions and visiting lectures

Other goals, identified and developed in relation to recruiting and fund-raising, included:

*   to increase the presence and direct representation of the School in local, regional and national undergraduate recruiting programs
*   to reinforce links with the offices of Development and Alumni Relations at the faculty and university levels, and to increase the direct involvement of the School in fund-raising and alumni programs development.

Section II: Highlights of the year 2005-2006

a) CACB Accreditation

The School was visited by a Team from the Canadian Architectural Certification Board between March 11 and March 15, 2006. The M.Arch. (professional) Program was fully accredited for a six-year term, to December 31, 2011. The Visiting Team evaluated all 11 Conditions and all 37 Student Performance Criteria as *Met*, and made a number of highly constructive observations and recommendations regarding course content and program structure. For further details and photos, please see http://www.mcgill.ca/architecture/cacb/.

b) New program initiatives: Urban Design

There are two initiatives underway that will develop an essential opportunity for teaching and research in Urban Design: the first is a proposal for a new option in Urban Design in the Master of Architecture Program, and the second is a proposal for a new Master of Urban Design program.

The first initiative is a new 12-month option in the M. Arch. II program; it is designed for professionals with degrees in architecture, landscape architecture, urban planning and related fields wishing to acquire a specialization in urban design. The option combines theory and practice and emphasizes project-based learning, primarily with the two studio courses and the supervised research project. It uses the city of Montréal as its laboratory and will benefit from the support of the municipal administration and its professional staff.

The second of these initiatives is a new, separate Master of Urban Design program which has been designed as a collaboration between the Schools of Architecture and Urban Planning at McGill and the Schools of Architecture, Landscape Architecture and Urbanism at Université de Montréal. The City of Montreal will also participate in this exercise, and has already contributed significant research funding to support collaborative work in Urban Design under an entente signed with McGill and U de M.

The two proposals have been approved by the Faculty of Engineering and are in process of development. The intention is to offer both programs in 2007.

c) New student initiatives: BuildAid

In 2005, a group of third year students formed a new organization, BuildAid, in response to the need for specialized on-site assistance in housing upgrading and construction in various areas of the world. The group, galvanized into action by the Tsunami disaster of December 2004, approached the Director of the School with a request for assistance in assembling a team to travel to Indonesia to work in the reconstruction program. The school responded by organizing a new seminar course in Post-disaster Reconstruction, which was designed to meet two objectives:
1. sensitize students to the many architectural and non-architectural issues associated with disaster response, and
2. prepare a small group for an eight-week summer internship in Indonesia or the Philippines.

In preparation, the students launched an ambitious, innovative and extremely productive series of fund-raising initiatives, including special parties, the public performance in the School of a play by Oren Safdie, and a web-based silent auction of paintings and drawings donated by fellow students. They were equally successful in securing grants from the Faculty and the University.

The group also built a demonstration shelter on the campus in front of the Macdonald-Harrington Building as part of the course requirements for the seminar. This was a simulation of what an unskilled family could build over a 3 or 4 day period with hand tools and recycled materials. It wasn't long before the 'shack' on the main campus took on a life of its own, and it quickly became clear that although the project involved only nine students directly, the entire School had become implicated in its successful development. The group's fund-raising and sensitization initiatives were so effective that it is fair to say that they will become part of the culture of the School.

The group - Andrea Chynoweth, Yan Claprood, Emanuel Cyr, Omar Farid, Jillian Fernandes, Hans Larsson, Danielle Vroom, Cindy Williams and Matt Wiviott, all 2006 graduates of McGill's B.Sc. (Arch.) Program - is at this moment working in the Philippines, in Quezon City, with two local NGO's involved in housing upgrading and construction. The NGO's are ISACC (Institute for Studies in Asian Church and Culture) and CCT (Center for Community Transformation). Adjunct Professor Freeman Chan, an architect and McGill graduate based in Hong Kong who has been involved in housing construction in Indonesia and Manila, has worked with the NGO's in Manila; he has been instrumental in the establishment of our links with these organizations and is coordinating the integration of the student team within the local housing upgrading programs.

To visit the BuildAid blog please see http://www.buildaidonline.blogspot.com/.

d) Awards and achievements of staff

• Professor Annmarie Adams was appointed William C. Macdonald Professor of Architecture in the winter of 2006.

• Professor Robert Mellin received the 2006 Paul E. Buchanan Award for Excellence in Field Work and Interpretation from the Vernacular Architecture Forum at the VAF annual conference in New York City on June 17, 2006. The award was for his recent heritage conservation work, an exhibition, and heritage conservation planning in Tilting, Fogo Island, Newfoundland. The Tilting Recreation and Cultural Society was a co-recipient of the award. Initiated by the VAF in 1993, the Buchanan Award recognizes excellence in field work and interpretative projects that contribute significantly to our knowledge of vernacular architecture and landscape studies.

• The Award of Merit in the Annual Steel Structures Education Foundation Architectural Student Design Competition 2006 came with a $2,000 prize for the student team and a $1,000 prize for the faculty supervisor, Professor Pieter Sijpkes.

• The Governor General's Medals in Architecture are Canada's most prestigious national architectural awards program; it is held every second year and recognizes a maximum of 12 buildings over the two-year period. The jury is international, and this year included architects from Canada, the US, Great Britain and Denmark. Six of the twelve buildings recognized with medals in the 2006 round are by firms directed by McGill graduates, and four of these six winning buildings are by Adjunct Professors in the School:
   Adjunct Prof. Manon Asselin, who practices with her husband Katsu Yamazaki (both are grads), and who will be receiving medals for two projects;
   Adjunct Prof. Howard Davies, who practices with Anne Cormier and Randy Cohen (all three are grads), and
   Adjunct Prof. Annie Lebel, who practices with McGill grad Stephane Pratte.
For full details please see http://www.mcgill.ca/architecture/announcements/#GG06.

• Alberto Pérez-Gómez has co-edited, with Stephen Parcell of Dalhousie, *Chora IV: Intervals in the Philosophy of Architecture*, published by McGill-Queen's Press. The very successful Chora series, conceived by Pérez-Gómez, has been internationally acclaimed for its contributions to critical writing on the history and theory of architecture. Professor Pérez-Gómez also published this year *Built Upon Love: Architectural Longing after Ethics and Aesthetics* (MIT Press).

• Ricardo Castro designed the exhibition *Arthur Erickson: Critical Works*, held at the Vancouver Art Gallery, May 27 to September 10, 2006. He also co-wrote (with Nicholas Olsberg) the book of the same name. He produced the theme photograph used for all media promotion, invitations, posters and banners for the exhibition; produced the 70 photographs used in the exhibition; and designed the furniture prototypes (74 pieces) for the show. He co-wrote the descriptions that complement the photographs with David Theodore, research associate and course lecturer at the School.

• David Covo and Dr. Gabriel Merigo Basurto of the Universidad Nacional Autónoma de México, Mexico City, were co-chairs of the 2005 ACSA International Conference, which took place in Mexico City in June, 2005. Vikram Bhatt chaired the paper review and selection process for the session on urban housing at the same conference.

• The 2005 ACSA International Conference in Mexico also saw a number of our graduate students and recent graduates participate as session chairs, moderators or presenters: Jean-Pierre Chupin, Marc Neveu, Clara Murgueitio, Aliki Economides, Patrick Harrop, Robert Kirkbride and Masa Noguchi.

• In the last two years, the winners of the Canada Council Prix de Rome in Architecture have been McGill faculty – adjunct professor Michael Carroll – or McGill graduates – Eric Bunge. The presentation ceremonies were actually held on campus in the Redpath Museum. The Canada Council for the Arts Professional Prix de Rome in Architecture is valued at $50,000 and encourages the development of artistic excellence in contemporary architectural practice.

e) Awards to students

• Annual Ice Hotel Competition
In Quebec City, the Ice Hotel is the seasonal accommodation of choice for the rich and hardy. The Ice Hotel has been built every winter since 2000. It is constructed out of 12 000 tons of snow, 400 tons of ice and has 32 rooms and theme suites. This winter, the hotel featured four rooms designed by Quebec architecture students at McGill, Laval, UQAM and Université de Montréal. This is the second time that Quebec's Schools of Architecture have been asked to contribute to the design, thanks to the initiative of well-known Montreal Architect, Dan Hanganu, who is an Adjunct Professor at McGill, and the second time that the McGill team's design (David Bédard-Barrette and Nick Chan, authors) won the inter-university competition.

• Awards of Excellence, *Canadian Architect* Journal
Recent graduate Kinan Khatib (M.Arch. I, 2005) was one of three students in Canada recognized for high achievement in their professional design thesis in the 2005 *Canadian Architect* Journal Awards of Excellence.

• 5th Annual Steel Structures Education Foundation Architectural Student Design Competition 2006
For the second year in a row, McGill students have won the Award of Merit in the SSEF Architectural Student Design Competition. Students were challenged to design a single span pedestrian bridge on a site of the designers' choosing. The structure had to be primarily steel, but otherwise the material palette was open. The winning team was composed of Architecture U2 students Jessica Thatcher and Jennifer

Thorogood and Civil Engineering students Mellisa Ouellet and Yunlu (Lulu) Shen. The Award of Merit comes with a $2,000 prize for the team and a $1,000 prize for the faculty supervisor (Pieter Sijpkes). U3 student Andrey Dimitrov, winner of last year's Award of Merit in this competition, volunteered his time and expertise in structures to this year's submission.

- Lyceum Competition 3.

Third year student Erin Halpin, working under the supervision of studio teachers David Theodore and Tom Balaban, was awarded a Mention in the prestigious International Lyceum Competition.

- CCA / Power Corporation of Canada Award

The Canadian Centre for Architecture (CCA) / Power Corporation of Canada Award provides three annual fellowships of $10,000 CDN for M.Arch. students in Canada. The award has been established to enhance the experience of graduate students in architecture by encouraging their use of the CCA's collection and resources. Catherine S. Vandermeulen, a student in our M.Arch. II Program, was one of three winners in the national competition of 2006. This is actually the third year in a row that a McGill student has been recognized in this national competition. It's also interesting that the three students, Lian Chang in 2004, Peter Sealy in 2005, and now Catherine, represent three different academic streams within the Master of Architecture program; Lian was a student in the History and Theory of Architecture program, Peter was a student in the professional M.Arch. program, and Catherine is studying in the Minimum Cost Housing program.

f) Professional studio teaching in 2005-2006

In the B.Sc.(Arch.) program, the first year studio sequence - managed by a collegial and effective team that included Michael Carroll, Ricardo Castro, Carole Scheffer, Pierina Saia and David Covo - was very elegantly complemented by two new courses, *Architectural Structures*, which was offered for the first time by Pieter Sijpkes, and *Digital Representation*, which was developed and taught by Sam Yip and Roland Ulfig.

The second year studio was slightly re-organized around studio modules exploring specific themes in sustainable design (Simon Jones and Julia Bourke), landscape (Francois Emond), structure (Pieter Sijpkes), and design methodology (Rad Zuk).

The third year studio sequence continues to address larger and more complex projects that challenge students to engage issues related to program and building form, conservation, housing, sustainability, and modeling, and benefited from the ideas and commitment of Tom Balaban and David Theodore, Martin Bressani, Raouf Boutros and Pierre Jampen, Rob Claiborne, Richard Klopp and Adrian Sheppard, and Julia Gersovitz, Rosanne Moss and Georges Drolet.

The first term design studio of the professional Master of Architecture program explores problems related to landscape, urban design and architecture; last fall, this studio was structured for the first time as a comprehensive studio, involving the coordinated participation of a long list of experts in urban design, landscape, structure, building envelope, and other areas. The studio was directed by Professors Adrian Sheppard and Annie Lebel, with the very able assistance of Professor Richard Klopp.

The second term of the professional M.Arch. program has also been re-organized, in this case around the revised version of *Design Research and Methodology*, which is still web-based but now structured as a design studio. Howard Davies and Manon Asselin coordinated this new and expanded pre-thesis studio; the studio included, in March, a very successful exercise directed by the inaugural Gerald Sheff Visiting Professor - Dan Hanganu - and reviewed by 2006 Sheff Critics Kenneth Frampton and Bruce Kuwabara.

These new initiatives succeed because they are carried out in the fertile ground of a studio culture that thrives on the enthusiasm and dedication of a great student body and a long list of other full-time and part-time teaching faculty. The thesis class is in many ways symbolic of the School, and continues to enjoy the support of all full-time staff and many part-time faculty; this year the group flourished under the inspired direction of Howard Davies, assisted this year by Manon Asselin.

g) M.Arch. (post-professional) Programs

The Minimum Cost Housing Group (MCHG) directed by Vikram Bhatt was active on both the international and the national scenes. The Making the Edible Landscape project was successfully showcased during the third World Urban Forum held in Vancouver from June 19-23, 2006, through a networking event and an outstanding pavilion which was the result of the winter collaborative studio; seven McGill students all attended the forum. Professor Bhatt also addressed French academic society by holding a conference entitled Genèse de villes durables: pratiques de l'agriculture urbaine on May 15, 2006 during the ACFAS Congress at McGill. As part of the North American Sustainability, Housing and Community Consortium (NASHCC), funded by HRSDC, the MCHG welcomed two Mexican students and enabled one McGill student to study in Mexico. Dr Rod Hackney, Past President of RIBA and UIA, and Dr. Suha Özkan, Secretary General of the Aga Khan Award for Architecture, were invited as guest critics for the housing studio. On the national and local scene, Catherine Vandermeulen was awarded the Power Corporation Prize by the CCA and is currently researching sustainable solutions for Montreal; Leila-Marie Farah was awarded the Dean's Doctoral Student Research Recruitment Award to peruse a PhD in the department. For further information, please visit the MCGH website at http://www.mcgill.ca/mchg/.

The History and Theory Master's program directed by Alberto Pérez-Gómez accepted eleven students, ten into the Master's proper and one Ph.D.1 student that took the same courses. Since Prof. Louise Pelletier was on sabbatical, the project component of the program was taught by a Ph.D. student, Ms. Tsz Yan Ng. Visitors and reviewers included Dr. Jose Jacob, Mr. Louis Brillant, Dr. Louise Pelletier, Ms. Christina Contandriopoulos, Mr. Peter Olshavsky, Ms. Lian Chang and Mr. Howard Davies. For further information, please visit the History and Theory website at http://www.mcgill.ca/architecture-theory/.

The Affordable Homes Program directed by Avi Friedman saw an increase in the number of applicants and, as a result, attracted high-calibre students (eight students were admitted out of approximately 50 applicants). Research collaboration with several Canadian municipalities on urban renewal and affordable housing design launched the program into new sources of revenue. It also embarked on the path of merging research in affordability with sustainability as a promising new direction and source of funding. There has also been a marked improvement in the quality of the research reports that are submitted as a result of experience gained in previous years. For further information, please visit the Affordable Homes website at http://www.homes.mcgill.ca/.

Students in the Domestic Environments option directed by Annmarie Adams had a busy and productive year. The program's emphasis on primary field research inspired several students to travel abroad to observe their subjects firsthand and to attend conferences. Gaston Castano, for example, visited several U.S. healthcare centres to document how they accommodate the growing problem of obesity; Nazli Salehi attended both the RAIC Festival and the World Urban Forum III while visiting purpose-built residences for people with HIV-AIDS in Vancouver. Lamis Behehani is now in Kuwait to document family life and domestic architecture. Julie Desrochers participated in the school's Summer Course Abroad in Venice to further understand issues in historic preservation; she presented a paper at the Society for the Study of Architecture in Canada conference in Prince Edward Island, drawn from an exhibition at the school on architect Max Kalman she helped to curate as an elective course. François-Xavier Caron is gaining

experience in the world of academic publishing this summer, as he is employed by Prof. Adams to work on illustrations for her forthcoming book. For further information, please visit the Domestic Environments website at http://www.mcgill.ca/domestic-environments/.

h) PhD Program

The PhD program, first approved in 1997, continues to attract outstanding scholars exploring a broad range of research topics. Despite the lack of significant financial support available to incoming students, the program continued to grow. As of June 30, 2006, 27 students are enrolled, ranging from Ph.D.1 to Ph.D. 6. Seven more are expected in the Fall of 2006. The School continues to run a Ph.D. research seminar open to all interested students. The seminar held bi-weekly meetings throughout the year and ran two mini-conferences (at the end of the Fall and Winter terms) with distinguished visitors. This year guests included Mr. Roger Conover, Dr. Jose Cabral, Dr. Marco Frascari, Dr. David Letherbarrow, Dr. Louise Pelletier and Mr. Louis Brillant.

i) Post-doctoral fellows

Post-doctoral fellows continue to play important roles in the school. Dr. Cynthia Hammond finished a two-year SSHRC fellowship with Prof. Adams exploring women and philanthropy. She accepted a position as Assistant Professor at Concordia University beginning July 2006. Dr. Yuji Katsuki, a post-doctoral research fellow from the Japan Society for the Promotion of Science, is studying the westernization of the Japanese hospital in the modernizing period. Both Hammond and Katsuki produced several papers this year.

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j) Recent publications

• Faculty members continue to publish on an international scale, in professional and scholarly journals as well as in the popular press. A complete listing of publications for 2005 can be found at www.mcgill.ca/architecture/publications/2005 . The publications section of the Annual Activity Reports has been summarized in the Appendix.

k) Exhibitions

• Exhibitions form an integral part of the School's strategy to frame a social and professional context for studies in architecture. The list below identifies public exhibitions that include the work of staff and students of the School, distinguished practitioners, and artists whose work attempts to develop links with architectural and urban issues. The exhibition seasons are coordinated by Administrative Officer David Krawitz, ably assisted by students Jessica Thatcher, Andi Struga, Hans Larrson, and Peter Sealy. For full details and to view the posters, please see http://www.mcgill.ca/architecture/exhibitions/. Exhibitions held this year included:

Threshold, Passages and Other Crossings (July 5 to Sept, 16, 2005)
An exhibition of History and Theory graduate studio work 2005.

Cabin, Cottage & Camp (Sept. 26 to Oct. 14, 2005)

New designs on the Canadian landscape. With projects from BattersbyHowat, Peter Cardew, Patkau Architects, Florian Maurer, Herbert Enns, Peter Prangnell and Anthony Belcher, Ian MacDonald, Shim-Sutcliffe, Pierre Thibault, and Brian MacKay-Lyons. Curated by Chris Macdonald at UBC.

Lateral Architecture: Formatting (Oct. 17 to 28, 2005)
An exhibition of recent work by Lola Sheppard and Mason White.

Un monastère contemporain: Variations architecturales (Oct. 31 to Nov. 18, 2005)
Finalists and winner in the competition for a Cistercian Abbey.

Mystery Boxes and Framed Phenomena (Nov. 21 to Dec. 2, 2005)
Collages by Arthur Schaller.

M2 Final Thesis Projects (Dec. 14 to 21, 2005)
Master of Architecture professional program final thesis projects.

Summer Course Abroad (Jan. 10 to 20, 2006)
An exhibition of student work from the Summer Course Abroad 2005 in Greece.

Sketching School 2005 (Jan. 23 to Feb. 10, 2006)
An exhibition of student work from Sketching School 2005 in Baie Saint-Paul, Quebec.

Shaver 2005 (Feb. 13 to 24, 2006)
An exhibition of student work from the Summer 2005 Wilfred Truman Shaver Scholarship trip to Switzerland.

Accreditation Exhibition (Feb. 27 to March 17, 2006)
Featuring highlights of student work from the past five years.

The New Schoolhouse in Vienna (April 3 to 14, 2006)
An exhibition from the Cultural Forum of the Austrian Embassy in Ottawa.

Design Research & Methodology (April 17 to 28, 2006)
The work of the M1 class from the Winter 2006 term.

Studio Work 2005-2006 (May 1 to June 2, 2006)
Highlights of student work from the studios of Fall 2005 and Winter 2006.

Maxwell M. Kalman: A Centennial Retrospective (May 30 to June 16, 2006)
The diverse architectural practice of Maxwell M. Kalman (B.Arch. 1931) who turns 100 on May 30.

l) Lecture Series

• Lectures by visitors continue to provide an important point of contact for students with academics and practitioners. The most important of these is our regular Fall and Winter evening program, which is coordinated by Professor Martin Bressani and a team of active and committed students: Peter Sealy, Rami Abou Khalil, Vedanta Balbahadur, Véronique Meunier, Lucie Paquet, as well as U3 studio teacher David Theodore. For full details and to view the posters, please see http://www.mcgill.ca/architecture/lectures/. The list of 2005-06 speakers included:

Eyal Weizman (Sept. 13, 2005)
The nature of walls, the state of architecture and the Israeli/Palestinian conflict

Glenn Murcutt (Oct. 14, 2005)
(David J. Azrieli Lecture in Architecture)

Rod Hackney (Oct. 25, 2005)
The good, the bad and the ugly

Gilles Saucier (Nov. 3, 2005)
Recent Projects

Arthur Schaller (Nov. 21, 2005)
Mystery Boxes and Framed Phenomena

Julien De Smedt (Jan. 13, 2006)
(Siew Fang Chan Lecture)

Matt Grady (Jan. 17, 2006)
Atelier Jean Nouvel

Patricia Patkau (Jan. 31, 2006)
(Sheila Baillie Lecture)

Christian Kerez (Feb. 13, 2006)

Massimiliano Fuksas (March 1, 2006)
(William Hobart Molson Lecture)

Suha Ozkan (March 6, 2006)
Contemporary Architecture in the Muslim World

Della Valle + Bernheimer (March 20, 2006)
(Steel Structures Education Foundation Lecture)

Katsuhiro Yamazaki (March 28, 2006)
Inchoate

• Additional lectures, part of the Architectural Students' Association's very successful lunchtime **Brownbag Lectures**, were presented by prominent Montreal architects in the fall and winter. This has been one of the most successful of the Brown Bag Lectures Series, thanks entirely to the motivation and enthusiasm of a team of undergraduate students directed by Anh Minh Ngo and Sanaz Shirshekar.

Vincent Asselin (Oct. 4, 2005)
Landscape and People

Patrick Evans (Oct. 11, 2005)
Making and Mistaking

Katherine Lapierre, Pierre Gendron, Stephan Kowal (Oct. 18, 2005)
Did You Mean Planner?

Cornelia Oberlander (Oct. 21, 2005)
Green Roofs and Sustainable Design: Ideas into Action

Rod Hackney (Oct. 26, 2005)
Arne Jacobsen: The Complete Designer

Jean Beaudoin (Nov. 1, 2005)

Marc-André Plasse (Nov. 8, 2005)

Mark Poddubiuk (Nov. 15, 2005)

Peter Fianu (Nov. 22, 2005)

Raefer Wallis (Jan. 10, 2006)
Building Stories / The China Myth

Trevor Butler (Feb. 6, 2006)
Sustainable shared infrastructure at the MUCS scale (a five-acre site)

Roger Shepherd (Feb. 14, 2006)
The Dialogue of Attraction

• The School continues to host the lecture series "**Mardis verts**" (Green Tuesdays), which is sponsored by Public Works and Government Services Canada and a number of building product manufacturers and suppliers, and organized by the Order of Architects of Quebec Committee on Environment and Architecture. The OAQ presented three lectures in fall '05 and four in winter '06.

Lyse M. Tremblay, Steve Poulin, Chérine Nounou, André Cazelais, Guy Favreau and André Bourassa (Sept. 20, 2005)
Bâtiments Verts: Où en sommes-nous? Le point sur le développement durable chez les architectes au Québec

Daniel Pearl and Sudhir Suri (Oct. 18, 2005)
Énergie Verte Benny Farm, de l'idée à la construction d'un projet communautaire écologique

Vladimir Topouzanov, Vivian Irschick and Jacques Lagacé (Nov. 15, 2005)
Le Pavillon des sciences biologiques dans le campus ouest de l'UQAM, premier bâtiment vert pour l'université

Marc Sabourin, Claude Bourbeau, Alain Bergeron, Jacques De Grâce, Stéphane Blais (Feb. 21, 2006)
Design intégré, l'exemple du 740 Bel-Air

Jean-Yves Montminy and Stéphan Langevin (Mar. 21, 2006)
Nouveau poste frontalier de Armstrong

Alexandre Turgeon, Marie-Ève Sirois, Martin Brière (April 18, 2006)
Centre Culture et Environnement Frédéric Back

Donald Potvin and Patricia Sarrazin-Sullivan (May 23, 2006)
Reconstruction du pavillon principal de Cammac au Lac MacDonald

m) Fundraising and alumni donations

• A generous gift by graduate Gerald Sheff, B.Arch. 64, has endowed a new faculty position, the Gerald Sheff Distinguished Visiting Professor of Architecture. This is an academic appointment that will enable the School to recruit a leading architectural scholar/practitioner to teach in the School for a period of one or two semesters. The candidate will give at least one public lecture while at McGill and will contribute his or her leadership, vision and expertise to teaching and research in the School of Architecture. The gift will be phased over a maximum of five years, at the end of which time the university will match the total to endow a new full-time faculty position in the School. The inaugural Gerald Sheff Professor was Architect Dan Hanganu, Montreal, who enthusiastically accepted the challenge and the commitment to work with the School in the pre-thesis studio of the professional M.Arch. program in the Winter 2006 term. The exercise was coordinated by Adjunct Professor Howard Davies, who was responsible for the course. For additional details, please see http://www.mcgill.ca/architecture/sheffprofessor/. (A previous gift by Gerald Sheff and his partner Ira Gluskin supports the Gluskin Sheff Scholarship, which provides $12,500 in annual support for student exchanges.)
• In 2003, the Class of 1977, under the joint leadership of Carole Scheffer and Alan Orton, pledged a class gift of $50,000 to the School of Architecture, and in 2004, the Class of 1979, under the leadership of Ian Macburnie, pledged an additional gift of $20,000. These donations complement and stimulate annual giving by graduates and friends to the School, which continues to grow every year.
• In 2005, the Class of 1977 agreed to allocate their gift of $50,000 toward the complete replacement of the traditional furniture in the first year design studio, an eclectic 'landscape' of 45 workstations. Negotiations with suppliers and manufacturers have developed significant additional donations and discounts, and the new studio was complete by September 2005.

n) Student travel

• The 2005 Shaver Scholarship returned to Switzerland, with Professor Martin Bressani leading a group of seven students on a study tour of contemporary Swiss architecture.
• 16 students participated in the 2005 Summer Course Abroad in Greece, under the direction of Professor Ricardo Castro.
• 16 students participated in the May, 2006, Summer Course Abroad in Italy, under the direction of Professors Annmarie Adams and Radoslav Zuk.
• McGill participated in an international workshop in Urban Conservation in Nantucket, in August 2005. The workshop included students from Canada, the US and Mexico, and was led by David Covo and colleagues from UNAM, Dalhousie, Virginia Tech and University of Florida, under the auspices of the North American Mobility in Education Program (HRSDC).

o) Student governance and participation

• The Architecture Students' Association (ASA) remains extremely active in the School and in the university community. The ASA Council and other student volunteers contribute enormously to the academic and social life of the School. Their enthusiastic participation in the Annual Phonathon, Open House, Orientation, Reunion, Recruiting and other activities, including a number of regular and spectacularly successful parties, is pivotal. The president of the ASA during the Fall 2005 term was

graduating M2 student Colin Hanley; during the Winter 2006 semester, Jean-Francois Champoux-Lemay (U3) was president.

p) Physical resources

•   A recent proposal to renovate 320 square metres of space on the second floor of the School was completed in January 2006. The project relocated obsolete darkroom and archive space from the second floor to the basement and ground floors, and developed the liberated space on the second floor (Room 215) as state-of-the-art studio space for the M.Arch.II graduate programs, with 4 new offices and 3 new seminar rooms (including Room 207, the former media lab, relocated to Room G-12). This project reclaimed underutilized space in a prime area of the School and consolidated studio and seminar facilities for students in our post-professional graduate programs. In addition, studio space liberated by one post-professional graduate studio on the fifth floor (Room 500) will be allocated to the professional program, while another room vacated by the professional program (Room 505) has been allocated for use by PhD students. The grant from the university and faculty enabling this much-needed transformation is much appreciated. The new space was ready for occupancy in January 2006. For a day-by-day photo record of construction, please see http://www.mcgill.ca/architecture/newstudio/.

Design of the renovation project was by Marosi + Troy Architectes (working drawings by School graduate Michelle Chan). Construction was by BTL Construction Inc. Mechanical-electrical work was by BPR Groupe-Conseil. The lighting design was by Novus who subsidized the fixtures and their installation. Workstations were by Artopex (who also provided the new studio furniture in the first-year studio).
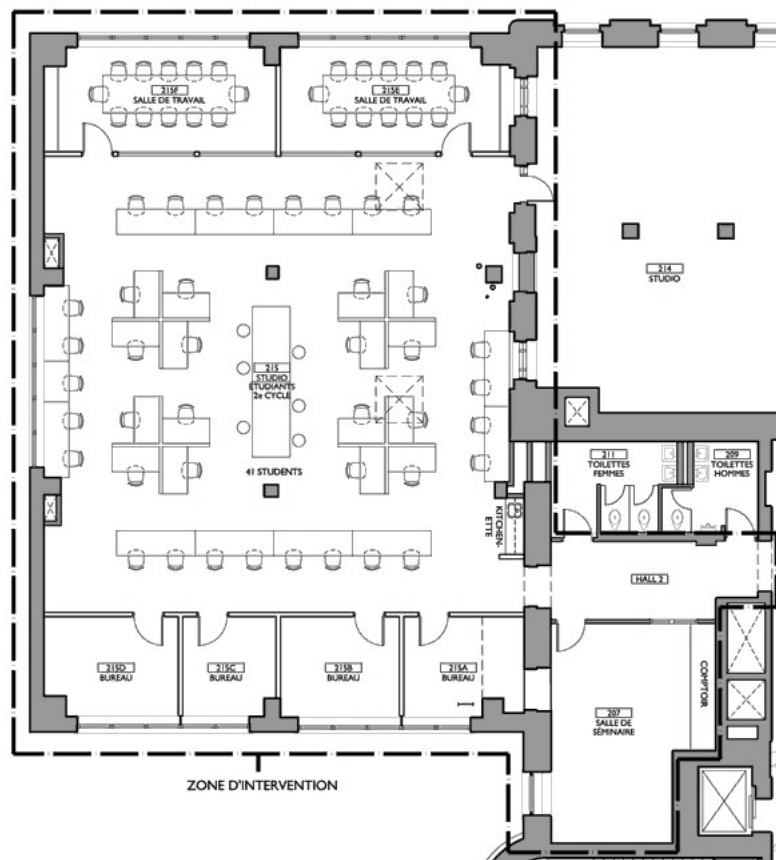
MACDONALD-HARRINGTON
LEVEL 2 - GRADUATE STUDIO
SCALE 1:125
2005.07.04

q) Human resources

• A number of new adjunct faculty joined the School last year. These include: Cassidy Johnson and Gonzalo Lizarralde, who taught the post-disaster reconstruction course to U3 students; Raouf Boutros (U3 studio); Louis Pretty and Miguel Escobar (M.Arch. II); Roland Ulfig (Digital Representation, with Sam Yip), and Conor Sampson, Christoph Reinhart and Frank MacMahon (ARCH 447, Electrical Services, formerly taught by the late Gordon Edwards).

r) Research activity

1. Annmarie Adams
1.1 Medicine by Design: A Hospital for the 21st Century
(CIHR/SSHRC/NHRDP Health Career Award - $105,000 per year for 5 yrs.)
"Medicine by Design" is a five-year project exploring the spatial order of late twentieth-century medicine through the architecture of Canadian hospitals constructed since World War II. The project exploits non-traditional interdisciplinary sources to uncover the relationships people believe exist between their bodies and the spaces they inhabit, a methodology forged in Adams' first book (*Architecture in the Family Way: Women, Houses, and Doctors, 1870-1900* (1996). The project emphasizes the "how-to" of contemporary hospital architecture, and includes educational initiatives such as an interactive website and a symposium (hosted in association with the International Network for the History of Hospitals in June 2003).
1.2 Design and Practice: Tuberculosis in Montreal, 1880-2002
(SSHRC Standard Research Grant - $72,254 total for 3 years)
"Design and Practice" explores the relationship of tuberculosis and space at four key moments in Montreal between 1880 and 2002. This multi-disciplinary investigation situates *design* as a fulcrum at which various *practices* come to bear on defining the problem of tuberculosis and the practical remedies called for in its solution. Whereas other scholars have often used houses and hospitals as passive illustrations for their social and medical histories, this project, instead, posits design as an active force in the practice of medicine. The design of houses, hospitals, neighbourhoods, cities, and legislation, this study argues, contributes directly to the ways experts and ordinary people have attempted to comprehend and counter disease transmission. This project embraces both *design* and *practice* in broad terms: architectural, urban, legislative, social, material, technological, textual, and medical.
1.3 The Pediatric Hospital Atrium: Designers' Intentions versus Children's Experiences
(CIHR Operating Grant - $228,597 for 2 years)
This study of the Hospital for Sick Children (HSC), Toronto, explores the ways in which designers and patients understand and use the eight-storey 1993 addition, The Atrium. Open 24/7, hundreds of children pass through the namesake public entrance atrium everyday. The building is one of the earliest and most influential of hundreds of atrium-based healthcare centres in North America. The study features a highly original interdisciplinary focus on children's agency in hospital environments. Directed by an architectural historian and a health sociologist who specialize in *health* and *place*, the research team will use qualitative methods together with historical and spatial analyses to examine the intentions and uses of *central aspects of* the atrium, collecting data from systematic observations, focused interviews, and textual and visual documents.
1.4 Medicine by Design
(McGill/Dawson Program - $75,000 total for 5 years)
1.5 William C. Macdonald Chair
(McGill University Research Grant - $105,000 total for 7 years)

1.6 Health Care, Technology and Place: An Interdisciplinary Capacity Enhancement Team (co-applicant)
(CIHR Interdisciplinary Capacity Enhancement Teams Grant - $1,000,000 total for 5 years)

2. Vikram Bhatt
2.1 Making the Edible Landscape
(IDRC and UNHabitat - $567,000 over 3 years)
A global partnership with three cities in three continents to develop urban agriculture projects to show how growing food in the cities, particularly in poor residential areas and squatter settlements, can be made a permanent feature. The results of these initiatives will be shared with 200 mayors at the World Urban Forum of the UN habitat in 2007 in Vancouver.
2.2 North American Sustainability, Housing and Community Consortium (NASHCC)
(HRSDC - $160,000 over 4 years)
A four-year continental exchange program in architecture to expose students from Mexico, the US, and Canada to urgent problems of urban housing and sustainable development in North American cities; students will engage in hands-on design and problem-solving situations that demand community-based multi-disciplinary and multi-cultural professional skills, in order to help create borderless working space and professionals.

3. Julia Bourke
3.1 Design for Extreme Environments
(NSERC Research grant: $75,000 over 5 years)
Sustainable design theory and practice, focusing on the integrated design process, with particular emphasis on the rapprochement of architects and mechanical/electrical engineers. Coursework includes a sustainable design studio taught with "natural systems" engineer Kevin Hydes of Keen Engineering, and an inter-disciplinary sustainable design seminar.
3.2 Solar Decathlon in Washington, DC (with ETS and Université de Montréal), with Simon Jones
(US Department of Energy - $100,000 US for 2 years)

4. Martin Bressani
4.1 The Fictive and the Decorative: Architecture, "Possible Worlds," and the Synthesis of the Arts in France (1715-1905) and in Canada (1715-1925)
(SSHRC - $63,500 over 3 years, with co-Investigator, Professor Marc Grignon, Laval University)
As an "add on" to architectural form, decor has often had bad press within the discipline of architectural history: historians tend to assume that the decor is of minor importance, interesting only to the connoisseur or the dealer in *objets d'art* and antiques. The key objective of this research program is to reach an understanding of the decorative dimension of architecture commensurate with its real importance in experience. Our primary hypothesis is that the decor, understood as the "sensible layer" of a building, allows architecture into the domain of the fiction usually associated with literary experience. Studying the development of architectural decor in France from the Rococo to the late-19th-century notion of *Gesamtkunstwerk*, the researchers examine the ways in which appearances in architecture partook of the cultural transformations broadly labeled as modern.

5. Ricardo Castro
5.1 Design of exhibition on Arthur Erickson's architecture
(Vancouver Art Gallery - $7,000 over 2 years)
Inclusion of 70 of Castro's photographs in the show. The show includes models, artifacts, and drawings illustrating AE's prolific architectural career. Curators of the show were Nicholas Olsberg and Grant Arnold. Castro acted as designer and artist (photographs). The show was accompanied by the publication of a book on AE architecture, edited by Nicholas Olsberg and Castro, which features Castro's photographs as part of 12 portfolios on 12 concrete buildings as well a collaboration with David Theodore of 12 essays on each one of the buildings.

5.2 LOI Development grant application on MCRI Competition (member of research team)
(SSHRC - $20,000)

6. David Covo

6.1 Architecture in Urban Conservation

(HRSDC International Academic Mobility Initiative - $160,000 over 5 years)

The main objective of the project is to introduce students to planning, documentation and research methodologies that support conservation strategies appropriate for use by all six international participants (McGill and Dalhousie in Canada, Virginia Polytechnic Institute and the University of Florida in the US, Universidad Nacional Autónoma de Mexico and Instituto Tecnológico y de Estudios Superiores de Monterrey in Mexico). Other goals include the creation of community-wide dialogue, education and public awareness of the value of historic sites, guidance for implementation incentives, and funding for conservation projects.

6.2 Design as an instrument of public policy

(Asia Pacific Foundation of Canada Research Grants Program - $18,000)

7. Avi Friedman

7.1 Affordable Housing Research

(City of Fredericton - $15,000)

7.2 Strategies for Downtown Revitalization

(City of Drayton Valley - $20,000)

(For Highlights of previous years, please see http://www.mcgill.ca/architecture/highlights/.)

Section III: Appendices

A. Collaborations

a) Within McGill

The School of Architecture is one of seven academic units in the Faculty of Engineering, which also includes five engineering departments – Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Mechanical Engineering and Mining and Metallurgical Engineering – and the School of Urban Planning. The Departments of Civil Engineering and Mining, Metals and Materials are directly responsible for the delivery of approximately 15% of the course load in the regular B.Sc.(Arch.) program; the School of Urban Planning is responsible for the teaching of the new merged course *Urban Land Development* in the professional M.Arch. program.

The School of Architecture was a partner in the Department of Mechanical Engineering's application to the National Science and Engineering Research Council (NSERC) for a new Faculty Chair in Design for Extreme Environments. The program supports new full-time and part-time positions in Mechanical Engineering and Architecture, respectively, and was approved by NSERC in February, 2003. Professor Jorge Angeles of Mechanical engineering is the new NSERC Chair in Design for Extreme Environments, and Professor Julia Bourke was appointed to a new half-time equivalent position in the School of Architecture with teaching and research responsibilities in Architecture and Mechanical Engineering.

Faculty of the School collaborate on a regular basis in teaching and research with colleagues in other units of the university as well, most notably Social Work, Occupational Therapy, the McGill Institute for the Study of Canada, and the Faculty of Management. Faculty are also regularly involved in Doctoral examinations and joint supervision of graduate students working at the Master's and Ph.D. levels in Civil Engineering, Communications and Art History, English and in the Faculty of Music.

In addition, the School has been able to develop constructive partnerships for joint course offerings in a variety of disciplines. The elective course *Material Culture of Canada* was originally developed in the School and co-sponsored by the McGill Institute for the Study of Canada; it is now offered by the Institute. The elective course *Enabling Environments* OCC1442 is team-taught by staff in the Schools of Occupational Therapy and Architecture (Professor Covo). Discussions continue between the Schools of Architecture and Urban Planning and the McGill School of the Environment, exploring the possibilities of joint studio and other course offerings.

b) Outside McGill

The annual Charrette, organized by the Canadian Centre for Architecture and held every Fall, provides an effective mechanism for the bringing together of staff and students from the Architecture, Landscape Architecture, Design and Urbanism Programs at McGill, U. de M., Laval, Carleton, UQAM and Concordia.

In the summer of 2006, for the seventh year, McGill is hosting a studio from the College of Architecture of Texas Tech University, Lubbock, Texas. The University of Waterloo School of Architecture is operating a summer studio at McGill this summer, for the fifth time, under the supervision of Professor Marie-Paule Macdonald of Waterloo.

The School continues to be very active in interactions with the community and sister programs at other institutions. We have just completed our third year of collaboration between architecture students at McGill and landscape architecture students at the U de M; this joint second year studio complements less

formal collaborations and exposes students to real problems calling for high levels of team work and multi-disciplinary thinking.

c) Student exchanges

The social and academic life of the School benefits from exchange programs with Schools in Austria, Australia, Belgium, Colombia, Denmark, France, Israel, Italy, Mexico and the USA. A limited number of qualified students are invited each year to participate in exchanges with Schools of Architecture at universities which have agreements with the McGill School of Architecture, normally for a maximum of one semester. A new agreement was signed this year with the Royal Danish Academy of Architecture, Copenhagen. Our exchange partners now include:

> Fakultät für Raumplanung und Arkitektur, Technische Universität Wien, Austria
> Facultad de Arquitectura, Universidad de los Andes, Bogotá, Colombia
> Istituto Universitario di Architettura di Venezia, Venice, Italy
> Politecnico di Milano (Bovisa), Milano, Italy
> The Technion, Israel Institute of Technology, Haifa, Israel
> Institut Supérieur d'Architecture, Saint-Luc Bruxelles, Brussels, Belgium
> École d'architecture de Grenoble, Grenoble, France
> École d'architecture Clermont-Ferrand, Clermont-Ferrand, France
> Royal Danish Academy of Architecture, Copenhagen, Denmark

Each year, approximately fifteen of our students participate in an exchange, usually in the winter semester, and an equivalent number of foreign students are accommodated, usually in the second and third-year studios in the fall semester. Discussions on new agreements are underway with schools in Belgium, the Canary Islands, and Guatemala.

The School is also the lead Canadian institution in two six-university consortia formed under the North American Mobility in Education Program (Human Resources Skills Development Canada). The first consortium includes UNAM and Tec de Monterrey (Querétaro), Mexico; Virginia Tech and University of Florida, USA; and Dalhousie and McGill, Canada. The second replaces the US schools with Ball State and University of Texas (Austin). The total funding for each consortium is approximately $595000 (Canada $160000 from HRSDC, US $323000, Mexico $112000). The grants support 4-year exchange programs between Mexico, the US and Canada, and develop teaching and research opportunities according to the particular theme identified by each set of partners. The first exchanges under the new program took place in 2003-2004.

d) Student involvement in the university and community

Every effort is made to facilitate participation by students in extra-curricular activities on and off campus. On the first day of class, students are encouraged to get involved in the life of the campus and the city, to participate in sports programs and student society activities, and to take advantage of every opportunity to broaden their university experience (carpe diem). They are, at the same time, assured that the School will do what it can to see that curricular and extra-curricular activities are harmonized. The School also supports with annual grants student participation in conferences, and in events and meetings organized by groups such as the RAIC, CASA (Canadian Architecture Students Association) and AIAS, the student affiliate of the American Institute of Architects.

B. Service to the community

Faculty members of the School also continue to serve the professional and business community in numerous ways, as practicing professionals and as members of a wide variety of committees and advisory groups, including:

Health Care Technology & Place Training Program, University of Toronto (Adams)
College of Reviewers, Canada Research Chairs (Adams)
J. Paul Getty Postdoctoral Fellowships in the History of Art and the Humanities (Adams)
Study Centre Consultative Committee, Canadian Centre for Architecture (Bressani)
Association of Collegiate Schools of Architecture, Faculty Representative (Castro)
Advisory panel, International Network for the Study of Informal Settlements in Latin America (Castro)
Task Force on Syllabus Program, Royal Architectural Institute of Canada (Covo)
Comité de Formation, Ordre des Architectes du Québec, CREPUQ representative (Covo)
Canadian Council of University Schools of Architecture (Covo)
Board of Directors, Canadian Design Research Network (Covo)
National Advisory Council, Office of Energy Efficiency, Natural Resources Canada (Friedman)
National Advisory Board, Habitat for Humanity, Canada (Friedman)
Renaissance Liaison Committee, City of Cornwall (Friedman)
Royal Canadian Academy of Arts (Mellin)
Heritage Foundation of Newfoundland and Labrador (Mellin)
Advisory Board, Institut de recherche en histoire de l'architecture – IRHA (Montreal) (Pérez-Gómez, Castro)
Comité aviseur sur l'elaboration du Plan d'Urbanisme pour la Ville de Montréal (Sheppard)
Yale University Alumni School Committee (Sheppard)

Faculty members are active as either editors or members of the editorial boards of a number of journals and other publications. These include:

Exhibitions review editor, *Material History Review* (Adams)
Advisory Board, *Nineteenth-century Gender Studies* (Adams)
Editorial Board of the journal *Threshold*, MIT, Cambridge, Mass. (Bressani)
Advisory Board, *Canadian Journal of Urban Research* (Friedman)
Editorial Board, *Journal of Architectural and Planning Research* (Friedman)
Board of Editors, *Open House International* (Friedman)
Editorial Board, *Journal for Architectural Education* (Mellin)
R.A.I.C. Editorial Committee (Mellin)
Editorial Board of "The Marina Waisman Collection" (Pérez-Gómez)
Advisory Board, *CHORA Intervals in the Philosophy of Architecture* (Pérez-Gómez and Castro)
Editorial Board of "In Site", University of New South Wales, Australia (Pérez-Gómez)
Advisory Board, *Built Upon love: Architectural Longing after Ethics and Aesthetics* (Pérez-Gómez)

Faculty members are active as chairs and members of organizing committees of symposia, conferences and other academic meetings. These include:

Organizing committee, American Association for the History of Medicine conference, May 2007 (Adams)
Co-chair, Association of Collegiate Schools of Architecture (ACSA) 2005 International Conference, Mexico City, June 2005 (Covo)
Reviewer, Ryerson University proposal for new Master of Architecture program (Covo)
Session chairs, 2005 ACSA Annual Meeting, Chicago, March 2005 (Castro and Mellin)
Organizing committee, Stanstead Museum exhibition of the life and work of the sculptor Orson Wheeler (Sijpkes)

Faculty members regularly serve on local, national and international architectural competition juries:
    Institut de design de Montreal (Covo, Sheppard)
    Bellini Pavillion, Politique d'integration des arts à l'architecture, Ministère de la Culture et des
    Communications (Covo)
    Winterset Literary Competition (Mellin)

Faculty of the School of Architecture are also actively involved in the administration of the School, Faculty and the University. The following University Committees are chaired by staff of the School:
    Architectural Advisory, which reviews all major building projects underway in the University
    Gardens and Grounds, which supervises all planting and landscape design on campus
    Visual Arts Committee, which is the curator of the University's collection of painting and sculpture
    Green Building Workgroup of the SCPD Environment Sub-Committee
In addition, the School is well represented on committees struck by the Building and Property Committee of the Board of Governors for the selection of architects for University projects.

Other University committees with involvement by staff of the School include:
    Senate Committee on Physical Development
    Teaching and Learning Space Workgroup
    University Senate
    University Building and Property Committee
    University Capital Projects Committee
    University Appeals Committee
    University Grievance Committee
    University Tenure Committee
    University Toponomy Committee
    University Hall of Fame Committee
    University Special Libraries Advisory Committee
    University Task Force on Physical Master Plan
    Advisory Committee, McGill Institute for the Study of Canada
    Advisory Committee, Redpath Museum
    Advisory Committee, Special Libraries
    Faculty of Graduate Studies and Research Council
    Principal's Special Committee on Heritage
    SCPD Green Building Task Force
    Osler Library Board of Curators
    Faculty of Arts Tenure Committee
    Department of Hispanic Studies, Latin American and Caribbean Advisory Committee
    School of Nursing Advisory Committee
    Bellini Life Sciences Building Project Committee

The School is represented on each of the 13 standing committees of the Faculty of Engineering, and a number of staff also serve, on a regular basis, as advisors to the Dean on questions relating to design, planning and physical development in the Faculty. Ricardo Castro is a member of the Dean's Advisory Committee on Reappointments, and three professors (Adams, Bressani and Sheppard) are currently on the Dean's search committee for director.

C. Honours, Awards and Prizes

• Professor Annmarie Adams was appointed William C. Macdonald Professor of Architecture in the winter of 2006.

• Professor Robert Mellin received the 2006 Paul E. Buchanan Award for Excellence in Field Work and Interpretation from the Vernacular Architecture Forum at the VAF annual conference in New York City on June 17, 2006. The award was for his recent heritage conservation work, an exhibition, and heritage conservation planning in Tilting, Fogo Island, Newfoundland. The Tilting Recreation and Cultural Society was a co-recipient of the award. Initiated by the VAF in 1993, the Buchanan Award recognizes excellence in field work and interpretative projects that contribute significantly to our knowledge of vernacular architecture and landscape studies.

• The Award of Merit in the Annual Steel Structures Education Foundation Architectural Student Design Competition 2006 came with a $2,000 prize for the student team and a $1,000 prize for the faculty supervisor, Professor Pieter Sijpkes.

• The Governor General's Medals in Architecture are Canada's most prestigious national architectural awards program; it is held every second year and recognizes a maximum of 12 buildings over the two-year period. The jury is international, and this year included architects from Canada, the US, Great Britain and Denmark. Six of the twelve buildings recognized with medals in the 2006 round are by firms directed by McGill graduates, and four of these six winning buildings are by Adjunct Professors in the School:

Adjunct Prof. Manon Asselin, who practices with her husband Katsu Yamazaki (both are grads), and who will be receiving medals for two projects;

Adjunct Prof. Howard Davies, who practices with Anne Cormier and Randy Cohen (all three are grads), and

Adjunct Prof. Annie Lebel, who practices with McGill grad Stephane Pratte.

• Alberto Pérez-Gómez has co-edited, with Stephen Parcell of Dalhousie, *Chora IV: Intervals in the Philosophy of Architecture*, published by McGill-Queen's Press. The very successful Chora series, conceived by Pérez-Gómez, has been internationally acclaimed for its contributions to critical writing on the history and theory of architecture. Professor Pérez-Gómez also published this year *Built Upon Love: Architectural Longing after Ethics and Aesthetics* (MIT Press).

• Ricardo Castro designed the exhibition *Arthur Erickson: Critical Works*, held at the Vancouver Art Gallery, May 27 to September 10, 2006. He also co-wrote (with Nicholas Olsberg) the book of the same name. He produced the theme photograph used for all media promotion, invitations, posters and banners for the exhibition; produced the 70 photographs used in the exhibition; and designed the furniture prototypes (74 pieces) for the show. He co-wrote the descriptions that complement the photographs with David Theodore, research associate and course lecturer at the School.

• David Covo and Dr. Gabriel Merigo Basurto of the Universidad Nacional Autónoma de México, Mexico City, were co-chairs of the 2005 ACSA International Conference, which took place in Mexico City in June, 2005. Vikram Bhatt chaired the paper review and selection process for the session on urban housing at the same conference.

• The 2005 ACSA International Conference in Mexico also saw a number of our graduate students and recent graduates participate as session chairs, moderators or presenters: Jean-Pierre Chupin, Marc Neveu, Clara Murgueitio, Aliki Economides, Patrick Harrop, Robert Kirkbride and Masa Noguchi.

•   In the last two years, the winners of the Canada Council Prix de Rome in Architecture have been McGill faculty – adjunct professor Michael Carroll – or McGill graduates – Eric Bunge. The presentation ceremonies were actually held on campus in the Redpath Museum. The Canada Council for the Arts Professional Prix de Rome in Architecture is valued at $50,000 and encourages the development of artistic excellence in contemporary architectural practice.

D. Publications

Faculty members continue to publish on an international scale, in professional and scholarly journals as well as in the popular press. A complete listing of publications for 2005 has been posted at http://www.mcgill.ca/architecture/publications/2005/

The publications section of the Annual Activity Reports has been summarized below:

Adams, Annmarie and K. Schwartzman. "Pneumothorax Then and Now," *Space and Culture*, Vol. 8, No. 4, November 2005, pp. 435-448.

-----. "Peter Collins: A Study in Parallax," *Journal of Architectural Education*, Vol. 59, No. 2, November 2005, pp. 22-31.

-----. "Picturing Vernacular Architecture: Thaddeus Holownia's Photographs of Irving Gas Stations," *Material History Review* 61, Spring 2005, pp. 36-42.

-----. "Norbert Schoenauer," *Canadian Encyclopedia*, http://www.thecanadianencyclopedia.com/

-----. "Picturing Vernacular Architecture: Thaddeus Holownia's Photographs of Irving Gas Stations," curated by Shauna McCabe (Charlottetown, PEI: Confederation Centre Art Gallery), pp. 16-29.

----- and D. Theodore. "The Architecture of Children's Hospitals in Toronto and Montreal, 1875-2010," *Children's Health Issues in Historical Perspective*, Cheryl Krasnick Warsh and Veronica Strong-Boag, Editors (Waterloo, ON: Wilfred Laurier University Press, 2005), pp. 439-78.

-----. "Civic Bodies," *The Architect's Newspaper*, Vol. 20, No.12, December 14, 2005, p. 17.

-----. "McMaster University Health Sciences Centre," *Canadian Architect*, Vol. 50, No. 8, August 2005, pp. 31-32.

Bhatt, Vikram. "Making the Edible Landscape: Integrating Productive Growing in Urban Developments," *Urban Agriculture Magazine*, No. 15, December 2005, p. 24.

-----, R. Kongshaug and M. Dubbeling, "Coalesce of beauty and utility for better cities," XXII World Congress of Architecture (UIA), Istanbul, July 3-8, 2005.

Bressani, Martin and Marc Grignon. "Romanticism, Rationalism and the Bibliothèque Sainte-Geneviève," *Art History* (London), Vol. 28, No. 5, November 2005, pp. 712-751.

-----. "From Antique Italy to Medieval France," *Eugene-Emmanuel Viollet-le-Duc* (Einsiedeln, Switzerland: Stiftung Bibliotek Werner Oechslin, 2005), Studien und Texte zur Geschichte der Architekturtheorie.

Castro, Ricardo. "Syncretism, Wonder and Memory in the Work of Rogelio Salmona," *Transculturation: Cities, Spaces and Architectures in Latin America* (*Critical Studies*, Vol. 27), Felipe Hernandez, Mark Millington, and Ian Borden, Editors (New York and Amsterdam: Editions Rodopi, 2005), pp. 155-168.

-----. Book cover photograph for *Transculturation: Cities, Spaces and Architectures in Latin America* (*Critical Studies*, Vol. 27), Felipe Hernandez, Mark Millington, and Ian Borden, Editors (New York and Amsterdam: Editions Rodopi, 2005).

Covo, David and Gabriel Mérigo (Editors). *Encounters / Encuentros / Rencontres*, Proceedings of the 2005 Association of Collegiate Schools of Architecture (ACSA) International Conference, Mexico City, June 9-12, 2005, 467 pp.

Friedman, Avi. *Homes Within Reach: A Guide to the Planning, Design and Construction of Affordable Homes and Communities* (New Jersey: John Wiley & Sons Inc., 2005).

-----. *Room for Thought: Rethinking Home and Community Design* (Toronto: Penguin Canada, 2005).

-----. "Home ownership no longer can be taken for granted," *Montreal Gazette* (syndicated), December 4, 2005, p. A15.

-----. "Medieval Tuscan towns fostered neighbourliness," *Montreal Gazette* (syndicated), November 20, 2005, p. A15.

-----. "Creating a city for cyclists," *Montreal Gazette* (syndicated), November 6, 2005, p. A13.

-----. "Art doesn't have to be only on the inside of museums," *Montreal Gazette* (syndicated), October 23, 2005, p. A15.

-----. "Circumstances, not logic, dictate location of cities," *Montreal Gazette* (syndicated), October 16, 2005, p. A13.

-----. "We can learn a lot from the Tuscan experience," *Montreal Gazette* (syndicated), September 25, 2005, p. A11.

-----. "Dining out, by design," *Montreal Gazette* (syndicated), September 11, 2005, p. A17.

-----. "It's time to design apartments for families," *Montreal Gazette* (syndicated), August 28, 2005, p. A11.

-----. "Despite their colour, lawns are not green," *Montreal Gazette* (syndicated), August 14, 2005, p. A11.

-----. "Urban Sprawl: Lessons from Tuscany," *Ontario Home Builder*, Awards 2005, pp. 77-78.

-----. "Taking art to the streets," *Montreal Gazette* (syndicated), July 31, 2005, p. A13.

-----. "Should public buildings express their function?" *Montreal Gazette* (syndicated), July 17, 2005, p. A17.

-----. "A community needs a public square," *Montreal Gazette* (syndicated), July 3, 2005, p. A13.

-----. "The signs of bad planning, poor taste," *Montreal Gazette* (syndicated), June 19, 2005, p. A19.

Pérez-Gómez, Alberto. "Les transformations paradoxales de la perspective dans la représentation architectural moderne," *Perspective, projections, project – Technologies de la représentation architecturale* (Les cahiers de la recherche architecturale et urbaine, Septembre 2005).

-----. "Ethics and Poetics in Architectural Education," *FOLIO 06 – Documents of NUS Architecture* (National University of Singapore, March 2005).

-----. "Perspectiva y Representación Arquitectónica," *Revista de Expresión Gráfica Arquitectónica #10* (Valencia, España: Universidad de Valencia, 2005).

-----. "From Treatise to Story: The Changing Nature of Architectural Discourse from the Renaissance to the Eighteenth Century," *The Space of English*, David Spurr and Cornelia Tshichold, Editors (Tübingen: Gunter Narr Verlag, 2005).

Sijpkes, Pieter. "Sharp Centre beim Ontario College of Art & Design in Toronto," *Baumeister* 102 Jahrgang, Januar 2005.

Zuk, Radoslav. "Einfach komplex - Die Kirche Mariae Geburt in Lviv/Lemberg (Ukraine) von Radoslav Zuk" (commentary by Gerold Esser), *Baumeister*, August 2005, p. 11.

E. Consulting summary

Faculty of Engineering
McGill University

Annual Report of Consulting Activities
For the Period of June 1, 2005 to May 31, 2006

Instructions: Please complete this form, print and sign it, then submit it to your Chair or Director. Please also submit an electronic copy.

Name	Title
Staff Summary	
Department/School	Phone:
Architecture	398-6704 (David Krawitz / Administrative Officer)
Email	Were you on sabbatical during the reporting year?
david.krawitz@mcgill.ca	

Type of activity	Period of activity	
	June 1 to August 31	September 1 to May 31
A. How many days did you spend on:		
1. Professional activities for which remuneration was received (e.g., consulting, short courses, etc.), other than contract research approved by OTT?	43.0	67.0
2. Remunerated days working on research contracts approved by OTT?	30.0	35.0
3. Service to the profession (unremunerated)?	37.0	29.0
Sub-total days (A)	110.0	131.0
B. How many days were you away from the University for:		
1. Remunerated professional activities (other than contracts)?	21.0	35.0
2. Remunerated work on contracts approved by OTT?		
3. Attendance at conferences, visits to other researchers, service to profession and other unremunerated professional activities?	27.0	72.0
Sub-total Days (B)	48.0	107.0

McGill University School of Architecture

Annual Report 2004-2005

submitted by Professor David Covo, Director
July, 2005

McGill University School of Architecture
Annual Report 2004-2005

Section I: Objectives

The mission of the McGill University School of Architecture is to educate professionals who will contribute to the socio-economic and cultural development of Quebec, Canada and the broader global community through responsible participation in the process of the design, construction and interpretation of the built environment. This mission is served with programs that meet the following objectives:

1. To develop an effective and stimulating environment for teaching, learning and research in architecture.
2. To maintain and continue to enrich an accredited program providing high quality professional education in architecture.
3. To provide post-professional research-based Master's and Ph.D. programs that advance the discipline of architecture.
4. To engage in research and other professional and scholarly activities that achieve national and international recognition, and to publish, exhibit and otherwise disseminate the results in order to advance architectural knowledge in education and practice.
5. To contribute to interdisciplinary and multi-disciplinary teaching and research programs within other units of the University and with other universities, local and international.
6. To serve the public by working with citizens' groups, local, provincial and national governments, the private sector and the profession toward the general improvement of the built environment.

Specific objectives in the 2003-2004 session, in relation to the above, included:

- to continue improvements to the physical environment of studio and laboratory facilities, and develop greater access to computer resources for all students
- to monitor closely the evolution of the new professional Master of Architecture Program
- to continue the review of the engineering content of the B.Sc. (Arch.) program
- to continue the review and upgrading of course content in history of architecture and in sustainable building design
- to complete the transformation of the post-professional M.Arch. from a thesis to a project-based program
- to identify and pursue funding opportunities for new research initiatives
- to continue ongoing collaborative teaching and research activity with other units at McGill and other institutions
- to maintain the high profile of the School of Architecture in professional, academic and community-based activities
- to raise the profile of the School in the academic and professional community with a more comprehensive and critical series of exhibitions and visiting lectures

Other goals, identified and developed in relation to recruiting and fund-raising, included:

- to increase the presence and direct representation of the School in local, regional and national undergraduate recruiting programs
- to reinforce links with the office of Development and Alumni Relations, and to increase the direct involvement of the School in the areas of fund-raising and alumni programs

Section II: Highlights of the year 2004-2005

a) Special events

•   In the spring of 2005, the City of Montreal organized an exhibit of innovative design proposals for what has been characterized as the Peel Street Corridor, which runs from Avenue des Pins on Mount Royal to the Peel Street basin of the St. Lawrence River. The thirty-plus proposals on display were prepared by master-level students in McGill's Schools of Architecture and Urban Planning and the Université de Montréal's parallel units in Architecture, Landscape Architecture and Urbanism. The student project is also part of a three-year entente signed between the two universities and the City in February 2003.

The Peel Street Corridor studio had its genesis at the Challenging Cities conference organized by the McGill Institute for the Study of Canada in February 2004, where a half-day charette, featuring students and professionals and animated by architect and planner Aurèle Cardinal, BArch'70, examined problems and opportunities. Some sections are solidly developed, whereas others, like Griffintown, reveal a potential that remains to be developed. The February charrette provided the base material and direction for an exciting joint Master's level studio with the Université de Montréal in the fall of 2004, led by Professors Derek Drummond and David Brown and a team that included adjunct Professors Lawrence Bird, Michael Carroll and Cameron Charlebois.

•   In the fall of 2004, McGill students participated in the Biennale de Montréal; a group of M.Arch. I (professional) students, working under the coordination of Adjunct Professor Howard Davies, worked directly with visiting British Architect Will Alsop and others on a charette which was featured as one of a series of installations contributing to the celebration of the Biennale.

•   In Quebec City, the Ice Hotel is the seasonal accommodation of choice for the rich and hardy. The Ice Hotel has been built every winter since 2000. It is constructed out of 12 000 tons of snow, 400 tons of ice and has 32 rooms and theme suites. The temperature inside the hotel is between minus two and minus five degrees Celsius at all times.

Designing with ice and snow presents its own set of opportunities and challenges. It's a surprisingly versatile medium: it can be virtually transparent, translucent or opaque; it can be formed like concrete, assembled like brick masonry, carved like stone or wood, and frozen in time, like icicles or laundry on a winter clothesline. It's a medium that stimulates ideas not only about the space between the massive walls, but also about the space contained within them.

This past winter, the hotel featured nine rooms designed by Quebec architecture students - three rooms each from teams of students at McGill, Laval, and Université de Montréal. This is the first time Quebec's Schools of Architecture have been asked to contribute to the design, thanks to the initiative of well-known Montreal Architect, Dan Hanganu, who is an Adjunct Professor at McGill. Hanganu put each of the schools in touch with the Ice Hotel's Artistic Director, Serge Péloquin, and CEO Jacques Desbois, and the students took it from there.

The three McGill rooms are the Cranberry Room (designed by Tamara Hains, Nazia Aftab and LeeAnn Croft), the Elliptique Room (designed by Vedanta Balbahadur, Peter Sealy, Po Suen, Mathieu Larouche and David Bédard-Barrette) and the Love Shack (designed by Colin Hanley, Nick Chan, Lisa Allard and Louise Koo), which was selected by public vote as the most successful design.

b) Awards and appointments to staff

- Annmarie Adams has been awarded a $230,000 grant from the Canadian Institute of Health Research for a project with Patricia McKeever from the University of Toronto and Karen Spalding from Ryerson; they will study the impact of atrium architecture on patients at Toronto's Hospital for Sick Children.
- Professor Robert Mellin has been named Chair of the Board of Directors of the Heritage Foundation of Newfoundland and Labrador.
- Alberto Pérez-Gómez has edited, with Dalhousie's Stephen Parcell, *Chora IV: Intervals in the Philosophy of Architecture*, published by McGill-Queen's Press. The very successful Chora series, conceived by Pérez-Gómez, has been internationally acclaimed for its contributions to critical writing on the history and theory of architecture.
- Professor Derek Drummond, who retired in December 2004 after more than 40 years in the School of Architecture, was appointed William C. Macdonald Emeritus Professor of Architecture.
- Ricardo Castro was awarded the 2005 Ida and Samuel Fromson Award for Outstanding Teaching in the Faculty of Engineering.
- Ricardo Castro also coordinated paper selection and chaired a session at the recent Association of Collegiate Schools of Architecture (ACSA) Annual Meeting in Chicago in March.
- Adjunct Professor David Theodore was the first winner of the new Gerald Sheff Medal for Teaching Excellence in the School of Architecture, which celebrates outstanding teaching by part-time faculty.
- David Covo and Dr. Gabriel Merigo Basurto of the Universidad Nacional Autónoma de México, Mexico City, were co-chairs of the 2005 ACSA International Conference, which took place in Mexico City in June, 2005. Vikram Bhatt chaired the paper review and selection process for the session on urban housing at the same conference.
- The 2005 ACSA International Conference in Mexico also saw a number of our graduate students and recent graduates participate as session chairs, moderators or presenters: Jean-Pierre Chupin, Marc Neveu, Clara Murgeitio, Aliki Economides, Patrick Harrop, Robert Kirkbride and Masa Noguchi.

c) Awards to students

- 2005 Precast-Prestressed Concrete Institute Architectural Design Competition
A team from the McGill School of Architecture was awarded first prize the 2005 Prestressed Concrete Institute Architectural International Design Competition in the student category (Total Precast Solution). The team includes **Nicholas Chan (M1) , Helene Boyer, Cynthia Carbonneau and David Clavey (U3)**. (supervising professor: Pierre Jampen).

- Archiprix International Competition 2005
Recent graduate Émilie Bédard, M.Arch. I (prof) '04, was recognized with one of 6 top awards in the international competition Archprix 2005, sponsored by Hunter-Douglas; the biennial competition celebrates achievement in final design thesis projects, and this year attracted 200 entries from 67 countries (design thesis advisor: Adrian Sheppard).

- 4th Annual Steel Structures Education Foundation Architectural Student Design Competition 2005
The intention of this design competition is to provide students of architecture in Canada with a unique opportunity to enter into a design process which brings together, of necessity, concept and reality. Students are challenged to design a single span pedestrian bridge, on a site of the designers' choosing. The structure must be primarily steel, but otherwise, the material palette is open. This year's Award of Merit ($2,000 prize) was presented to McGill U2 student **Andrey Dimitrov** (faculty sponsor: Pieter Sijpkes).

Winning submission of Andrey Dimitrov to 2005 SSEF Architectural Student Design Competition

- Beverly Willis Architecture Foundation

McGill School of Architecture SSHRC postdoctoral fellow **Cynthia Hammond** has been awarded a Beverly Willis Architecture Foundation travel grant of $1000 (US) to support her project, "Catherine Bauer: The Interior of Modernism." The BWAF seeks to advance the status of women practitioners in the architecture professions.

- Society for the Study of Architecture in Canada Martin Eli Weil Prize

The Martin Eli Weil prize is awarded annually by the SSAC to the student who submits the best essay on the role played by the built environment in Canadian society. The $250 prize and certificate will be awarded to McGill M.Arch. (Domestic Environments) graduate **Lara Pascali** at the Society's Annual Conference (this year in Lethbridge, Alberta, 8 to 12 June 2005), where she will be invited to present her essay, "Two Stoves, Two Refrigerators, *Due Cucine*: The Italian Immigrant Home with Two Kitchens." The winning essay will also be published by the Society in the Journal.

- American Folklore Society Mediterranean Studies Section Best Student Paper Prize

The 2004 AFSMSS Paper Prize Committee (Giovanna P. Del Negro, Chair, Sabina Magliocco & Dorothy Noyes) is pleased to announce that McGill M.Arch. (Domestic Environments) graduate **Lara Pascali** is the winner of the inaugural competition for her paper entitled "Two Stoves, Two Refrigerators, Due Cucine: The Italian Immigrant Home with Two Kitchens." The AFS Mediterranean Studies Section Best Student Paper Prize comes with a $100 cash award.

- CCA / Power Corporation of Canada Award

The Canadian Centre for Architecture (CCA) is pleased to announce the third year of the Power Corporation of Canada Award. This award provides two fellowships of $10,000 CDN for M.Arch. students in Canada. The annual award has been established to enhance the experience of graduate students in architecture by encouraging their use of the CCA's collection and resources. Congratulations to **Peter Sealy** (M.Arch. student, professional program), one of two award recipients for 2005, and the second McGill student in a row to win the award. Peter's research proposal is entitled "19th Century Photography and the Architectural Unconscious."

- Royal Canadian Academy of the Arts / Eberhard Zeidler Scholarship for Architecture

M.Arch. I (prof) student **Vedanta Balbahadur** won the 2005 Royal Canadian Academy of the Arts / Eberhard Zeidler Scholarship for Architecture, which is worth $2500, in a competition open to senior students in Canadian Schools of Architecture. The award is to be used for formal study abroad.

- AIA 2004 James J. Souder Fellowship

The American Institute of Architects, Academy of Architecture for Health honours **Nirit Pilosof**, B.Arch, M.Arch, McGill University, School of Architecture, as the 2004 James J. Souder Fellow. This annual award recognizes the superior achievement of an individual AIA-AHA graduate fellow in healthcare

planning and design. The award commemorates the unique contributions of James J. Souder, AIA, AAHC (1911-1999), whose vision led to the creation of the AIA-AHA graduate fellowship in healthcare planning and design, and whose leadership in research and design innovation has inspired generations of hospital and healthcare architects.

d) Professional competitions

• The Canada Council for the Arts has awarded the Professional Prix de Rome in Architecture to **atelier BUILD**, a young architecture firm in Montreal managed by architects **Michael Carroll** (Adjunct Professor at the McGill University School of Architecture) and Danita Rooyakkers. The Canada Council for the Arts Professional Prix de Rome in Architecture is valued at $50,000 and encourages the development of artistic excellence in contemporary architectural practice. Atelier BUILD is the first recipient of the new Professional Prix de Rome. Previously, the prize supported a one-year stay in an apartment in Rome, but the new version allows winners to make shorter visits spread over a two-year period, and to choose destinations that best serve the interests of their practice.
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e) Recent publications

• Faculty members continue to publish on an international scale, in professional and scholarly journals as well as in the popular press. A complete listing of publications for 2004 can be found at www.mcgill.ca/architecture/publications/2004. The publications section of the Annual Activity Reports has been summarized in Appendix D.

f) PhD Program

The PhD program, approved since 1997, continues to attract outstanding scholars exploring a broad range of research topics. Despite the lack of significant financial support available to incoming students, the program continues to grow and presently accommodates 28 registered students.

g) Exhibitions

• Exhibitions form an integral part of the School's strategy to frame a social and professional context for studies in architecture. The list below identifies public exhibitions that include the work of staff and students of the School, distinguished practitioners, and artists whose work attempts to develop links with architectural and urban issues. Exhibitions held this year included:

• July 5 to September 16, 2005 (9 am - 5 pm)
  Threshold, Passages and Other Crossings
  An exhibition of History and Theory graduate studio work 2004-2005.
• May 2 to June 3, 2005 (9 am - 5 pm)
  Studio Work 2004-2005
  Highlights of student work from the studios of Fall 2004 and Winter 2005.
• April 18 to 29, 2005 (9 am - 5 pm)
  Design Research & Methodology
  The work of the M1 class from the Winter 2005 term.
• March 29 to April 8, 2005 (9 am - 5 pm)
  Politecnico di Milano**: INTERSECTION - Bloor and St. George**
  An exhibition from the Facoltà di Architettura Civile, Politecnico di Milano
• February 28 to March 24, 2005 (9 am - 5 pm)
  Sketching School 2004
  An exhibition of student work from Sketching School 2004 in Bar Harbor, Maine.

- January 31 to February 18, 2005 (9 am - 5 pm)
  The Architecture of Italian Cities
  An exhibition of student work from the 2004 Summer Course Abroad in Italy
- January 10 to 28, 2005 (9 am - 5 pm)
  Italia 2004
  An exhibition of student work from the 2004 Wilfred Truman Shaver Scholarship trip to Tuscany.
- December 13 to 20, 2004 (9 am - 6 pm)
  M2 Thesis Projects
  Master of Architecture (professional program) design thesis projects.
- November 22 to December 3, 2004 (9 am - 5 pm)
  Duschenes & Fish
  A century of work by this well-known Canadian firm
- November 5 to 19, 2004 (9 am - 5 pm)
  Work Architecture Company: A Lot of Work for Nothing?
- October 18 to 29, 2004 (9 am - 5 pm)
  Ways of Seeing - Petr Franta architect
  Current Projects 1994-2004
- October 4 to 16, 2004 (9 am - 5 pm)
  David Farley: New Work
- September 20 to October 1, 2004 (9 am - 5 pm)
  Diamond and Schmitt Architects:
  Light, Community and Transformation
- June 16 to September 16, 2004 (9 am - 5 pm)
  Nomadism / Urban Wandering
  An exhibition of History and Theory graduate studio work 2003-04

h) Lecture Series

- Lectures by visitors continue to provide an important point of contact for students with academics and practitioners. The most important of these is our regular Fall and Winter evening program, which is coordinated by Professor Martin Bressani and a team of active and committed students. The list of 2004-05 speakers included:

- Monday, 20 September 2004
  Jack Diamond
  Architect, Diamond and Schmitt Architects, Toronto, www.dsai.ca
  Light, Community and Transformation
- Friday, 22 October 2004
  Daniel Libeskind
  Architect, Studio Daniel Libeskind, New York City, www.daniel-libeskind.com
  Breaking Ground
  (David J. Azrieli Lecture in Architecture)
- Friday, 5 November 2004
  Amale Andraos and Dan Wood
  Architects, Work Architecture Company, New York
  A Lot of Work for Nothing?
- Tuesday, 23 November 2004
  Lise Anne Couture
  Architect, Asymptote Architecture, NYC, www.asymptote-architecture.com
  Forming
  (Sheila Baillie Lecture)
- Monday, 10 January 2005

Barry Bergdoll
Professor, Columbia University, New York
Regionalism in Exile: Marcel Breuer and the discourses of the vernacular from Budapest to Boston
- Monday, 7 February 2005
  Ken Shuttleworth
  Architect, Make, London, England
  Starting Again: The Launch of Make
  (**Sponsors: <u>Steel Structures Education Foundation</u> and the Structural Engineers of Montreal**)
- Tuesday, 1 March 2005
  Mark West
  Professor, University of Manitoba, Winnipeg, Manitoba
  Heavy-Light: Fabric-Formed Concrete Architecture
  (William Hobart Molson Lecture)
- Thursday, 17 March 2005
  François Roche
  Architect, R & Sie, Paris, France
  YLOC: Label d'architectures corrompues
  (Inaugural Siew Fang Chan Lecture)
- Monday, 11 April 2005
  Mark Z. Danielewski
  Novelist, Los Angeles, California
  Notes from Around the Bend

- Twelve additional lectures, or events, a continuation of the Architectural Students' Association's very successful lunchtime Brownbag Lectures, were presented by prominent Montreal architects in the fall and winter. This has been the most successful of the Brown Bag Lectures Series, thanks entirely to the motivation and enthusiasm of two third-year students, Véronique Meunier and Lucie Paquet.

- Tuesday, 12 October 2004
  Franc D'Ambrosio
  Urban Project
- Thursday, 21 October 2004
  What's Next?
  PBS video on WTC and Libeskind
- Tuesday, 2 November 2004
  Frédéric Dubé
  École Nationale de Cirque
- Tuesday, 9 November 2004
  NIP Paysage
  Current Work
- Tuesday, 16 November 2004
  Nicolas Reeves
- Tuesday, 23 November 2004
  Gilles Marty
  Pourquoi le patrimoine?
- Tuesday, 1 February 2005
  Pierre Thibault
- Tuesday, 8 February 2005
  Atelier Fabriq (Jean-Christian Koch)
- Tuesday, 1 March 2005
  Regular or Super?
  Video about Mies by Joseph Hillel and Patrick Demers

- Tuesday, 8 March 2005
  Integral (Jean Beaudoin)
- Tuesday, 22 March 2005
  Borkür Bergmann (UQAM School of Design)
- Tuesday, 29 March 2005
  Claude Cormier, Landscape Architect

- The School continues to host the lecture series "Mardis verts" (Green Tuesdays), which is sponsored by Public Works and Government Services Canada and a number of building product manufacturers and suppliers, and organized by the Order of Architects of Quebec Committee on Environment and Architecture. The OAQ presented 3 lectures in fall '04 and 2 in winter '05.

- Tuesday, 21 September 2004
  Joanne Parent and Anik Shooner
  Architects with the consortium: Saia Barbarese Architects / Desnoyers Mercure & Associés / Menkes Shooner Dagenais Architects
  Nouveau Pavillon Lassonde de l'École Polytechnique de l'Université de Montréal-Bâtiment LEED
  (Sponsored by Interface Canada)
- Tuesday, 19 October 2004
  Jean Pierre Panet
  Engineer, Environment Division, City of Montreal
  Écocentre Rivière-des-Prairies: Première interconnexion de micro puissance (photovoltaïque et éolienne) au réseau d'Hydro Québec
  (Sponsored by CGC Inc.)
- Tuesday, 16 November 2004
  Alain Compéra and Jacques Benmussa
  Architect, Provencher Roy et Associés (Compéra) and Architect (Benmussa)
  Rénovation de l'enveloppe de l'Hôpital Honoré Mercier, problématique de la moissure et prévention
  (Sponsored by Uponor Canada Inc.)
- Tuesday, 22 February 2005
  Vivian Manasc
  Architect, MBA, FRAIC, LEED AP, Manasc Issac Architects
  Projets récents des architectes Manasc Issac et un aperçu de l'avenir de l'architecture durable
  (Organized in collaboration with the Canada Green Building Council Quebec Organisational Group)
  NOTE time: lecture at 7:00 pm (following cocktail at 5:30)
  NOTE place: Room G-10 (not 212)
- Tuesday, 15 March 2005
  Charles-Mathieu Brunelle, Marc Blouin and Jacques Plante
  Executive Vice-President and Director General of TOHU (Brunelle), Architect, for the consortium Schème (Blouin), and Architect, Jodoin Lamarre Pratte et associés Architectes (Plante)
  Cirque et environnement: Une même quête d'équilibre - Le nouveau bâtiment LEED de la TOHU
  (Sponsored by Saramac)

i) Fundraising and alumni donations

- A generous gift by graduate Gerald Sheff, B.Arch. 64, has endowed a new faculty position, the **Gerald Sheff Distinguished Visiting Professor of Architecture**. This is an academic appointment that will enable the School to recruit a leading architectural scholar/practitioner to teach in the School for a period of one or two semesters. The candidate will give at least one public lecture while at McGill and will contribute his or her leadership, vision and expertise to teaching and research in the School of Architecture. The gift will be phased over a maximum of five years, at the end of which time the university will match the total to endow a new full-time faculty position in the School. The first

appointment of the new Sheff Professor will be in winter, 2006, and will be dedicated to studio teaching in the M.Arch. (professional) Program. (A previous gift by Gerald Sheff and his partner Ira Gluskin supports the Gluskin Sheff Scholarship, which provides $12,500 in annual support for student exchanges.)

• In 2003, the Class of 1977, under the joint leadership of Carole Scheffer and Alan Orton, pledged a class gift of $50,000 to the School of Architecture, and in 2004, the Class of 1979, under the leadership of Ian Macburnie, pledged an additional gift of $20,000. These donations complement and stimulate annual giving by graduates and friends to the School, which continues to grow every year.

• In 2005, the Class of 1977 agreed to allocate their gift of $50,000 toward the complete replacement of the traditional furniture in the first year design studio, an eclectic 'landscape' of 45 workstations. Negotiations with suppliers and manufacturers have developed significant additional donations and discounts, and the new studio should be complete by September 05.

• A recent and very generous commitment to an annual gift by Montreal-based developer David Azrieli brought to a total of four our permanently funded public lectures in architecture; it complements the **Sheila Baillie Hatch Lecture**, which was inaugurated in the spring of 2002, the **Structural Steel Educational Fund Lecture**, which is part of a program developed by Professor Loraine Dearstyne-Fowlow of the University of Calgary, and the **William Hobart Molson Lecture in Architecture**, which was endowed by graduate David Molson and inaugurated in the fall of 2002. The inaugural **David Azrieli Lecture in Architecture** brought distinguished architect Steven Holl to McGill in the fall of 2003. The second **David Azrieli Lecture in Architecture** introduced an enthusiastic audience of over 750 people to New York-based Architect Daniel Libeskind in October, 2004.

• A recent commitment by Singapore graduate Siew Fang Chan added a fifth funded lecture to the 2004-05 series; the inaugural Siew Fang Chan Lecture in Architecture was presented by architect François Roche of Paris.

j) Student travel

• Ten students participated in the 2004 Shaver Traveling Scholarship, which was held in Tuscany in May 2004, under the direction of Adjunct Professor Nadia Meratla. The 2005 Shaver Scholarship returns to Switzerland, with Professor Martin Bressani leading a group of seven students

• 16 students participated in the 2005 Summer Course Abroad in Greece, under the direction of Professor Ricardo Castro.

k) Student governance and participation

• The Architecture Students' Association (ASA) remains extremely active in the School and in the university community. The ASA Council and other student volunteers contribute enormously to the academic and social life of the School. Their enthusiastic participation in the Annual Phonathon, Open House, Orientation, Reunion, Recruiting and other activities, including a number of regular and spectacularly successful parties, is pivotal. Please see *Appendix D. Architectural Students' Association.*

l) Physical resources

• A recent proposal to renovate 320 square metres of space on the second floor of the School was approved for funding by the Faculty and University, and renovations are underway this summer. The project relocates obsolete darkroom and archive space from the second floor to the basement and ground floors, and develops the liberated space on the second floor as state-of-the-art studio space for the graduate programs, with 4 new offices and 3 new seminar rooms. This project reclaims underutilized space in a prime area of the School and consolidates studio and seminar facilities for students in our post-professional graduate programs. In addition, studio space liberated by one graduate studio on the fifth floor will be allocated to the professional program. The grant from the university and faculty enabling this much-needed transformation is much appreciated. The new space should be ready for occupancy in December 2005.
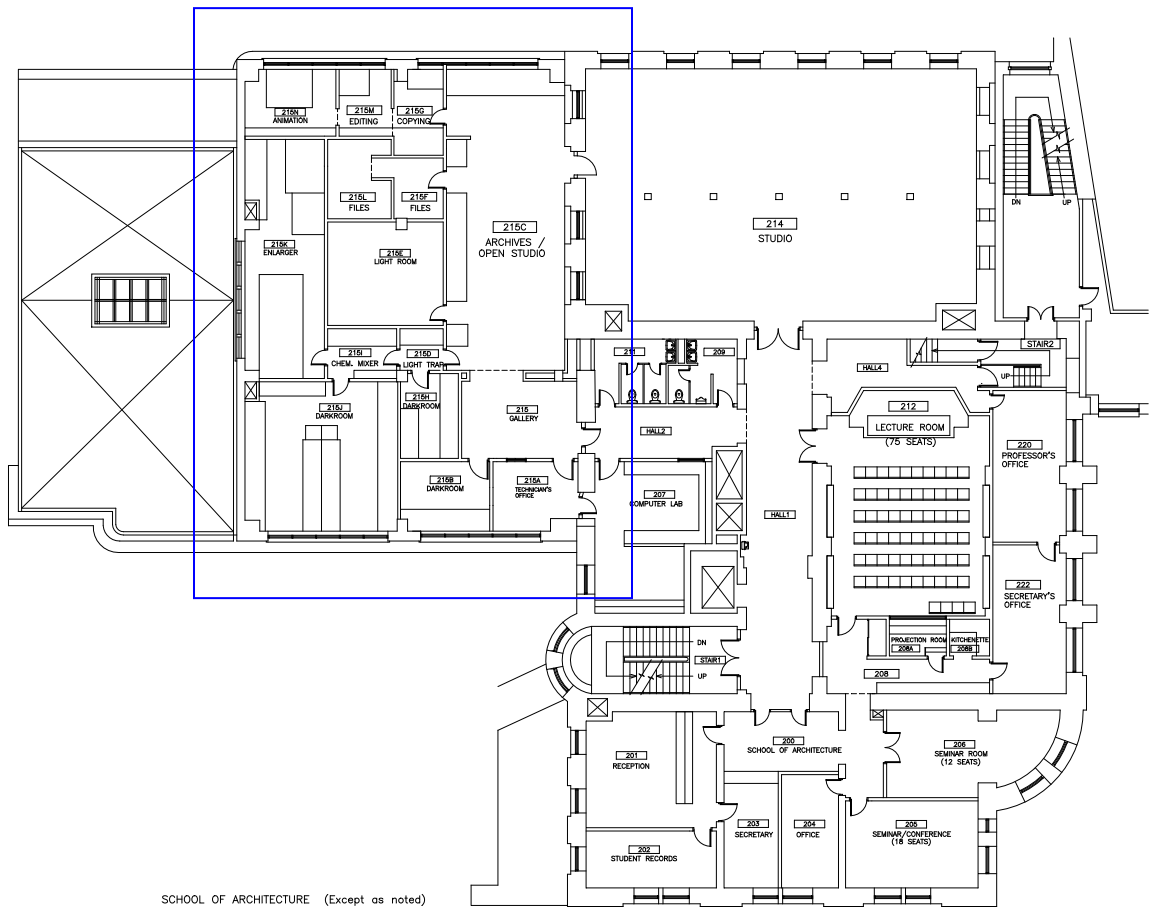
Second floor plan – main area to be renovated in blue

• With additional support from the university, we have completed the first phase of the restoration of the new exhibition room on the main floor, in the former premises of the wood and metals workshop. Remaining projects for the space include permanent lighting and a flexible display system.

• A grant from the Faculty of Engineering enabled the purchase and installation of a new laser cutter, model X-660 Laser Platform from Universal Laser Systems Inc., in the School workshop. The new facility was operational for the fall term, 2003. A compact 3-d prototyping machine, which is shared with the Department of Electrical and Computer Engineering, was installed in the School Workshop in the fall of 2004 and integrated into a very successful third-year design studio taught by Adjunct Professors David Theodore and Tom Balaban in the winter of 2005.

• In the summer of 2002, the university installed wireless networks in a number of buildings and departments, including, as a pilot project, the School of Architecture and the Department of Electrical and Computer Engineering. In the School of Architecture, design studios on the first, second, third, fourth and fifth floors of the Macdonald-Harrington Building are now served by strategically distributed wireless access points; other studios, classrooms, seminar rooms, crit rooms and the Architecture Café were added to the wireless network with the installation of additional access points in the fall of 2003.

m) Human resources

• In the summer of 2002, the Faculty of Engineering approved the School's proposal for a new support position in Information Technology and multi-media. The position was filled in July, 2003, and the new technician, Carrie Henzie, started in August. The difference between this position and the Photography

Technician's position sacrificed in 1996 is that the new position combines expertise in digital and traditional media with the technical skills necessary to support the variety of equipment and processes required for the successful operation of our teaching and research programs.

• The School of Architecture was a partner in the Department of Mechanical Engineering's application to the National Science and Engineering Research Council (NSERC) for a new Faculty Chair in Design for Extreme Environments. The program, which will support new full-time and part-time positions in Mechanical Engineering and Architecture, respectively, was approved by NSERC in February, 2003. Professor Jorge Angeles of Mechanical engineering is the new NSERC Chair in Design for Extreme Environments, and Professor Julia Bourke has been appointed to a new half-time position in the School of Architecture with teaching and research responsibilities in Architecture and Mechanical Engineering.

• A number of new adjunct faculty joined the School last year. These include: Emmanuelle Lapointe, Annie Lebel, Masa Noguchi, Carole Scheffer, Marc-André Plasse, Pierina Saia (first year); Tom Balaban, Peter Busby, Stephane Chevalier (third year); Michael Carroll, Cameron Charlebois and Richard Klopp (M1); Eugenio Carelli, Rob Claiborne, Odile Henault and Sudhir Suri (M.Arch. I); and Cynthia Hammond (M.Arch II). Kevin Hydes, Mechanical Engineer and CEO of Keen Engineering, also joined the faculty as an adjunct, with responsibilities in the design studio and in an expanded version of the new required course *Energy, Environment and Buildings*.

n) New program initiatives: Urban Design

• On February 25, 2003, the City of Montreal approved a new protocol d'entente with l'Université de Montréal and McGill University. Involving the Schools of Architecture, Landscape Architecture and Urbanism at l'Université de Montréal, and the Schools of Architecture and Urban Planning at McGill, the entente is based on a series of projects in teaching and research in architecture and urban design and is intended to stimulate the exploration and development of strategies to protect and improve the quality of Montreal's built environment. The City contributed more than $100,000 into the program in the first year, and has committed another $100 000 for 2004-05.

• Among the six projects anticipated in the first year of the entente, the first was a charrette, in spring 2003, for students in architecture and landscape architecture that examined possibilities for the transformation of a downtown parking lot into a public park. The results of this competition were published in May, 2004, and the city is presently developing the project.

• Among the projects funded by the entente (total $60 000 over two years) and underway in 2004 was a joint research project with staff and students from McGill and Université de Montréal developing guidelines for architectural and urban design in Montreal. The exercise is a pilot project exploring mechanisms for improving the architectural quality of the urban environment, and is related to the parallel development by the city of Montreal's Urban Master Plan .

• The most interesting of the dossiers included in the entente is based on the development of a new joint graduate program in Urban Design between McGill and U de M, involving the two Schools of Architecture and Urban Planning at McGill, and the three Schools of Architecture, Planning and Landscape Architecture at U de M. A working group has completed the proposal for the new program, which should be approved in the fall of 2005.

o) Research activity
A recent survey for the Canadian Design Research Network developed the following summary of funded research activity in the School:

1. Annmarie Adams
1.1 Medicine by Design: A Hospital for the 21st Century
(CIHR/SSHRC/NHRDP Health Career Award - $105,000 per year for 5 yrs.)
"Medicine by Design" is a five-year project exploring the spatial order of late twentieth-century medicine through the architecture of Canadian hospitals constructed since World War II. The project exploits non-traditional interdisciplinary sources to uncover the relationships people believe exist between their bodies

and the spaces they inhabit, a methodology forged in Adams' first book (*Architecture in the Family Way: Women, Houses, and Doctors, 1870-1900* (1996). The project emphasizes the "how-to" of contemporary hospital architecture, and includes educational initiatives such as an interactive website and a symposium (hosted in association with the International Network for the History of Hospitals in June 2003).

1.2 Design and Practice: Tuberculosis in Montreal, 1880-2002

(SSHRC Standard Research Grant - $72,254 total for 3 years)

"Design and Practice" explores the relationship of tuberculosis and space at four key moments in Montreal between 1880 and 2002. This multi-disciplinary investigation situates *design* as a fulcrum at which various *practices* come to bear on defining the problem of tuberculosis and the practical remedies called for in its solution. Whereas other scholars have often used houses and hospitals as passive illustrations for their social and medical histories, this project, instead, posits design as an active force in the practice of medicine. The design of houses, hospitals, neighbourhoods, cities, and legislation, this study argues, contributes directly to the ways experts and ordinary people have attempted to comprehend and counter disease transmission. This project embraces both *design* and *practice* in broad terms: architectural, urban, legislative, social, material, technological, textual, and medical.

1.3 The Virtual History of Canadian Hospitals

(Hannah Educator Grant - $6,500 total for 1 year / and Richard M. Tomlinson Digital Library & Access Award - $8,625 total for 1 year)

This project involves the construction of a searchable, web-based data bank of approximately 800 images of Montreal area hospitals.

1.4 The Pediatric Hospital Atrium: Designers' Intentions versus Children's Experiences

(CIHR Operating Grant - $228,597 for 2 years)

This study of the Hospital for Sick Children (HSC), Toronto, explores the ways in which designers and patients understand and use the eight-storey 1993 addition, The Atrium. Open 24/7, hundreds of children pass through the namesake public entrance atrium everyday. The building is one of the earliest and most influential of hundreds of atrium-based healthcare centres in North America. The study features a highly original interdisciplinary focus on children's agency in hospital environments. Directed by an architectural historian and a health sociologist who specialize in *health* and *place*, the research team will use qualitative methods together with historical and spatial analyses to examine the intentions and uses of *central aspects of* the atrium, collecting data from systematic observations, focused interviews, and textual and visual documents.

1.5 Medicine by Design

(McGill/Dawson Program - $75,000 total for 5 years)

2. Vikram Bhatt

2.1 Making the Edible Landscape

(IDRC and UNHabitat - $567,000 over 3 years)

A global partnership with three cities in three continents to develop urban agriculture projects to show how growing food in the cities, particularly in poor residential areas and squatter settlements, can be made a permanent feature. The results of these initiatives will be shared with 200 mayors at the World Urban Forum of the UN habitat in 2007 in Vancouver.

2.2 North American Sustainability, Housing and Community Consortium (NASHCC)

(HRDC - $160,000 over 4 years)

A four-year continental exchange program in architecture to expose students from Mexico, the US, and Canada to urgent problems of urban housing and sustainable development in North American cities; students will engage in hands-on design and problem-solving situations that demand community-based multi-disciplinary and multi-cultural professional skills, in order to help create borderless working space and professionals.

3. Julia Bourke

3.1 Design for Extreme Environments

(NSERC Research grant: $75,000 over 5 years)

Sustainable design theory and practice, focusing on the integrated design process, with particular emphasis on the rapprochement of architects and mechanical/electrical engineers. Coursework includes a sustainable design studio taught with "natural systems" engineer Kevin Hydes of Keen Engineering, and an inter-disciplinary sustainable design seminar.

4. Martin Bressani

4.1 The Fictive and the Decorative: Architecture, "Possible Worlds," and the Synthesis of the Arts in France (1715-1905) and in Canada (1715-1925)

(SSHRC - $63,500 over 3 years, with co-Investigator, Professor Marc Grignon, Laval University)

As an "add on" to architectural form, decor has often had bad press within the discipline of architectural history: historians tend to assume that the decor is of minor importance, interesting only to the connoisseur or the dealer in *objets d'art* and antiques. The key objective of this research program is to reach an understanding of the decorative dimension of architecture commensurate with its real importance in experience. Our primary hypothesis is that the decor, understood as the "sensible layer" of a building, allows architecture into the domain of the fiction usually associated with literary experience. Studying the development of architectural decor in France from the Rococo to the late-19th-century notion of *Gesamtkunstwerk*, the researchers examine the ways in which appearances in architecture partook of the cultural transformations broadly labeled as modern.

4.2 Viollet-le-Duc and the Rise of a Socio-Geography of Architecture

(IRHA - $5,000 over 2 years)

Viollet-le-Duc participated in the 19th-century re-definition of the locus through his active participation in French preservation institutions but also through his studies on the middle ages and particularly military architecture and the historical form of the house. In these two latter cases, his research begins with geographical classifications and sociological considerations and by way of architecture goes on to consider the structure of the city and the countryside. In this respect, he anticipated the work of social geographers of the later French school of geography and even Henri Focillon's notion of Gothic landscapes. The research is precisely to establish a genealogy for Viollet-le-Duc's understanding of architecture as the site of an (often violent) intercourse between landscape (geography) and race (ethnography) through history.

5. Ricardo Castro

5.1 Design of exhibition on Arthur Erickson's architecture

(Vancouver Art Gallery - $7,500 over 2 years)

Inclusion of 72 of Castro's photographs in the show. The show will include models, artifacts, and drawings illustrating AE's prolific architectural career. Curators of the show are Nicholas Olsberg and Grant Arnold. Castro will act as designer and artist (photographs). The show will be accompanied by the publication of a book on AE architecture, edited by Nicholas Olsberg, which will feature Castro's photographs as part of 12 portfolios on 12 concrete buildings as well a collaboration with David Theodore of 12 essays on each one of the buildings.

6. David Covo

6.1 Architecture in Urban Conservation

(HRDC International Academic Mobility Initiative - $160,000 over 5 years)

The main objective of the project is to introduce students to planning, documentation and research methodologies that support conservation strategies appropriate for use by all six international participants (McGill and Dalhousie in Canada, Virginia Polytechnic Institute and the University of Florida in the US, Universidad Nacional Autónoma de Mexico and Instituto Tecnológico y de Estudios Superiores de Monterrey in Mexico). Other goals include the creation of community-wide dialogue, education and public awareness of the value of historic sites, guidance for implementation incentives, and funding for conservation projects.

7. Robert Mellin

7.1 Residential Heritage Conservation in St. John's, Newfoundland
(Heritage Foundation of Newfoundland and Labrador [provincial], and the Historic Places Initiative [federal] - $18,000 over 6 months)
Research for book.
6.2 Tilting, Newfoundland
(Newfoundland Museum - $5,000 over 2 years)
Presentation of an exhibit on research on Tilting, Newfoundland.

8. Alberto Pérez-Gómez
8.1 Architects on Love
(Institut de Récherche en Histoire de l'Architecture- $4,200 for one year / supplemented by the Bronfman Chair ongoing research grant - approx. $10,000.00/ yearly)
Seed money to produce a comprehensive philosophy of architecture based on the consideration of *eros* and *philia* as fundamental concepts to grasp the nature of *form* and *program*, respectively, and thus consider meeting points of poetic and ethical concerns in practice.

p) Studio teaching

(Extracted from the introduction to Catalogue 04-05)

The traditional curricula of the design studio sequence have been complemented with some interesting and adventurous initiatives. Working with a team of new faculty coordinated by Professor Howard Davies - Annie Lebel, Marc-André Plasse, Pierina Saia and Carole Scheffer - students in the second semester first year studio produced an extraordinary series of projects that called for a wide range of emerging drawing, modeling, design and presentation skills. In the second year, students working with Professors Castro, Emond and Sijpkes in separate studios came together once again for a joint exercise with students from the Landscape Architecture program of Université de Montréal. Third year students enjoyed a new studio addressing sustainability with new adjunct faculty Stephan Chevalier, Kevin Hydes and Peter Busby, as well as a more experimental studio exploring the potential of new computer-controlled 3D modeling resources with Professors David Theodore and Tom Balaban. Another third-year team - Hélène Boyer, David Clavey, Cynthia Carbonneau and Josianne Tardif - working under Professor Pierre Jampen's direction, won first prize in the 2005 Prestressed Concrete Institute International Competition.

Professor Derek Drummond, in his last semester before retiring 'officially' in December 2004, worked with Richard Klopp, Michael Carroll and newcomer Cameron Charlebois to coordinate a very successful first semester professional Master's studio addressing urban design in Montreal. The studio examined the Peel Street Corridor in a series of research and design exercises that included a charrette and collaboration with students in Urban Planning as well as Architecture and Landscape Architecture at Université de Montréal. The studio, the charrette and a competition held in April, 2005, to celebrate the work were coordinated under the entente between the City of Montreal, McGill and U de M.

These new initiatives succeed because they are carried out in the fertile ground of a studio culture that thrives on the enthusiasm and dedication of a great student body and a long list of other full-time and part-time teaching faculty. The thesis class is in many ways symbolic of the School, and continues to enjoy the support of all full-time staff and many part-time faculty; this year the group flourished under the leadership of Howard Davies and critics Odile Henault and Robert Claiborne.

Section III: Appendices

A. Collaborations

a) Within McGill
• The School of Architecture is one of seven academic units in the Faculty of Engineering, which includes five departments – Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Mechanical Engineering and Mining and Metallurgical Engineering – and two Schools – the School of Architecture and the School of Urban Planning. The Departments of Civil Engineering and Mining and Metallurgical Engineering are directly responsible for the delivery of approximately 23% of the course load in the regular B.Sc.(Arch.) program; the School of Urban Planning is responsible for two courses (approximately 15%) in the professional M.Arch. program.
• Faculty of the School collaborate on a regular basis in teaching and research with colleagues in other units of the university as well, most notably Social Work, Occupational Therapy, Mechanical Engineering, the McGill Institute for the Study of Canada, and the Faculty of Management. Faculty are also regularly involved in Doctoral examinations and joint supervision of graduate students working at the Master's and Ph.D. levels in Civil Engineering, Communications and Art History, English and in the Faculty of Music.
• In addition, the School has been able to develop constructive partnerships for joint course offerings in a variety of disciplines. The elective course *Material Culture of Canada* ARCH350 was co-sponsored by the School of Architecture and the McGill Institute for the Study of Canada. The elective course *Enabling Environments* OCC1442 is team-taught by staff in the Schools of Occupational Therapy and Architecture. Discussions are underway between the Schools of Architecture and Urban Planning and the McGill School of the Environment in order to develop additional joint studio and other course offerings.

b) Outside McGill
• The annual Charrette, organised by the Canadian Centre for Architecture and held every Fall, provides an effective mechanism for the bringing together of staff and students from the Architecture, Landscape Architecture, Design and Urbanism Programs at McGill, U. de M., Laval, Carleton, UQAM and Concordia.
• In the summer of 2005, for the seventh year, McGill is hosting a studio from the College of Architecture of Texas Tech University, Lubbock, Texas. The University of Waterloo School of Architecture is also operating a summer studio at McGill this summer, for the fourth time, under the supervision of Professor Marie-Paule Macdonald of Waterloo.
• The School continues to be very active in interactions with the community and sister programs at other institutions. We have just completed our second year of collaboration between architecture students at McGill and landscape architecture students at the U de M; this joint second year studio complements the collaborative Peel Street studio undertaken by professional M.Arch. students under the entente with the City of Montreal. Both studios expose students to real problems calling for high levels of team work and multi-disciplinary thinking.

c) Student exchanges
• The social and academic life of the School benefits from exchange programs with Schools in Austria, Australia, Belgium, Colombia, Denmark, France, Israel, Italy, Mexico and the USA. A limited number of qualified students are invited each year to participate in exchanges with Schools of Architecture at universities which have agreements with the McGill School of Architecture, normally for a maximum of one semester. A new agreement was signed this year with the Royal Danish Academy of Architecture, Copenhagen. Our exchange partners now include:
    Fakultät für Raumplanung und Arkitektur, Technische Universität Wien, Austria
    Facultad de Arquitectura, Universidad de los Andes, Bogotá, Colombia
    Istituto Universitario di Architettura di Venezia, Venice, Italy
    Politecnico di Milano (Bovisa), Milano, Italy

The Technion, Israel Institute of Technology, Haifa, Israel
Institut Supérieur d'Architecture, Saint-Luc Bruxelles, Brussels, Belgium
École d'architecture de Grenoble, Grenoble, France
École d'architecture Clermont-Ferrand, Clermont-Ferrand, France
Royal Danish Academy of Architecture, Copenhagen, Denmark

Each year, approximately fifteen of our students participate in an exchange, usually in the winter semester, and an equivalent number of foreign students are accommodated, usually in the second and third-year studios in the fall semester. Discussions on new agreements are underway with schools in Belgium, the Canary Islands, and Guatemala.

• The School is also the lead Canadian institution in a six-university consortium formed under the North American Mobility in Education Program. The consortium includes: UNAM and Tec de Monterrey (Querétaro), Mexico; Virginia Tech and University of Florida, USA; and Dalhousie and McGill, Canada. The total funding is approximately $595000 (Canada $160000 from HRDC, US $323000, Mexico $112000). The grant supports a 4-year exchange program between Mexico, the US and Canada, and the project theme is Urban Conservation, with special attention to the historic centres of selected sites in each of the three countries. The first exchanges under the new program took place in 2003-2004.

vi) Student involvement in the university and community

• Every effort is made to facilitate participation by students in extra-curricular activities on and off campus. On the first day of class, students are encouraged to get involved in the life of the campus and the city, to participate in sports programs and student society activities, and to take advantage of every opportunity to broaden their university experience (carpe diem). They are, at the same time, assured that the School will do what it can to see that curricular and extra-curricular activities are harmonized. The School also supports with annual grants student participation in conferences, and in events and meetings organized by groups such as the RAIC, CASA (Canadian Architecture Students Association) and AIAS, the student affiliate of the American Institute of Architects.

B. Service to the community

- Members of the School faculty continue to serve the professional and business community as chairs and members of numerous committees and advisory groups, including:
  Health Care Technology & Place Training Program, University of Toronto (Adams)
  College of Reviewers, Canada Research Chairs (Adams)
  J. Paul Getty Postdoctoral Fellowships in the History of Art and the Humanities (Adams)
  Graphic identity committee, Vernacular Architecture Forum (Adams)
  Accreditation team chairs, Canadian Architectural Certification Board (Bressani, Covo)
  Accreditation team member, Canadian Architectural Certification Board (Adams)
  Study Centre Consultative Committee, Canadian Centre for Architecture (Bressani)
  Association of Collegiate Schools of Architecture, Faculty Representative (Castro)
  Research grant evaluation, Social Sciences and Humanities Research Council of Canada (Castro)
  President, Canadian Architectural Certification Board (Covo, to November 04)
  USA, National Architectural Accreditation Board (NAAB) (Covo, to November 04))
  Task Force on Syllabus Program, Royal Architectural Institute of Canada (Covo)
  Comité de Formation, Ordre des Architectes du Québec, CREPUQ representative (Covo)
  Canadian Council of University Schools of Architecture (Covo)
  National Advisory Council, Office of Energy Efficiency, Natural Resources Canada (Friedman)
  National Advisory Board, Habitat for Humanity, Canada (Friedman)
  Renaissance Liaison Committee, City of Cornwall (Friedman)
  Royal Canadian Academy of Arts (Mellin)
  Heritage Foundation of Newfoundland and Labrador (Mellin)
  Advisory Board, Institut de recherche en histoire de l'architecture - IRHA (Montreal) (Pérez-Gómez)
  Ville de Montréal: Comité d'architecture et d'urbanisme (Sheppard)
  Architectural Advisory Committee, Société Immobiliere du Quebec (SIQ) pour la refection du Vieux-Palais de Justice de Montréal (Sheppard)
  Architectural Advisory Committee, Société Immobiliere du Quebec (SIQ) pour la refection de l'Institut du tourisme et de l'hotelerie du Québec (ITHQ) (Sheppard)
  Comité aviseur sur l'elaboration du Plan d'Urbanisme pour la Ville de Montréal (Sheppard)
  Comité aviseur, City of Montreal, Patrimonial Study of the habitations Jeanne-Mance (Sheppard)
  Yale University Alumni School Committee (Sheppard)

- Faculty members are active as either editors or members of the editorial boards of a number of journals and other publications. These include:
  Exhibitions review editor, *Material History Review* (Adams)
  Editorial Board of the journal *Threshold*, MIT, Cambridge, Mass. (Bressani)
  Advisory Board, *Canadian Journal of Urban Research* (Friedman)
  Editorial Board, *Journal of Architectural and Planning Research* (Friedman)
  Board of Editors, *Open House International* (Friedman)
  Editorial Board, *Journal for Architectural Education* (Mellin)
  R.A.I.C. Editorial Committee (Mellin)
  Editorial Board of "The Marina Waisman Collection" (Pérez-Gómez)
  Advisory Board, *CHORA Intervals in the Philosophy of Architecture* (Pérez-Gómez)
  Editorial Board of "In Site", University of New South Wales, Australia (Pérez-Gómez)

- Faculty members are active as chairs and members of organizing committees of symposia, conferences and other academic meetings. These include:
  Co-chair, Association of Collegiate Schools of Architecture (ACSA) 2005 International Conference, Mexico City, June 2005 (Covo)
  Session chairs, 2005 ACSA Annual Meeting, Chicago, March 2005 (Castro and Mellin)
  American Association for the History of Medicine conference, May 2007 (Adams)

Chair and organizer of special panel "The Edge Condition: Designing Victorian Frontiers," 2nd annual conference of the North American Victorian Studies Association, Toronto, Oct. 2004 (Adams)

- Faculty members regularly serve on local, national and international architectural competition juries:
  Canadian Museum of Human Rights Competition, Winnipeg (Covo)
  2005 OAQ Prix d'Excellence en Architecture (Accessibilite universelle) (Covo)
  Office of Energy Efficiency/Natural Resources Canada, Canada's National Energy Efficiency Awards Program 2002 (New Housing Category), November 2004 (Friedman)
  RAIC Foundation Awards (Sheppard)
  Institut de design de Montreal (Sheppard)
  American Institute of Architects (AIA) Annual Awards, Vermont Chapter (Covo, Sheppard)

- Faculty of the School of Architecture are also actively involved in the administration of the School, the Faculty and the University. The following University Committees are chaired by staff of the School, and include other staff among the membership:
  Architectural Advisory Committee
  Gardens and Grounds Committee
  Visual Arts Collection
  Green Building Workgroup of the SCPD Environment Sub-Committee
  University Grievance Committee

- Other University committees with involvement by staff of the School include:
  Senate Committee on Physical Development
  University Building and Property Committee
  University Capital Projects Committee
  University Appeals Committee
  University Tenure Committee
  University Toponomy Committee
  University Hall of Fame Committee
  University Special Libraries Advisory Committee
  University Task Force on Physical Master Plan
  Advisory Committee, McGill Institute for the Study of Canada
  Advisory Committee, Redpath Museum
  Faculty of Graduate Studies and Research Council
  Faculty of Graduate Studies Advisory Group on International Research
  Principal's Special Committee on Heritage
  SCPD Green Building Task Force
  Osler Library Board of Curators
  Department of Hispanic Studies, Latin American and Caribbean Advisory Committee
  School of Nursing Advisory Committee
  Bellini Building Project Committee

- The School continues to host the regular monthly presentations of the Mardis-Verts Lecture Series which is organized by the Environment and Architecture Committee of the OAQ.

C. In Memoriam

Gordon Edwards
April 20, 1930 – May 19, 2005

I write, once again, with sad news. As some of you may already know, our friend and colleague Gordon Edwards died ten days ago, on Thursday, May 19, 2005.

Gordon's relationship with McGill spans more than five decades. A Montrealer by birth, he graduated from the School of Architecture in 1954 and soon after joined the firm of Rother Bland Trudeau Architects, where he remained until 1966. In this period he co-founded the very successful and highly respected partnerships of Lemoyne Shine Edwards and Charles Elliot Trudeau, Architects, as well as Bland Lemoyne Edwards, Architects and Town Planning Consultants. In 1966 he continued his studies at the University of Grenoble and in 1968-69, he taught at Laval University. From 1969 to 1973 he worked with Papineau Gerin-Lajoie Leblanc Edwards and then in 1973, founded the firm of Gordon Edwards Architects. Significant buildings in which he played a major role during these years include a new Law Building for McGill, with Bland Lemoyne Edwards, and Mirabel Airport, with PGLE. From 1973 to the present, he practiced on his own and in joint ventures with other colleagues, and in the years since 1976, when he teamed up with William Lam, built the successful practice in lighting design for which he became so well known.

His teaching career at McGill began when John Bland invited him to teach a design studio in 1968, and took an interesting turn in 1985 when he was appointed Adjunct Professor responsible for our core course in lighting design, which he has taught every year since then. Student work from this course – a number of working prototypes for interesting and occasionally adventurous lighting fixtures – continues to illuminate some of the darker corners of the Macdonald-Harrington Building.

Gordon was a highly talented architect who balanced his dedication to the profession with equally passionate commitments to classical music and the game of squash. He will be remembered by his family and friends, colleagues and students, in many ways, but first and foremost as a tireless advocate for excellence and accountability in the design of the built environment.

David Covo, 30 May 2005

D. Publications

Faculty members continue to publish on an international scale, in professional and scholarly journals as well as in the popular press. A complete listing of publications for 2004 can be found at www.mcgill.ca/architecture/publications/2004. The publications section of the Annual Activity Reports has been summarized below:

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McGill University School of Architecture

Annual Report 2003-2004

submitted by Professor David Covo, Director

June, 2004

McGill University School of Architecture

Annual Report 2003-2004

Section I: Objectives

The mission of the McGill University School of Architecture is to educate professionals who will contribute to the socio-economic and cultural development of Quebec, Canada and the broader global community through responsible participation in the process of the design, construction and interpretation of the built environment. This mission is served with programs that meet the following objectives:

1. To develop an effective and stimulating environment for teaching, learning and research in architecture.
2. To maintain and continue to enrich an accredited program providing high quality professional education in architecture.
3. To provide post-professional research-based Master's and Ph.D. programs that advance the discipline of architecture.
4. To engage in research and other professional and scholarly activities that achieve national and international recognition, and to publish, exhibit and otherwise disseminate the results in order to advance architectural knowledge in education and practice.
5. To contribute to interdisciplinary and multi-disciplinary teaching and research programs within other units of the University and with other universities, local and international.
6. To serve the public by working with citizens' groups, local, provincial and national governments, the private sector and the profession toward the general improvement of the built environment.

Specific objectives in the 2003-2004 session, in relation to the above, included:

- to continue improvements to the physical environment of studio and laboratory facilities, and develop greater access to computer resources for all students
- to monitor closely the evolution of the new professional Master of Architecture Program
- to continue the review of the engineering content of the B.Sc. (Arch.) program
- to continue the review and upgrading of course content in history of architecture and in sustainable building design
- to complete the transformation of the post-professional M.Arch. from a thesis to a project-based program
- to identify and pursue funding opportunities for new research initiatives
- to continue ongoing collaborative teaching and research activity with other units at McGill and other institutions
- to maintain the high profile of the School of Architecture in professional, academic and community-based activities
- to raise the profile of the School in the academic and professional community with a more comprehensive and critical series of exhibitions and visiting lectures

Other goals, identified and developed in relation to recruiting and fund-raising, included:

- to increase the presence and direct representation of the School in local, regional and national undergraduate recruiting programs
- to reinforce links with the office of Development and Alumni Relations, and to increase the direct involvement of the School in the areas of fund-raising and alumni programs

Section II: Highlights of the year 2003-2004

a) Special events

•   In October 2003, the School and the Canadian Architecture Collection co-hosted a special symposium, **Architecture for a Common Cause**, during Homecoming Weekend. The event examined the teaching and architectural legacy of Professor John Bland, whose career at McGill spanned more 60 years. A number of well-known graduates participated in presentations and panel discussions, including Moshe Safdie, BArch'61, who designed the addition to one of Bland's most important architectural achievements, the former Ottawa City Hall, and Bruce Lorimer, BArch'68, Director General, Architectural and Engineering Services at Public Works and Government Services Canada, who coordinated the re-purposing of the building after the recent city merger in Ottawa. Other McGill alumni who attended the event were Anne-Marie Broudehoux, MArch'94, Julia Gersovitz, BArch'75, and Harry Mayerovitch, BArch'33. The symposium was the initiative of Irena Murray, PhD'03, Curator of the John Bland Canadian Architecture Collection and Chief Curator of the Rare Books and Special Collections Division of the McGill libraries.

•   In February, 2004, the School was an active member of the steering committee of the ninth Annual Conference of the McGill Institute for the Study of Canada - *Challenging Cities in Canada*. The conference featured approximately 45 guest speakers representing a variety of disciplines and attracted over 400 participants from across Canada to a three-day event examining the range of urban issues challenging Canadian cities. Design professionals and students participated in two charrettes during the Conference; one addressed the Quartier des Spectacles, the area around Place des Arts, and the other, animated by architect/planner Aurèle Cardinal, BArch'70, examined the Peel Street Corridor, a major 'north-south' street that connects the Lachine Canal and Mount Royal in downtown Montreal.. The Chair of the Conference was Dr. Antonia Maioni, Director of the McGill Institute for the Study of Canada, and Professors David Brown (Urban Planning) and David Covo (Architecture) served as facilitators/hosts.

b) Exhibitions

•   Exhibitions form an integral part of the School's strategy to frame a social and professional context for studies in architecture. The list below identifies public exhibitions that include the work of staff and students of the School, distinguished practitioners, and artists whose work attempts to develop links with architectural and urban issues. Exhibitions held this year included:

•   **Tilting: An exhibit of the book by Robert Mellin**
     September 15 to October 3, 2003
     Tilting: House Launching, Slide Hauling, Potato Trenching, and Other Tales from a Newfoundland Fishing Village (Princeton Architectural Press, 2003), Robert Mellin. An exhibit of photographs and original drawings
•   **Architecture in Colombia: Seven Medellin Architects**
     October 6 to 18, 2003
     Includes the work of the last decade of a group of Colombian architects whose main field of operations is Medellin
•   **Greece: Summer Course Abroad 2003**
     October 20 to November 7, 2003
     An exhibition of student work
•   **Yolles: A Canadian Engineering Legacy**
     November 11 to 29, 2003
     40 original engineering design drawings by Roland Bergmann + 20 photographs of completed buildings by Yolles Engineering

- **M2 Final Thesis Projects**
  December 3 to 12, 2003
  Master of Architecture program final thesis projects (M2 - Architectural Design 2)
- **Texture City**
  February 9 to 20, 2004
  An interactive installation by Marc Boutin, 2003 Prix de Rome winner, dealing with the temporary infrastructure of the public realm
- **Sketching School 2003**
  March 1 to 12, 2004
  An exhibition of student work from Sketching School 2003 in Saint John, New Brunswick
- **Toward an Architecture of Conscience**
  March 15 to April 2, 2004
  The work of Sandy Hirshen, Architect, his partners and professional colleagues
- **Design Research & Methodology**
  April 6 to 16, 2004
  The work of the M1 class from the Winter 2004 term
- **Studio 2003-2004**
  May 3 to June 11, 2004
  Highlights of student work from the studios of Fall 2003 and Winter 2004.
- **Nomadism and the City**
  June 16 to September 16, 2004
  An exhibition of History and Theory graduate studio work 2003-04.

c) Lecture Series

• Lectures by visitors continue to provide an important point of contact for students with academics and practitioners. The most important of these is our regular Fall and Winter evening program, which was coordinated by Professor Martin Bressani and a team of active and committed students. Fall 2003 speakers included:

- **Steven Holl** (21 October 2003) Inaugural David J. Azrieli Lecture in Architecture
  Compression
- **Steve Badanes** (4 November 2003)
  The Architect as Artisan & World Citizen
- **Brian MacKay-Lyons** (11 November 2003) William Hobart Molson Lecture
  Plain Modern
- **Derek Sayer** (17 November 2003)
  The Canons of Erasure: Mies, MoMA and Corbu in Prague
- **Andy Bergmann** (25 November 2003) Steel Structures Education Foundation Lecture
  Yolles: A Canadian Engineering Legacy

• The Winter Series included a special speakers program organized in conjunction with Laval University and the Massachusetts Institute of Technology and celebrating architecture and landscape architecture in Switzerland; four celebrated Swiss architects spoke at McGill, with the support of a number of sponsors, including Swiss Airlines and the Consulate General of Switzerland. The Winter 2004 series included:

- **Luc Plamondon and Gabriel Pinkstone** - Cirque du Soleil (3 February 2004)
  Architecture et Scénographie: une relation à développer
- **Günther Vogt** (12 February 2004) Architecture in Switzerland series
  Recent Work

- **Louis Martin** (17 February 2004)
  Eisenman in the 1960s
- **Marcel Meili** (11 March 2004) Architecture in Switzerland series
  Recent Work
- **Valerio Olgiati** (25 March 2004) Architecture in Switzerland series
  Recent Work
- **Louisa Hutton** (29 March 2004) Sheila Baillie Lecture
  Recent Work
- **Werner Oechslin** (8 April 2004) Architecture in Switzerland series
  Swissness: Mythical, Regular and Architectural

- Four additional lectures, a continuation of the Architectural Students' Association's very successful lunchtime Brownbag Lectures, were presented by prominent Montreal architects in March, 2004.

- **Clément Demers** (2 March 2004)
  Quartier International
- **Anne Cormier** (9 March 2004)
  Atelier Big City
- **Vladimir Topouzanov** (16 March 2004)
  Saia Barbarese Topouzanov Architectes
- **Michel Dallaire** (23 March 2004)
  Michel Dallaire Designers

- The School of Urban Planning incorporated a series of guest lectures within the course Urban Planning II, open top all: Urban Design & Project Feasibility

- **Ron Rayside** (13 February 2004)
  The Financial Logic of a Community Project
- **Mark Poddubiuk** (5 March 2004)
  New Housing on Benny Farm
- **Julia Gersovitz**, **Aurèle Cardinal & Guy Chadillon** (26 March 2004)
  Two Condominium Projects: 1638 and 333 Sherbrooke Street
- **Jonathan Sigler** (2 April 2004)
  What Makes or Breaks a Project?

- The third year design studio (Sheppard/Theodore) incorporated a lecture series on tall building: Building Up the City: A Skyscraper for Montreal

- **Renée Daoust** (25 September 2003)
  Planning Principles of the Office Tower: Le Centre CDP Capital (Caisse de dépôt)
- **Pierre Grenier** (6 October 2003)
  Elevators in the High-Rise Building
- **Claude Pasquin** (16 October 2003)
  Structure of the High-Rise Building
- **André Dupras** (20 October 2003)
  Mechanical Systems of the High-Rise Building

- The School continues to host the lecture series "Mardis verts" (Green Tuesdays), which is sponsored by Public Works and Government Services Canada and a number of building product manufacturers and suppliers, and organized by the Order of Architects of Quebec Committee on Environment and Architecture. The OAQ presented 3 lectures in fall '03 and 4 in winter '04.

- **Christopher Holmes** (30 September 2003)
  The Challenges of Realizing the Urban Green Ideal: A Developer's Experience with Compromise
- **Guy Favreau and Philippe Bertrand** (21 October 2003)
  Post-incubateur en biotechnologie au technopôle Angus
- **Vouli Mamfredis, Lyse M. Tremblay, Andrew Todd, Roland Charneux** (18 November 2003)
  Mountain Equipment Co-op, le magasin le plus vert au Québec et premier certifié C2000
- **Pierre Gastaldy** (17 February 2004)
  L'école secondaire du Tournant, une approche éducative écologique
- **Paul Tétreault, Régis Côté and Jocelyn Boilard** (16 March 2004)
  Les lauréats des prix d'excellence en développement durable de l'OAQ: Bibliothèque de l'Université Cheikh Anta Diop & École de foresterie et de technologie du bois de Duchesnay
- **Simon Lafrance** (20 April 2004)
  La gestion des déchets sur les chantiers de construction: Études de cas concrets au Québec
- **Jacky Deschênes and Marie-Anne Boivin** (18 May 2004)
  Des fleurs sur nos toits...Plus de 20 toitures végétalisées réalisées par Jacky Deschênes, architecte

d) Fundraising and alumni donations

- Last year, the Class of 1977, under the joint leadership of Carole Scheffer and Alan Orton, pledged a class gift of $50,000 to the School of Architecture. In 2004, the Class of 1979, under the leadership of Ian Macburnie, pledged an additional gift of $20,000. These donations complement and stimulate annual giving by graduates and friends to the School, which continues to grow every year.
- A recent and very generous gift by Montreal-based developer David Azrieli brings to a total of four our permanently funded public lectures in architecture; it complements the **Sheila Baillie Hatch Lecture**, which was inaugurated in the spring of 2002, the **Structural Steel Educational Fund Lecture**, which is part of a program developed by Professor Loraine Dearstyne-Fowlow of the University of Calgary, and the **William Hobart Molson Lecture in Architecture**, which was endowed by graduate David Molson and inaugurated in the fall of 2002. The inaugural **David Azrieli Lecture in Architecture** brought distinguished architect Steven Holl to McGill in the fall of 2003.
  New endowed lecture: The David Azrieli Lecture in Architecture
  Established in 2003 with a gift from the David J. Azrieli Foundation, The David J. Azrieli Lecture in Architecture is an annual public lecture by an internationally acclaimed architect. The event will be managed and hosted by the School of Architecture of McGill University.
- Gifts by alumni and friends of the School continue to support award and scholarship programs that celebrate achievement by both students and staff. Three new awards were established this year:
1. **Sheila Baillie Hatch Prize**
  Established in 2004 with a gift from Heather Munroe-Blum and Leonard Solomon-Blum, and additional funding from the University and the School of Architecture, the Sheila Baillie Hatch Prize is awarded by the Director of the School of Architecture to a student completing the first year of the undergraduate program in recognition of a special contribution to the academic or non-academic life of the School. (Minimum value: $500.00)
2. **The Derek Drummond Award in Architecture**
  Established in 2004 by Professor Derek Drummond's friends and colleagues, the McGill Alumni Association, and the University, in recognition of his service to the University as Vice-Principal (Development and Alumni Relations), 1996-2003, the Derek Drummond Award in Architecture is awarded by the Director of the School of Architecture to a student in the professional program who has made an outstanding contribution to extracurricular activities in the School of Architecture. Minimum value: $2500.00
3. **Gerald Sheff Award for Teaching**

Established in 2004 with a gift from Heather Munroe-Blum and Leonard Solomon-Blum, and additional funding from the University and the School of Architecture, the Gerald Sheff Award for Teaching recognizes outstanding teaching by part-time faculty in the School of Architecture. All part-time faculty are eligible for the award, which includes a travel grant of $500.

• This year's meeting of the Faculty of Engineering Advisory Board addressed the issues of fund-raising and revenue generation. *Please refer to Appendix E. Faculty Advisory Board Report*

f) Student travel

• Ten students participated in the 2004 Shaver Traveling Scholarship, which was held in Tuscany in May 2004, under the direction of Adjunct Professor Nadia Meratla.

• 15 students participated in the 2004 Summer Course Abroad in Italy, under the direction of Professors Adams and Zuk.

• 7 McGill students participated in a May 2004 Workshop on Architectural Conservation, held in Mexico City and Oaxaca, under the direction of Professor David Covo and colleagues from Virginia Tech, University of Florida, Universidad Nacional Autónoma de México, and Tec de Monterrey (Querétaro). The McGill group joined a group of 17 other students from the same universities on an intensive ten-day field course examining the conservation of pre-Columbian and colonial architecture in Mexico. The exercise was funded under the North American Mobility in Education Program.

g) Student governance and participation

• The Architecture Students' Association (ASA) remains extremely active in the School and in the university community. The ASA Council and other student volunteers contribute enormously to the academic and social life of the School. Their enthusiastic participation in the Annual Phonathon, Open House, Orientation, Reunion, Recruiting and other activities, including a number of regular and spectacularly successful parties, is pivotal. Please see *Appendix D. Architectural Students' Association.*

h) Physical resources

• With additional support from the university, we have completed the first phase of the restoration of the new exhibition room on the main floor, in the former premises of the wood and metals workshop. Remaining projects for the space include permanent lighting and a flexible display system.

• A grant from the Faculty of Engineering has enabled the purchase and installation of a new laser cutter, model X-660 Laser Platform from Universal Laser Systems Inc., in the School workshop. The new facility was operational for the fall term, 2003. Plans for fall, 2004, call for the addition of a compact 3-d prototyping facility, to be shared with the Department of Electrical and Computer Engineering.

• In the summer of 2002, the university installed wireless networks in a number of buildings and departments, including, as a pilot project, the School of Architecture and the Department of Electrical and Computer Engineering. In the School of Architecture, design studios on the first, second, third, fourth and fifth floors of the Macdonald-Harrington Building are now served by strategically distributed wireless access points; other studios, classrooms, seminar rooms, crit rooms and the Architecture Café were added to the wireless network with the installation of additional access points in the fall of 2003.

• For further discussion on physical resources, please refer to *Appendix G. Notes on strategic planning.*

i) Human resources

• In the summer of 2002, the Faculty of Engineering approved the School's proposal for a new support position in Information Technology and multi-media. The position was filled in July, 2003, and the new technician, Carrie Henzie, started in August. The difference between this position and the Photography Technician's position sacrificed in 1996 is that the new position combines expertise in digital and

traditional media with the technical skills necessary to support the variety of equipment and processes required for the successful operation of our teaching and research programs.

• The School of Architecture was a partner in the Department of Mechanical Engineering's application to the National Science and Engineering Research Council (NSERC) for a new Faculty Chair in Design for Extreme Environments. The program, which will support new full-time and part-time positions in Mechanical Engineering and Architecture, respectively, was approved by NSERC in February, 2003. Professor Jorge Angeles of Mechanical engineering is the new NSERC Chair in Design for Extreme Environments, and Professor Julia Bourke has been appointed to a new half-time position in the School of Architecture with teaching and research responsibilities in Architecture and Mechanical Engineering.

• Professors Bruce Anderson and Radoslav Zuk retired in 2003, closing a chapter on a combined total of 75 years of full-time teaching in the School of Architecture. For a further discussion of staffing, please refer to *Appendix G. Notes on strategic planning.*

j) New program initiatives: Urban Design

• On February 25, 2003, the City of Montreal approved a new protocol d'entente with l'Université de Montréal and McGill University. Involving the Schools of Architecture, Landscape Architecture and Urbanism at l'Université de Montréal, and the Schools of Architecture and Urban Planning at McGill, the entente is based on a series of projects in teaching and research in architecture and urban design and is intended to stimulate the exploration and development of strategies to protect and improve the quality of Montreal's built environment. The City contributed more than $100,000 into the program in the first year, and has committed another $100 000 for 2004-05.

• Among the six projects anticipated in the first year of the entente, the first was a charrette, in spring 2003, for students in architecture and landscape architecture that examined possibilities for the transformation of a downtown parking lot into a public park. The results of this competition were published in May, 2004, and the city is presently developing the project.

• Among the projects funded by the entente (total $60 000 over two years) and underway in 2004 is a joint research project with staff and students from McGill and Université de Montréal developing guidelines for architectural and urban design in Montreal. The exercise is a pilot project exploring mechanisms for improving the architectural quality of the urban environment, and is related to the parallel development by the city of Montreal's Urban Master Plan .

• The most interesting of the dossiers included in the entente is based on the development of a new joint graduate program in Urban Design between McGill and U de M, involving the two Schools of Architecture and Urban Planning at McGill, and the three Schools of Architecture, Planning and Landscape Architecture at U de M. A working group has completed the proposal for the new program, which should be approved in the fall of 2004 and offered for the first time in the fall of 2005.

k) New course offerings

New courses offered this year include:
• **Sustainable Design of the Built Environment - Theory and Applications**
This 3 credit seminar was offered as a pilot for a new inter-disciplinary sustainable design course to be offered next year by Julia Bourke as one of the stated objectives of the Design for Extreme Environments Program with mechanical Engineering. (instructor: Julia Bourke)
• **Community Design Workshop**
This is a design-build studio that addresses community-based projects with identified needs and requiring intervention on real sites. Working in teams under the direction of staff and visitors, students explore selected problems in architectural design and develop solutions from first concept to implementation on-site. The course restores a long-standing tradition of design-build and community engagement in the professional program of the McGill School of Architecture. Levels of interest on the part of students are high and the list of interesting and relevant projects in the community is extensive. (instructor: staff)

- **Tradition and Modernity of Earthen Architecture and Construction**

This course explores (raw or non-fired) earth as a sustainable building material for various environments in the whole world. Drawing on historical and contemporary international examples, the course emphasizes the major social, economical, environmental and technological aspects of the design and construction process in order to better respond to the needs, aspirations and means of the communities where the projects are taking place. (Instructor: Jean d'Aragon)

Section III: Planning and Performance

A. Undergraduate admissions

1) Admissions

Enrollment figures have been relatively steady, and we do not anticipate significant change over the next few years. Following a slight drop in enrollment in the first year of the B.Sc.(Arch.) program in Fall 1998, reflecting, among other things, dramatic shifts in demographics, we initiated a comprehensive review of our admissions policies and procedures. This review, which was carried out with the active involvement of Faculty and University admissions officers, generated a number of changes, the most significant of which were the following:

i) admissions standards were aligned more closely with the rest of the Faculty;

ii) the 'pre-architecture' program was replaced with a Freshman Program (U0) in Architecture, making the program much more accessible to out-of-province students;

iii) procedures and deadlines for decisions on files were accelerated, and mechanisms for more direct follow-up with successful candidates, including personal telephone calls, were introduced.

In Fall 2001, 165 students were registered in the Freshman program (U0) and three years (U1, U2, U3) of the B.Sc. (Arch.) program, and 58 students were registered in the professional M.Arch. I program.

In Fall 2002, 162 students were registered in the Freshman program (U0) and three years (U1, U2, U3) of the B.Sc. (Arch.) program, and 56 students were registered in the professional M.Arch. I program. Women students represent more than 50% of the combined population.

In Fall 2003, 152 students were registered in the Freshman program (U0 intake was intentionally reduced) and in the three years (U1, U2, U3) of the B.Sc. (Arch.) program, and 86 students were registered in the professional M.Arch. I program. Women students represented 64% of the combined population.

2) Recruiting

Recruiting strategies were re-examined in 1999-2000; this review underlined the importance of the School being directly represented at recruiting events in High Schools, CEGEP's and other institutions. Although the Faculty and University are typically well represented in Career Fairs in Montreal and in other centers in Canada and the USA. Admission to the B.Sc. (Arch.) program remains competitive.

In 2003-2004, we recorded 601 applications to the B.Sc.(Arch.) program and 45 new registrations; the selection rate, at 8%, is one of the lowest in the faculty.

3) Prerequisites (B.Sc.(Arch.) program

We have initiated a review of the prerequisite profile of maths, physics and chemistry in order to be able to recognize equivalent achievement in other areas more related to professional studies in architecture. The specific objective of this exercise will be the replacement of the chemistry requirement for non-Quebec students with a selection of courses presently offered by the Chemistry Department. Also under consideration is the feasibility of allowing non-Quebec students to replace certain of the other prerequisites from an approved list of courses offered in the Faculty of Science.

4) Professional program

The launch in Fall 99 of the professional M.Arch. presents interesting possibilities in relation to recruitment from pre-professional programs in Quebec and abroad. The School Admissions Committee has prepared a guideline for the evaluation and placement of applicants from other architecture programs;

a major objective of this exercise is the exploration of a maximum 30-credit qualifying year for eligible applicants to the M.Arch. I (professional) program.

B. Teaching (FTE's and WSU's)

• Ph.D: In December, 1997, the Ph.D. in Architecture, which had been operating as an ad hoc program since 1989, received final approval from the Minister of Education of Quebec. Since that time, XXX students have successfully completed the program. Three students completed their dissertations this year:
   1. Jose Jacob, "The Architectural Theory of the Manasara" (Dean's List, supervisor A. Pérez-Gómez)
   2. Panayiotis Leventis, "Nicosia, Cyprus, 1192-1570: Architecture, topography and urban experience in a diversified capital city" (supervisor Ricardo Castro)
   3. Masa Noguchi, "A Choice Model for Mass Customization of Lower Cost and Higher Performance Housing in Sustainable Development" (supervisor Avi Friedman)
• M.Arch. II (post-professional): The post-professional M.Arch. has been restructured as a project, versus thesis, program, in order to optimize resources in the post-professional graduate programs; it is now possible for students to complete the post-professional M.Arch. in twelve months.
• M.Arch. I (professional): The School has completed its proposal for the replacement of the B.Arch. with the M.Arch. as the first professional degree in Architecture. This has presented a significant opportunity to develop the professional content of the program and to establish equivalence with other programs in Canada and abroad. The new M.Arch. I went into effect in Fall 99
• B.Sc. (Arch.): The curriculum and study plan of the B.Sc.(Arch.) program are undergoing further review as part of a long-term plan to rationalize and upgrade engineering content and to strengthen course offerings addressing history of architecture, landscape and ecology, and sustainability.

Student numbers in the professional program have remained relatively constant. Student numbers in the post-professional Master of Architecture and Diploma programs have been increasing steadily. The WSU report for 1999-2000 showed a total figure of 279 for the School of Architecture, the highest figure reported since 1990-91, reflecting, among other factors, the new numbers in the M.Arch. I program and growing activity in the Ph.D. program. The WSU total for 2000-2001 showed a total of 298, for 2001-2002, a total of 325, and for 2002-2003, a total of 320.5.

As a percentage of the Faculty's total WSU load, the School's contribution increased from 8.5% in 92-93 to 11.4 in 02-03, with a high of 12.5% in 01-02. In 2000-2001, although the School of Architecture accounted for 12.4% of the Faculty's total WSU, and 16.4% of the Faculty's Graduate WSU (2000-2001 figures), the School's annual budget had dropped to 9.6% of the Faculty total. It is not surprising that, at $4690, the School's "Cost per WSU" was the lowest of the seven units in the Faculty of Engineering. The Dean has acknowledged that we are underfunded.

Particularly interesting is the possibility that the growth in graduate-level WSU's resulting from the extra semester of the professional M.Arch, program, which went into effect in fall 99, has generated increases in the government grant to the University, but not to the School, of over $100,000 per year.

C. Retention

Retention rates remain high in the B.Sc. (Arch.), B.Arch. and M.Arch I programs. The University Factbook (September 25, 2001) reports the following figures for the B.Sc.(Arch.) program (later figures are generated by the School):

Year started (B.Sc. (Arch.))	95	96	97	98	99	00
% graduating	*96*	*80*	*85*	*85*	*85*	*85*
Average time to complete	*3.1*	*3.0*	*3.2*	*3.1*	*3.1*	*3.1*
Year started (M.Arch. I (Prof))	99	00	01	02		
% graduating	*100*	*100*	*100*	*100*		
Average time to complete	*1.5*	*1.5*	*1.5*	*1.5*		

D. Research

Research activity in the school falls into four broad domains - housing, history and theory of architecture, design for health care, and computers in architecture. Research in the first two - housing, and history and theory - is internationally recognised and regarded as one of the great strengths of the School. Research in the second two is emerging as not only crucial, but also as an opportunity for growth in areas that clearly enhance research and teaching in the professional and post-professional programs.

a) current priorities / ongoing research

i)   housing:

• Research in Minimum Cost Housing addresses problems of shelter and sustainable community design in developing countries and in disadvantaged Canadian communities
• Research in Affordable Homes concentrates on factors influencing the production and construction of affordable housing in a North and Central American context: Sustainable Development Principles for Montreal (with Dept. of Geography and School of Urban Planning; Woodcock Foundation, 40000); Development of a Building Centre (NRC, 15000); Affordable Housing for Lethbridge (City of Lethbridge, 15000); Housing Design, Downtown Lethbridge (City of Lethbridge, 18000); Design Principles for the West Island (Montreal Chamber of Commerce, 3000).
• Research in Domestic Environments involves interdisciplinary investigations in architectural history, material culture and social history

ii)   history and theory of architecture:

• Research in the history and theory of architecture concentrates on the exploration of the complex connections between history, theory and design in architecture, and examines interdisciplinary concerns, particularly in the areas of philosophy and epistemology.
• Research topics in history and theory include: Viollet-le-Duc (CCA Research, 12000).

iii) design for health care

• Medicine by Design (CIHR, 200000); Design and Practice: TB in Montreal (SSHRC, 24404); Virtual History of Canadian Hospitals (Tomlinson Award, 7188); Medicine by Design (Dawson Award, 15000).

iv) computers in architecture:

• Research in information technology and architecture addresses the implications of the new technologies in design education: Computers in design education

v)   other:

• Urban Conservation (HRDC, 42800); Urban Design (Ville de Montréal, 10000).

b) new initiatives

The recent Strategic Planning exercise identified potential new initiatives in four areas:

Project 1	Urban Design
Description / Objective	Create a Master of Urban Design program with a strong research base, jointly with the Université de Montréal: (1) get program approved by Québec, (2) hire a new professor, joint appointment between Architecture and Urban Planning.
Collaboration	McGill: Architecture and Urban Planning; Université de Montréal: Architecture, Urban Planning, Landscape Architecture
Request	1 joint faculty position with Urban Planning: $70,000 + benefits 1 half-time administrative position: $ 20,000 + benefits 5 graduate student fellowships at $ 10,000 each: $ 50,000/year

Project 2	Sustainable Design
Description / Objective	Develop a new graduate option in Sustainable Design in the professional and post-professional M.Arch. programs. Integrate within undergraduate professional curriculum. Build on the NSERC Design Chair in Extreme Environments.
Collaboration	Urban Planning, Mechanical Engineering, Civil Engineering, MSE
Request	1 joint faculty position with MSE (Mech Eng?): $70,000 + benefits 1 half-time administrative position: $ 20,000 + benefits (shared with projects 2) 3 graduate student fellowships at $ 10,000 each: $ 30,000

Project 3	Cultural Landscapes
Description / Objective	Develop a new option within the M.Arch.II Housing program and a new PhD stream in "Cultural Landscapes." This area of specialization falls within existing programs and therefore requires approvals at the departmental, faculty and university levels.
Collaboration	Geography (Olson), McCord Museum, could be related to proposed 'Heritage' Chair with links to Engineering, Arts, Law
Request	1 joint faculty position: $70,000 + benefits 1 half-time administrative position: $ 20,000 + benefits (shared with projects 3) 3 graduate student fellowships at $ 10,000 each: $ 30,000/year

Project 4	Heritage Chair
Description / Objective	Develop a new graduate option in Heritage and Conservation. This is linked to initiatives by former Principal Bernard Shapiro and recent discussions between School faculty and representatives of Parks Canada and Heritage Canada.
Collaboration	Engineering, Arts, Law
Request	1 joint faculty position: $70,000 + benefits 1 half-time technical position: $ 20,000 + benefits 3 graduate student fellowships at $ 10,000 each: $ 30,000

E. Academic staff

a) Full-time

Professors Bruce Anderson and Radoslav Zuk retired in 2003, closing a chapter on a combined total of 75 years of full-time teaching in the School of Architecture. Each was actively involved in the professional program, and more significantly, in design teaching, in addition to their other responsibilities.

Professor Zuk's salary slot is presently covering the salaries of two half-time-equivalent positions, Julia Bourke and Howard Davies. Professor Bourke's salary is also complemented with funding from the new NSERC Design Chair in Design for Extreme Environments.

It is essential that Professor Anderson be replaced at the level of Assistant Professor by a candidate with the professional and research credentials that protect the tradition of design teaching in the School and the professional accreditation of the program, as well as key research areas. New appointments should support initiatives in sustainable design, urban design and landscape architecture, cultural landscapes, virtual environments, and heritage and conservation.

A new full-time position, appointed jointly between Architecture and Urban Planning, will also be required to support the new joint MUD initiative with UdeM and the City of Montreal.

Other strategic partnerships and joint appointments could enhance the profile of the school in key areas. Potential partners, in addition to Urban Planning, include:
    McGill School of the Environment (Sustainable Design)
    Mechanical Engineering (Sustainable Design)
    Electrical and Computer Engineering (Visualization and Virtual Environments)
    Faculty of Medicine (Healthcare Design)

b) Part-time

The complement of Adjunct faculty teaching design and other courses includes more than 35 persons, most of whom are respected practitioners in Montreal This group is an essential source of both scholarship and professional expertise; it also represents an essential link with the profession and, incidentally, allows us to improve significantly the gender balance among our teaching staff. However, the budget for part-time teaching has failed to keep pace with the incremental improvements to full-time salary allocations, and must be upgraded to reflect current demands and expectations.

Recent discussions have identified the possibility of a new type of appointment, the Professor-in-Practice, a permanent but part-time position with clearly defined expectations regarding teaching, research and administrative responsibilities. At least two of our 'sister' programs – Université de Montréal and University of Toronto – have moved in this direction, and have been able to secure, on a permanent but part-time basis, commitments to their professional programs from outstanding young practitioners.

The possibility of a position like this was first introduced by the VP Academic in 2000-2001, discussed in Chairs and Directors, and enthusiastically endorsed by the Visiting Team in the accreditation exercise of spring 2001. The following extracts from the Visiting Team Report address the notion:

The student/faculty ratio in the design studio meets the standards set in the Conditions for Accreditation. The professors are well qualified and dedicated. However, the following should be considered:

• The School and University must improve the conditions of employment of adjunct professors. Salaries should be increased and input solicited respecting curriculum improvements. The Visiting Team supports the creation of half time, permanent positions as suggested as a first step to ameliorate the situation.
• The school and the University should examine its employment performance criteria and enlarge its recruitment network. The concern has been expressed that a Ph.D. requirement impedes access to young design-oriented professionals who have interest in teaching and research.
• There is still a gender imbalance in the current faculty. In a School of Architecture where more than half of the students are women, this is unfortunate. With only one permanent female professor in the School, women need more representation and deserve the same status as role models for students as their male counterparts.
• With five scheduled retirements over the next ten years, the School has ample opportunity to plan for succession in this regard.

The idea of half-time, permanent, professional faculty position(s) may prove to be a distinct opportunity to redress gender issues, maximize and reward contributions by adjunct professors in the life and culture of the School. It would doubtless represent a major paradigm shift respecting the oft stated need to 'bridge the gap' between the academy and the profession. It was suggested by the Dean and the Visiting team thoroughly endorses the idea of this matter being explored as a pilot project for McGill proper, via the School of Architecture. The Visiting Team, comprised of professionals and academicians both, are convinced the profession would heartily salute such an initiative.

The 2002 Faculty Advisory Board Report also referred to academic staffing issues:

2. Academic staffing:
- a professional architectural program requires teaching expertise based on professional as well as academic credentials
- current and new initiatives call for a variety of part-time appointments, including part-time permanent 'professor-in-practice' positions, allowing the School to deliver programs with the involvement of practicing professionals operating in a new kind of relationship between industry and the profession and the university
- new full-time positions are required to support new initiatives in sustainable design, virtual environments, and heritage and conservation

c) Half-time position: pilot project

The School of Architecture was a major partner in the Department of Mechanical Engineering's application to the National Science and Engineering Research Council (NSERC) for a new Faculty Chair in Design for Extreme Environments. The program, which will support new full-time and part-time positions in Mechanical Engineering and Architecture, respectively, was approved by NSERC in February, 2003. Professor Jorge Angeles of Mechanical engineering is the new NSERC Chair in Design for Extreme Environments, and Professor Julia Bourke has been appointed to a new half-time position in the School of Architecture with teaching and research responsibilities in Architecture and Mechanical Engineering.

F. Support staff

a) Multi-media technician

In the summer of 2002, the Faculty of Engineering approved the School's proposal for a new support position in Information Technology and multi-media. We are pleased to report that the position was filled

in July, 2003, and that the new technician, Carrie Henzie, started in August. The difference between this position and the Photography Technician's position sacrificed in 1996 is that the new position combines expertise in digital and traditional media with the technical skills necessary to support the variety of equipment and processes required for the successful operation of our teaching and research programs.

b) Needs

Despite the addition of the new Multi-media position, for which we are grateful, the School still finds itself desperately short of support staff in other key administrative and technical areas of our operation. The present complement of support staff, although dedicated and effective, are too few in number and remain shockingly underpaid. Anomaly adjustments to the present salaries of clerical, technical and administrative staff are urgently needed. Salary increases recently awarded to the new Administrative Assistant and the Student Advisor, have been provided from the fund for part-time teaching; this is only a bridging mechanism.

New support positions required include:

1. **administrative**: a new entry-level position to support an expanded operation (reception, general secretarial, support for adjuncts and other part-time staff)) and also free the Student Advisor for more effective counseling, colleges and schools liaison, recruiting, admissions, exchange program and other related activities. (required: $30,000)

   The additional demands on administrative staff resulting mainly from the recent expansion of the professional and graduate programs has been managed in the last few years only with the temporary bridging support of a casual (work/study) appointment in the administrative area and considerable amounts of voluntary overtime on the part of the Student Advisor and Graduate Program Secretaries. A new permanent position will allow us to remedy a problem identified in our last accreditation exercise as a serious threat to the effective and appropriate management of the School.

2. **administrative**: a new entry-level position to support the proposed joint program in Urban Design, *shared between Architecture and Urban Planning*. (required: $30-35,000)

3. **technical** (workshop): the workshop technician's position, now .75 FTE, should be formally upgraded to full-time. (required: an additional $10,000). Although this position was for all intents and purposes upgraded to full-time two years ago, the additional salary required has been drawn from teaching monies; this is only a bridging mechanism.

   Upgrading the position to full-time would achieve two objectives. Firstly, it would acknowledge and support the recent expansion of the School's graduate programs, in particular, the new summer component of our streamlined 12-month post-professional M.Arch.II programs. And secondly, it would present opportunities for significant savings by the Faculty of Engineering in small scale construction projects requiring routine painting and carpentry, which could be coordinated by the Faculty Building Manager and carried out in the School's recently relocated and well-equipped workshop; in fact, we could very easily recover the entire extra salary allocation.

4. **technical** (workshop and general school): a new entry-level position shared between the workshop and general operations (studios, labs, crit rooms, exhibition room). (required: $30-35,000). *This position could also be shared between Architecture and Urban Planning.*

   The nature of the teaching environment in a School of Architecture, specifically, the network of studios and crit, exhibition and seminar rooms requires logistical and custodial support - from

emergency duct tape to special furniture setups for project presentations - that are well beyond the capacity of the University's custodial resources. In addition, the presence of only one support staff in the workshop makes us extremely vulnerable in the event of accident or illness. A second person makes it possible to preserve access to the workshop, an essential teaching resource, and provides additional security during periods of peak usage.

It should be noted that the School is under-supported in this area in comparison with other Schools of Architecture. For example, at the University of Calgary, the Faculty of Environmental Studies, which has a combined student population roughly equivalent to ours, is served by no fewer than five full-time technicians, in sharp contrast to our own single .75 FTE technician. The UC support group includes two workshop technicians, two computer technicians, and a general resource coordinator (some custodial/furniture moving/odd jobs). In addition, UC's Canadian Architectural Archive, which is a sister collection to McGill's John Bland Canadian Architecture Collection, is managed by a full-time curator, while the Canadian Architecture Collection, under Irena Murray's direction, is staffed by part-time personnel on soft funds.

The School's professional accreditation was renewed in spring 2001 for a full five-year term, but the Visiting Team identified serious concerns in relation to the number of support staff. Their final report includes two references addressing this issue:

- On page 23: *The School now is compromised by a shortage in support staff. Reliance on students has seen some interesting initiatives such as the popularity of the student operated café, however the situation is going to require attention, particularly in the spirit of the increased demands on a Masters level program. These areas specifically relate to:*
    1. *building maintenance*
    2. *building security*
    3. *support staff for computer technical support, counseling, archival assistance (photo lab/slide library)*
- On page 16: *The need for additional support staff must be addressed in order to meet the School's administrative and educational goals. Two examples are:*
    Within the School:
    The Student Advisor position is compromised by multiple assignments which in the view of many students, impacts the time available for effective advisement. The students genuinely value the personal contribution made by the Student Advisor and would benefit from either a restructured position with additional time being made available to students or additional support staff as a remedy.
    Within the University:
    The lack of access and significant compromises to the budget and operation of the library represent an untenable barrier to the program in architecture moving forward effectively in the future.

The Fall 2002 Faculty Advisory Board Report also addressed this point:
3. Technical support staff
- technical support positions are integral to the functioning of the new programs and initiatives at both undergraduate and graduate levels - in the areas of computers, communications laboratories, and library, for both digital and analogue materials
- the recently approved position in multi-media/information technology support will be crucial, but additional support is urgently required in the workshop and in the administrative area (see Support Staff Proposal, 28 January, 2002)

G. Involvement in the community

a) Within McGill

• The School of Architecture is one of seven academic units in the Faculty of Engineering, which includes five departments – Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Mechanical Engineering and Mining and Metallurgical Engineering – and two Schools – the School of Architecture and the School of Urban Planning. The Departments of Civil Engineering and Mining and Metallurgical Engineering are directly responsible for the delivery of approximately 23% of the course load in the regular B.Sc.(Arch.) program; the School of Urban Planning is responsible for two courses (approximately 15%) in the professional M.Arch. program.

• Faculty of the School collaborate on a regular basis in teaching and research with colleagues in other units of the university as well, most notably Social Work, Occupational Therapy, Mechanical Engineering, the McGill Institute for the Study of Canada, and the Faculty of Management. Faculty are also regularly involved in Doctoral examinations and joint supervision of graduate students working at the Master's and Ph.D. levels in Civil Engineering, Communications and Art History, English and in the Faculty of Music.

• In addition, the School has been able to develop constructive partnerships for joint course offerings in a variety of disciplines. The elective course *Material Culture of Canada* ARCH350 was co-sponsored by the School of Architecture and the McGill Institute for the Study of Canada. The elective course *Enabling Environments* OCC1442 is team-taught by staff in the Schools of Occupational Therapy and Architecture. Discussions are underway between the Schools of Architecture and Urban Planning and the McGill School of the Environment, in order to develop additional joint studio and other course offerings.

b) Service to the community

• Members of the School faculty continue to serve the professional and business community as chairs and members of numerous committees and advisory groups, including:
Health Care Technology & Place Training Program, University of Toronto (Adams)
Association of Collegiate Schools of Architecture, Faculty Representative (Castro)
President, Canadian Architectural Certification Board (Covo)
External Review Committee, UBC School of Architecture (Covo)
Comité de Formation, Ordre des Architectes du Québec, CREPUQ representative (Covo)
Canadian Council of University Schools of Architecture (Covo)
National Advisory Council, Office of Energy Efficiency, Natural Resources Canada (Friedman)
National Advisory Board, Habitat for Humanity, Canada (Friedman)
Renaissance Liaison Committee, City of Cornwall (Friedman)
Canadian Technion Society (Friedman)
Royal Canadian Academy of Arts (Mellin)
Newfoundland Association of Architects, Continuing Education Committee (Mellin)
Heritage Foundation of Newfoundland and Labrador (Mellin)
Advisory Board, Institut de recherche en histoire de l'architecture - IRHA (Montreal) (Pérez-Gómez)
Ville de Montréal: Comité d'architecture et d'urbanisme (Sheppard)
Comité consultatif de Montréal sur la protection des biens culturels (Sheppard)

• Faculty members are active as either editors or members of the editorial boards of a number of journals and other publications. These include:
Editorial Board of the journal *Threshold*, MIT, Cambridge, Mass. (Bressani)
Advisory Board, *CHORA Intervals in the Philosophy of Architecture*, McGill-Queen's Press (Castro)

Institut de recherche en architecture de Montréal (IRHA) (Castro)
Espace Européen d'architecture 2004 École d'architecture de Grenoble, EAG (Castro)
The Fifth Column (Canadian Journal of Architecture Students) (Castro)
R.A.I.C. Editorial Committee (Mellin)
Editorial Board of "The Marina Waisman Collection" (Pérez-Gómez)
Advisory Board, *CHORA Intervals in the Philosophy of Architecture* (Pérez-Gómez)
Editorial Board of "In Site", University of New South Wales, Australia (Pérez-Gómez)

- Faculty members are active as chairs and members of organizing committees of symposia, conferences and other academic meetings. These include:
  International Network for the History of Hospitals, "Form + Function: The Hospital, 3rd Conference of the International Network for the History of Hospitals," McGill University, June, 2003 (Adams)
  North American Victorian Studies Association, "The Edge Condition: Designing Victorian Frontiers," 2nd annual conference, Toronto, Ontario (28-31 Oct. 2004) (Adams)
  Colloquium organized by the Groupe d'histoire de l'architecture of the CELAT, Laval University: Architecture, Decor and Fiction, March 2004 (Bressani)
  Architecture for a Common Cause, McGill University, October 2003 (Covo, Drummond, Gersovitz, Krawitz, Murray)
  9th Annual Conference of the McGill Institute for the Study of Canada, Challenging Cities in Canada, Montreal, February 2004 (Covo, Drummond)
  Observatoire de la ville intérieure de Montréal, l'Université de Montréal, Winter 2004 (Sijpkes)
  LEED Workshop, McGill University, March 2004 (Bourke)

- Faculty members regularly serve on local, national and international architectural competition juries. These include:
  Design Competition for Saudi Houses, Arriyadh Development Authority (ADA), Arriyadh, Saudi Arabia, February, 2004 (Bhatt)
  International Jury for the Museum of Human Rights, Winnipeg, 2003-04 (Covo)
  Office of Energy Efficiency/Natural Resources Canada, Canada's National Energy Efficiency Awards Program 2002 (New Housing Category), November, 2003 (Friedman)
  Ontario Home Builder's Association Design Awards, August, 2003 (Friedman)
  National competition for best interior architecture, "Inter-year 2003," Kyiv, Ukraine, June '03 (Zuk)

- Faculty of the School of Architecture are also actively involved in the administration of the School, the Faculty and the University. The following University Committees are chaired by staff of the School, and include other staff among the membership:
  Architectural Advisory Committee
  Gardens and Grounds Committee
  Visual Arts Collection
  Green Building Workgroup of the SCPD Environment Sub-Committee

- Other University committees with involvement by staff of the School include:
  Senate Committee on Physical Development
  University Building and Property Committee
  University Capital Projects Committee
  Advisory Committee of the McGill Institute for the Study of Canada
  Faculty of Graduate Studies and Research Council
  Faculty of Graduate Studies Advisory Group on International Research
  Principal's Special Committee on Heritage
  SCPD Green Building Task Force

• A McGill University Campus Chapter of Habitat for Humanity was established at McGill several years ago under the leadership of four architecture undergraduate students, Karen Wan, Mike Hoehenwarter, Raefer Wallis, and Sherry Poon. Their work with Habitat included design and construction for the Montreal Diet Dispensary, fund-raising, and sensitization of the public to the problems of sub-standard housing and the plight of the homeless; it reflects a passionate interest in the profession and a conviction that architects have a powerful role to play in the development of a humane and sustainable environment. The group is still active and involves students from across the university.

• In fall 2000, *The Fifth Column*, the Canadian Student Journal of Architecture, founded and still produced at McGill, celebrated its twentieth anniversary. Since its launch in the fall of 1980, 34 editions have been published, some of which were double issues, for a total of approximately 40 issues. The journal is entirely student-managed; an editorial board comprised of students from every level of the program works with a faculty advisor on the design, assembly, thematic development and editing of every issue, which is traditionally launched with a School-wide vernissage. The most recent issue was published in winter 2003 under the joint editorship of graduates David Theodore and Roland Ulfig.

• The annual Charrette, organised by the Canadian Centre for Architecture and held every October, provides an effective mechanism for the bringing together of staff and students from the Architecture, Landscape Architecture, Design and Urbanism Programs at McGill, U. de M., Laval, Carleton, UQAM and Concordia.

• In the summer of 2004, for the sixth year, McGill is hosting a studio from the College of Architecture of Texas Tech University, Lubbock, Texas, under the supervision this year of Professor Pat Harrop of the University of Manitoba. The University of Waterloo School of Architecture is also operating a summer studio at McGill this summer, for the third time, under the supervision of Professor Marie-Paule Macdonald of Waterloo.

• The School continues to host the regular monthly presentations of the Mardis-Verts Lecture Series which is organized by the Environment and Architecture Committee of the OAQ.

c) Student exchanges

• The social and academic life of the School benefits from exchange programs with Schools in Austria, Australia, Belgium, Colombia, Denmark, France, Israel, Italy, Mexico and the USA. A limited number of qualified students are invited each year to participate in exchanges with Schools of Architecture at universities which have agreements with the McGill School of Architecture, normally for a maximum of one semester. A new agreement was signed this year with the Royal Danish Academy of Architecture, Copenhagen. Our exchange partners now include:

> Fakultät für Raumplanung und Arkitektur, Technische Universität Wien, Austria
> Facultad de Arquitectura, Universidad de los Andes, Bogotá, Colombia
> Istituto Universitario di Architettura di Venezia, Venice, Italy
> Politecnico di Milano (Bovisa), Milano, Italy
> The Technion, Israel Institute of Technology, Haifa, Israel
> Institut Supérieur d'Architecture, Saint-Luc Bruxelles, Brussels, Belgium
> École d'architecture de Grenoble, Grenoble, France
> École d'architecture Clermont-Ferrand, Clermont-Ferrand, France
> Royal Danish Academy of Architecture, Copenhagen, Denmark

Each year, approximately fifteen of our students participate in an exchange, usually in the winter semester, and an equivalent number of foreign students are accommodated, usually in the second and third-year studios in the fall semester.

• The School is also the lead Canadian institution in a six-university consortium formed under the North American Mobility in Education Program. The consortium includes: UNAM and Tec de Monterrey (Querétaro), Mexico; Virginia Tech and University of Florida, USA; and Dalhousie and McGill, Canada. The total funding is approximately $595000 (Canada $160000 from HRDC, US $323000, Mexico $112000). The grant supports a 4-year exchange program between Mexico, the US and Canada, and the project theme is Urban Conservation, with special attention to the historic centres of selected sites in each of the three countries. The first exchanges under the new program took place in 2003-2004.

d) Student involvement in the university and community

• Every effort is made to facilitate participation by students in extra-curricular activities on and off campus. On the first day of class, students are encouraged to get involved in the life of the campus and the city, to participate in sports programs and student society activities, and to take advantage of every opportunity to broaden their university experience (carpe diem). They are, at the same time, assured that the School will do what it can to see that curricular and extra-curricular activities are harmonized. The School also supports with annual grants student participation in conferences, and in events and meetings organized by groups such as the RAIC, CASA (Canadian Architecture Students Association) and AIAS, the student affiliate of the American Institute of Architects.

Section IV. Evaluation of Performance

A. Professional accreditation

In Canada, all provincial associations recommend a degree from an accredited professional degree program as a prerequisite for licensure. The Canadian Architectural Certification Board (CACB), which is the sole agency authorised to accredit Canadian professional degree programs in architecture, recognises two types of accredited degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a five-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognised as an accredited degree.

Since all provincial associations in Canada recommend any applicant for licensure to have graduated from a CACB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a CACB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

The School's professional accreditation was reviewed in March 2001. In June, 2001, the CACB formally confirmed the recommendation of the Visiting Team that the professional Master of Architecture program be accredited for a full five year term, to December 31, 2005.

B. Other indicators

The Canadian Architectural Certification Board has developed a set of 'performance indicators' which form the basis of an annual survey that includes tabulated statistics from all ten Canadian Schools of Architecture. The CACB report comparing data from the ten Schools will be available later this summer.

A second exercise that provides data useful in the search for 'performance indicators' was the series of meetings underway in Summer 99 with the Commission des Universités sur les Programmes, specifically, with the Sous-commission dealing with Architecture, Landscape Architecture, Urbanism and Design. The CUP report comparing data from the three Schools in Quebec was published in November 99. Certain relevant tables from this report were included in our Annual Report for the year 1999-2000.

Appendix I: Consulting Activities (School of Architecture)

Type of activity	Period of activity	
	June 1 – August 31, 2002	September 1 – May 31, 2003
A. How many days did you spend on:		
1. Professional activities for which remuneration was received (e.g., consulting, short courses, etc.), other than contract research approved by OTT?	37.0	39.0
2. Remunerated days working on research contracts approved by OTT?	0.0	0.0
3. Service to the profession (unremunerated)?	32.0	42.0
Sub-total days (A)	69.0	81.0
B. How many days were you away from the University for:		
4. Remunerated professional activities (other than contracts)?	23.0	39.0
5. Remunerated work on contracts approved by OTT?	0.0	0.0
6. Attendance at conferences, visits to other researchers, service to profession and other unremunerated professional activities?	59.0	84.0
Sub-total days (B)	82.0	123.0

Appendix II: Honours, Awards and Prizes

a) Awards and appointments to staff

• Avi Friedman and Adjunct Professor Louis Pretty received the Association of Collegiate Schools of Architecture Collaborative Practice Award in March, 2004, for their M.Arch II studio project 'Design Affordable Homes with Passive Solar Considerations – Regina

• Professor Ricardo Castro was recognized with a Certificate of Appreciation for his participation in the Catedra Luis Barragan, taught at the Instituto Tecnológico de Estudios Superiores de Monterrey, Monterrey campus, , 29 September 2003

• Professor Robert Mellin received a Winterset Award, March 2004, for his book *Tilting: House Launching, Slide Hauling, Potato Trenching, and Other Tales from a Newfoundland Fishing Village* (Princeton Architectural Press, 2003)

• Professor Radoslav Zuk was appointed Emeritus Professor of Architecture in June 2004.

• Professor Zuk was also recognized with the Distinguished Leadership in Research and Education Award by International Institute for Advanced Studies in Systems Research and Cybernetics.

• Two of our Adjunct Professors have been highly successful in professional competitions this year. Atelier Big City (Prof. Howard Davies) and Atelier T.A.G. (Professor Manon Asselin) each received Canadian Architect Magazine Awards of Excellence 2003 for their projects Unity 2, a condominium project in Montreal (Atelier Big City) and le Théatre du Vieux-Terrebonne (Atelier T.A.G./Jodoin Lamarre et Pratte Architectes).

• Atelier Big City and Fiset Miller Bourke (Prof. Julia Bourke) also received honourable mentions in January 04 for their proposals for a Branch of the Banque Laurentienne.

b) Awards to students

• McGill students Mathieu Lemieux-Blanchard and Marie Bourdeau were awarded Third Prize in the 2003-04 Labs 21 Student Design Competition for their design project carried out in a third year design studio under the direction of Adjunct Professor Pierre Jampen. The competition, administered by the Association of Collegiate Schools of Architecture, was open to students in the USA, Canada and Mexico, and received 200 submissions. The projects will be exhibited at the 2005 ACSA Annual Meeting in Chicago and at the 2005 AIA Convention in Las Vegas.

• M.Arch II student Lian Chang was one of two winners in the national competition for the 2004-05 CCA/Power Corporation of Canada Award. This prestigious award carries a stipend of $10000 and a 4-month research residency at the Canadian Centre for Architecture in Montreal.

• Graduate students were also very successful in the most recent round of SSHRC Doctoral awards; PhD student Barry Bell was awarded $20,000, and Lian Chang $105,000 over 3 years.

Appendix III: Publications

Publications are listed on the School website: www.mcgill.ca/architecture/publications/2003. The publications section of the Annual Activity Reports has been summarized below:

Adams, Annmarie and Martin Bressani, "The Edge Condition: Canada," *Journal of the Society of Architectural Historians* 62, No. 1, March 2003, pp. 75-83.

-----. "Rooms of Their Own: The Nurses' Residences at Montreal's Royal Victoria Hospital," in *Restoring Women's History through Historic Preservation*, Gail Lee Dubrow and Jennifer B. Goodman, Editors (Baltimore: Johns Hopkins University Press, 2003), pp. 131-44.

-----. "Making Surgery Scientific: The Modern Hospital and the Modern Surgeon," History of Science Society (conference), Cambridge, Mass., November 21, 2003 (with Thomas Schlich).

-----. "'Where Service Means Everything': The Landscapes of Irving Oil Ltd.," Vernacular Architecture Forum, St-Pierre et Miquelon, June 4, 2003.

-----. "Atria for the Ailing: A Comparative Study of Hospitals in Canada and the US," Design and Health World Congress and Exhibition, June 25-29, 2003 (with David Charles Sloane, University of Southern California).

-----. "Yellow," *Azure*, November-December, 2003, p. 98.

-----. "New intensive care unit delights hospital staff," *The Gazette*, January 25, 2003, p. H5.

-----. "The Architect as Author: The Books of Norbert Schoenauer," *ARQ* 122, February 2003, pp. 18-19.

Bhatt, Vikram and Witold Rybczynski, *How the Other Half Builds: Time-Saver Standards for Urban Design*, Donald Watson, Editor-in-Chief, Alan Plattus and Robert Shibley, Editors (New York: McGraw-Hill, 2003), pp. 1.3.1-1.3.11.

Li. Bin and -----. "Children and Contemporary Housing in China, Case Study Beijing," Sustainable Environments: Quality Urban Living, Proceedings of the 3rd China Urban Housing Conference, Hong Kong, July 3-5, 2003, pp. 287-294.

D'Aragon, Jean and -----. "Comprendre le lodgement autochtone: Les transformations de l'usager comme strategie de recherche, " International Association for Housing Science, XXXIst World Congress, Montreal, June 23-27, 2003.

-----. "A Gypsy at Heart: Traveling with Norbert," *ARQ* 122, February 2003, pp. 20-21.

Bressani, Martin. "Viollet-le-Duc's Optic," *Architecture and the Sciences: Exchanging Metaphors* (Princeton: Princeton Architectural Press, 2003), pp. 118-139.

-----. "Antoine Picon's *Les Saint-Simoniens: Raison, imaginaire et utopie*," *Journal of the Society of Architectural Historians* 62, No. 3, September 2003, pp. 410-412.

Adams, Annmarie and -----. "The Edge Condition: Canada," *Journal of the Society of Architectural Historians* 62, No. 1, March 2003, pp. 75-83.

-----. "A Constructive Imagination: Viollet-le-Duc at War," Study Centre, Canadian Centre for Architecture, Montreal, February 2003.

Castro, Ricardo. "Magic Lanterns," *Canadian Architect* 48, No. 6, June 2003, pp. 24-27.

-----. Photograph of Paimio Sanatory in Finland, *Azure*, November-December 2003, p. 98.

Covo, David et al. "Norbert Schoenauer, 1923-2001," *ARQ* 122, February 2003, p. 3.

Friedman, Avi. "Designing Affordable Homes and Communities with Passive Solar Considerations in Regina, Saskatchewan, Canada," *Open House International* 28, No. 4, 2003, pp. 71-80.

----- and Louis Pretty. "Retooling the Heart of the City: Cornwall, Ontario, Canada," Proceedings of the 91st Association of Collegiate Schools of Architecture (ACSA) Annual Meeting, Louisville, Kentucky, March 14-17, 2003, p. 10.

-----. "Common Sense Principles for Energy Efficient Design and Alternative Sources for Residences," in *The Ingenuity Talks: Fueling the Future* (Toronto: House of Anansi Press Inc., 2003), pp. 307-321.

-----. *The Seaside Debates: A Critique of the New Urbanism* (book review), Todd W. Bressi, Editor, *Journal of Urban Design*, October 2003, p. 300.

-----. "Affordable Housing with Passive Solar Considerations for Regina," Prepared for the City of Regina, Saskatchewan Housing, Canada Mortgage and Housing Corporation, July 2003 (57 pp.).

----- and M. Witneker, M. "Montreal's West Island: Demonstration Projects," Prepared for West Island/Woodcock Foundation Research Grant, Summer 2003 (282 pp.).

-----. "Thinking Creatively in Affordable Housing Design," Peterborough Affordable Housing Community Symposium, Peterborough, Ontario, November 21, 2003.

-----. "Innovation in Prefabrication of Affordable Housing," Annual Meeting of the Automated Builders' Consortium, Charlotte, North Carolina, November 12-14, 2003.

-----. "Affordability, Accessibility and Innovation in Design," Canada's First National Summit on Affordable Home Ownership, Hosted by Habitat for Humanity Canada, Ottawa, Ontario, November 7, 2003.

-----. "The Shelter Ethic: The Challenge of Living With Our Needs," The 9th Annual Dreambuilders' Education Conference for the Bethany Care Society, Calgary, Alberta, October 31, 2003.

-----. "Designing Modest Affordable Housing," Canada Mortgage and Housing Corporation's Affordable Housing Symposium, Calgary, Alberta, October 1, 2003.

-----. "Innovation in Affordable Housing Design," House This: The Second Annual Community Development Professional Development Day, London, Ontario, May 21, 2003.

-----. "Setting Directions in Affordable Housing Policies," City of London Housing Day, London, Ontario, May 20, 2003.

-----. "Innovative Affordable Housing," Habitat for Humanity Canada 2003 National Conference, Waterloo, Ontario, May 2, 2003.

-----. "Thinking Outside the Box: Innovative Affordable Housing," Making Affordable Housing Affordable, St. Paul, Minnesota, April 30, 2003.

-----. "Seeing the Forest and the Trees," *Ontario Home Builder*, p. 57.

-----. "Common-Sense Design Saves on Energy Bills," *Designer/Builder* IX, No. 5, January/February 2003, p. 46.

-----. "Start with a design for life," *National Post* (syndicated), November 15, 2003, p. PH06.

-----. "How to navigate home of tomorrow," *National Post* (syndicated), November 1, 2003, p. PH01.

----- et al. "Constructive Criticism," *National Post* (syndicated), October 18, 2003, p. PH04.

-----. "Where is creativity in house building?" *National Post* (syndicated), October 18, 2003, p. PH01.

----- et al. "Constructive Criticism," *National Post* (syndicated), October 11, 2003, p. PH04.

----- et al. "Constructive Criticism," *National Post* (syndicated), October 4, 2003, p. PH06.

-----. "Time to take back city streets," *National Post* (syndicated), October 4, 2003, p. PH07.

----- et al. "Constructive Criticism," *National Post* (syndicated), September 27, 2003, p. PH07.

-----. "Builders should heed the elements," *National Post* (syndicated), September 20, 2003, PH01.

-----. "Thank settlers for house types," *National Post* (syndicated), September 6, 2003, PH01.

-----. "Interior design begins and ends at home," *National Post* (syndicated), August 23, 2003, PH01.

-----. "Young buyers fuel change," *National Post* (syndicated), August 9, 2003, PH01.

-----. "Keeping the centre in the city," *National Post* (syndicated), July 26, 2003, PH01.

-----. "Turn your home into a sanctuary," *National Post* (syndicated), July 12, 2003, PH09.

-----. "A home for life," *National Post* (syndicated), June 28, 2003, p. PH9.

-----. "A home can help with longevity," *National Post* (syndicated), May 31, 2003, PH01.

-----. "Be sure safety is priority," *National Post* (syndicated), May 17, 2003, PH01.

-----. "Looking back can lead us forward," *National Post* (syndicated), May 3, 2003, p. PH1.

-----. "Don't fall for the seductive model," *National Post* (syndicated), April 19, 2003, p. PH1.

-----. "Small need not equate to cramped," *National Post* (syndicated), April 5, 2003, p. PH1.

-----. "Espace vital," *Esquisses* 14, No. 1, April-May 2003, p. 10.

-----. "A master bedroom fit for the times," *National Post* (syndicated), March 22, 2003, p. PH1.

-----. "Try to separate work and play," *National Post* (syndicated), March 8, 2003, p. PH1.

-----. "Kitchens getting far too complex," *National Post* (syndicated), February 22, 2003, p. PH1.

-----. "Not everyone lives in Gas City," *National Post* (syndicated), February 8, 2003, p. PH1.

-----. "Home Décor: You can do it," *National Post* (syndicated), January 25, 2003, p. PH1.

-----. "Buyers: Know your home's ingredients," *National Post* (syndicated), January 11, 2003, p. PH3.

Mellin, Robert. "The Destruction of Urban and Architectural Form in St. John's, Newfoundland," *Journal of the Society for the Study of Architecture in Canada* (SSAC) 28, Nos. 3 & 4, 2003, pp. 55-62.

Pérez-Gómez, Alberto. "Fast Forward towards Stillness or the Motility of the Body", *INDESEM 2003: Fast forward, a driving perception* (Delft, The Netherlands: Technical University Delft, 2003/04).

-----. "Architecture and ethics beyond globalization", in *The Search for a Theory of Architecture*, Hartmut Frank and Elke Sohn, Editors (Hamburg, Germany: Studiengag Architektur, Hochschule für Bildende Künste, 2003).

-----. "Hermeneutics as Architectural Discourse", *FOLIO 05*, Li Shiqiao, Editor (Singapore: Department of Architecture, National University of Singapore, 2003).

-----. "Digital Sciography," in *Roving Pictures: Snapshots*, Mehrdad Hadighi, Editor (Buffalo, NY: Buffalo State College, 2003).

Sheppard, Adrian. "An Introduction," *ARQ* 122, February 2003, p. 2.

Sijpkes, Pieter. "Teacher, Colleague and Friend," *ARQ* 122, February 2003, p. 13.

Zuk, Radoslav. "Modulation in Music and Architecture," *Systems Research in the Arts* IV (Music, Environmental Design, and the Choreography of Space), George E. Lasker, Jane Lily and James Rhodes, Editors (Windsor: IIAS, 2002), pp. 1-8 (released in 2003).

Appendix IV: Faculty Advisory Board report, Faculty of Engineering, March 12-13, 2004

This year's session of the Faculty Advisory Board addressed fund raising and revenue generation. Following is a summary of the discussion by representatives from the School of Architecture

A number of strategies for fund raising and other methods of revenue generation were briefly discussed:

Fund raising:

1. requires dedicated staff; at least one fulltime development officer should be allocated to the School, possibly shared with Urban Planning; allocate a portion of 5% administrative levy to department/school to cover departmental initiatives
2. develop programs with clearly identified targets and use volunteer grads as agents/models of giving to do solicitation
3. target on a national and international basis, build accurate data base of graduates, related industry sponsors, larger architectural and design community, real estate and development community
4. use special events (lectures, exhibitions, launches) to profile School and fund-raising initiatives

Revenue generation:

1. examine implications of privatization of Master-level professional programs (develop pro-forma)
2. most provincial licensing bodies require compulsory continuing education; the School should be proactive in developing new course materials for practicing professionals, and in having existing courses and programs accredited for this purpose
3. take advantage of expertise available in professional programs by marketing professional services broadly, locally – within the university and municipal community – nationally, and internationally; the concept of a professional office, or institute, linked with a university is well-established in China and some European countries
4. develop strategic partnerships with major offices and other institutions (units?) – for example, for comprehensive planning and design – in the international market for clients such as CIDA, multi-lateral agencies (World Bank, WHO)
5. marketable services include planning and design; there is also enormous potential in services related to programming; potential clients include the university itself, the public and private sector, municipalities (for example, the recent entente with the City of Montreal)
6. take advantage of design and construction on campus by generating adjunct appointments for architects and planners working on major university commissions; appointment as adjunct is supported with an honorarium (attached to the professional fee) and entails an obligation to participate in research and/or teaching programs; this requires a minor financial commitment from the university, negligible against the total fees paid on a medium-sized project

Other issues/steps:

1. look at fund raising and revenue generation in other institutions – best practices?
2. develop transparency within university funding model – government/university/faculty/school – link funding more directly to enrolment?

Appendix V: Notes on strategic planning

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McGill University School of Architecture
Budget and planning – 2004-2007
notes for discussion, responses to Dean's questions
David Covo, 24 March, 2004
Revised: 25 March, 3 May, 2004

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1) *Academic staffing*

a) Permanent and tenure-track

A professional architectural program requires teaching expertise based on professional as well as academic credentials. Current initiatives call for a variety of part-time appointments, including part-time permanent 'professor-in-practice' positions, allowing the School to deliver programs with the involvement of practicing professionals operating in a new kind of relationship between the profession and the university.

The two recent retirements from full-time teaching - Bruce Anderson and Rad Zuk - are faculty who were actively involved in the professional program, and more significantly, in studio instruction, in addition to their other teaching responsibilities.

Professor Zuk's salary slot is presently covering the salaries of two half-time-equivalent positions, Julia Bourke and Howard Davies. Professor Bourke's salary is also complemented with funding from the new NSERC Design Chair in Design for Extreme Environments.

b) New appointments

It is essential that Professor Anderson be replaced at the level of Assistant Professor by a candidate with the professional and research credentials that protect the tradition of design teaching in the School and the professional accreditation of the program, as well as key research areas. New appointments should support initiatives in sustainable design, urban design and landscape architecture, cultural landscapes, virtual environments, and heritage and conservation.

A new full-time position, appointed jointly between Architecture and Urban Planning, will be required to support the new joint MUD initiative with UdeM and the City of Montreal.

Other strategic partnerships and joint appointments may be an appropriate way to enhance the profile of the school in certain areas. Potential partners, in addition to Urban Planning, include:
- McGill School of the Environment (Sustainable Design)
- Mechanical Engineering (Sustainable Design)
- Electrical and Computer Engineering (Visualization and Virtual Environments)
- Faculty of Medicine (Healthcare Design)

c) Part-time teaching

The complement of Adjunct faculty teaching design and other courses includes more than 35 persons. This group is an essential source of both scholarship and professional expertise; it also represents an essential link with the profession and, incidentally, allows us to improve significantly the gender balance among our teaching staff. However, the budget for part-time teaching has failed to keep pace with the incremental improvements to full-time salary allocations, and must be upgraded to reflect current demands and expectations.

d) The projects presented to the Planning Committee included new initiatives in four areas:

Project 1	Urban Design
Description / Objective	Create a Master of Urban Design program with a strong research base, jointly with the Université de Montréal: (1) get program approved by Québec, (2) hire a new professor, joint appointment between Architecture and Urban Planning.
Collaboration	McGill: Architecture and Urban Planning; Université de Montréal: Architecture, Urban Planning, Landscape Architecture
Request	1 joint faculty position with Urban Planning: $70,000 + benefits 1 half-time administrative position: $ 20,000 + benefits 5 graduate student fellowships at $ 10,000 each: $ 50,000/year

Project 2	Sustainable Design
Description / Objective	Develop a new graduate option in Sustainable Design in the professional and post-professional M.Arch. programs. Integrate within undergraduate professional curriculum. Build on the NSERC Design Chair in Extreme Environments.
Collaboration	Urban Planning, Mechanical Engineering, Civil Engineering, MSE
Request	1 joint faculty position with MSE (Mech Eng?): $70,000 + benefits 1 half-time administrative position: $ 20,000 + benefits (shared with projects 2) 3 graduate student fellowships at $ 10,000 each: $ 30,000

Project 3	Cultural Landscapes
Description / Objective	Develop a new option within the M.Arch.II Housing program and a new PhD stream in "Cultural Landscapes." This area of specialization falls within existing programs and therefore requires approvals at the departmental, faculty and university levels.
Collaboration	Geography (Olson), McCord Museum, could be related to proposed 'Heritage' Chair with links to Engineering, Arts, Law
Request	1 joint faculty position: $70,000 + benefits 1 half-time administrative position: $ 20,000 + benefits (shared with projects 3) 3 graduate student fellowships at $ 10,000 each: $ 30,000/year

Project 4	Heritage Chair
Description / Objective	Develop a new graduate option in Heritage and Conservation. This is linked to initiatives by former Principal Bernard Shapiro and recent discussions between School faculty and representatives of Parks Canada and Heritage Canada.
Collaboration	Engineering, Arts, Law
Request	1 joint faculty position: $70,000 + benefits 1 half-time technical position: $ 20,000 + benefits 3 graduate student fellowships at $ 10,000 each: $ 30,000

2) *Support staff*

a) Anomaly adjustments to the present salaries of clerical, technical and administrative staff are urgently needed. Salary increases recently awarded to the new Administrative Assistant and the Student Advisor, have been provided from the fund for part-time teaching; this is a bridging mechanism.

b) New support positions required:

1. **administrative**: a new entry-level position to support an expanded operation (reception, general secretarial, support for adjuncts and other part-time staff)) and also free the Student Advisor for more effective counseling, colleges and schools liaison, recruiting, admissions, exchange program and other related activities. (required: $30,000)

   The additional demands on administrative staff resulting mainly from the recent expansion of the professional and graduate programs has been managed in the last few years only with the temporary bridging support of a casual (work/study) appointment in the administrative area and considerable amounts of voluntary overtime on the part of the Student Advisor and Graduate Program Secretaries. A new permanent position will allow us to remedy a problem identified in our last accreditation exercise as a serious threat to the effective and appropriate management of the School.

2. **administrative**: a new entry-level position to support the proposed joint program in Urban Design, *shared between Architecture and Urban Planning*. (required: $30-35,000)

3. **technical** (workshop): the workshop technician's position, now .75 FTE, should be formally upgraded to full-time. (required: an additional $10,000). Although this position was for all intents and purposes upgraded to full-time two years ago, the additional salary required has been drawn from teaching monies; this is only a bridging mechanism.

   Upgrading the position to full-time would achieve two objectives. Firstly, it would acknowledge and support the recent expansion of the School's graduate programs, in particular, the new summer component of our streamlined 12-month post-professional M.Arch.II programs. And secondly, it would present opportunities for significant savings by the Faculty of Engineering in small scale construction projects requiring routine painting and carpentry, which could be coordinated by the Faculty Building Manager and carried out in the School's recently relocated and well-equipped workshop; in fact, we could very likely recover the entire extra salary allocation in two or three projects.

4. **technical** (workshop and general school): a new entry-level position shared between the workshop and general operations (studios, labs, crit rooms, exhibition room). (required: $30-35,000). *This position could also be shared between Architecture and Urban Planning.*

   The nature of the teaching environment in a School of Architecture, specifically, the network of studios and crit, exhibition and seminar rooms requires logistical and custodial support - from emergency duct tape to special furniture setups for project presentations - that are well beyond the capacity of the University's custodial resources. In addition, the presence of only one support staff in the workshop makes us extremely vulnerable in the event of accident or illness. A second person makes it possible to preserve access to the workshop, an essential teaching resource, and provides additional security during periods of peak usage.

3) Capital equipment

a) A modest investment in the School's seminar and exhibition rooms will dramatically improve functionality and enable shared use between Architecture and Urban Planning. Rooms affected are 101, 102, 205, 206. New resources required are:
- data projection for project review
- seminar furniture: tables and chairs
- improved lighting and environmental controls
   BUDGET: 4 rooms @ $15,000   **60,000**

b) Integrated studio: each studio also requires a similar investment in infrastructure support.
- data projection for project presentation and review
- facilities for scanning, printing and plotting
- shared space for discussion and group work
- improved lighting and environmental control
   BUDGET: 10 studios @ $25,000   **250,000**

c) Integrated studio: all studio furniture requires upgrading and replacement. Surveys of sister institutions confirm the effectiveness of simple, low-profile desks with shared model-making and reference tables.
   BUDGET: 250 workstations @ $1000   **250,000**

d) New Graduate Studies Centre, 2nd floor annex. New workstations and office furniture will be required.
   BUDGET: 50 workstations @ $1000   **50,000**
   4 offices @ 2500   **10,000**

Florida International University

Florida Atlantic University

MIT

4) *Needs for renovations*

a) Renovate the second floor Photo Lab area to accommodate a new integrated graduate office and studio centre with multi-media facilities and resources. (see plan, below)
>   **BUDGET: 320 sq m @ $500/sq m**   **160,000**

b) Renovate Room G12 on the ground floor to accommodate a new multi-media service centre, technician's office, and slide library..
>   **BUDGET: 75 sq m @ $400/sq m**   **30,000**

c) The Macdonald-Harrington Building needs a proper HVAC system, improving conditions in teaching, work and research space, and enabling expansion of summer programs. Expansion of summer programs will be an essential strategy in dealing with serious space shortages for studio teaching.
>   **BUDGET:**   **500,000**

SCHOOL OF ARCHITECTURE (Except as noted)
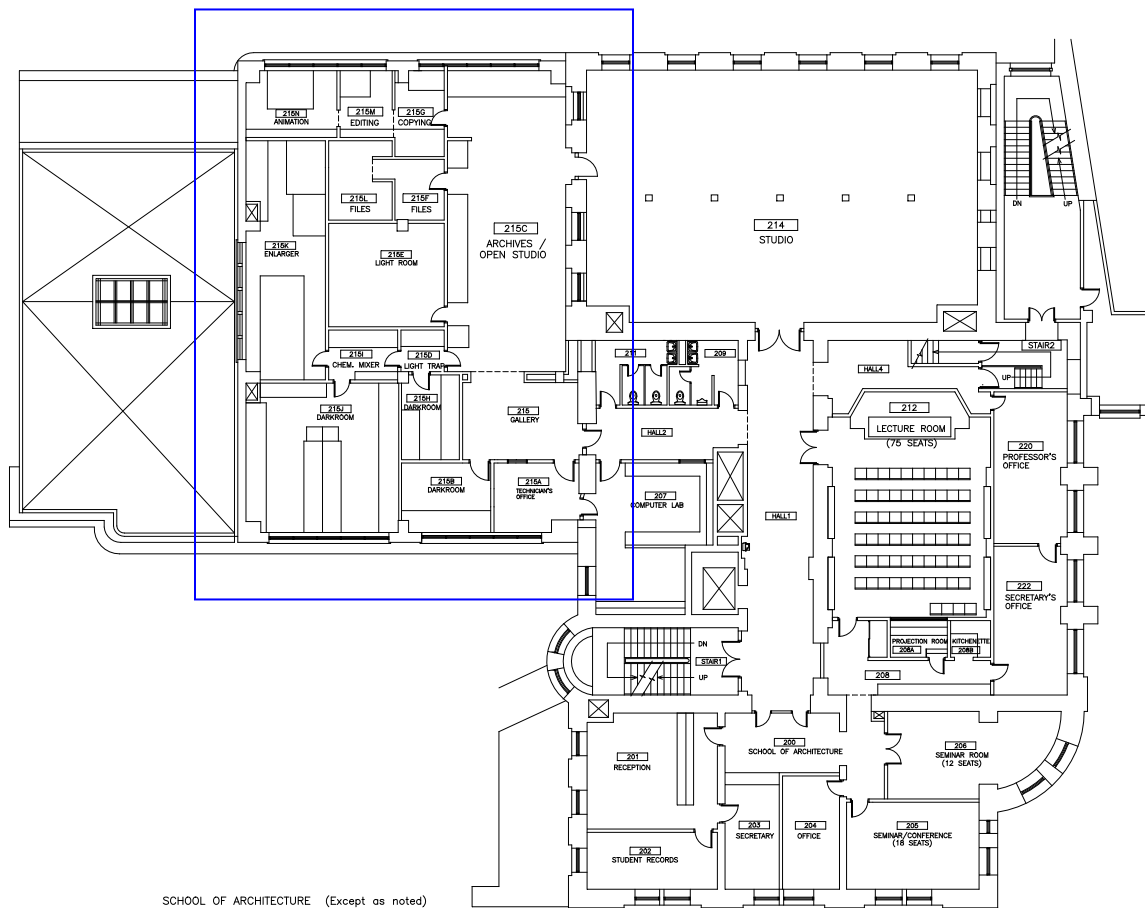
5) ***Other sources of funds which can be used to supplement McGill funds to accomplish the staffing, equipment and renovation objectives (CFI, development etc.)***

Fundraising targets:

1. Integrated studio	$ 250,000
2. Fellowships and scholarships (post-prof): 10 @ $15000/student/yr	3,000,000
3. Graduate fellowships (prof): 10 @ $5000/student/yr	1,000,000
4. Endowed chair (architectural design)	2,000,000
5. Joint chair in Urban Design	2,000,000
6. Endowed professor-in-practice	1,000,000

6) Post-script

WSU's and funding

The WSU report for 1999-2000 showed a total figure of 279 for the School of Architecture, the highest figure reported since 1990-91, reflecting, among other factors, the new numbers in the M.Arch. I program and growing activity in the Ph.D. program. The WSU total for 2000-2001 showed a total of 298, for 2001-2002, a total of 325, and for 2002-2003, a total of 320.5.

As a percentage of the Faculty's total WSU load, the School's contribution increased from 8.5% in 92-93 to 11.4 in 02-03, with a high of 12.5% in 01-02. In 2000-2001, although the School of Architecture accounted for 12.4% of the Faculty's total WSU, and 16.4% of the Faculty's Graduate WSU (2000-2001 figures), the School's annual budget had dropped to 9.6% of the Faculty total. It is not surprising that, at $4690, the School's "Cost per WSU" was the lowest of the seven units in the Faculty of Engineering. The Dean has acknowledged that we are underfunded.

Particularly interesting is the possibility that the growth in graduate-level WSU's resulting from the extra semester of the professional M.Arch, program, which went into effect in fall 99, has generated increases in the government grant to the University, but not to the School, of over $100,000 per year.

Contributions to Faculty Research Profile

Engineering operates in an NSERC environment. The School's recent success in securing funding from CIHR (Adams, 100k/yr) and SSHRC (Bressani, 63k, 2 yrs, shared w Laval) provides an important complement to the Faculty's research profile. The School was also very successful recently with the SSHRC Doctoral awards (Bell, 20k, Chang, 105k for 3 yrs).

Interdisciplinary collaboration within the Faculty

The School has been actively involved in the preparation of the Faculty's Design 21 program. In addition to traditional links with Civil Engineering, and recent collaboration with Urban Planning in the development of a joint program in Urban Design with UdeM, the School has built new partnerships with Mechanical Engineering (NSERC Design Chair in Design for Extreme Environments), and with ECE (Design 21, faculty wireless network and new laptop policy).

Appendix VI: In Memoriam

Harold Spence-Sales, October 22, 1907 - March 12, 2004, Professor Emeritus, McGill University

The Faculty mourns the passing of Harold Spence-Sales, Professor of Architecture, McGill University, from 1946 to 1970.

Harold is remembered in the history of Canada as the founder of the first university planning program in the country, here at McGill University, but his legacy extends far beyond the campus, and even beyond the legion of luminaries he trained. He left his mark on the landscape of every province through his work in the preparation of municipal plans, on planning legislation, in urban design work, and in the creation of urban artistic installations.

Harold Spence-Sales was born to luxury in Lahore, educated in architecture at Victoria College, Wellington, New Zealand, and sent to be "finished" at the Architectural Association in London where he studied town planning. With fellow student John Bland, later to become Director of the School of Architecture at McGill, he established a very successful planning and architectural practice in London, meanwhile winning several competitions. During WWII he worked as a "designated person" seeking out and designing sites for factories for war materials, and later on, reconstruction schemes.

Lured to McGill in 1946, he joined John at the School of Architecture and immediately began setting up a post-graduate program in planning, one in which students registered in the department of their undergraduate degree, and did their studies under his tutelage. Studio work was at the heart of the course of studies, and usually focused on Harold's current interests.

At this time it was assumed that faculty in professional fields would supplement their income by practice: indeed their meager salaries demanded it. Harold's students were thus exposed to a whole range of very real projects: revision of the Planning Acts of Alberta and Newfoundland, setting up planning structures for cities such as Vancouver and Edmonton, municipal plans or central area redevelopment schemes for Prince Albert, Sudbury, Cornerbrooke, Sept-Iles, the Town of Mount Royal, Charlottetown, Edmonton, Vancouver, Westmount, Beaconsfield and Montreal. Some of these were undertaken in collaboration with John. New towns were planned and built, including Preville, where at least seven McGill faculty bought homes in the fifties and sixties, and Oromocto in New Brunswick. Many graduates were employed in his private office from time to time. (These included Norbert Schoenauer, David Farley and Jeanne Wolfe – all later to become professors at McGill).

Harold was passionate about aesthetics, both in the built environment and in landscape. His design methods started with learning the shape and feel of the land to be developed. He would become totally absorbed by the form, texture, colour, drainage patterns and vegetation, and long before ideas about "plan with nature" were articulated, he was teaching environmental sensitivity.

For the McGill campus, he insisted on the planting of the linden trees along the front drive, having foreseen the death of the founder's elms through dutch elm disease. He also organized the then random parking into tucked-away boxes, and secretly engineered the death of the ginko tree that masked the founders tomb and the magnificent façade of the Arts building. He was well known as a witty, provocative and sometimes outrageous habitué of the Faculty Cub, along with his friends Frank Scott, Jim Mallory, Kenneth Hare and others, and where a sketch of him by Arthur Lismer hangs in the reading room.

In 1970 the circumstances of Harold's life changed; he left McGill for British Columbia, with renowned artist, Mary Filer. Here his planning consultancy work continued to prosper, and his artistic work flourished. He started to focus more on new residential environments. He had always reminded his students that "suburbs are the cradle of civilization" and to be emphatic in their sound design. In association with Genstar he pioneered the design of ornamental storm-water retention ponds rather than heavy-duty engineering, both to save on costs and to embellish the landscape, while ensuring aquifer recharge.

His collaborative work with Mary resulted in many installations, often fusions of her brilliant glass work and his representations of urban and architectural form. Recognition of his extraordinary talents led to him becoming a Fellow of the Canadian Institute of Planners (1978), an Emeritus Professor at McGill (1987), and an Honourary member of the British Columbia Association of Landscape Architects (1998). With Mary, he was awarded an Honourary degree from Simon Fraser (1991) for his contribution to the arts.

Harold is survived by his wife, Mary Filer Spence-Sales, his two children, Marika Ricciardelli of Florence, Italy, and Professor Jonas Spence-Sales of Ryerson University, Toronto, and two sisters, Dr. D. Spence-Sales, London, England and Dr. C. Wallage, Victoria, Australia, to whom we extend our sympathies.

Professor Emerita Jeanne Wolfe, School of Urban Planning

Harry Mayerovitch

April 16, 1910 – April 16, 2004

Architect, Artist, Author

Adjunct Professor of Architecture, McGill University

member of the School of Architecture for 75 years

McGill

Appendix 1.2.x: 2006 Internal Program Review

The following appendix includes:

- **1.2.1**
  2006 Internal Program Review

- **1.2.2**
  2006 Internal Program Report

- **1.2.3**
  Architecture Program Public Summary

McGill

Internal Program Review – June 2006

McGill University School of Architecture

Table of Contents

1 Introduction to the School of Architecture

1.1 Mission Statement

The mission of the McGill University School of Architecture is to educate professionals who will contribute to the socio-economic and cultural development of Quebec, Canada and the broader global community through responsible participation in the process of the design, construction and interpretation of the built environment. This mission is served with programs that meet the following objectives:

1. To develop an effective and stimulating environment for teaching, learning and research in architecture.
2. To maintain and continue to enrich an accredited program providing high quality professional education in architecture.
3. To provide post-professional research-based Master's and Ph.D. programs that advance the discipline of architecture.
4. To engage in research and other professional and scholarly activities that achieve national and international recognition, and to publish, exhibit and otherwise disseminate the results in order to advance architectural knowledge in education and practice.
5. To contribute to interdisciplinary and multi-disciplinary teaching and research programs within other units of the University and with other universities, local and international.
6. To serve the public by working with citizens' groups, local, provincial and national governments, the private sector and the profession toward the general improvement of the built environment.

The School's mission statement was developed as part of the School's Annual Report to the Faculty in June 1997, and endorsed by the Faculty and University in the summer of 1997.

1.2 Program history

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

The School of Architecture is now one of seven administrative units reporting to the Dean of the Faculty of Engineering. The Faculty presently includes five engineering departments – Chemical, Civil, Electrical, Mechanical, and Mining and Metallurgy – and two Schools – the School of Urban Planning and the School of Architecture. Since 1987, the Schools of Architecture and Urban Planning have been housed in the Macdonald-Harrington Building, which was constructed to accommodate the Departments of Chemistry and Mining by Architect Sir Andrew Taylor in 1896, and renovated for Architecture and Urban Planning by Architects Ray Affleck and Arcop Associates in 1987.

The School of Architecture is administered by the Director, whose nominal teaching workload is reduced by 50%. The Director works closely with the Graduate (post-professional) Programs Coordinator, and the Chair of the Curriculum Committee, who coordinates the professional programs. The Director and the two program coordinators collaborate on an ongoing basis with the two non-academic administrative managers, David Krawitz, Administrative Officer, who coordinates Budget, Human Resources, Special Events and Alumni Relations, and Mary Lanni-Campoli, Student Advisor/Program Administrator, who

coordinates Student Affairs, Recruitment and the Curriculum Committee. Technical support is provided by Ms. Carrie Henzie, Multi-Media Technician , and David Speller, Workshop Technician, and clerical support is provided by Marcia King, Graduate Secretary (Post-Professional) programs, Luciana Adoyo, Graduate Secretary (History/Theory; Ph.D. programs), and Veena Gujrathi, Accounts Secretary.

The School operates with a number of standing committees:
- Curriculum Committee, Robert Mellin, Chair (David Covo, interim Chair)
- Undergraduate (professional) Admissions Committee, Avi Friedman, Chair
- Graduate (professional) Admissions Committee, Ricardo Castro, Chair
- Graduate (post-professional) Admissions Committee, Alberto Pérez-Gómez, Chair
- Computers in Architecture Committee, Robert Mellin, Chair
- Scholarships Committee, Adrian Sheppard, Chair
- Speakers Committee, Martin Bressani, Chair
- Speakers Committee, Peter Sealy and Vedanta Balbahadur, student coordinators
- Exhibition Committee, David Krawitz, Coordinator
- Publications Committee, Carrie Henzie, Coordinator
- Recruitment Committee, Mary Lanni-Campoli, Coordinator

Ad hoc committees are struck to consider special projects and other issues as necessary. Students are well represented on the Curriculum Committee and the Speakers and Exhibition Committees, and are included on all search committees.

Highlights of the School's history include:

1896: A chair in architecture is established in the Faculty of Applied Science.

1899: First graduating class, three students (all male)

1941: A new curriculum is adopted by John Bland after his appointment to the directorship of the School. In preparation for an anticipated influx of young veterans seeking architectural training after World War II ended, the old curriculum, which reflected the Arts and Crafts Movement's tenets, was replaced by tenets of the Modern Movement. The conviction that the disciplines of engineering and architecture must be brought together to resolve modern building problems led to Bland's insistence that architectural students not only follow some engineering courses, but that the engineering students' qualifying year should also be mandatory for architectural students.

1945: A new five year program is adopted.

1946: Harold Spence-Sales joins the faculty. In anticipation of the important role for architects during the reconstruction years following the war, the scope of architectural training is broadened to include town planning; Bland and Spence-Sales establish the first Canadian graduate program in planning.

1949: Architectural education is extended by one year, to six years. 1st and 2nd year students follow basically the same courses as Engineering students, the only exception being an additional course, *Architectural Drawing and Elements of Design*, for architects in second year.

1961: The M.Arch program is expanded to include *Architectural Design* (John Bland) in addition to *Planning* (Harold Spence-Sales).

1962: To give equal importance to design and building construction in the upper years, studio courses include the teaching of both disciplines and are named *Design and Construction* (D&C).

1962: An additional graduate program, *Housing Design*, is introduced by Jonas Lehrman and Norbert Schoenauer.

A scholastic reform in the late sixties in Quebec introduced a new post-secondary school system offering a two-year program in preparation for university studies, or a three-year 'career' program leading to a terminal diploma. With the creation of these community colleges or CEGEPs (Colleges d'enseignement général et professionnel), the undergraduate architectural program was reduced from a six-year to a four-year course of study, resulting in the reduction of design instruction from ten to eight semesters. Moreover, since a university degree had to be attainable after three years of study, an intermediate non-professional degree known as the B.Sc.(Arch) (approved during the 1968/69 session) would be awarded to architecture students after the completion of six semesters. This degree became for McGill students a prerequisite for entry to the 'fourth year', a one-year program leading to the professional degree of B.Arch.

The transition from a six-year or twelve-term course (with year-end exams) to a post-CEGEP eight term course (with "course credit promotion" of students at the end of each term) was accomplished during the final years of John Bland's tenure. The credit system was accompanied by a proliferation of elective courses and service courses.

1970: After Spence-Sales retires, the graduate planning program of the School of Architecture is reorganised by David Farley, resulting in the establishment of an independent School of Urban Planning.

1971: The *Minimum Cost Housing Program* is introduced by Alvaro Ortega to study and research housing conditions in developing countries.

1987: A new graduate program, *History and Theory of Architecture,* is established by Dr. Alberto Pérez-Gómez when he joins the faculty.

1989: The *Housing Design* graduate program is reorganised by Witold Rybczynski and Dr. Avi Friedman, and renamed *The Affordable Homes Program.*

1989: The Ph.D. in Architecture is introduced as an ad hoc program.

1993: A graduate program in housing, *Domestic Environments,* is established by Dr. Annmarie Adams when she joins the faculty.

1997: The Ph.D. in Architecture Program is approved by the Minister of Education.

1999: Centennial of the first graduating class. 38 students (60% women) comprise the last full class to graduate with the B.Arch. degree.

1999: In May, the University Senate approves the proposal for the replacement of the B.Arch. with the M.Arch. as the first professional degree in Architecture. The new program retains the B.Sc.(Arch.) degree, but replaces the two-semester 34-credit B.Arch. with a three-semester 45-credit professional Master of Architecture (M.Arch.I) that incorporates new courses in Design Research and Methodology, Architectural Criticism, Professional Practice, and Building Science, and increases the credit weight of the design thesis from six to eight.

2000: In December, the first class to graduate with the new professional M.Arch I degree completes all course requirements.

2001: First class to graduate with the M.Arch. I (professional) degree. Deaths of Professors Norbert Schoenauer, Gentile Tondino, John Schreiber, and John Bland.

2003: The City of Montreal approves a new protocol d'entente with l'Université de Montréal and McGill University. Involving the Schools of Architecture, Landscape Architecture and Urbanism at l'Université de Montréal, and the Schools of Architecture and Urban Planning at McGill, the entente is based on a series of projects in teaching and research in architecture and urban design and is intended to stimulate the exploration and development of strategies to protect and improve the quality of Montreal's built environment. The City contributed more than $100,000 into the program in the first year, and another $100,000 for 2004-05.

2004: Continuing revisions to the curriculum of the professional program develop further consolidation of engineering courses *Statics* and *Strength of Materials*, *Professional Practice I and II*, *Urban Planning I and II*, and introduction of two new courses: *Architectural Structures*, and *Digital Representation*. The new course *Energy Environment and Building* is reconfigured to address sustainable design and expanded to include ecology and integration of building systems.

1.3   Degree Programs

The School of Architecture offers programs leading to five different degrees at the Bachelor, Master and Ph.D. levels:

Professional: Bachelor of Science in Architecture: B.Sc. (Arch.)
                          Professional Master of Architecture: M.Arch. I (professional)

Post-professional: Diploma in Housing: Dip. (Housing) (INACTIVE)
                          Post-professional Master of Architecture: M.Arch. II
                          Doctor of Philosophy: Ph.D. (Architecture)

1.4   Recent initiatives (since 2001)

1.4.1 Accreditation History

Prior to 1999, the professional program in architecture was structured as a four year, or eight semester, course of study, divided into two parts. The first part, for students entering with the Quebec Diploma of Collegial Studies in Pure and Applied Science, or the equivalent, was a three year design-based program leading to a non-professional degree, Bachelor of Science (Architecture). The second part, consisting of a minimum of two semesters for students with the McGill B.Sc.(Arch.) degree, led to the professional B.Arch.

In the fall of 1996, the School initiated a review of the professional program, with the intention of replacing the B.Arch. with the Master of Architecture as the first professional degree. The School's proposal for the replacement of the B.Arch. with the M.Arch. as the first professional degree in architecture was completed in the fall of 1998 and approved by the University Senate in May 99. The new program went into effect in September 99, and the first graduates with the new professional Master of Architecture completed all course work in December 2000.

The school was visited by a Visiting Team from the Canadian Architectural Certification Board in the spring of 2001, and the M.Arch. I (professional) degree was accredited for a full five-year term, to December 31, 2005. The School was visited again in March 2006, and accredited for a full six-year term, to December 31, 2012.

1.4.2 Present status of the professional program

The professional program in architecture is now structured as a four and one half year, or nine semester, course of study, and remains divided into two parts. The first part, for students entering with the Quebec Diploma of Collegial Studies in Pure and Applied Science, or the equivalent, is still the three year design-based program leading to the non-professional degree, Bachelor of Science (Architecture). The second, consisting of a minimum of three semesters for those with the McGill B.Sc.(Arch.) degree, leads to the professional degree, M.Arch.I.

In other words, the new program retains the former pre-professional B.Sc.(Arch.) degree, with the credit load reduced to 100, and replaces the old two-semester 34-credit professional B.Arch. with a three-semester 45-credit professional Master of Architecture (M.Arch.I).

The curriculum and study plan of the B.Sc.(Arch.) program have been slightly reorganized as part of a longer-term plan to rationalize and upgrade engineering content and to strengthen course offerings in structure, landscape, ecology and sustainable design. Two new first year courses, *Architectural Structures* and *Digital Representation*, have been added; the sequence of courses in History of Architecture has been increased from two to four; and a new second year course, *Energy Environment and Buildings*, has been expanded to include more material on sustainability and building systems.

The curriculum of the M.Arch. I (Professional) program has also been reviewed and reorganized to shift technical content down to the undergraduate program and to free space in the graduate curriculum for elective courses; two courses in Urban Planning have been combined into a single expanded offering, and the new course *Professional Practice* has been expanded and revised to incorporate relevant material from *Professional Practice II*, as well as *Specifications and Building Costs* and *Engineering Economy*. The credit weight for *Design Research and Methodology*, the pre-thesis studio, was raised from 4 to 6, and the credit weight of *Architectural Design II*, the thesis studio, was increased from 8 to 9.

1.4.3 Professional program course development

ARCH 241 - Architectural Structures. 3 Credits (NEW – 2005)
Introduction to the basic concepts and forms of structures in architecture.

ARCH 242 - Digital Representation. 2 Credits (NEW – 2005)
This course introduces students to digital representation in architecture. Students explore applications of state-of-the-art two- and three-dimensional computer modeling software in architectural design. Prerequisite: ARCH 201.

The sequence of courses addressing History of Architecture was revised and expanded from two to four:
ARCH 250 - Architectural History 1. 3 Credits
The study of architecture in relation to landscape, urban form and culture, from Antiquity to the end of the Middle Ages.

ARCH 251 - Architectural History 2. 3 Credits
Overview of early 20th century architecture with emphasis on a thematic approach to buildings and cities, architects and ideologies. The lectures will examine the origins, development and impact of canonical figures and buildings of Modernism. Prerequisite: ARCH 250.

ARCH 354 - Architectural History 3. 3 Credits
General introduction to Modern Architecture in Western Europe from the Renaissance to the end of the 19th century. The course uses a thematic approach and sources on specific ideas and works drawn particularly from Italy, France, England and Germany. Prerequisite: ARCH 250 and Arch 251.

ARCH 355 - Architectural History 4. 3 Credits
The study of architecture and cities in the postwar period. Emphasis placed on themes and approaches to architectural history, as opposed to traditional survey. Prerequisite: ARCH 250 and ARCH 251.

ARCH 377 - Energy, Environment and Buildings. 3 Credits (required course 2003; revised 2005)

Exploration of the interrelationship between energy, environment and building. Topics include sustainability, assessment tools, the integrated design process, water conservation, energy conservation, renewable energy, materials and embodied energy, indoor environmental quality, environmental acoustics, and advanced building technology. Prerequisite: ARCH 202 or instructor's permission.

ARCH 447 - Electrical Services. 2 Credits (Revised completely, Fall 2005)
Concepts of natural and artificial lighting in architecture and urban design. Prerequisite: ARCH 304.

ARCH 674 - Professional Practice. 3 Credits (NEW – 2005; combines old 674 and 675)
The Professional Code, the Architect's Act and the architect's responsibilities to clients, colleagues and society, including professional ethics, responsibility in design, contractual arrangements, business conduct, construction supervision, issuing of certificates, construction and project management, concepts of architectural specification writing, building costs and life cycle costing. Restriction: Not open to students who have taken ARCH 674, ARCH 675 or ARCH 676 prior to 200509.

ARCH 550 - Urban Planning and Development. 4 Credits (NEW – 2005; combines old 550 and 551)
A survey of municipal, regional and provincial actions to guide urban development in Canada, with a particular emphasis on Montreal and Quebec. It also introduces students to concepts in real-estate development and highlights the relationship between developers and planners. Prerequisite: B.Sc.(Arch.) or permission of instructor; Restriction: Not normally open to Urban Planning students.

1.4.4 Physical Resources

• The School acquired approximately 320 square metres of new space in the basement of the Macdonald-Harrington Building - this basement is on the same level as the service courtyard at the rear of the building, and is therefore grade-related - when labs vacated by Mining and Metallurgical Engineering in 1996 were renovated by the Faculty in 1998. A proposal submitted to the Faculty for the relocation of our workshop facilities to this level was approved, with funding, by the Faculty and University, and implemented in the spring and summer of 2001. This liberated valuable space on the main entrance level for expanded studio facilities and a new exhibition room. Space liberated on the third floor now accommodates the expanded M.Arch. I (professional) studio.
• A recent proposal to renovate 340 square metres of space on the second floor of the School was approved by the Faculty and University, and renovations were completed in January, 2006. The project relocates obsolete darkroom and archive space from the second floor to the basement and ground floors, and develops the liberated space on the second floor as state-of-the-art studio space for the graduate programs, with 4 new offices and 3 new seminar rooms. This project reclaims underutilized space in a prime area of the School and consolidates studio and seminar facilities for students in our post-professional graduate programs. In addition, studio space liberated by one graduate studio on the fifth floor will be allocated to the professional program. The grant from the university and faculty enabling this much-needed transformation is much appreciated.
• In the summer of 2002, the university installed wireless networks in a number of buildings and departments, including, as a pilot project, the School of Architecture and the Department of Electrical and Computer Engineering. The entire School of Architecture - design studios, classrooms, seminar rooms, crit rooms, offices and the Architecture Café - are now served by strategically distributed wireless access points, and architecture students are encouraged to acquire laptops for use in the studios. In the fall of 2005, the Faculty launched a pilot laptop program as a first step in the development of a compulsory laptop purchase policy for all students.

1.4.5 Human Resources

• In the summer of 2002, the Faculty of Engineering approved the School's proposal for a new support position in Information Technology and multi-media. The position was filled in July, 2003, and the new technician, Carrie Henzie, started in August. The difference between this position and the Photography Technician's position sacrificed in 1996 is that the new position combines expertise in digital and traditional media with the technical skills necessary to support the variety of equipment and processes required for the successful operation of our teaching and research programs.

• The School of Architecture was a partner in the Department of Mechanical Engineering's application to the National Science and Engineering Research Council (NSERC) for a new Faculty Chair in Design for Extreme Environments. The program, which supports new full-time and part-time positions in Mechanical Engineering and Architecture, respectively, was approved by NSERC in February, 2003. Professor Jorge Angeles of Mechanical engineering is the new NSERC Chair in Design for Extreme Environments, and Professor Julia Bourke has been appointed to a new half-time position in the School of Architecture with teaching and research responsibilities in Architecture and Mechanical Engineering.

• Professors Bruce Anderson and Radoslav Zuk retired in 2003, closing a chapter on a combined total of 75 years of full-time teaching in the School of Architecture. For a further discussion of staffing, please refer to *Section 2.3.*

• Two searches for full-time tenure-track positions are presently underway. The first is in the area of Building Science or Sustainable Design, and the second, a joint appointment with the School of Urban Planning, will support a new Master's program in Urban Design.

1.4.6 New programs in Urban Design

There are two initiatives underway that will develop an essential opportunity for teaching and research in Urban Design: the first is a proposal for a new option in Urban Design in the Master of Architecture Program, and the second is a proposal for a new Master of Urban Design program.

The first initiative is a new 12-month option in the M. Arch. II program; it is designed for professionals with degrees in architecture, landscape architecture, urban planning and related fields wishing to acquire a specialization in urban design. The option combines theory and practice and emphasizes project-based learning, primarily with the two studio courses and the supervised research project. It uses the city of Montréal as its laboratory and will benefit from the support of the municipal administration and its professional staff.

The second of these initiatives is a new, separate Master of Urban Design program which has been designed as a collaboration between the Schools of Architecture and Urban Planning at McGill and the Schools of Architecture, Landscape Architecture and Urbanism at Université de Montréal. The City of Montreal will also participate in this exercise, and has already contributed significant research funding to support collaborative work in Urban Design under an entente signed with McGill and U de M.

The intention is to offer both programs in 2007.

2 Self-evaluation

2.1 Prominence of the School (based on CACB perspectives)

2.1.1 Architecture education and the academic context

The School of Architecture is one of seven academic units in the Faculty of Engineering, which also includes five engineering departments – Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Mechanical Engineering and Mining and Metallurgical Engineering – and the School of Urban Planning. The Departments of Civil Engineering and Mining, Metals and Materials are directly responsible for the delivery of approximately 15% of the course load in the regular B.Sc.(Arch.) program; the School of Urban Planning is responsible for the teaching of the new merged course *Urban Land Development* in the professional M.Arch. program.

The School of Architecture was a partner in the Department of Mechanical Engineering's application to the National Science and Engineering Research Council (NSERC) for a new Faculty Chair in Design for Extreme Environments. The program supports new full-time and part-time positions in Mechanical Engineering and Architecture, respectively, and was approved by NSERC in February, 2003. Professor Jorge Angeles of Mechanical engineering is the new NSERC Chair in Design for Extreme Environments, and Professor Julia Bourke was appointed to a new half-time equivalent position in the School of Architecture with teaching and research responsibilities in Architecture and Mechanical Engineering.

Faculty of the School collaborate on a regular basis in teaching and research with colleagues in other units of the university as well, most notably Social Work, Occupational Therapy, the McGill Institute for the Study of Canada, and the Faculty of Management. Faculty are also regularly involved in Doctoral examinations and joint supervision of graduate students working at the Master's and Ph.D. levels in Civil Engineering, Communications and Art History, English and in the Faculty of Music.

In addition, the School has been able to develop constructive partnerships for joint course offerings in a variety of disciplines. The elective course *Material Culture of Canada* was originally developed in the School and co-sponsored by the McGill Institute for the Study of Canada; it is now offered by the Institute. The elective course *Enabling Environments* OCC1442 is team-taught by staff in the Schools of Occupational Therapy and Architecture. Discussions continue between the Schools of Architecture and Urban Planning and the McGill School of the Environment, exploring the possibilities of joint studio and other course offerings.

Faculty of the School of Architecture are also actively involved in the administration of the School, Faculty and the University. The following University Committees are chaired by staff of the School:
    Architectural Advisory, which reviews all major building projects underway in the University
    Gardens and Grounds, which supervises all planting and landscape design on campus
    Visual Arts Committee, which is the curator of the University's collection of painting and sculpture
    Green Building Workgroup of the SCPD Environment Sub-Committee

In addition, the School is well represented on committees struck by the Building and Property Committee of the Board of Governors for the selection of architects for University projects.

Other University committees with involvement by staff of the School include:
    Senate Committee on Physical Development
    Teaching and Learning Space Workgroup

    University Building and Property Committee
    University Capital Projects Committee
    University Appeals Committee
    University Grievance Committee
    University Tenure Committee
    University Toponomy Committee
    University Hall of Fame Committee
    University Special Libraries Advisory Committee
    University Task Force on Physical Master Plan
    Advisory Committee, McGill Institute for the Study of Canada
    Advisory Committee, Redpath Museum
    Faculty of Graduate Studies and Research Council
    Faculty of Graduate Studies Advisory Group on International Research
    Principal's Special Committee on Heritage
    SCPD Green Building Task Force
    Osler Library Board of Curators
    Department of Hispanic Studies, Latin American and Caribbean Advisory Committee
    School of Nursing Advisory Committee
    Bellini Life Sciences Building Project Committee

The School is represented on each of the 13 standing committees of the Faculty of Engineering, and a number of staff also serve, on a regular basis, as advisors to the Dean on questions relating to design, planning and physical development in the Faculty.

The School has also been proactive in hosting academic and scholarly meetings and symposia:
• The hosted a very successful international research conference between May 22 and May 25, 2002: the Third Annual ARCC/EAAE Conference on Architectural Research. The conference was co-chaired by Professors Lucie Fontein of Carleton University and Martin Bressani of McGill, and co-sponsored by the Architectural Research Centers Consortium (an association of university-based research centers in Canada and the US) and the European Association for Architectural Education. Approximately 55 papers and special talks were presented by educators and researchers from North and South America, and Europe.
• The School hosted a special session of the Board of Directors of the Royal Architectural Institute of Canada on March 15, 2002. An open meeting of the Board with staff and students was followed by a reception with invited practitioners in the Exhibition Room.
• The School also hosted a two-day meeting of senior representatives of the architectural licensing and certification agencies of Canada, Mexico and the US in April, 2002. The purpose of the meeting was the development of a mutual recognition agreement for the practice of architecture.
• The School hosted a very successful international conference for the Northeast Region of the Association of Collegiate Schools of Architecture (ACSA) in October, 2002, under the direction of Conference Chair Professor Vikram Bhatt of McGill. 29 participants from 25 institutions in Canada and the USA presented 33 papers in a series of workshops moderated by McGill faculty members. The proceedings were published in full for distribution at registration.
• In October, 2002, the School hosted a meeting of the Editorial Board of the Journal of Architectural Education.
• In June, 2003, the School hosted the Annual Meeting of the International Network for the History of Hospitals, under the direction of co-chairs Professor Annmarie Adams of McGill and Dr. Keir Waddington of the School of History and Archaeology, Cardiff University. 20 papers were presented by scholars from institutions in Canada, the USA, the UK, Holland, France, Italy and Australia.

2.1.2 Architecture education and the students

Every effort is made to facilitate participation by students in extra-curricular activities on and off campus. On the first day of class, students are encouraged to get involved in the life of the campus and the city, to participate in sports programs and student society activities, and to take advantage of every opportunity to broaden their university experience (carpe diem). They are, at the same time, assured that the School will do what it can to see that curricular and extra-curricular activities are harmonized.

The School also supports with annual grants student participation in conferences, and in events and meetings organized by groups such as CASA (Canadian Architecture Students Association) and AIAS, the student affiliate of the American Institute of Architects.

Students are actively involved in the planning and decision-making processes in the School, Faculty and University (see Section 2.7.5), and participate enthusiastically in the intramural sports programs of the Department of Athletics. Typically, the School fields teams for flagball (touch football), soccer and inner-tube waterpolo.

Students play a significant leadership role in the organization and coordination of the School's public lecture series, as well as a new series involving representatives of the profession leading lunch-hour seminars on their practice (2.1.4). The exhibition program also benefits from students' commitment to raise the level of discourse in the School; several recent exhibitions have been the result of student initiatives, and certain annual exhibitions, for example, the work from Sketching School, are student-curated and mounted.

The annual Charrette, organized by the Canadian Centre for Architecture and held every October, provides another extremely effective mechanism for the bringing together of staff and students from the Architecture, Landscape Architecture, Design and Urbanism Programs at McGill, U. de M., Laval, Carleton, UQAM and Concordia.

This fall, *The Fifth Column*, the Canadian Student Journal of Architecture which was founded at McGill and is still produced in the School, celebrates the twenty-fifth anniversary of the publication of its first issue. This journal was, and continues to be, entirely student-managed; an editorial board comprised of students from every level of the program works with a faculty advisor on the design, assembly, thematic development and editing of every issue, which is traditionally launched with a School-wide vernissage. Since its launch in the fall of 1980, *The Fifth Column* has published approximately 40 issues, copies of which will be available in the Team Room.

The following document, prepared by the Architecture Students' Association for distribution to all students, summarizes their main programs and activities.

Architectural Students' Association: information and orientation

The Architecture Students' Association is a non-profit student-run society within the School of Architecture. As a student in the professional program in architecture, you are automatically a member of the ASA. The society serves as an organizational body for student activities and affairs, a voice for students in academic and university issues at McGill, and a link between other schools of architecture across the country.

Chaired by the President, the ASA is run by an Executive Council, which is composed of seven Vice President portfolios: External, Academic, University, Internal Affairs, Internal Events, Communications and Finance. Each class also elects a student Representative to sit on the Council, which meets biweekly.

We encourage all architecture students at McGill to participate in Council as well as make use of our many student-run programs, teams, organizations and events, some of which are directly run by the ASA:

The Architecture Café – Completely owned and operated by students, the Café is renowned on Campus for the variety and affordability of its foodstuffs. Students work weekly one-hour shifts.

Gallery 0 – Started by a small group of students only two years ago, Gallery O organizes a series of exhibitions of student and staff work to be displayed in our Café. Works can include anything from installation pieces to paintings to sculpture.

Brown Bag Lecture Series – Founded by a student, this weekly lunchtime lecture series features prominent local architects and designers who come to expose the students to various aspects of their field.

ASA Supply Store – Our Supply Store, also run by students, is stocked to meet most technical drafting and freehand drawing needs. Ordering of drafting supplies in first year is coordinated through the supply store for reduced prices.

ASA Handbook – The indispensable reference of all-important phone numbers for all faculty and students, issued at the start of each academic year. Designed and printed by our VP Internal Events.

ASA Update – A bi-weekly student journal by and for the School of Architecture student body, outlining current studio projects, what's going on in the field at large, team sports scores, interesting facts and games, and events within the school. Writers, editors, and photographers are always needed! One of the many ways to explore your other creative talents.

ASA Vending Machines – An ASA source of income, we have beverage and candy machines always stocked for your mid night munchies!

ASA Photocopier – Another source of income, an in-house photocopier, managed by students. Proceeds go towards funding ASA events.

Photo Lab – Extensive facilities for film developing, printing, and also a light room. Managed by staff and students.

Materials Lab – A new staff- and student-run addition to the school, this lab is an excellent resource for learning more about what goes into construction projects of all sizes.

Quality of Education Committee (**QEC**) – Chaired by the VP Academic, this committee is always a part of the School's Curriculum Committee, where the QEC works with professors and the Director to voice and address students' concerns regarding curriculum and program issues.

Habitat for Humanity – A student run chapter of the worldwide organization, this group of over 100 students helps out where it can. Past projects include renovating the Montreal Diet Dispensary and helping with the construction of duplexes in St. Henri. Last semester it worked on the renovations of La Maison de L'Amitie.

Team Sports – We all need to keep in shape, and what better way to do so than by kicking some butt! Architecture has seven organized teams in fall and winter:

Fall	Flying Butts	Flagball (F)	**Winter**	Bouncing Butts	Basketball (F)
	Architecture FC	Soccer (M/F)		Set Squares	Volleyball (F)
				AWOL	Broomball (F)
				Aquaducs	Water Polo (M/F)
				Manaba	Floor Hockey (M)

Architecture Pubnite – Every other week, the Café turns into a Pub for the School of Architecture. This gives everyone a chance to leave their studio for awhile, enjoy a beer, and mingle with older/younger students, friends, and faculty.

Talent Show – Once a semester, the VP Internal Events organizes the Talent Show; our chance to see what hidden talents we have…sing, dance, skits, the list goes on….

First Draft – Started two years ago, we now have an official day of initiation for all new students of the school. First Draft is a fun filled day where you get to meet the students you will be spending the next three years with! Usually, it

is followed by the Welcome Party.

Parties! – Because everyone needs a break! We have several official school-wide parties over the course of the year: the Welcome party at the beginning of the school year, run by the ASA, the Halloween party, organized by the second-year studio, and the Valentines party, organized by the first-year studio. There is also the end of the year Banquet which closes the year with a semi-formal event.

As you can see, ASA has lots of activities and events that attracts students of all years (both undergraduate and masters). If you have any questions at all about ASA, or student life at the School of Architecture, don't hesitate to ask! You can e-mail: ASA_pres@hotmail.com.

Student involvement in the university and community

2.1.3 Architecture education and registration

The School enjoys a collegial and constructive relationship with the Ordre des Architectes du Québec (OAQ) and the Royal Architectural Institute of Canada (RAIC). The President of the OAQ now meets the first year class in the fall, and a representative of the OAQ meets every class in the Professional Practice I course, at which time they are introduced formally to the procedures for certification and licensing. One of the criteria for admission to the professional program remains six months of relevant practical experience (See Section 2.7.4 (iii)), and for many students this connection with the profession at the end of their first year provides the foundation of an important framework for studies in the upper years.

Graduates of the program are working all across Canada and the US, as well as in Europe, Hong Kong and China.

2.1.4 Architecture education and the profession

The architectural profession, represented by a large core group of adjunct professors and studio critics drawn from practice, plays a significant and vital role in the School, in relation to both teaching and mentorship. In the 2005-06 academic year, more than 35 architects participated as studio teachers or course lecturers; an additional eighty persons, most of whom are architects, landscape architects or planners, participated as visiting critics or guest lecturers. Although not all studio instructors are registered, registered architects are involved in the planning and delivery of every design studio.

The reorganization of the program required for the introduction of the professional M.Arch as the first professional degree provided a significant opportunity for the reinforcement of professional content in the curriculum.

Visiting lecture series also provide an important point of contact for students with the profession. The most important of these series is our regular evening program, which runs in both the Fall and Winter. But students are also invited to take advantage of three other kinds of opportunity for contact: the first is the Mardis-Verts Lecture Series, an informal series of evening lectures organized by the Environment and Architecture Committee of OAQ and hosted by the School; the second is the very popular Brown Bag Lecture Series, and the third are the regular lectures hosted at the School by the Quebec Chapter of the Canada Green Building Council.

In the Fall of 2000, in response to requests from students for more structured opportunities to interact with the profession, a committee of staff and students launched a new lectures series, titled the Brown Bag Lecture Series. This is, as the name suggests, a lunch hour event, and has been formatted to provide

presentations of forty minutes with discussion periods of twenty. By the end of the semester, as many as ten men and women practicing in the Montreal area will have discussed their practices and concerns with students in an atmosphere of respect and attentive inquiry. The program, a student initiative, is presented in the fall and winter semesters.

2.1.5 Architecture education and society

The School enjoys a long tradition of responsible involvement and creative activism in the larger community. Recent discussions and public consultations in which faculty members and students have participated include: the debate around the proposal to merge the five McGill University teaching hospitals and relocate them to a new superhospital on a new site, and the recent proposal by the City of Montreal to institute a formal mechanism for public consultation on all major projects in the city. Students have played active roles in these events, and in other arenas.

One of the most significant of students' community-oriented activities has been their role in relation to the Habitat for Humanity program, and the formation of the McGill chapter, which has led to on-site engagement with client groups in both Canada and the USA. This initiative has done much to increase the profile of the architecture students themselves, and the School, on campus. The McGill Chapter was established under the leadership of four undergraduate students, Karen Wan, Mike Hoehenwarter, Raefer Wallis, and Sherry Poon. Students' work with Habitat has included design and construction in Canada and the US, fund-raising, and sensitization of the public to the problems of sub-standard housing and the plight of the homeless. Their activities reflect a passionate interest in the profession and a conviction that architects have a powerful role to play in the development of a humane and sustainable environment.

In 2005 students formed a new organization, BuildAid, in response to the need for specialized on-site assistance in housing upgrading and construction in various areas of the world. In the summer of 2006, nine members of BuildAid - all 2006 graduates of McGill's B.Sc. (Arch.) Program, Andrea Chynoweth, Yan Claprood, Emanuel Cyr, Omar Farid, Jillian Fernandes, Hans Larsson, Danielle Vroom, Cindy Williams and Matt Wiviott.- will be spending two months in the Philippines, in Quezon City, working as volunteers with two local NGO's involved in housing upgrading and construction. Adjunct Professor Freeman Chan, an architect and McGill graduate based in Hong Kong who has been involved in housing construction in Indonesia and Manila, has been instrumental in the establishment of our links with these organizations and will be coordinating the integration of the student team within the local housing upgrading programs.

Faculty members of the School also continue to serve the professional and business community in numerous ways, as practicing professionals and as members of a wide variety of committees and advisory groups, including:
    Health Care Technology & Place Training Program, University of Toronto (Adams)
    College of Reviewers, Canada Research Chairs (Adams)
    J. Paul Getty Postdoctoral Fellowships in the History of Art and the Humanities (Adams)
    Graphic identity committee, Vernacular Architecture Forum (Adams)
    Accreditation team chairs, Canadian Architectural Certification Board (Bressani, Covo)
    Accreditation team member, Canadian Architectural Certification Board (Adams)
    Study Centre Consultative Committee, Canadian Centre for Architecture (Bressani)
    Association of Collegiate Schools of Architecture, Faculty Representative (Castro)
    Research grant evaluation, Social Sciences and Humanities Research Council of Canada (Castro)
    President, Canadian Architectural Certification Board (Covo, to November 04)
    USA, National Architectural Accreditation Board (NAAB) (Covo, to November 04))

Task Force on Syllabus Program, Royal Architectural Institute of Canada (Covo)
Comité de Formation, Ordre des Architectes du Québec, CREPUQ representative (Covo)
Canadian Council of University Schools of Architecture (Covo)
National Advisory Council, Office of Energy Efficiency, Natural Resources Canada (Friedman)
National Advisory Board, Habitat for Humanity, Canada (Friedman)
Renaissance Liaison Committee, City of Cornwall (Friedman)
Royal Canadian Academy of Arts (Mellin)
Heritage Foundation of Newfoundland and Labrador (Mellin)
Advisory Board, Institut de recherche en histoire de l'architecture – IRHA (Montreal) (Pérez-Gómez)
Ville de Montréal : Comité d'architecture et d'urbanisme (Sheppard)
Architectural Advisory Committee, Société Immobiliere du Quebec (SIQ) pour la refection du Vieux-Palais de Justice de Montréal (Sheppard)
Architectural Advisory Committee, Société Immobiliere du Quebec (SIQ) pour la refection de l'Institut du tourisme et de l'hotelerie du Québec (ITHQ) (Sheppard)
Comité aviseur sur l'elaboration du Plan d'Urbanisme pour la Ville de Montréal (Sheppard)
Comité aviseur, City of Montreal, Patrimonial Study of the habitations Jeanne-Mance (Sheppard)
Yale University Alumni School Committee (Sheppard)

Faculty members are active as either editors or members of the editorial boards of a number of journals and other publications. These include:
Exhibitions review editor, *Material History Review* (Adams)
Editorial Board of the journal *Threshold*, MIT, Cambridge, Mass. (Bressani)
Advisory Board, *Canadian Journal of Urban Research* (Friedman)
Editorial Board, *Journal of Architectural and Planning Research* (Friedman)
Board of Editors, *Open House International* (Friedman)
Editorial Board, *Journal for Architectural Education* (Mellin)
R.A.I.C. Editorial Committee (Mellin)
Editorial Board of "The Marina Waisman Collection" (Pérez-Gómez)
Advisory Board, *CHORA Intervals in the Philosophy of Architecture* (Pérez-Gómez)
Editorial Board of "In Site", University of New South Wales, Australia (Pérez-Gómez)

Faculty members are active as chairs and members of organizing committees of symposia, conferences and other academic meetings. These include:
Co-chair, Association of Collegiate Schools of Architecture (ACSA) 2005 International Conference, Mexico City, June 2005 (Covo)
Session chairs, 2005 ACSA Annual Meeting, Chicago, March 2005 (Castro and Mellin)
American Association for the History of Medicine conference, May 2007 (Adams)
Chair and organizer of special panel "The Edge Condition: Designing Victorian Frontiers," 2nd annual conference of the North American Victorian Studies Association, Toronto, Oct. 2004 (Adams)

Many faculty members of the School, most notably Professors Adams, Castro and Sijpkes, were regular contributors to the Architecture column of Montreal's English-language daily newspaper *The Gazette*. Professor Friedman now writes a very popular bi-weekly syndicated op-ed column on architecture for *The Gazette* and the Canwest Global chain.

2.2   Program self-assessment

Self-assessment is an ongoing process in the School of Architecture, and operates on several levels:

•   The Curriculum Committee of the School of Architecture, consisting of four staff, one of whom is elected by the adjunct (part-time) faculty, and three student representatives – the President of the Architecture Students' Association (ASA), the student chair of the Quality of Education Committee (QEC), and a representative of the M.Arch.II and Ph.D. students – generally meets at least three times per semester and publishes the minutes of all meetings. The Director of the School also meets on a regular basis with the President of the Architecture Students' Association and the student chair of the Quality of Education Committee. This committee examines issues relating to pedagogy, new course development, coordination with non-departmental courses, and other academic matters identified by faculty or student representatives as appropriate for consideration. These meetings provide important opportunities for the expression and consideration of concerns from both staff and student points of view and have been instrumental in the development of a number of new initiatives.

All planning for the replacement of the B.Arch. degree with the professional M.Arch I was carried out in the curriculum committee. The comprehensive review, recently completed, of the engineering content in the program was also carried out by this committee.

•   The entire staff and faculty of the school hold an annual retreat in June, which presents an important opportunity for the entire community to consider the year just completed and plan for the future; adjunct faculty and the Blackader Librarian are included in this exercise.

•   The Director of the School continues to meet regularly and when necessary with the President of the Architecture Students' Association and the student chair of the Quality of Education Committee. These meetings provide important opportunities for the expression and consideration of concerns from both staff and student points of view and have been instrumental in the development of a number of new initiatives.

•   Other effective mechanisms for communication and self-assessment include: *ASA Update*, a tabloid-style newsletter that is published by students every two or three weeks; and a dedicated notice board that was established for the posting on a continuous basis of all materials, problem statements and crit schedules for studio courses at all levels of the program, providing a detailed cross-section at any given time of studio work in the School.

2.2.2 The Faculty Advisory Board, Faculty of Engineering

The Faculty of Engineering Advisory Board (FAB) is an advisory group that includes the Dean, the Associate Deans, the Chairs and Directors of departments and schools, and most importantly, two practicing professionals, including alumni, representing each of the seven academic units in the Faculty. Architects Dan Hanganu, Montreal, and Marianne McKenna, Toronto, represent the School of Architecture on the FAB.

2.3 Faculty and staff

2.3.1 Present complement

The present complement of teaching staff includes:

Director
David Covo; B.Sc.(Arch.), B.Arch.(McG.), F.R.A.I.C., O.A.Q.

Emeritus Professors
Derek Drummond; B.Arch.(McG.), F.R.A.I.C. *(William C. Macdonald Emeritus Professor of Architecture)*
Radoslav Zuk; B.Arch.(McG.), M.Arch.(M.I.T.), D.Sc. (Ukr.Acad.Art), F.R.A.I.C., F.R.S.A., F.A.R.C., O.A.Q., O.A.A.

Professors
Annmarie Adams; B.A.(McG.), M.Arch., Ph.D.(Berkeley), M.R.A.I.C. *(William C. Macdonald Professor of Architecture)*
Vikram Bhatt; N.Dip.Arch.(Ahmedabad), M.Arch.(McG.), M.R.A.I.C.
Avi Friedman; B.Arch.(Technion), M.Arch.(McG.), Ph.D. (Montr.), O.A.Q., I.A.A.
Alberto Pérez-Gómez; Dipl.Eng.(Nat.Pol.Inst.Mexico), M.A., Ph.D.(Essex) *(Saidye Rosner Bronfman Professor of Architectural History)*
Adrian Sheppard; B.Arch.(McG.), M.Arch.(Yale), F.R.A.I.C., O.A.Q., A.A.P.P.Q.,

Associate Professors
Martin Bressani, B.Sc.(Arch.), B.Arch. (McG), M.Sc.Arch. (MIT), Doctorat (Paris-Sorbonne)
Ricardo Castro; B.Arch.(Los Andes), M.Arch., M.A.(Art History) (Ore.) M.R.A.I.C.
David Covo; B.Sc.(Arch.), B.Arch.(McG.), F.R.A.I.C., O.A.Q.
Robert Mellin; B.Arch., M.Sc.(Arch.) (Penn.State), M.Arch.(McG.), M.Sc., Ph.D. (U.Penn.), RCA, M.R.A.I.C., N.A.A.
Pieter Sijpkes; B.Sc.(Arch.), B.Arch.(McG.)

Faculty Lecturers
Julia Bourke

Course Lecturers
Cameron Charlebois, Robert Claiborne, Odile Henault, Emmanuelle Lapointe, Nadia Meratla, Carole Scheffer, David Theodore

Adjunct Professors
Manon Asselin, Cécile Baird, Tom Balaban, Ewa Bieniecka, Lawrence Bird, Raouf Boutros, Michael Carroll, Howard Davies, Georges Drolet, François Émond, Julia Gersovitz, Dan Hanganu, Pierre Jampen, Simon Jones, Richard Klopp, Phyllis Lambert, Seymour Levine, Serge Melanson, Rosanne Moss, Joanna Nash, Harry Parnass, Louise Pelletier, Mark Poddubiuk, Louis Pretty, Christoph Reinhart, Jacques Rousseau, Richard Russell, Pierina Saia, Conor Sampson, Sheila Theophanides, Samson Yip, Jozef Zorko

Research Associates
Jim Donaldson, Rafik Salama

Associate Members
Clarence Epstein, Tania Martin, Howard Shubert

Visiting Critics and Lecturers
Each year visitors participate in our teaching programs, as lecturers and critics. Recent visitors include:

Gavin Affleck, James Aitken, Bruce Allan, Wil Alsop, Amale Andraos, Steve Badanes, George Baird, Tom Balaban, Sandra Barone, Jean Beaudoin, Thierry Beaudoin, Émilie Bédard, Marc Bertrand, Gabriel Botson, Bruce Bolton, Gaëlle Breton-Marot, Louis Brillant, Frank Carter, Mathieu Casavant, Roch Cayouette, Yvan Cazabon, Stephane Chevalier, Lily Chi, Ella Chmielewska, Henri Cleinge, Anne Cormier, Lise Anne Couture, Michael Cunningham, Franc D'Ambrosio, Renée Daoust, Janine Debanné, Jack Diamond, Frédéric Dubé, André Dupras, Wade Eide, Rodolphe El Khoury, Patrick Evans, Andrew Forster, Marco Frascari, Maxime Gagné, Eric Gauthier, Mitchell Hall, Bob Hamilton, Dan Hanganu, Pat Harrop, Michael Hoeschen, Mario Iannuzzi, Robert Jutra, Rob Kostelic, Alan Knight, Jean-Christian Koch, Magda Kuskowski, Anick La Bissonière, Jacques Lachapelle, Lucie Lafontaine, Louis Laperrière, Katherine Lapierre, Michel Langevin, Irena Latek, Martin Leblanc, Robert Lecoste, François Lemoine, David Letherbarow, Daniel Libeskind, Ian MacBurnie, Marie-Paul MacDonald, Frank McMahon, Robert Magne, Eric Marosi, Louis Martin, Gilles Marty, Paula Meijerink, Nadia Meratla, Hilary Sample Meredith, Marc Neveu, Steve Parcell, Claude Pasquin, Patricia Patkau, Juliette Patterson, Danny Pearl, Cameron Petkau, Marc-André Plasse, Marc-André Plourde, Celine Poisson, Patrick Quinn, Anna Radici, Tudor Radulescu, Marc Redwood, Nicholas Reeves, Jacques Rousseau, Barry Sampson, Patricia Sarrazin-Sullivan, Gilles Saucier, Murray Schafer, John Schnier, Anik Schooner, Tom Schweitzer, Elizabeth Shapiro, Steve Smith, Sudhir Suri, Georges Teyssot, Pierre Thibault, James Timberlake, Vladimir Topouzanov, Eric Turcotte, Ivonne Valencia, René Welter, Shane Williamson, Betsy Williamson, Shane Williamson, Dan Wood, George Yu.

2.3.2 Full-time faculty

Professors Bruce Anderson and Radoslav Zuk retired in 2003, closing a chapter on a combined total of 75 years of full-time teaching in the School of Architecture. Each was actively involved in the professional program, and more significantly, in design teaching, in addition to their other responsibilities.

Professor Zuk's salary slot is presently covering the salaries of two half-time-equivalent positions, Julia Bourke and Howard Davies. Professor Bourke's salary is also complemented with funding from the new NSERC Design Chair in Design for Extreme Environments.

Professor Anderson will be replaced at the level of Assistant Professor by a candidate with the professional and research credentials that protect the tradition of design teaching in the School and the professional accreditation of the program, as well as key research areas. New appointments should support initiatives in sustainable design, urban design and landscape architecture, cultural landscapes, virtual environments, and heritage and conservation.

A new full-time position, appointed jointly between Architecture and Urban Planning, will also be required to support the new joint Master of Urban Design initiative with UdeM and the City of Montreal.

Other strategic partnerships and joint appointments could enhance the profile of the school in key areas. Potential partners, in addition to Urban Planning, include:
  McGill School of the Environment (Sustainable Design)

    Mechanical Engineering (Sustainable Design)
    Electrical and Computer Engineering (Visualization and Virtual Environments)
    Faculty of Medicine (Healthcare Design)

In October, 2005, the University approved two searches for full-time tenure track faculty in the School. One position is in the area of Building Science and Sustainable Design, and the other, which will be cross appointed in Urban Planning, supports the proposed joint program in Urban Design. The funding for both positions is secure and the searches are underway.

Full-time and emeritus faculty include:

NAME	TEACHING AND RESEARCH INTERESTS	ACADEMIC RANK	gender	ft / pt	tenure
ADAMS, Annmarie	History of architecture and urbanism; material culture; women and architecture;19th c housing reforms; postwar suburbs; 20th c hospitals	Macdonald Professor	f	ft	t
BHATT, Vikram	Housing and human settlements in developing areas; affordable and minimum-cost housing; energy, environment and buildings	Professor	m	ft	t
BRESSANI, Martin	Modern European architecture; design studio	Associate Professor	m	ft	t
CASTRO, Ricardo	Theory and criticism; history of architecture; 20th c and Latin-American architecture; the work of architect Rogelio Salmona	Associate Professor	m	ft	t
COVO, David	Architectural representation; housing in developing countries; barrier-free design; computer-aided design	Associate Professor	m	ft	t
DRUMMOND, Derek	Civic Design; site usage	Macdonald Professor Emeritus	m	pt	-
FRIEDMAN, Abraham	Affordable and sustainable homes and neighbourhoods; affordable homes and communities	Professor	m	ft	t

MELLIN, Robert	Vernacular architecture /material culture; architectural design studio education; urban design/preservation	Associate Professor	m	ft	t
PÉREZ-GÓMEZ, Alberto	History and theory; philosophy of architecture, esp. European, 17th-19th c; relationships with history of science; ethics/aesthetics; contemporary praxis	Professor	m	ft	t
SHEPPARD, Adrian	Retrofitting of old buildings into housing; design issues in urban housing; re-use of existing buildings; design issues in studio teaching	Professor	m	ft	t
SIJPKES, Pieter	Structures, history of housing	Associate Professor	m	ft	t
ZUK, Radoslav	Systems, design methodology, geometry	Professor Emeritus	m	pt	-

2.3.3 Part-time faculty

The complement of Adjunct faculty teaching design and other courses includes more than 35 persons, most of whom are respected practitioners in Montreal. This group is an essential source of both scholarship and professional expertise; it also represents an essential link with the profession and, incidentally, allows us to improve significantly the gender balance among our teaching staff. However, the budget for part-time teaching has failed to keep pace with the incremental improvements to full-time salary allocations, and must be upgraded to reflect current demands and expectations.

Recent discussions have identified the possibility of a new type of appointment, the Professor-in-Practice, a permanent but part-time position with clearly defined expectations regarding teaching, research and administrative responsibilities. At least two of our 'sister' programs – Université de Montréal and University of Toronto – have moved in this direction, and have been able to secure, on a permanent but part-time basis, commitments to their professional programs from outstanding young practitioners.

The possibility of a position like this was first introduced by the VP Academic in 2000-2001, discussed in Chairs and Directors, and enthusiastically endorsed by the Visiting Team in the accreditation exercises of spring 2001 and 2006.

NAME	PRIMARY TEACHING RESPONSIBILITY	ACADEMIC RANK	gender	ft / pt	tenure
ASSELIN, Manon	Studio	Adjunct Professor	f	.33	nt
BAIRD, Cecile	Studio	Adjunct Professor	f	.15	nt
BALABAN, Tom	Studio	Adjunct Professor	m	.25	nt
BIENIECKA, Ewa	Studio	Adjunct Professor	f	.33	nt
BOURKE, Julia	Studio / seminar	Adjunct Professor	f	.5	nt
BOUTROS, Raouf	Studio	Adjunct Professor	m	.15	nt
CARROLL, Michael	Studio	Adjunct Professor	m	.33	nt
CHARLEBOIS, Cameron	Studio critic	Adjunct Professor	m	.1	nt
CLAIBORNE, Robert	Studio	Adjunct Professor	m	.33	nt
DAVIES, Howard	Studio	Adjunct Professor	m	.33	nt
DROLET, Georges	Studio	Adjunct Professor	m	.15	nt
EMOND, François	Landscape / Studio	Adjunct Professor	m	.4	nt
GERSOVITZ, Julia	History of Architecture in Canada / Historic Preservation / studio	Adjunct Professor	f	.33	nt
HANGANU, Dan	Thesis critic	Adjunct Professor	m	.1	nt
HYDES, Kevin	Energy Environment and Building	Adjunct Professor	m	.33	nt
JAMPEN, Pierre	Studio	Adjunct Professor	m	.33	nt
JONES, Simon	Studio	Adjunct Professor	m	.2	nt
KLOPP, Richard	Studio	Adjunct Professor	m	.2	nt
LEBEL, Annie	Studio	Adjunct Professor	f	.33	nt
LEVINE, Seymour	Mechanical services	Adjunct Professor	m	.15	nt
MELANSON, Serge	Acoustics	Adjunct Professor	m	.15	nt

MOSS, Rosanne	Studio	Adjunct Professor	f	.15	nt
NASH, Joanna	Freehand Drawing and Painting	Adjunct Professor	f	.33	nt
PELLETIER, Louise	Studio	Adjunct Professor	f	.33	nt
PODDUBIUK, Mark	Advanced Construction Professional Practice	Adjunct Professor	m	.15	nt
REINHART, Christophe	Lighting; building simulation	Adjunct Professor	f	.15	nt
RUSSELL, Richard	Computer-aided Building Design	Adjunct Professor	m	.15	nt
SAMPSON, Conor	Electrical services and lighting	Adjunct Professor	m	.15	nt
SAIA, Pierina	Studio	Adjunct professor	f	.33	nt
SCHEFFER, Carole	Studio	Adjunct Professor	f	.33	nt
THEODORE, David	Studio, Research Associate	Adjunct Professor	m	.33	nt
THEOPHANIDES, Sheila	Studio	Adjunct Professor	f	.15	nt
YIP, Sam	Advanced Computer Modeling	Adjunct Professor	m	.15	nt
ZORKO, Joseph	Building Regulations	Adjunct Professor	m	.15	nt

2.3.4 Administrative and other support staff

The School of Architecture is served by a loyal and effective team of administrative, clerical and technical personnel.

Name	Classification	gender	ft/pt	Responsibilities
David Krawitz	M1 Administrative Officer	m	ft	Provides administrative support. Prepares operating budget, maintains relations with alumni, other university departments and schools of architecture. Collects information for annual report, edits texts and promotional material for publication, coordinates correspondence for Director, responds to inquiries, maintains records and files. Prepares appointment forms for adjunct professors and teaching assistants. Prepares postings for teaching assistants. Interviews and hires work-study students and casual employees.

Mary Lanni-Campoli	M1 Student Advisor - Program Coordinator	f	ft	Advises B.Sc.(Arch) students and M.Arch.I students before, during and after admission. Responsible for registration, student records, timetable and exchange programs. Coordinates applications for internal transfer, special and visiting students. Advises students on scholarships and bursaries; coordinates scholarship meetings. Secretary to Curriculum Committee. Organises and participates in pre-registration counselling. Acts as Associate Building Director. Hires work-study students and casual employees.
Marcia King	C6 Graduate program secretary	f	ft	Administers all aspects of application and admission process for post-professional Master's program. Provides secretarial services to chair of graduate admissions committees. Distributes keys and mail, receives and directs visitors, coordinates special events, answers phone queries.
Veena Gujrathi	C6 Accounts clerk	f	ft	Monitors and maintains School's accounts; processes travel expense claims invoices etc. on Banner Financial Information System; prepares casual payroll forms. Coordinates booking of flights and hotels for visitors, orders materials and stationary for School, renews service contracts and insurance coverage on equipment, etc. Telephone coordinator: prepares charges for phone and fax each month.
Luciana Adoyo	Secretary	f	ft	Secretary to the Saidye Rosner-Bronfman Chair in Architectural History and Theory; performs secretarial tasks as required; prepares budget for History and Theory Program; coordinates PhD program admissions, awards, examinations.

Carrie Henzie	T4 Multi-media technician	f	ft	Supervise students working in photography and desk-top publishing facilities; coordinates photographic archiving of student and staff work; coordinates annual publication of student and staff work; liaises with faculty network personnel on School IT resources and software issues
David Speller	T5 Workshop Technician	m	ft	Supervises students working in shop; maintains workshop budget, orders materials and tools as necessary; instructs students on correct use of tools and materials; advises students on workshop-related projects.

2.3.5 Academic workload (revised 26-09-05)

The School's policy on academic workload was approved by the Faculty of Engineering in 1997. Full-time members of the teaching staff are expected to participate in three categories of academic activity: teaching; research and professional work; and community service (administrative contributions and involvement in the professional community). The distribution of each individual's time between the areas of activity is not prescribed, but reviewed on an individual basis with the Director.

    1. Teaching

    Teaching responsibilities in the School fall into a number of different types of course offering:
       1. Professional program: design studios
       2. Professional program: thesis project supervision
       3. Undergraduate and graduate lecture and seminar courses
       4. Supervision of independent studies
       5. Post-professional graduate program: design studios
       6. Supervision of post-professional graduate students
       7. Summer report marking
       8. Summer courses: Sketching School, Summer Course Abroad, and others
       9. Coordination and supervision of student travel:
          Field trips within studio and lecture courses
          Shaver Traveling Scholarship

    Under normal circumstances, professors are expected to:
       1. teach one studio and one lecture or seminar course, per term, or the equivalent;
       2. supervise graduate students;
       3. supervise 3-4 professional thesis projects; this may include marking a thesis research report or other related paper;
       4. work with one or more students undertaking independent studies;

5. attend crits and reviews as required;
6. participate in the teaching of multi-disciplinary courses offered in other units, such as Urban Planning, Physical and Occupational Therapy, Mechanical Engineering and Art History

Faculty members also regularly act as guest critics for colleagues in other studios, and for colleagues at other Schools of Architecture, principally Laval, University of Montreal, UQAM, and Carleton, and sit on Ph.D. committees in other McGill and Montreal university departments when requested.

2. Research and professional work

Faculty members are expected to engage in funded and unfunded research leading to publication, exhibitions and participation in conferences and workshops. Faculty are also encouraged to engage in consulting and design activity that leads to built work and to propositions for built work.

3. Community service:

Administration
Faculty members are expected to contribute to the administrative governance of the School, Faculty and University. This includes: regular committee work at all levels; special projects such as Open House, Reunion, and special celebrations; and participation in a variety of advisory and decision-making groups operating around the campus, such as the Architectural Advisory Committee, the Visual Arts Committee, the Garden and Grounds Committee, and Library Committees.

Public and professional Community
Faculty members are also expected to engage in community activities, taking advantage of opportunities to promote both the profession and the School. These activities vary from contributions to the public media to involvement with the Order of Architects, the Royal Architectural Institute of Canada, the Canadian Architectural Certification Board, the Canadian Council of Canadian Schools of Architecture, the Association of Collegiate Schools of Architecture and participation in the work of Competition Juries and Special Commissions.

2.3.6 Administrative and Community Service

The following tables summarize involvement by full-time and part-time academic and non-academic staff in administrative and community service. (M = member of a committee, C = committee chair)

Administration and community service

Administration and community service 2005 - 2006	Annmarie Adams	Vikram Bhatt	Martin Bressani	Ricardo Castro	David Covo	Derek Drummond	Avi Friedman	Robert Mellin	Alberto Pérez-Gómez	Adrian Sheppard	Pieter Sijpkes	Rad Zuk	Julia Bourke	Howard Davies	Julia Gersovitz	Richard Russell	Carole Scheffer	Sam Yip	David Theodore	student representation	Veena Gujrathi	Carrie Henzie	Luciana Adoyo	Marcia King	David Krawitz	Mary Lanni-Campoli	David Speller
School of Architecture																											
Professional program director					C																						
Post-professional program director	X	X					X			C																	
Curriculum committee	M		M		C				M	M				M						3							M
Admissions committee, BSc(Arch)			M	M			C																				M
Admissions committee, MArch I			M	C			M			M																	M
Admissions committee, MArch II, PhD	M	M		M			M		C															M	M		
Information technology resources																	M	M	C			M			M		
Scholarships (3 committees)	M	M	M	M			M		C	C	M	M												M	M		M
Speakers			C																	4							
Exhibitions				M																4					C		
Work experience / internship			M							M																C	
Space Planning				M						M															M		
Promotions										M																	
Publications				M																		C				M	M
Slide collection and multi-media resources	C																					M					
Exchange Programs		M		M	M		M			M		M														C	
Website																						M			C		
Search committees	C	M	M	M						M										2					M		
Faculty Review Group	C	M								M																	
Faculty of Engineering																											
Academic Committee					M																						
Admissions to Undergraduate Programs			M				M																				
Colleges and Schools Liaison			M																							M	
DACOR			M																								
Engineering Committee on Computing																		M		1							
Environmental Engineering													M														
Faculty Review Group	M																										
Graduate Fellowships																											
Honorary Degrees										M																	
Nominating Committee										M																	
Planning Committee			M		M																						
Safety Committee																											M
Space Planning					M																						
Standing					M																						
Outstanding Teaching Award									M																		
Teaching and Learning											M									1							
Tenure and Promotion																											

Administration and community service 2005 - 2006	Annmarie Adams	Vikram Bhatt	Martin Bressani	Ricardo Castro	David Covo	Derek Drummond	Avi Friedman	Robert Mellin	Alberto Pérez-Gómez	Adrian Sheppard	Pieter Sijpkes	Rad Zuk	Julia Bourke	Howard Davies	Julia Gersovitz	Richard Russell	Carole Scheffer	Sam Yip	David Theodore	student representation	Veena Gujrathi	Carrie Henzie	Luciana Adoyo	Marcia King	David Krawitz	Mary Lanni-Campoli	David Speller
University																											
Senate		M																									
Building and Property Committee					M																						
Capital Projects					M																						
Senate Committee on Physical Development	M				M																						
Senate sub-committee on Sustainability													M														
Architectural Advisory Committee					C	M				M							M										
Gardens and Grounds Committee					C	M																					
Visual Arts Committee					C																						
Green Building Task Force					M																						
Faculty of Graduate Studies and Research Council							M		M																		
Ad Hoc Committee on International Relations		M																									
University Grievance Committee		M																									
University Appeals Committee	M																										
Special Libraries Advisory Committee				M																							
Faculty of Arts - Tenure Committee				M																							
Centre for Research and Teaching on Women	M																										
Principal's Advisory Committee on Heritage	M															M											
Teaching and Learning Space Workgroup					M																						
Master Plan Task Force					M																						
Community - Professional																											
OAQ - Comité de formation					M																						
OAQ - mentorship					X					X																	
CACB - Visiting Teams	X		X		X																						
CCUSA					M																						
ACSA - Faculty Councillor				X																							
RAIC - Syllabus Task Force					M																						
Ville de Montreal											M																
OEE (NRC) National Advisory Council							M																				
Architectural competition juries				X		X				X																	
Institut de recherche en l'histoire de l'architecture	M		M	M					M																		
College of Reviewers - Canada Research Chairs	M																										
Heritage Foundation of Newfoundland & Labrador								M																			
Editorial Boards	M			M				M	M	M																	

2.3.7 Recent awards and appointments

• Annmarie Adams has been awarded a $230,000 grant from the Canadian Institute of Health Research for a project with Patricia McKeever from the University of Toronto and Karen Spalding from Ryerson; they will study the impact of atrium architecture on patients at Toronto's Hospital for Sick Children.

• Professor Robert Mellin has been named Chair of the Board of Directors of the Heritage Foundation of Newfoundland and Labrador.

• Alberto Pérez-Gómez has edited, with Dalhousie's Stephen Parcell, *Chora IV: Intervals in the*

Philosophy of Architecture, published by McGill-Queen's Press. The very successful Chora series, conceived by Pérez-Gómez, has been internationally acclaimed for its contributions to critical writing on the history and theory of architecture.

• Professor Derek Drummond, who retired in December 2004 after more than 40 years in the School of Architecture, was appointed William C. Macdonald Emeritus Professor of Architecture.

• Ricardo Castro was awarded the 2005 Ida and Samuel Fromson Award for Outstanding Teaching in the Faculty of Engineering.

• Ricardo Castro also coordinated paper selection and chaired a session at the recent Association of Collegiate Schools of Architecture (ACSA) Annual Meeting in Chicago in March.

• Adjunct Professor David Theodore was the first winner of the new Gerald Sheff Medal for Teaching Excellence in the School of Architecture, which celebrates outstanding teaching by part-time faculty. Howard Davies won the award for 2005-2006.

• David Covo and Dr. Gabriel Merigo Basurto of the Universidad Nacional Autónoma de México, Mexico City, were co-chairs of the 2005 ACSA International Conference, which took place in Mexico City in June, 2005. Vikram Bhatt chaired the paper review and selection process for the session on urban housing at the same conference.

• The 2005 ACSA International Conference in Mexico also saw a number of our graduate students and recent graduates participate as session chairs, moderators or presenters: Jean-Pierre Chupin, Marc Neveu, Clara Murgeitio, Aliki Economides, Patrick Harrop, Robert Kirkbride and Masa Noguchi.

• Professor Annmarie Adams was appointed William C. Macdonald Professor of Architecture in the winter of 2006

• The Governor General's Medals in Architecture are Canada's most prestigious national architectural awards program; it is held every second year and recognizes a maximum of 12 buildings over the two-year period. The jury is international, and this year included architects from Canada, the US, Great Britain and Denmark. Six of the twelve buildings recognized with medals in the 2006 round are by firms directed by McGill graduates, and four of these six winning buildings are by Adjunct Professors in the School:

> Prof. Manon Asselin, who practices with her husband Katsu Yamazaki (both are grads), and who will be receiving medals for two projects;
> Prof. Howard Davies, who practices with Anne Cormier and Randy Cohen (all three are grads), and
> Prof. Annie Lebel, who practices with McGill grad Stephane Pratte.

2.3.8 Human resource development

i) Travel grants, research and personal development

The School of Architecture provides annual travel grants of $500 to all full-time staff, to support participation in conferences, symposia and training workshops. The university provides an additional Professional Development Allowance of $500 per year. An additional $2000-3000 is disbursed annually by the School to individual faculty members to recognize and support extraordinary achievement and initiatives, for example, travel to an ACSA Annual Meeting to receive a special award. The Faculty of Engineering provides special support to those wishing to study French in an approved program, and the Faculty of Graduate Studies and Research provides annual grants to faculty members invited to present at a conference or symposium.

Faculty are encouraged to participate in workshops and symposia developing particular expertise, and are supported, when possible, with one-time travel grants. Professor Robert Mellin, for example, has attended annual workshops on Archicad with support from the School. New appointments are provided with office space, furniture and a computer, and in addition, are automatically eligible, on approval of their research proposal, for start-up research funding with contributions from the School, Faculty of Engineering, and

Faculty of Graduate Studies and Research.

All staff, academic and non-academic, are encouraged to take advantage of course offerings on and off campus improving computer skills and developing familiarity with applications for teaching, administration and research. Support generally includes time off, as required, as well as course expenses.

ii) Sabbatical year

The most significant form of support for faculty development is the sabbatical, for which each full-time member of staff is eligible one year in seven. The University guarantees 90% of the individual's salary, and will also pay up to 50% of the salary in the form of a research grant, on the condition that the candidate's research proposal is approved. When the candidate has been unable to secure other revenue, the University will generally provide 100% salary.

Professor Robert Mellin is presently on sabbatical. In the five years since the accreditation visit of 2001, the following have been awarded sabbatic leaves: Avi Friedman, Ricardo Castro, Alberto Pérez-Gómez, Annmarie Adams and Vikram Bhatt.

At a recent presentation by the Vice-principal (Finance), the possibility of a sabbatical program for administrative personnel was discussed. This is an idea that the School would endorse wholeheartedly.

iii) Promotion and tenure

The University and Faculty Guidelines for Promotion and Tenure have been revised to recognize in a significant way the special nature of the dossier of an architect with built work as well as more conventional forms of research and publication in a dossier submitted for consideration of promotion or tenure. Following is an extract from Guidelines for Reappointment and Granting of Tenure in the Engineering Departments (April 98):

> Candidates in the School of Architecture are expected to maintain, in addition to a regular research dossier, a comprehensive portfolio of their design work, where appropriate. For those engaged in architectural design or in related design fields, the portfolio should include sketch designs, renderings, photographs or slides of models and built work, working drawings and details, site and contextual information, programmatic information, letters of assessment from professionals, press reviews, architectural journal reviews, details of honours and awards, and any other documentation which would be helpful in the assessment of the creative achievement.

> The portfolio shall be assessed by the School's Promotion and Tenure Committee and a recommendation made relating to reappointment, or to promotion and tenure. In the case of reappointment, the School's recommendation may be based in part on an assessment of the portfolio by an external evaluator selected from a list of six names agreed to by both the candidate and the Director of the School. A positive recommendation by the School will be warranted if there is evidence that substantial progress has been made towards qualification for tenure. In the case of tenure, a positive recommendation by the School will be warranted if the portfolio demonstrates superior professional activity in design, in accordance with university regulations. The Tenure Committee, acting under Arcticle 5.19.2 of the 1998 Handbook of Regulations and Policies for Academic Staff, may include the portfolio in the dossier forwarded to external evaluators.

In the last five years, Professor Robert Mellin was awarded tenure, and Professors Avi Friedman and Annmarie Adams were promoted to the rank of Full Professor.

iv) Mentoring

In February 1997, the Faculty of Engineering adopted and implemented a Policy on Mentoring of Junior Faculty. The objectives of this program are to link tenure track professors with experienced academics who provide advice on teaching, research, the profession, and the inner, sometimes mysterious, workings of the University. It is also the policy in the School of Architecture to pair new faculty with more experienced colleagues in team teaching situations in the design studio, providing another, albeit less formal, mechanism for introducing new faculty members to the culture of the School.

v) Practice and licensure

Of the twelve full-time and half-time faculty, seven are registered in Quebec or elsewhere in Canada; two are Fellows of the Royal Architectural Institute of Canada, and one is a member of the Royal Academy of the Arts. Members of staff are active on committees of both the Order of Architects of Quebec (Education Committee), the RAIC (Awards Task Force), the Canadian Architectural Certification Board, and the National Practice Program (International Relations Committee).

2.4   Summary of current research

A recent (Fall '05) survey for the Canadian Design Research Network developed the following summary of funded research activity in the School:

1. Annmarie Adams
1.1 Medicine by Design: A Hospital for the 21st Century
(CIHR/SSHRC/NHRDP Health Career Award - $105,000 per year for 5 yrs.)
"Medicine by Design" is a five-year project exploring the spatial order of late twentieth-century medicine through the architecture of Canadian hospitals constructed since World War II. The project exploits non-traditional interdisciplinary sources to uncover the relationships people believe exist between their bodies and the spaces they inhabit, a methodology forged in Adams' first book (*Architecture in the Family Way: Women, Houses, and Doctors, 1870-1900* (1996). The project emphasizes the "how-to" of contemporary hospital architecture, and includes educational initiatives such as an interactive website and a symposium (hosted in association with the International Network for the History of Hospitals in June 2003).

1.2 Design and Practice: Tuberculosis in Montreal, 1880-2002
(SSHRC Standard Research Grant - $72,254 total for 3 years)
"Design and Practice" explores the relationship of tuberculosis and space at four key moments in Montreal between 1880 and 2002. This multi-disciplinary investigation situates *design* as a fulcrum at which various *practices* come to bear on defining the problem of tuberculosis and the practical remedies called for in its solution. Whereas other scholars have often used houses and hospitals as passive illustrations for their social and medical histories, this project, instead, posits design as an active force in the practice of medicine. The design of houses, hospitals, neighbourhoods, cities, and legislation, this study argues, contributes directly to the ways experts and ordinary people have attempted to comprehend and counter disease transmission. This project embraces both *design* and *practice* in broad terms: architectural, urban, legislative, social, material, technological, textual, and medical.

1.3 The Virtual History of Canadian Hospitals
(Hannah Educator Grant - $6,500 total for 1 year / and Richard M. Tomlinson Digital Library & Access Award - $8,625 total for 1 year)
This project involves the construction of a searchable, web-based data bank of approximately 800 images of Montreal area hospitals.

1.4 The Pediatric Hospital Atrium: Designers' Intentions versus Children's Experiences
(CIHR Operating Grant - $228,597 for 2 years)
This study of the Hospital for Sick Children (HSC), Toronto, explores the ways in which designers and patients understand and use the eight-storey 1993 addition, The Atrium. Open 24/7, hundreds of children pass through the namesake public entrance atrium everyday. The building is one of the earliest and most influential of hundreds of atrium-based healthcare centres in North America. The study features a highly original interdisciplinary focus on children's agency in hospital environments. Directed by an architectural historian and a health sociologist who specialize in *health* and *place*, the research team will use qualitative methods together with historical and spatial analyses to examine the intentions and uses of *central aspects of* the atrium, collecting data from systematic observations, focused interviews, and textual and visual documents.

1.5 Medicine by Design
(McGill/Dawson Program - $75,000 total for 5 years)

2. Vikram Bhatt

2.1 Urban Agriculture; Making the Edible Landscape
(IDRC and UNHabitat - $567,000 over 3 years)
A global partnership with three cities in three continents to develop urban agriculture projects to show how growing food in the cities, particularly in poor residential areas and squatter settlements, can be made a permanent feature. The results of these initiatives will be shared with 200 mayors at the World Urban Forum of the UN habitat in 2007 in Vancouver.

2.2 North American Sustainability, Housing and Community Consortium (NASHCC)
(HRDC - $160,000 over 4 years)
A four-year continental exchange program in architecture to expose students from Mexico, the US, and Canada to urgent problems of urban housing and sustainable development in North American cities; students will engage in hands-on design and problem-solving situations that demand community-based multi-disciplinary and multi-cultural professional skills, in order to help create borderless working space and professionals.

3. Julia Bourke
3.1 Design for Extreme Environments
(NSERC Research grant: $75,000 over 5 years)
Sustainable design theory and practice, focusing on the integrated design process, with particular emphasis on the rapprochement of architects and mechanical/electrical engineers. Coursework includes a sustainable design studio taught with "natural systems" engineer Kevin Hydes of Keen Engineering, and an inter-disciplinary sustainable design seminar.

4. Martin Bressani
4.1 The Fictive and the Decorative: Architecture, "Possible Worlds," and the Synthesis of the Arts in France (1715-1905) and in Canada (1715-1925)
(SSHRC - $63,500 over 3 years, with co-Investigator, Professor Marc Grignon, Laval University)
As an "add on" to architectural form, décor has often had bad press within the discipline of architectural history: historians tend to assume that the décor is of minor importance, interesting only to the connoisseur or the dealer in *objets d'art* and antiques. The key objective of this research program is to reach an understanding of the decorative dimension of architecture commensurate with its real importance in experience. Our primary hypothesis is that the décor, understood as the "sensible layer" of a building, allows architecture into the domain of the fiction usually associated with literary experience. Studying the development of architectural décor in France from the Rococo to the late-19th-century notion of *Gesamtkunstwerk*, the researchers examine the ways in which appearances in architecture partook of the cultural transformations broadly labeled as modern.

4.2 Viollet-le-Duc and the Rise of a Socio-Geography of Architecture
(IRHA - $5,000 over 2 years)
Viollet-le-Duc participated in the 19th-century re-definition of the locus through his active participation in French preservation institutions but also through his studies on the middle ages and particularly military architecture and the historical form of the house. In these two latter cases, his research begins with geographical classifications and sociological considerations and by way of architecture goes on to consider the structure of the city and the countryside. In this respect, he anticipated the work of social geographers of the later French school of geography and even Henri Focillon's notion of Gothic landscapes. The research is precisely to establish a genealogy for Viollet-le-Duc's understanding of architecture as the site of an (often violent) intercourse between landscape (geography) and race (ethnography) through history.

5. Ricardo Castro

5.1 Design of exhibition on Arthur Erickson's architecture
(Vancouver Art Gallery - $7,500 over 2 years)
Inclusion of 72 of Castro's photographs in the show. The show will include models, artifacts, and drawings illustrating AE's prolific architectural career. Curators of the show are Nicholas Olsberg and Grant Arnold. Castro will act as designer and artist (photographs). The show will be accompanied by the publication of a book on AE architecture, edited by Nicholas Olsberg, which will feature Castro's photographs as part of 12 portfolios on 12 concrete buildings as well a collaboration with David Theodore of 12 essays on each one of the buildings.

6. David Covo
6.1 Architecture in Urban Conservation
(HRSDC International Academic Mobility Initiative - $160,000 over 5 years)
The main objective of the project is to introduce students to planning, documentation and research methodologies that support conservation strategies appropriate for use by all six international participants (McGill and Dalhousie in Canada, Virginia Polytechnic Institute and the University of Florida in the US, Universidad Nacional Autónoma de Mexico and Instituto Tecnológico y de Estudios Superiores de Monterrey in Mexico). Other goals include the creation of community-wide dialogue, education and public awareness of the value of historic sites, guidance for implementation incentives, and funding for conservation projects.

7. Robert Mellin
7.1 Residential Heritage Conservation in St. John's, Newfoundland
(Heritage Foundation of Newfoundland and Labrador [provincial], and the Historic Places Initiative [federal] - $18,000 over 6 months)
Research for book.

7.2 Tilting, Newfoundland
(Newfoundland Museum - $5,000 over 2 years)
Presentation of an exhibit on research on Tilting, Newfoundland.

8. Alberto Pérez-Gómez
8.1 Architects on Love
(Institut de Récherche en Histoire de l'Architecture- $4,200 for one year / supplemented by the Bronfman Chair ongoing research grant – approx. $10,000.00/ yearly)
Seed money to produce a comprehensive philosophy of architecture based on the consideration of *eros* and *philia* as fundamental concepts to grasp the nature of *form* and *program*, respectively, and thus consider meeting points of poetic and ethical concerns in practice.

Information on research initiatives in 2005-2006 will be available at the time of the visit.

2.5   Consulting report

Faculty of Engineering
McGill University

Annual Report of Consulting Activities
For the Period of June 1, 2004 to May 31, 2005

Instructions: Please complete this form, print and sign it, then submit it to your Chair or Director. Please also submit an electronic copy.

Name Staff Summary	Title
Department/School Architecture	Phone: 6704 (David Krawitz / Admin. Officer)
Email	Were you on sabbatical during the reporting year?

Type of activity	Period of activity	
	June 1 to August 31	September 1 to May 31
A. How many days did you spend on:		
1. Professional activities for which remuneration was received (e.g., consulting, short courses, etc.), other than contract research approved by OTT?	50.0	40.0
2. Remunerated days working on research contracts approved by OTT?	30.0	35.0
3. Service to the profession (unremunerated)?	31.0	69.0
Sub-total days (A)	111.0	144.0
B. How many days were you away from the University for:		
1. Remunerated professional activities (other than contracts)?	31.0	17.0
2. Remunerated work on contracts approved by OTT?		
3. Attendance at conferences, visits to other researchers, service to profession and other unremunerated professional activities?	50.0	89.0
Sub-total Days (B)	81.0	106.0

2.6   Financial resources

2.6.1 Operating budget

The School of Architecture's approved operating budget for the academic year 2005-06 is $1,699,092, broken down as follows:

Academic salaries, full-time	846 303
Endowed salaries	133 237
Academic salaries, part-time	291 812
Teaching assistants	46 435
Non-academic salaries	272 371
Non-academic salaries, part-time and casual	27 930
General	81 004
sub total	1 699 092

2.6.2 Special projects

In addition to the operating budget, the Faculty provides annual support for capital equipment purchase, and the Faculty and University jointly support approved special initiatives. Special projects approved for the 2005-06 session in the School include the design and construction of new studio workstations for the first year studio and the renovation of 325 square metres of space on the second floor for graduate studios and seminar rooms:

New post-professional graduate studio	535 000
New post-professional graduate studio furniture	60 000
New U1 studio furniture	67 000
Annual capital equipment allocation	19 600

2.6.3 Fund-raising and other revenue sources

The Faculty of Engineering is served by two fund-raising and development officers, who work with departments and schools and provide an effective liaison with the University's central Development and Alumni Relations Office. The School also works directly with major gift and special project personnel in the University's Development and Alumni Relations Office.

In the last five years, annual donations, not including special gifts, have increased from approximately $30,000 to approximately $60,000. In the same period, endowments dedicated mainly to scholarships, teaching resources and visiting lectures have increased by more than $1,600,000.

Fund-raising and sponsorship of special events are becoming increasingly important, and unit-specific. Among the administrative reforms under review is an important proposal for a half-time position dedicated to fund-raising, communications and alumni relations.

Recent fund-raising initiatives include:
• In the fall of 2001, the school was the beneficiary of a gift of $600,000 by Gerald Hatch, B.Eng '44,

and Sheila Baillie Hatch, B.Arch '46. The Hatchs' gift has endowed two separate funds: the first is The Sheila Baillie Scholarships in Architecture, which provides $25000 per year in scholarships, and the second is The Sheila Baillie Lecture in Architecture, which generates $5000 per year for a distinguished visiting lecture, or lectures, in architecture.

The Sheila Baillie Scholarships in Architecture
Established in 2001 by Gerald Hatch, B.Eng. '44, and Sheila Baillie, B.Arch. '46, in celebration of the 55th anniversary of the latter's graduation from the School of Architecture. The Sheila Baillie Scholarships in Architecture are awarded to outstanding students entering the B.Sc. (Arch.) Program. While academic standing is of primary importance, account may also be taken of qualities of leadership in community and/or school activities. Value: minimum $5000 per year, renewable.

The Sheila Baillie Lecture in Architecture
Established in 2001 by Gerald Hatch, B.Eng. '44, and Sheila Baillie, B.Arch. '46, in celebration of the 55th anniversary of the latter's graduation from the School of Architecture. The Sheila Baillie Lecture in Architecture is an annual public lecture, or series of lectures, which is managed and hosted by the School of Architecture and intended to celebrate the work of distinguished female educators and practitioners.

• A gift by graduate David Molson, B. Arch. '51, in 2002 enabled our third endowed lecture series in architecture, complementing the Sheila Baillie Hatch Lecture and the Structural Steel Educational Fund Lecture, part of a program launched by Professor Loraine Dearstyne-Fowlow of the University of Calgary. The first William Hobart Molson Lecture in Architecture was held in the fall of 2002, and featured Ben Katchor, NYC-based comic artist.

The William Hobart Molson Lecture in Architecture
Established in 2002 by David Molson, B. Arch. '51, in honour of his father William Hobart Molson. The William Hobart Molson Lecture in Architecture is an annual public lecture, or series of lectures, which is managed and hosted by the School of Architecture and intended to celebrate the work of distinguished educators and practitioners.

• In 2003, the Class of 1977, under the joint leadership of Carole Scheffer and Alan Orton, pledged a class gift of $50,000 to the School of Architecture, and in 2004, the Class of 1979, under the leadership of Ian Macburnie, pledged an additional gift of $20,000. These donations complement and stimulate annual giving by graduates and friends to the School, which continues to grow every year.

• In 2005, the Class of 1977 agreed to allocate their gift of $50,000 toward the complete replacement of the traditional furniture in the first year design studio, an eclectic 'landscape' of 45 workstations. Negotiations with suppliers and manufacturers have developed significant additional donations and discounts, and the new studio was furnished in September 05.

• A recent and very generous commitment to an annual gift by Montreal-based developer David Azrieli brought to a total of four our permanently funded public lectures in architecture. The inaugural **David Azrieli Lecture in Architecture** brought distinguished architect Steven Holl to McGill in the fall of 2003. The second **David Azrieli Lecture in Architecture** introduced an enthusiastic audience of over 750 people to New York-based Architect Daniel Libeskind in October, 2004, and an equally enthusiastic audience to Pritzker Prize Laureate Glen Murcutt in October, 2005.

• A recent commitment by Singapore graduate Siew Fang Chan added a fifth funded lecture to the 2004-05 series; the inaugural Siew Fang Chan Lecture in Architecture was presented by architect François Roche of Paris.

• A generous gift by graduate Gerald Sheff, B.Arch. 64, has endowed a new faculty position, the **Gerald Sheff Visiting Professor of Architecture**. This is an academic appointment that will enable the School to recruit a leading architectural scholar/practitioner to teach in the School for a period of one or two semesters. The candidate will give at least one public lecture while at McGill and will contribute his or her leadership, vision and expertise to teaching and research in the School of Architecture. The gift will be phased over a maximum of five years, at the end of which time the university will match the total to endow a new full-time faculty position in the School. The first appointment of the new Sheff Professor

will be in winter, 2006, and will be dedicated to studio teaching in the M.Arch. (professional) Program. (A previous gift by Gerald Sheff and his partner Ira Gluskin supports the Gluskin Sheff Scholarship, which provides $12,500 in annual support for student exchanges.)

2.6.4 Comparison with other programs

The last five years have seen steady increases in the teaching load of the school. The WSU report for 1999-2000 showed a total figure of 279 for the School of Architecture, the highest figure reported since 1990-91, reflecting, among other factors, the introduction in 1999 of the new M.Arch. I program and growing activity in the Ph.D. program, which had been introduced in 1997. The WSU total for 2000-2001 showed a total of 298, for 2001-2002, a total of 325, for 2002-2003, a total of 320.5.

In 2003-04, Architecture's total WSU of 373 represented **13%** of the Faculty total of 2863; Architecture's graduate WSU represented **18%** of the Faculty's total graduate WSU load.

The Faculty of Engineering Planning Report published the following comparison of Total WSU (Weighted Student Unit) and WSU per full-time academic staff for the academic year 2004-05:

Academic unit	total WSU	full-time acad	WSU/acad staff
Architecture	366.50	10	36.65 (20.36 with FTE of 18)
Chemical	294.72	15	19.65
Civil	395.02	15	26.33
ECE	928.90	52	17.86
Mechanical	565.08	31	18.23
MMM	374.18	28	13.36
Urban Planning	90.53	5	18.11
Totals/averages	3029.23	162	18.70

2.7 Student life

2.7.1 Admissions

Enrollment is relatively steady. Following a slight drop in enrollment in the first year of the B.Sc.(Arch.) program in Fall 1998, reflecting, among other things, dramatic shifts in demographics, we initiated a comprehensive review of our admissions policies and procedures. This review, which was carried out with the active involvement of Faculty and University admissions officers, generated a number of changes, the most significant of which were the following:

- admissions standards were aligned more closely with the rest of the Faculty;
- the 'pre-architecture' program was replaced with a Freshman Program (U0) in Architecture, making the program much more accessible to out-of-province students;
- procedures and deadlines for decisions on files were accelerated, and mechanisms for more direct follow-up with successful candidates, including personal telephone calls, were introduced.

In Fall 2001, 165 students were registered in the Freshman program (U0) and three years (U1, U2, U3) of the B.Sc. (Arch.) program, and 58 students were registered in the professional M.Arch. I program.

In Fall 2002, 162 students were registered in the Freshman program (U0) and three years (U1, U2, U3) of the B.Sc. (Arch.) program, and 56 students were registered in the professional M.Arch. I program. Women students represent more than 50% of the combined population.

In Fall 2003, 152 students were registered in the Freshman program (U0 intake was intentionally reduced) and in the three years (U1, U2, U3) of the B.Sc. (Arch.) program, and 86 students were registered in the professional M.Arch. I program. Women students represented 64% of the combined population.

Admissions to the School of Architecture represent the highest average Cote R scores of students accepted to the Faculty of Engineering. The figures for Fall 05 admissions are:

BSc ARCH -   32.10
BEng MECH - 30.86
BEng MAT -   30.27
BSE -   30.22
BEng COMP & ELEC - 29.92
BEng MIN -   28.85
BEng CIVIL - 28.33

Target admissions to the B.Sc. (Arch.) program for September 2006 have been raised by the University Admissions Office by 10 students, which will increase the size of the class from 45 to 55 students over a two year period. This decision raises serious concerns regarding space, equipment and teaching resources that will have to be addressed.

2.7.2 Recruiting

Reviews of recruiting strategies consistently underline the importance of the School being directly represented at recruiting events in High Schools, CEGEP's and other institutions. Although the Faculty and University are typically well represented in Career Fairs in Montreal and in other centers in Canada and the USA. Admission to the B.Sc. (Arch.) program remains competitive.

In 2002-2003, we recorded 601 applications to the B.Sc.(Arch.) program and 45 new registrations; the selection rate, at 8%, was one of the lowest in the faculty.

Of the new students who registered in the undergraduate program for the 2003-2004 session:
- 27% (32% in 01-02, 27% in 00-01, 41% in 99-00) were from Canadian/non-Quebec high schools and universities
- 11% (3% in 01-02, 9% in 00-01, 18% in 99-00) transferred from institutions overseas
- 59% (59% in 01-02, 54% in 00-01, 32% in 99-00) entered from institutions in Quebec
- 3% (6% in 01-02, 10% in 00-01, 9% in 99-00) entered from American high schools

2.7.3 Retention

Retention rates remain high in both the B.Sc. (Arch.) and B.Arch. programs.

Previously reported retention statistics are reproduced below:

Year started (B.Sc. (Arch.)	95	96	97
% graduating	96	80	85
Average time to complete	3.1	3.0	3.2

Year started (M.Arch. I (Prof))	99	00
% graduating	100	100
Average time to complete	1.5	1.5

Current statistics are in preparation by the University's Office of Planning and Institutional Analysis, and will be added to the report when they become available.

2.7.4 Student support services

Student support services are available at all levels: University, Faculty and School. The small size of the School leads to close relationships between students and academic, as well as non-academic, staff, providing an access to support services not generally available in larger departments.

i) Academic and personal advising

All students entering the program meet individually with Mary Lanni-Campoli, Student Advisor, and as a group with the Director of the School. Each student's relationship with the Student Advisor and Director is maintained throughout the nine semesters of their program. Additional advising, and career guidance, is provided on a regular basis by individual faculty members working with the student in studio and lecture courses, and in many cases, the studio instructor operates as the student's natural, if unofficial, advisor and mentor.

ii) Evaluation of progress

All course instructors are required, if appropriate, to develop some form of mid-term evaluation. These mid-term evaluations may take the form of marks, or a more qualitative indication of progress, and are often presented in the form of written comments. The individual progress of each student through the program is closely monitored by the Student Advisor and the Director. Both the Advisor and the Director

maintain an open-door policy for students and staff, who are usually able to have concerns regarding progress, evaluations, or career issues addressed immediately.

The following guideline is distributed to all instructors:

COURSE GUIDELINES FOR THE SCHOOL OF ARCHITECTURE
(with particular reference to Design Studio Courses)

Course Credit:

The credit assigned to a particular course generally reflects the amount of effort required of the student. One credit normally represents three hours work per week. This is, in general, a combination of lecture hours and other contact hours, such as laboratory periods, tutorial and problem periods, as well as personal study hours. As a guide, the average division of time for a course is indicated in hours in the course listing after the course credit. For example, 3(3-0-6) indicates a credit of three units consisting of three lecture hours per week, no other contact hours and six hours of personal study per week.

Eg: Design & Construction I 6(2-10-6). Credit of 6 units consisting of 2 lecture hours, 10 hours of studio and 6 hours of personal study per week. Workload = 18 hours per week, including scheduled hours, according to the formula. However, in design courses, which are core courses, students may have to spend more time on personal work, depending on their ability.

Reassessment of a Grade:

In accordance with the Charter of Student Rights, and subject to the conditions stated therein, students have the right to consult any written submission for which they have received a mark and the right to discuss this submission with the examiner. If, after such discussion, students want to have a formal final examination reread, they must apply in writing to the Student Affairs Office.

Reread of a Grade:

A student may request the rereading of a grade by completing an application form available from the Records Office. In the case of design studio courses, the student will also need to bring all course work to the Student Advisor in the School of Architecture. The application deadlines are the last day of March, July, and November for fall, winter, and summer courses respectively. Payment of the $35 fee will be charged to the student's McGill account. If the grade is improved as a result of the reread, the fee will not be charged. If the grade is decreased or unchanged, the fee will be levied.

For design courses in the School of Architecture, a reread committee of at least two professors (not associated with the course in question) are asked to review the work in relation to other work in the course representing a range of grades.

Grading:

1. Letter Grades
   Courses are graded either by letter grades or in percentages, but the official grade in each

course is the letter grade. Letter grades and grade point equivalents are shown in the following table:

Letter Grades	Grade Point	Percentage
A	4.0	85-100
A-	3.7	80-84
B+	3.3	75-79
B	3.0	70-74
B-	2.7	65-69
C+	2.3	60-64
C	2.0	55-59
D	1.0	50-54
F(Fail)	0	0-49

J	unexcused absence
K	incomplete
KF	incomplete failed
L	deferred
T	credit by examination only

Grades A, A-, B+, B, B-, C+ and C indicate satisfactory results. Grade D indicates marginal results, which may be acceptable for peripheral courses, but not for core courses. The classification of a course as core or peripheral depends on the individual student's program and will be decided by the department concerned. Grade F is a permanent grade indicating unsatisfactory results. Grade J indicates an unexcused failure to submit assignments or an unexcused absence from an examination. It is equivalent to an F grade.

2. Mid-term Evaluation
Mid-term evaluations should be provided in design courses; this assessment may consist of an evaluation that is not related to specific letter grades. (e.g. Category I - High Calibre work; category II - satisfactory work; category III - work that needs substantial improvement.) Course evaluations must be administered in each course before the publication of any marks. In cases where courses are split into modules, this rule also applies.

3. Individual Student Review
At the end of each course or at mid-term, professors in design courses may meet with individual students to review their progress in the course, to discuss strengths and deficiencies. Such interviews are at the discretion of the individual professor. However, individual students may request a meeting with the professor to discuss his or her academic progress.

4. Incomplete Course Deadlines
An incomplete grade is indicated by a K. The maximum delay granted for completion of course work is three months, after which the student will automatically be given a grade of KF (incomplete/fail). The last day for submission of deferred grades is Mach 31st for A semester courses, August 15th for B semester courses, and December 1st for summer courses. The last date for submission of grades for summer courses for students graduating in November is September 15th. Please note: a "K" Request Form may be picked up from the Student Advisor's Office, and must be submitted at the time of marking.

The L grade indicates a deferred grade for medical or other valid reasons. An L grade will be

replaced by a J grade if the student misses the next deferred or regular examination in the course, whichever occurs first. Please note: a doctor's note must be provided soon after the illness.

5. Final Examinations

Faculty and University Examination Regulations are posted on the Records Office web site at www.Engineering.McGill.ca/records/records.htm. Please note that final examinations cannot be held during the last two weeks of classes, unless a previous precedent has been established.

Course Outlines:

Course outlines should be handed out to students at the beginning of each course. The outlines should be posted on the school notice board on the third floor. The course outline should indicate the value of each component of the course including projects, tests, workbooks, exams, and other elements, that will contribute to the mark in the course.

Attendance:

In architecture, work in design courses is carried out in the studio, complemented by work in the library and through field trips, etc. It is imperative that students do the majority of their work in the studio in order to maintain contact with other students and professors, and to support the atmosphere of creativity and engagement that simulates the activity in a professional office.

Policy on Ownership of Student Work:

The ownership of all original drawings, models, writings, or other documents submitted in fulfilment of curricular requirements is vested initially in the School; work may be retained by the School for examination, record or any other purpose which members of staff of the School consider to be in the interests of the students, the School or the profession. When work is retained, the School will, under certain circumstances, reimburse the student for the costs of reproduction. This regulation in no way affects the copyright of such material, which is regulated by the Canadian Copyright Act.

Should a member of staff of the School, and the Director of the School, determine that the School no longer needs to retain possession of such documents, they shall publish a written notice to this effect; and if, after three months, the documents have not been removed from the School premises by the person in whom the copyright is vested, or their representative, such documents may be destroyed. Students are advised to make copies of their work for their portfolios before submission for final grades.

Note: Complete information can be found in the Undergraduate Calendar.

iii) Employment / internship

It has long been a requirement that students acquire a minimum of six months of work experience in an architect's office while they are registered in the B.Sc.(Arch.) program. Students do not receive academic credit for the work experience, but are required to submit a detailed report which must be approved by the Director of the School. This 'stage' of six months is not a program requirement; it is one of the requirements for admission into the professional M.Arch.I program.

The Work Experience Guideline has been revised to clarify the intention of the requirement and to permit two months of the six-month requirement to be completed during the M.Arch. I program.

WORK EXPERIENCE GUIDELINE

Students in the B.Sc.(Arch.) program who intend to proceed to the professional degree must complete a minimum of 4 months work experience before entering the M.Arch.I program, and an additional 2 months during the M.Arch.I program (and prior to receiving the M.Arch.I degree), for a total of 6 months work experience. A minimum of 4 months must be fulfilled from Category A, while the remainder (up to 2 months) can be fulfilled from Category B.

Category A - Architectural Work Experience:

Includes work that is directly related to architectural practice.

Examples:
- Professional architectural office
- Building division of an institution (school board, hospital, university)
- Professional engineering office
- Building & planning office of a municipality
- Construction company
- Surveying

Category B – Related Work Experience:

Includes work that is not directly related to architectural practice but that would contribute to an architectural student's experience in relation to future architectural practice.

Examples:
- Research projects (CAC, CCA)
- Surveys
- Inventories
- Photography/graphic work

In order to assist students in the search for architectural work, the School of Architecture maintains an official "Job Notice Board", located on the second floor of the Macdonald-Harrington Building. In addition, a letter explaining the work experience requirement can be obtained from the Student Advisor, if it will be of assistance. In addition, the McGill Student Services offers workshops to assist students in preparing themselves for the workforce.

The Architecture Student Association is compiling a list of architectural firms, which will be available in either the ASA Office (G-02) and with the Student Advisor (Room 202).

We do not operate a coop-style employment office in the school; in other words, students are expected to find their own employment. However, we do post all information received regarding employment opportunities, we coordinate visits by professionals visiting the school to recruit staff, and we try to employ as many as we can on campus when opportunities arise. Typically, 6-10 students will find summer employment in the School or with individual professors, and with the University's Department of

Facilities Management. Students are also able to take advantage of placement services available at MECC (McGill Engineering Career Centre).

2.7.5 Student participation in the life of the university and community

Travel is an integral element of both the required and elective curriculum of the School of Architecture. The principal opportunities for travel are related to field trips in a variety of courses, the Sketching School program, the Summer Courses Abroad program, travelling scholarships in both the B.Sc.(Arch.) and M.Arch. I programs, and exchange programs, and to participation in the activities of regional and national student organizations.

i) Field trips

Field trips provide essential opportunities to take advantage of resources in Montreal and environs, as well as in nearby centres such as Ottawa, New York, Boston, Washington and Chicago. Field trips are integrated within studios at different levels, and in courses such as Organization of Materials in Building, History of Architecture in Canada, History of Domestic Architecture in Quebec, Electrical Services, and Advanced Construction.

ii) Sketching School I and II

This is a compulsory, eight-day summer field course in sketching and painting that moves to a different site each year, the sites being selected for their specific visual characteristics. In the last ten years, the course has taken place in five provinces and two states; sites visited in the last five years include Baie-St-Paul, Quebec (2005), Bar Harbor, Maine (2004), Saint John, NB (2003), Gloucester, Massachusetts (2002), and Perth, Ontario (2001). Students are required to complete two Sketching Schools, one in the B.Sc. and the other in the M.Arch. I program, which means that the size of the group typically ranges between 50 and 75 students.

iii) Summer Course Abroad

Summer Course Abroad is a three-credit four-week course that provides a structured opportunity to observe, record and analyse the urban environment. The course alternates between Aegina, Greece, and Venice, with class sizes that vary from 12 to 24 students.

iv) Traveling scholarships

The School of Architecture is fortunate to be able to offer a number of travelling scholarships, one of the most exciting of which is the Wilfred Truman Shaver Travelling Scholarship. The Shaver is awarded to as many as ten students each year, who undertake, as a group, a four-week study trip under the supervision of one or more staff. Recent Shaver trips have taken students to Switzerland, Tuscany, Malta, Scandinavia and western Europe. A partial list of the major scholarships supporting student travel is provided below:

Wilfred Truman Shaver Scholarships (7-10 @ $3,500 min)

      Gluskin-Sheff Travelling Scholarships (4 @ $3,000 min)
      A.F. Dunlop Scholarships (4 @ $2,500 min)
      The John Bland Scholarship ($6,000 min)
      Hugh McLennan Memorial Scholarship ($4,500)
      The Dr. Soo Kim Lan Prize in Architecture ($2,000)

v) Student Exchanges

The social and academic life of the School benefits from exchange programs with Schools in Austria, Australia, Belgium, Colombia, Denmark, France, Israel, Italy, Mexico and the USA. A limited number of qualified students are invited each year to participate in exchanges with Schools of Architecture at universities which have agreements with the McGill School of Architecture, normally for a maximum of one semester. A new agreement was signed last year with the Royal Danish Academy of Architecture, Copenhagen. Our exchange partners now include:

      Fakultät für Raumplanung und Arkitektur, Technische Universität Wien, Austria
      Facultad de Arquitectura, Universidad de los Andes, Bogotá, Colombia
      Istituto Universitario di Architettura di Venezia, Venice, Italy
      Politecnico di Milano (Bovisa), Milano, Italy
      The Technion, Israel Institute of Technology, Haifa, Israel
      Institut Supérieur d'Architecture, Saint-Luc Bruxelles, Brussels, Belgium
      École d'architecture de Grenoble, Grenoble, France
      École d'architecture Clermont-Ferrand, Clermont-Ferrand, France
      Royal Danish Academy of Architecture, Copenhagen, Denmark

Each year, approximately fifteen of our students participate in an exchange, usually in the winter semester, and an equivalent number of foreign students are accommodated, usually in the second and third-year studios in the fall semester. Discussions on new agreements are underway with schools in Belgium, the Canary Islands, Guatemala and the UK.

The School is also the lead Canadian institution in a six-university consortium formed under the North American Mobility in Education Program. The consortium includes: UNAM and Tec de Monterrey (Querétaro), Mexico; Virginia Tech and University of Florida, USA; and Dalhousie and McGill, Canada. The total funding is approximately $595000 (Canada $160000 from HRDC, US $323000, Mexico $112000). The grant supports a 4-year exchange program between Mexico, the US and Canada, and the project theme is Urban Conservation, with special attention to the historic centres of selected sites in each of the three countries. The first exchanges under the new program took place in 2003-2004. Summer workshops were held in Mexico City and Oaxaca in 2004 and in Nantucket, Massachusetts, in 2005.

vi) Student involvement in the university and community

The ASA participates actively in campus-wide student governance, and sends representatives to both the Student's Society of McGill University (SSMU) and the Post-Graduate Students' Association (PGSS). Every effort is made to facilitate participation by students in extra-curricular activities on and off campus. On the first day of class, students are encouraged to get involved in the life of the campus and the city, to participate in sports programs and student society activities, and to take advantage of every opportunity to broaden their university experience (carpe diem). They are, at the same time, assured that the School will do what it can to see that curricular and extra-curricular activities are harmonized.

The School also supports with annual grants student participation in conferences, and in events and meetings organized by groups such as CASA (Canadian Architecture Students Association) and AIAS, the student affiliate of the American Institute of Architects.

2.7.6 Statistics report to the CACB for 2005-2006

CACB	**Human Resources Statistics Report**				
	Annual Report: 2005-2006 (As per CCUSA model, nov. 1997)				
	School: McGill University School of Architecture				
	Compiled: Professor David Covo, Director / David Krawitz, Administrative Officer				
Student Data	B.Sc.(Arch.) Pre-prof	B.Arch Prof	M.Arch Prof	M.Arch. Post-prof	Ph.D.
Full-Time Students					
- Men	51	-	21	22	18
- Women	92	-	40	21	10
FTE Students (total)	143	-	61	43	28
Architecture Design Studio Students	137 *includes exchange & part-time students	-	60	1	-
Foreign Students	n/a	-	n/a	19	10
Total Degrees Awarded	31	-	37	14	3
- Men	11	-	13	9	2
- Women	20	-	24	5	1
Number of Applicants	555	-	76	91	25
Number enrolled in the given year	43	-	22	29	3
Number of admissions w advanced standing	0	-			

Resource Data (2004-2005)	
Externally generated funds	Donations: $225,000 (includes $200K Sheff endowment) Scholarships: $80,000 (prof. program) $31,000 (post-prof. program / internal)
Income generated by research	$593,000

Faculty Data		**No. Full-time (or Half-Time)** **Faculty Credentials**	
Full (or Half)-Time Regular Faculty			
- Head Count	12	Ph.D.	5
- Total FTE	11	D.Arch.	-
		M.A. or M.S.	-
Full-Time Equivalent (FTE) Faculty	approx. 18		
(including Adjuncts, Sessional		Prof. M.Arch.	1
and Lecturers)		B.Arch.	11
		Post-prof. M.Arch.	8
Licensed Registered Architects		Other	-
- Regular Faculty	6		
- Others	approx. 28/33		
Indicators		**Physical Resources**	
Student Ratio	approx 13:1	Studio Area	12,500 (professional)
(FTE Students / FTE Faculty)	(prof. program)	(net sq.ft.)	3,660 (post-prof)
Studio Ratio	avg 11:1	Total Dedicated Area	44,000
(Arch. Design Students / Studio Faculty)		(net sq.ft.)	
Selection Margin	approx. 8%		
(% of Enrolled Students / Applicants)			

2.8 Information resources

There are five main "Collections" which support teaching and research in the School of Architecture: the *Blackader-Lauterman Library of Architecture and Art*, located in the Redpath Library, is under the direction of Marilyn Berger; the *Canadian Architecture Collection*, housed in space adjacent to the Blackader-Lauterman library, is also under the temporary direction of Ms. Berger. The *Architecture Slide Library*, housed within the Macdonald-Harrington Building, is under the direction of Dr. Annmarie Adams; the *Orson Wheeler Architectural Model Collection,* also housed within the Macdonald-Harrington Building, is under the supervision of Professor Pieter Sijpkes; and the *Materials Centre* is under the direction of Professor Avi Friedman.

2.8.1 Blackader-Lauterman Library of Architecture and Art

The Blackader-Lauterman Library of Architecture and Art is the University's parent library for the School of Architecture, the School of Urban Planning, and the Department of Art History and Communication Studies. The Library originated in the early 1920's with an endowment from the family of the late Gordon Home Blackader, B.Arch. 1906.

Currently the Library holdings comprise close to 109,000 volumes, 2 500 rare volumes now housed in the Rare Books and Special Collections Division, and 350 journal subscriptions. As a result of the evolving curriculum, specialized collections have grown particularly strong in architectural history and design since the Middle Ages, Canadian architecture, urban design, planning and housing, as well as housing in the developing world. New courses in Design Research and in Methodology, Architectural Criticism, Professional Practice, and Building Science have been added. The Library collection is growing at an annual rate of over 2000 volumes. Since 1988, the Library has been fortunate to receive a number of important government grants awarded to specialized research collections. In 1993, the Blackader-Lauterman Library received a $250,000 eight-year collection subsidy from the R. Howard Webster Foundation for the purpose of further strengthening the research component of the collection.

The Library has one of the finest university-based rare book collections in Canada, with a particular strength in Renaissance architectural treatises and iconography. M.Arch. and Ph.D. candidates registered in the Architectural History and Theory Program use the rare materials as their primary working collection in the Architectural History seminar which is taught directly in the Rare Books and Special Collections Division.

Two major gifts-in-kind led to a project to catalogue the personal libraries of both Norbert Schoenauer and John Bland, late Professor Emeritus, McGill School of Architecture. This added nearly 3,000 architecture books to the collection.

Recent purchases include the 3 volume set *The Gothic Revival 1720 – 1870: Literary Sources & Document*, a research tool that offers an overview of Gothic architecture; the important 6 volume *Monuments of Italy,* a regional survey of art, architecture and archaeology from classical to modern times; and foreign language material, particularly Italian and German catalogues raisonnées. New serial subscriptions were purchased including *International Review of African American Art, Bomb, GA Detail, GA Architect, Scroope, Kunstchronik, El Croquis, Built Environment, Res: Anthropology and Aesthetics* and others.

New electronic resources include *Building Green Suite, Art Theorists of the Italian Renaissance* (CD

ROM), *Art Abstracts* (replaces Art Index). The library also subscribes to a number of Ejournals and Ebooks listed on the appropriate Subject Guides on the Blackader website.

The Library supports a strong program of bibliographic instruction at both undergraduate and graduate level, and offers tours, workshops and specialized bibliographic seminars throughout the year. About 10,000 reference questions are handled annually by the staff.

Over the years, the librarian authored or collaborated on a number of specialized publications designed to improve access to material in the library and the architectural archives (CAC). These include *Sources in Iconography* (1994), *Moshe Safdie Buildings and Projects* (1996), *Supervised Research Projects in Urban Planning 1949-1997* (1997) and the Norbert Schoenauer Collections: the Personal Library including a bibliography of writings by and about Schoenauer (2003)

More recently, new technologies have been employed by the Library to make accessible art and architectural information in the electronic form. The Blackader website provides the gateway to a number of these. (http://www.mcgill.ca/blackader/). These are:

Canadian Architect and Builder (CAB), an online full-text searchable version of the historic architectural Canadian journal published between 1888-1908. Newly included is a subject and advertisers' Index to further enhance the searching capability of the database. Done in four phases, this initiative was undertaken with grants by the Young Canada Works in Science and Technology, Canadian Library Association, and the Industry Canada Digital Collections Program.
http://digital.library.mcgill.ca/cab/

Industrial Buildings of Montreal, a digital online resource on industrial architecture in Montreal with a special interest on Lachine Canal.
http://digital.library.mcgill.ca/industrial/

Hospital Architecture in Montreal, a database on hospital architecture in Montreal.
http://digital.library.mcgill.ca/hospitals/

Urban Plan Collections, a database of reports and plans for urban and rural areas around Canada dating from the late '50s to the present time.
http://digital.library.mcgill.ca/urbanplanning/

Moshe Safdie Hypermedia Archive, a database featuring the work of Moshe Safdie including an extensive bibliography.
http://cac.mcgill.ca/safdie/bibliography/bibpage.php

Supervised Research Projects in Urban Planning, a list of research projects submitted by students in their final year as partial fulfillment of a Master of Urban Planning degree.
http://digital.library.mcgill.ca/urbanplanning/supervisedresearchprojects.php

Norbert Schoenauer Housing Archive, a digital database of Schoenauer's slide case studies.
http://cac.mcgill.ca/schoenauer/cases/index.htm.

Marilyn Berger, Head of the Blackader-Lauterman Library, represents the Library on the CREPUQ Art Libraries Sub-committee. Both the Library and the CAC staff are active members of the Art Libraries Society of North America (ARLIS/NA), and they were involved in planning for the Society's annual conference held in Montreal in March 1995.

A core staff of one professional librarian and one library assistant manage the Blackader-Lauterman Library, assisted by students in the Library and Information Studies program at McGill who are trained to work at the reference desk during the academic year. The John Bland Canadian Architecture Collection is managed by a curator who works with students and researchers who provide reference services, access to new material and assistance with projects on the website. (see 3.8.2 for information on the JBCAC.)

2.8.2 John Bland Canadian Architecture Collection (JBCAC)

As one of the McGill University Libraries' Special Collections, the John Bland Canadian Architecture Collection is an important resource for architecture and urban planning research. Its mandate is to document the work of architects who have studied and/or taught at the McGill University School of Architecture and Urban Planning. Through photographs, drawings, and corollary documentation, the JBCAC also seeks to represent the evolution of the McGill campus, the City of Montreal, and the architectural heritage of Quebec and Canada. The JBCAC is administered by the Rare Books and Special Collections Division.

Since 1997, the JBCAC has created an interactive web site which not only lists in detail the holdings of the archive, but in the case of the most prominent fonds housed in the JBCAC collection, the inventories have been mounted online and the web sites provide users with access to the full inventories, contextual materials and hundreds of images of such important collections as Ramsay Traquair, The Maxwell Brothers, Percy Nobbs and Moshe Safdie.

In addition to supporting the teaching and research requirements of the McGill Schools of Architecture and Urban Planning, the JBCAC staff assists other departments within McGill, as well as the architecture and art history departments in the region. The JBCAC also provides a service to practising architects, art and architecture historians, and independent researchers.

The John Bland Canadian Architecture Collection was established by Professor Emeritus John Bland, Director of the McGill School of Architecture from 1941 to 1972. Since the inception, an effort has been made to document and publicize the JBCAC *fonds* through a series of published guides (eleven to date) and more recently electronic publications and websites (nine to date). Researchers interested in exploring the *fonds* held by the JBCAC are encouraged to use the general guide to the *fonds* available on-line at http://cac.mcgill.ca.

The JBCAC contains over seventy *fonds* and currently consists of over 157,240 drawings, 25,000 photographs and 11,780 slides, 190 models, 300 maps, 35 three-dimensional objects as well as 400 linear metres of related professional and personal papers of 19th and 20th century Canadian architects. Vertical files contain material on McGill buildings and biographical information on Canadian architects. As well, the JBCAC serves as a repository for 770 student papers prepared in the last 30 years for the course *History of Architecture in Canada*. The JBCAC supports the teaching and research requirements of the McGill School of Architecture, and its material is used regularly as a resource in the following courses:

ARCH 522   *History of Domestic Architecture in Quebec*
ARCH 372   *History of Architecture in Canada*
ARCH 388   *Introduction to Historic Preservation*

Students also use JBCAC material as the basis for their term projects. The JBCAC prepares its own exhibitions, loans material to museums and other qualified institutions, and sponsors public tours and lectures related to the archives.

The John Bland Canadian Architecture Collection has been awarded numerous important research, exhibition, publication and digitization grants from the federal, provincial and municipal governments. The JBCAC's most challenging initiative has been the acquisition, organization, description and digitization of the largest archive, representing the first half of Moshe Safdie's professional career. The archive currently consists of over 120,000 drawings, 120 sketchbooks, 190 models, 1,100 presentation boards, 360 linear metres of project and office files, 14,000 photographs, 4,625 slides and 190 units of audio-visual material. The project was supported by a three-year research grant from the Social Sciences and Humanities Research Council of Canada. The close relationship with the School of Architecture is demonstrated by the continuous employment of students and alumni in all JBCAC special projects.

2.8.3 The slide collection

The School's slide library is a rich resource for both teaching and research. The collection is approximately 40,000 images, including both lantern and 35 mm slides. It is organized by time period and geographical location, and then by architect (after 1800). All 35 mm slides are fully labelled and safely stored in metal and wooden slide cabinets. Nineteenth- and twentieth-century images, the most heavily used in the collection, have recently been moved to room G12. This new arrangement is secure and lightproof, and the collection is easily accessible to faculty members, particularly Profs. Adams, Castro, and Sheppard, its principal users. This room also boasts a selection of historic slide projectors recently uncovered during renovations on the second floor. The wooden slide cabinets are part of the newly constructed media centre, room G12.

In addition to its value as a teaching tool, the slide library is also an extraordinary source on the history of architectural education at McGill. Most of the lantern slides were taken by Ramsay Traquair, Director of the School from 1913-39. Many of these were transferred to 35 mm in the 1980s, in order to preserve the originals.

The bulk of the 35 mm slides, however, were taken by Peter Collins, who taught at McGill from 1956-81. Not surprisingly, the Collins slides reflect his special interests, particularly architecture in France about 1750, the development of reinforced concrete, and the evolution of Modernism. Since interest in Collins as a historic figure has skyrocketed in the past few years - the Canadian Centre for Architecture (IRHA) hosted a symposium on his legacy in October 1999 - we expect that these slides will become even more valuable, particularly those taken by him. The slide library includes images of his 1948 thesis project for a National Seminary, for example, as well as shots of the Panthéon he took to illustrate his now-famous notion of parallax, first published in 1962. Collins' papers are held in the John Bland Canadian Architecture Collection (CAC). Several scholars from Europe have consulted the slides and the papers this year. For a lengthier discussion of Collins' slides, see Annmarie Adams, With the Precision Appropriate: Images from the Peter Collins Collection, ARQ (Architecture Québec) (Oct. 1993), 18-19.

Since 1990, a number of additions have been made to the slide collection. These are stored individually, in order to preserve their autonomy as sets. These include a box of several hundred slides of Expo '67, a set of teaching slides on acoustics, and a set of lantern slides documenting early Canadian buildings and cities. Also, following expansion of our graduate programs in Housing, we acquired hundreds of new slides of domestic architecture around the world.

The personal slide collections of faculty members also constitute a major teaching resource in the School, numbering over 100,000, and reflect the broad research interests of the faculty. These are mostly stored in individual offices and are in constant use in course lectures and seminars.

- Ricardo Castro's collection is the School's largest, with 50,000 images. Special subjects he has collected include the work of Salmona, Lewerentz, and Plezcnic; colonial architecture in Mexico and Colombia; pre-Columbian architecture; water and architecture.
- Avi Friedman has special collections of housing projects and buildings under construction.
- Alberto Pérez-Gómez' collection is particularly strong in European architecture, architectural theory, and images from treatises.
- Pieter Sijpkes has a collection of slides related to structures of all kinds.
- David Covo maintains a collection of images of vernacular architecture in Europe and Asia, pre-Columbian architecture in Mexico, urban housing in China, and buildings under construction.
- Annmarie Adams has collected images of vernacular architecture, work by women architects, and the history of hospitals. More than one thousand of her hospital slides have been digitized in a pilot project sponsored by the Hannah Institute and McGill's Tomlinson funds:
  http://dcp.library.mcgill.ca/vhch/

In addition to these special interests, all faculty members take slides for teaching while they are traveling. In recent years, many faculty members have opted to use digital images in their courses, rather than traditional slides. Discussions are pending on the issue of whether or not the entire slide library should be digitized, for which major funding would be required. The slide library is currently coordinated by Annmarie Adams and Carrie Henzie.

2.8.4 The Materials Centre

The Materials Centre is a relatively new reference resource, located in recently acquired space in the basement of the Macdonald-Harrington Building, and under the direction of Professor Avi Friedman. The Materials Centre supports teaching and research in the area of building science and other technical subjects in the School of Architecture.

The 1,200-square-foot room contains some 300 product catalogues, several hundred product pamphlets, index catalogues, technical magazines, books, technical videos and CD-ROMs. The well-indexed collection is organized according to the Standard Division and it was designed to be easy to consult by students and staff. The Centre is organized as a reference room, with tables and chairs for on-site consultation and reading. A part-time student assistant helps visitors find items.

The collection forms an integral reference resource for several courses. *Organization of Materials in Building* (ARCH 240), a required course for first-year students, is one of these courses. In several assignments, the students are required to consult the collection, identify and specify products. Sample products and full-sized wall sections are also used in classroom demonstrations. Manufacturers' representatives are also invited to demonstrate their products and elaborate on class topics in the Centre as part of tutorial sessions.

2.8.5 Orson Wheeler Architectural Model Collection

This collection of scale models of over two hundred works of architecture from around the world is a unique treasure. Executed in permanently malleable *Roma Plastilina*, these models were created between 1940 and 1990 by the sculptor Orson Wheeler (1902-1990), who bequeathed the entire collection to the School of Architecture. The majority of the models are built at a scale of 1"=100', with a smaller number at 1"=16'. The curator of the collection is Professor Pieter Sijpkes, who maintains a rotating selection of the models on display in the main lobby and on the third floor of the Macdonald-Harrington Building.

2.9   Physical resources

2.9.1 Summary

The Macdonald-Harrington Building, at 815 Sherbrooke Street West, has been the home of the School of Architecture since 1987. The Building Director is David Covo, who reports to the Building Manager for the entire Engineering complex, Jonathan Rousham. The Associate Building Director for Macdonald-Harrington is Student Advisor Mary Lanni-Campoli.

The School of Architecture is the major occupant of the seven-floor building, and occupies space on every level, for a total of approximately 4060 square metres - net - of the building's gross area of 6232 square metres.

The School's principal space resources include studios on the first, second, third and fifth floors, photographic and darkroom facilities, two well-appointed and recently upgraded lecture rooms, dedicated computer facilities, a new building materials resource centre, a new multi-media resource centre, an exhibition room, a studio dedicated to life-drawing, comfortable faculty, staff and student offices, and the Architecture Café.

2.9.2 Area breakdown: Architecture in the Macdonald-Harrington Building (square metres)

BASEMENT LEVEL

B01	RESOURCE CENTRE	51.3
B02	STORAGE	31.5
B02B	STORAGE	20.9
B04	ARCHIVES	65.7
B09	DARKROOM AND PHOTOGRAPHY STUDIO	45.6
B10	WORKSHOP – SPRAY BOOTH AND SANDBLASTING	24.8
B14	WORKSHOP – 24 HR ANNEX	65.7
B25	WORKSHOP – MAIN WORKSHOP	102.3

GROUND FLOOR

G1	SEMINAR ROOM	49.5
G2	ARCHITECTURE STUDENTS ASSOCIATION	30.1
G2A	ARCHITECTURE STUDENTS ASSOCIATION	22.0
G6	ARCHITECTURE CAFÉ	61.2
G12	MULTI-MEDIA AND ARCHIVES	75.6
G15	FACULTY COMPUTER LAB	307.8
G16	NEW WORKSHOP OFFICE	23.1

FIRST FLOOR (MAIN ENTRANCE LEVEL)

HALL	MAIN CORRIDOR: DISPLAY / CRITS	55.8
101	CRIT ROOM	48.6
102	CRIT ROOM	53.1
103	COMPUTER LAB	63.9
G10	MAIN LECTURE HALL	179.2
114	EXHIBITION ROOM	153.2
115	STUDIO	219.4
115A	STUDIO ANNEX	103.5

SECOND FLOOR

HALL	MAIN CORRIDOR	54.9
200	FOYER	23.1
201	OFFICE	32.2
202	OFFICE: STUDENT	15.8
203	OFFICE: GENERAL	12.2
204	OFFICE: BOOKKEEPER	14.0
205	SEMINAR ROOM	24.8
206	SEMINAR ROOM	27.5

207	SEMINAR ROOM	35.0
208A	PROJECTION ROOM	4.5
208B	KITCHEN	3.2
212	LECTURE ROOM	74.8
214	DESIGN STUDIO	210.0
215	GRADUATE PROGRAM STUDIO	323.0
220	OFFICE: PEREZ-GOMEZ	23.7
222	OFFICE: ADOYO	23.1

THIRD FLOOR

HALL	MAIN CORRIDOR: DISPLAY / CRITS	54.0
301	OFFICE: KRAWITZ	11.2
302	OFFICE: COVO	20.9
303	OFFICE: DRUMMOND	10.1
304	OFFICE: BRESSANI	14.4
305	OFFICE: SHEPPARD	15.3
306	OFFICE: SIJPKES	10.1
307	OFFICE: ZUK	19.8
308	OFFICE: BHATT	24.2
309	OFFICE: ADAMS	15.3
311	OFFICE: CASTRO	14.0
312	STUDIO	155.2
312A	WHEELER MODEL COLLECTION	12.0
313	OFFICE: MELLIN	11.2
314	THIRD YEAR DESIGN STUDIO	207.9
315	OFFICE: FRIEDMAN	18.5
322	DISPLAY	3.2

FOURTH FLOOR

421	SEMINAR ROOM: ARCHITECTURE/URBAN PLANNING

FIFTH FLOOR

HALL	MAIN CORRIDOR: DISPLAY / CRITS	59.4
500	STUDIO	157.4
505	GRADUATE STUDIO (PHD)	74.8
512	FREEHAND DRAWING (50 EASELS)	160.0
514	STUDIO	215.5

2.9.3 Auxiliary facilities

A number of auxiliary facilities serve the School of Architecture. These include several laboratories, workshops, and other resources that support teaching and learning, and research in the School of Architecture.

i) Media Centre

The Media Centre of the School of Architecture is managed by media coordinator Carrie Henzie. The Centre provides staff and students with equipment and technical expertise in four areas of multimedia production and design: photography (digital and film), web design, publication design, and videography.

The traditional photographic facilities include a complete darkroom for black and white film processing and printing. The darkroom facility currently has three 35 mm enlargers and two 4 x 5 inch enlargers. The school also possesses two large format (4x5) Linhoff Technika cameras. Copy facilities include a Leitz Reprovit copy stand for staff and student use.

The Media Centre maintains two digital cameras: a Sony cybershot 5.0 mega pixel camera with a Carl Zeiss lens and a Canon Powershot 5.0 mega pixel camera with canon zoom lens. A Canon Canoscan FS400US is available in the Centre to digitise slides or 35 mm negatives, and an 8.5 x 11 document scanner is available to digitise other media.

The studio area is equipped with seamless backdrops and uses tungsten and quartz lights for the photography of architectural models.

The Media Centre resources also include a Macintosh computer lab with four iMacs and a power PC. The following web publishing software is available to staff and students: Macromedia Dreamweaver, Macromedia Flash and Adobe Golive. All of the computers are connected to high speed internet and the lab has wireless access to provide for students who wish to work on their own laptops. First year Masters students are given web space as part of their *Design Research and Methodology* (ARCH671) course, where they publish a web site and portfolio as part of the course requirements.

Print publishing software, such as Adobe InDesign, Adobe Photoshop, Adobe Illustrator and Adobe Acrobat Professional are available for staff and student use. Generally the print resources are used by Masters students or on special projects by staff or students. The Media Centre produces the annual *Catalogue* of student work. The publication provides the school with a comprehensive record of student work for each school year.

The Media Centre houses the Final Cut Pro video-editing suite. The Macintosh iLife suite is also available at two stations in the lab. Students can use iMovie and iDVD to create, edit and publish their student movies digitally. A Sony digital video camera is available to staff and students for special projects and thesis work. The video centre is popular with Masters students who often use video in their final thesis presentations.

The *Design Research and Methodology* (ARCH671) and the *Architectural Design 2* (ARCH673) courses as well as graduate students in the History & Theory, Domestic Environments, Minimum Cost Housing Group and Affordable Housing programs rely on the Centre's facilities for design thesis and studio work.

In addition to the Video Lab facility, students may use the video editing facilities of the McGill Instructional Multimedia Services (IMS), located on campus in the Stephen Leacock Building.

ii) Workshop Facilities

The School of Architecture Workshop, coordinated and operated by Chief Technician David Speller, provides an important resource for students enrolled in our professional and post-professional programs to carry out projects forming part or all of the requirements of a variety of different courses in the School. The Workshop plays a particularly important role in the design studios, and studios at every level of the program include course work based in part, and occasionally entirely, in the Workshop. The School is well known for the high quality of work produced by students in the Shop, and for the effectiveness with which the Workshop integrates and supports teaching and research at all levels of the program.

Students enjoy access to stations for working with wood, wood products, metal, plaster, glass and plastics, as well as facilities for casting, mold making, sandblasting and spray finishing. A compressed air supply enables the use of air tools throughout.

Recent additions to workshop resources include two installations providing students with high-quality Rapid Prototyping and Fabrication facilities. The workshop now includes a space of 20 square metres dedicated to a 60 watt Universal Laser Cutter, a Stratasys 3000 fused depositional modeler and the computers required to control them. The laser cutter is used to cut and engrave a wide variety of 18" x 31" sheet materials, of which the most common are acrylic, mdf, plywood, mat card, chipboard, and styrene. The fused depositional modeler, or rapid prototyping machine, builds models in three dimensions

(10"x10"x10") in ABS, high impact abs, elastomeric material, or investment casting wax.

The Workshop area comprises approximately 216 square metres of space dedicated to these activities, and is divided into four main areas:

Main Shop	102.3	square metres
Office and Supply Store	23.1	
Assembly Room (24 hr)	65.7	
Spraying & sandblasting	24.8	
total	**215.9**	square metres

Students are also able to take advantage of workshop resources available in other units in the Faculty of Engineering and elsewhere in the university, for example, metal shops in Mechanical Engineering and a glassblowing facility in the Department of Chemistry.

The Workshop maintains a "Supply Store" which allows students to purchase materials through the use of student purchase cards. The "Supply Store" maintains a stock of the most often used materials for sale to students, while most common modeling and building materials can be ordered through the Workshop within a few delivery days.

iii) Computer Laboratories

Students in the School of Architecture are provided access to a range of computer resources:

1. The Engineering Microcomputer Facility (EMF) operates four labs that are open between 8 and 23 hours/day, seven days/week, providing access to approximately 140 workstations. Output resources available to architecture students include large format colour plotting and printing.
2. Architecture students enjoy access to other facilities maintained by the EMF but restricted to architecture students: these include a dedicated lab, accessible 23 hours per day, with read/write DVD, zip drives, scanning, 11" by 17" and larger format printing. Additional workstations are distributed in all studios. The School of Architecture also maintains a small media centre, with equipment for scanning and large-format printing, as well as for digital photography and archiving of student work.

Graphics Workstations
- 137 workstations, 4 flatbed scanners, 3 HP Plotters, 7 laser jet printers, 1 Inkjet printer, CD-RW's, DVD-R's, zip drives, usb ports (Faculty + School PC computer labs)
- 4 workstations, flatbed scanners, slide scanners, Inkjet printer, CD-RW, DVD-R, Zip drive, USB ports, firewire ports (Media Centre: Mac)

Graphics Software
- Main computer labs (PC): Adobe Creative Suite, ArchiCAD 8.1. Autodesk 2006, FormZ, SketchUp, RadioZity 4.2, Pro E Wildfire, Vector Works 95, Microsoft Publisher (Faculty + School PC computer labs)
- Adobe Creative Suite (Photoshop, Illustrator, InDesign, Acrobat Pro, GoLive), Macromedia MX (Flash, Dreamweaver, Freehand, Fireworks) , Final Cut Pro, iLife (iTunes, Garageband, iPhoto, iMovie, iDVD) (School Media Centre)

The School is completely networked and wireless. All workstations are connected to the faculty-wide network that also serves the Schools of Architecture and Urban Planning. Every office, studio, crit room, seminar room and classroom has a Category 5 link to the Macdonald-Harrington Building's Cisco switch,

which is connected via the McGill backbone to the Internet.

In the summer of 2002, the university installed wireless networks in a number of buildings and departments, including, as a pilot project, the School of Architecture and the Department of Electrical and Computer Engineering. The entire School of Architecture - design studios, classrooms, seminar rooms, crit rooms, offices and the Architecture Café - are now served by strategically distributed wireless access points, and architecture students are encouraged to acquire laptops for use in the studios. In the fall of 2005, the Faculty launched a pilot laptop program as a first step in the development of a compulsory laptop purchase policy for all students.

iv) Architecture Café and Pub

The Architecture Café is administered by a sub-committee of the Architecture Students Association from within the School of Architecture. Located on the ground floor of the Macdonald-Harrington Building in Room G6, the space is also used for a weekly pub, which brings together students from undergraduate and graduate programs in informal conversation with faculty and the public. The original space was designed and built by students as part of an elective design studio.

Since the fall of 1993, this space has been operating as the Architecture Café, which is open each day from Monday to Friday during the academic year. The café quickly fulfilled a much needed social forum within the School of Architecture and is used occasionally for informal design tutorials, in addition to serving lunch and acting as an 'after hours' salon. It is redesigned and renovated every three to five years by students, who staff the café and operate it as a coop.

An unexpected benefit has been the use of the café by students from other departments in the Faculties of Engineering and Arts and Science. On Tuesday and sometimes Friday evenings, the café operates a pub, open to the public, where live music is often provided by talented architecture students and others on a regular basis. The student group that operates the café and pub also, on occasion, dedicates designated evenings as fund-raisers for programs such as Habitat for Humanity.

In the last few years, the café has also hosted Gallery 0, a series of informal exhibitions of student and, occasionally, staff work.

3   Program Profiles

3.1 Degrees offered

The School of Architecture offers programs leading to five different degrees at the Bachelor, Master and Ph.D. levels:

Professional: Bachelor of Science in Architecture: B.Sc. (Arch.)
                             Professional Master of Architecture: M.Arch. I (professional)

Post-professional: Diploma in Housing: Dip. (Housing) (INACTIVE)
                             Post-professional Master of Architecture: M.Arch. II
                             Doctor of Philosophy: Ph.D. (Architecture)

3.2 Professional program: B.Sc. (Arch.) and M.Arch. I (professional)

The professional program in architecture is structured as a four and one half year, or nine semester, course of study, but it is divided into two parts: the B.Sc.(Arch.) and M.Arch. I (professional).

3.2.1 B.Sc. (Arch.)

The first part, for students entering with the Quebec Diploma of Collegial Studies in Pure and Applied Science, or the equivalent, is a three year design-based program leading to a non-professional degree, Bachelor of Science (Architecture).

The Diploma of Collegial Studies (Diplôme d'Études Collégiales, DEC) in Pure and Applied Science is the minimum requirement for many programs, including admission into the School of Architecture. As part of the educational requirement for admission into the B.Sc.(Arch.) Program, the CEGEP (College d'enseignement général et professionel) curriculum guarantees that a minimum of 20% of the total hours required for the completion of the program is satisfied by courses in Liberal Studies and Humanities. The CEGEP curriculum requires a minimum of two years, and is the prerequisite to entering universities in Québec, including McGill University. Successful completion of CEGEP leads to the Diploma of Collegial Studies.

Most students from outside Quebec are admitted to an eight-semester B.Sc.(Arch.) program and enter a first year which includes:

CHEM 111	General Chemistry for Physical Science & Engineering Students	4 credits
CHEM 121	General Chemistry for Physical Science & Engineering Students	4
MATH 140	Calculus I	3
MATH 141	Calculus II	4
MATH 133	Vectors, Matrices & Geometry	3
PHYS 131	Mechanics and Waves	4
PHYS 142	Electromagnetism & Optics	4

Students in the B.Sc.(Arch.) program who intend to proceed to the professional M.Arch. degree must satisfy certain minimum requirements:
- completion of the B.Sc.(Arch.) degree, including the series of required and complementary courses

stipulated for professional studies, with a minimum CGPA of 3.0;
- completion of the sequence of six design studios with a minimum average GPA of 2.70;
- completion of six months relevant work experience.

3.2.2 M.Arch. I (professional)

The second part of the professional program, consisting of a minimum of three semesters for those with the McGill B.Sc.(Arch.) degree, leads to the professional degree, M.Arch.I.

Applicants whose background includes a university degree in a non-related area are required to apply to the B.Sc.(Arch.) program. Admittance will most likely be to the first year, with the possibility of some advanced credits for courses which are equivalent to those in the B.Sc.(Arch.) program.

Applicants whose background includes a non-professional degree in architecture may be admitted to the B.Sc.(Arch.) program with advanced standing, in which case a maximum of 40 credits from the previous degree can be transferred to the B.Sc.(Arch.) program. Applicants whose background includes a non-professional degree in architecture equivalent to the B.Sc.(Arch.) may be eligible for admission directly to the professional M.Arch.I program. In certain cases, qualified applicants may be required to complete additional courses, up to a maximum of 30 credits, or two semesters, before entering the three-semester M.Arch.I program.

Admission requirements for the professional M.Arch. I program are summarised here:

McGill B.Sc.(Arch.) graduates:
1. Completed application form.
2. Portfolio.
3. Work experience reports.
4. A non-refundable application fee of $60 Canadian made payable to McGill University.

Others:
1. Completed application form.
2. Two sets of official transcripts sent to the School of Architecture from the Registrar of each college and/or university attended.
3. Course calendar descriptions of college and/or university studies.
2. Two confidential letters of reference sent directly by the referees to the School of Architecture.
3. Completed Program Comparison Chart.
6. A portfolio (8-1/2" x 11") containing the following:
    samples of studio work from previous studies (use Studio Project Description Form)
    samples of freehand drawing and sketching
    samples of professional work.
7. Curriculum Vitae / Résumé.
8. Proof of English Language Proficiency (TOEFL) Non-Canadian applicants to the Faculty of Graduate Studies and Research whose mother tongue is not English, and who have not completed an undergraduate degree from a recognized institution where English is the language of instruction, are required to submit documented proof of competency in oral and written English, by appropriate exams, e.g. TOEFL (test of English as a Foreign Language) with a minimum score of 550 (or 213 on computerized test), or IELTS (minimum overall band of 6.5) **before acceptance.** Permanent residents may be required to submit a TOEFL score. (Excerpt from the Calendar of the FGSR).
9. A non-refundable application fee of $60 Canadian made payable to McGill University.

3.3 Study plans: B.Sc. (Arch.) and M.Arch. I (professional)

3.3.1 Study plan: B.Sc. (Arch.) (100 credits)

The first part of the professional program in architecture, for students entering with the Quebec Diploma of Collegial Studies in Pure and Applied Science, or the equivalent, is a three year design-based program leading to a non-professional degree, B.Sc. (Arch.). (new courses and revisions in italics)

Required Courses:

Architectural Subjects
ARCH 201   Communication, Behavious and Architecture, 6 credits
ARCH 202   Architectural Graphics and Design Elements, 6 credits
ARCH 217   Freehand Darwing 1, 1 credit
ARCH 218   Freehand Drawing 2, 1 credit
ARCH 240   Organization of Materials in Building, 3 credits
ARCH 241   Architectural Structures, 3 credits
ARCH 242   Digital Representation, 2 credits
ARCH 250   Architectural History 1, 3 credits
ARCH 251   Architectural History 2, 3 credits
ARCH 303   Design and Construction 1, 6 credits
ARCH 304   Design and Construction 2, 6 credits
ARCH 321   Freehand Drawing 3, 1 credit
ARCH 322   Freehand Drawing 4, 1 credit
ARCH 324   Sketching School 1, 1 credit
ARCH 354   Architectural History 3, 3 credits
ARCH 355   Architectural History 4, 3 credits
ARCH 375   Landscape, 2 credits
ARCH 377   Energy, Environment and Buildings, 3 credits
ARCH 405   Design and Construction 3, 6 credits
ARCH 406   Design and Construction 4, 6 credits
ARCH 447   Lighting, 2 credits
ARCH 451   Building Regulations and Safety, 2 credits
Total: 70 credits

Non-Departmental Subjects
CIVE 284   Structural Engineering Basics, 4 credits
CIVE 385*   Structural Steel and Timber Design, 3 credits
CIVE 388*   Foundations and Concrete Design, 3 credits
CIVE 492*   Structures, 2 credits
FACC 220   Law for Architects and Engineers, 3 credits
Total: 15 credits
* Candidates intending not to proceed to the M.Arch. I (Professional) program may substitute other courses of equal total weight for any of these.

Complementary courses
Students must complete 9 credits of architectural complementaries from the list provided below.

ARCH 318   Design Sketching, 3 credits

ARCH 319	The Camera and Perception, 3 credits
ARCH 350	The Material Culture of Canada, 3 credits
ARCH 352	Art and Theory of House Design, 3 credits
ARCH 363	Structure, Organization and Form, 2 credits
ARCH 372	History of Architecture in Canada, 2 credits
ARCH 377	Energy, Environment and Buildings, 2 credits
ARCH 378	Site Usage, 3 credits
ARCH 379	Summer Course Abroad, 3 credits
ARCH 383	Geometry/Architecture/Environment
ARCH 388	Introduction to Historic Preservation
ARCH 461	Freehand Drawing and Sketching, 1 credit
ARCH 471	Computer-Aided Building Design, 2 credits
ARCH 490	Selected Topics in Design, 2 credits
ARCH 512	Architectural Modeling, 3 credits
ARCH 514	Community Design Workshop, 4 credits
ARCH 515	Sustainable Design, 3 credits
ARCH 520	Montreal: Urban Morphology, 3 credits
ARCH 521	Structures of Cities, 3 credits
ARCH 522	History of Domestic Architecture in Quebec, 3 credits
ARCH 523	Significant Texts and Buildings, 3 credits
ARCH 524	Seminar on Architectural Criticism, 3 credits
ARCH 525	Seminar on Analysis and Theory, 3 credits
ARCH 526	Philosophy of Structure, 3 credits
ARCH 527	Civic Design, 3 credits
ARCH 528	Hstory of Housing, 3 credits
ARCH 529	Housing Theory, 3 credits
ARCH 531	Architectural Intentions Vitruvius-Renaissance, 3 credits
ARCH 532	Origins of Modern Architecture, 3 credits
ARCH 533	New Approaches to Architectural History, 3 credits
ARCH 534	Architectural Archives, 3 credits
ARCH 540	Selected Topics in Architecture 1, 3 credits
ARCH 541	Selected Topics in Architecture 2, 3 credits

Outside Electives
6 credits must be completed outside the School of Architecture, subject to approval by the Student Advisor.

3.3.2 Study plan: M.Arch. I (Professional) (45 credits)

The second part of the professional program in architecture, for students with the B.Sc.(Arch.) degree, is a 45 credit, one and a half year, or three-semester, program leading to the professional Master of Architecture degree.

Required Courses:

M1- Fall
ARCH 672   Architectural Design 1, 6 credits
ARCH 674   Professional Practice, 3 credits

M1 – Winter

ARCH 671 *Design Research and Methodology, 6 credits.*
ARCH5/6 *Urban Planning, Design and Development, 4 credits*
ARCH 678 Advanced Construction, 3 credits.

M2 – Fall
ARCH 673 *Architectural Design 2, 9 credits*
ARCH 679 Architectural Journalism, 1 credit
ARCH 680 Sketching School 2, 1 credit

Architectural Complementaries: Minimum 6 credits

ARCH 512 Architectural Modeling, 3 credits
ARCH 520 Montreal: Urban Morphology, 3 credits
ARCH 521 Structures of Cities, 3 credits
ARCH 522 History of Domestic Architecture in Quebec, 3 credits
ARCH 523 Significant Texts and Buildings, 3 credits
ARCH 524 Seminar on Architectural Criticism, 3 credits
ARCH 525 Seminar on Analysis and Theory, 3 credits
ARCH 526 Philosophy of Structure, 3 credits
ARCH 527 Civic Design, 3 credits
ARCH 528 History of Housing, 3 credits
ARCH 529 Housing Theory, 3 credits
ARCH 531 Architectural Intentions Vitruvius-Renaissance, 3 credits
ARCH 532 Origins of Modern Architecture, 3 credits
ARCH 533 New Approaches to Architectural History, 3 credits
ARCH 534 Architectural Archives, 3 credits
ARCH 540 Selected Topics in Architecture 1, 3 credits
ARCH 541 Selected Topics in Architecture 2, 3 credits

*Outside Electives: Maximum 6 credits

3.4 Overview of the professional studio sequence

The School's professional curriculum is based on the development of competence in both the art and science of building design and building construction. The curriculum of the combined B.Sc.(Arch.) and M.Arch. I programs is organized around the sequence of studio courses that are intended to provide a carefully structured series of design exercises, problems and projects, increasing in complexity and scope, and culminating in the final design thesis.

Typical student-staff ratios in the studios are listed below: (fall 2005)

First year, first semester	10:1
First year, second semester	10:1 to 12:1
Second year, first semester	12:1
Second year, second semester	12:1
Third year, first semester	12:1 to 14:1
Third year, second semester	12:1 to 14:1
Master studio, first semester	10:1
Master studio, third semester (thesis)	1:1.5

B.Sc.(Arch.): First year

The first-year design studio, which is seen as the foundation year, is, for most students, their first experience with the studio as an environment for teaching and learning. The first term develops design and communication skills – including modeling, photography, sketching, and architectural drawing – with short exercises and two longer-term design projects, an experiment in three-dimensional visual expression and an item of furniture, that take students from conceptual design to actual construction. The second term further develops skills in design, drawing, and modeling, in a series of assignments that introduce students to architectural design methodology and to the consideration of building form in relation to program, structure, materials, site, and climate.

B.Sc.(Arch.): Second year

The second year is divided into three or four equal groups who rotate through separate design studio instructors or instructor-teams. In the second year, the emphasis is placed on small design projects, which develop graphic representation, and ideas about architectural details and construction. The exploration of program and narrative is an essential component of the second year, as are the introduction of building services and the development of skills in technical documentation. One of the required studios in the second semester explores landscape as a theme, and is organized around a joint exercise with the School of Landscape Architecture at Université de Montréal. All students participate in a studio module addressing sustainable design. The second year program also includes an integrated computer-based module, as well as instruction in the fundamentals of Computer-aided design applications.

B.Sc.(Arch.): Third year

The third year is divided into four or five sections, depending on the size of the class. This is a highly professional studio based on assignments calling for the comprehensive design of complex projects. Emphasis is placed on the development of a theoretical basis for the design of satisfying and meaningful built environments, sustainability, and appropriate technical documentation. Thematic design studios explore specific building types – primarily institutional and residential, or mixed-use – or methodologies – for example, physical and virtual modeling - and take advantage of competitions when possible.

At this point in the program, following the completion of the B.Sc.(Arch.) and before continuing to the professional M.Arch. I program, many students take advantage of opportunities to seek work experience or travel for up to one year. Thus, the completion of the third year provides a natural break within the combined four-and-one-half year program.

M.Arch. I: First year (semesters 1 and 2)

In the professional M.Arch. I program, the final design thesis has been structured as a sequence of four courses, the first three - *Design Research and Methodology* (6 credits), *Architectural Journalism* (1 credit) and *Advanced Construction* (3 credits) – supporting the fourth, the thesis project, *Architectural Design II* (9 credits), for a total of 19 out of 45 credits.

The first term design studio of the professional Master of Architecture program is taught by teams of practitioners working under the leadership of full-time faculty, and explores problems related to landscape, urban design and architecture. In the Fall of 2005, this studio was structured for the first time as an comprehensive exercise in design and documentation, involving the coordinated participation of a series of experts in urban design, landscape, structure, building envelope, and other areas.

The second term of the program is based on a new course, web-based and now structured as a design studio, *Design Research and Methodology*. This course is a prerequisite for the architectural design thesis that will be carried out in the final semester. Its purpose is to investigate and structure the research activities that will support the design of the thesis project. It includes a series of assignments involving bibliographic research, theoretical position, site selection and program preparation, and culminates in a comprehensive thesis proposal that includes conceptual site and building design.

M.Arch. I: Second year (semester 3)

The final design thesis *Architectural Design II* is coordinated by one faculty member who organizes lectures, workshops, and schedules reviews for the thesis class. Individual students work closely with assigned advisors, drawn from the faculty and the profession, each of whom supervises the work of two to four students. The only other required course in this semester is *Advanced Construction*, which has been structured to guide and support the tectonic development of the design thesis. The thesis studio culminates in a final review and exhibition of the projects for the benefit of everyone involved with the School of Architecture, and indeed within the architectural community.

At every level of the program, auxiliary academic facilities of the school, such as the various media labs, the workshop and computer labs, support design teaching and research throughout the design studio sequence.

3.5   Post-Professional graduate programs: Diploma, M.Arch. II, Ph.D.

The School of Architecture offers post-professional graduate programs leading to the Diploma in Housing, the Master of Architecture (M.Arch. II) and Doctor of Philosophy (Ph.D.) degrees. Each of the post-professional programs reflects McGill's tradition of advanced academic inquiry and research, and is structured to meet the needs of both the practising professional and the researcher.

The Diploma Program in Housing is a 30-credit two-semester program intended for professionals already involved in the delivery of housing in North America or in the developing world.

The 45-credit, three semester post-professional M.Arch. program, which has been offered since the late 1950's, has been restructured as a project, versus thesis, program, in order to optimize teaching and material resources in the School; it is now possible for most students to complete the new post-professional M.Arch. in twelve months. The revised post-professional 'project' M.Arch. was offered for the first time in Fall 2000.

The Ph.D. was first proposed in 1989 and operated as an ad hoc program until December, 1997, when it received final approval from the Minister of Education of Quebec. In the fall of 2005, the Ph.D. program began its eighth academic year as a full-status architecture program with a total enrolment of approximately 30 students. Since its launch in 1998, fifteen students have graduated with the Ph.D. in Architecture; nine of these have completed their dissertations in the last five years.

The two main areas of study in the post-professional programs are Housing, and History and Theory of Architecture.

The housing program offers three main options: Affordable Homes; Domestic Environments; and Minimum Cost Housing. The Affordable Homes Program concentrates on the knowledge and design skills necessary to understand the relationship between the architect and the external forces that influence

the production of affordable housing. The Domestic Environments option involves interdisciplinary investigations in architectural history, material culture and social history, and focuses on the role of living spaces as shapers and containers of social interaction. The Minimum Cost Housing Program addresses problems of shelter and develops philosophies that inform the design of housing in developing countries.

Teaching and research work in the History and Theory of Architecture concentrates on the exploration and understanding of the complex connections between history, theory, design and interdisciplinary concerns, particularly in the areas of philosophy and epistemology.

3.6 Post-professional M.Arch. options

3.6.1 History and Theory of Architecture

Faculty: Alberto Pérez-Gómez, Martin Bressani, Ricardo Castro, Louise Pelletier
Contributing faculty: Annmarie Adams
Frequent visitors: Marco Frascari, David Leatherbarrow, Detlef Mertins, Stephen Parcell.

The History and Theory option is concerned with the reconciliation of ethics and poetics in architectural practice. The Master's curriculum, which in most cases is also a required foundation year for a Ph.D. in the field, is simple in terms of course requirements, but demanding in terms of personal commitment to reading and writing. It is particularly suited to students with a professional background in architecture (or well-defined interests in this area) who want to explore and understand the complex connections between history, theory, and design. A thorough understanding of architecture as a cultural phenomenon, of its transformations and continuities in our historical tradition, is now regarded as crucial by practitioners and teachers who wish to come to terms with the present predicaments of architecture vis-à-vis the contradictions of the contemporary world.

The course of studies consists of two sequences of seminars in architectural history and theory (4 courses), a seminar course in critical writing, and a final project. Proficiency in spoken English and written English or French are requirements for admission.

Architectural theory is viewed not as methodology but as philosophical orientation. Crucial issues of contemporary culture are explored through readings of phenomenology and continental European philosophy. Key notions in architecture, such as technology, perception, theory and practice, meaning and symbolization, and the nature of history, are discussed through the presentation of carefully selected readings. The second theory seminar focuses on the origins of modernity in the 19th century through readings of selected texts. A paper is usually focused on the analysis of a building and its theoretical underpinnings.

The two history seminars examine architectural intentions, particularly through primary sources in the form of treatises, starting with pre-classical Greece and finishing in the 19th century. The questions addressed are always placed in the context of a worldview through a "hermeneutical" method, and are, therefore, related to the clarification of real problems facing architecture in the modern world. History is not seen as an independent or gratuitous discipline conveying neutral or specialized information, but understood as the only authentic ground for theory and practical reason in the making of architecture. Students are expected to make oral presentations to the seminar group and to produce a scholarly paper based on personally selected topics.

All graduate students entering the program must audit two lecture courses coordinated with the History Seminars, Architectural Intentions from Vitruvius to the Renaissance and Origins of Modern Architecture.

A project preparation course during the second semester culminates in a summer project that represents the total workload during the third and last semester of studies. Reviews are enhanced by the presence of external critics. The project is thematic and aims to engage urban issues critically, raising questions of architectural program, form and representation. Projects pursue the notion of inquiry through design, the poetics of making and imagination. Students are expected to produce a final document including their critical project and the three major papers produced for their seminars. Course descriptions for the Master/Ph.D. foundation year may be found at www.mcgill.ca/arch/theory/main.htm. For further scholarly work in the area of History and Theory, the School offers a research-based Ph.D. (see section on Ph.D., below).

McGill's History and Theory of Architecture Program has a long-standing international reputation. Students are able to draw from the wide-ranging expertise of the faculty of the School and the University. McGill's Blackader-Lauterman Library of Architecture and Art and McGill's Rare Book department are the best in Canada for this specialty. The course of studies is further enriched by the presence of distinguished visitors, which have included architects, theoreticians, historians and philosophers such as Juhani Pallasmaa, Dalibor Vesely, George Hersey, Karsten Harries, David Levin, Edward Casey and Richard Kearney, among others. The program is greatly enhanced by the proximity of the Canadian Centre for Architecture, a unique institution that attracts internationally recognized scholars and with which the program works in close collaboration. The multiple resources of the Centre's library and archival collections are available for students doing thesis research. For further scholarly work in the area of History and Theory, the school offers a research based Ph.D. in which students have flexibility regarding the nature of their theses, and great care is given to the discovery and formulation of personal questions (interdisciplinary connections are encouraged). Students work with an advisory committee of three members, including their Thesis Advisor, an internal member (from within the School of Architecture) and an external member specialist in the specific area of research (from outside the school, but not necessarily outside the University). Second language and academic requirements are determined in view of specific research topics on a case by case basis.

3.6.2 Affordable Homes

Faculty: Avi Friedman, Adrian Sheppard, and Visitors.
Contributing faculty: David Covo, Robert Mellin, Pieter Sijpkes

The goal of the Affordable Homes option - now in its second decade - is to explore new and innovative approaches to North American housing design. The program operates on the principle that today's architect requires a well-developed knowledge of design, and a creative appreciation and understanding of a wide range of economic and social issues, in order to function in - and contribute to - the current housing environment. The provision of a post-professional educational experience that recognizes the changing nature of this environment and stimulates the student to reexamine conventional attitudes is the mandate of the Affordable Homes Program. This is a challenging task that appeals to students with talent, imagination and commitment. Many of our successful graduates have excelled in positions in universities and in the public and private sectors.

The three-semester program gives students an opportunity to participate in ongoing design and research projects with staff as well as to pursue their own research interests. Past projects include an investigation

of the modular housing industry in eastern Canada, the design development of the Grow Home (an innovative narrow-front rowhouse, thousands of which have been built in Montreal), the Next Home, La Casa a la Carta which was constructed in Guadalajara, Mexico (in conjunction with major materials manufacturers), the conversion of industrial buildings to affordable housing, the development of guidelines for urban renewal in a Canadian municipality, the adaptation of local construction products to international markets, an analysis of self-build housing, planning for suburban evolution, the development of affordable and sustainable housing alternatives, the panelization of narrow-front housing, the exploration of user needs and priorities in affordable housing with the use of state-of-the-art computer software, and the development of an interactive multimedia database.

Research projects undertaken in the Affordable Homes Program have won numerous awards and honours, including the Progressive Architecture / AIA / ACSA Research Award, the FlexHousing National Design Competition Award of Merit (CMHC), the Prix J.-Armand-Bombardier de l'Acfas for Technological Innovation, the United Nations World Habitat Award, and the Manning Innovation Award. Awards for teaching in the Affordable Homes Program include the American Institute of Architects (AIA) Education Honors, the Creative Achievement Award (ACSA), and the Collaborative Practice Award (ACSA). The program's work has been featured on CNN, BBC, ABC, and CBC as well as in the New York Times and the Los Angeles Times, Builder and Architectural Record, Popular Science, Wallpaper, Home, and Harrowsmith, among other publications.

The first two semesters are devoted to seminars and project work. The seminars cover a variety of housing topics, including housing economics, emerging user groups (first-time buyers, single-parent families, empty nesters), cost-reduction strategies, various approaches to densification, user participation, the building industry, and appropriate planning standards. Representatives of the various sectors of the housing industry are invited to participate in the program as speakers, critics and seminar participants. Recent visitors have included architects Donald Macdonald (San Francisco), Andrew Zeidel (Texas), Melanie Taylor, and Philip Bobrow, as well as housing administrators, developers and urban planners.

Teamwork is encouraged, and students work together to explore affordable housing design in hands-on exercises with the collaboration of local developers, builders and housing administrators. Presentations to the professional and academic communities are a vital component of the program's work. Results of this work are published as part of the Affordable Homes research reports series which has covered a range of subjects, including the creation of an urban and architectural inventory for a Canadian municipality, a comprehensive analysis of self-build housing experiences, the conversion of an underused industrial building to affordable housing, adapting Quebec construction products to the Latin American market, the Grow Home and the Next Home, La Casa a la Carta and the Affordable Cottage, planning for suburban evolution, sustainable residential development, industrialization of narrow-front rowhousing using panelized wall systems, post-occupancy evaluation of affordable housing projects, growth and adaptability, postwar housing innovation, urban planning for affordability, and modular prefabrication.

Students in the Affordable Homes Program pursue research under a staff advisor on a topic that is identified at the beginning of the first semester. Weekly seminars and personal tutoring ensure that research is well under way by the end of the second semester. This research, which culminates during the third semester in the submission of a written report, may focus on social, design, technical, historical or theoretical aspects of housing. Recent research topics include: construction products that contribute to increased flexibility in wood-frame low-rise housing, the use of prefabricated interior components for post-occupancy modification, adaptation of the plex design concept to a contemporary lifestyle, the use of computers and the internet to facilitate the export of prefabricated housing, human scale in the urban design of residential environments, post-occupancy adaptation of affordable housing, technology transfer, prefabrication in the Canadian homebuilding industry, housing for the elderly, the use of outdoor spaces,

innovation in the homebuilding industry, flexibility and adaptability, fitting the old with the new in rehabilitation projects, design strategies for high-density communities, space management, reduction of energy consumption, architectural and planning implications of home offices, the implementation of R-2000 energy standards, landscape alternatives for resource conservation, user participation in affordable housing design, strategies for reducing costs in the development of cohousing, adapting commercial flexible partitions to residential use, comparing costs between modular prefabrication and conventional construction methods, understanding the NIMBY phenomenon, and sustainable development.

The cosmopolitan city of Montreal serves as a housing laboratory for the program, offering examples of a wide variety of both suburban and urban home types, as well as valuable resources for field trips, case studies and research. The Magil scholarship is available exclusively to chosen students of the Affordable Homes Program.

3.6.3 Domestic Environments

Faculty: Annmarie Adams.
Contributing faculty: Vikram Bhatt, Pieter Sijpkes

Domestic Environments, our youngest program, explores the role of living space as a shaper and container of social interaction through interdisciplinary, primary-source research. This program is wholly research-based and has no studio component. Drawing on methods in architectural history, cultural geography, anthropology, and social history, participants in the program study a specific housing type or a clearly defined group of buildings as artifacts of material culture. The objective of the program is to analyze how social, political, and economic forces have shaped the places in which people have lived, and in turn, how inhabitants have configured space to suit their own needs. Housing, in this sense, refers not only to single-family, middle-class houses, but also to apartments, row houses, public housing projects, housing cooperatives, native settlements, tenements, residential hotels, slave quarters, workers' camps, and anywhere else people have lived for any period of time.

The program consists of three semesters of course work. Intensive weekly seminars held during the first two terms introduce students to advanced research methods in housing, while at the same time familiarizing them with the development of housing forms in North America and Europe. These classes focus on the evolution of ordinary dwellings and their relation to social roles, political reform, cultural meanings, work and work location, privacy, and density. In addition to these seminars, students are encouraged to take both the History of Housing and Housing Theory courses as electives.

A significant distinction of the Domestic Environments option is the broad mandate to relate the world of housing to other seemingly non-domestic realms of the built environment. A major opportunity to explore the relationship of homes and hospitals, for example, is offered to students through major funding from the Canadian Institutes of Health Research (CIHR). From 2001-2005, both a doctoral and a graduate stipend are available to researchers focusing their research on the changing healthscapes of Canadian cities, complementing the research of Professor Adams. Other topics already undertaken by current students and graduates include an exploration of Montreal's convents, a study of the changing role of the bedroom, a gender-based look at Canada's Parliament Buildings, an analysis of the impact of war on Lebanon's evolving architecture and of the gated communities in Bogota, an historical study of a women's residential college, a comparative project on houses by Mies van der Rohe, and another on high-rise housing in Shanghai. Students have presented research at major academic conferences, such as the annual meetings of the Vernacular Architecture Forum and the Society of Architectural Historians, and published in peer-review journals.

In addition to the major funding available from CIHR, students in the Domestic Environments option have been supported by grants from the Canada Mortgage and Housing Corporation, FCAR, and the McGill Centre for Research and Teaching on Women. Two graduates of the Domestic Environments option have been awarded the prestigious Martin Eli Weil Prize, given annually by the Society of the Study of Architecture in Canada for the best student paper on Canadian architecture. Following graduation, students have pursued doctoral research at leading universities, continued in architectural practice in Canada and abroad, and accepted major positions in museums and research institutions.

3.6.4 Minimum Cost Housing

Faculty: Vikram Bhatt
Contributing faculty: Annmarie Adams, Julia Bourke, David Covo, Avi Friedman, Robert Mellin
Visitors: Joe Baker, Terry Galvin, Pierre Teasdale

Founded with the assistance of the Canada Mortgage and Housing Corporation in 1971, the Minimum Cost Housing Program is one of the oldest and most enduring programs of its kind in the world. The primary objective of the program is to return graduates to their architectural careers with an enhanced intellectual base and the ability to think about housing in a rigorous and imaginative way.

The Minimum Cost Housing option addresses the human settlement questions of economically disadvantaged areas and developing countries by seeking systematic and practical solutions to the problems of building low-cost accommodation. The problem of housing is closely tied to the economic conditions of the user and to the question of how to build a house that ordinary working people can afford. Accordingly, the program deals with financial resources, with cultural values and traditional living patterns, and with the interaction between them. To provide affordable housing, architects need a firm grasp of economics, an understanding of housing demand, and a sensitivity to user requirements and aspirations. The minimum cost housing architect should therefore be able to re-examine conventional standards, to explore new roles for himself/herself in the housing process, and potentially, to suggest innovative planning ideas and delivery strategies.

The Minimum Cost Housing program has a well-established record of research in the field. The long-term research agenda focuses on four broad areas:

1. Innovative Housing Strategies: An investigation of sites and services, core housing, self-help, incremental housing, adaptable and flexible housing, upgrading of popular housing, and other approaches which extend the traditional role of the professional.

2. Culturally Appropriate Housing Standards: An examination of the potential for the development of more appropriate space planning and building standards that better reflect and meet the needs and resources of users.

3. Building Technologies: The development of building methods and technologies that are both appropriate to the resources and skills available, and which offer flexibility while reducing cost, is a research priority. These include technologies based on small building components and systems, and unconventional materials.

4. Low-cost Sanitation and Servicing: The lack of inexpensive techniques for the safe and hygienic

disposal of human waste is a major problem for low-cost housing, especially in developing countries. Although owner-built, on-site options present useful alternatives, considerable research remains to be done in this field.

The program offers students from around the world a unique opportunity to participate in ongoing research. We have collaborated in China, India, Mexico, Nigeria, the Philippines, the Middle East, as well as in Canada, on projects of many kinds, including: new delivery mechanisms for mass housing, upgrading strategies for both popular housing and old and dilapidated residential quarters, design tools for planning large settlements, and low-cost sanitation. The program emphasizes approaches and technologies that maximize user involvement while reducing costs. Research projects undertaken by program staff have won wide recognition and a number of awards including the P/A Progressive Architecture Research Award, the AIA and the UIA Research Award for Sustainable Community Design Ideas, and the Government of Canada's Low-Energy Building Design Award.

The first two semesters of the program are devoted to seminars and project work. The Housing Project Report is completed during the third semester. Seminars cover a variety of housing topics, including the four broad areas of research concentration in which actual case studies of past and ongoing projects are included. The project course is generally structured around an ongoing research activity. Examples of past exercises include: Upgrading of Dilapidated Housing, Beijing; A Critical Analysis of Mass Housing Projects, China; Evaluation of Public Housing, Egypt; Problems and Prospects of the First Nation Territory and its Housing, Kahnawake, Canada. Architects, urban planners and geographers are invited to participate in the program as speakers, critics and seminar participants. The Housing Project course is a vehicle that allows students to explore housing, urban design, lifestyle and economic issues in an integrated manner. Occasionally, results of project work are published as a part of the Minimum Cost Housing Group's research reports series.

Students commit to research topics early in the first semester and work with a staff advisor towards the completion of a written report. Weekly seminars and personal tutoring ensure that this personal research is well underway by the end of the second semester. Research may focus on social, design, technical, historical or theoretical aspects of housing.

Fellowships and grants are available to students in the Minimum Cost Housing program from a wide range of sources, such as the Canada Mortgage and Housing Corporation, CONACYT (Mexico), the McGill Centre for Research and Teaching on Women, and the World University Services Canada. However, since these financial resources are very limited, students are encouraged to seek other sources of funding.

Research work by students in the program is regularly presented at international conferences and is published in major academic journals. Since its inception, more than 100 scholars from more than 25 countries have graduated from this program. About 20% of graduates go on to pursue doctoral studies. Today, our graduates are working with international aid organizations such as the World Bank and US AID, with housing ministries or agencies in their home countries, NGO's, and are involved in architectural practice or university teaching.

3.7   Ph.D. in Architecture

Our Ph.D. is a research-based degree, with a primary requirement of an original thesis that makes a substantial contribution to knowledge in the field of architecture. The minimum residence requirement is three years. Every year only a few students are accepted into the Ph.D. program, which means that all incoming Ph.D. candidates compete for a place as Ph.D.2 students. The most qualified students enter into their first research seminar in September.

3.7.1 Entrance Requirements

Students holding the McGill M.Arch. II (post-professional) degree with high standing will normally be admitted directly to Ph.D.2. Students holding a post-professional Master's degree from another university, with a well developed research proposal and a prospective advisor, may apply for admission to Ph.D.2. In most cases such students will be required to attend selected seminars in their field of study (history/theory or housing) besides enrolling in the initial course of the research sequence during their first year at McGill. Most students with either an undergraduate professional degree in architecture, with a professional Master's, and with a Master's degree in areas other than Housing or History and Theory of Architecture, will be required to complete the M.Arch. II (post-professional) program before proceeding to Ph.D.2. Students in the McGill post-professional M.Arch. program who wish to continue into Ph.D.2 will be required to submit a comprehensive dissertation proposal to the school's Ph.D. Admissions Committee by January 1st. Final decisions on admission will be confirmed by the Office for Graduate and Postdoctoral Studies.

3.7.2 Residence Requirements

The residence requirement is six full-time terms, but for students who hold a McGill M.Arch. II degree, this requirement will be reduced to four full-time terms.

3.7.3 Advisory Committee

Each Ph.D. candidate works with a specially selected advisory committee. The Committee has three members: the research director, an internal member (from within the School of Architecture) and an external member (from outside the School, but not necessarily outside the University) who is a specialist in the area of research. The research director will chair the Committee. Its function is to indicate additional courses (where required), evaluate the student in the comprehensive oral exam, and periodically to review the student's progress in the program. The Committee is appointed when the thesis advisor has approved the dissertation proposal (ARCH 700). In addition, an elective Ph.D. Seminar is usually offered. This Seminar is designed around students? research topics, and provides enriching feedback by professors, other advanced students and distinguished guests.

3.7.4 Language Requirements

There is no specific second language requirement. However, students are expected to study and possess a reading knowledge of the language(s) appropriate to their area of research before presenting their comprehensive examination (ARCH 701). In certain cases, the research director may recommend that the student fulfill a language examination requirement.

3.7.5 Course structure

ARCH700

Dissertation Proposal: This is a seminar course in which research proposals are discussed. It culminates with a preliminary thesis proposal presentation for all students. Presentations begin in mid-October and continue until early December and include identification of extensive, specific bibliographical, archival and other resources. The proposal, which is prepared in co-operation with the research director, should clearly demonstrate the potential for an original contribution to the field of research.

ARCH701

Comprehensive Oral Examination: During the second year, candidates make their first presentation to an Advisory Committee, which includes at least one expert from outside the School. The presentation consists of a comprehensive review of material in the field (a 30-page paper), and a developed and organized thesis proposal. The Advisory Committee will determine the readiness of the student to proceed with the thesis. It may recommend withdrawal or suggest additional preparation to meet specific requirements.

ARCH702

Progress Report I: The thesis-in-progress is presented to the committee for review.

ARCH703

Progress Report II: In the final dissertation review, the Committee reviews the complete draft before final writing and submission.

3.7.6 Dissertation Examination

An internal examiner and an external examiner must both accept the dissertation before the student may defend his or her work at a formal oral examination. Every Doctoral dissertation at McGill must represent an original contribution to the field of research.

3.7.7 Doctoral Oral Examination

Once the dissertation is accepted, the student must submit to an oral defence before a committee. The committee is usually composed of two faculty members of the School of Architecture including the research director, an external expert other than the external examiner, the director of the School, and others who may be appointed by the Dean of the Faculty of Graduate Studies and Research.

3.8   Issues specific to post-professional graduate programs

The following discussion of program-specific issues includes responses to each question by the individual Directors of our graduate programs: Annmarie Adams (AA), Domestic Environments; Avi Friedman (AF), Affordable Homes; Alberto Pérez-Gómez (APG), History and Theory; and Vikram Bhatt (VB), Minimum Cost Housing.

3.8.1 Comment on the selectivity and yield rates, the students' GPA and geographic origin, the time to completion and the retention rates for the program. Do these need to be changed? If yes, how? If not, why not?

AA - I generally accept 5-6 students from about 25-30 applicants in the hopes that 4-5 will come. The GPAs are generally quite high--certainly over the university standard of 3.0 (I have learned my lesson on this one). Of the three housing options, it is probably fair to say DE attracts more North American students. Most students take 3 semesters, finishing in December; in the last few years I would estimate that one in four tries to finish in August. This is a result of our booming PhD program. In the old days M.Arch II students wanted to maximize their time in the program. Now they want to accelerate in to the doctoral program.

AF - In the past 5 years, the Afforable Homes M.Arch program experienced a sharp increase in the number of applicants. Some 50 students on average are applying each year for admission. Up to 8 students are accepted. Often, it is hard to know how many students will eventually come. Therefore, more places are offered. The applicants are all meeting scholarly standards set by the University (minimum CGPA of 3.0). I appreciate the growth, which will permit me to have a better selection of students.

APG - For H/T Master's we get about 30-35 applications per year and we generally fill ten to twelve places every September. We don't need to change anything really. The students' GPA tends to be high (over 3.2). The are mostly North American, but at least 35% are international: South America, Europe and Asia. In 20 years 4 Asians and one New Zealander. Attrition is rare. For Ph.D.   we have about 30 applicants a year. Only about 5 are accepted. We have 27 students currently in the program. About 50% are North American, the other 50% international. Attrition is also rare.

VB – Out of 30-40 applications about 10-12 are accepted of which 8 to 10 come. A wide group of international students, because of the program orientation apply; students with GPAs 3.0/4.0 or higher are accepted. More than half finish their research report in three terms, a few even in August, but some take an additional term to finish their studies. Attritions are rare.

3.8.2 Comment on how graduate student supervision is structured (e.g. How are graduate students assigned to supervisors? How often do students typically meet with supervisors? What is the frequency distribution of students/supervisors? etc.)

AA - In the Housing options we pretty well assume that DE students will have me as advisor. In other words, the choice of advisor is made at the time an applicant chooses a program. Once in a while students change advisors once they arrive. The most common scenario, I would guess, is for me to supervise MCH students. During the first semester I see my advisees regularly in class. In semester two we schedule weekly appointments. As for the frequence/distribution (not sure what this really means) I typically supervise 4-6 post prof students per year.

AF - Once the student has been admitted, a letter sent to them encourages them to collect information

about a field of study. Once they arrive, the admitted student meets with me to familiarize them with research subjects that are pursued currently by me and my colleagues. If their chosen topic is relevant to mine, I advise them. Otherwise, I direct them to colleagues who I know specialize in the student's field of interest.

APG - Ph.D.: Students tend to request a supervisor from the time of application.   They rarely change. We have a Thesis Committee structure that includes a second faculty member from the school and an external member complementing the student's interest. The Ph.D. program is about 50% History and Theory, and 50% in Housing topics, anthropology and others. Students meet with supervisors frequently, particularly in early years. H/T runs a Ph.D. research seminar throughout the year that includes formal mini-conferences of work in-progress with guests at the end of every term.

VB – In the MCHG Option, the admitted students meet with me first. Based on their chosen topic either I advise them or direct them to colleagues who I know specialize in the student's field of interest. For all housing options we have a common research methods course in which students develop their research topic. Respective Option Directors check their assignments in the research methods course; it is during this process a clear direction of the research project for MCHG students emerges and helps me direct candidates to the right colleague.

3.8.3 How do you structure the involvement of graduate students in their program of study to maximize their scholarly/scientific involvement with other students or professors?

AA - The DE program has more electives than the other programs so this takes care of itself. Also, I make an effort to invite colleagues to participate in the seminar. Twice a year students make public presentations of their work and the respondents are guests from outside the university and colleagues from the School of Architecture.

AF - The students take courses with other grad students and become familiar early on with their colleagues' fields of research. Also, I often invite the school's professors to speak about their research interests. Often, in the first semester students switch between subjects as they become more familiar with the research potential of each. They solidify their choice towards the end of the fall term. A course that I teach in the Fall term called Research Methods takes the students step by step through all aspects of research methodology and the preparation of a research proposal. They cover topics such as information searches, setting objective, identifying methodologies, defining a research question, and getting familiar with past students' work.

APG - For H/T Master's the course work is exclusively through seminars. Involvement is crucial. For Ph.D. See above.

VB - I invite colleagues to participate in seminars and in the project course presentations. In addition, twice a year students make public presentations of their work and the respondents are guests from outside the university and colleagues from the School of Architecture. The second round of presentations is in form of a mock-conference that prepares students for scientific meetings. I also encourage strong students to participate in their research related conferences by presenting research papers.

3.8.4 Describe a progression (e.g. timelines for courses, seminars, comprehensive, thesis, research etc.) that is appropriate for the program. (N.B. A Master's course of study should normally be two years in length, and a Ph.D. four to five years in length. If these are not normal for the program, please justify any additional time necessary for completion in the particular field of study.)

AA - A Master's course of study should normally be two years in length, and a Ph.D. four to five years in length. If these are not normal for the program, please justify any additional time necessary for completion in the particular field of study.) I don't think additional time is an issue for DE students. Intensive coursework occurs in semester 1; semester 2 is a combination of structured research time and electives; the summer and/or third semester is when students do fieldwork, analyze results, and write their report.

AF – Some 4 years ago, the M.Arch program's structure was changed and students now submit a report rather than a thesis. The preparation of the report takes 3 semesters. In the first semester, the student identifies a topic and prepares a research proposal which is then presented to the advisor and invited critics. At the beginning of the second semester, they correct their proposal based on comments made in the fall and move on to research the theoretical background and the state of the art of their subject. They spend the summer and fall months producing the lion's share of their research. They may undertake several case studies or library searches. They submit their report in mid-December. So far, all my students have finished within this timeframe.

APG – For H/T Master's. One calendar year (three academic terms, Fall, Winter and a 6 Week intensive Project term in the Spring). Courses as described in program. For Ph.D.: Our research course structure meets the time requirements of the university. Rarely do students go into "time limitation."

VB – I do not think additional time is an issue for my candidates. There have been exceptions, but in most instances due to personal or family related issues.

3.8.5 Are students "fast-tracked" from a Master's program into doctoral programs? If yes, how does the program do this? If not, why not? Comment on entry into doctoral programs directly from a Bachelor's degree.

AA - Students interested in continuing at the PhD level are encouraged to finish their Masters projects first (this could be in August, however).

AF – One student has been "fast-tracked" in my case (Masa Noguchi). It worked out very well, since he stayed within the same field of study (prefabrication).

APG – No. Not necessary for our non-thesis post-professional Master's. The Master's curriculum contains all the preparatory course work we deem necessary for Ph.D. research. At Ph.D. level students have no mandatory courses other than their comprehensive examination followed by a and their own research work. Course numbers merely progress milestones.

VB - Students interested in continuing at the PhD level are encouraged to finish their Masters projects first, which could be done in the summer term.

3.8.6 In the case of comprehensive examinations, how is the comprehensive exam structured? What are the objectives? How does it meet its objectives? Does it need to be changed?

AA - The comprehensive exam for PhD students is essentially a presentation of the dissertation proposal (which is submitted in written form just beforehand). In my opinion it is a misnomer to call what we do a comprehensive exam and I believe we should change the terminology.

AF – The structure of the examination is a presentation by the student (about 30 minutes) followed by questions posed by the community members, then deliberation. It is a good format, with which I am

comfortable.

APG – Students write a paper articulating their topic and providing a comprehensive review of literature on their chosen topic. Often the definition of the field (in cross-disciplinary work) is an important issue. Students then present their work to their committee and get queried particularly on their field, but also on connections to broader questions of relevance to the discipline.

VB - The comprehensive exam for PhD students is essentially a presentation of the dissertation proposal, so I concur with AA, it is a misnomer.

3.8.7 Comment on the funding levels of students in the program and on how these levels can be improved.

AA - Funding is extremely limited as Masters students do not qualify for SSHRC.

AF – The School of Architecture offers some internal funding to candidates. The Affordable Homes Program also has one scholarship (Louis B. Magill) and I can offer some of my research funds. However, in order to attract high-caliber Ph.D. students, more needs to be offered. I hope and suggest that in future University-wide fundraising campaigns, more fellowships will be available within the faculty and the University, and of course the School of Architecture.

APG – H/T Master's and Ph.D.: Students are not well funded. Our research work is in the humanities and an important part of the teaching involves students developing their own research questions and frameworks, rather than working on a professor's research topic (like in the hard sciences). Thus we don't meet the criteria of funding for large grants. It would be desirable to find external donors that may endow fellowships and recruiting grants to match the faculty.

VB – Very limited funds. In MCHG we have majority international students who pay high international fees and face the dollar differential against their weaker currencies, plus they do not qualify for the Canadian granting agency network funds which compounds this problem.

3.8.8 What is the review process for theses?

AA - Our Masters students now produce projects rather than theses. These are read only by the supervisor.

AF– Ph.D.: Send to an external examiner. M.Arch. Report: Internal by the advisor.

APG – First the Thesis Committee approves the draft and suggests alterations. Then after corrections, the thesis is submitted for external examination as per Graduate Studies regulations.

VB – The majority of Masters students now produce projects rather than theses; only the supervisor evaluates these. M.Arch (occasional) and PhD thsese are sent our to external examiners.

3.8.9 Do you monitor where the program's graduates go following completion of their degree? If so, please provide this information.

AA - I stay in touch with most DE students when they leave. Several have continued their studies in PhD programs; several early graduates are faculty members at other universities, including a Canada Research Chair; one went to medical school; two are museum professionals; most have returned to architectural

practice.

AF – Most go on to become practitioners in the field of Affordable Housing. Some have also pursued academic careers (e.g. Milijana Horvat, Maged Senbel, etc.)

APG – H/T Master's and Ph.D.: Only informally. We do have an address list and have a sense of what most graduates are doing.

VB – I need time to give a reasonable tracking of candidates. As a matter of fact, we need special system and proper resources to track our graduates. Nevertheless, here is a sampling of MCHG graduates. A number of them go on to do PhD at other universities, a hand full in PhD at McGill: Robert at Penn, Avi, Gonzalo, Cassidy at UdeM, Anna at Berkeley, Jesus at the University College London, Carlos at Texas. A good number of graduates are teaching or doing research at prestigious universities: Witold (Penn), Vikram, Robert and Avi (McGill), Muktiraj, Utpal and Yatin (CEPT), Carlos (Texas), Tasneem (IIT), Rachel (Lund), Anne-Marie (UQAM). Some are with multi-and-bi-lateral agencies: Bala, the World Bank, Jesus, Inter American Development Bank, Jean, International Development Research Center. Some are with NGOs: Laxman and Yatin VSF. Most are in practice: Ti, Li Bin, Amina, Mayura and so on.

3.9   General issues

The following unedited text is based on the minutes of an open meeting between the Visiting Team and a group of full-time and part-time faculty held during our recent accreditation exercise, March 11-15, 2006. The notes describe a frank discussion of a number of issues relating to the management of our teaching and research programs. Names in parentheses refer to members of the Visiting Team.

Meeting with accreditation team: full-timers + part-timers (14 March 2006)

Monday-Tuesday studio schedule? (Mary Jane)
    Pro
- Preferred by part-timers
- Clashes less with other class schedules
- Fits well with other universities
- Condenses studio teaching time
- E-mail allows contact with students on all other days
- Good for scheduling field trips and out-of-town trips
- Good for student autonomy: forces them to make their own decisions from Wednesday to Sunday
    Con
- Not married to this model
- Too long between seeing students
- Studio teacher ends up working more than M & T – Friday & Saturday, too

Existence of formal structure for communication between full-timers and part-timers / opportunities for part-timers to participate on curriculum committee? (Mary Jane / Dale)
- Opportunities always exist for discussion
- Only Howard on curriculum committee – part-timers not paid for committee work
- Teachers in the School can always meet

Who does what in the program? What is the mechanism? (Dale)
- Since it's a small school, everyone has a strong awareness of everything going on; the informal structures are very strong
- No formal structure exists for changing anything; it's hard to institutionalize changes
- Many opportunities for interaction between all levels
- From the time of John Bland, teachers have autonomy
- Atmosphere of collegiality and avoidance of conflicts
- Culture of professorial independence, of collaboration with colleagues
- For the part-timers, this independence causes confusion
- Support staff (ie, the student advisor) often performs the work of academics

Continuity in the School? (Brian)
- Provided through the current director and senior profs
- And yet there are many new faces
- Compared with U de M where there's a part-timer union, it's easier to break into the McGill part-time group
- No formal procedure for evaluation

How can part-timers change things? (Ayesha)

- Studio profs work in groups, e.g. U1 gang
- Junior part-time studio profs can work directly with the senior studio prof and with the Director (

Students in U3 wanted contact with profs from other sections, more information, more viewpoints – how? (Mary Jane)
- Crits with profs from other sections
- A studio with a single focus would counter the student urge to master everything
- Students are always worried that they won't get everything at all times

The search for a new director (Wendy):
- 3 options: continuation of current director, internal candidate, external candidate
- Both Principal and Dean said all searches are to begin as external
- After 10 years, it's good to change; DC has worked very hard
- All 3 options are open; externals are rare in the School, but it could work
- The Dean has indicated that an external would mean a new body = extra position
- The Principal indicated that the University would fund such a new position (i.e. for a director obtained externally) but see it purely as an advance against the next position opening (Dale)

Entrance requirements: heavy on the science (Mary Jane)
- Should definitely be reviewed – the science comes at the expense of culture
- Agrees with Claiborne
- The School is part of the Faculty of Engineering, therefore science is necessary and understandable
- U de M has no such science requirement
- Changing would be a bureaucratic battle (Dale)
- The topic has never come up in curriculum committee
- It's hard to exclude good candidates who lack the science
- The best students would be lost to professional Master's programs elsewhere

Is there an exchange program in local offices? (Brian)
- Language is a barrier for unilingual anglophones
- McGill alumni have said they hire only McGill graduates
- That's because Dale spoke only with alumni who teach here
- Alumni should be surveyed (Wendy)

The professional program is drained by the post-professional program; many full-timers don't teach in the professional program; the School needs more full-time faculty
- The accreditation team told the Principal and Dean that professional registration should be viewed as equivalent to a PhD (Brian)
- The Principal indicated that McGill is a premier research institution, and this fact ought to be reflected in the professional program (Dale)
- Only 5 [sic] full-timers teach in the professional program
- Part-timers handle about 75% [sic] of studio teaching
- The School should be more generous with the part-timers
- Already noted (Dale)
- The part-timers bear an increased load

The gender imbalance of the full-timers is rectified by the part-timers

- Noted by students and Dean (Brian)
- Same "problem" in medical school
- The School is conscious of this situation while hiring, but there are not that many hiring opportunities
- At the University level, the Principal and some VP's are women

The School has a frozen vacant position, used to hire part-timers
- After all, one full-time budget slot can be used to pay 4 part-timers (Dale)
- The School does not meet to discuss such issues
- Requires further discussion with part-timers (Mary Jane)

Crisis at the library/CAC
- The librarian (Marilyn) is committed to having the CAC re-opened (Dale)
- Something about acquisitions and holdings

Building science in the School: requires Faculty collaboration

3.10   CACB Accreditation: Summary of Team Findings

The School was visited by a Team from the Canadian Architectural Certification Board between March 11 and March 15, 2006. The M,Arch. (professional) Program was fully accredited for a six-year term, to December 31, 2011.

The Visiting Team evaluated all 11 Conditions and all 37 Student Performance Criteria as Met. Below is an extract from the Visiting Team Report:

2   Summary of Team Findings

2.1   Programme's Progress in Addressing Deficiencies

The following is a summary of the causes of concern noted at the time of the last visit   and this Team's responses.

Pedagogy. The general teaching of the new Master's in architecture under the banner of a pluralistic faculty was not seen to be enough of a pedagogical declaration for the school. The Visiting Team felt this matter now needs to be fundamentally addressed and clarified in order to 'grow' the programme, recruit suitable and significant new faculty and students, instill a sense of passion into the environment, create a new image for the school and finally, to advocate McGill and its new Masters degree within a competitive marketplace.

Significant restructuring of the programme has resulted in a more coherent experience for the student, but many still have trouble seeing a clearly understood and articulated vision for the programme. This remains a concern.

Critical Thinking Skills. As the Visiting Team became more familiar with the work, a significant discussion evolved around the perception that the programme is somewhat deficient in the pro-active development of critical thinking and communication skills in both academic and studio activity.

The School presented sufficient evidence through work from the restructured courses, including the History and Master's studio sequences, to demonstrate that this concern has been addressed.

There remains a deficiency in the history component of the curriculum

Significant development has occurred in the History of Architecture sequence, although there remains considerable opportunity for a more meaningful exploration of national and regional traditions, in particular regarding the traditions of Aboriginal peoples. This concern has been largely met.

Methods should be found to integrate building systems more deeply into the curriculum at the design stage, rather than a documentation level.

While the coursework is in place to provide instruction in basic building systems and studio outlines include this task in the objectives, the integration of these systems still has difficulty finding its way into the design studio. The Team believes this is largely a matter of time management, and not lack of intent and, while it is being addressed, remains a concern.

There remains, effectively little focus in the School on ecological and environmental issues,

current and important investigations both in the profession and the academy.

The Faculty has addressed this issue by developing a sustainability module in the second year design studio, which is taken by all students. A new required course, *Energy, Environment and Building* covers issues of the environment and sustainability.

There remain imbalances in the present faculty in areas of seniority and gender, despite evidence of pro-active recruitment and adjunct hirings.

While gender balance has improved, it has been through the hiring of adjunct teaching staff rather than tenure-track positions and remains at the mercy of the School's demographic and the University's recruitment and hiring policy. This remains a critical concern in the life of the school.

The need for additional support staff must be addressed in order to meet the School's administrative and educational goals.

This concern remains.

The existing resources that differentiate McGill and the School from other Schools of Architecture in Canada – i.e. the valuable information resource collections and the City of Montreal itself, remain underutilized by virtue of a lack of access and significant compromises to the budgets and operations of the Library and the lack of an aggressive strategy to use the City as an active design and information laboratory through field trips, research and site visits.

Studios have made increasing use of the city as a focus of study. Over the past several years, the John Bland Canadian Architecture Collection (CAC) and the school's slide collection continue to be rich resources for teaching and research. The CAC has been closed this past year, because of lack of funding from the library for a curator. The Team encourages the library to quickly implement its plans to reopen this important research tool for the students, faculty and visiting scholars.

Remuneration for sessional and adjunct professors must become more competitive with other institutions, particularly honoraria for studio instruction.

This continues to be a concern, as remuneration for part time faculty and salaries for support staff are not competitive.

Advancement and promotion of faculty is a concern, primarily in the area of required qualifications.

One tenured female faculty member has been promoted to full professor, while a newly hired associate professor was appointed with tenure – both holding doctorates. There is currently no tenure-track faculty (they are either tenured or part-time). The uncertain connection a part-time teacher has to the School remains a problem. The concern regarding whether or not peer reviewed "Critical Practice" will be valued by the University as an alternative to a PhD for hiring and promotion has not yet been tested, but the current and imminent faculty searches will force this issue.

Security remains a concern in the School, particularly with the advent of computers in the studios

The School has moved to deal with this concern by issuing security cards for entry into the building in the evening and on weekends. Studios require key locks, key pads or a security card for entry. An ongoing programme for supplying new secure work stations will complete this reasonable security plan.

2.2   Conditions Well Met

Conditions   7-Physical Resources and
8-Information Resources
are considered **Well Met**.

Student Performance Criteria
2-Graphic Skills,
3-Research Skills,
6-Collaborative Skills,
17-Structural Systems and
27-Detailed Design Development
are considered **Well Met**.

2.3   Conditions Not Met or Causes for Concern

Conditions   2-Programme Self Assessment,
5-Human Resources and
6-Human Resource Development
are considered **Met, with Reservations.**

Student Performance Criteria
21-Building Service Systems and
22-Building Services Integration
29-Comprehensive Design
are considered **Met, with Reservations.**

Causes for Concern

Team concerns are generally with two areas of the programme: issues of teaching faculty and of curriculum.

The faculty issues are often related. While individual faculty is well qualified and motivated, as a body there are gaps that limit the effectiveness of the School. Gender balance is the important issue to a student body in which women regularly exceed 50%, sometimes approaching 70%. The Adjunct faculty component, which seems to currently be the sole instrument with which to tackle the gender issue, has two aspects that affect faculty of either gender. The short term and insecure nature of the appointments makes it difficult for members to feel as integral a part of the faculty as they really are by virtue of their indispensable contribution to teaching. They are paid less than comparable positions in other schools and in other units of the Faculty of Engineering. The University's normal expectation of the University of a PhD. as one qualification for new appointments would make most of the current Adjuncts ineligible for future advancement. These conditions result in most, although not all, Adjuncts often feeling disconnected from the School and occasionally exploited. It is to their credit that their passion for their task is not diminished by this circumstance. The Team encourages the School to strongly press its case for the *Professor in Practice* model for permanent part time appointments as one way to give part-time faculty the respect and security they deserve and validate their relationship with the school and the university.

A final set of faculty concerns should be mentioned, but put into perspective:

 - A significant proportion of the full-time faculty is McGill graduates.

- Adjunct appointments do a significant proportion of studio teaching.
- There seems to be no regular mechanism for rigorous collective debate of   School-wide values and goals.

In the serious task of balancing a broad range of faculty interest and experience with a commonly held and synergistic direction for the School, none of these three things is good. On the other hand, while such conditions may normally encourage divisions within a School, there is no evidence that this is the case here. Personal relations amongst faculty are cordial and supportive. The concern is that what is lost in the current dynamic is the inclination and opportunity for meaningful discussion about ideas as the School and the world around it change. So, while students appreciate the diversity of teaching methodologies and have a good relationship with both adjunct and full time faculty, they continue to be concerned about the lack of an articulate shared vision for the school that allows them to see their particular experiences within the larger world of architectural thought and of their own education and future practice.

There are two main issues with curriculum. Architecture is both an art and a science. It seeks to support and enhance human activity through the appropriate application of technology. The education of an architect must therefore be broad, with a foundation in humanities as well as science and technology. The entry requirement for a science and technology CEGEP stream (or its Year 0 equivalent) combined with the small free elective portion of the professional programme and the peculiarities of the class schedule make it difficult for a student to take courses outside of the School, particularly the upper level and graduate courses that would be most useful to their own thesis work.

The Team considered the performance criteria related to comprehensive design and the integration of building systems as met despite weak evidence in both the Comprehensive Studio and the Master's Theses. The Team felt that this was not due to a weakness in curriculum or instruction, but insufficient time (most low pass work was due to incompleteness rather than quality). We also felt that too much useful material in Mechanical Systems and Acoustics was lost in the recent reorganization of support courses and that some should be returned to the curriculum somewhere. As we considered the many legitimate pressures being put on the curriculum by both the University and the profession, it began to appear to us as a classic case of five quarts of beans and a one-gallon bucket. You either get by with fewer beans or get a bigger bucket. As the School responds to these pressures (and opportunities) it is important that the curriculum planning efforts consider all avenues, including a four-term Master's programme.

The Team recognizes that some concerns we have raised have been addressed by the School before and that the solutions often face significant practical and institutional barriers. However, it is important that creative solutions be found if the professional programme is to meet the standards to which the School and the University aspire.

2.4   Team Comments

The Team found much to commend in the School and the University. We were impressed with the energy of the instruction and the quality of student work in the U3 studios and Master's theses. We were particularly pleased to see the respect for freehand drawing and the resulting quality of this work. The post-professional programmes within the School are an excellent resource and are well integrated into the life of the M.Arch I students. The Macdonald-Harrington Building is a building of great character and resilience, and is a suitable home for its motivated and enquiring residents.

The faculty presents an excellent balance of academic and practice experience and achievement. The School is well served by its connection to the profession and the energy of practicing teachers. They are, as a group, collegial and supportive and respected by their students.

The Team was particularly pleased with the interest and support shown by Principal Munroe-Blum, Provost Masi and Dean Pierre. We met with each at least twice, and each shared their view of the role and responsibilities of the School within the University and the Faculty. Each understood the issues that this report would raise and are prepared to give then the careful consideration they deserve. Principal Munroe-Blum spoke of McGill's initiative for excellence through research and collaborative work and of her interest in how and where the School would fit in this scheme of things.

The School is approaching a defining moment. Open academic positions now and in the medium future, the University's new initiatives in collaborative work and potential willingness to consider outstanding critical practice in hiring and promotion present a unique opportunity for the School, but it is the School that must seize the day.

4 Strategic planning

4.1 Strategic planning in the Faculty (Dean John Gruzleski, November 03)

The planning process in the Faculty of Engineering is a bottom-up process carried out by the Faculty Planning Committee with general guidance from the Dean. The members of the Planning Committee channel input directly from their colleagues in the academic units of the Faculty. The Committee began work on the current exercise in September but was confused by the initial frameworks which had been presented. It then decided to define its own framework. To date, it has updated the Faculty research priorities and is engaged in a SWOT analysis (strengths, weaknesses, opportunities, threats). The analysis is being carried out for the areas of: research, teaching and learning, academic staff, graduate students, support staff, space, service to the community, funding. From this analysis will come the definition of several priority areas to be developed during the next year. Choice of the compacts to be developed will be made on the basis of the SWOT analysis with emphasis on their interdisciplinary potentials. Budget requests emanating from these choices will be available by February.

The present document is a response to the request on November 14 of the Provost and Vice Provost for specific information.

ENROLMENT PROJECTIONS

a) Undergraduate Admissions

Most of the undergraduate programs in Engineering are of fixed enrolment with the limitations being laboratory space and teaching staff. The Faculty has a policy of capping class or section sizes at 70 students. This policy has been successful in improving the quality of teaching within the Faculty.

Intakes to the various undergraduate programs are targeted as follows:

Architecture: 50
Chemical Engineering: 60
Civil Engineering: 100
Electrical and Computer Engineering: 180 total into the two programs
Software Engineering: 50
Mechanical Engineering: 140
Mining Engineering: no targets
Materials Engineering: no targets

Although there are no limits on Mining or Materials, these are both co-op programs and the task of placing students in work terms places a practical limit of about 35 new students per year into each of these programs.

A program in Microelectronics is under development. If approved, this will be housed in the Department of Electrical and Computer Engineering and will have an intake of 50 new students per annum.

It should be noted that enrolments in Engineering tend to be tied to the business cycle, and long term projections are difficult. For example, four years ago Civil Engineering was attracting about 50 new students per year. In 2003, this number is about 100. Close contact with the Office of Admissions will be necessary to fine tune enrolments in Engineering.

b) Post Graduate Students

Significant growth in post graduate studies is expected in the Faculty as a result of the academic renewal process. Enrolment projections by unit are given in the tables of Appendix 1. These were prepared for the space audit of the Engineering Complex in Spring, 2003, and are regarded as current. Overall, they indicate an increase over the next five years of M.Eng (thesis) by 116, of Ph.D. by 95, and of post doctoral fellows by 18. Most growth is anticipated in Electrical and Computer Engineering, Chemical Engineering, and Mechanical Engineering as a result of recent academic renewal.

A Masters of Urban Design Program is in the development stage. This will be a joint program with the School of Architecture, The School of Urban Planning and Université de Montréal. A total enrolment of 20 to 30 students is anticipated.

TEACHING PROGRAMS

Undergraduate teaching programs in Engineering are strongly linked to accreditation requirements. Most professors teach higher level courses in areas related to their discipline, and it is here that links are made with research activities. In addition, courses in design and final year research project courses provide an opportunity for linking the undergraduate experience to research. For many years the Faculty has sought ways to enhance interdisciplinarity. These efforts are finally beginning to pay off. The recent NSERC Design Chair of Professor Angeles is an example which will link undergraduate students in most of the academic units of the Faculty, including the School of Architecture.

Admission to the Faculty is highly sought by international exchange students, and we have been forced to limit our selection of such students to a small number of selected schools with whom we have strong personal contacts. In recent years, there has been an increased demand among our own students for a study year abroad. Currently about 3% of Engineering students study abroad. The Faculty will target a 5% participation rate; numbers above this will prove difficult to handle because of the intense counseling needed in order to ensure that students chose the right courses to fit into their McGill programs.

The Faculty has always worked on the principle that tenured or tenure track professors should teach the majority of our courses. Use of adjuncts is made only where special needs exists such as area of expertise, or short term shortage of qualified McGill professors to meet the objective of the 70 student maximum for courses or sections. One exception to this is in the Schools of Architecture and Urban Planning where considerable use is made of local practictioners to expose the students to working architects or planners.

A partnership was established in 1999 between the Faculty of Engineering and CUTL whereby an expert from CUTL was hired to spend one day a week in the Faculty engaging in mentoring programs for new staff to assist them in subjects such as course development and delivery. This person has also worked closely with the Committee on Teaching and Learning to develop workshops for teaching assistants and to evaluate various advances in technology for use in our classrooms. The use of technology in classrooms is a major consideration for the Faculty. The Dean has recently established a work group of four persons to report by April 1 on a laptop policy and program for the Faculty.

Curriculum management is carried out by the academic units of the Faculty working with the Faculty Academic Committee. Quality is assured through regular accreditation exercises. All engineering programs will undergo accreditation visits in October-November, 2004. The extensive documentation required for this exercise is being prepared and must be ready by June, 2004. The programs in Architecture will be visited for accreditation in 2005, and those in Urban Planning in 2006 or 2007. No

evaluations of our graduate programs have been carried out since the Cyclical Review Process ended at McGill. Consideration of some form of evaluation for these programs will be done after the accreditation of the undergraduate engineering programs is completed.

RESEARCH THEMES AND PRIORITIES

The Faculty Planning Committee has revised and expanded the list of strategic directions produced by Dr. Vinet in July 2003. This revised list is given in Appendix 2 where items in italics have been added by the Faculty of Engineering. The academic units involved are indicated. These are current areas of strength on which we wish to build. Funding for research in Engineering comes from a variety of sources including government, private sector, and philanthropic.

The Faculty has submitted an ambitious CFI proposal in the current competition. This proposal aims to establish a multidisciplinary design center to be used by all units of the Faculty as well as units in the Faculties of Science and Medicine. If the Design 21 proposal is accepted, this activity will occupy the Faculty for the next several years. Construction is an integral part of the proposal. Funds for this aspect will have to be raised privately. Identification of potential donors is underway, and solicitation will begin as soon as an answer is received with respect to Quebec acceptance of the proposal.

There is currently only one real active research center in the Faculty. The Center for Intelligent Machines will be strengthened in the space allocation process. The space audit shows the Center to be highly underspaced. Professor David Plant has submitted an FCAR/NATEQ application for a "Center for Advanced Systems and Technologies in Communications". The Center, to be based at McGill, will unite leading experts in communications systems at Quebec universities. 27 researchers from 5 institutions are included. This is an area of priority for the Faculty which will be encouraged by space allocation and funding.

Several other centers are on the Engineering books. These are either inactive or only partially active. Reviews need to be done of these activities. It was understood that guidelines for the operation of centers were to be set out, and that these would allow for the closing of inactive centers. The Faculty awaits these guidelines before taking further action.

ACADEMIC RECRUITMENT PLAN

Progress with academic recruitment has been excellent to date. Since 1999 approximately 30% of the academic staff has been renewed with particular emphasis on the Department of Electrical and Computer Engineering and Chemical Engineering. However, as stated in the budget narrative, the Faculty has more or less stood still with respect to growth in is professoriate. The main beneficial effect of the renewal has been the hiring of bright young staff who are setting new research themes and attracting significant numbers of graduate students.

Bridging plans have been most successful in allowing smooth transfer of teaching responsibilities, and in allowing units to maintain their research strengths without interruption. Several approved positions remain to be filled. Units are working on these and it is expected that they will be filled by September 1, 2004.

The academic units are in the process of defining additional academic staffing needs. Some are listed in the budgetary request section of this report, and others will surface as the compact definition becomes more precise. Particular emphasis needs to be placed on the units with more senior staff in order to ensure that they maintain excellence. Such units include Civil Engineering, Materials Engineering, Mining

Engineering and Architecture. It is to be noted that both the School of Architecture and the Department of Mining, Metals and Materials Engineering have no assistant professors.

The Faculty has been only moderately successful in use of its CRC allocation, particularly its Tier 1 Chairs. To date, we have used 2 Tier 1 chairs and 4 Tier 2. The Department of Chemical Engineering has used the CRC program the best in its restaffing with two tier 2 chairs and one application currently being reviewed. Mechanical Engineering has used two chairs and ECE, one.

Immediate plans for use of CRC include a Tier 1 in the Mining Engineering Program to lever a recent $800,000 donation from BHP-Biliton. The CRC and the donation will allow the mining engineering program to establish itself as one of the few academic centers in mine optimization. In addition, the materials program is in the process of recruiting a candidate for a Tier 2 chair, and the Department of Mechanical Engineering will submit an application for the April, 2004 competition from its recent hire in the nano technology area.

The start-up funds supplied from the academic renewal fund appear to be sufficient when combined with Faculty and Department contributions. The Faculty of Engineering has made good use of the New Opportunities Program of CFI. In most cases, much of the University provided start-up funds are used to supplement the New Opportunities Funds, resulting in significant amounts of start-up monies for new staff.

A major priority in the coming capital campaign is the development of endowed chairs in many areas of the Faculty. A priority list, prepared in preparation for the campaign, summarizes the endowed chairs which the Faculty will seek. This list is appended as Appendix 3.

The School of Architecture, in particular, makes use of non tenure track professionals. The recent move toward creating a non tenure track professional stream in the University is most welcome, and will allow the Faculty to engage persons who wish to develop a part time academic career. All of the engineering units make use of non tenure track staff, as needed, to provide special course material, or to make up for lack of full time staff to keep the class and section size to the objective of a 70 person maximum.

RESOURCES AND SUPPORT

a) Support Staff Requirements

The following are immediate needs for support staff. It needs to be underlined that the CFI grants received by staff provide significant equipment but no technical support. As a result, there is an increasing need for technical support to allow the most effective use of the laboratories created by this program.

- One FIS person per engineering department with one person to be shared by the School of Architecture and the School of Urban Planning.
- Base budget support for the FIS and CIS persons at the Faculty level.
- Systems support persons for research areas (2 in ECE and one in Civil Engineering).
- A department grant preparation support person in the two largest departments (ECE and Mechanical Engineering).
- One technical support person for the nano-fabrication facility in ECE.
- One laboratory technician in Civil Engineering to manage and supervise the undergraduate laboratories.

- One support staff to deal with graduate student applications in the Department of Electrical and Computer Engineering. Currently this department has the largest number of applications for graduate work of any in the University.
- One support staff to deal with graduate student applications in the Department of Mechanical Engineering.
- Support person to be shared between the School of Architecture and the School of Urban Planning in the area of urban design.
- One full time technician with expertise in urban system modeling to support teaching and research laboratories in the School of Urban Planning and the Department of Civil Engineering.
- One full time technician in the area of electron optics to support the EM Facility in the Wong Building, and growth in the materials area.
- One full time technician with expertise in molten metal handling to support research and teaching in liquid metals in the Department of Mining, Metals and Materials Engineering.
- One technical position to support a new research activity in computational biomaterial science in the Department of Chemical Engineering.

b) Infrastructure and Space Considerations

A space audit of the entire engineering complex was performed in Spring, 2003, and has recently been corrected. The audit includes both pre and post Trottier Building calculations. Academic units were asked to provide information on planned growth, and this was incorporated into the audit. The major conclusions of the audit are as follows:

a. Approximately 40% of the planned growth (mostly in the research areas) could be incorporated into the present complex if more efficient use of existing space were made.
b. Virtually all of the planned growth could be incorporated into the present complex if units with no significant direct relationship with Engineering were moved elsewhere. There are two such units: the Department of Earth and Planetary Sciences and the School of Occupational Health (Faculty of Medicine).
c. The Faculty of Engineering is significantly "over-classroomed" especially with the Trottier Building coming on stream.

The Faculty has an active space committee which began to tackle these considerations in September, 2003 in the following way:

- Each academic unit is considering how it could better use its space in light of the recommendations contained in the space audit. Proposals which require renovations have been submitted and will be included in the coming capital alteration request. Significant partnering with the University will be required since the amounts needed will far exceed the normal capital alteration budget of the Faculty. Of most immediate concern are renovations of vacated space in the McConnell Building to accommodate new staff in Electrical and Computer Engineering. A wet laboratory used for micro-electronic research and nano research needs to be relocated to basement space for safety reasons. A multi-year plan will be worked out with the Planning Office to provide funding for these changes. A large part of the indirect costs of research allocation is also to be earmarked for renovations associated with research.

- A four person work group has been set up to study the question of closing certain classrooms and using the space for research laboratories, offices, or other purposes. This group is to provide initial recommendations by February 1, 2004.

- The Faculty will work with the University Planning Office on the question of relocation of the two units mentioned above. Note that the School of Computer Science would remain in the complex as it has strong links to teaching and research activities in Engineering.

BUDGETARY NARRATIVE

The following is the faculty's budget history over the last five years:

99/00   Cut of $197,500. Funding allocated for MMM program used to reduce cut.
Discretionary allocation: $260,000 designated for academic positions in ECE, Mechanical and Chemical and support for Materials Science lab

00/01   Cut of $59,800. Funding allocated for MMM program used to reduce cut to $37,000
Discretionary allocation: $150,000 for TA's

01/02   Cut of $204,900 due to decreased enrolment at graduate level
Discretionary allocation of $325,000, of which $170,000 undesignated

                 Unprecedented hiring in all units; recovery from unfilled slots to pay for research start-up funds

02/03   Increase of $54K
Discretionary allocation of $174,300 of which $94,300 is designated for support positions. Research start up funds now provided by Provost's Office.

03/04   No change

For nearly a decade it seems that the Faculty has been running very fast only to stand still in terms of staff numbers and budgets.   Since the 94/95 session, the Faculty lost, either through retirement, resignation or death, 56 academic positions. With the 03/04 session, and even with the influx of funds for academic renewal that has occurred such as 9 new positions in software engineering, and 3 in nano-technology, we will have hired 55 new staff. We are still down one, although there are 7.5 approved vacancies to be filled. When these are all filled, the Faculty will still have only 6.5 more academic staff than a decade ago. Over this decade, an additional undergraduate program has been added (software engineering) and significant increases in graduate student numbers have been seen.

Needless to say, with the budget cuts that the faculty sustained, there was no growth in other areas. In fact, in the 01/02 budget year, the Dean's Office recovered funds in unfilled academic slots in order to provide research start-up grants for new staff. This reduced even further the ability of departments to meet extraordinary expenditures. Start-up funds for new positions are now covered by the V-P Academic, although start-up funding for replacement positions remains a faculty responsibility.

Budget supplements for teaching assistants helped, particularly in light of the collective agreement; however many departments continue to face a shortfall in TA funding.

Two areas which were neglected de facto were non-salary items ($590K of total budget of $15.6M) which constitute a small portion of the budget, and funds allocated for support positions.

Of the discretionary operating funds which were not targeted to specific areas, with the 2002/03 budget, the faculty was able to redress some of the underfunding.

- The MMM program was put on a more solid financial footing, with the restoration of operating funds which had been used to meet budget cuts. Alumni funds were used to support the program in the interim.
- Four new support positions were created in various units of the faculty.
- The budget for exam invigilators was increased to reflect the actual hiring that was taking place.

The faculty had to rely on other sources of funds to put into place other initiatives such as the appointment of a full-time building administrator to look after the engineering complex. This position was deemed necessary because of the size of the complex and the seeming inability of other areas of the university to properly manage our buildings.

Our development and alumni relations office has doubled in size, funded in part by central DAR, with the faculty contribution ($159K) coming entirely from funds donated by alumni. Alumni funds have also made possible the funding of student projects ($40.5K last year) which otherwise would not have been possible.

To establish the satellite office of OTT which assists professors with preparing contracts and grants we were fortunate to have funds donated by Gerald Hatch. These funds are now exhausted, but fortunately can be replaced by the grant for indirect costs of research.

The biggest area of concern lies in our inability to provide adequate support services for our teaching staff. An already deteriorating situation was exacerbated by the introduction of new systems such as Banner FIS with the result that our teaching staff is being asked to take on more administrative responsibilities at the expense of teaching and research. The appointment of a FIS Trainer and Liaison Officer has helped in the short term, however, in the long term most units in the faculty will require an additional support position to assist professors in managing their finances. At the faculty level, both the SIS and FIS Trainer positions need to be retained to provide ongoing system support to the units.

Another area where departmental resources are strained to the breaking point related to the admission and registration of graduate students. All of these activities are handled at the departmental level, with no portion of the application fee being returned to the department. The level of activity is expected to increase as our new hires integrate into the faculty and start accepting graduate students.

In addition to the regular operating budget, the Faculty also receives funds through donations. In the past year, these totaled $5,280,672, the large part of which was designated for specific projects. Only $293,111 found its way as unrestricted funds into the Faculty. Of this amount, $159,000 was used to support the DAR office in the Faculty.

BUDGETARY REQUESTS

The Faculty has the following preliminary, but very real, needs.

- 22 support personnel as listed above to support the overall teaching and research priorities of the Faculty.
- Full salary support for a third development officer in the DAR Office of the Faculty. Fund raising will become an even greater priority of the Faculty as we move toward a capital campaign.

Should the CFI *Design 21* project be approved, significant major fundraising will have to begin immediately.

- Capital alteration support to partner with the Faculty for renovations in the Engineering Complex as recommended by the space audit. The exact amount for 2004-05 should be known by mid December, 2003.
- Promotional increases (6%) for promotion from assistant to associate professors. These used to be covered from central funds but are now the responsibility of the faculties. The academic renewal program has led to significant hiring at the assistant professor level. Increases of $6-10k are likely for large numbers of staff in 4 to 5 years time. It is not obvious how the faculties will be able to cover these.
- Complete renovation of the studio space in the School of Architecture to bring it up to date with the modern architectural office. This will require the acquisition of studio furniture and equipment for approximately 250 studio "workstations". Likely cost, approximately $500,000.
- Installation of a proper HVAC system in the Macdonald Harrington Building to improve working conditions during the summer months. This would allow expansion of our summer programs in this space and would help to alleviate the space shortage.
- A full time academic position will be required to support the Master of Urban Design Program. This program is currently under development. The position is likely to be needed by 2005.
- A full time academic position in infrastructure renewal to be shared with the Department of Civil Engineering, the School of Urban Planning and the MSE.
- Establishment of a laboratory in interfacial engineering in the Department of Chemical Engineering. Estimated cost $840k of which $700k will be obtained from a CFI grant.
- Support to allow the Faculty to retain the services of one person-day from CUTL for the purpose of teaching improvement for both professors and teaching assistants.
- A full time academic position in transportation engineering to build on our current expertise in this area. This position will be shared by the Department of Civil Engineering and the School of Urban Planning.
- Re-equipping of research and teaching laboratories in the Department of Mining, Metals and Materials Engineering at an estimated cost of $400,000. The four major laboratories that are involved were last equipped in the 1960's and 1970's.

4.2 Strategic Planning in the School of Architecture

Strategic Planning in the School generally addresses four main areas of activity: academic programs, academic staff renewal, non-academic staff renewal, and physical resources.

i) Academic Programs

Curriculum review is an ongoing process that falls within the mandate of the School's Curriculum Committee, which normally meets three times per semester. In the fall of 2001, the Curriculum Committee was mandated to undertake a detailed and systematic review over the 01-02 session of the Visiting Team Report, and to develop specific recommendations addressing the deficiencies and concerns identified by the Visiting Team. The Committee's recommendations and subsequent action by the School are summarized in Section 2. Program Response to Previous Team Visit.

The curriculum and study plan of the B.Sc.(Arch.) program have been slightly reorganized as part of a longer-term plan to rationalize and upgrade engineering content and to strengthen course offerings in structure, landscape, ecology and sustainable design. Two new first year courses, *Architectural*

Structures and *Digital Representation*, have been added; the sequence of courses in History of Architecture has been increased from two to four; and a new second year course, *Energy Environment and Buildings*, has been expanded to include more material on sustainability and building systems.

The curriculum of the M.Arch. I (Professional) program has also been reviewed and reorganized to shift technical content down to the undergraduate program and to free space in the graduate curriculum for elective courses; two courses in Urban Planning have been combined into a single expanded offering, and the new course *Professional Practice* has been expanded and revised to incorporate relevant material from *Professional Practice II*, as well as *Specifications and Building Costs* and *Engineering Economy*. The credit weight for *Design Research and Methodology*, the pre-thesis studio, was raised from 4 to 6, and the credit weight of *Architectural Design II*, the thesis studio, was increased from 8 to 9.

A proposal for a new Master of Urban Design program, to be offered jointly by the Schools of Architecture and Urban Planning in partnership with the Schools of Architecture, Landscape Architecture and Urbanism at the Université de Montréal, is in the planning and approval process. This represents a major opportunity for McGill to develop teaching and research programs in an essential area of design, and may develop interesting options for joint degree programs by qualified students.

ii) Academic staff renewal plan – 2005-2007 (prepared September 05)

1) Background

A professional architectural program requires teaching expertise based on professional as well as research credentials. We deliver our teaching and research programs with a faculty complement that includes 12 full-time and 35-40 part-time appointments. The complement of part-time faculty, mainly Adjunct Professors, teaching design and other specialized courses is an essential source of both scholarship and professional expertise; it represents an essential link with the profession and, it must be noted, allows us to improve significantly the gender balance among our teaching staff. However, the budget for part-time teaching has failed to keep pace with the incremental improvements to full-time salary allocations, and must be upgraded to reflect current demands and expectations.

Current initiatives call for a range of part-time appointments, including part-time permanent 'professor-in-practice' positions, allowing us to deliver programs with the involvement of practicing professionals operating in a new kind of relationship between the profession and the University.

Strategic partnerships and joint appointments may be appropriate if we are to enhance the profile of the School in certain areas of scholarship and professional expertise. The School has been actively involved in the preparation of the Faculty's Design 21 program. In addition to traditional links with Civil Engineering, and recent collaboration with Urban Planning in the development of a joint program in Urban Design with UdeM, the School has built new partnerships with Mechanical Engineering (NSERC Design Chair in Design for Extreme Environments), and with ECE (Design 21, faculty wireless network and new laptop policy). Potential partners, in addition to Urban Planning, include:
- McGill School of the Environment (Sustainable Design)
- Mechanical Engineering (Sustainable Design)
- Electrical and Computer Engineering (Visualization and Virtual Environments)
- Faculty of Medicine (Healthcare Design)

The two recent retirements from full-time teaching – Bruce Anderson (August 31, 2003) and Rad Zuk (December 31, 2003) – are faculty who were actively involved in the professional program, and more

significantly, in studio instruction, in addition to their other teaching and research responsibilities. Professor Zuk was appointed Emeritus Professor in 2004 and continues to teach on a part-time basis.

Professor Zuk's salary slot is presently covering the salaries of two half-time-equivalent positions, Howard Davies and Julia Bourke. Professor Bourke's salary is also complemented with funding from the new NSERC Design Chair in Design for Extreme Environments (Prof. Jorge Angeles, Mechanical Engineering, Director). Professor Anderson's salary slot was used for two years to cover the early retirement settlement negotiated with the University, but is now open.

2) New appointments: three full-time positions

It is proposed that Professors Anderson and Zuk be replaced at the level of Assistant Professor by candidates with the professional and research credentials that protect the tradition of design teaching in the School and the professional accreditation of the program, as well as key research areas. New appointments should support research and teaching initiatives in sustainable design, urban design and landscape architecture, cultural landscapes, virtual environments, and heritage and conservation. Since Professor Zuk's salary slot is being used to cover the two half-time equivalent positions, additional funds will be required to cover these two appointments ($80k).

A third full-time position, appointed jointly between Architecture and Urban Planning, will be required to support the new Master of Urban Design initiative with Université de Montréal and the City of Montreal.

3) New appointments: two half-time positions

Secure at least two permanent 'professor-in-practice' positions. ($80k)

4) Faculty Planning and the Compact

The proposals presented to the Planning Committee in 2004-05 identified the need for new positions in four strategic areas. Sustainable Design could include Building Science as an area of specialization. Expertise in Virtual Environment Modeling could be seen as a fifth specialization, or as a fundamental prerequisite for each of the positions, regardless of the main area of expertise.

Project 1	Urban Design
Description / Objective	Create a Master of Urban Design program with a strong research base, jointly with the Université de Montréal: (1) get program approved by Québec, (2) hire a new professor, joint appointment between Architecture and Urban Planning.
Collaboration	McGill: Architecture and Urban Planning; Université de Montréal: Architecture, Urban Planning, Landscape Architecture
Request	**1 joint faculty position with Urban Planning: $70,000 + benefits** 1 half-time administrative position: $ 20,000 + benefits 5 graduate student fellowships at $ 10,000 each: $ 50,000/year

Project 2	Sustainable Design
Description / Objective	Develop a new graduate option in Sustainable Design in the professional and post-professional M.Arch. programs. Integrate within undergraduate professional curriculum. Build on the NSERC Design Chair in Extreme Environments.
Collaboration	Urban Planning, Mechanical Engineering, Civil Engineering, MSE
Request	**1 joint faculty position with MSE (Mech Eng?): $70,000 + benefits** 1 half-time administrative position: $ 20,000 + benefits (shared with projects 2)

	3 graduate student fellowships at $ 10,000 each: $ 30,000

Project 3	Cultural Landscapes
Description / Objective	Develop a new option within the M.Arch.II Housing program and a new PhD stream in "Cultural Landscapes." This area of specialization falls within existing programs and therefore requires approvals at the departmental, faculty and university levels.
Collaboration	Geography (Olson), McCord Museum, could be related to proposed 'Heritage' Chair with links to Engineering, Arts, Law
Request	**1 joint faculty position: $70,000 + benefits**
	1 half-time administrative position: $ 20,000 + benefits (shared with projects 3)
	3 graduate student fellowships at $ 10,000 each: $ 30,000/year

Project 4	Heritage Chair
Description / Objective	Develop a new graduate option in Heritage and Conservation. This is linked to initiatives by former Principal Bernard Shapiro and recent discussions between School faculty and representatives of Parks Canada and Heritage Canada.
Collaboration	Engineering, Arts, Law
Request	**1 joint faculty position: $70,000 + benefits**
	1 half-time technical position: $ 20,000 + benefits
	3 graduate student fellowships at $ 10,000 each: $ 30,000

iii) Non-academic staff renewal plan – 2005-2007 (prepared September 05)

Anomaly adjustments to the present salaries of clerical, technical and administrative staff are urgently needed. Salary increases recently awarded to the new Administrative Coordinator and the Student Advisor have been provided from the fund for part-time teaching; this is only a bridging mechanism. New support positions required include:

1. **administrative**: a new entry-level position to support an expanded operation (reception, general secretarial, support for adjuncts and other part-time staff)) and also free the Student Advisor for more effective counseling, colleges and schools liaison, recruiting, admissions, exchange program and other related activities. (required: $30,000)

   The additional demands on administrative staff resulting mainly from the recent expansion of the professional and graduate programs have been managed in the last few years with the temporary bridging support of a casual (work/study) appointment in the administrative area and considerable amounts of voluntary overtime on the part of the Student Advisor and Graduate Program Secretaries. A new permanent position will allow us to remedy a problem identified in our last accreditation exercise as a serious threat to the effective and appropriate management of the School.

2. **administrative**: a new entry-level position to support the proposed joint program in Urban Design, shared between Architecture and Urban Planning. (required: $30-35,000)

3. **technical** (workshop): the workshop technician's position, now .75 FTE, should be formally upgraded to full-time. (required: an additional $10,000). Although this position was for all intents and purposes upgraded to full-time two years ago, the additional salary required has been drawn from teaching monies; this is only a bridging mechanism.

   Upgrading the position to full-time would achieve three objectives:

i) Firstly, it would support the recent expansion of the School's graduate programs, in particular, the new summer component of our streamlined 12-month post-professional M.Arch.II programs.

ii) Secondly, it would present opportunities for significant savings by the Faculty of Engineering in small scale construction projects requiring routine painting and carpentry, which could be coordinated by the Faculty Building Manager and carried out in the School's recently relocated and well-equipped workshop; in fact, we could very likely recover the entire extra salary allocation in two or three projects.

iii) And thirdly, it would acknowledge the fact that most, if not all, of the woodworking requirements of other Faculty of Engineering workshops are now satisfied in the School of Architecture facility.

4. **technical** (workshop and general school): a new entry-level position shared between the workshop and general operations (studios, labs, crit rooms, exhibition room). (required: $30-35,000). This position could also be shared between Architecture and Urban Planning.

The nature of the teaching environment in a School of Architecture, specifically, the network of studios and crit, exhibition and seminar rooms requires logistical and custodial support – from emergency duct tape to special furniture setups for project presentations – that are well beyond the capacity of the University's custodial resources. In addition, the presence of only one support staff in the workshop makes us extremely vulnerable in the event of accident or illness. A second person makes it possible to preserve access to the workshop, an essential teaching resource, and provides additional security during periods of peak usage.

iv) Physical resources

1) Studio furniture
In spring, 2000, the Faculty and University approved a proposal for the phased replacement of traditional drafting tables and reference desks in the studios. In the summer of 2000, 44 new workstations were built, and 90 reference desks redesigned and rebuilt on the existing steel frames. Both the new workstation and the modified reference desk were designed to provide secure storage for personal computers.

In the summer of 2005, 46 new workstations were installed in the first year studio with a major gift from the Class of 1977. The new model is a variation of a commercial workstation, but incorporates open shelving and lockable storage, an adjustable drafting board, and a movable side table for computer work or model-making. The intention is to replace all studio furniture with the new model, or equivalent, at a rate of 50 stations per year.

2) Space
The School acquired approximately 320 square metres of new space in the basement of the Macdonald-Harrington Building – this basement is on the same level as the service courtyard at the rear of the building, and is therefore grade-related – when labs vacated by Mining and Metallurgical Engineering in 1996 were renovated by the Faculty in 1998. A proposal submitted to the Faculty for the relocation of our workshop facilities to this level was approved, with funding, by the Faculty and University, and implemented in the spring and summer of 2001. This liberated valuable space on the main entrance level for expanded studio facilities and a new exhibition room. Space liberated on the third floor now accommodates the expanded M.Arch. I (professional) studio.

A recent proposal to renovate 340 square metres of space on the second floor of the School was approved

by the Faculty and University, and renovations are underway this fall. The project relocates obsolete darkroom and archive space from the second floor to the basement and ground floors, and develops the liberated space on the second floor as state-of-the-art studio space for the graduate programs, with 4 new offices and 3 new seminar rooms. This project reclaims underutilized space in a prime area of the School and consolidates studio and seminar facilities for students in our post-professional graduate programs. In addition, studio space liberated by one graduate studio on the fifth floor will be allocated to the professional program. The grant from the university and faculty enabling this much-needed transformation is much appreciated. The new space should be ready for occupancy in January 2005.

External Review
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Faculty of Engineering
McGill University

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Programs Reviewed:

> Bachelor of Science in Architecture (B.Sc.Arch.)
> Professional Master of Architecture (M.Arch. I)
> Post-Professional Master of Architecture (M. Arch. II)
> Doctor of Philosophy (Ph.D.)

Introduction

Now in its 110th year, the McGill University School of Architecture is at a crossroads that presents opportunity for significant development in terms of its provincial, national, and international role in furthering the art and science of architecture. Given the University's increasing emphasis on research and interdisciplinarity, the recent appointment of Dr. Christophe Pierre as the new Dean of Engineering, and the emerging search for a new Director for the School, a moment has arrived when major advances seem possible.

The School has historic ties with and strengths in engineering and construction. These date primarily from John Bland's appointment as Director in 1941 and his development of a new curriculum representing "The conviction that the disciplines of engineering and architecture must be brought together to resolve modern building problems..." (Program Report, June 2006, page 4). This legacy should be embraced in a critical, contemporary manner that leads to new kinds of teaching, research, and design practice appropriate for the 21st century.

Additionally, the Faculty and School should more deeply reflect on, assess, and communicate the achievements and potential of its remarkable Ph.D. program, introduced under the leadership of Dr. Alberto Perez-Gomez in 1989 and approved by the Ministry of Education in 1997. We use the word "remarkable" here because McGill's Ph.D. in Architecture, which this fall will enroll 34 students, is the most substantial, rigorous, and high profile Ph.D. program in architecture in Canada. The program has potential to develop even higher levels of scholarship and innovation in history and theory, and in housing, along with other areas such as sustainability, urban design, health care, new materials, and extreme environments. Accepting that this is a broad list of subjects/topics, the faculty have, collectively and individually, established or begun to create international status in these programs and deserve more substantial support. For example, sustainability and affordable housing are rapidly growing fields globally; and the health arenas mark McGill as a leader in what is an embryonic field in architectural education and research (not to mention the incredible amounts of funding being directed into healthy environments.) They are also fields which have many collaborative possibilities both in the Faculty of Engineering and at McGill in general. Existing ties need to be cultivated and new linkages made within the Faculty of Engineering and the University, with other Montreal universities, with the Canadian Center for Architecture, and with the City of Montreal.

The potential for the McGill Ph.D. in Architecture seems to us very strong but needs human resources, facilities, and financial support, particularly in terms of student fellowships. And, the furthering of the Ph.D. program should not undermine, but rather, can reinforce the underlying studio design culture at the core of all great architecture schools.   The integration of high-level research and

the further development of studio design culture should be at the core of strategic planning in the School.

Finally we want to note the strong sense of community that exists in the School. With around 250 students, 10 full-time faculty, some 35 adjunct teachers, and a dedicated non-academic support staff, this "family" is cohesive and highly productive. It is a creative community that has been led, admirably, in recent years by David Covo, whose hard work and passion have been of fundamental importance to the well-being and achievements of the School. However, this notion of the "family" also carries with it certain liabilities, such as a sense of insularity, which needs to be addressed, both by Engineering and Architecture. (Insularity is unfortunately endemic in architectural culture continent-wide.) While maintaining collegiality, meaningful discourse must unfold in order to confront the challenging aspects of the School's insularity. This will be necessary in order to consolidate and develop McGill's position in architectural research and leading-edge design. New emphasis on communication will be needed in order for the School to attain its potential in the immediate years ahead.

PART I: Review of Teaching Programs

Generally speaking, we found the four degree-programs reviewed to be of high quality, with the Ph.D. program being particularly distinctive and important nationally and, increasingly, internationally. In each program there are issues that need to be addressed. The most urgent issues are, from our perspective, embedded in the undergraduate, Bachelor of Science in Architecture (B. Sc. Arch.) program, which is closely linked with and, for the most part, integral as the base for the professional Master of Architecture (M.Arch. I) degree. Our comments on each of the four programs follow.

Bachelor of Science in Architecture

This is a long-standing, solid program with a large field of applicants, mostly from Quebec. The School is able to attract well-qualified, high-performing students. Considerable engineering and technical emphasis in the curriculum makes this undergraduate, pre-professional program in architecture unique among the ten schools of architecture in Canada.

In May 1999, the M. Arch. I replaced the B. Arch. as the first professional degree in Architecture at McGill. The new program retained the B. Sc. Arch degree and replaced the 2 semester B. Arch with a 3 semester M. Arch I.

We sense that the structure and content of the current B.Sc. in Architecture needs to be substantially reviewed, because it seems to be largely "left over" from McGill's previous, Bachelor of Architecture arrangement. During the period from 1990 to 2004 several first professional degree Bachelor of Architecture programs were transformed in Canada to a professional M. Arch. I. In certain campuses, some nominal curricular change occurred - with a relatively short increase in time duration (or even none at all). In retrospect, this seems questionable and in the specific case of McGill's B.Sc. Arch. - M.Arch. I sequence and relationship, needs to be re-examined. Given that some years have elapsed since the shift, careful evaluation of its consequences can occur.

Findings and Recommendations

1. The B.Sc. in Architecture (the pre-requisite to the earlier one-year B. Arch.) does not appear to have been deeply overhauled, as it should have been, when the School shifted to the Master of Architecture as the professional degree. The B.Sc. should be restudied in relation to the M.Arch I. and appropriate changes implemented.

2. Our initial perception is that there is an awkward and, we believe, unacceptable notion that, if a student is accepted into the B.Sc. in Architecture, s/he will be almost automatically accepted later into the

professional Master of Architecture I program. (For example, we discovered that, as of late June, admissions decisions and acceptance letters had not gone out to internal applicants for the M.Arch. I. This is off-cycle with other schools of architecture in North America and could affect acceptance decisions. There appears to be a strangely casual attitude about the relationship between the B.Sc. and the M.Arch. I in terms of internal students and the M.Arch. I admissions process. This should not be the case.)

3. In talking with representative B.Sc. Architecture students, it was clear to us that these students value the engineering and engineering-related courses that they are required to take but, at the same time, have little sense of identity with the Faculty of Engineering. B.Sc. students rapidly develop a strong sense of "community" with the School of Architecture, which is positive and nurturing, but rarely develop the parallel possibility of identity with the broader Faculty of Engineering. As in the other three programs, this lack of communication and opportunity for academic and social community with Engineering needs to be addressed.

4. The B.Sc. in Architecture program is being required to accept ten additional students for 2006-07 but it is unclear what the School will receive in terms of additional resources to support this enrollment increase. This is worrisome in terms of the quality of the program.

5. Tuition in the linked B.Sc. – M.Arch. I programs remains among the lowest (if not the lowest) in the ten accredited schools of architecture in Canada. This is an attraction for many applicants. However there is a down side in terms of income and funding for the Faculty, the School and the programs if there is a direct relationship between enrolment and department funding.

Master of Architecture (M.Arch. I)

The professional Master of Architecture is represented as the "second part of the professional program." It is a three semester sequence following the B. Sc. Arch. (or equivalent). There is great opportunity for it to have a very distinct McGill program quality, rather than being characterized as the "second part." It appears to have lost energy and focus in recent years; although it may never have been fully actualized as both a continuation and a stand alone program. Among the challenges that we discovered are:

1. An inadequate size pool of national and international applicants (i.e. there are challenges in terms of marketing, promotion and recruiting);

2. An awkward, unclear linkage with the B.Sc. (and sense of "automatic" entry into the M.Arch. I for internal candidates);

3. Insufficient attention to and human resources for leading-edge teaching in architectural design, and

4. Relatively poor communication with and use of opportunities for innovation in the Faculty of Engineering.

All of this has apparently led to pockets of student frustration and some attrition in numbers of students and numbers graduating. One student commented to us that "The M.Arch. I just feels like a continuation of the Bachelor's program." Even the internal candidates are looking for program distinction, separate from their undergraduate experience.

Findings and Recommendations

1) There is an opportunity for the M.Arch. I to be a leading architectural program, drawing the best and brightest from undergraduate programs (particularly architectural undergraduate programs) in the world. This means that just as some of McGill's best B. Sc. Arch. students leave for top graduate schools in Canada and elsewhere (such as Harvard, Columbia or the Architectural Association in London), students would be admitted to the McGill professional M.Arch. I program from top Canadian undergraduate architecture programs and from outstanding pre-architecture programs in the US such as those at Princeton and the University of Virginia. Resources are needed to both distinguish and promote McGill's March I professional program. To "put the Masters on the map" would not entail a huge leap given the current strengths. It is a thriving trans-cultural lab, has enormous post-professional presence and capacity, and has intrinsic connections to the global condition.

2) It is advisable for the Faculty and the School to consider increasing the number of M.Arch. I semesters (to four or five), from the current three, in order to give the M.Arch. I more identity, accommodate a larger number of high-quality external applicants, and to make room for more innovation and specialization within the curriculum, which is currently necessarily "packed" with required courses determined by national accrediting

requirements. As noted later, students in this program can join other graduate students from the post professional "specializations," thus increasing the graduate contingent and culture.

3) There is an opportunity for higher level technological literacy and conceptual framing given the context of the Faculty of Engineering. Great potential for cutting edge technological research clearly exists and would be an attractive fit. For example, Mark West at the University of Manitoba, Shane Williamson at the University of Toronto, and Bill Massie at Cranbrook Academy demonstrate how digitized design meets such areas as new materials and construction. They exemplify the transformation from the early roots of civil engineering with architecture that could be appropriate here. Information technology (and new digital media) aspects of the M.Arch. I should be reviewed and, likely, increased in scope and in terms of technical support. This includes, but is not limited to:
   a. Specific kinds of support in terms of software, printing
   b. Timely response with respect to deadlines, etc.
   c. Resources for slide and print digitization
   d. Computer numerically controlled (CNC) experimentation and inventory
   e. Relationships of information technology in the rethinking of library and information resources.

4) Perhaps most importantly, the architectural design stream needs to be aggressively reinforced. It appears that over its history, the quality of research (and personnel resources) has steadily increased but that design has held steady. To increase quality and visibility of the design focus:
   a. The Sheff Visiting Professorship that was recently established must continue to be developed.
   b. Additional financial and human support must be found for leading-edge design teaching that will engage the students with key architects and theorists from Quebec, Canada, and the international community.
   c. The role of the many adjunct teachers in architectural design needs to be addressed, and these individuals need to be better compensated. Those at the top of the ranks in this category should be considered for an appointment such as "Professor-in-Practice."
   d. Meaningful linkages should be made with innovative design teaching in other divisions of the Faculty of Engineering.

5) Finally, in terms of the M.Arch. I, we wonder if, in terms of Quebec needs and job opportunities nationally and internationally, the number of students graduating is "about right" or low. The School should discuss this matter with the Quebec Order of Architects (OAQ) to determine if the intake-to-graduation numbers are correct relative to the market place and both short-term and projected long-term professional needs.

Past-Professional Master of Architecture (M.Arch.II)

For its relatively small size, the School has a large, attractive range of opportunities for post-professional, graduate studies in architecture. The range includes minimum cost and affordable housing, housing in developing nations, health care, history/theory/criticism, urban design, and other architectural design-related topics. It is a strong pool from which to draw Ph.D. students and build reputational capital through a robust research agenda. Almost the entire architecture faculty holding a Ph.D. are actively involved in teaching and research specifically related to the M.Arch.II. This appears to be both dynamic and successful, granting that it may unfortunately pull some resources and energy away from the professional M.Arch. I.

Findings and Recommendations

1) With the creation of more fellowships and scholarships and with more aggressive advertising of the accomplishments of the various post-professional programs, it is likely that even better qualified, outstanding international students could be attracted to these strong programs. McGill is well situated to modestly expand and develop the research and design-intensive M.Arch. II programs. More self-promotion is needed, along with better communication with the Faculty of Engineering. Clearly here, there are excellent development opportunities.

2) There is also an opportunity for synergy if the first professional M. Arch. I is expanded to allow for curricular specialization. (See point 2. in M.Arch. I recommendations above.) An economy of scale would emerge to teach these specialty courses to graduate students in both M.Arch. programs. By increasing the numbers sharing these courses, there would also be adequate undergraduate-graduate 'separation' with more identity to those students in the graduate programs.

Ph.D. in Architecture

McGill is considered, nationally and internationally, to have the longest, most deeply established Ph.D. program in architecture in Canada, having graduated 15 students since its launch in 1998. We understand that, in the fall of 2006, the Ph.D. program will have an enrollment of some 34 students. We were greatly impressed with the intelligence, enthusiasm, and commitment of the Ph.D. students that we met during our visit.

Over the past eight years, under the leadership of Dr. Alberto Perez-Gomez, the program has maintained tremendous strengths conceptually and it embodies commendable rigour. However with six faculty members (Ph.D.s) carrying most of the Ph.D. student load, supervision is starting to be spread thin and it appears that resources and energy may be being drawn away from the M.Arch. I program in order to support the Ph.D. program.

Findings and Recommendations

1) Increased resources will be required over the next few years in order to maintain and develop McGill's outstanding Ph.D. program in architecture including:
   a. Additional faculty members with Ph.D.s will be needed;
   b. Much more substantial fellowships and T.A.-ships are needed for Ph.D. students (and these Ph.D. students could be a significant asset to the masters program as well);
   c. Ph.D. students should be provided with appropriate, individual work spaces;
   d. Stronger linkages should be made, where appropriate and meaningful, with the Faculty of Engineering.

2) Later in this report we will comment on the crucial role of the Blackader-Lauterman Library of Architecture and Art, in relation to all of the School of Architecture programs. However, we would like to note here that the architecture library, as both an integrated collection and place, is particularly important for the Ph.D. program in architecture. It is hugely important that the Blackader-Lauterman Library not be closed nor divided and dispersed.

PART II: Unit Review

Under the leadership of Director David Covo, the School of Architecture has thrived as a productive academic and creative community. With limited resources the unit has maintained a strong leadership role in architectural education in Quebec and Canada. The School has an admirable global orientation and with 60% of its full-time faculty holding a Ph.D. (six of ten faculty members), it is second only to Laval University's architecture school in this regard. This is certainly a strong base on which to develop the McGill School of Architecture.

To its credit, the School has strong relationships within the University, the City, and the Province. The Canadian Centre for Architecture, one of the world's leading architectural collections and study centres, is a tremendous nearby asset that deserves further cultivation and reinforced linkage with the School. We encourage even stronger relationships with the City of Montreal (e.g. in urban design), and with the other Quebec schools of architecture and design.

The physical facilities are good and generally appropriate, although it appears that there is no space, now, for further expansion. Space is generally "maxed out" at the moment. For example, there is not high enough quality space for the accommodation of Ph.D. students (an expanding program); and ten additional students must be provided with studio desks in the B.Sc. in Architecture in 2006-07. There is also a sense that the IT facilities overlap with and are in some instances "crammed into" woodworking facilities. With the appointment of a new Director, it would be advisable to do an updated, comprehensive, physical space study.

In terms of space and facilities, the McGill School of Architecture has been extremely fortunate to be closely linked with the prestigious Blackader-Lauterman Library of Architecture and Art. We were nothing short of shocked and dismayed to read the University's June 26, 2006 report on the future of the architecture library and the proposal in the report to close the facility. Not only does this possibility raise issues related to accreditation of the M.Arch. I professional program but, more generally speaking, indicates to us "reverse thinking" in terms of the important role that this library serves, even in today's age of expanding digital information systems. Frankly stated, it would be unthinkable, from our perspective, to close the Blackader-Lauterman Library. Rather, this superb collection should be seen as a key symbol and resource for the School and the Faculty and reinforced, not closed.

The School of Architecture has a dedicated, hard-working support staff. However these resources are spread thin. An additional "office person" is urgently needed to perform receptionist duties, deal with certain financial duties, and to "open space" for others to concentrate more on communication and

promotion.   Also, although it is not entirely clear how this should be done, there is need for more workshop support, both for traditional woodworking, etc. but also in the area of information technologies. More resources for program promotion are necessary as well, and would help dramatically with recruiting for the M. Arch I professional program.

We strongly endorse the expansion of the School's FTE. Continued effort must be made to address the gender imbalance among faculty.   Top female candidates should be sought and recruited internationally.   (We note that current and new positions and the description and advertising of these positions must be done with extreme care and clarity in order that searches and appointments can be made in an orderly manner and with broad "buy in" by the School and the Faculty.   We detected considerable frustration on the part of Architecture faculty with the most recent search, stemming it seems, from a lack of good communication on this front between the School, the Faculty, and the Dean's Office.)

The School has been well administered but it is possible to imagine that, with the level of current and expanding activity, an Associate Director(s) might be appropriate, in order to allow the Director to streamline her/his portfolio and concentrate more on strategic priorities, fundraising and external development. Related to this, the time has perhaps arrived when it would be beneficial, in terms of communication, for one of the Faculty of Engineering's Associate Deans to be appointed from the School of Architecture.

Accepting that it is a professional school and has been historically quite practice-focused, the level of research and creative activity among faculty has been strong. Teaching, advising, and committee loads are high for Architecture faculty members; perhaps restricting, for some individuals, appropriate amounts of time for research.   This is another reason why the School's FTE should be expanded.   Although few architecture schools in Canada can, by their very nature, attract high dollar amounts of NSERC or SSHRC funding, expansion of research funding could gradually increase in the School of Architecture, particularly with stronger linkages to other divisions and inter and cross-disciplinary research projects. More interaction with the funded research support structures of the Faculty of Engineering would help.

Recommended Priorities

The School of Architecture is at a key juncture in its 110-year history with the recent appointment of Dr. Christophe Pierre as the new Dean of Engineering and a forthcoming Director of Architecture search.   Based on our June 26-27, 2006 visit and review, we recommend the following for the School of Architecture:

1. **Clarify Vision and Philosophy**
   a. Develop a clear and distinctive mission statement, strategic priorities and set of goals, and implementation strategies:
      i. align with/contrast with Engineering
      ii. embed some of current strengths in this new arrangement and articulation: global practice, leadership, diversity
   b. Differentiate from other competitive international programs
   c. Determine how mission and goals are manifested and communicated
   d. Differentiate between B. Sc. and M. Arch I.
      The B.Sc. undergraduate program (which was part of the former B.Arch.) is undergoing gradual change, but will need to be revisited. It feels "left over" from the former sequence. The B.Sc. to M.Arch. I professional sequence should be reviewed and access made clearer to non-McGill M. Arch. I applicants.
   e. Conduct a supply – demand assessment (Ordre des Architectes du Quebec) vis a vis professional need and opportunity;
      i. determine what metrics are needed for assessment
      ii. determine how this is affected by global work force dynamics among architecture and design professionals

2. **Build Strong, Relevant Contemporary Relationships with Engineering and Reduce Insularity** (increase reciprocal understanding of architecture and studio culture, by both Architecture and Engineering)
   a. Create joint courses with appropriate release time for development
   b. Implement leadership role for architecture in the Dean's office, such as an Associate Dean from Architecture
   c. Build on NSERC chair (Angelis and Bourke)
   d. Populate Faculty of Engineering committees to include personnel from multiple disciplines with opportunity for collaboration and networking
   e. Find sympathetic partners within the Faculty across disciplinary boundaries
   f. Share new technologies across the Faculty of Engineering
   g. Consider name change to Faculty of Engineering and Design
   h. Set up opportunities for Dean to visit other schools especially in or connected to other schools of engineering (e.g. University of Waterloo, Illinois Institute of Technology, Carnegie Mellon)
   i. Increase internal and external communication

3. **Increase Support for Ph.D. in Architecture**
   a. Increase new and major fellowships for Ph.D. attraction and retention
   b. Enhance individual work/study space for Ph.D. students
   c. Set up careful consideration of advertisements and searches for new appointments

4. **Pursue Faculty Renewal**
   The School needs to strengthen position in design excellence – currently there are a few faculty who are establishing a strong national and international design reputation. There should be more. To accomplish:
   a. Increase number of tenure track lines (FTE)
   b. Maintain strong adjunct pool and compensate fairly
   c. Define and establish category of Professor-in-Practice (clinical professors) drawing on strongest in adjunct pool
   d. Increase visiting design professorate. This will:
      i. help to renew existing faculty
      ii. accommodate cutting edge and/or highly accomplished practitioners. (It is a predominant model, particularly in the US)
      iii. boost enrolment, recruitment, and recognition.
   Opportunities for increased design excellence include:
      iv. named chair in practice
      v. tenured – part time commitment
      vi. visiting professorships (e.g. Sheff)

5. **Establish New Management/Administrative Structure**
   a. Increase internal and external communication
   b. Distribute administrative load, such as:
      i. Associate Director for Undergraduate Studies
      ii. Associate Director for Graduate Studies
      iii. Associate Director for Fundraising
   c. Integrate with the Faculty of Engineering when appropriate

6. **Define and Address Role of Design in Teaching and Research**
   The highly complex matter of defining and understanding "research" and "design" in the differing cultures of engineering and architecture is an opportunity for debate and discourse. The Faculty of Engineering has a great opportunity for leadership in design.
   a. Communication should be improved and will require effort on both sides; multiple bridges are needed
   b. Develop opportunity for strategic partnerships utilizing Ph.D. and studio design teaching
   c. Begin conversations across disciplines in order to see research as part of design inquiry; design as part of research practice

7. **Protect Architecture Library as Key Resource and Place**
    The Blackader-Lauterman Library is a highly regarded and important component of McGill and the School of Architecture. We believe that an outstanding Architecture Library continues to be very important as a physical place, for increasing research and for discovering new ideas. It is a symbol of scholarly and creative pursuit. Rather than dismantling it, it should be seen as an opportunity for renewal and celebration with the possibility of fund raising for a new facility for the Blackader-Lauterman Library to link with McGill University's Schulich Library of Science and Engineering Library. This would support:
    a.   Cost savings
    b.   Access
    c.   New space use
    d.   Opportunities for collaboration on information technology
    The current arguments about moving and dispersing are not convincing. This is an extraordinary opportunity to reinforce the architecture library – to be supported as a whole in relation to/with the engineering library.   It is critical that the Blackader-Lauterman Library collection be kept together. The library can be an important social condenser, with great social capital. We see this as an obvious opportunity for fundraising with the driver being a physical link for architecture and engineering.   There is no significant school of architecture with a research enterprise that does not have its own library. Excellent, open communication regarding the process of the library's transformation is critical.

8. **Enhance Information Technologies and Digital Media**
    a. Increase support
    b. Develop a long range plan including a strategy for
        i.   resources
        ii. equipment
        iii. staffing
        iv. interfacing with Engineering.
    c. Utilize unique opportunity for integrated technology – pedagogy and state of the art investigation around:
        i.   micro-computing facilities
        ii. sharing of equipment

9. **Develop Fundraising and Reputational Capital**
    a. Participate in fundraising for fellowships and scholarships, particularly for Ph.D. students
    b. Put specific, direct advancement and fundraising support in the School of Architecture.   (Three total staff in engineering.)

10. **Upgrade Physical Facilities and Technical Support**
    a. Respond to urgent need for improved air ventilation
    b. Add one person for the shop who can also act as supplemental building steward

Program Review Results (public): *School of Architecture*

Program Study Group Members:

Annmarie Adams, Professor, School of Architecture (PSG Chair)
Vikram Bhatt, Professor, School of Architecture
Adrian Sheppard, Professor, School of Architecture
Raphael Fischler, Associate Professor, School of Urban Planning

Strengths:
- The school has a strong sense of community, and is highly cohesive and productive.
- McGill's Ph.D. in Architecture, is the most substantial, rigorous, and high profile Ph.D. program in Canada. The program has potential to develop even higher levels of scholarship and innovation in history and theory, and in housing, along with other areas such as sustainability, urban design, health care, new materials, and extreme environments.
- The B.Sc. program is able to attract well-qualified, high-performing students. Considerable emphasis on design and in fulfilling professional CACB requirements in the curriculum makes this undergraduate, pre-professional program in architecture unique and formidable among the ten schools of architecture in Canada.
- The M.Arch. (professional) program is a thriving trans-cultural lab, has enormous post-professional presence and capacity, and has intrinsic connections to the global condition.
- For its relatively small size, the School has a large, attractive range of opportunities for post-professional, graduate studies in architecture. The range includes minimum cost and affordable housing, housing in developing nations, health care, history/theory/criticism, urban design, and other architectural design-related topics. It is a strong pool from which to draw Ph.D. students.
- The Blackader-Lauterman Library is a key symbol and resource for the School and the Faculty, and is particularly important for the Ph.D. program.

Recommendations for Improvement:
- Increase the length of the M.Arch I program to provide for more specialization, additional "critical thinking" courses, and to harmonize with the post-professional M.Arch. II program.
- The Sheff Visiting Professorship that was recently established should continue to be developed.
- Enhance student recruitment and, with the Faculty, increase the number of fellowships and scholarships available to Ph.D. bound M.Arch II students.
- Review the role of adjunct instructors in the delivery of the curriculum.
- Make closer ties to the other units in the faculty, especially to enhance the teaching of innovative design. The information technology aspects of the program should be reviewed.
- Seek additional financial and human support, such as for endowed chairs, for leading edge design teaching that will engage the students with key architects and theorists from Quebec, Canada, and the international community.
- Develop a plan for upgrading all computer workstations and assess the state of the infra-structure in Architecture, making closer connections to the Faculty computing facilities.
- Form a school task-force to review the B.Sc. curriculum, with special regard to its relation to the M.Arch 1 professional program.
- Explore expansion of the current pool of visiting critics and external reviewers.
- Review the adequacy of space available to graduate students.

(March 2009)

McGill

Appendix 1.3.x: Canadian School CACB data (compiled) 2006-10

The following appendix includes:

- **1.3.1**
  CACB data compiled 2009-10

- **1.3.2**
  CACB data compiled 2008-09

- **1.3.3**
  CACB data compiled 2007-08

- **1.3.4.**
  CACB data compiled 2006-07

CACB Statistics Summary 2009-10

		Québec			Ontario			Nova Scotia	Manitoba	Alberta	B.C.
School		**McGill University**	**Université de Montréal**	**Université de Laval**	**University of Toronto**	**Waterloo University**	**Carleton University**	**Dalhousie University**	**University of Manitoba**	**University of Calgary**	**University of British Columbia**
Degree Programs		(B.Sc., M.Arch.1, M.Arch.2, Ph.D.)	B.Sc., M.Arch.1	B.Sc., M.Arch. 1, M.Sc.	B.A. (non-studio), M.Arch. 1, M.Arch.2	B.A.S., M.Arch.1	B.A.S., M.Arch. 1, M.Arch.2	B.E.D.S., M.Arch.1	B.ED., M.Arch.1	M.Arch.1, MDes, Ph.D.	B.En.D., M.Arch. 1, M.A.S.A., Ph.D.
STUDENT DATA											
FTE Students											
Pre-professional	Bachelor	167	240	259	212	285	277	158.8	303		42
Professional	Masters	70	117.5	137	257	133	77	104	57	133	141
Post-professional	Masters	29		43	3					47	2
	Ph.D.	39								20	3
Total		305	357.5	439	472	418	354	262.8	360	200	188
Total degrees awarded											
Pre-professional	Bachelor	41	68	49		64	69	58	89		19
Professional	Masters	29	69	55	27	32	28	49	23	22	28
Post-professional	Masters	24		6						5	0
	Ph.D.	2								2	0
Number of applicants											
Pre-professional	Bachelor	684	859	394		1354	720	294	349		84
Professional	Masters	190	173	111	221	150	167	64	69	175	327
Post-professional	Masters	117		77	19					70	21
	Ph.D.	49								18	0
Number enrolled											
Pre-professional	Bachelor	51	80	93		74	90	123	96		42
Professional	Masters	39	69	55	73	62	44	37	57	48	55
Post-professional	Masters	23		9	6					20	0
	Ph.D.	7								4	0
Applicants/Enrolled %											
Pre-professional	Bachelor	7.46%	9.31%	23.60%		5.47%	12.50%	41.84%	27.51%		50.00%
Professional	Masters	20.53%	39.88%	49.55%	33.03%	41.33%	26.35%	57.81%	82.61%	27.43%	16.82%
Post-professional	Masters	19.66%		11.69%	31.58%					28.57%	0.00%
	Ph.D.	14.29%								22.22%	
RESOURCE DATA											
Externally generated funds		$728,503	$80,725	$41,193	$595,084	$970,056	$2,719,207	$193,005	$259,240	$7,500	$222,023
Research income		$1,476,767	$381,090	$795,658	$128,824	$441,325	$0	$827,904	$114,154	$166,000	$370,549
Total Canada (reported)		$4,702,271									
Percentage McGill		31.41%									
Amount/McGill FT		$128,414.52									
FACULTY DATA											
Full-Time		13	19.5	19	18.9	16	15.5	15.55	16	13	13.8
FTE (incl. adjunct, etc.)		20	26.25	24	22.7	31	24.5	13.77	18	16	20.18
INDICATORS											
Student/Faculty ratio		15.25	13.62	18.29	20.79	13.48	14.45	19.08	20.00	12.50	9.32
PHYSICAL RESOURCES											
Studio area (net sq.ft.)		16,160	21,820	24,700	1,728	27,100	17,992		12,310	14,440	11,756
Total dedicated area		44,000	40,741	63,000	4,248	79,500	42,953 +VSIM 8000			263,720	23,669

CACB Statistics Summary 2008-09

		Québec			Ontario			Nova Scotia	Manitoba	Alberta	B.C.
School		**McGill University**	**Université de Montréal**	**Université de Laval**	**University of Toronto**	**Waterloo University**	**Carleton University**	**Dalhousie University**	**University of Manitoba**	**University of Calgary**	**University of British Columbia**
Degree Programs		(B.Sc., M.Arch.1, M.Arch.2, Ph.D.)	B.Sc., M.Arch.1	B.Sc., M.Arch. 1, M.Sc.	B.A. (non-studio), M.Arch. 1, M.Arch.2	B.A.S., M.Arch.1	B.A.S., M.Arch. 1, M.Arch.2	B.E.D.S., M.Arch.1	B.E.D., M.Arch.1	M.Arch.1, MDes, Ph.D.	B.En.D., M.Arch. 1, M.A.S.A., Ph.D.
STUDENT DATA											
FTE Students											
Pre-professional	Bachelor	176	247	238	219	290	275	148		76	36
Professional	Masters	67	132.5	95	251	119	67	97		133	128
Post-professional	Masters	33		19	6						7
	Ph.D.	36									5
Total		312	379.5	352	476	409	342	245		209	176
Total degrees awarded											
Pre-professional	Bachelor	49	71	80	0	64	71	52		0	10
Professional	Masters	37	70	49	41	16	20	27		24	26
Post-professional	Masters	16		7	0						5
	Ph.D.	7									0
Number of applicants											
Pre-professional	Bachelor	653	676	303		1167	705	197		0	91
Professional	Masters	139	154	85	221	109	106	62		160	274
Post-professional	Masters	95		64	19						18
	Ph.D.	33									0
Number enrolled											
Pre-professional	Bachelor	55	91	103		81	77	67		0	25
Professional	Masters	31	75	54	73	62	28	44		39	43
Post-professional	Masters	24		18	6						2
	Ph.D.	7									0
Applicants/Enrolled %											
Pre-professional	Bachelor	8.42%	13.46%	33.99%		6.94%	10.92%	34.01%			27.47%
Professional	Masters	22.30%	48.70%	63.53%	33.03%	56.88%	26.42%	70.97%		24.38%	15.69%
Post-professional	Masters	25.26%		28.13%	31.58%						11.11%
	Ph.D.	21.21%									
RESOURCE DATA											
Externally generated funds		$2,537,538		$131,726	$3,259,081	$1,021,258	$2,731,202	$760,061		$787,500	$102,863
								$112,975			
Research income		$1,092,143		$563,690	$48,362	$182,000				$480,000	$382,274
Total Canada (reported)		$2,748,469									
Percentage McGill		39.74%									
Amount/McGill FT		$94,968.96									
FACULTY DATA											
Full-Time		13.5	17	21	17.56	19	9.5			13	13.18
FTE (incl. adjunct, etc.)		18	24.9	27	22.7	28.38	21.5			17	17.18
INDICATORS											
Student/Faculty ratio		17.33	15.24	13.04	20.97	14.41	15.91			12.29	10.24
PHYSICAL RESOURCES											
Studio area (net sq.ft.)		16,160	22,819	24,700	1,728	27,100	17,992			9,300	11,756
Total dedicated area		44,000	40,741	90,400	4,248	79,500	42,953			16,350	23,669
							VSIM 8,000				

CACB Statistics Summary 2007-08

		Québec			Ontario			Nova Scotia	Manitoba	Alberta	B.C.
School		**McGill University**	**Université de Montréal**	**Université de Laval**	**University of Toronto**	**Waterloo University**	**Carleton University**	**Dalhousie University**	**University of Manitoba**	**University of Calgary**	**University of British Columbia**
Degree Programs		(B.Sc., M.Arch.1, M.Arch.2, Ph.D.)	B.Sc., M.Arch.1	B.Sc., M.Arch. 1, M.Sc.	B.A. (non-studio), M.Arch. 1, M.Arch.2	B.A.S., M.Arch.1	B.A.S., M.Arch. 1, M.Arch.2	B.E.D.S., M.Arch.1	B.E.D., M.Arch.1	M.Arch.1, MDes, Ph.D.	B.En.D., M.Arch. 1, M.A.S.A., Ph.D.
STUDENT DATA											
FTE Students											
Pre-professional	Bachelor	176	237	232	224	305	275	142	321	13	35
Professional	Masters	60	152	103	249	109	61	76	54	122	135
Post-professional	Masters	21		15	1						13
	Ph.D.	30									2
Total		287	389	350	474	414	336	218	375	135	185
Total degrees awarded											
Pre-professional	Bachelor	47	72	75		56	63	52	72		10
Professional	Masters	22	59	40	52	36	21	32	53	18	42
Post-professional	Masters	18		10	1						7
	Ph.D.	5									
Number of applicants											
Pre-professional	Bachelor	623	675	304		1098	661	0	253		91
Professional	Masters	141	154	91	259	108	95	0	82	140	289
Post-professional	Masters	68		58	18		2				17
	Ph.D.	28					4				
Number enrolled											
Pre-professional	Bachelor	55	95	89		68	74	57	169		25
Professional	Masters	37	70	59	87	62	28	57	23	36	38
Post-professional	Masters	14		17	1						
	Ph.D.	2									
Applicants/Enrolled %											
Pre-professional	Bachelor	8.83%	14.07%	29.28%		6.19%	11.20%		66.80%		27.47%
Professional	Masters	26.24%	45.45%	64.84%	33.59%	57.41%	29.47%		28.05%	25.71%	13.15%
Post-professional	Masters	20.59%		29.31%	5.56%						0.00%
	Ph.D.	7.14%									
RESOURCE DATA											
Externally generated funds		$463,831	$50,000		$503,256	$5,580,107	$1,331,600		$95,525	$787,500	$85,894
Research income		$838,604	$500,000		$133,182	$157,234			$145,539	$310,000	$343,575
Total Canada (reported)		$2,428,134									
Percentage McGill		34.54%									
Amount/McGill FT		$72,922.09									
FACULTY DATA											
Full-Time		12	17.5	23	17.54	19	12.5	13.8	14	12	11.83
FTE (incl. adjunct, etc.)		18	25	28	22.07	28.25	20.75	15.33	15	7	17
INDICATORS											
Student/Faculty ratio		15.94	15.56	12.50	21.48	14.65	16.19	14.22	25.00	19.29	10.88
PHYSICAL RESOURCES											
Studio area (net sq.ft.)		16,160	22,819	23,680	1,728	27,100	17,992		19,370	9,300	11,756
Total dedicated area		44,000	40,741	69,965	4,248	79,500	42,953			16,350	23,669
							VSIM 8000				

CACB Statistics Summary 2006-07

School		Québec			Ontario			Nova Scotia	Manitoba	Alberta	B.C.
		McGill University	Université de Montréal	Université de Laval	University of Toronto	Waterloo University	Carleton University	Dalhousie University	University of Manitoba	University of Calgary	University of British Columbia
Degree Programs		(B.Sc., M.Arch.1, M.Arch.2, Ph.D.)	B.Sc., M.Arch.1	B.Sc., M.Arch. 1, M.Sc.	B.A. (non-studio), M.Arch. 1, M.Arch.2	B.A.S., M.Arch.1	B.A.S., M.Arch. 1, M.Arch.2	B.E.D.S., M.Arch.1	B.E.D., M.Arch.1	M.Arch.1, MDes, Ph.D.	B.En.D., M.Arch. 1, M.A.S.A., Ph.D.
STUDENT DATA											
FTE Students											
Pre-professional	Bachelor	162	250	250	203	305	277	180.6	320		26
Professional	Masters	47	150	100	207	62.5	66	73.6	99		125
Post-professional	Masters	38		25	2			1			16
	Ph.D.	33									2
Total		280	400	375	412	367.5	343	255.2	419	0	169
Total degrees awarded											
Pre-professional	Bachelor	41	78	82		58	62	53	85		16
Professional	Masters	24	53	40	56	27	23	45	35		28
Post-professional	Masters	34		12				1			2
	Ph.D.	1									0
Number of applicants											
Pre-professional	Bachelor	595	500	300		1011	543	200	241		1
Professional	Masters	88	139	77	179	43	77	56	70		282
Post-professional	Masters	85		49	7		30	0			26
	Ph.D.	19					15				2
Number enrolled											
Pre-professional	Bachelor	55	95	80		88	66	61	101		1
Professional	Masters	23	10	55	54	42	28	35	23		41
Post-professional	Masters	21		25	2			0			1
	Ph.D.	6									2
Applicants/Enrolled %											
Pre-professional	Bachelor	9.24%	19.00%	26.67%		8.70%	12.15%	30.50%	41.91%		100.00%
Professional	Masters	26.14%	7.19%	71.43%	30.17%	97.67%	36.36%	62.50%	32.86%		14.54%
Post-professional	Masters	24.71%		51.02%	28.57%						3.85%
	Ph.D.	31.58%									
RESOURCE DATA											
Externally generated funds		$336,000	$50,000		$599,899	$1,323,305	$481,519	$38,464	$123,100		$70,335
Research income		$877,170	$500,000		$312,940	$61,428		$69,317	$159,925		$351,635
Total Canada (reported)		$2,332,415									
Percentage McGill		37.61%									
Amount/McGill FT		$76,275.65									
FACULTY DATA											
Full-Time		12.5	17	21		19	14.5	15.8	15		13.83
FTE (incl. adjunct, etc.)		18		30		27.5	19	12.45	16		17.7
INDICATORS											
Student/Faculty ratio		15.56		12.50		13.36	18.05	20.50	26.19		9.55
PHYSICAL RESOURCES											
Studio area (net sq.ft.)		16,160	22,819	23,680		20,100	17,992		20,200		11,756
Total dedicated area		44,000	40,741	69,965		75,000	42,953		83,000		23,669
							VSIM 8000				

School of Architecture
Office of the Director

Appendix 1.4.x: Benchmarking Comparison Exercise

The following appendix includes:

- **1.4.1**
  Comparison of selected G13 and AAU schools with Architecture and Design School Ranking Methodology

- **1.4.2**
  Comparison of selected G13 and AAU schools with Architecture and Design School Ranking Methodology – Summary Chart

- **1.4.3**
  Supplementary information and statistics (PIA)

- **1.4.4**
  Design Intelligence 2010

- **1.4.5**
  ArchSoc 2010, Stevens. Architectural research (citations) ranking

- **1.4.6**
  ArchSoc 2006, Stevens. Architectural research (citations) ranking

- **1.4.7**
  Forsyth, Ann. "Great programs in architecture: rankings, performance assessments, and diverse paths to prominence". Archnet-IJAR, International Journal of Architectural Research - Volume 2 - Issue 2 - July 2008.

Comparison of North American Architecture Schools

About Architecture and Design School Ranking Methodology

Generally, there is a lack of design schools rankings. Each school has tended to attract regional students for undergraduate and graduate programs and therefore was not in direct competition with one another. With an increase in competition and the rise of undergraduate rankings such as U.S. News and World report, rankings for design schools have tentatively followed. There are currently four types of rankings for North American schools: employer assessment rankings, reputational rankings, publication and citation count rankings, multiple uncombined performance measure rankings, multiple combined performance measure rankings and student survey rankings.

Employer Assessment Rankings

In the 1990s *Design Intelligence*, a publication of the Design Futures Council, a for-profit group, started ranking B. Arch, M.Arch and M.L.A. programs at design schools in the United States. To get their rankings, *Design Intelligence* uses employer assessments. For their 2010 report, *Design Intelligence* asked 381 private firms and other architecture, engineering, and construction organizations, "from your hiring experience in the past five years, which schools are best preparing students for success in architecture/landscape architecture…?" Consequently the rankings tend to preference attractiveness to employers and ignore each schools research reputation, development of student design talent, and theoretical coursework, among other factors.   The survey also tends to focus on large firms over small ones and may be based on experience with a small sample size of recent hires at each firm. See DI, pages 13-17, 44, 46-47, 49, 51-52, 84-89 for the 2010 findings.

The *New Urban News,* a new urbanist publication, conducted a small employer survey in 2006 (Steutville, 2006). It used data from 31 respondents at new urbanist firms about the school from which their recent hires graduated. This survey is of limited use however because did not cover Canadian schools, was a small sample size, and very narrow in its selection of firms.

Reputational Rankings

Design Intelligence also publishes a reputational survey of architecture and landscape architecture schools, the deans and chairs survey. It lists the top five most admired undergraduate and graduate programs among peer schools. This opinion survey reflects the historical quality of student graduates and the visibility of the design work and research of its faculty. See Appendix 1.4.3 for 2010 findings. (DI page 19, 88-89)

Publication and Citation Count Rankings

Independent sociologist Garry Stevens has ranked school research productivity by (roughly) publications per academic in order to quantify research output at each school of architecture globally (Stevens, 2007). He counted every full time professor (assistant professor or above in rank) in architecture and then counted his/her citations in the two best architectural libraries in the world, Royal Institute of British Architects (RIBA) British Architectural Library and the Avery Architectural and Fine Arts Library at Columbia University (Avery Index to Architectural Periodicals). This yielded a research score for each person, which was used to calculate a median score

for each university. This median score orders the rankings. This provides a valuable set of data for faculty output of articles and books but alone does not reflect the design productivity of many faculty members accurately. See Appendix 1.4.4 for 2009 findings.

Multiple Uncombined Performance Measures

The National Research Council publishes a report on a wide swath of research doctorate programs in the U.S. This includes some architecture doctorate programs in humanities departments. The reports contain valuable data and are most useful when assessing whole university performance, but are less practical for assessing individual departments.

Multiple Combined Performance Measures

For 2010 *Forbes* magazine ranked "America's best" 610 four-year undergraduate institutions using ten factors. Student satisfaction was the largest factor followed by postgraduate success, student debt, four-year graduation rate, and competitiveness. The rankings for each undergraduate program are listed below in the school section.

McLean's Guide 2010 groups Canadian institutions according to size and focus for rankings. The groups are medical-doctoral universities, comprehensive universities, and primarily undergraduate universities. These groups are ranked separately. Weighted variously, the factors used in assessment are: student awards, student/faculty ratio, awards per full time faculty, Social Sciences and Humanities Research grants, medical/science grants, total research dollars, operating budget, scholarships and bursaries, student services, library expenses, library acquisitions, library holdings per student, and a reputational survey.

Newsweek magazine published a report on American colleges and universities in 2010. They used several data sets and sought to group schools into lists that detail the 25 best in specific areas without coming up with a single best school overall. They heavily considered the successful outcomes of the students at each school after graduation. They did not rank specialty schools such as arts only schools or programs within schools. Some of the lists were: the 25 most desirable schools in America (based on acceptances of admission), 25 schools for the service-minded, the 25 most diverse schools and 25 schools for powerbrokers.

Student Surveys

Princeton Review rates 373 North American undergraduate institutions by combining the data from 122,000 student surveys. It is targeting toward finding the best cultural fit between student and college. To this end, lists include "most accessible professors, "LGBT friendly," "dorms like dungeons," "not so great college towns," and "jock schools." Overall McGill undergraduate ranks #14 for great college towns, #18 for long lines and red tape, #14 for least accessible professors and #2 for class discussions rare, in the current online rankings (February 2011).

Other

U.S. News and World Report ranks American undergraduate colleges annually. However, it does not rank arts schools or individual programs. Instead, it publishes a list of 40 arts colleges that offer all or most of their degrees in fine arts under

"unranked specialty schools: arts." This list includes music and performing arts schools and is too general to be of any use in assessing the top architecture schools.

The Gourman Report Ranking of Canadian Universities ranks Canadian universities as a whole, but apparently does not disclose its ranking methodology in the most recent edition in 1998. Schoolwide McGill University ranked #1 in undergraduate programs, however the rankings are too general and disputed to be of much use.

About Degree Comparisons

The B. Arch and the M. Arch are the most widely granted degrees in the field. In the U.S., 62% of students enrolled in accredited B.Arch programs and 37% of students enrolled in accredited M.Arch programs. 1% are enrolled in accredited Ph.D. programs. The B.Arch and M.Arch are both terminal degrees in the field and if obtained at an accredited school, they allow the graduate to pursue professional licensure.

There are other degrees granted in the field that although more rare, offer specialization. At the undergraduate level three other degrees are offered: B. Sci. Arch., B.A. in Architecture, B. A. in Architecture Studies. At the graduate level the other degrees offered are: M.Des, MS-Computer graphics, M.Arch II (post-professional), MIBD (Integrated Building Delivery), M.S. Arch, M.A., MDesR, among others.

McGill offers the following degrees:

- B.S. (Architecture) (pre-professional)

- M.Arch (professional, undergraduate degree in architecture as a prerequisite)

- M.Arch II (post-professional degree)

- Ph.D. (Architecture)

- (see "Other North American Grantors of Comparable Degrees")

Unique Architecture School Traits

Categories of Emphases

1. Leading design institution
   - Example: Harvard GSD, Yale, Rhode Island School of Design (RISD), Columbia University, SCI-arch (Southern California Institute of Architecture), University of Virginia, Rice, University of Pennsylvania

2. Practical Readiness
   - co-op and work requirements
   - high profile practitioners teaching
   - Example: University of Waterloo, Kansas State University, University of Texas at Austin, California Polytechnic-San Louis Obispo

3. Technological Sophistication
   - digital representation
   - construction methods
   - materials
   - fabrication
   - Example: MIT, Cincinnati, Columbia University, Virginia Tech

Joint Degree Offerings
   - Within school: M.Arch & MUP, MLA, MFA, MUD, etc
   - With another school in the university: M.Arch & MBA (Business School), JD (Law School), Master of Environmental Management (School of Environmental Studies)
   - Examples: University of Pennsylvania, Yale University
   - *See also Forsyth, Ann. "Great Programs in Architecture: Rankings, Performance Assessments, and Diverse Paths to Prominence." IJAR 2008 2:2 (11-22).

Common related master's level degree programs offered in the same school or faculty as architecture:
   - History/Theory/ Criticism (M.Arch post professional, Ph.D.)
   - Landscape Architecture (MLA)
   - Urban Design (MAUD, MLAUD, MSAUD, MS-Urban Design, MUD)
   - Planning (MUP, MCP, MRP, MP, MEP, MEDes)
   - Historic Preservation (MS-Preservation, MA, MFA)
   - Real Estate Development (MRED, MS-Real Estate)
   - Art/ Fine Arts/ Graphic Design (MFA)
   - Construction Science/Management (MSC, MSCM, M.Eng, MCM)
   - Architectural Engineering/Building Engineering (M.Eng, MAS)
   - Industrial Design (M.Des, M.Eng)
   - Interior Design (MS, MA, MFA or MID)

**Ten Comparable, Well Ranked American Architecture Schools
Suitable for Bench-marking**

Contents:

- University of Pennsylvania, PennDesign (School of Design)
- Harvard Graduate School of Design (GSD)
- Yale University School of Architecture (YSOA)
- Cornell University, College of Architecture, Art & Planning (AAP)
- Columbia University, Graduate School of Architecture, Planning and Preservation (GSAPP)
- Massachusetts Institute of Technology, Department of Architecture
- Rice University, School of Architecture
- Washington University, St Louis, Sam Fox School of Design & Visual Arts, College of Architecture + Graduate School of Architecture and Urban Design
- University of California, Berkeley, College of Environmental Design (CED)
- University of Michigan Taubman College of Architecture and Urban Planning

Summary:

Out of the ten schools selected for benchmarking, McGill is most similar to Cornell and MIT in size and degrees offered. Against these schools, McGill is weak in associated course offerings, as it lacks course offerings from landscape architecture, urban design, planning, fine arts, and business/development. Full time faculty members are less than half in number at McGill versus Cornell and MIT. Both schools have stronger exposure to practitioners and international opportunities. Cornell has a strong term length study abroad program that McGill lacks. Both schools have more than eight times the number of public lectures per term that McGill has. Both Cornell and MIT have publications (either student-edited, or a journal) that attract scholarly interest and publicize the school. In terms of facilities, McGill's dedicated gallery is on par with the two schools and has a small architectural archive, which Cornell lacks. However, in terms of fabrication facilities, library access, museum association, café, and dedicated computer labs, McGill is comparatively weak to these two schools.

Out of the ten schools selected, the two public universities, Berkeley and Michigan necessitate a comparison, although they have a larger number of students than McGill. Both schools offer the same types of degrees in architecture as McGill, but both are able to offer more diverse course offerings and dual degrees, because multiple departments are housed in each school and a larger faculty complement. McGill is stronger than Michigan in study abroad options because it offers an exchange option, but weaker than Berkeley, which offers a term length abroad program. Berkeley hosts a comparable number of lectures to McGill, but Michigan offers four times that of McGill per semester. Like Cornell and MIT, both have cyclical publications that McGill lacks. McGill is comparable to both in gallery space, but weaker in fabrication facilities and computer labs.

Out of the ten schools selected both Yale and Rice are architecture-only schools with a similar number of students and comparable in degrees granted (with the exception of the lack of a robust undergraduate program at Yale). At both institutions the number of full time faculty are comparable to McGill; however Yale has three times the number of part time faculty members. Both schools have stronger external exposure; Rice has a semester study abroad program and both schools have roughly

three times the number of public lectures. Yale is much stronger in cyclical publications. Again, McGill is weak in facilities by comparison; both have libraries within the building, a museum association, dedicated computer labs and fabrication facilities.

The other four schools selected for benchmarking, University of Pennsylvania, Harvard, Columbia and Washington University, St. Louis, all reflect the trends mentioned above: multiple programs/departments are more prevalent, abroad options are stronger, lectures more frequent, publications more abundant, and computing and fabrication facilities are stronger than at McGill.

In an overall comparison, McGill is strong in its breadth of degree offerings and comparable in its woodshop, but falls short of the other ten schools in most of the characteristics selected for benchmarking. Overall the ten schools are stronger in dual degree options and cross disciplinary courses offered, the number of faculty per student, external exposure to the profession and global issues and precedents, cyclical publication output, and facilities (especially the library, dedicated computer labs and fabrication labs).

University of Pennsylvania, PennDesign (School of Design)
http://www.design.upenn.edu/

#11 ranked graduate school in architecture (*DesignIntelligence* 2010 rankings)
#5 ranked graduate school in landscape architecture (*DesignIntelligence* 2010)
#1 ranked graduate landscape architecture program most admired by deans and
   department chairs (*DesignIntelligence* 2010 rankings)
#10 ranked urban design program (Planetizen, 2009)
68% of faculty in top research quartile (Garry Stevens research rankings 2009)
#13 ranked most desirable school (Newsweek, 2010)

Programs and Degree Options

Within the School:
- Architecture: M.Arch (accredited), Ph.D
- Landscape Architecture: MLA
- City and Regional Planning: MCP
- Historic Preservation: M.S. Historic Preservation
- Fine Arts: MFA
- Urban Spatial Analytics: M. Urban Spatial Analytics

Dual Degrees Offered Within School:
- M.Arch & MLA
- M.Arch & MCP
- M.Arch & M.S. Historic Preservation
- MLA & MFA
- MLA & MCP
- MLA & M.S. Historic Preservation
- MCP & M.S. Historic Preservation
- MCP & M. Urban Spatial Analytics

Dual Degrees Offered with Other Schools at Penn:
- MCP & M. of Social Work (School of Social Policy and Planning)
- MCP & Juris Doctor (Law School)
- MCP & M. Business Administration (MBA) (Wharton)
- M.Arch & MBA (Wharton)
- MLA & MBA(Wharton)
- M.S. Historic Preservation & MBA (Wharton)

Non-Degree Programs:
- None

In architecture, the school offers a three-year M.Arch degree with 180 full time
students, and another 48 advanced standing M.Arch candidates. Masters
students are able to complete dual degrees in other disciplines in the school as
well as seek a dual degree at another Penn school, such as the top ranked
Wharton Business School (M.B.A.). Students can also tailor their elective choices
to obtain a certificate. These are granted in ecological architecture, fine arts, GIS
and spatial analysis, historic preservation, land preservation, real estate design
and development, urban design, and urban redevelopment.

Penn offers a Ph.D. program with 24 enrolled students. The school also offers classes to undergraduates completing a B.A. through the College of Arts and Sciences.

Faculty Description
The department of architecture has 18 full time faculty members and 55 part time faculty. The school draws many of its faculty from New York firms. Notable faculty: William W. Braham, Stephen Kieran, James Timberlake, David Leatherbarrow, Witold Rybczynski (McGill graduate), Franca Trubiano (McGill graduate), Marion Weiss, plus several esteemed "professors in practice."

External Exposure (abroad options, traveling studios, lecture series)
The department offers a study abroad program to the Architectural Association in London to the 3-year M.Arch students and a summer study option. It also has a lecture series that invites prominent and emerging architects from around the world to speak at the school. In the fall of 2010, the school hosted 25 speakers, 2 "conversations", 1 workshop, and 1 international conference.

Quality of Facilities
Architecture students have access to a fabrication lab with traditional modelmaking and metalworking tools as well as for digital fabrication with computer controlled routing and 2 axis laser cutting. The school has rich GIS resources in the Cartographic Modeling Lab from the urban spatial analytics department. The School also houses the Penn-Tsinghua TC Chan Center for Building Simulation and Energy Studies. Desk space per student is small compared with other architecture schools. Fisher Fine Arts Library is next door with an excellent collection across a broad range of related subject such as conservation, water, and engineering, as well as a good collection of current print periodicals. Fischer also houses the Architectural Archives of the University of Pennsylvania, a repository for the works of more than 400 designers. The Archives also has a dedicated exhibition gallery, a specialized library, reading room and seminar room. The Architectural Conservation Laboratory is devoted to training and research in the conservation of the built environment. The Architecture Student Gallery collects student work for display.

Publications
The school publishes *Via*, an interdisciplinary design journal.

Rationale for **comparison** to McGill SOA: Similar graduate program composition most notably the history and theory of architecture emphasis in the Ph.D. McGill architecture was founded on Penn's model.

Harvard Graduate School of Design (GSD)
http://www.gsd.harvard.edu/

#1 ranked graduate school (*DesignIntelligence* 2010 rankings)
#1 ranked school in skills assessment for analysis and planning
    (*DesignIntelligence* 2010 rankings)
#1 ranked school in skills assessment for communication (*DesignIntelligence*)
#1 ranked school in skills assessment for design (*DesignIntelligence* 2010)
#1 ranked school in skills assessment for research and theory (*DesignIntelligence*)
#1 ranked M.Arch program most admired by deans and department chairs
    (*DesignIntelligence* 2010 rankings)
#1 ranked graduate school in landscape architecture (*DesignIntelligence* 2010)
#1 ranked graduate landscape architecture program most admired by deans and
    department chairs (*DesignIntelligence* 2010 rankings)
58% of faculty in top research quartile (Garry Stevens research rankings 2009)
#7 ranked urban design program (Planetizen, 2009)
#1 ranked most desirable school (Newsweek, 2010)

Programs and Degree Options
Within the School (GSD):
- Architecture: M.Arch (accredited)
- Landscape Architecture: MLA, MLA (post-professional), MLAUD
- Urban Planning and Design: MUP, MAUD, MLAUD
- Advanced Studies: MDesS, DDes, PhD

Dual Degrees Offered Within School:
- None, although students may cross register for courses.

Dual Degrees Offered with Other Schools at Harvard:
- MUP & Juris Doctor (Law School)

Non-Degree Programs:
- Executive Education
- Career Discovery
- Loeb Fellowship
- The Aga Kahn Program

Faculty Description
The department of architecture has 23 full time faculty members and 42 part time faculty. The school draws many of its faculty from Boston firms as well as international adjuncts that teach one studio. Notable faculty: Preston Scott Cohen (chair), Pierre de Meuron, K. Michael Hays, Jacques Herzog, Sanford Kwinter, Rem Koolhaas (professor in practice), Rafael Moneo, Toshiko Mori (professor in practice), Mohsen Mostafavi (dean) and Antoine Picon.

External Exposure (abroad options, traveling studios, lecture series)
Has direct exchange program with ETH Zurich, endowed internship program at Renzo Piano Building Workshop, and two dedicated traveling fellowships (not including other GSD fellowships). Upper level studios commonly travel to international sites in Asia and Europe as well as major American cities. In the fall of 2010, the school hosted 21 lectures, 2 exhibitions, 2 colloquia, 1 symposium, and 3 conferences.

Quality of Facilities
The School is housed under one roof in Gund Hall on campus. Gund contains the Francis Loeb Library and the Loeb Library Special Collections, which has its own gallery. The School has a lecture hall, lobby gallery space, café, studios, all purpose room, dedicated crit space, a career services center, a windows computer lab and a Mac lab, a plot room, a CAD/CAM lab with three laser cutters, a photo room (photo studio), a woodshop, machine shop, and shop with CNC machine tools, laser cutters, three types of 3D printers, two industrial six-axis robotic arms (one waterjet), 4 digital input devices, a project room, a store, and a shop classroom.

Publications
The school publishes *Harvard Design Magazine*, *Platform* (schoolwide annual review of research through studio work, theses, exhibitions, and conferences) and an aggressive publication output of books.

Emphasis
Has a reputation for design excellence and leadership.

Rationale for **comparison** to McGill SOA: Member of AAU, however much larger program with 592 M.Arch. students.

Yale University School of Architecture (YSOA)
http://www.architecture.yale.edu/

#2 ranked graduate school (*DesignIntelligence* 2010 rankings)
#2 ranked school in skills assessment for communication (*DesignIntelligence*)
#2 ranked school in skills assessment for design (*DesignIntelligence* 2010)
#4 ranked school in skills assessment for research and theory (*DesignIntelligence*)
#2 ranked M.Arch program most admired by deans and department chairs
     (*DesignIntelligence* 2010 rankings)
62% of faculty in top research quartile (Garry Stevens research rankings 2009)
#2 ranked most desirable school (Newsweek, 2010)

Programs and Degree Options
Within the School:
   • Architecture (B.A. (through Yale College), M.Arch, M. Arch (post-
     professional), M. Environmental Design, PhD)

Dual Degrees Offered Within School:
M.Arch & M. Environmental Design

Dual Degrees Offered with Other Schools at Yale:
   • M.Arch & MBA (School of Management)
   • M.Arch & M. Environmental Management (School of Forestry &
     Environmental Studies)

Non-Degree Programs:
   • None

Faculty Description
The department of architecture has 18 full time faculty members and 78 part
time faculty. The school draws many of its faculty from New York firms. Notable
faculty: Keller Easterling, Peter Eisenman, Kurt W. Forster, Dolores Hayden,
Robert A.M. Stern, Karsten Harries (affiliated), Vincent Scully (affiliated).

External Exposure (abroad options, traveling studios, lecture series)
The school has no semester length study abroad option, but holds a four seek
seminar in Rome and offers advanced design studios that travel domestically and
abroad for site visits. In the spring of 2011, studios traveled to India, China,
Lebanon and Syria, Brazil, Barcelona, California and Chicago. In the fall of 2010,
the school hosted 12 speakers, one two-day symposium, one film, and 3
exhibitions. The Yale Urban Design Workshop provides access to students and
faculty of readl world urban design issues, mostly in Connecticut and Jordan.

Quality of Facilities
The School is housed in Paul Rudolph Hall-Jeffrey H. Loria Center for the History
of Art complex and contains the Robert B. Haas Family Arts Library, which it
shares with the School of Art, History of Art Department, and the Yale University
of Art Gallery and the Yale Center for British Art. The School's digital media
facilities include a centralized server pool for distributed information systems, two
advanced computer labs, printing rooms, and plotting clusters throughout the
school. The School also has large mobile LCD screens with workstations, large
format plotters, 2D and 3D printers, and scanners. The students also have

access to the Digital Media Center for the Arts (DMCA), a multimedia facility outside of YSOA. The School also provides each entering student with a high-end computer workstation with LCD monitor. The fabrication facilities contain a woodshop, metalshop, a vertical mill, three-axis CNC mills, a five-axis robotic arm CNC mill with a six-foot reach, a digitally controlled foam cutter, and a plastic 3D printer. The Yale machine shop in the Chemistry Lab is also available for use. The Architecture Gallery shows student work and visiting exhibitions. In the 2010-2011 academic year it held five exhibitions.

Publications
YSOA publishes *Constructs*, a biannual news magazine on activities at YSOA, *Perspecta: the Yale Architectural Journal*, a student edited journal with new projects and essays from global scholars and practitioners, and *Retrospecta*, an annual student edited journal that samples student work. The school also publishes various books including two book series.

Emphasis
Has a reputation for the required first year building course, the Yale Building Project, which for 40 years has had building sites around New Haven. It also has a reputation for a close relationship with art history scholars and scholarship.

Rationale for **comparison** to McGill SOA: member of AAU.

Cornell University, College of Architecture, Art & Planning (AAP)
http://aap.cornell.edu/

#7 ranked graduate school (*DesignIntelligence* 2010 rankings)
#1 ranked undergraduate school in Architecture (*DesignIntelligence* 2010)
#3 ranked school in skills assessment for analysis and planning
   (*DesignIntelligence* 2010 rankings)
#3 ranked school in skills assessment for communication (*DesignIntelligence*)
#4 ranked school in skills assessment for design (*DesignIntelligence* 2010)
#1 ranked B.Arch program most admired by deans and department chairs
   (*DesignIntelligence* 2010 rankings)
#1 ranked undergraduate school in Interior Design (*DesignIntelligence* 2010)
#2 ranked graduate school in Interior Design (*DesignIntelligence* 2010 rankings)
#4 ranked undergraduate interior design program most admired by deans and
   department chairs (*DesignIntelligence* 2010 rankings)
#2 ranked graduate interior design program most admired by deans and
   department chairs (*DesignIntelligence* 2010 rankings)
#17 ranked undergraduate school in landscape architecture (*DesignIntelligence*)
#9 ranked graduate school in landscape architecture (*DesignIntelligence* 2010)
#4 ranked undergraduate landscape architecture program most admired by
   deans and department chairs (*DesignIntelligence* 2010 rankings)
23% of faculty in top research quartile (Garry Stevens research rankings 2009)
#6 ranked urban design program (Planetizen, 2009)
#70 ranked in overall undergraduate programs by Forbes Magazine (2010)
#24 ranked most desirable school (Newsweek, 2010)

Programs and Degree Options
Within the School:
  • Department of Architecture: B.Arch, BFA-Architecture, BS-History of
    Architecture, M.Arch, M.Arch (post-professional), MS-Computer Graphics,
    PhD (History of Architecture and Urban Development)
  • Department of Art: BFA, MFA
  • Department of City and Regional Planning: BS-Urban and Regional Studies,
    M-Regional Planning, MA-Historic Preservation Planning, PhD (planning or
    historic preservation), affiliated programs: MA-Regional Science, MS-
    Regional Science, PhD-Regional Science.

Dual Degrees Offered Within School
  • None

Dual Degrees Offered with Other Schools at Cornell
  • BFA & BA (College of Arts and Sciences)
  • BFA & BS (College of Human Ecology OR College of Engineering)
  • BS- Urban and Regional Studies & BA (College of Arts and Sciences)
  • BS- Urban and Regional Studies & BS (College of Human Ecology OR
    College of Engineering)
  • M-Regional Planning & MLA (Department of Landscape Architecture)
  • M-Regional Planning & Juris Doctor (Cornell Law School)
  • M-Regional Planning & M-Professional Studies in Real Estate (Cornell
    Program in Real Estate)

Non-Degree Programs:
  • Architecture Summer Abroad

- Cornell in Washington
- Cornell Summer Session (on campus)
- Summer Program for High School Students

Faculty Description
The department of architecture has 39 full time faculty members and 8 part time faculty. Because of its rural location, the school hires a higher number of full time faculty instead of relying on a large number of adjuncts. The visiting critics are generally internationally distinguished architects. Notable faculty: Lily Chi (McGill Architecture graduate) and various visiting critics.

External Exposure (abroad options, traveling studios, lecture series)
Because of its rural location Cornell has options for study in domestic cities and abroad. AAP NYC is a semester program that allows undergraduates and graduate students to reside and study in New York City. Cornell in Washington is a semester program in Washington D.C. that mixes internship experience with coursework for students with an interest in public service.
Cornell in Rome is a study abroad program open to undergraduates and graduate students at any college. One can spend one semester or one year in residence. Architecture Summer Abroad is a two-month program that varies each year. Past groups have traveled to South America, Istanbul, the Iberian Peninsula, Europe, Mexico, China, Japan, North Africa, Scandinavia, Southeast Asia, and Russia. In the fall of 2010, the school hosted 35 lectures, 23 exhibitions, 1 conference, 1 symposium, and 3 convivia (organized by grad students).

Quality of Facilities
Currently under construction, Paul Milstein Hall will create one home for all AAP departments out of Rand Hall, Olive Tjaden Hall, and Sibley Hall. It will connect the Fine Arts Library and studios and will feature a new auditorium, café, exhibition space, and covered outdoor space for fabrication. The school has 60 PCs available for students in architecture as well as a plotting room. Planning, preservation and art have their own computer labs. The school has a shop with standard tools for wood and metal as well as laser cutters, a CNC mill, and rapid prototype 3D printers. The College has a dedicated architecture gallery, the Hartell Gallery, in Sibley Hall, which is next door to the University's Herbert F. Johnson Museum of Art. The Fine Arts library houses AAP Career Services Center.

Publications
The Cornell Journal of Architecture is relaunching in 2011 after an 8-year hiatus. *Associations* is a student run, online publication that features projects from all AAP departments. *Placemaker* is a new student-run magazine about the built environment. AAP News is a newsletter published on a semi-annual basis.

Emphasis
Has a reputation for their consistently high placement in the Solar Decathlon and high ranking as an undergraduate architecture school.

Rationale for **comparison** to McGill SOA: member of AAU.

Columbia University, Graduate School of Architecture, Planning and Preservation (GSAPP)
http://www.arch.columbia.edu/

#4 ranked graduate school (*DesignIntelligence* 2010 rankings)
#4 ranked school in skills assessment for computer applications
    (*DesignIntelligence* 2010 rankings)
#5 ranked school in skills assessment for design (*DesignIntelligence* 2010)
#4 ranked school in skills assessment for research and theory (*DesignIntelligence*)
80% of faculty in top research quartile, #1 ranking (Garry Stevens research)
#6 ranked most desirable school (Newsweek, 2010)

Programs and Degree Options

Within the School
  • Architecture: M.Arch (accredited), M.S. Advanced Architectural Design
    (MSAAD), Ph.D
  • Urban Design: M.S. Architecture and Urban Design
  • Historic Preservation: M.S. Historic Preservation, certificate in conservation
  • Real Estate Development: M.S. Real Estate Development (MSRED)
  • Urban Planning: M.S. Urban Planning (MSUP)
  • Critical, Curatorial, & Conceptual Practices in Architecture: M.S.CCCP

Dual Degrees offered within school
  • M.Arch & M.S. Historic Preservation
  • M.Arch & M.S. Urban Planning
  • M.S. Urban Planning & M.S. Historic Preservation

Dual Degrees offered with other Schools at Columbia
  • M.S. Urban Planning & Masters of Buisiness Administration (MBA)
  • M.S. Urban Planning & Master of International Affairs
  • M.S. Urban Planning & Juris Doctor
  • M.S. Urban Planning & M.S. Social Work
  • M.S. Urban Planning & M.S. Public Health

Non-Degree Programs:
  • NY/Paris: yearlong program for liberal arts undergraduate students for
    study abroad
  • Introduction to Architecture: Summer intro program
  • Visiting Scholars

Faculty Description
The school draws many of its faculty from New York firms. Notable faculty: Mark
Wigley (Dean), Kenneth Frampton, Steven Holl, Jeffrey Inaba, Felicity Scott,
Bernard Tschumi, Kazys Varnelis, and Gwendolyn Wright.

External Exposure (abroad options, traveling studios, lecture series)
Columbia does not offer a study abroad or exchange program, however,
advanced studios travel abroad. In the fall of 2008, the school hosted 20
lectures, 2 exhibitions, 12 workshops, 2 conferences, and 7 debates.

Quality of Facilities
Colombia GSAPP is housed primarily in Avery Hall on an urban campus. Avery houses Avery Architectural Library, the largest architecture library in the world and originator of the Avery Index to Architectural Periodicals. Avery also houses the Wallach Study Center, which holds rare blueprints, Avery Department of Drawings and Archives, one of the most significant archives in the world, and a cafe. It is connected to Fayerweather Hall, which contains a classroom, studio space and a computer lab. Buell Hall contains four classrooms Buell East Gallery, Arthur Ross Architecture Gallery and The Temple Hoyne Buell Center for the Study of American Architecture (Buell Center). Columbia GSAPP also has a fabrication lab housed next door in Schermerhorn extension. It contains a 4'x8' 3-axis CNC router, a 2'x4' 3-axis CNC foam router, a 3-axis CNC metal router, a 12-ton pneumatic press break, and a 1 gallon vacuum chamber. GSAPP has an Output Shop with three laser cutters, three 3D printers and four design-jet plotters. All computer labs are loaded with design software plus GIS software. The school also contains a slide library, lounges, a photography darkroom and a 300-seat auditorium. GSAPP also maintains a number of labs, each headed by one or two faculty members. They are: Columbia Laboratory for Architectural Broadcasting (CLAB), Avery Digital Fabrication Lab, Spatial Information Design Lab, China Lab, Urban Design Lab (with the Earth Institute), Living Architecture Lab, Urban Landscape Lab, Non Linear Solutions Unit, Network Architecture Lab, Conservation Laboratory, Technological Change Lab (TCLab), The Community & Capital Action Research Lab (C2ARL), Headquarters of Japanese Architecture, Sustainable Urbanism, The Latin American and Caribbean Laboratory, Sustainable Living Urban Model Lab (S.L.U.M.) and Space Lab. Studio-X Global Network Initiative is a unique project that links GSAPP's global research labs for exploring the future of cities. There are Studio-X locations in Amman, Beijing, Moscow, Mumbai, New York, and Rio de Janeiro. Studio-X New York is housed in lower Manhattan.

Publications
GSAPP publishes *Abstract*, *Future Anterior*, a journal for the advancement of historic preservation from the historic preservation department, *Urban*, a print and digital magazine from the planning department, and *Volume*, a journal published by C-lab and AMO, the research arm of OMA, as well as occasional books. The Buell Center publishes another set of books.

Emphasis
Has a reputation for emphasis in advanced digital tools such as algorithms, dynamic relationships, parametric systems, mapping, morphogenesis, cellular automata, and bifurcation with broken symmetry.

Rationale for **comparison** to McGill SOA: member of AAU and reference for strategic planning (research, degree programs).

Massachusetts Institute of Technology, School of Architecture and Planning
http://architecture.mit.edu/

#3 ranked graduate school (*DesignIntelligence* 2010 rankings)
#3 ranked school in skills assessment for analysis and planning
    (*DesignIntelligence* 2010 rankings)
#1 ranked school in skills assessment for computer applications
    (*DesignIntelligence* 2010 rankings)
#5 ranked school in skills assessment for construction materials and methods
    (*DesignIntelligence* 2010 rankings)
#2 ranked school in skills assessment for research and theory (*DesignIntelligence*)
#4 ranked M.Arch program most admired by deans and department chairs
    (*DesignIntelligence* 2010 rankings)
51% of faculty in top research quartile (Garry Stevens research rankings 2009)
#1 ranked urban design program (Planetizen, 2009)
#5 ranked in overall undergraduate programs by Forbes Magazine (2010)
#5 ranked most desirable school (Newsweek, 2010)

Programs and Degree Options

Within the School
  • Department of Architecture: BS, BS-Art and Design, M.Arch, MS-
    Architecture Studies (focused in one of five disciplines), MS-Building
    Technology, MS-Visual Studies, PhD (focused in one of three disciplines),
    Certificate in Urban Design (with the Department of Urban Studies and
    Planning)

It might be more accurate to categorize each degree via their discipline group, of
which there are five:
  • Program in Art, Culture and Technology: BS-Visual Arts, MS-Visual Studies.
  • History, Theory and Criticism of Architecture + Art: BS-Art and Design,
    MS-Architecture Studies in Islamic Architecture, MS-Architecture Studies in
    History, Theory and Criticism, PhD in History, Theory and Criticism.
  • Computation: BS-Art and Design in Computation, MS-Architecture Studies
    in Design and Computation, PhD in Design and Computation.
  • Building Technology: BS-Art and Design in Building Technology, MS-
    Architecture Studies in Building Technology, MS-Building Technology, PhD
    in Building Technology.
  • Design (both architecture and urban design): BS-Art and Design in
    Architectural Design, MS-Architecture Studies in Architecture and
    Urbanism, M.Arch (accredited).

Other:
  • Department of Urban Studies and Planning: BS-Planning, MCP, MS-Urban
    Studies and Planning, MS-Real Estate, PhD
  • Media Lab: MS-Media Technology, MS-Media Arts and Sciences, PhD
  • Real Estate: MS-Real Estate Development
  • Visual Studies: MS-Visual Studies

Dual Degrees Offered Within School:
  • M.Arch & MCP (Department of Urban Studies and Planning)
  • Planning allows dual degrees in any other department

Non-Degree Programs:
- Architecture: Post-Doctoral Fellowships for Research in Islamic Architecture, Urban Design Certificate
- Planning: Community Innovators Lab, Program on Human Rights and Justice, Special Interest Group in Urban Settlements, Special Program for Urban and Regional Studies, Transportation Planning, Urban Information Systems, Urban Design Certificate.
- Media Lab: Undergraduate studies in Media Arts and Sciences
- Real Estate: Summer Institute of Professional Development Courses
- Visual Studies: Undergraduate Studies

Faculty Description
The department of architecture has 30 full time faculty members and 3 part time faculty. The school draws many of its design faculty from Boston area firms. Notable faculty: Nader Tehrani, Mark Jarzombek.

External Exposure (abroad options, traveling studios, lecture series)
Students are able to cross register with both Harvard University and Wellesley College. Students are also able to do an exchange at Hong Kong University and Delft University of Technology. The M.Arch students take "options" studios that may take them to sites abroad. In addition, The Undergraduate Research Opportunities Program (UROP) supports research-based collaborations of MIT undergrads with faculty members and provides research exposure. In the fall of 2010, the school hosted 37 lectures, and 1 roundtable.

Quality of Facilities
The Department is housed in five connected buildings plus one unconnected building that houses undergraduate studios, shops and 6 computer labs. The Rotch Library and Rotch Library Visual Collections service the whole school. The Wolk Gallery in the school hosts exhibits curated by the architecture and design curator at the MIT museum. The PLAZmA Digital Gallery is hosted on 10 large monitors in the school's public places. The MIT museum, with its galleries outside the school and the Compton Gallery are both resources. The School also has the Bernice Abbott Photography Lab, a supply store, the Building Technology Laboratory, distributed computer facilities, a café, a model shop, the Visual Arts Computer Laboratory, a career development center, a woodshop, a metal shop, and a Digital Fabrication Lab.

Publications
The department publishes *Thresholds*, a critical student-edited journal. The School publishes *PLAN*, an alumni newsletter. The School has published over 100 books in the last 10 years as well.

Emphasis
The department is organized into four discipline groups (architectural design including design and computation; visual arts; history, theory, and criticism of art and architecture; and building technology), which support the core studio-based professional degree program, but each also has a dedicated faculty group, research interests, and intellectual framework.
MIT department of architecture has a reputation for its more famous offspring, the Media Lab and is respected for its technological emphasis.

Rationale for **comparison** to McGill SOA: member of AAU.

Rice University, School of Architecture
http://arch.rice.edu/

#15 ranked graduate school (*DesignIntelligence* 2010 rankings)
#1 ranked undergraduate school (*DesignIntelligence* 2010 rankings)
#3 ranked B.Arch program most admired by deans and department chairs
    (*DesignIntelligence* 2010 rankings)
56% of faculty in top research quartile (Garry Stevens research rankings 2009)
#25 ranked in overall undergraduate programs by Forbes Magazine (2010)
#25 ranked most desirable school (Newsweek, 2010)

Programs and Degree Options

Within the School:
  • Architecture: B.Arch, BA-Architectural Studies, BA, M.Arch, PhD,

Dual Degrees Offered Within School:
  • None

Dual Degrees Offered with Other Schools at Rice:
  • None

Non-Degree Programs:
  • None

Faculty Description
The department of architecture has 15 full time faculty members and 21 part
time faculty. The school draws many of its faculty from Houston area firms.
Notable faculty: Sarah Whiting (Dean).

External Exposure (abroad options, traveling studios, lecture series)
Rice School of Architecture Paris is a semester study abroad program for upper
level undergraduate and graduate students founded in 2002. Since 1997 the
Rice Building workshop has offered students the chance to work on a design-build
project in Houston. The School has also participated in the Solar Decathlon. For
undergraduates who have graduated with a BA-Architecture the school offers the
Preceptor program, which places them in prominent global architectural offices
for two semesters. The School's non-profit, The Rice Design Alliance, is active in
sponsoring events to involve the general public on issues related to the design of
public and private spaces. In the fall of 2010, the school hosted 10 lectures. It
offers a symposium biennially.

Quality of Facilities
The school is housed in Anderson Hall, adjacent to the Alice Pratt Brown Art and
Architecture Library. The School houses an advanced computer lab (Rice
Advanced Visualization Laboratory), a wood shop, and the Farish Gallery (which
doubles as the main lecture hall). The Materials Laboratory is a fabrication facility
offering a 3-axis mill, a laser cutter, a 3D printer and limited plastic and metal
working facilities. The school is associated with the Rice Art Gallery, a museum
dedicated to installation art.

Publications
CITE, a quarterly review of the Rice Design Alliance, a school-based community outreach organization. *Architecture at Rice (A@R)* has published 46 publications in its 40-year history.

Rationale for **comparison** to McGill SOA: member of AAU.

Washington University, St Louis, Sam Fox School of Design & Visual Arts
http://www.arch.wustl.edu/

#11 ranked graduate school (*DesignIntelligence* 2010 rankings)
28% of faculty in top research quartile (Garry Stevens research rankings 2009)
#76 ranked in overall undergraduate programs by Forbes Magazine (2010)

Programs and Degree Options
Within the School:
- College of Architecture: BA-Architecture, BS-Architecture
- Graduate School of Architecture and Urban Design: M.Arch, M-Landscape Architecture, MS-Advanced Architectural Design, MS-Architectural Studies, MS-Urban Design
- College of Art: BFA
- Graduate School of Art: MFA

Dual Degrees Offered Within School:
- M.Arch., MUD, MLA

Dual Degrees Offered with Other Schools at Washington University, St. Louis:
- M.Arch & MBA
- M.Arch & MSW
- M.Arch & M-Construction Management

Non-Degree Programs:
- Architectural Study Abroad Program
- Architecture Discovery Program (High School students)
- Portfolio Plus (High School students)
- Alberti Program-Architecture for Young People (4th-9th grade)

Faculty Description
The department of architecture has 17 full time faculty members and 25 part time faculty. The school draws many of its faculty from St. Louis area firms. Notable faculty: Bruce Lindsey (Dean), Dorothée Imbert.

External Exposure (abroad options, traveling studios, lecture series)
The School offers undergraduates the option of a semester in Copenhagen, Florence, Buenos Aires, or the Architectural Study Abroad Program summer in Europe. For graduate students, the School offers semesters in Barcelona, Buenos Aires, Helsinki and Seoul. In the fall of 2010, the school hosted 18 lectures, and 3 exhibitions.

Quality of Facilities
In July 2006 the Sam Fox School of Design & Visual Arts was established, incorporating the Graduate School of Architecture & Urban Design, the College of Architecture, the Graduate School of Art, the College of Art, and the Mildred Lane Kemper Art Museum. The School is housed in Givens Hall, Steinberg Hall, Bixby Hall, Walker Hall and the Museum building. The Kemper Museum building houses the Kranzberg Art and Architecture Library, a digital learning lab, and studio space. The School contains Steinberg Gallery, a café, darkroom facilities and a digital fabrication lab that houses three laser cutters, a CNC milling machine, and a 3D printer. Workshops accommodate model building and full-scale mockups.

One of the professors is associated with the International Center for Advanced Renewable Energy and Sustainability, a multidisciplinary center.

Publications
Approach publishes 2 compendiums, one of graduate and one of undergraduate work.

Rationale for **comparison** to McGill SOA: member of AAU and similarity of intended degree options.

University of California, Berkeley, College of Environmental Design (CED)
http://ced.berkeley.edu/

#9 ranked graduate school (*DesignIntelligence* 2010 rankings)
#2 ranked school in skills assessment for sustainability design practices and principles (*DesignIntelligence* 2010 rankings)
#3 ranked M.Arch program most admired by deans and department chairs (*DesignIntelligence* 2010 rankings)
#15 ranked graduate school in landscape architecture (*DesignIntelligence* 2010)
#4 ranked graduate landscape architecture program most admired by deans and department chairs (*DesignIntelligence* 2010 rankings)
63% of faculty in top research quartile (Garry Stevens research rankings 2009)
#2 ranked urban design program (Planetizen, 2009)
#65 ranked in overall undergraduate programs by Forbes Magazine (2010)

Programs and Degree Options
Within the School:
- Architecture: BA-Architecture, BA, M.Arch., MS-Architecture, MA-Design (Visual Studies), Ph.D.
- Urban Design: MUD
- Landscape Architecture & Environmental Planning: BLA, BA, MLA, MLA (Environmental Planning Program), PhD
- City & Regional Planning: BA-Urban Studies, BA, MCP, Ph.D.

Dual Degrees Offered Within School:
- M.Arch & MS-Architecture
- MCP & M.Arch
- MCP & MLA (Environmental Planning)
- MCP & MLA (Urban Design)
- MLA & M.Arch

Dual Degrees Offered with Other Schools at UC Berkeley:
- M.Arch & MA-International and Area Studies
- PhD (Architecture) & MA-International and Area Studies
- PhD (Architecture) & Designated Emphasis in New Media
- MCP & Juris Doctorate
- MCP & MA-International and Area Studies
- PhD (City and Regional Planning) & International and Area Studies
- MCP & M-Public Health
- MCP & MS-Transportation Engineering

Non-Degree Programs:
- Berkeley [IN]ARCH Summer Program
- Berkeley [IN]CITY Summer Program
- Berkeley [IN]LAND Summer Program
- Professional Development Workshop Series

Faculty Description
The department of architecture has 30 full time faculty members and 25 part time faculty. The school draws many of its faculty from San Francisco and Bay Area firms. Notable faculty: Lisa Iwamoto.

External Exposure (abroad options, traveling studios, lecture series)
The school offers a semester abroad program in Copenhagen in either architectural design or furniture design. Two advanced studios include travel. In the fall of 2010, the school hosted 5 lectures and 3 exhibitions.

Quality of Facilities
Wurster Hall is home to the CED, and houses the Environmental Design Library and Archives, the Architecture Slide Library, the Visual Resources Center, a shop for wood, metal and plastic-working, two computer labs, a CAD/CAM lab with laser cutting, routing, and 3D modeling equipment. Building science labs contain a wind tunnel, controlled environment chamber, sky simulator, solar test rooms, and portable field measurement equipment. Wurster Hall also houses the Center for Environmental Design Research (a campus-wide research unit), the Green Building Research Center, the Center for the Built Environment, the Building Science Group, and the International Association for the Study of Traditional Environments. Other research centers include: The Institute of Urban and Regional Development, Berkley Center for New Media, Building Resilient Regions, Center for Cities and Schools, Center for Community Innovation, Center for Global Metropolitan Studies, Center for Resource Efficient Communities, and the Shrinking Cities Group. Wurster also houses Cal Design Lab, a collaboration with Haas School of Business, galleries and a café. The CED is affiliated with the off campus Blake Garden and Havens House.

Publications
Concrete is the student journal of Environmental Design. *Berkeley Planning Journal* is an annual peer-reviewed journal published by planning graduate students. *Places*, a refereed journal about the public realm, is managed and published by the Center for Environmental Design Research. *Traditional Dwellings and Settlements Review* is published by the International Association for the Study of Traditional Environments. The Institute of Urban & Regional Development also publishes occasional books.

Emphasis
Has a reputation for emphasis in socially responsible and sustainable design.

Rationale for **comparison** to McGill SOA: member of AAU, public university.

University of Michigan Taubman College of Architecture and Urban Planning
http://www.tcaup.umich.edu/

not ranked in top 20 for graduate school (*DesignIntelligence* 2010 rankings)
#12 ranked graduate school in landscape architecture (*DesignIntelligence* 2010)
38% of faculty in top research quartile (Garry Stevens research rankings 2009)
#92 ranked in overall undergraduate programs by Forbes Magazine (2010)

Programs and Degree Options
Within the School:
- Architecture: BS-Architecture, M.Arch, MS-Architecture, PhD
- Urban Design: MUD
- Urban and Regional Planning: MUP

Dual Degrees Offered Within School:
- M.Arch & MUP
- M.Arch & MUD

Dual Degrees Offered with Other Schools at University of Michigan
- M.Arch & MS-Engineering
- M.Arch & MBA

Non-Degree Programs:
- ArcStart (High School)
- Studio: Detroit HS (High School)

Faculty Description
The department of architecture has 42 full time faculty members and 8 part time faculty. The nearest city is Detroit, but the faculty makeup suggests a more isolated campus. Notable faculty: Monica Ponce de Leon, Robert Fishman.

External Exposure (abroad options, traveling studios, lecture series)
International studios are part of the curriculum. The college has an internship program that enables students to work in offices globally. In the fall of 2010, the school hosted 17 lectures, 2 exhibitions, 1 symposium, 1 forum, and 1 conference.

Quality of Facilities
The Art, Architecture and Engineering Library is located across the street from the architecture building. The School has generous studio space, a woodshop, laser cutters for wood, paper and plastics, a metals lab, a Media Center, the Duderstadt Center, the Digital Fab Lab, Spatial and Numeric Data Services.

Publications
DIMENSIONS is an annual student edited publication. MAP documents visitors to the school. Agora Planning Journal publishes student work. The School publishes faculty books as well.

Rationale for **comparison** to McGill SOA: member of AAU, public university.

Canadian Architecture School Comparison

Group of Thirteen (G13) schools granting architecture degrees:

Dalhousie University
Rationale for comparison to McGill SoA: M.Arch, similar number of professional students, ranked #7 in 2010 McLean's Guide for medical doctoral universities (overall school ranking).

Universite Laval
Rationale for comparison to McGill SoA: B.Sc, M.Arch, Architecture is the only program area, ranked #12 in 2010 McLean's Guide for medical doctoral universities (overall school ranking).

Universite de Montreal
Rationale for comparison to McGill SoA: B. Sc, M.Arch, ranked #13 in 2010 McLean's Guide for medical doctoral universities (overall school ranking).

University of British Columbia
Rationale for comparison to McGill SoA: M.Arch, Ph.D, ranked #3 in 2010 McLean's Guide for medical doctoral universities (overall school ranking).

University of Calgary
Rationale for comparison to McGill SoA: M.Arch, Ph.D, ranked #8 in 2010 McLean's Guide for medical doctoral universities (overall school ranking).

University of Toronto (part of AAU)
Rationale for comparison to McGill SoA: M.Arch, M.Arch post-professional degree, ranked #2 in 2010 McLean's Guide for medical doctoral universities (overall school ranking).

University of Waterloo
Rationale for comparison to McGill SoA: M.Arch, similar number of pre-professional students, Architecture is the only program area, ranked #3 in 2010 McLean's Guide for comprehensive universities (overall school ranking).

Other Accredited Canadian Architecture Schools

Carleton University
Rationale for comparison to McGill SoA: M.Arch, M.Arch post professional, similar number of professional students, not G13, Architecture is the only program area, ranked #7 (tied) in 2010 McLean's Guide for comprehensive universities.

University of Manitoba
Rationale for comparison to McGill SoA: M.Arch, Not G13, admitted to G15 November 2010, ranked #15 in 2010 McLean's Guide for medical doctoral universities (overall school ranking).

Ryerson
Rationale for comparison to McGill SoA: B.Sci, M.Arch., Architecture is the only program area, ranked #17 in 2010 McLean's Guide for primarily undergraduate universities (overall school ranking).

Comparable Institutions for Bench-marking Exercise

Institution	McGill University, School of Architecture, Faculty of Engineering	University of Pennsylvania, PennDesign	Harvard University, Graduate School of Design	Yale University, School of Architecture	Cornell University, College of Architecture, Art, & Planning	Columbia University, Graduate School of Architecture, Planning and Preservation (GSAPP)	Massachusetts Institute of Technology, School of Architecture and Planning, Department of Architecture	Rice University, School of Architecture	Washington University, St Louis, Sam Fox School of Design & Visual Arts, College of Architecture	University of California, Berkeley, College of Environmental Design (CED)	University of Michigan Taubman College of Architecture and Urban Planning
Departments											
Architecture	●	●	●	●	●	●	●	●	●	●	●
Landscape Architecture		●	●							●	
Planning		●	●		●	●				●	●
Urban Design						●			●	●	
Fine Arts		●					●		●		
Historic Preservation		●				●					
Real Estate						●	●				●
Other		●	●			●					
Degrees offered											
undergraduate architecture	●				●			●	●	●	●
professional graduate architecture	●	●	●	●	●	●	●	●	●	●	●
post professional architecture	●		●	●	●	●	●		●	●	●
doctoral architecture	●	●	●	●	●	●	●	●		●	●
Dual degree(s) offered with architecture		●	●	●		●	●		●	●	●
FT/PT teacher + student data											
Full time faculty members in architecture (ACSA data)	12	18	23	18	39	n/a	30	15	17	30	42
Part time faculty members in architecture (ACSA data)	24	55	42	78	8	n/a	3	21	25	25	8
Total number of full time students	268	300	592	207	281	n/a	260	210	380	750	409
External Exposure											
direct exchange program	●		●				●				
study abroad term option		●			●				●	●	
number of lectures per semester (data from fall 2010)	4	25	21	12	35	20	37	10	18	5	17
other events (excluding exhibitions)	3	4	6	2	5	9	1	0	3	0	3
Publications (architecture)											
student publication					●	●	●	●		●	●
journal		●	●	●	●	●				●	
annual schoolwide compendium		●	●	●		●			●		
Facilities											
library within school			●	●	●	●	●	●		●	
architecture archive	●	●	●			●	●			●	
galleries (#)	1	1	2	1	1	2	2	1	1	2	1
museum association		●			●	●	●	●	●	●	
cafe			●	●	●	●	●		●	●	
dedicated computer labs (#)	1	2	2	2	1	1	6	1	3	2	4
woodshop	●	●	●	●	●	●	●	●	●	●	●
fabrication lab		●	●	●	●	●	●		●	●	●

School of Architecture Unit Review Supplementary Information

Table 1. Organizational arrangements of architecture programs at Canadian universities

	Architecture W/in Faculty*	Architecture as Separate Faculty**	
G13 Universities	6	2	8
Other Canadian	1	2	3
Total	7	4	11

Selected U.S. Universities Organizational Arrangements for Architecture Programs

The majority of top-ranked (on the basis of the M.Arch) programs at U.S. universities, including programs at AAU member institutions, are housed in autonomous schools or units, or are located within design or fine arts colleges. [1]

US Architecture Programs (AAU)	Architecture W/in School	Architecture Programs in separate School[2]
Top M.Arch Programs in AAU universities	0	8
Top M.Arch Programs in non-AAU universities	0	2

For an example of a program housed in a separate college or school of design, see the top-ranked M.Arch program at Harvard University's Graduate School of Design found at:
http://www.gsd.harvard.edu/academic/arch/degrees.html
The organizational chart for Harvard's Graduate School of Design can be found at:
http://www.gsd.harvard.edu/inside/human_resources/GSD_Admin_Org_Chart.pdf
See also Appendix B for Selected U.S. Universities, Program Areas, and College or School.

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[1] Architectural Record reports on the Design Intelligence rankings of the Top 10 Graduate Architecture Schools (M. Arch.) ; Harvard University, Yale University, Columbia University, Massachusetts Institute of Technology (MIT), University of Texas, Austin, University of Cincinnati, Cornell, Virginia Polytechnic and State University, University of Virginia (Virginia Tech), and University of California, Berkeley. Cincinnati and Virginia Tech are not members of the AAU. See
http://archrecord.construction.com/features/0911BestArchSchools/0911BestArchSchools-2.asp
[2] In these (and most) U.S. universities, stand-alone colleges or schools are similiar to the Faculties at Canadian universities.

Appendix A. Canadian Schools of Architecture: Organizational Arrangements

This list identifies eleven Canadian Universities with architecture programs. Eight (8) are members of the G13. *Source: McGill University School of Architecture website.*

Dalhousie University
Faculty of Architecture and Planning
http://architectureandplanning.dal.ca/index.shtml
School of Architecture
School of Planning (urban and environmental systems)

l'Université Laval
http://www.arc.ulaval.ca/
Faculte d'amenagement, d'architecture et des arts visuels
Ecole d'archietecture
Ecole des arts visuels
Ecole superieure d'amenagement du territoire et du developpment regional

McGill University
Faculty of Engineering
School of Architecture
http://www.mcgill.ca/architecture/

University of British Columbia
Faculty of Applied Science
School of Architecture + Landscape Architecture (SALA)
http://www.sala.ubc.ca/

University of Calgary
Schulich School of Engineering
Faculty of Arts: Architectural Studies in Communications and Culture Program
Faculty of Environmental Design: Architectural Master's Program

University of Montreal
Facultie de L'amenagement
L'ecole d'architecture deUdeM
http://www.arc.umontreal.ca/
Architecture
 Six orientations suivantes :
• Explorations en design architectural ;
• Conservation de l'environnement bâti ;
• Montage et gestion de projets ;
• Conception et modélisation assistées par ordinateur ;
• Architecture urbaine ;
• Design & systèmes constructifs

University of Toronto
John H. Daniels Faculty of Architecture, Landscape and Design
http://www.daniels.utoronto.ca/
Programs: architect, landscape architect, urban design
Collaborative Program in Knowledge Media Design
Global Architecture option (graduate)
Resources: http://www.daniels.utoronto.ca/resources/46

University of Waterloo
Faculty of Engineering School of Architecture
http://www.architecture.uwaterloo.ca/

Other Canadian Universities with Architecture Programs

Carleton University
Faculty of Engineering and Design
Azrieli School of Architecture and Urbanism
http://www2.carleton.ca/architecture/

University of Manitoba
Faculty of Architecture
http://www.umanitoba.ca/faculties/architecture/
There is a separate Faculty of Engineering.

Ryerson
Faculty of Engineering, Architecture, and Science
http://www.ryerson.ca/feas/
Department of Architectural Science
http://www.arch.ryerson.ca/

G13 Universities with architecture programs: Dalhousie University, l'Université Laval, McGill University, University of British Columbia, University of Calgary, University of Montreal, University of Toronto, University of Waterloo
Other Canadian universities with architecture programs: Carleton University, University of Manitoba (admitted to G15 November 2010), Ryerson University

Attachment B: U.S. Universities with Top-Ranked M. Arch Programs (alphabetical order), Program Areas, and College or School

University	Program areas	College or School and Department or Program
Columbia University	Architecture, Urban Design, Historic Preservation, Real Estate Development, Urban Planning, Critical Curatorial Concepts	Graduate School of Architecture, Planning, and Preservation

Cornell University	Architecture City & Regional Planning Art	College of Architecture, Art & Planning Dept. of Architecture
Harvard University	Architecture, Landscape Architecture, Urban Planning & Design, Advanced Studies	Graduate School of Design Department of Architecture
MIT	Architecture, Planning, Media Lab, Real Estate, Visual Studies	School of Architecture and Planning Department of Architecture
University of California, Berkeley	Architecture, City & Regional Planning, Landscape Architecture & Environmental Planning, Urban Design	College of Environmental Design Department of Architecture
University of Cincinnati	Architecture & Interior Design, Design, Art, Planning	College of Art, Architecture, Design & Planning The School of Architecture & Interior Design
University of Texas, Austin	Architecture, Landscape Architecture, Community & Regional Planning, Interior Design, History, Urban Design, Sustainable Design, Historic Presentation	School of Architecture
University of Virginia	Architecture, Architectural History, Landscape Architecture, Urban & Environmental Planning	School of Architecture
Virginia Tech	Architecture, Interior Design	School of Architecture + Design
Yale University	Architecture	School of Architecture

Other Architecture Programs in AAU Institutions

University	Program areas	College or School and Department or Program
Carnegie Mellon University	Architecture, Urban Design, Art, Drama, Design, Music	College of Fine Arts
Georgia Institute of Technology	Architecture Building Construction City & Regional Planning Industrial Design Music	College of Architecture Architecture Program

Northwestern University	Architecture	College of Arts and Sciences School of Architecture
Ohio State University	Architecture, Landscape Architecture, City & Regional Planning	College of Engineering Austin E. Knowlton School of Architecture
University of Pennsylvania	Architecture, City & Regional Planning, Fine Arts, Preservation, Landscape Architecture, Urban Spatial Architecture	School of Design Department of Architecture

As of: December 2010

ArchSoc.com (2009) (irreverent), Garry Stevens

http://www.archsoc.com/kcas/researchschool4.html

http://www.archsoc.com/kcas/researchschool5.html

USA (top 20 of 103 ranked)

	Median Research Score	% of staff in the top quartile
Columbia University	31	80
Cooper Union, The	27	75
University of California, Los Angeles	27	87
Princeton University	22	83
University of Pennsylvania	12	68
Yale University	10	62
University of California, Berkeley	8	63
Harvard University	8	58
Rice University	8	56
Massachusetts Institute of Technology	7	51
University of Notre Dame	5	47
Ohio State University	5	40
California College of the Arts	4	36
Northeastern University	4	27
University of Minnesota	4	21
University of Maryland	4	27
Pratt Institute	3	40
University of Michigan	3	38
New Jersey Institute of Technology	3	32
University of Virginia	3	31

Canada (all) ranked

University	Median Research Score	% of staff in the top quartile
McGill University	12	60
University of British Columbia	6	36
University of Waterloo	5	50
Carleton University	3	21
University of Calgary	2	36
Dalhousie University	2	33
University of Manitoba	2	18
University of Toronto	2	23

http://www.archsoc.com/kcas/researchinternational.html

This chart uses the data from our 2009 survey. It shows the median research scores of the architecture schools, grouped by nation. The USA may have the best schools on the earth, but it also has a huge amount of duds. Nigh-on one-half of all the USA's schools are crowded in that tiny space below that orange median bar. Think of it this way: were you to choose an American architecture school at random, it would have a research score of 0.5. Were you to do the same in Canada, you would be attending a school with a score of 2.7.

GREAT PROGRAMS IN ARCHITECTURE:
RANKINGS, PERFORMANCE ASSESSMENTS, AND DIVERSE PATHS TO PROMINENCE

Ann Forsyth

Abstract

What makes a great program in architecture? This paper grapples with a key dilemma faced by architecture programs seeking to be recognized on campus and among their peers. How do schools position themselves to be perceived as programs valued by their universities, faculties, and students, distinguished in ways that represent important dimensions of architecture? The paper first explains how success or performance is currently measured in various ranking and assessment exercises: via reputational surveys; employer reviews; publication and citation counts; complex assessment rankings; and multiple, uncombined performance measures. It then outlines diverse paths or definitions of what it means to be a top or prominent program: elite design; practical readiness; technological sophistication; other substantive or pedagogical niches; and research.

This paper argues there are multiple ways in which architecture can be practiced and thus diverse paths to prominence but at present ranking schemes reflect only a narrow range of practice. To take advantage of current rankings schemes, or provide real alternatives, requires institutional activity, however. Individual schools already promote their interests on their web sites and in academic guidebooks but such self representations do not have the appeal to students and university administrators that comparative rankings present. Alternative assessments need to be created such as in the multiple performance measure approach—an approach that allows comparisons among schools but on many dimensions. Merely creating indicators of achievement does not create or improve excellence, of course. However, such measures could provide students with better information for selecting programs, help programs argue for both their worth and their need for resources, and, most importantly, enlarge debates about architectural excellence and the future of the profession.

Keywords:
Education; architecture; ranking.

Great Programs in Architecture:
Rankings, Performance Assessments, and Diverse Paths to Prominence

What makes a great program in architecture? As higher education becomes more expensive, it is increasingly coming under scrutiny from students, legislatures, professional groups, and donors. In the struggle for students, funding, faculty, and attention, successful programs are rewarded by their universities, but those that are not successful in terms of campus norms or the

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needs for professional workers risk cutbacks and may even be eliminated. This paper grapples with a key dilemma faced by architecture programs seeking to be recognized on campus and among their peers. How do schools position themselves to be perceived as programs valued by their universities, faculties, and students, distinguished in ways that represent important dimensions of architecture?

The paper first explains how success or performance is currently measured in various ranking and assessment exercises: via reputational surveys; employer reviews; publication and citation counts; complex assessment rankings; and multiple, uncombined performance measures. It then outlines diverse paths or definitions of what it means to be a top or prominent program: elite design; practical readiness; technological sophistication; other substantive or pedagogical niches such as sustainability or community design; and research. Several problems prevent schools from becoming leading programs, from a lack of critical mass to a sense that elite design is the only possible path. This paper argues there are multiple ways in which architecture can be practiced and thus diverse paths to prominence but at present ranking schemes reflect only a narrow range of practice. Alternative assessment and performance measures could provide students with better information for selecting programs, help programs argue for both their worth and their need for resources, and, most importantly, enlarge debates about architectural excellence and the future of the profession.

Measures of Success

In the market for students, faculty, and funding, rankings count, and a number of methods have emerged to deal with this demand for assessment and measurement of program quality and character. Energy for assessments has generally come from organizations outside of the academy; it is those organizations that have determined ranking format. In the U.S. this has been dominated by private publications like Design Intelligence (2007). In much of the rest of the world where universities are publicly funded, governments have taken the lead in demanding assessments of university program productivity and quality with systems in place in countries as diverse as Australia, Canada, Belgium, Hong Kong, Ireland, New Zealand, the Netherlands, Poland, Slovakia, Taiwan, and the United Kingdom (Geuna and Martin, 2003; von Tunzelman and Mbula, 2003; Stiftel et al., 2008). International rankings of universities such as those by the Times Higher Education Supplement (2008) and the Institute of Higher Education at Shanghai Jiao Tong University (2008) provide comparisons without the fine grain of program assessments but with a wider geography. While academics may not like rankings, such comparative measures are responding to demand by students, universities, funding bodies, and employers.

With the growth of the internet, such rankings have not diminished in numbers; indeed most are products of the internet age. Certainly schools can use their own web sites to promote their programs more directly and students turn to chat rooms to exchange commentary. Organizations such as the U.S.-based Association of Collegiate Schools of Architecture periodically

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produce guidebooks although as of 2008 the most recent version was five years old (ACSA, 2003). However, rankings provide an important, if flawed, ability to compare programs. Schools that do well in such rankings promote them on their web sites and students discuss them in their online conversations. University administrators turn to them when comparing architecture with other disciplines. Such rankings, and related performance measurement systems, are unavoidable. The following section outlines the current approaches to undertaking them (see also table 1).

Type	Example	Strengths	Weaknesses
Reputational surveys	U.S. News and World Report; Design Intelligence Deans and Directors survey	Akin to faculty advice	Favor institutional prestige over program achievements; can favor faculty prominence rather than program excellence
Employer assessments	Design Intelligence main ranking; New Urban News employer survey	Reflects experience of a key constituency	Tends to focus on particular sub-sets of employers e.g. large firms; may be based on experience with relatively few students
Publication and citation counts	Rarely used (Von Tunzelman and MBula (2003) cite Flanders as an example	Easily quantifiable using existing databases	Does not reflect many of the core outputs of architecture academics
Complex ranking measures	Research Assessment Exercise in the United Kingdom includes panel assessment of research quality as well as other measures; Guardian university guide scores	Multi-faceted and in many cases linked to disciplinary priorities	Cumbersome and expensive; if done across fields, architecture can seem less productive than some of the sciences
Uncombined performance measures	Proposed planning performance measures in the United States	Allows schools to find data that can tell their specific story e.g. of teaching excellence, community outreach, or a need for more funds	Less likely to be done by the private sector—needs a sponsor. May not satisfy demand for ranking

Table 1: Comparison of Ranking and Performance Assessment Approaches. (Sources: see the following sections).

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Reputational rankings: When U.S. News and World Report provided rankings of architecture programs in the 1990s, they did so based on a survey of academics about program reputations. The recent survey of deans and directors printed on one page of the Design Intelligence employer survey report, is a return to this method (Design Intelligence, 2007: 11). The Planetizen ranking of planning programs, started in 2006, uses a reputational survey as a major component of their assessment (Urban Insight, 2006). This is an important type of measure, but research in the social sciences has found that it tends to provide outdated results that favor institutions with strong reputations irrespective of departmental achievement (Lowry and Silver, 1996; Keith et al, 1998; Cary, 2006). Lombardi et al., authors of a research ranking based on quantitative indicators, provide a critique of such approaches:

Prestige is a form of name-brand recognition derived from historical visibility, from promotional campaigns that project institutional identity, and from the halo effect of real accomplishments.... Prestige, or reputation, also reflects past behavior and publicity more than current performance, and its unreliability severely limits the validity of rankings that use reputation as an indicator. (Lombardi et al., 2001: 20)

While many are critical of reputational surveys, they are related to the common practice of faculty advising students about program choices. Of course, many faculty members are giving advice about which programs might fit student interests in, for example, community design. Reputational rankings can also take this form, ranking programs within specialties and niches.

Employer surveys: Design Intelligence, produced by the Design Futures Council, produces the most prominent ranking of architecture programs in the United States. Based on a survey of employer experiences with graduates it focuses on how well programs are preparing graduates for professional practice (Design Intelligence, 2006: 3; 2007). The rankings report lists the employers participating in the survey and these respondents include major mainstream firms from throughout the U.S. but not, for example, the major new urbanist firm of Duany Plater Zyberk or important nonprofit design firms such as those that belong to the Association for Community Design. New Urban News has recently followed this trend, creating its own ranking of new urbanist-oriented programs (Steuteville, 2006). In the market for students, this was a savvy move by the new urbanists. However, few other specialties have followed.

Publications and citation counts: Publications data are easy to collect through computerized databases but in design such data are often incomplete and do not distinguish journal quality. For example, a critique of a proposed urban planning ranking based on the international Institute of Scientific Information (ISI) database pointed out that as well as not including books, a major form of publication in design, the database had very uneven coverage of design periodicals:

The database includes the glossy coffee table magazine Architectural Digest and the professional Landscape Architecture magazine but not the more scholarly Journal of Urban Design or Landscape Research. At a more scholarly level, it includes the Journal of Architectural Education, the journal of the Association of Collegiate Schools of Architecture, but not the Council on Education in Landscape Architecture's equivalent, Landscape Journal. (Forsyth, 2004, 24).

ANN FORSYTH

Publications are also not a key output for design faculty in architecture programs whose work may be better measured through awards and honors. However, such publications data are available and do present important measures of productivity and impact and are much used by university administrators. In addition, there have been significant methodological advances in using these information sources (Stiftel et al., 2004).

Complex assessment measures resulting in a ranking: A number of countries have created complex ranking measures. Stiftel et al. describe the British Research Assessment Exercise for planning, which creates a single overall score that determines funding:

The system undergoes revision in each 5-7 year cycle. In the most recent RAE cycle in 2001, units were graded on a 6-point scale (1-5, and 5) based on papers published, grants awarded, number of staff ("faculty" in U.S. usage) and of research students, the unit's research strategy, and measures of esteem including prizes, research roles, and advisory posts.... Most important among the measures is the proportion of papers written by staff whose work is judged to be of "international or national quality" by a disciplinary peer panel who read up to four papers by each staff member at each school... (Stiftel et al., 2005, 5).*

In the British RAE exercise of 2001 architectural research was judged by different assessment panels—including built environment and history of art, architecture and design—and received much criticism (Rendell, 2004). In built environment Loughborough University and the University of Salford scored 5*, the top score (HERO, 2001). In history of art, architecture, and design only Courtauld Institute of Art scored 5*. Obviously, however, such assessment measures are very time consuming—the next RAE is in

2008 after a full seven years. However, because they involve a panel assessment they can be tailored toward the scholarly products of different fields.

The RAE is not the only such combined score in the U.K. The Guardian (2008) creates a ranking of university programs, including architecture, from seven components: a•teacher score related to seniority and qualifications (15%), entry qualifications of students (20%), spending per student (10%), staff (faculty)/student ratio (20%), value-added measured through the proportion of honors degrees (10%), student destinations in terms of employment or graduate study (17%), and inclusiveness or student diversity in terms of disability, age, and ethnicity (8%). This is certainly complicated and open to debate, and lacks the nuance of the panel-based RAE, but at least the method is clearly stated on the web site.

Multiple uncombined performance measures: In the United States, the National Research Council's ranking of Ph.D. programs ranked fields with more than 50 doctoral programs using 29 variables related to reputation, students, and faculty (Goldberger et al., 2005). Such ranking schemes can include important measures of design excellence, such as awards. In addition, in its newest stage the NRC, is moving toward multiple measures reported by quartiles rather than a ranking (Stiftel, 2006).

Closer to architecture, the field of urban planning in the United States has attempted, with some controversy, to create a set of 30 performance indicators of dimensions ranging from student diversity to faculty projects, without integrating them into an overall ranking system (Stiftel et al.,

2004, 2005, 2008; Myers, 2004). This allows schools to monitor and advertise their performance on the subset of indicators that reflects their values—for example, student professional registration, community engagement activities, or research publications. These kinds of systems do not create an overall ranking but rather many comparisons and are a way of valuing schools that have different missions such as practical preparation or research output.

Paths to Prominence

Although architecture program faculty members sometimes complain about rankings and performance assessments, such assessments of quality have been present as long as faculty and practitioners have been recommending particular programs to prospective students. At a university-level administrators use such assessments to distribute funding—using them to assess quality and identify areas needing investment. A fairly qualitative evaluation of rankings and evaluative talk about programs reveals five different dimensions on which schools tend to be ranked or rated (although one of these dimensions is actually a range of niches).

The first two dimensions are currently the most visible and dominate discussions.

Elite design: In architectural practice, particularly in high style areas, who you know matters. Some schools have built up elite connections—their faculties include significant numbers of well-known practitioners as well as many energetic designers in adjunct and limited-term appointments. The stars in these schools are mostly from practice; although these schools

may also have famous traditional academics in areas such as history and theory. Many of the practice stars in such programs lead smaller and mid-sized firms, where academic salaries and contacts can make most difference, although the schools as a whole may prepare students for a variety of practice types, from large corporate offices to solo practice.

In these schools, departments and individual faculty (or their firms) employ public relations companies to manage their image and communications and regularly appear in major newspapers such as the New York Times. In addition, many departments benefit from the halo effect of the larger institution of which they are a part. The typical academic outputs of much of the science side of a university— refereed journal articles—are largely irrelevant to the missions of these schools. In fact a number of the most prominent of these programs are not in universities at all.

This is the kind of program that does well in such reputational rankings as the U.S. News and World Report. The exemplar is Harvard, top ranked in both architecture and landscape architecture in the 2007 Design Intelligence survey of deans and directors.

Practical readiness: Schools doing well in this dimension shine in surveys of employers. Their faculty members are deeply committed to teaching. With fewer practice or research stars, they have a well oiled machine of adjuncts, limited-term faculty, and permanent faculty who are energetic teachers and coordinators. Even though the difficult relationship between architectural practitioners and academics has been well documented, some schools manage to break through this with significant internship

or cooperative education programs (Stevens 1998). These programs are the "surprise" stars of the Design Intelligence rankings. The exemplar is the University of Cincinnati, that year after year is in the top handful of programs in the Design Intelligence survey of employers.

Three more paths to prominence are important but are not currently as visible in mainstream rankings in architecture. However, they have represent approaches to practice that are potentially innovative and important.

Technological sophistication: While technology subjects are taught in all architecture programs, what distinguishes these departments is an emphasis on innovative approaches to using technologies in digital representation, construction techniques, materials, and fabrication. However, because technology is taught in all programs of architecture it is not a niche, as in the next category of excellence, but rather an emphasis. This is an area where architecture faculty and students typically collaborate with engineers and others and play an important role in application and, translation. In the United States, Design Intelligence creates top five lists for computer applications and construction methods. The exemplar is MIT. In 2006 and 2007 Design Intelligence ranked MIT number one for computer applications; in 2006 it was number two (behind Cincinnati and tied with Cal Poly St. Louis Obispo) in construction methods.

Niches: Some schools shine in terms of substantive or pedagogical niches or specialties such as new urbanism, community design, environment and behavior, project management, historic preservation, medical facilities, or history and theory. Significant, established, well-integrated joint degree opportunities with fields such as business, planning, and landscape architecture fit this category. These schools appear on specialized lists of where to train in specific areas and emphasize topics that are not taught at all schools.

For example, New Urban News created a ranking of new urbanist architecture programs based on a survey of 50 employers, with "best schools" including "Miami, Notre Dame, Maryland, Michigan, California/Berkeley, and Andrews and University of Pennsylvania (tie for sixth)" (Steuteville, 2006). While only Pennsylvania appears on both this new urbanist top five and the top five of either the bachelors or masters degrees in the Design Intelligence rankings (see below), these schools are the programs of choice for students interested in these niche areas.

However, in comparison with other fields, it is surprising how few architecture programs are known for a specialty and how few interest groups have created any kind of list. Unlike the related area of urban planning that tends to have a handful of specialties in each school, or even landscape architecture that has a range of specialties at different scales and approaches, architecture programs tend to be more generalist (Crewe and Forsyth, 2003). However, there are models for such reviews such as the National Survey of Student Engagement (2007) that surveys over 200,000 students to create with benchmarks including active learning and student-faculty interactions.

Overall, there are numerous important areas of potential architectural innovation from

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sustainable design to community process and adaptive reuse. These are specialties that could provide important solutions to crucial global concerns. While rankings may rankle, a lack of surveys or comparative data makes these key areas less visible to potential students and university administrators. The area that has managed to achieve visibility is new urbanism and within this niche the University of Miami is an exemplar.

Research: Although not very common for architecture programs, it is possible for schools to do well in research, particularly those schools emphasizing history, technology, or other "support" areas (Forsyth and Crewe, 2006). However, this kind of research ranking is largely of interest in universities and is not much valued by the profession of architecture. Independent sociologist Garry Stevens has ranked school research productivity by (roughly) publications per academic, with improved methods in 2007 (Stevens, 2007). Columbia, Princeton, Cooper Union, Harvard, Penn, Berkeley, Rice, and Yale come out at the top using this approach. Design Intelligence also ranks a top five schools on research and theory as judged by employers. The British RAE exercise and related programs in other countries are further examples.

As universities value research more, and as architecture struggles to be more relevant in issues beyond general design, there may be increasing pressure for architecture programs to have at least some of their faculty performing well in research. Research collaborations in the broad areas of health, sustainability, and urban issues seem particularly promising for architecture programs and for the larger profession (Forsyth, 2007a; 2007b).

Schools that do well on one of these dimensions may also do well on another. The following table lists in alphabetical order the schools with the top five graduate and undergraduate programs in the Design Intelligence ranking in 2006 and 2007. (Because of some movement in the rankings, 15 schools are listed.) It classifies them into the five dimensions. As the table shows, some programs have more than one specialty—for example, schools that do well in technology and also in elite design. However, the Design Intelligence ranking reflects a bias toward practical readiness and elite schools, with few on the list below reflecting niche areas or even technology. This is a problem with current rankings that tend to ask major firms (Design Intelligence) or general groups of academics (the old U.S. News and World Report ranking or the new Design Intelligence deans and director survey) about general preparation. Research assessments have different biases. There is a real need for students to be able to find information leading them to schools excellent at training in specialized areas such as participatory design or sustainable building materials, and there is little guidance.

Cal Poly San Luis Obispo	Practical
Columbia University	Elite
Kansas State University	Practical
University of Pennsylvania	Elite
University of Texas at Austin	Elite/practical
Cornell University	Elite
Harvard University	Elite
MIT	Elite/ technology
Rhode Island School of Design	Elite/niche
Rice	Elite
Syracuse	------------
University of Cincinnati	Practical

ANN FORSYTH

University of Virginia	Elite/technology
Virginia Tech	Practical/technology
Yale	Elite

Conclusions

Architecture programs are under external pressure to perform better—in research, teaching, and in overall reputation in the field—but there are many barriers. Although there are several paths to distinction, some schools don't succeed or achieve visibility at any one of them--even a niche area. Why? There seem to be two sets of answers, some to do with school performance and others to do with the ways schools perceive the field.

In terms of performance in the current key areas of rankings in the United States—elite prestige, practical training, and technology--both internal and external reasons can prevent schools standing out. These include a lack of critical mass of energetic faculty, real issues of workload, problems with funding, and nepotism due to a reliance on local practitioners as adjuncts. A few programs mistake harmony for excellence. Reputational surveys privilege schools with a strong past or visible current leadership. Certainly some of these barriers are real and difficult to overcome, and others more malleable.

However, for those able to generate a critical mass, there are many opportunities to create great programs that provide real options in architectural education. Perhaps the biggest conceptual barrier in the U.S. is seeing elite design, and perhaps general practical training,

as the only paths to excellence. In Britain, research could well become an important factor due to the situation that the RAE links funding to performance, although this is going against the grain of architectural education. If schools could try to position themselves in niche areas of practice, technology, or research, however, architectural education could be enriched and students would have more options. In fact the current mainstream "best schools" in the U.S. are really niches of a particular kind--elite design or practical preparation for large firms. There is surely more to architecture than this.

To provide viable options in the face of the current rankings schemes requires institutional activity, however. Individual schools already promote their interests on their web sites and in academic guidebooks but such self representations do not have the appeal to students and university administrators of rankings. While reputational rankings and employer surveys are unlikely to go away, alternative approaches to comparison need to be created such as in the multiple performance measure approach. This measurement approach allows schools to be compared on many dimensions, not just a few. One could imagine data collection efforts focused on numbers of low-income housing units designed and built in architecture programs, students graduating from dual degrees, awards for sustainable design projects, or student diversity. A survey along the lines of the National Survey of Student Engagement could compare schools in terms of active learning, enriching experiences, and campus environment (NSSE, 2007). One can imagine dozens of measures from student placements to faculty research that could reflect a growing appreciation of the diversity of architectural education and practice.

Developing such indicators could draw on the growing international experience in academic performance measurement—in terms of the strengths and weaknesses of current approaches. What kinds of information are useful in improving program quality? How can such measurements be used to highlight less visible design specialties such as affordable housing or low-cost construction techniques? Which assessment approaches actually help programs and which focus attention on unimportant issues while creating a reporting burden to schools and the profession? Performance measurement is a growth industry and too little attention has been focused on it from the perspective of design—much more needs to be known.

Of course, merely creating indicators of achievement does not create or improve excellence. However, such measures could provide students with better information for selecting programs, help programs argue for both their worth and their need for resources, and enlarge debates about architectural excellence and the future of the profession.

Overall, there are many niche areas where there will be increasing demand for designers—from energy efficient architecture to socially-responsive design. There are many areas where architects can make a contribution to society and also make a living. The current group of rankings focuses on only a few of these areas with negative implications for schools outside those areas of elite design and practical readiness. If schools can highlight and achieve excellence in a wider number of specialty fields they will be able to both distinguish themselves on campuses and among students and make a contribution to practice.

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ANN FORSYTH

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Ann Forsyth

Ann Forsyth is professor of city and regional planning at Cornell University with research and practice examining how to create sustainable and healthy urban places, focusing on some of the trickiest issues: affordable housing, social diversity, green space, and walkability. She has held tenured positions in architecture and landscape architecture. Trained in planning and architecture, Ann Forsyth's work focuses on the social aspects of physical planning and urban development. The big question behind her research and practice is how to make more sustainable and healthy cities. She was director of the Metropolitan Design Center at the University of Minnesota and professor of urban design with appointments in both the architecture and landscape architecture departments. Forsyth is author of three books: Reforming Suburbia: The Planned Communities of Irvine, Columbia, and The Woodlands (2005, University of California Press); Designing Small Parks: A Manual Addressing Social and Ecological Concerns (2005, Wiley, with Laura Musacchio); and Constructing Suburbs: Competing Voices in a Debate Over Urban Growth (1999, Routledge/Gordon and Breach). Ann can be contacted by email at af16@cornell.edu

A Proposal:

McGill School of Architecture, Landscape, and Urbanism

Montréal, Québec
rev.February 2011

Executive Summary

The following document outlines the proposed McGill University School of Architecture, Landscape, Urbanism (SALU). It embodies a leading edge approach to the collaborative practices of these design disciplines with the goal of recognition as one of the top 10 institutions globally. Our goal is to maintain our fundamental commitment to teaching and training by offering a broad and distinctively interdependent set of degree programs ranging from undergraduate (pre-professional) and M.Arch. (professional) to a Ph.D. and a new Doctorate of Design in Architecture (D.D.A.). The proposed program and degree structure intends to enable a singular research paradigm and mode of scholarship that aggressively addresses University Strategic Priorities. We aim to attract the majority of research funding in Canada among schools of architecture and to play a decisive role in creative research practices within the profession.

An historic paradigm shift is underway in the education of architects, landscape architects and urbanists, presenting an immense opportunity to rethink the prominence and impact of these design disciplines at McGill. The title of the proposed new School is strategic and precise: it describes a unique and innovative mode of pedagogy and research.

The proposal leverages existing expertise and reputation with a strategic expansion into complementary areas of contemporary concern thus rounding out integral disciplinary strengths in order to create the most formidable design-based school in Canada. Exciting new and interdependent degree programs, minors, and joint degree offerings are proposed in order to fill out the manifold of current pedagogical offerings. Additional programs such as a Doctorate of Design in Architecture (D.D.A.); Masters of Landscape & Urban Design; a Design Masters of Business Administration (in collaboration with Desautels Faculty of Management); as well as complementary streams in the Masters of Science (Architecture) in Curatorial & Conceptual Practices (in collaboration with the *Canadian Centre for Architecture* and other University partners) are envisioned.

The cornerstones of the proposal are *design, environment, and technology*. These elements have radically transformed over the past 20 years and SALU aims to re-imagine pedagogy and research accordingly. We place the notion of *design* at the forefront of McGill University and to provide the resources and expertise to effectively integrate it with related areas across the faculty and university.

There is purposeful emphasis on contemporary ecological perspectives. No single phenomenon dominates current architectural and urban practices more than the environment and no single reality has a greater impact on the environment and our well-being than our built environment. A primary area of pedagogy and research inseparable from issues of sustainability is the usage and development of *leading-edge technologies* from digital and computational tools to building science, fabrication and simulation techniques fundamental to today's integrated design practices.

The proposal is measured, well-founded, and set within the reality of potential endowment opportunities, the promise of a concerted fundraising plan, and what is seen to be the institutional reality and strengths of McGill and Montréal. It respects and balances a certain scale of like Schools in North America with the given and potential resources, space, and infrastructure to achieve a uniquely potent, efficient, and effective operational model for research, scholarship, and professional pedagogy.

In so doing it addresses the need to expand funded research capacity and cross disciplinary collaboration among various partners in engineering, management, environment, medicine, science, and the arts. It includes a significant expansion of faculty and students. Lastly, the proposal aims to clarify and establish an appropriate critical mass in order to

obtain a productive and efficient operational autonomy for SALU so as to thrive in the academic, scholarly, and research domains appropriate to the discipline.

Preamble and Context

In many ways, architecture is the matrix of human conditions: linking and organizing engineering, physical sciences, mathematics, the arts, humanities, social sciences, and philosophy. The importance of architecture is not an abstract theoretical nor a merely practical or policy-driven issue. Its cost is too great, its symbolism too profound. Ismail Serageldin (Honorary Doctor of Science, McGill, 2003), while vice-president of the World Bank, argued for the motivating power of architectural and urban design. He believed that *"the need to assert identity in the face of the forces of anomie and globalisation has never been greater. The challenge for architecture is to transcend the conventional and create the new. This is not a search for innovation for its own sake, but a search for a language that responds to new needs and aspirations and is sufficiently authentic to allow the users to identify with it today and cherish it tomorrow."*

We are at a moment of a historic paradigm shift in the education of architects, landscape architects and urbanists which presents an immense opportunity. The words in the title of the new School are strategic and precise embodying a unique and innovative mode of pedagogy and research. They are conceived as *verbs*, not as disciplinary silos. They are perceived as territories with overlapping boundaries incorporating notions of integrative design at its most profound and philosophical level. With an extraordinary endowment opportunity and a concerted fundraising plan in the context of an ongoing program transformation within the School of Architecture we are poised to fundamentally rethink the prominence and impact of these design disciplines at McGill. The following document aims to address all of these aspects in its scope, goals, and plan for implementation.

The cornerstones of the proposal can be summarized as *design, environment, and technology*. The McGill University School of Architecture, Landscape and Urbanism (SALU) aims to place the notion of *design* as a mode of pedagogy, scholarship, and research at the forefront of McGill and to provide the resources and expertise to effectively integrate it with other related areas across multiple faculties across the university. Design, as it is found in the tradition of architecture, is first and foremost a *generative* endeavour. It proposes the new and unthinkable. By this we mean the imaginative and well-informed creation of alternatives to the way in which we configure the physical environment and by extension profoundly shape the way in which we live. It is inherently *transdisciplinary*. It is founded upon epistemologically robust principles and operates with diverse analytic and speculative methodologies. In both its conception and production it employs the range of low to leading-edge technologies and techniques. These categorical cornerstones have radically transformed over the past 20 years and SALU aims to re-imagine pedagogy, scholarship, and research accordingly.

Montréal was named a UNESCO City of Design in 2007 and is a center of design excellence at a global scale. It is important for McGill to vigorously participate in this significant cultural production and vibrant economy. SALU as envisioned aims to strengthen and thoroughly engage this all-important community not least of which is the *Canadian Centre for Architecture* (CCA). The School of Architecture has a proven expertise in design and the manifold, transdisciplinary condition it embodies. In creating inventive propositions for the built and natural environments today, architects and designers reciprocally utilize and transform leading edge technologies, linking the pursuit to a variety of disciplines from computer science and engineering to film and multimedia. Critical to such a integrative activity is a proven humanities-based mode of scholarship which forms the

foundation to any ethically determined design practice. Issues of technology and technique, policy, politics, and economics play an important role in this creative activity and lend themselves to form the matrix of design-based practice but are insufficient without this generative and concrete mode of discourse and action.

The proposal has a clear direction toward fortifying and expanding an existing emphasis on contemporary ecological perspectives. No single phenomena dominates current architectural and urban practices more than the environment and no single reality has a greater impact on the environment than our built environment. Issues of the environment and sustainability are built into the current architecture curriculum through specific courses and are predominant in all Design and Construction Studios. Through the disciplinary triad of architecture, landscape, and urbanism, this fundamental concern will take a unique trajectory within the University profoundly impacting burgeoning efforts across the institution.

A primary area of pedagogy and research inseparable from issues of sustainability is the usage and development of *leading edge technologies* from digital and computational tools to building science, fabrication and simulation techniques fundamental to today's integrated design practices. Essential to these efforts and to promote greater academic and research collaboration with our colleagues in the arts, music, engineering, medicine, and management. Endowed fellowships and additional positions will greatly enable and promote such collaboration an increase research capacity immensely.

To reiterate, the triad of disciplinary territories is not conceived as one of distinct silos. We are proposing a unique pedagogical and research model that requires symbiotic relationships between all degree offerings. It is active and gains productive efficiencies in curricular and research capabilities and symmetries. More importantly, it is meant to create an innovative and productive context not found in conventional, boundary driven structures. It mirrors current notions of "integrative practice" in its most creative and philosophical sense as an innovative design paradigm required to address the complexities of today's world.

Degree Offerings, Structure, Composition

The annual income distribution from endowments along with known institutional funding economies will be used to support world-class programs and curricula that enable leading-edge design and interdisciplinary creative research endeavours. Additional professorships and chairs as well as capital and infrastructural upgrades are components of the overall expansion and fundraising plan. The endowment will be used for enhancement of the degree offering and research capacity of SALU and give it a fiscal and academic autonomy to play the preeminent role of education and scholarship in architecture, landscape architecture, and urban design for Canada and globally.[1]

The School of Architecture is first and foremost a teaching-intensive professional program with a broad and robust offering of scholarly post-professional study and research including a well established PhD program. It is the most diverse offering in Canada attracting extremely high calibre students. Its primary mode of research is one of coordinated scholarship in which faculty members and graduate students pursue

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[1] A comparative benchmarking exercise with a select set of top AAU and G13 institutions was performed in relation to degree programs, research trajectories, infrastructure, space, teaching support, institution resources, external exposure, and school enhancements. Endowment funds will enable the School to compete with these elite schools by providing areas of support found in those schools but not provided by base support economies of the University such as endowed professorships, teaching and graduate fellowships, study abroad program support, etc.

individual project and text-based scholarly activities modeled after an apprenticeship-based paradigm. [2]

We seek to expand funded research capacity without compromising our primary professional and scholarly teaching and training mandate.[3] New program options will significantly increase the graduate student complement (Figure 1). The Ph.D. and D.D.A. degree options will add clarity to the two research and scholarship paradigms existing within the School.

The synergies created for all program offerings in the proposed scenario are exciting, economical and strategic by leveraging shared expertise and curricular redundancies. New professors in architecture, urbanism, and landscape will greatly increase diversity and capacity for all degree programs. Benefits occur through cross disciplinary pollination and sharing of courses integral to the various curricula. This is the same strategy that is proving successful in the new M.Arch. (professional) and existing M.Arch. (post-professional) degree offerings as well as with recent funded research initiatives within the School.

SALU is organized according to the three main distinct disciplinary areas of Architecture, Landscape and Urbanism. Each includes a set of degrees as described below in which disciplinary specificity is represented, supported, and respected. Practical curricular and research overlap and robustness occurs throughout and will be structurally enabled and encouraged by virtue of SALU organization, shared research units, courses, and cross-disciplinary relationships throughout the University. The faculty complement is described below based on student/teacher ratios common and necessary to deliver these programs and accomplish the research goals as stated. Administratively it is in line with the majority of similarly scaled model Schools/Faculties that include architecture, landscape, and urbanism with the proposed degree offerings.

Reconfiguration and New Degree Programs

The learning goals and objectives of the School's undergraduate and graduate programs correspond and vary in accordance with professional and post-professional responsibilities. The intention of ongoing transformations is to construct an interlinked set of degree options and curricula that create a highest-quality and sustainable school of architecture in terms of pedagogy, research, and scholarship. Specific learning goals and objectives are articulated below, but a brief recounting of the ongoing curricular and program transformations is in order to form an accurate context.

Since the fall of 2007, the School embarked upon an effort to define and implement structural curricular and program changes. This will continue over the next 18-24 months. The goals and objectives for said changes are:

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[2] The distinction between "collaborative research" and "coordinated scholarship" as articulated by Martin Kreiswirth (Associate Provost, Graduate Education) is used here. Coordinated scholarship is typically found in social science and humanities-based disciplines and is traditionally the mode of research in architecture. It is contrasted to "collaborative research" which is the mode of research most often found in the sciences and engineering. The proposal is structured to expand collaborative research capacity.

[3] According to the CACB and citation data, McGill School of Architecture is consistently the top performer in Canadian schools in terms of research funding and citations per faculty member. Architecture professors average 15 credits per year with a minimum of 15 hours of contact time per week not including graduate advising.

1. *Curricular renewal* in terms of content, structure, and new integrative models of course delivery in order to respond to new and vibrant contemporary disciplinary challenges;
2. *Capitalize on existing strengths* and fortify our fundamental commitment to research-creation activities and humanities-based scholarship by creating greater integration, overlap, communication, and collaboration between program streams thus delivering more robust and effective degree programs;
3. *Harmonize and accomplish productive redundancy and efficiencies in course delivery* by removing divisions, barriers, and silos of expertise in addition to providing effective structures for interdisciplinary collaboration;
4. *Enable greater research capacity* by enacting a unique research model integral to teaching and learning;
5. *Identify missing areas of expertise* vital to this vision and determine replacement faculty searches and resource planning accordingly;
6. *Clarify and focus areas of excellence and concentration.*

The School continues the process of reconfiguring programs and degree offerings in response to new disciplinary challenges and the changing landscape of the university. Inseparable from this pedagogical mandate is the putting in place of structures to achieve a larger objective of increasing research capacity. This will be done by establishing a unique integrative model of research-creation, funded research, and humanities-based scholarship of which the academic goals and priorities are necessarily and inextricably linked. The School will modify, eliminate, and introduce new program offerings to create the intended ecology. The scope of such an effort is of course contingent upon a solid business case and funding; various options will be prepared with a range of resource commitment. A primary driver and integral component in this transformation are the creation of a sustainable and relevant research model that accommodates both project-based advanced study and coordinated scholarship. Clarifying degree options and anticipating existing and anticipated degree trends and demands are an important part of this process and have led to the following proposal. Planning and implementation has three stages:

1. M.Arch. (professional) reconfiguration and B.Sc. curricular renovation;
2. M.Sc.Arch., M.L.U.D., D.D.A./Ph.D. reconfiguration and implementation;
3. M.Sc. (Curatorial) and D.M.B.A.

Professional Program (B.Sc. (Architecture)):

The School's core program is a professionally accredited Master of Architecture degree program preceded by a pre-professional B.Sc. (Architecture) undergraduate degree. The primary goal of this program is to train ethically responsible professionals who are well rounded in the synthetic practice of architecture and urban design. As an accredited program it responds to CACB performance criteria and procedures. Although admission from the B.Sc. to M.Arch. (professional) is not guaranteed, the two programs are evaluated together for accreditation purposes.

The learning goals and objectives of the B.Sc. degree program are to provide a foundational, pre-professional architectural education in which students acquire a sophisticated skill set based on traditional and digital modes of representation and production with a strong understanding of appropriate design methodologies, a high level of competency in the history and theory of architecture, a strong knowledge and practical understanding of environmental strategies, engineering systems, and building science, verbal and written

communication skills, and strong design and construction competencies and abilities in preparation for a first professional graduate degree education.

Graduates of the B.Sc. (Architecture) pre-professional program are strong applicants for M.Arch. degree programs around the world. They are found in every Master of Architecture program across Canada, several in the US, and in other degree programs from urban design, planning, engineering, fine and media arts to law, medicine, and business. Our goal is to retain our best-of-class students for the M.Arch. degree program.

The B.Sc. curriculum is in significant need of restructuring and course content renovation in its four primary areas (1. representation/methodology/collaborative-integrative practices; 2. building science/technology/environment; 3. history/theory/culture; design studio). Area content and delivery strategies as well as the "studio" model and integration of curricular content will be the focus of analysis, discussion, and consultation with industry and academic experts throughout the next 6 months. Formal curricular and program restructuring will begin in the fall 2011 and be implemented in FY12 with a 3-year transition period.

Professional Program (M.Arch. (Professional)):

The M.Arch. (Professional) degree program builds upon skills, knowledge, and competencies acquired in an equivalency pre-professional, B.Sc. (Architecture) degree. The learning goals are to further develop the undergraduate foundation and with a high quality accredited first professional degree. The curriculum in the M.Arch. degree is centered around advanced architectural design studios, building construction, professional practice, and urban design with advanced courses in the history and theory of architecture and urbanism. The strategic focus on design methodologies, creative-research practices, and design-based speculation is complemented by advanced technologies and resources that support architecturally-based research and creative activity.

The 2009-10 academic year ushered in the launching of two options in the Master of Architecture (Professional) program that capitalize on its strengths in the post-professional course offering. These options were officially advertised in November 2008 and officially approved by Senate in the winter of 2009. Applications for the 60-credit option dominated and both complements are fully subscribed with excellent candidates. Additional theory requirements, directed research courses (attached to fiunded research projects), and more architectural complementaries are embedded in the new curriculum. A summary of the options follows. A full program description and curriculum at: http://www.mcgill.ca/architecture/programs/professional/#march

Post-professional: existing M.Arch. and planned M.Sc., M.U.D.H.

By way of a harmonization of the post-professional areas of study (History and Theory (HT); Cultural Mediations and Technology (CMT, reconfigured for 2009-10); Urban Design and Housing (UDH, reconfigured for 2009-10)), theory and elective courses in these areas are available to students in the Master of Architecture (Professional) program. This harmonization allows the professional graduate students to capitalize on the strengths of a robust and well-respected post-professional program.

The current post-professional complement of Master degree programs are one-year (3 terms) streams in the HT, CMT, and UDH. The learning goals and objectives are largely a

legacy of previous program structures that were in place prior to the approval of the Ph.D. program. They primarily function as a Ph.D.1 year of intensive coursework and do not function in a productive manner for funded research. Overall, the post-professional component aims to produce high-quality scholars and teachers and has a long tradition of doing such as evidenced by the number and position of several of its graduates in universities, cultural institutions and the profession.

Existing degree programs	Yrs	Enrol	Enrol	Yrs	SALU Proposed degree programs
B.Sc. (Architecture)	3	144	144	3	B.Sc.Arch.
M.Arch. - DST (45 credit)	1	16	16	1	M.Arch. - DST (45 credit)
M.Arch. - DRS (60 credit)*	2	40	40	2	M.Arch. - DRS (60 credit)
M.Arch. 2 - HT	1	12	24	1	M.Sc.Arch. (Architecture)
M.Arch. 2 - CMT	2	12	20	2	M.Sc.Arch. (Curatorial) †
M.Arch. 2 - UDH	2	12	32	2	M.L.U.D. ‡
Ph.D.*	3	32	24	3	Ph.D.
			24	3	D.D.A.*
			20	1	D.M.B.A. †
		268	**344**		
Total graduate students		124	200		Total graduate students
Ratio overall (12.5 FTE)		21.4	19.1		Ratio overall (18.0 FTE)
Ratio graduate overall		9.9	11.1		Ratio graduate overall
Ratio graduate advising		4.2	5.2		Ratio graduate advising

Figure 1: Existing and proposed degree programs[4]

4 ** Possibility to "fast track" after the first year into either the D.D.A or Ph.D.

† = These degree programs are in collaboration with other units and institutional partners who have not been formally approached and require opening discussion with proposed partner units and institutions. Implementation of these final two degree options would be the third stage of transformation and are the least defined in terms of structure and resources. The M.Sc.Arch. (Curatorial and Conceptual Practices) is intended to be a 2-year degree offering in collaboration with the *Canadian Centre for Architecture* (CCA), the Department of Art History & Communication Studies, and the School of Information Studies. The first year will contain core seminars and courses and the second primarily be comprised of a 12-month internship at the CCA and/or with the McGill Library and Special Collections. The D.M.B.A. (Design & Construction Practices) in collaboration with the McGill Desautels Faculty of Management. This is envisioned as a flexible, intensive seminar and course degree offering that will allow professionals to enrol and complete the course of study over a 12-24 month time period. A variation of the degree will be offered as a dual degree with the M.Arch. (professional) and possibly the M.L.U.D.

‡ = Converted from current Master of Architecture Post-professional UDH option. Potential expansion to a 3-year degree, professionally accredited (M.L.A.U.D).

* = new program

In current strategic planning it has been decided to develop a structure that is more efficient and better serves research capacity in both a project-based thrust and the traditional coordinated scholarship realm of the Ph.D. The proposal is currently being developed and its intended submission to Academic Committee is the fall 2011. Accordingly, the current M.Arch. offering will be merged into area-specific structures under an M.Sc.Arch. and M.L.U.D. nomenclature.[5] The M.L.U.D. curriculum will include a landscape architecture component and be a 2-year project-based course of study resulting in the M.L.U.D. degree. The intention is to move this non-professional degree option to a 3-year accredited professional degree pending approval and additional faculty complement and resources. Candidates are able to 'fast track' from this non-thesis degree into either the proposed project-based D.D.A. or thesis-based Ph.D.

The M.Sc.Arch. degree designation will serve to consolidate degree options and provide a more flexible curriculum. For instance, the HT and CMT concentrations will be combined with a shared project course but differing configurations of seminar courses. They will functionally remain much the same as a 1-year course of study except for taking the M.Sc.Arch. designation. Eligible candidates move from this non-thesis degree into the proposed project-based D.D.A. or dissertation-based Ph.D.

A strategic area of expansion is in the area of sustainability and environmental practices from building performance to urban design, design development, economics, and policy. These areas of expertise are found and will be expanded throughout the B.Sc.Arch., and M.Arch. offerings simultaneously engaging environmental, cultural, social, political, economic, and technological aspects. It will be intertwined with new M.L.U.D. and an D.M.B.A. offerings to feed off of new trajectories in computation and simulation to create a unique pedagogic and research approach to this critical area of knowledge and relevance.

The scholarship and more project-based or apprenticeship professional models have distinct administrative and program identities. The project-based research-creation and collaborative research models requires additional space and infrastructure. Post-doctoral research capacity will be a key recruitment initiative within the new options.

Post-professional: Ph.D., D.D.A.

The School's Ph.D. program is well established and highly respected on an international scale. As mentioned, however, it is facing new levels of competition and must adapt to changing conditions associated with retirements and faculty renewal and the need to accommodate other School initiatives in teaching and research. Under discussion is a new Doctorate of Design in Architecture (D.D.A.) degree option that strategically complements and integrates within the existing Ph.D. program. The D.D.A. degree is seen as a thesis-based option that engages project- and creative-based activity alongside the more traditional scholarship of the Ph.D. The two offerings form a powerful duo of advanced degree options that further increase research capacity, increase and more evenly distribute faculty advising loads and participation, and address contemporary concerns and trajectories. The D.D.A. is a non-accredited degree and is conceived as an original and highly attractive option for interdisciplinary study and research distinguished from those at such institutions as Harvard University, Columbia University, and MIT.

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[5] The *National Architectural Accreditation Board* in the United States is about to mandate that the M.Arch. degree designation is reserved solely for a professional degree. Although there is no indication that CACB will adopt this position formally, McGill would be the only institution in North America with this post-professional designation.

Strategic Creative Research and Scholarship Plan:

As mentioned, the research strategy for the SALA includes three targeted areas representative of differing modes of inquiry in our discipline: 1) Coordinated Scholarship; 2) Collaborative Research; 3) Research-Creation.

The discipline of architecture is by definition synthetic and operates within a highly diverse epistemological landscape. Architects are increasingly required to genuinely engage areas of knowledge and expertise that were once part of its traditional boundaries but have out grown any single perspective. The general trend of specialization, technical competency, abundance and complexity of information within design disciplines requires a more integrative and interdisciplinary approach. The incorporation of contemporary areas of expertise into the curriculum and an interdisciplinary research agenda is a necessity. Landscape and urbanism are essential areas for SALU to achieve critical mass as a sustainable, autonomous unit within the university and to excel as a world-class school of architecture.
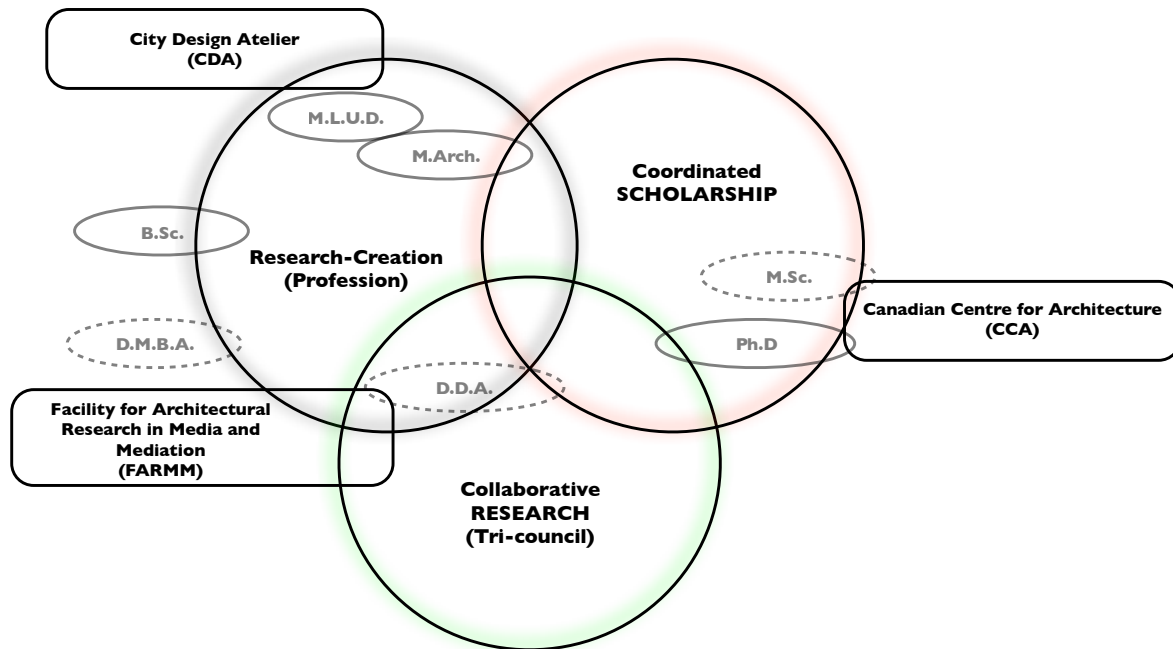
Figure 2: School academic, scholarly, and research ecology

The need to increase funded research capacity is a most important trajectory in order for the School to meet university strategic priorities and for it to further contribute to McGill as a preeminent research intensive university. A uniquely strategic model of research that brings together heterogeneous modes of research, scholarship, and pedagogy is required in accordance with the varied stakeholders and programs comprising the School. Structural and curricular reconfiguration to effect a certain redundancy between teaching and research is imperative. Additionally, the differing stakeholders that comprise the School must be given an operative mechanism and proper infrastructure to participate in these varying modes of inquiry. The proposed model is one in which funded applied research (tri-council+), humanities-based coordinated scholarship, and professional design-based research find shared resources and opportunities for effective collaboration.

The fortification, expansion, and investment into the PhD and D.D.A. program is key to support research and alleviate teaching loads. A strong and well supported advanced degree program is decisive in carrying forth funded research and scholarship. Although the PhD program is world renown in the areas of the history and theory of architecture, housing, and cultural studies it is facing much greater competition with the recent proliferation of programs in North America. Since its official inception in 1997 (it existed as ad hoc program since 1989) no specific funding has been allocated to the program. Stable, committed funding is required for the PhD program to remain competitive, top-of-class, and for it to productively participate in a greater research capacity.

Research infrastructure and support to actualize the three primary modes of research, scholarship, and creative activity must be established. Each modality has a diverse set of stakeholders from the profession, community, and cultural institutions like the *Canadian Centre for Architecture* to collaborators in engineering, humanities, and the sciences. Two recent CFI grants have established significant core research infrastructure in the form of a research centre, the *Facility for Architectural Research in Media and Mediation* (FARMM).

Faculty Complement:

The total minimum faculty complement for SALU is projected at 18 which includes a combination of an additional 4.5 endowed and university positions in addition to the current Architecture complement of 13.5 (including the *Gerald Sheff Visiting Professor in Design* position). This is based on endowment funds, fair and proportional representation for each degree offering, and reasonable student/faculty ratios to deliver core program offerings as compared to other North American schools of architecture. Teaching support allocation is necessary for an estimated 16-18 adjunct and post-tenure positions is required (approx. 10 FTE + 2 endowed Professor-in-Practice positions). Inter-university cross appointments from the Department of Art History & Communication Studies, the School of Information Studies, McGill Desautels Faculty of Management, the Faculty of Engineering, and the like would be negotiated in relation to any joint program initiatives.

Appointments will be phased in over the next five years in which the new degree offerings are established. Additional endowed positions will be sought in a concerted fundraising effort to match university increase in full time positions. Retirements will be coordinated appropriately but are expected to be renewed in full. The distribution outlined below is based on 4.5 new positions and a steady state of 18 FT in addition to adequate an teaching support budget to support 10 FTE.

- o 12.5 FT complement

- o 3 endowed professorships (including *Gerald Sheff Chair in Architectural Design* (existing contribution from School); Cornelia Oberlander Professorship in Landscape; *Named* Professorship in Architecture & Urbanism).

- o 2.5 new positions from the University.

Other teaching support includes endowment funds to support: *Named* Graduate Scholarships and Fellowships; the Arthur Erickson and Raymond Moriyama Professor-In-Practice Fellowships.

Administrative Structure:

The administrative organization of SALU would be organized in the following manner:

- o Director of SALU
- o Associate Director, Professional Programs
- o Associate Director, Post-professional Programs & GPD

This structure allows all professional programs to meet their varying accreditation and/or certification standards.

Staffing:

The current Architecture staff is 7.0. An additional 3.0 staffing positions are required to support the expansion in programs and infrastructure. Specifically these are to support shop and fabrication, computing, and administrative support as outlined below:

- o SALU Administrator
- o SALU Professional program administrator
- o SALU Post-professional program administrator
- o Clerical
- o Finance and accounting
- o Research, Internship and Development Coordinator
- o Shop/Fabrication (2)
- o Computing (2)

Facilities:

Another major factor is the infrastructural support and the space required to pursue education and research in the 21st century for the new SALU. Upon a cursory analysis, the Macdonald-Harrington Building (including the full annex) is sufficient to accommodate the aforementioned program changes with a significant renovation. A more detailed study is necessary.

In the comparative bench-marking exercise it became clear that the greatest deficiency in relation to peer institutions is the facilities and infrastructure. The creation of SALU presents an opportunity for a larger more concerted effort to fundraise and construct a new pavilion that would include additional space and leading edge teaching and research spaces. The possibility to create an Architecture and Art Exhibition Space that would service the McGill and Montréal communities to showcase work from SALU as well as provide a forum for international work and the McGill art collection is a consideration. Other possibilities include a significant upgrade in computing and workshop facilities in order to stay ahead of the tremendous advances in architectural pedagogy, research and scholarship; the inclusion of library and archive space; additional classroom and unstructured space to allow for a greater intake of students. Accommodation for research infrastructure and formal units such as the *Facility for Architectural Research in Media and Mediation* (FARMM) and the *City Design Atelier* (CDA) is a primary and necessary programmatic consideration.

Endowment and Business Case:

The following is a draft outline of an endowment and investment distribution for SALU based upon the above proposal. A larger business case, concerted fundraising campaign, and a capital investment plan must be developed in collaboration with appropriate University officials.[6] It is acknowledged that McGill does not practice enrolment-based budgeting so the following figures are purely for benchmarking purposes.

SALU Proposed degree	Years	Enrolment	Income
B.Sc.Arch.	3	144	$1,441,440
M.Arch. - DST (45 credit)	1	16	$304,912
M.Arch. - DRS (60 credit)	2	40	$762,280
M.Sc.Arch. (Architecture)	1	24	$457,368
M.L.U.D.	2	32	$609,824
Ph.D.	3	24	$625,968
D.D.A.	3	24	$625,968
		304	**$4,827,760**

Figure 3: SALU degree programs and current tuition/provincial funding formula per student

Funding Sources and Expenses	Estimated Income	Estimated Allocation	Income after HR
Tuition/Province funding formula @ 58%	$2,800,101		
Estimated salaries/benefits (18 FT, 9 staff)		$2,720,000	
Teaching support expense (10 FTE)		$300,000	
Teaching support endowments (Bronfman, Lambert, Macdonald, Sheff)	$250,000		
Endowment	$500,000		
Professional student fees ($500/student)	$116,000		
Totals	**$3,666,101**	**$3,020,000[7]**	**$646,101[8]**

Figure 4: SALU budget

Figure 3 contains current provincial and tuition funding formula applied to the projected student intake for the proposed degree programs. It is a 19.8% increase from current

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[6] The M.Sc.Arch. (Curatorial and Conceptual Practices) and the D.M.B.A. degree programs are not included in the following business case.

[7] Increase of 67% (from $1,793,601)

[8] Increase of 973% (from $66,500)

assumed income generated by the School ($4,029,308 as per tuition-based funding formulas provided by the Office of the Provost; retain 44.5%).The rationale for a 58% proportion of the provincial and tuition funding formula in F*igure 4* is based on the student "Professional Fee" contribution to the overall operating budget in support of the additional costs of any professional, studio-based program versus that of the Faculty of Arts for instance. The income would ostensibly go toward the maintenance and costs associated with advanced computation, fabrication and design-studio infrastructure. Only B.Sc.Arch. and M.Arch. students would pay this fee.

Budget	Amount	5.0 %	4.5 %
Named **Professorship in Landscape Architecture**	$2,000,000	$100,000	$90,000
Named **Professorship in Architecture & Urbanism**	$2,000,000	$100,000	$90,000
Named **Professor of Practice Fellowships**	$1,000,000	$50,000	$45,000
Research & Infrastructure fund	$1,000,000	$50,000	$45,000
Graduate Scholarships and Fellowships	$1,000,000	$50,000	$45,000
CCA-McGill Collaboration Funds	$1,000,000	$50,000	$45,000
Professional Research-Creation Prize in Architecture (McGill Prize in Architecture)	$1,000,000	$50,000	$45,000
Study Abroad and Travel Fund	$1,000,000	$50,000	$45,000
Total	**$10,000,000**	**$500,000**	**$450,000**

Figure 5: Proposed endowment income expenditure

A concerted fundraising plan must be established. Other potential contributors have been identified for capital investment, chairs/professorships, further augmentation to the Professor of Practice Fellowships, student funding and other areas of enhancement.

Other contributions include:
- Graduate student funding contributions from the University is $145,900 (for FY11);
- Existing scholarship, fellowship, prize (in-course and post-graduation) endowments within the School contribute $109,588 (FY10);[9]
- Existing professor and chair endowments (Bronfman, Lambert, Sheff, Macdonald) contribute $225,707 (FY10).
- Other endowments contribute $75,598 annually to such areas as study abroad and travel (Shaver, Capper), studio and program enhancement (Fieldman), lecture and exhibition series (Azrieli, multiple), computer infrastructure (Lam).

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[9] This does not include the Schulich Graduate Fellowships shared with the School of Urban Planning. Number of wards are variable to the School ($25,000/fellowship). Average = $75,000/year total.

Appendix 1.5: School of Architecture, Landscape, Urbanism (SALU).

The following appendix includes:

- **1.5.1**
  Proposal for the *McGill School of Architecture, Landscape, Urbanism* (SALU).
  Rev. Feb 2011

1.6.1 Notable Alumni – partial list

Profession

- Arthur Erickson
- Raymond Moriyama (Toronto)
- Moshe Safdie (Boston)
- Todd Saunders (Bergen, Norway)
- Howard Davies (Atelier Big City, McGill University)
- Anne Cormier (Atelier Big City, Director, Université de Montréal)
- Randy Cohen (Atelier Big City, Concordia University)
- Julia Gersovitz (Montréal)
- Lucien Lagrange (Chicago)
- Philip H. Beinhaker (IBI Group Inc., Toronto)
- Michael Fieldman (New York)
- H. Peter Oberlander
- Scott Bromley (New York)
- Melvin Charney
- Arthur Lau
- Ross Hayes (IBI Group Inc., Toronto)
- Annie Lebel (Atelier In Situ)
- Stephane Pratte (Atelier In Situ)
- Harry Mayerovitch
- Aurèle Cardinal (Cardinal Hardy, Montréal)
- Adam Caruso (Casruso St. John, London)
- Martin Cohos (Cohos Evamy, Calgary)
- Maurice Desnoyers (Montréal)
- Tim McDonald (Onion Flats, Philadelphia)
- Danny Pearl (L'Oeuf, Concordia University, Montréal)
- Mark Poddubiuk (L'Oeuf, Université de Montréal, Montréal)
- Bonnie Maples (past president, RAIC)
- Vivian Manasc (past president, RAIC)
- Matthew Lella (Diamond + Schmitt Architects, Toronto)
- Amal Andraos (Work Architecture, New York)
- Eric Bunge (New York)

Academia

- Witold Rybczynski (University of Pennsylvania)
- Frances Bronet (University of Oregon, Dean; ACSA past president)
- Ian Macburnie (Ryerson University)
- Doug Shadbolt (Daltech, Carleton, UBC)
- Terrance Galvin (former Director, Faculty of Architecture and Planning, Dalhousie University)
- David Farley (former Director, McGill University School of Urban Planning)
- Ronald Williams (former Director Landscape Architecture, Université de Montréal)
- Graham Livesey (Associate Dean (Architecture), Faculty of Environmental Design, University of Calgary)
- Norbert Schoenauer.
- Dr Rhona Kenneally, Associate Professor and Chair of the Department of Design and Computation Arts, Concordia University
- Dr Kai Mah, Assistant Professor, School of the Art Institute of Chicago
- Dr Lily Chi, Associate Professor, Department of Architecture, Cornell University
- Dr. Tania Martin, Canada Research Chair, Universite Laval

- Revianto B. Santosa, Dean of the Faculty of Architecture, Islamic University of Indonesia
- Sherry Boyle (Director, Carleton University)
- David Covo (former Director, McGill University)
- Janine Débanne (Carleton University)
- Yvan Cazabon (Carleton University)
- Franca Trubiano (University of Pennsylvania)
- Lola Sheppard (Waterloo University)
- Terry Fuglem (University of Manitoba)
- Patrick Harrop (University of Manitoba)
- Jean-Francois Bédard (Syracuse University)
- Jean-Pierre Chupin (Université de Montréal)
- Louise Pelletier (undergraduate program chair, UQAM)
- Indra McEwan (Concordia University)
- Lucie Fontein (Carleton University, University of Cincinnati)
- Blanche Lemco van Ginkel

Other

- Rick Miller, comedian
- Dr Irena Murray, Director of the British Architectural Library and Sir Banister Fletcher Librarian, Royal Institute of British Architects
- Gerald Sheff
- Harry Mayerovitch,
- David Theodore, Trudeau Scholar, PhD student in Architecture and History of Science, Harvard University

Order of Canada

- Arthur Erickson
- Arthur Lau
- H. Peter Oberlander
- Moshe Safdie
- Blanche Lemco van Ginkel
- Raymond Moriyama

School of Architecture
Office of the Director

Appendix 2.0: Staff Data

The following appendix includes:

- **2.1.1**
  Staff Data (School compiled)

- **2.1.2**
  Staff Data (PIA compiled)

- **2.1.3.**
  Assistant Professor Luka CV, tenure-track

- **2.1.4.**
  Assistant Professor Sprecher CV, tenure-track

- **2.2.1**
  Staff Changes (6 years) and staffing plan summary

- **2.2.2**
  Gerald Sheff Professorship in Architectural Design conversion memo (18/09/10)

School of Architecture Staff - 2011						
Name	Title	Status	Current teaching	Supervision	Research responsibilities (grants)	Administrative responsibilities (committees)
Academic						
Adams, Annmarie	Professor	Tenured	ARCH 355, 627, 685	1 postdoc, 5 PhD, 3 post-prof MArch, 4 prof MArch	SSHRC MCRI, CIHR	7 McGill, 3 Faculty, 3 School
Berns, Torben	Planetary Society Visiting Professor	Full-time	ARCH 623, 647, 672, 684	1 PhD, 1 post-prof MArch, 7 prof MArch	SHHRC Image Text, SSHRC Public Outreach	3 School
Bhatt, Vikram	Professor	Tenured	ARCH 529, 533, 564, 604	1 PhD, 3 post-prof MArch	McGill Sustainability, IDRC	1 McGill, 2 Faculty, 1 School
Bressani, Martin	Associate Professor	Tenured	ARCH 354, 405, 653	3 PhD, 4 prof MArch	SSHRC Standard	1 McGill, 3 Faculty, 4 School, 4 external
Castro, Ricardo	Associate Professor	Tenured	ARCH 324, 379, 519, 524, 673, 680, ITAL 309	2 PhD, 4 prof MArch	SSHRC MCRI, CIHR	1 McGill, 2 Faculty, 6 School, 1 external
Covo, David	Associate Professor	Tenured	ARCH 303, 304, 324, 674, 680	6 prof MArch	Asia Pacific Partnership	13 McGill, 4 Faculty, 2 School, 2 external
Davies, Howard	Adjunct Professor	Half-time	ARCH 405, 406	8 prof MArch		3 School
Friedman, Avi	Professor	Tenured	ARCH 240, 517, 561, 562	1 PhD, 2 post-prof MArch, 1 prof MArch	FQRNT/MITACS	2 Faculty, 2 School, 1 external
Jemtrud, Michael	Associate Professor	Tenured	ARCH 524, 688, 689	1 PhD, 8 prof MArch	SSHRC Public Outreach, SHHRC Image Text, CFI LOF, CFI IOF	Director + 1 Faculty, 4 School, 3 external
Luka, Nik	Assistant Professor	Tenure-Track	ARCH 602, 603, 604, URBD 604, URBP 617	4 PhD, 4 MUP, 3 post-prof MArch, 3 prof MArch	Volvo, SSHRC Public Outreach, FQRSC	1 Faculty, 4 School, 5 external
Mellin, Robert	Associate Professor	Tenured	ARCH 566, 672, 673	3 PhD, 2 post-prof MArch	Canada Council Visual Arts, Heritage Foundation of Nfld.	2 Faculty, 3 School, 1 external
Perez-Gomez, Alberto	Professor	Tenured	ARCH 531, 532, 650, 651, 652	16 PhD	SSHRC Research Creation	2 Faculty, 4 School, 3 external
Sijpkes, Pieter	Associate Professor	Tenured	ARCH 241, 303, 304, 528		SSHRC Research Creation	1 McGill, 1 Faculty, I School
Sprecher, Aaron	Assistant Professor	Tenure-Track	ARCH 242, 303, 406	3 prof MArch	Mathematics of Information Technology	1 Faculty, 4 School, 3 external
Non-Academic						
Adoyo, Luciana	Administrative Coordinator	Maternity leave				PhD program administration; AA to Prof. Perez-Gomez
Henzie, Carrie	A/V Graphic Design Photography Technician	Active				A/V equipment in School; digital archiving of course work
King, Marcia	Student Affairs Coordinator	Active				Post-prof MArch administration; School reception
Kowbuz, Larissa	Administrative Coordinator	Active				School accounts; POPS payments; key deposits
Krawitz, David	Administrative Officer	Active				School HR; website; exhibition coordination; AA to Director
Lanni-Campoli, Mary	Student Advisor / Program Administrator	Active				Undergrad and prof MArch advisor; prof program admin
Speller, David	Chief Shop Technician	Active				Workshop supervision and operation

NAME	MAJOR ORGN	TENURE STREAM	POSITION	JOB MCGILL STATUS
Adams/Annmarie/Prof	Architecture	Y	Professor	Active
Bhatt/Vikram/Prof	Architecture	Y	Professor	Active
Bressani/Martin/Dr	Architecture	Y	Associate Professor	Active
Covo/David/Prof	Architecture	Y	Associate Professor	Active
Davies/Howard/Mr	Architecture		Adjunct Professor	Active
Drummond/Derek/Prof	Architecture		Emeritus Professor	Active
Emond/Francois P/Mr	Architecture		Adjunct Professor	Active
Friedman/Abraham/Dr	Architecture	Y	Professor	Active
Gersovitz/Julia/Prof	Architecture		Adjunct Professor	Active
Jemtrud/Michael/Prof	Architecture	Y	Associate Professor	Active
Lambert/Phyllis/Prof	Architecture		Adjunct Professor	Active
Mellin/Robert/Prof	Architecture	Y	Associate Professor	Active
Mingallon/Maria/Ms	Architecture		Adjunct Professor	Active
Nash/Joanna/Ms	Architecture		Adjunct Professor	Active
Perez-Gomez/Alberto/Dr	Architecture	Y	Professor	Active
Sijpkes/Pieter/Prof	Architecture	Y	Associate Professor	Active
Sprecher/Aaron/Prof	Architecture	Y	Assistant Professor	Active
Zorko/Jozef/Mr	Architecture		Adjunct Professor	Active
Zuk/Radoslav/Prof	Architecture		Emeritus Professor	Active
Total count: 19				

Nik Luka

Assistant Professor and Urban Design Program Coordinator
School of Architecture and School of Urban Planning, McGill University

815 rue Sherbrooke Ouest, Montréal (Québec) Canada H3A 2K6
Email: nik.luka@mcgill.ca

Current as of January 2011

I. BIOGRAPHICAL INFORMATION

1. PERSONAL DATA

Citizenship:	Canadian
Date and place of birth:	22 May 1975, North York, Ontario, Canada
Languages spoken:	English (excellent); French (excellent); German (basic)
Languages (writing ability):	English (excellent); French (fair)
Languages (reading ability) :	English (excellent); French (excellent); German and Dutch (fair); Danish, Norwegian, Swedish (basic)

2. ACADEMIC QUALIFICATIONS

Ph.D.—Doctor of Philosophy in Geography (2006)
Department of Geography and Programme in Planning
University of Toronto (Toronto, Ontario, Canada)

- ⊕ Concentration: Urban / cultural geography
- ⊕ Dissertation—*Placing the 'natural' edges of a metropolitan region through multiple residency: Landscape and urban form in Toronto's 'cottage country'*

M. Arch.—Maître en architecture (2001)
École d'architecture
Université Laval (Québec City, Québec, Canada)

- ⊕ Concentrations: Housing and urban form; urban design; environment-behaviour studies
- ⊕ Mémoire de maîtrise—*Suburbia revisited: images and meanings of postwar suburbs in the Québec City metropolitan region*

B.A.A.—Bachelor of Applied Arts in Urban and Regional Planning, with honours (1998)
School of Urban and Regional Planning
Ryerson Polytechnic University (Toronto, Ontario, Canada)

- ⊕ Concentration: urban design, public policy, housing
- ⊕ Honours thesis—*Healthy housing for a cold climate: towards more responsive residential environments in Canadian towns and cities*

3. ACADEMIC EMPLOYMENT HISTORY

Assistant Professor and Urban Design Program Coordinator (since August 2006)
School of Architecture and School of Urban Planning (50/50 cross-appointment)
Faculty of Engineering
McGill University (Montréal)

Associate (since August 2008)
School of Environment
McGill University (Montréal)

Course Lecturer (May 2005 to April 2006)
Department of Geography and Programme in Planning
Faculty of Arts and Science, University of Toronto

Course Lecturer (September 2004 to August 2006)
Division of Social Science, University of Toronto at Scarborough

Course Lecturer (January 2004 to April 2006)
School of Urban and Regional Planning, Ryerson University (Toronto)

Research Associate (1999)
School of Urban and Regional Planning, Ryerson Polytechnic University (Toronto)

II. RESEARCH

1. EXTERNAL GRANTS HELD AS A PRINCIPAL INVESTIGATOR OR CO-INVESTIGATOR

Principal Investigator
Optimising public transport infrastructure for sustainable city-building and urban regeneration: whole-corridor urban design strategies

- ⊕ Total amount of award : C$218 500 (2008-2010)
- ⊕ Funding agency: Volvo Research and Educational Foundations
  (Future Urban Transport Programme)

Co-investigator
Integrated dissemination forums for architecture and urban design

- ⊕ Total amount of award : C$128 000 (2010-2011)
- ⊕ Funding agency: Social Sciences and Humanities Research Council of Canada
  (Public Outreach Grants: Innovation, Leadership and Prosperity)
- ⊕ Principal Investigator: Prof. M. Jemtrud (School of Architecture, McGill University)

Co-investigator
Québec 2020 : vers un projet collectif d'aménagement durable

- ⊕ Total amount of award: C$482 240 (2010-2014)
- ⊕ Funding agency: Fonds québécois de recherche sur la société et la culture
  (Soutien aux équipes de recherche)
- ⊕ Principal Investigator: Prof. C. Després (École d'architecture, Université Laval)

Co-investigator (2010-2012)
Making megaprojects work for communities

- ⊕ Total amount of award: C$1 000 000 (2007-2012)
- ⊕ Funding agency: Social Sciences and Humanities Research Council of Canada
  (Community-University Research Alliances)
- ⊕ Principal Investigator: Prof. L. Bornstein (School of Urban Planning, McGill University)

2. EXTERNAL GRANTS HELD AS A RESEARCH COLLABORATOR

Collaborator

Analyse empirique des relations entre formes urbaines, offre de transport en commun et émissions de gaz à effet de serre liées au transport des personnes dans le contexte urbain québécois

- ⊕ Total amount of award : C$145 000 (2010-2013)
- ⊕ Funding agency: Fonds québécois de recherche sur la nature et la technologie (Programme de recherche en partenariat contribuant à la réduction et à la séquestration des gaz à effet de serre)
- ⊕ Principal Investigator: Prof. L. Miranda-Moreno (Department of Civil Engineering and Applied Mechanics, McGill University)

Collaborator

Villes Régions Monde : Faire et refaire les agglomérations urbaines dans un espace mondialisé

- ⊕ Total amount of award: C$1 620 000 (2008-2014)
- ⊕ Funding agency: Fonds québécois de recherche sur la société et la culture (Regroupements stratégiques)
- ⊕ Principal Investigator: Prof. J.-P. Collin (INRS Urbanisation culture société)

Collaborator

Network in Canadian History and Environment

- ⊕ Total amount of award: C$2 000 000 (2007-2014)
- ⊕ Funding agency: Social Sciences and Humanities Research Council of Canada (Strategic Knowledge Clusters)
- ⊕ Principal Investigator: Prof. A. MacEachern (Department of History, University of Western Ontario)

3. INTERNAL GRANTS AWARDED

Paper Presentation Grant

- ⊕ Total amount of award: C$1 450 (2010)
- ⊕ Division: Strategic Research Grants Office
- ⊕ Purpose: Travel to the Annual Congress of the Canadian Society for Landscape Architecture (CSLA) in Edmonton to present a paper written in collaboration with a colleague at Ryerson and Harvard and a Ph.D. student

Startup Grant

- ⊕ Total amount of award: C$50 000 (2006-2007)
- ⊕ Division: Faculty of Engineering
- ⊕ Purpose: To establish research program and employ Research Assistants—successfully leveraged to receive Smaller Project Grant from Volvo Research and Educational Foundations

III. PUBLICATIONS

NB: 1. Where authorship is not shared equally, the names of lead authors are <u>underlined</u>.
2. Names of graduate student coäuthors are preceded by an asterisk (*).

1. PEER-REVIEWED ARTICLES IN SCHOLARLY JOURNALS

5. <u>Bhatt, V.</u>, *<u>L.M. Farah</u>, J.M. Wolfe, & **N. Luka.** (2009). Making the edible campus: a model for food-secure urban regeneration. *Open House International, 34*(2), 81-90.

4. <u>Bhatt, V.</u>, *<u>L. M. Farah</u>, **N. Luka,** <u>J.M. Wolfe</u>, R. Ayalon, I. Hautecoeur, J. Rabinowicz, & *J. Lebedeva. (2008). Reinstating the roles and places for productive growing in cities. *WIT Transactions on Ecology and the Environment, 117,* pp. 75-84. DOI: 10.2495/SC080081

3. **Luka, N.** (2008). Waterfront second homes in the central Canada woodlands: images, social practice, and attachment to multiple residency. *Ethnologia Europaea (Journal of European Ethnology), 37*(1-2), 70-87.

2. **Luka, N.** (2008). Le « cottage » comme pratique intergénérationnelle : narrations de la vie familiale dans les résidences secondaires du centre de l'Ontario. *Enfances, Familles, Générations, 8,* available online only, at http://www.erudit.org/revue/efg/2008/v/n8/018493ar.html

1. **Luka, N.** (2006) From summer cottage colony to metropolitan suburb: A case study in Toronto's Beach district, 1889–1929. *Urban History Review, 35*(1), 18-31.

PRIOR TO APPOINTMENT AT MCGILL

<u>Bourne, L.S.</u>, <u>M. F. Bunce,</u> L. Taylor, **N. Luka,** & J. Maurer. (2003). Contested ground: the dynamics of peri-urban growth in the Toronto region. *Canadian Journal of Regional Science / Revue canadienne des sciences régionales, 26*(2-3), 251-270.

Luka, N. & L. Trottier. (2002). In the burbs: it's time to recognise that suburbia is a real place too. *Alternatives, 28*(3), 37-38.

Luka, N. & N.-M. Lister. (2000). Our place: Community ecodesign for the Great White North means re-integrating local culture and nature. *Alternatives, 26*(3), 25-30.

2. PEER-REVIEWED MANUSCRIPTS ACCEPTED FOR PUBLICATION

6. Bird, L. & **N. Luka.** (In press). Arts of (dis)placement: City space and urban design in the London of <u>Breaking and Entering</u>. Forthcoming in *Cinémas*. Length: 8 000 words.

5. **Luka, N.** (In translation and final copy-editing before going to press). From space to place to cultural landscape: waterfront second homes in central Canada. In *Los espacios del turismo y la migración residencial. Estudios sobre la construcción social de los lugares* (R. Huete, A. Mantecón, & T. Mazón, Eds.). Barcelona: Editorial Milrazones. Length: 7 500 words.

4. **Luka, N.** (In revision). Living lightly on the 'natural' urban edge? Opportunities for ecological design in second-home settings. Accepted for inclusion in *Urban sustainability: Reconciliation and reconnecting place and space* (B. Dushenko, P. Robinson, & A. Dale, Eds.). Toronto: University of Toronto Press. Length: 8 000 words. Full collection now in copy-editing.

3. **Luka, N.** (In revision). Cottaging: a life of liminality. Accepted for inclusion in *The Land Between* (T. McIlwraith, Ed.)*.* Publisher to be confirmed. Length: 700 words. Full collection now in copy-editing.

2. **Luka, N.** (In revision). Second-home multiple residency: the state of the debate. Accepted with revisions, *Housing Studies*. Length: 8 000 words.

1. <u>**Luka, N.**</u> & N.-M. Lister. (In final copy-editing before going to press). Georgian Bay, Muskoka, and Haliburton: more than cottage country. In *Georegions: Essays on conserving diversity amid rapid urban and global change in Ontario* (G. Nelson & L. Sportza, Eds.). Montréal and Kingston: McGill-Queen's University Press. Length: 9 000 words.

3. PEER-REVIEWED MANUSCRIPTS SUBMITTED FOR PUBLICATION

2. <u>El-Geneidy, A.</u>, *A. Cerdá, R. Fischler, **N. Luka,** *P. Tétreault, & *K. Manaugh. The use of accessibility measures to evaluate the impacts of transportation plans: an application in Montréal. Submitted in Spring 2010 and undergoing peer review, *Journal of Planning Literature.* Length: 6 000 words.

1. **Luka, N.** Waterfront second homes in central Canada: summer sojourns in 'nature' and (new) patterns of exurban growth. Submitted in Summer 2010 and undergoing peer review, *Journal of Rural Studies*. Length: 10 000 words.

4. PEER-REVIEWED BOOK CHAPTERS

2. **Luka, N.** (2010). Of timeshare cottages, zebra mussels, and McMansions: Dispatches from the second-home settings of central Ontario. In *The rural-urban fringe in Canada : conflict and controversy* (K. Beesley, Ed.). Brandon (Manitoba): Rural Development Institute, Brandon University, pp.

1. <u>Milroy, B. M.</u> & **N. Luka.** (2009). History. In B. M. Milroy, *Thinking Planning and Urbanism.* Vancouver: UBC Press, pp. 42-66.

PRIOR TO APPOINTMENT AT MCGILL

Luka, N. (2005). Reworking Canadian landscape and urban form through responsive urban design: Healthy housing and other lessons. In R. Côté, J. Tansey, & A. Dale (Eds.), *Linking industry and ecology: a question of design.* Vancouver: UBC Press, pp. 67-93.

<u>Vachon, G.</u>, **N. Luka,** & D. Lacroix. (2004). Complexity and contradiction in the aging early postwar suburbs of Québec City. In B. Scheer & K. Stanilov (Eds.), *Suburban form: an international perspective.* London and New York: Routledge, pp. 38-60.

Blum, A., K. V. Cadieux, **N. Luka,** & L. Taylor. (2004) 'Deeply connected' to the 'natural landscape': exploring the places and cultural landscapes of exurbia. In D. Ramsey & C. Bryant (Eds.), *The structure and dynamics of rural territories: geographical perspectives.* Brandon (Manitoba): Brandon University Press, pp. 104-112.

Brais, N. & **N. Luka.** (2002). De la ville à la banlieue, de la banlieue à la ville: des représentations spatiales en évolution. In A. Fortin, C. Després & G. Vachon (Eds.), *La banlieue revisitée.* Québec City: Éditions Nota Bene, pp. 151-180.

Vachon, G. & **N. Luka.** (2002). L'ère du bungalow: portrait urbain et architectural. In A. Fortin, C. Després & G. Vachon (Eds.), La banlieue revisitée. Québec City: Éditions Nota Bene, pp. 13-26.

Luka, N. & B. M. Milroy. (2001). Good squares-in-orbits: planning and designing central city squares in the urban context. In B. Scheer (Ed.), *Proceedings of International Seminar on Urban Form 2001.* Cincinnati: University of Cincinnati, pp. 235-237.

5. BOOK REVIEWS

2. **Luka, N.** (2006). Review of Frederick de la Fosse's <u>English bloods: in the backwoods of Muskoka, 1878</u> (Edited by Scott Shipman; Toronto: Natural History Press, 2004). In *Ontario History 98*(1), 127-128.

1. **Luka, N.** (2006). Review of Claire Elizabeth Campbell's <u>Shaped by the west wind: nature and history in Georgian Bay</u> (Vancouver: UBC Press, 2004). In *University of Toronto Quarterly 75*(1), 215-216.

PRIOR TO APPOINTMENT AT MCGILL

Luka, N. (2005). Review of Dolores Hayden's <u>Building suburbia: green fields and urban growth, 1820-2000</u> (New York: Pantheon, 2003). In *International Journal of Urban and Regional Research 29*(4), pp. 998-1000.

6. COMMISSIONED REPORTS

1. El-Geneidy, A., R. Fischler, & **N. Luka.** (2008). *Mise en œuvre du Plan de transport de Montréal : Étude des impacts sur l'aménagement et le développement du territoire.* Prepared for the Service de mise en valeur du territoire et du patrimoine, Ville de Montréal.

IV. PRESENTATIONS, INVITED PUBLIC LECTURES, AND WORK IN PROGRESS

NB: 1. Where authorship is not shared equally, the names of lead authors are <u>underlined</u>.
2. Names of graduate student coäuthors are preceded by an asterisk (*).

1. PAPERS PRESENTED AT SCHOLARLY MEETINGS AND SYMPOSIA

11. **Luka, N.** (2011). *Projets de transport en commun = projets urbains. Processus participatifs de design urbain pour mieux agir avec les usagers locaux.* Invited presentation at the Colloque « La planification intégrée de l'aménagement et des transports à l'échelle des régions métropolitaines » dans le cadre des 23e Entretiens du Centre Jacques-Cartier, Lyon (France), November.

10. <u>**Luka, N.**</u>, N.-M. Lister, & *H. Braiden (2010). *Progress in landscape theory and practice? A comparative scrutiny of New Urbanism and Landscape Urbanism*. Congress of the Canadian Society of Landscape Architects, Edmonton, August.

9. **Luka, N.** (2010). *Making transit infrastructure good for pedestrians and cyclists.* « À pied, à vélo, des villes actives » (First Canadian Congress on Active Transportation), Montréal, June.

8. *<u>Popper, A.</u> & **N. Luka.** (2010). *Winter street design to encourage active transportation: an exploration of Montreal's rue Rachel.* « À pied, à vélo, des villes actives » (First Canadian Congress on Active Transportation), Montréal, June.

7. <u>**Luka, N.**</u> and *A. Popper (2009). *Diversity and emergence: building sustainable urban futures with/in the suburban strip*. Conference entitled 'The diverse suburb: history, politics, and prospects', National Center for Suburban Studies at Hofstra University, Long Island (New York), October.

6. Bird, L. and **N. Luka.** (2008). *Arts of (dis)placement: urban design and urban space in the London of Breaking and Entering.* Conference entitled Prises de rue : Rues et routes dans les cinémas européens contemporains / Street Takes: Streets and Roads in Contemporary European Cinemas, McGill University, Montréal, September.

5. **Luka, N.** and *J. Otero. (2008). *Don't jump aboard the tramway too quickly: making the most of public-transport projects through urban design.* Congress of the Council for European Urbanism, Oslo (Norway), September.

4. **Luka, N.** (2007). *Using the triple alliance of walking strategies, public transit, and urban design: Examples from Montréal and Toronto.* Walk21 International Conference, Toronto, October.

3. **Luka, N.** (2007). *Tramways, city corridors, and reurbanisation: a useful triple alliance?* Annual meeting of the Canadian Institute of Planners, Québec City, June.

2. **Luka, N.** (2007) *Embedding urban agriculture within (and through) urban design and planning.* Annual meeting of the Association of American Geographers, San Francisco, April.

1. **Luka, N.** (2006). *Second-home settings as sites of urban design literacy—and learning to deal with sprawl.* Northeast Annual Meeting of the Association of Collegiate Schools of Architecture, Québec City, October.

(Papers presented at scholarly meetings and symposia, continued)

PRIOR TO APPOINTMENT AT MCGILL

Luka, N. (2006). *Growing pains: transit priority and intensification in a Toronto corridor.* Annual meeting of the Urban Affairs Association, Montréal, April.

Luka, N. (2006). *Placing the 'natural' edges of a metropolitan region through multiple residency.* Annual meeting of the Association of American Geographers, Chicago, March.

Luka, N. (2005). *A different kind of urban wilderness: Sojourns amidst nature in central Ontario cottage country.* Annual meeting of the Association of American Geographers, Denver, April.

Luka, N. (2004). *Central Ontario cottage country as landscape hegemony.* Annual meeting of Canadian Association of Geographers, Moncton (New Brunswick), May.

Luka, N. (2003). *The new rural residents at the water's edge in central Ontario cottage country: what they see and what they say.* Rural Studies Conference, Guelph (Ontario), November.

Luka, N. (2003). *Marketing nature in the transformation of central Ontario's cottage country.* Annual meeting of the Canadian Association of Geographers, Victoria, June.

Luka, N. (2003). *Looking at the landscapes of exurbia: Form, pattern, process, and meaning in central Ontario cottage country.* Congress of the International Federation of Landscape Architects, Calgary, May.

Luka, N. (2002). *Les chalets central-ontariens : territoires, images, enjeux.* Congress of the Association canadienne-française pour le savoir (ACFAS), Québec City, May.

Luka, N. (2002). *Central Ontario cottage country: Landscapes, images, issues.* Paper presented at the annual meeting of the Canadian Association of Geographers, Toronto, May.

<u>**Luka, N.**</u> and N. Brais. (2001). *Urban form and settlement-identity: representations of city and suburb in Québec City.* Conference of the Environmental Design Research Association, Edinburgh (Scotland), July.

Brais, N. and **N. Luka.** (2001). *De la ville à la banlieue, de la banlieue à la ville: des représentations spatiales en évolution dans quatre secteurs de l'agglomération de Québec*. Congress of the Association canadienne-française pour le savoir, Sherbrooke, May.

<u>Milroy, B. M.</u> and **N. Luka**. (2000). *Planning's role in entertainment-based core city redevelopment: comments on giving it theoretical ground.* Annual meeting of the Association of Collegiate Schools of Planning, Atlanta, November.

Luka, N. (2000). *Ökostädtebau: An ecological approach to urban design*. Paper presented at the World Congress of the Systems Sciences, Toronto, ON, July. World Congress of the Systems Sciences and 44th Annual Meeting of the International Society for the Systems Sciences, Toronto, July.

Luka, N. (2000). *The suburban critique revisited: 'Architecture without space' and 'urbanisation without cities'.* Conference of the International Association of People-Environment Studies, Paris (France), July.

2. INVITED WORKSHOP PRESENTATIONS

5. **Luka, N.** and *H. Braiden. (2010). *Integrated Dissemination Forums for Architecture and Urban Design.* Forum8/World16 software development symposium in Santa Barbara (California), July.

4. <u>Jemtrud, M.</u>, **N. Luka**, and *A. Chung. (2009). *Turcot Interchange information modelling*. Forum8/World16 software development symposium in Tokyo, Japan, November.

3. Berns, T., M. Jemtrud, and **N. Luka**. (2008). *Applying UCWin/Road to urban design projects in Montréal.* Forum8/World16 software development symposium in Tokyo, November.

2. Bhatt, V. and **N. Luka.** (2008). *From international development to a more edible Montréal.* Food and Architecture Symposium, Ryerson University, Toronto, May.

1. **Luka, N.** (2008). *Innovative planning strategies and urban design.* Workshop at the Annual Conference of the Canadian Association of Planning Students in Toronto, February. Collaborator: J. MacKenzie (Ontario Municipal Board).

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PRIOR TO APPOINTMENT AT MCGILL

Luka, N. (2006). *An ecological design perspective for cottage planning and building.* Workshop at the Spring 2006 Cottage Life Show, International Centre in Toronto, March.

Luka, N. (2003). Toronto et ses architectures. Interactive Workshop, École d'Architecture de Lille (France), October.

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3. INVITED PUBLIC LECTURES

6. <u>**Luka, N.,**</u> *A. Cohen, and *D. Veres. (2011). *How can we (re)make our cities (in) better (ways)? Outreach, communication, and engagement through participatory urban design.* Invited presentation and workshop at the Symposium 'Civic visions for greener cities' at the Universidad Nacional Autónoma de México, Mexico City, November.

5. **Luka, N.** (2010). *Densité, milieu de vie et la qualité de design. Quelques pistes de reflexion.* Presentation at the symposium « Densité et volume en habitation : choix ou obligation ? » (Assemblé générale annuelle 2010 de la Groupe de ressources techniques Batir son quartier), Montréal, June.

4. **Luka, N.** (2010). *Whole-corridor urban design strategies.* Presentation at the public conference « Urbanität gestalten. Zukunftsszenarien für die Städte des Ruhrgebiets » (Kolloquium des Museum Folkwang in Zusammenarbeit mit dem ulturwissenschaftliche Institut Essen und der Fakultät für Raumplanung der TU-Dortmund), Essen (Germany), May.

3. **Luka, N.** (2009). *Impliquer les usagers par les processus participatif de design urbain.* Presentation at the Café des sciences : « Qu'est-ce qu'une ville peut faire … pour rallier les intérêts des acteurs face aux grands projets? » at the 1ère rencontres Villes-Régions-Monde, Québec City, October.

2. **Luka, N.** (2009). *Cela se fait ailleurs, pourquoi pas à Montréal? Les cas de la conversion des autoroutes Champlain à Québec, McConnell-Laramée à Gatineau et Bonaventure à Montréal.* Presentation at the public conference « L'échangeur Turcot... Le BAPE... Quelles décisions prendre ? » (Forum URBA2015), Montréal, September.

1. **Luka, N.** (2007). *Reworking the Canadian city through urban design: paths to sustainability?* Presentation at the public Lunch and Learn Series, McGill Institute for the Study of Canada in Montréal, October.

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PRIOR TO APPOINTMENT AT MCGILL

Luka, N. (2004). *The future of cottage country in central Ontario: Asking better questions.* Presentation to the Probus Club of Gravenhurst (Ontario), August.

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4. MANUSCRIPTS NEARING COMPLETION FOR SUBMISSION FOR PEER REVIEW

7. **Luka, N.,** *B. Pinches, *J. Peruzzo, *B. Rahman, & *N. Richer. Making space in the city: the city-building effects of Montréal's accession-to-homeownership grant program. Target: *Urban Studies.* Word count: 8 000.

6. **Luka, N.** & *J. E. Peters. Too much space in the city: the challenges of inducing sustainable reurbanisation through high-order mass transit on undercapitalised corridors. Target: *International Journal of Urban and Regional Research.* Word count: 7 000.

5. **Luka, N.** Making the most of large urban transportation infrastructure projects through collaborative urban design. Target: *Transportation Research Part A: Policy & Practice.* Word count: 8 000.

4. **Luka, N.** Réconcilier la dénsité, la qualité de vie et l'habitation en milieux (sub)urbains. Target: *Urbanité* (commissioned piece). Word count: 2 000.

3. **Luka, N.** & *T. Baker. Urban design and sustainable city-building: a whole-corridor approach to optimising public-transit infrastructure. Target: *Journal of Urban Design.* Word count: 8 000.

2. **Luka, N.** & *P.-É. Gendron-Landry. A tight knit : Montréal inscribes its 'official' role as a city-spectacle in public space. Target: *Environment and Planning D: Society and Space.* Word count: 7 000.

1. **Luka, N.**, *D. Veres, *P. Sawoszczuk, *A. Cohen, *J. Lance, & *P.-É. Gendron-Landry. Digitally-mediated iterative design development for major public infrastructure projects: how can we (re)make our cities (in) better (ways)? Target: *Global Environmental Change: Human and Policy Dimensions.* Word count: 9 000.

V. TEACHING AND LEARNING

1. CURRENT TEACHING AT MCGILL (2010-11)

ARCH 602 / URBD 602—Urban Design Seminar 1 (4 credits / 3 credits)

- ⊕ Normal enrolment: 20 students
- ⊕ Previously also offered as URBD 612 (3 credits)

ARCH 603—Urban Design Studio (6 credits)

- ⊕ Normal enrolment: 10 students
- ⊕ Previously also offered as URBD 611 (6 credits)

ARCH 623—Project Preparation (3 credits)

- ⊕ Normal enrolment: 10 students

2. REGULAR TEACHING AT MCGILL

ARCH 520—Montréal: Urban Morphology (3 credits)

- ⊕ Normal enrolment: 60 students

ARCH 521—Structure of Cities (3 credits)

- ⊕ Normal enrolment: 60 students

ARCH 602 / URBD 602—Urban Design Seminar 1 (4 credits / 3 credits)

- ⊕ Normal enrolment: 20 students
- ⊕ Previously also offered as URBD 612 (3 credits)
- ⊕ Co-taught in Fall 2008 with two colleagues

ARCH 603—Urban Design Studio (6 credits)—Previously URBD 611

- ⊕ Normal enrolment: 10 students
- ⊕ Previously also offered as URBD 611 (6 credits)

ARCH 604 / URBD 602—Urban Design Seminar 2 (3 credits)

- ⊕ Normal enrolment: 10 students
- ⊕ Previously also offered as URBD 614 (3 credits)

ARCH 623—Project Preparation (3 credits)

- ⊕ Normal enrolment: 10 students

URBP 623—Planning Project 2 (3 credits)

- ⊕ Normal enrolment: 25 students
- ⊕ Co-taught in Winter 2008 with one colleague

Various graduate courses on special topics and reading courses are also given (normally one or two such courses each term, including the summer)

3. OTHER TEACHING AT MCGILL

ARCH 324 / ARCH 680—Sketching School I and II (1 credit)

- ⊕ Normal enrolment: 70 students
- ⊕ Co-taught with two colleagues

ARCH 550 / CIVE 433—Urban Planning and Development (3 credits / 4 credits)

- ⊕ Normal enrolment: 80 students

URBD 601—Field Reconnaissance Methods (1 credit)

- ⊕ Normal enrolment: 12 students

URBD 613—Urban Design Studio 2: Project Development (6 credits)

- ⊕ Normal enrolment: 10 students.

4. OTHER TEACHING OUTSIDE MCGILL

GGR 256—Recreation + Tourism Geography (Summer 2005 and Winter 2006)

- ⊕ Department of Geography and Programme in Planning, University of Toronto
- ⊕ Enrolment: 100 students

GGR 459—Urban Form, Structure, and Growth (Fall 2005)

- ⊕ Department of Geography and Programme in Planning, University of Toronto
- ⊕ Enrolment: 35 students

GGR A03—Cities + Environments (Winter 2006 and Summer 2006)

- ⊕ Department of Social Science, University of Toronto at Scarborough
- ⊕ Enrolment: 200-300 students

GGR C33—The Greater Toronto Area (Summer 2006)

- ⊕ Department of Social Science, University of Toronto at Scarborough
- ⊕ Enrolment: 50 students

GGR C46—Tourism, Environment, and Development (Summer 2006)

- ⊕ Department of Social Science, University of Toronto at Scarborough
- ⊕ Enrolment: 50 students

PLE 755—Contemporary Urban Design (Winter 2006)

- ⊕ School of Urban and Regional Planning, Ryerson University (Toronto)
- ⊕ Enrolment: 40 students

PLG 420—Land-Use Planning Studio (Winter 2004 and Winter 2005)

- ⊕ School of Urban and Regional Planning, Ryerson University (Toronto)
- ⊕ Enrolment: 80 students

PLG 620—Advanced Planning Studio I (Winter 2006)

- ⊕ School of Urban and Regional Planning, Ryerson University (Toronto)
- ⊕ Enrolment: 25 students

5. STUDENT SUPERVISION AT MCGILL

Postdoctoral supervision

1. Hatem Abdelhamid, *Public transit, urban form, and urban design strategies,* School of Urban Planning (September 2008-August 2009). Joint supervision with Prof. A. El-Geneidy (School of Urban Planning).

Ph.D. supervision

5. Jamie Nicholls, Title to be determined, School of Urban Planning (in progress since September 2010; expected completion: Fall 2013)

4. John Fellows, Title to be determined, School of Architecture (in progress since September 2010; expected completion: Fall 2013)

3. Giovanni Velez, *Exclusion, disability, and accessibility: understanding perceptions and experiences of elderly public transit users,* School of Urban Planning (in progress since September 2009; expected completion: Summer 2013)

2. Heather Braiden, *Sustainable uses of local mineral resources for rebuilding urban infrastructure? Possibilities and challenges for Montréal,* School of Urban Planning (in progress since September 2009; expected completion: Summer 2013)

1. Basil Schaban-Maurer, *Phronesis as a paradigm for citizen participation in architecture, planning, and social policy*, School of Architecture (in progress since September 2008; expected completion: Spring 2011)

Ph.D. advisory/supervisory committees

3. Olivier Vallerand, Title to be determined, School of Architecture (in progress since September 2010; expected completion: Fall 2013)

2. Arturo Valladares, Title to be determined, School of Urban Planning (in progress since September 2009; expected completion: Summer 2013)

1. Leila Marie Farah, *Physical impact of food on the making of pre-industrial settlements: The case of Montréal under French rule,* School of Architecture (in progress since September 2006; expected completion: Spring 2011)

Master of Architecture—Post-professional Urban Design Research Reports

13. Georgia Cardosi, *Informal urbanism* (in progress since September 2010; expected completion: Spring 2011). Cosupervision with Prof. V. Bhatt.

12. Aisha Sheikh, Title to be determined (in progress since September 2010; expected completion: Spring 2011)

11. Pierre-Étienne Gendron-Landry, *Counterproposals in city-making: the shaping of resistance and diversity* (in progress since January 2010; expected completion: Spring 2011)

10. John Fellows, *Institutions and public space: the integration of hospitals into their neighbourhoods* (begun Fall 2009; completed Fall 2010)

9. Ellen Gedopt, *Making cities fit for ageing populations* (begun Fall 2009; completed Fall 2010)

8. Tara Paulose, *Spaces of uncertainty in Montréal* (begun Fall 2009; completed Fall 2010)

7. Jacob E. Peters, *Whole-corridor urban design for the Parc-Extension gateway district* (begun Fall 2009; completed Fall 2010)

6. Andréa Cohen, *Participatory urbanism: the usefulness of happenings in urban design* (begun Winter 2009; completed Fall 2010)

5. Serge Gallant, *Ste-Catherine tramway study* (begun Winter 2009; completed Fall 2009)

4. Shuang Chen, *Creating a better urban interface for gated communities* (begun Winter 2008; completed Summer 2009)

3. Shannon Harvey, *Urban play: inviting interaction with urban design* (begun Winter 2008; completed Summer 2009)

2. Todd Chernomas, *Toward an adaptive strategy for transforming postwar suburbs: a case study in Winnipeg* (begun Winter 2008; completed Fall 2008)

1. Blair Scorgie, *Core Area design study for London, Ontario* (begun Winter 2008; completed Fall 2008)

Master of Architecture—Professional Design Thesis Projects

10. Adam Garofalo, *Here, there, and everything in between* (in progress since April 2010; expected completion: Spring 2011)

9. Shelley Ludman, *Take space, make place: (re)engaging the public realm of the city 'below'.* (in progress since April 2010; expected completion: Spring 2011)

8. Dina Safonova, *3D public domain as topological city* (in progress since April 2010; expected completion: Spring 2011)

7. Joey Chow, *Field of heterotopias* (begun Winter 2009; completed Winter 2010)

6. Ian Barnett, *Mies renewed on Nuns' Island* (begun Winter 2009; completed Winter 2010)

5. Joanna Rosval, *Reworking Windsor Station* (begun Winter 2008; completed Winter 2009)

4. Laurie Damme-Gonneville, *The walls have ears: a soundscape approach to the Grande Bibliothèque de Montréal* (begun Winter 2008; completed Winter 2009)

3. Phillippe Ashby, *Elevating the Ground Plane* (begun Winter 2008; completed Winter 2009)—jointly supervised with Prof. P. Sijpkes (School of Architecture)

2. Danielle Vroom, *Reconnecting lost space at Habitations Jeanne-Mance* (begun Summer 2007; completed Winter 2008)

1. Winncie Leung, *Blurring edges: in between campus and city* (begun Summer 2007; completed Winter 2008)

Master of Urban Planning—Supervised Research Projects

NB: Urban Design projects are indicated with an asterisk (*)

16. Eric Anderson, Title to be determined (in progress since September 2010; expected completion: Summer 2011)

15. Tristan Cleveland, Title to be determined (in progress since September 2010; expected completion: Summer 2011)

14.* Astrid Idlewild, Title to be determined (in progress since September 2010; expected completion: Summer 2011)

13.* Jana Peruzzo, *Liminal spaces, transformative actions, and temporary urbanism: a study of public space in Montréal* (in progress since September 2009; expected completion: Spring 2011)

12.* Adam Popper, *Enabling active transportation in winter cities through smart street configurations: a case study of Montréal's Rue Rachel* (begun Fall 2009; completed Fall 2010)

11.* Nadia Richer, *Rethinking trench expressways: urban design strategies for the Décarie autoroute* (begun Fall 2009; completed Fall 2010)

10. Darren Veres, *Iterative design development: using new technologies to enhance and improve planning and design processes* (begun Fall 2009; completed Fall 2010)

9.* Greg Bartle, *Sacred places: public spaces—an inquiry into sacred public places for the Canadian City* (begun Fall 2008; completed Fall 2009)

8.* Tyler Baker, *Park Avenue Tramway: whole-corridor urban design strategies* (begun Fall 2008; completed Fall 2009)

7.* Jennifer Gibbons, *Capitalizing on the potential of small cities through urban design: a corridor study of King Street in Sherbrooke* (begun Fall 2008; completed Spring 2009)

6. Julia Delrieu, *Culture et aménagement : Le cas de Saint-Quentin-en-Yvelines, France* (begun Fall 2007; completed Spring 2009)

5.* Rahul Nargas, *Local Area Plan recommendations: Khirki Village, Delhi* (begun Fall 2007; completed Fall 2008)

4. Julia Lebedeva, *Climate change adaptation and mitigation through urban agriculture: a Montréal case study* (begun Fall 2007; completed Spring 2008)

3. Nathaniel Racine, *From the Centro Histórico to the 'Nueva Cantina': a study of public spaces in Managua, Nicaragua* (begun Fall 2006; completed Fall 2007)—jointly supervised with Prof. L. Bornstein (School of Urban Planning)

2. Bartek Komorowski, *The death and life of local building traditions: typomorphological analysis as a basis for urban design in Montréal* (begun Fall 2006; completed Fall 2007)

1. Andres Baez-Rodriguez, *Toward operationalising concepts of sustainability and urban form using GIS* (begun Fall 2006; completed Spring 2007).

Undergraduate Honours Projects

1. Heather Coffey, *Street characteristics and urban microclimate: a tool for spatial analysis* (B.A.&Sc.; begun Fall 2007; completed Spring 2008).

Professional Internships and Research Assistantships

18. Tristan Cleveland, School of Urban Planning, Summer 2010

17. Jill Lance, School of Urban Planning, Summer 2010

16. Pierre-Étienne Gendron-Landry, School of Urban Planning, Summer 2009

15. Jana Peruzzo, School of Urban Planning, Summer 2009

14. Brendan Pinches, School of Urban Planning, Summer 2009

13. Nadia Richer, School of Urban Planning, Summer 2009

12. Philip Sawoszczuk, Department of Civil Engineering and Applied Mechanics, Summer 2009

11. Darren Veres, School of Urban Planning, Summer 2009

10. Jennifer Gibbons, School of Urban Planning, Summer 2008

9. Shannon Harvey, School of Architecture, Summer 2008

8. Rahul Nargas, School of Urban Planning, Summer 2008 to Winter 2009

7. José Otero, School of Urban Planning, Summer 2008

6. Brendan Rahman, Department of Geography, Summer 2008 to Summer 2009

5. Tyler Baker, School of Urban Planning, Winter 2008 to Summer 2009

4. Bartek Komorowski, School of Urban Planning, Summer 2007

3. Julia Lebedeva, School of Urban Planning, Summer 2007

2. Giovanni Paquin, School of Urban Planning, Fall 2006 to Summer 2007

1. Nathaniel Racine, School of Urban Planning, Fall 2006 to Summer 2008

6. CONTRIBUTIONS AS INVITED EXAMINER

18. External examiner, master's thesis defence (M.A.), Étienne Gamache, Département de Géographie, Université de Montréal—Fall 2010

17. Second reader, Supervised Research Project (M.U.P.), Brendan Pinches, School of Urban Planning, McGill University—Summer 2010

16. Second examiner, Professional M.Arch. Design Thesis Project, Stéphanie Hélène Tremblay, School of Architecture, McGill University—Fall 2009

15. Second reader, Supervised Research Project (M.U.P.), Megan Shaw, School of Urban Planning, McGill University—Summer 2009

14. Second reader, Supervised Research Project (M.U.P.), Jason Vanelli, School of Urban Planning, McGill University—Summer 2009

13. Internal examiner, Ph.D. dissertation defence, Lawrence Bird, School of Architecture, McGill University—Winter 2009

12. External examiner, master's thesis defence (M.Sc.), Yan He, Department of Geography, Planning, and Environment, Concordia University, Montréal—Fall 2008

11. Second examiner, Professional M.Arch. Design Thesis Project, John Eraña, School of Architecture, McGill University—Fall 2008

10. Second examiner, Professional M.Arch. Design Thesis Project, Ravi Handa, School of Architecture, McGill University—Fall 2008

9. Second examiner, Professional M.Arch. Design Thesis Project, Lucie Paquet, School of Architecture, McGill University—Fall 2008

8. Second reader, Supervised Research Project (M.U.P.), Andrew Charles, School of Urban Planning, McGill University—Summer 2008

7. Second reader, Supervised Research Project (M.U.P.—Urban Design), Pilar Mora, School of Urban Planning, McGill University—Summer 2008

6. Internal examiner, Ph.D. dissertation defence, Santiago de Orduña Mercado, School of Architecture, McGill University—Winter 2008

5. Second reader, Supervised Research Project (M.U.P.), Fiona Akins, School of Urban Planning, McGill University—Summer 2007

4. Second reader, Supervised Research Project (M.U.P.), Jennifer Barrett, School of Urban Planning, McGill University—Summer 2007

3. Second reader, Supervised Research Project (M.U.P.), Raymond Beshro, School of Urban Planning, McGill University—Winter 2007

2. External examiner, master's thesis defence (M.A.), Steven Serels, Department of History, McGill University—Summer 2007

1. External examiner, master's thesis defence (M.É.U.), Marie-Ève Nadeau, Institut national de recherché scientifique (Urbanisation-culture-société), Montréal—Winter 2007

PRIOR TO APPOINTMENT AT MCGILL

External examiner, master's thesis defence (diplôme d'état d'architecte—projet du mémoire de recherche et du projet de fin d'études de 2ème cycle), V. Courouble, École d'Architecture de Lille (France)—Fall 2003

7. CONTRIBUTIONS AS INVITED JURIST BEYOND HOME DEPARTMENTS AT MCGILL

6. School of Urban and Regional Planning, Ryerson University (Toronto), Winter 2010

5. École d'architecture, Université de Montréal, Winter 2008

4. Department of Geography, Planning, and Environment, Concordia University (Montréal), Winter 2008

3. École d'architecture, Université de Montréal, Fall 2007

2. Department of Geography, Planning, and Environment, Concordia University (Montréal), Winter 2007

1. Department of Geography, Planning, and Environment, Concordia University (Montréal), Fall 2006

PRIOR TO APPOINTMENT AT MCGILL

School of Urban and Regional Planning, Ryerson University (Toronto)—Autumn 2005

School of Urban and Regional Planning, Ryerson University (Toronto)—Winter 2004

Department of Geography and Programme in Planning, University of Toronto—Winter 2003

École d'architecture, Université Laval (Québec City)—Winter 2002

School of Urban and Regional Planning, Ryerson University (Toronto)—Winter 2002

8. INVITED COURSE LECTURES

4. Guest lecture, Research Methods for Architects (graduate course)—Fall 2010

3. Guest lecture, Planning the 21st century city (undergraduate course), School of Urban Planning, McGill University—Fall 2010

3. Guest Lecture, Summer Workshop for Villes-Régions-Monde (special graduate course, Montréal)—June 2010

2. Guest lecture, Urban Laboratory (undergraduate course), Department of Geography, Planning, and Environment, Concordia University (Montréal)—Winter 2008

1. Special seminar, Montréal Field Study (undergraduate course), School of Urban and Regional Planning, Ryerson University (Toronto)—Fall 2006

PRIOR TO APPOINTMENT AT MCGILL

Guest seminar/workshop, Formes urbaines et pratiques culturelles (graduate course), École d'architecture, Université Laval, Québec City—Winter 2006

Guest lecture, Toronto-to-Tokyo Exchange Programme, Department of Geography and Programme in Planning, University of Toronto—Autumn 2005

Guest seminar/workshop, Planning Practice Workshop (graduate course), Faculty of Environmental Studies, York University, Toronto—Spring 2005

Guest lecture, The Canadian Wilderness (undergraduate course), University College, University of Toronto—Winter 2004, Winter 2005

Guest seminar, Urban Design Research Methods (graduate course), Department of Geography and Programme in Planning, University of Toronto—Winter 2003

VI. SERVICE CONTRIBUTIONS

1. FACULTY OF ENGINEERING, MCGILL UNIVERSITY

August 2008 to present: **Academic Committee**

- ⬩ Representative for the School of Urban Planning

2. SCHOOL OF ARCHITECTURE, MCGILL UNIVERSITY

December 2010 to present: **Search Committee**

- ⬩ Search presently underway for a tenure-stream open-rank professorship.

February 2007 to present: **Admissions Committee, Post-professional programs**

- ⬩ Participation entails review of applicant files and meetings to discuss and rank applicants to the post-professional M.Arch. and Ph.D. programs

August 2006 to present: **Urban Design Program Coordinator**

- ⬩ Ongoing administrative and leadership role for new graduate Urban Design options

October 2007 to May 2008: **Search Committee**

- ⬩ Successful search for a tenure-stream Assistant Professor

December 2006 to December 2007: **Ad-hoc Space Reconfiguration Committee**

- ⬩ Working group for renovations to the Macdonald-Harrington Building

3. SCHOOL OF URBAN PLANNING, MCGILL UNIVERSITY

February 2008 to present: **Ad-hoc Ph.D. Admissions Committee**

- ⬩ Review of applicant files and attendance at meetings to discuss and rank applicants

September 2007 to present: **Brenda and Samuel Gewurz Lecture Series Committee**

- ⬩ Ongoing administrative and attendance at meetings to coordinate and discuss potential speakers, associated events (*e.g.* design charrettes), and outreach strategies

August 2006 to present: **Urban Design Program Coordinator**

- ⬩ Ongoing administrative and leadership role for new graduate Urban Design options

February 2007 to February 2009: **Admissions Committee, M.U.P. program**

- ⬩ Review of applicant files and attendance at meetings to discuss and rank applicants; served as Chair in 2007

December 2006 to December 2007: **Ad-hoc Space Reconfiguration Committee**

- ⬩ Working group for renovations to the Macdonald-Harrington Building

October 2006 to May 2007: **Search Committee**

- ⬩ Successful search for a tenure-stream Assistant Professor

4. PROFESSIONAL PRACTICE

January 2009 to present: **Urban Design Advisor and Member, Scientific Committee**
Projet Quartiers verts, actifs et en santé, Centre d'écologie urbaine de Montréal

November 2008: **Project team member, Charrette de design urbain sur le site Bellechasse**
Arrondissement Rosemont–La Petite-Patrie, Ville de Montréal

September-December 2008: **Consultant, Mise en œuvre du Plan de transport de Montréal**
Service de la mise en valeur du territoire et du patrimoine, Ville de Montréal

March 2008: **Project team member**, **Charrette d'idéation sur le secteur du square Cabot**
Table de concertation du centre-ville ouest, Ville de Montréal

January 2007 to present: **Urban Design Advisor, Direction de l'habitation**
Service de la mise en valeur du territoire et du patrimoine, Ville de Montréal

June 1998 to present: **Principal Partner**
Luka + Trottier Consulting (Montréal QC and San Diego CA)

> **PRIOR TO APPOINTMENT AT MCGILL**
>
> 2005-2006: Urban Design Advisor, Community Design Consultation Committee, St Clair West Transit Improvement Project, City Planning Department, City of Toronto
>
> 2001-2003: Advisor, St Clair West McDonald's drive-through case, Humewood Neighbourhood Ratepayers Inc., Toronto (http://www.welivehere.ca/)
>
> 1998-1999: Associate, Ariane Heisey and Associates—Planning and Urban Design (Toronto)
>
> 1997: Architectural Intern, Zwimpfer Partner Architekten (Basel, Switzerland)

5. OTHER COMMUNITY SERVICE

January 2010 to present: **Member, Organising Committee**
International Seminar on Urban Form conference (Montréal—August 2011)—
http://www.isuf2011.com/

January 2010 to present: **Member, Organising Committee**
Ecocity conference (Montréal—August 2011)—http://www.ecocity2011.com/

2009 to present: **Member, Board of Directors**
Centre d'écologie urbaine de Montréal—http://www.ecologieurbaine.net/

November 2008 to present: **Member, Selection Committee**
La fondation Richard J Schmeelk Canada Foundation (Montréal PQ)—http://www.schmeelk.ca/

August 2007 to September 2010: **Member, Organising Committee**
Canadian Centre for Architecture: Interuniversity Design Charrette

November 2006 to May 2009: **Member, Board of Directors**
La fondation Richard J Schmeelk Canada Foundation (Montréal PQ)—http://www.schmeelk.ca/

> **PRIOR TO APPOINTMENT AT MCGILL**
>
> 2002-2005: President, Graduate Geography and Planning Student Society, University of Toronto
>
> 1994-2006: Member, Tafelmusik Baroque Orchestra and Chamber Choir (Toronto ON)

Aaron Sprecher

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Westmount, H3Z 1E1   **E**   aaron@o-s-a.com
Quebec, Canada   **W**   www.o-s-a.com

1. Personal Data

Citizenship:	Belgian
US Status:	Permanent Resident
Academic Position:	Assistant Professor, McGill University School of Architecture
Professional Position:	Founding Partner, Open Source Architecture (Europe-USA-Canada)
Academic Titles:	B. Arch., M. Arch.
Professional Title:	Licensed Architect in Israel and Belgium
Languages (fluent):	French, English and Hebrew

2. Academic Qualifications

2001-2002
M. Arch. - Master degree in Architecture
University of California Los Angeles,
Department of Architecture and Urban Design, USA

1998
Master Class
The Berlage Institute, Amsterdam, the Netherlands

1992-1993
B. Arch. - Bachelor of Architecture 3rd year (Tempus Recipient)
Ecole d'Architecture Paris-La Villette, UP6, Paris, France

1990-1995
B. Arch. - Bachelor of Architecture
Bezalel Academy of Art and Design, dept. Architecture, Jerusalem, Israel

1989-1990
Advanced Scientific Program
The Hebrew University of Jerusalem, Israel

3. Honors and Awards

2010
2010 Outstanding Teaching Award (nomination)
McGill University, Quebec

2006
Fellow of Syracuse Center of Excellence
Syracuse University, New York

2002
Excellency Award
University of California Los Angeles
Department of Architecture and Urban Design

2002
Excellency Award James Petitt
University of California Los Angeles
Department of Architecture and Urban Design

1996-1998
1st prize architecture competition
Project: Ministry of Transport, The Netherlands
Studio Hertzberger, Project Manager and Design Leader
Project: Tel Aviv Peninsula, Israel
Studio Hertzberger, Project Manager and Design Leader

1994
Israel Excellence Award
Israel Ministry of Education

4. Research

4.1 External Research Funding

2010

Grantor: Canada Foundation for Innovation
Status: Principal Investigator, awarded (2010-2015)
Amount: C$ 906.405
Title: "Laboratory for Integrated Prototyping and Hybrid Environments"
Description: Role is as project lead, administrator, and primary researcher.
Development of a high-end fabrication laboratory including a 6-axis CNC mill and a multi-material SLS system. This laboratory stems from an on-going collaborative research between engineers, information scientists and designers. This laboratory is dedicated to the development of prototyping methods influenced by automated structural analysis methods.

2010

Grantor: MITACS
Mathematics of Information Technology and Complex Systems
Status: Co-applicant, awarded (2010-2011)
Amount: C$ 45.000
Title: "Digital Platform for the Mass Customization of Housing"
Description: Role is as co-supervisor with Prof. Avi Friedman of Basem Eid, a PhD candidate at McGill University School of Architecture. The definitive goal of the intended research is to significantly investigate new paradigms in generative design systems, and to develop an interactive digital platform for the mass customization of housing.

2010

Grantor: FQRSC
Fond Québécois de Recherche sur la Société et la Culture
Status: Collaborator, application has been submitted
Amount: C$ 415.000
Title: "Regroupement de Recherche sur l'Environnement Total"
Description: Role is as collaborator with Prof. Martin Bressani (McGill University), Alessandra Ponte (University of Montreal), Georges Teyssot (Laval University) and Marc Grignon (Laval University). The objective goal of the intended research is to investigate the nature of interior spaces in architecture from XIX Century to today.

2006-2007

Grantor: Syracuse Center of Excellence Fellowship
Status: Principal Investigator, completed
Amount: $60.000
Title: "The Hylomorphic Project"
Description: Role was as project lead, administrator, and primary researcher.
Development of an evolutionary stochastic structural algorithm. Experiment included the construction of a full scale prototype fully automated in terms of structural efficiency, architectural morphology, detailing and manufacturing.

2006-2007

Grantor: National Endowment for the Arts
Status: Co-applicant (with MAK Center Los Angeles), completed
Amount: $15.000
Title: "The Gen(H)ome Project"
Description: Role was lead curator and researcher (one of four).
Financial support for "The Gen(H)ome Project" exhibition and its site specific art installations

2006-2007

Grantor: Graham Foundation
Status: Co-applicant (with MAK Center Los Angeles), completed
Amount: $10.000
Title: "The Gen(H)ome Project"
Description: Role was lead editor and researcher (one of four).
Financial support for "The Gen(H)ome Project" publication and associated research at the MAK Center for the Arts and Architecture

2009	Grantor: Paper Presentation Grant
	Strategic Research Grants Office, McGill University
	SSHRC – Social Sciences and Humanities Research Council
	Status: Principal Investigator, completed
	Amount: C$ 1.500
	Title: "From Formal to Behavioral Architecture"
	Description: Grant to cover paper preparation, presentation and travel expenses to the peer reviewed conference "eCAADe 2009" in Istanbul. "From Formal to Behavioral Architecture" is a manifesto regarding the current transformation of the architectural object from a static to an energetic system that negotiates heterogeneous sets of information.

2008	Grantor: McGill University Faculty of Engineering, Startup Grant
	Amount: C$ 50.000
	Description: Grant covers expenses related to research activities. This grant has been successfully leveraged to acquire a Canada Foundation for Innovation support.

2007	Grantor: Syracuse University Graduate Chair Grant
	Status: Completed
	Amount: $ 5000
	Description: Grant covers expenses related to research assistantship

2006	Grantor: Syracuse University Graduate Chair Grant
	Status: Completed
	Amount: $ 5000
	Description: Grant covers expenses related to research assistantship

2006	Grantor: Syracuse University Summer Research Grant
	Status: Completed
	Amount: $ 10.000
	Description: Grant covers expenses related to research assistantship

2005	Grantor: Syracuse University Startup Research Grant
	Status: Completed
	Amount: $ 5000
	Description: Grant covers expenses related to research assistantship

5. Teaching Appointments

2008-	Assistant Professor
	McGill University School of Architecture

2005-2008	Assistant Professor
	Syracuse University School of Architecture

2002	Teaching Assistant
	UCLA Department of Design|Media

2001	Teaching Assistant
	UCLA Department of Design|Media

6. Teaching Activities

6.1 McGill University School of Architecture

2010-2011	Design and Construction 1 (6 credits) Typical enrolment: 12 students	ARCH 303
	Digital Representation (3 credits) Typical enrolment: 50 students	ARCH 242
	Design and Construction 3 (6 credits) Typical enrolment: 12 students	ARCH 403
2009-2010	Design and Construction 1 (6 credits) Typical enrolment: 12 students	ARCH 303
	Digital Representation (3 credits) Typical enrolment: 50 students	ARCH 242
	Design and Construction 2 (6 credits) Typical enrolment: 12 students	ARCH 304
2008-2009	Architectural Design 1 (6 credits) Typical enrolment: 12 students	ARCH 672
	Digital Representation (3 credits) Typical enrolment: 50 students	ARCH 242
	Design and Construction 2 (6 credits) Typical enrolment: 12 students	ARCH 304

6.2 Syracuse University School of Architecture

2007-2008	Graduate design studio (2nd year, 6 credits) Typical enrolment: 15 students	ARCH 606
	Undergraduate design studio (2nd year, 6 credits) Typical enrolment: 20 students	ARCH 208
	Advanced Digital Representation (graduate level, 3 credits) Typical enrolment: 15 students	ARCH 682
	Digital Technologies | Fabrication, scripting (vertical, 3 credits) Typical enrolment: 20 students	ARCH 500
2006-2007	Undergraduate design studio (2nd year, 6 credits) Typical enrolment: 20 students	ARCH 207
	Undergraduate design studio (2nd year, 6 credits) Typical enrolment: 20 students	ARCH 208
	Advanced Digital Representation (graduate level, 3 credits) Typical enrolment: 15 students	ARCH 682
	Digital Technologies | Fabrication, scripting (vertical, 3 credits) Typical enrolment: 20 students	ARCH 500
2005-2006	Graduate design studio (1st year, 6 credits) Typical enrolment: 15 students	ARCH 605

Advanced Digital Representation (graduate level, 3 credits)   ARCH 682
Typical enrolment: 15 students

Digital Technologies | Fabrication, scripting (vertical, 3 credits)   ARCH 500
Typical enrolment: 20 students

7. Teaching Related Activities

Summer 2011
AA Visiting Tutor
Architectural Association, London, United Kingdom
Global School Program – 3 weeks
Title: "What happened to the Homo Faber?"
Normal enrolment: 50 students (forthcoming)

2010
CCA Charrette 2010 | Member of the Organizing Committee
Canada Center of Architecture, McGill University, University of Montreal and UQAM
Title: "Alterotopia – The Future of North Montreal"
Planning and organization of the CCA architectural competition

Laboratoire des Architectures Potentielles | Seminar
University of Montreal, School of Architecture
Title: "Analogie et Théorie en Architecture"
One-day seminar organized by Prof. Jean-Pierre Chupin

Research Group on CAD/CAM | Seminar
University of Montreal, School of Architecture
Title: "Computation of Evolutionary Models"
One-day seminar organized by Prof. Temy Tedafi

Summer 2010
Wilfred Truman Shaver Travelling Scholarship
McGill University School of Architecture – 3 weeks
Field trip to India, funded program
Title: "Plastic India"
Enrolment: 9 students

Summer 2010
AA Visiting Tutor
Architectural Association, London, United Kingdom
Global School Program – 3 weeks
Title: "Bad Meshes, Naked Edges"
Enrolment: 42 students

Summer 2009
AA Visiting Tutor
Architectural Association, London, United Kingdom
Global School Program - 3 weeks
Title: "Fabricating the City"
Enrolment: 52 students

2004
Guest Instructor
Rice University School of Architecture
Workshop program associated with design studio assignments
Bi-monthly teaching activity at the School of Architecture

2003
Guest Instructor
Ecole d'Architecture Paris-Malaquais, France
Invited workshop – 2 weeks

8. Contributions as Invited Jurist for Thesis Reviews

Spring 2002 to present   Department of Architecture, Israel Institute of Technology, Haifa

Spring 2007 to present   David Azrieli School of Architecture, Tel Aviv University, Israel

Fall 2009   Rhode Island School of Design, Providence, Rhode Island, USA

Fall 2009   University of Montreal

Spring 2009 | Spring 2008   Architectural Association, London, UK

Fall 2008   Southern California Institute of Architecture, Los Angeles, California, USA

Fall 2008   School of Architecture, University of Minnesota, Minneapolis, Minnesota USA

Fall 2007   Southern Illinois University, Carbondale, Illinois, USA

Fall 2007 | Spring 2006   PennDesign, University of Pennsylvania, Philadelphia, Pennsylvania, USA

Fall 2007 | Fall 2006   Department of Architecture, Cornell University, Ithaca, New York, USA

Fall 2005   GSAPP, Columbia University, New York City, New York, USA

Fall 2005 | Spring 2004   School of Architecture, Rice University, Houston, Texas, USA

Fall 2004 | Spring 2003   Berlage Institute, Amsterdam, The Netherlands

Spring 2002   Ecole d'Architecture Paris-Malaquais, France

9. Undergraduate and Graduate Supervision

9.1 McGill University School of Architecture

Ph.D. Supervision / Supervisory Committee

2010 to present   2.   Eid, Bassem, PhD Candidate
                        Title: "A Digital Platform for Mass Customization of Housing"
                        Primary supervisor: Prof. Avi Friedman, School of Architecture, McGill University
                        Research topic: Computational protocols to mass customize architectural systems.

                 1.   Bernier-Lavigne, Samuel, PhD Candidate
                        Title: "Architecture de l'Ecume"
                        Co-supervised with Prof. Georges Teyssot and Philippe Barriere, Laval University
                        Research topic: Research on the potentials offered by evolutionary algorithm in the formation of structurally efficient design protocols.

Ph.D. Defense Committee

2010 to present   3.   Cheng, Diana, PhD Candidate
                        Title: "The History of the Boudoir in the Eighteenth Century"
                        Supervisor: Prof. Martin Bressani, McGill University School of Architecture
                        Role: Internal Member

                 2.   Godoy-Paiz, Paula, PhD Candidate
                        Title: "Women and Violence in Urban Post-War Guatemala"
                        Supervisor: Prof. Kristin Norget, McGill University Dept. of Anthropology
                        Role: Pro-Dean

1. Boogert, Neeltje, PhD Candidate
Title: "The role of learned foraging behavior in mate interactions and mate choice decisions in birds"
Supervisor: Prof. Louis Lefebvre, McGill University Dept. of Biology
Role: Pro-Dean

Master of Architecture

2010 to present   7. Hruby, Andrew
Project title: "Use, User and Context"
Co-supervised with Prof. Howard Davies
Research topic: Customization of a space according to biomorphic principles.
Status: Completion expected in April 2011

6. Toews, Dieter
Project title: "Expanded Assumptions of Change in the Built Environment"
Co-supervised with Prof. David Covo
Research topic: Study on evolutionary principles applied to architectural models
Status: Completion expected in April 2011

5. Ahlbian, Hamza
Project title: "Behavioral Assemblies"
Co-supervised with Prof. Michael Jemtrud
Research topic: Study on behavioral patterns in the constituency of assemblies
Status: Completion expected in April 2011

2009-2010   4. Bruchet, Sophie
Project title: "Design Senses"
Co-supervised with Prof. Ricardo Castro
Research topic: Study on producing atmospheric architecture
Status: Completed

3. Chow, Joey
Project title: "Toronto Fields"
Co-supervised with Prof. Nik Luka
Research topic: Redevelopment of Toronto waterfront
Status: Completed

2. Mitchell, Benjamin
Project title: "Environmental Machines. Study on CFD Protocols"
Co-supervised with Prof. Martin Bressani
Research topic: Study on CFD protocols to generate architectural solutions
Status: Completed

1. Torabi, Ali
Project title: "Montreal Downtown Renewal"
Co-supervised with Prof. Martin Bressani
Research topic: Cellular automata protocols
Status: Completed

9.2 Syracuse University School of Architecture

Post-Professional Master of Architecture

2007-2008   1. Sisko, Joe
Project title: "Parametric Coding: Rethinking New Urbanism"
Completed in May 2007 (Distinction)

Master of Architecture

2007-2008   9.   Davison, Bruce
Project title: "Riemannian Vision: Development of a Computational Multi-Vantage
Point Perspective Algorithm"
Completed in May 2008 (Distinction - Thesis Jury Award)

8.   deGenarro, James
Project title: "The New Europe: Study on Architectural Production in the Former East
Block"
Completed in May 2008

7.   deRomanis, Gerald
Project title: "Post-Traumatic Architecture: The Case of Rochester, NY"
Completed in May 2008

6.   Maso, Erik
Project title: "Fabrication Strategies for the Development of Transmaterials"
Completed in May 2008

5.   Poon, Darren
Project title: "Patterned Emergence in Algorithmic Procedure"
Completed in May 2008

4.   Doron Serban
Project title: "Counterpoint: Rethinking Le Corbusier's Philips Pavilion"
Completed in December 2007 (Distinction, Thesis Jury Award)

2006-2007   3.   Erin Boles, Erin
Project title: "Architectural Branding Strategies"
Completed in May 2006

2.   Grothe, Theodore
Project title: "24 Hours: Cinematic Model for Los Angeles Freeways"
Completed in December 2006

1.   Day, Wilson
Project title: "Strategies for Sustainable Industries in Columbus, Ohio"
Completed in December 2006

Bachelor of Architecture

9.   Dellinger, Lauren
Project title: "Study on Global Cities: Montreal as a Connective Interface"
Completed in May 2008 (Distinction - Thesis Jury Award)

8.   Tang, Sophia
Project title: "A Retro-Active Manifesto on the City: Parametric Studies"
Completed in May 2008 (Distinction - Thesis Jury Award)

7.   Roos, Jonathan
Project title: "Future Home: New Forms of Living"
Completed in May 2008

6.   Atkins, Stephen
Project title: "Design for a Special Education School"
Completed in May 2007

5.   Budesa, John
      Project title: "Flushing Meadows Redevelopment, NY"
      Completed in May 2007

4.   Goldstein, Zachary
      Project title: "Brandscape: Union Square Redux"
      Completed in May 2007 (Distinction)

3.   Lunan, Dale
      Project title: "Virtual Terror Tribunal: Study on Terrorist Warfare"
      Completed in May 2007
      (Distinction – Awarded Best Thesis – National Student Competition, Storefront for Art
      and Architecture, NY)

2.   Parker, Joshua
      Project title: "Unstable Variation: Parametric Study of Williamsburg, NY"
      Completed in September 2006 (Distinction)

1.   Demers, Nicole
      Project title: "Infrastructural Networks: Philadelphia"
      Completed in December 2006

10. Administration and Services

10.1 McGill University Faculty of Engineering

2009 to present	Engineering Committee on Computing | Member Reporting on technological advancements at the School of Architecture

10.2 McGill University School of Architecture

2008 to present	Committee on Computing and Fabrication Infrastructure | Chair Development of the technology curriculum, expansion of the computational and fabrication equipment, and assessment of the technological capability at the School of Architecture
2008 to present	"Facilities for Architectural Media and Mediation" (FARMM) | Member Implementation and interface of a high-end fabrication laboratory with the current computing and network capability of FARMM
2008 to present	Representation and Publication Committee | Member Development of strategies for branding the School of Architecture, assistance to the graphic designer
2008 to present	Liaison Committee with ACSA | ACSA Councilor Representative for the School of Architecture at the Association of Collegiate Schools of Architecture
2008 to present	Committee on Lecture Series | Member Assistance to the Chair of the Committee on organizing the lecture series
2008 to present	Professional Admissions Committee | Member Screening and report on new candidates to integrate the School's undergraduate program

2009 to present	Search Committee | Member
	Assessment of candidate's proposals, participation to interviews of the candidates, and production of reports

2009 to present	Exhibition Committee | Member
	Organization and management of exhibition venues

10.3 Syracuse University School of Architecture

2007-2008	Technology Committee at Syracuse Architecture | Chair
	Development of the technology report 2007-2008, proposal for a Transdisciplinary Media Studio, implementation of generative design software, expansion of the digital fabrication lab, grant and fund raising strategies

2007-2008	Graduate Admissions Committee | Member
	Assessment of candidate's proposals, participation to interviews of the candidates, and production of reports

2006-2007	Technology Committee | Chair
	Development of the technology report 2006-2007, implementation of generative design software
	Symposium Committee | Member
	Curatorial team member of the Symposium "Application", Syracuse University

11. Scholarly Works

11.1 Exhibition Catalog

1. Noever P. and Open Source Architecture (Ahrens C., Neuman E., and Sprecher A.), co-editors (2006), *The Gen(H)ome Project*, MAK Center for Architecture, Los Angeles, 125 pages

11.2 Peer-reviewed Conference Proceedings

1. Sprecher A., Yeshayahu S., and Lorenzo-Eiroa P. (2010), co-editors, *Life in Formation: Proceedings of the ACADIA 2010 Conference*, New York, 411 pages

11.3 Chapters in Books

5. Sprecher A. (2010), "Informationism: Information as Architectural Performance", in *Performalism*, Neuman E. and Grobman Y. (eds.), Routledge, London (accepted for publication)

4. Sprecher A. (2008), "Forms of Prediction", in *Performalism*, Tel Aviv Museum of Modern Art, Neuman E. and Grobman Y. (eds.), Tel Aviv, pp. 34-39

3. Sprecher A. (2008), "Alive and Kicking", in *Performalism*, Tel Aviv Museum of Art, Neuman E. and Grobman Y. (eds.), pp. 74-82

2. Ahrens C., Neuman E., and Sprecher A. (2008), "Cloud of Warsaw", in *Synchronicity*, Szczesny J. (ed.), Fundacja Nowej Kultury Bec Zmiana, Warsaw, pp. 32-37

1. Ahrens C., Neuman E., and Sprecher A. (2006), "Dissipative Procedure", in *Softspace – From a Representation of Form to a Simulation of Space*, Lally S. and Young J. (eds.), Routledge, London, pp. 69-85

11.4 Papers in Peer reviewed Journals

2. Sprecher A. (2010), "Informational Desire and Delirium", in *Architecture Technology Sense*, Architecture and Ideas, Ponte A. (ed.), Carleton University, Vol. IX, Ottawa, pp. 68-78

1. Sprecher A. (2009), "N-dimensional Architecture", in *Dimension*, 306090 Journal, Abruzzo E. and Solomon J., Princeton Architectural Press, NY, volume 12, pp. 68-75

11.5 Papers in Peer reviewed Conference Proceedings

6. Sprecher A. and Kalnitz P. (2009), "From Formal to Behavioral Architecture", in *Computation: The New Realm of Architectural Design*, Cagdas G. and Colakoglu B. (eds.), Conference Proceedings eCAADe 2009, University of Istanbul, pp. 161-166

5. Sprecher A. (2009), "From Formal to Behavioral Realities", in *Who cares?, Critical Digital Conference '09*, Conference Proceedings, Harvard University GSD, Cambridge, pp. 109-118

4. Sprecher A. and Kalnitz P. (2008), "Degrees and Switches", in *Silicone and Skin*, Kundless A., Oxman N. and Swackhamer M. (eds.), Conference Proceedings Acadia 2008, Minneapolis, Minnesota, pp. 142-149

3. Sprecher A. and Kalnitz P. (2008), "Few Notes on Differentiated Architecture", in *Silicone and Skin*, Kundless A., Oxman N. and Swackhamer M. (eds.), Conference Proceedings Acadia 2008, Minneapolis, Minnesota, pp. 5

2. Ahrens C., Neuman E., and Sprecher A. (2006), "The Hylomorphic Project", in *Synthetic Landscape*, Luhan G., Anzalone P., Cabrinha M. and Clarke C. (eds.), Conference Proceedings Acadia 2006, Louisville, University of Kentucky, pp. 58-59

1. Ahrens C., Neuman E., and Sprecher A. (2004), "Ecoscape", in *Fabrication: Technology in Practice*, Beesley P. (ed.), Conference Proceedings Acadia 2004, Toronto, pp. 137-138 and 250-252

11.6 Papers in Professional Journals

3. Sprecher A. (2008), "Af-fluence In-fluence Con-fluence", in *Info-Architecture*, Esempi di Architettura, Meossi M. (ed.), Saonara, Italy, pp. 101-111

2. Ahrens C., Neuman E., and Sprecher A. (2007), "I-grid", in *Form*, Journal of Design, Los Angeles, USA, issue 1, pp. 12-13

1. Ahrens C., Neuman E., and Sprecher A. (2006), "Protocol for a Fused Technology", in *Collective Intelligence in Design*, Hight C. and Perry C. (eds.), AD magazine, Nov. 2006, London, UK, pp. 30-35

11.7 Conference Presentations

5. "From Formal to Behavioral Architecture" (2009), *eCAADe 09*, University of Istanbul

4. "From Formal to Behavioral Realities" (2009), *Critical Digital Conference 2*, Harvard University GSD, Cambridge, MA

3. "Energetic Formations" (2009), *Conference Expertise*, Tel Aviv University, Israel

2. "Degrees and Switches" (2008), *ACADIA*, University of Minnesota, MI

1. "Notes of Design Research" (2008), *ACSA National Conference*, Philadelphia, PE

11.8 Invited Lectures

20. "Spheres of Information" (January 2011), lecture at Laval University on the occasion of the 50th anniversary of the School of Architecture, Quebec

19. "Usage du Numérique en tant qu'Outil de Représentation, de Conception et de Fabrication en Architecture" (2010), lecture at the University of Montreal, Quebec

18. "Generative Modes in Architecture" (2010), University of Toronto, School of Architecture, Ontario

17. "Dissipative Structures" (2010), lecture at the University of Montreal, Quebec

16. "What happened to the Homo Faber?" (2010), keynote lecture at the Fabrication Symposium, Tel Aviv University School of Architecture, Israel

15. "Forme, Formation, Information" (2010), lecture and workshop session at the National Institute of Applied Sciences, Strasbourg, France

14. "n-degrees of Proxemics" (2009), lecture and roundtable discussion at the Phyllis Lambert Seminars, University of Montreal, Quebec

13. "Research and Deploy" (2009), lecture at L.A. Forum, MAK Center for Art and Architecture, West Hollywood, CA

12. "n-Natures" (2009), lecture at the Rhode Island School of Design, Providence, RI

11. "n-Degrees of Architecture" (2008), lecture at the Society of Technological Arts, Montreal, Quebec

10. "n-degrees of Proxemics" (2008), lecture at the Massachusetts Institute of Technology, Cambridge, MA

9. "Softspace" (2008), lecture and roundtable discussion at The Architectural League, New York City, NY

8. "n-Dimensional Architecture" (2007), lecture and roundtable discussion at South Illinois University, Carbondale, IL

7. "Notes on Abstract Systems" (2007), lecture at the design gallery Upgrade!, Jerusalem, Israel

6. "n-Coding realities" (2007), lecture at the architecture gallery Ze, Tel Aviv, Israel

5. "Af-fluence In-fluence Con-fluence" (2007), lecture at McGill University, Montreal

4. "Information in-forms" (2007), University of Pennsylvania, Philadelphia, PE

3. "Dissipative Architecture" (2005), Ohio State University, Columbus, OH

2. "Architecture and Automation" (2003), Ecole d'Architecture Paris-Malaquais, France

1. "Technological Convergence" (2003), French Institute of Architecture, Paris, France

11.9 Participation to Exhibitions and Curatorial Projects

17. "LIFE in:formation" (2010), exhibition curator and designer, The Cooper Union Gallery, New York City, NY

16. "Evolutive Means" (2010), exhibition curator and designer, Pratt Institute Gallery, New York City, NY

15. "Rumble" (2010), exhibition participant, UCLA, Los Angeles, CA

14. "ParaSolar" (2009), curator and exhibition designer, Opera Square, Tel Aviv, Israel

13. "n-Natures" (2009), solo exhibition, Rhode Island School of Design, Providence, RI

12. "Performalism" (2008), curator and exhibition designer, Tel Aviv Museum of Art

11. "C-Chair" (2008), exhibition participant, Interieur Foundation, European Biennale of Industrial Design, Belgium, 2008

10. "Silicone and Skin" (2008), exhibition participant, Acadia 2008, Minneapolis, MI

9. "Youniverse" (2008), exhibition participant, Architecture Biennale of Sevilla, Spain

8. "Un-Contested" (2007), exhibition participant, UCLA, Los Angeles, CA

7. "The Gen(H)ome Project" (2006), curator and exhibition participant, MAK Center for the Arts and Architecture, Los Angeles, CA

6. "Synthetic Landscape" (2006), exhibition participant, Acadia 2006, Louisville, KY

5. "Clocks and Clouds" (2005), exhibition participant, FRAC Centre, Orléans, France

4. "DRAWN" (2005), exhibition participant, UCLA, Los Angeles, CA

3. "Fabrication" (2004), exhibition participant, Acadia 2004, Toronto, Ontario

2. "Softspace" (2004), exhibition participant, Rice University, Houston, TX

1   "Past, Present and Future" (2004), exhibition participant, UCLA, Los Angeles, CA

11.10 Citations of the work of Open Source Architecture

7. Teyssot G. and Bernier-Lavigne S. (2011, forthcoming), "Plis et Membranes. Chronique de l'Architecture Numérique", in *Architecture Instantanée N° 2*, ENSA-Paris Val-de-Seine, Guiheux A. (ed.), Editions de La Villette, Paris

6. Mosteig E. (2010), "The Shape of Collaboration : Mathematics, Architecture and the Arts", in *MAA Focus, The Newsmagazine of the Mathematical Association of America,* vol. 30, issue 1, pp.24-26

5. Varela N. (2009), "Experimental Practices – Contemporary Creative Practices", Master Thesis, University of Aveiro, Department of Communication and Arts, Porto, pp. 65 and 129

4. Asaf I. (2009), "On Uncertainty as a Method in Architectural Design", Research Dissertation, Israel Institute of Technology – Technion, Haifa, 167 pages

3. Di Raimo A., (2010), "Open Source Architecture", in *On & Off*, Saggio A. (ed.), La Sapienza University, Roma, pp. 72-75

2. Leuppi J. and Shea K. (2008), "The Hylomorphic Project", in *The ARUP Journal*, January issue, London, p. 28-30

1. Bressani M. (2007), "Observations on Architectural Biology", in *Log 9*, edited by Cynthia Davidson, Anyone Corporation, NY, p. 119

12. Community Services

12.1 Academic Contributions

2010	International Journal of Architecture Computing (IJAC) Elected Member of the Editorial Board
2010	Association of Computer Aided Design in Architecture (ACADIA) Conference Chair ACADIA 2010
2009	Routledge / Taylor and Francis Ed., London Member of the Peer reviewing Committee
2009	Association of Computer Aided Design in Architecture (ACADIA) Member of the Peer reviewing Committee, ACADIA 2010

12.2 Professional Contributions

2002 to present   Director and co-Founder
Open Source Architecture (USA/Canada/Israel)

Open Source Architecture is an international research group founded by Aaron Sprecher (McGill University, Montreal), Eran Neuman (Head of Tel Aviv University School of Architecture) and Chandler Ahrens (Senior Designer, Morphosis, Los Angeles). Open Source Architecture undertakes architectural tasks that are ranging from object design to large scale exhibition design while engaging in diverse expertise considering that design activity is foremost linked to current technological conditions. Main emphasis is placed on investigating new modes of spatiality and materiality made available through the accelerated changes occurring in our contemporary culture, technological and environmental conditions.

C-chair   Furniture design   Interieur Foundation, Belgium, 2010-

The unique design of C-Chair is generated by a pioneering computational technology that is based on an evolutionary development (evo-devo) mechanism. This technology aims at generating ergonomic designs that are optimized in terms of the morphology of the body and its position in space.

ParaMorph   Experimental design   Los Angeles, California, 2009

The ParaMorph project seeks ways to amplify programmatic differentiation between served and serving functions in a Los Angeles loft space. This computationally-driven design induces a multi-dimensional approach to the geometry and materiality of objects such as the partition walls.

ParaSolar   Urban installation   Opera Square, Tel Aviv, 2009 (built)

Parasolar is an installation installed as part of the Centennial celebration of the city of Tel Aviv and featuring 60 international projects on the future of the "White City". Located on Tel Aviv's infamous Performing Art Square, ParaSolar the project was conceived computationally and materially to provide varying solar/ shading conditions throughout the day.

n-Natures   Structural prototype   Rhode Island School of Design, 2009 (built)

N-Natures is an experimental installation that respond to the complex geometry of an existing art gallery space. N-Natures stems from a mathematical model that translate latent forces of circulation in the gallery. The resulting tensile system expresses the combination and balance between a specific mathematical equation (the Riemann Zeta function), the physics of tensile forces and the geometry of the existing space.

D-velop   Residential complex   Boulogne, France, 2008-

D-velop is a 7-story multi-family residential project located in Paris, France. The site is a typical narrow urban parcel with limited street frontage. The project responds to zoning height and setback restrictions while maximizing environmental assets inherent in the site. In response to climatic conditions, the facades are optimized to allow natural daylight while shading direct solar heat gain with a tensile fabric second skin.

Performalism   Exhibition designer   Tel Aviv Museum of Art, Israel, 2008 (built)

Recent shifts influenced by a computationally based architecture transform the notion of the architectural discourse from functional terms to performance. The exhibition traces these shifts through the work of 14 international firms including Greg Lynn Forms, Foster and Partners and Peter Eisenman & Associates. The design of the exhibition investigates the dynamic streaming and subsequent tracing of virtual bodies in the gallery space. An agent based system simulates movements, connecting, reacting to and transforming a wide range of influential forces.

I-grid   Urban installation   Sunset Blvd, Hollywood, 2007 (built)

I-Grid is an environmental installation installed along the infamous strip of Sunset Boulevard in West Hollywood, California. Commissioned by the City of West Hollywood's Arts and Cultural Affairs Commission, I-Grid consists of a computed protocol that transforms the original format of an existing 20 ft x 50 ft billboard. Initially based on a 5-foot incremental grid, an evolutionary algorithm produces a series of iterated mutations that index the intensive computing technology.

Hylomorphic Project   Structural prototype   West Hollywood, 2006 (built)

This experimental structure is generated by a pioneering customized technological engine that aims at defining design solutions in response to a wide range of structural and environmental parameters. Based on a research that offers the possibility to integrate the expertise of designers and engineers on a unique computational platform, The Hylomorphic Project envisions the possibility to fully automate design solutions, structural optimization, material performance and fabrication methods.

The Gen(H)ome Project	Curator and editor	MAK Center of Architecture, Los Angeles, 2006 (built)
Synthetic Landscape	Fabricated prototype	ACADIA, University of Kentucky, Louisville, 2006 (built)
Machines Atmosphériques	Prototype	FRAC Centre, Orléans, 2005 (built)
Fabrication	Interactive installation	ACADIA, University of Toronto, 2004 (built)
Softspace	Interactive installation	Rice University, Houston, 2004 (built)
P-Cloud	Design competition	University of Maine, Augusta, 2004
IsoMorph	Design competition	Israel Gas Company, 2004
Ecoscape	Design Competition	U.C. Berkeley, California, 2003

1999-2001   Project Manager – Design Leader
                   One Architecture
                   Hygieaplein 7, NL-1076RN Amsterdam, the Netherlands

                   MZB magnetic train   (with OMA)   Randstad, the Netherlands
                   Role: Designer in charge / consultant for Siemens Corporation

One-to-One	Media installation	Architecture Biennale, Venice, 2000

Role: Designer in charge / construction supervisor / project management

Het Stadium	Exhibition curator	NAI Museum, Rotterdam (built)

Role: Designer in charge / construction supervisor / project management

Den Hurk office building	Office complex	Eindhoven, the Netherlands (built)

Role: Designer in charge / construction supervisor / project management

1998–1999   Project Manager – Design Leader
De Architekten Cie
Keizersgracht 126, NL-1000 AN Amsterdam, the Netherlands

Mullerpier Tower	Residential complex	Rotterdam, Netherlands (built)

Role: Designer in charge / construction supervisor / project management

Ypenburg (master plan)	(with West 8)	Ypenburg, the Netherlands (built)

Role: Designer in charge / construction supervisor / project management

1996–1998   Project Manager – Design Leader
Herman Hertzberger Studio
Gerard Doustraat 220, NL-1073 XB Amsterdam, the Netherlands

Tel Aviv Peninsula	Urban competition	Shefer HaYarkon, Israel (1st prize)

Role: Designer in charge / project management

Ministry of Transport	Design competition	Veendam, Netherlands (1st prize)

Role: Designer in charge

Montessori College Oost	School complex	Amsterdam, the Netherlands (built)

Role: Designer in charge / construction supervisor / project management

1994–1996   Design Leader
Rosenfeld-Arens Architects
Windham Deedes Street 5, IL-93106 Jerusalem, Israel

Hotel-Jerusalem Old City	Hotel in the Old City	Jerusalem Old city, Israel

Role: Designer in charge / project management

1992-1994   Design Leader
Pilzer and Monk Architects
Shimshon Street 10, IL-93501 Jerusalem, Israel

Faculty of Architecture	Faculty building	Haifa, Israel (built)

Role: Designer in charge

Kiviti house	Private house	Caesarea, Israel (built)

Role: Designer in charge / construction supervisor

1991 and 1992   Team Designer
Philippe Samyn and Partners
Chaussée de Waterloo 1537, B-1180 Brussels, Belgium

3D fractal computation	Design research	Brussels, Belgium

Role: Designer in charge of developing computational protocols

Boulanger office building	Design concept	Waterloo, Belgium (built)

Role: Designer in charge of producing drawings and publications

13. Areas of Teaching Competence

Generative and parametric design
Mc Neel's Grasshopper, Gehry Technologies (Digital Project), Eiform (Python-based)

3D modeling and animation
CAAD training to Alias Maya, Autodesk 3Dmax and Mc Neel Rhinoceros 4.0

Computational scripting
MAXscript, Rhinoscript and Visual Basic protocols

Multimedia techniques of visualization
Adobe package (including Premiere, After Effects and Dreamweaver)

Fabrication and prototyping
CAD-CAM software such as RhinoCam and SurfCAM, mastering CNC milling tools among others

Technology and Theory
Comparative analysis on the cross-disciplinary relation between architectural and scientific manifestoes

02 Staff

Changes in academic staffing

Retirements

- Drummond, Derek (31 December 2004)
- Sheppard, Adrian (30 June 2009)
- Sijpkes, Pieter (retirement: 31 May 2011)

Recent appointments

- Jemtrud, Michael (1 August 2007)
- Luka, Nik (1 August 2006) – jointly with Urban Planning
- Sprecher, Aaron (15 August 2008)

Faculty Search Results (past 6 years)

- Franca Trubiano (2006): School request to offer; Faculty rejection.
- Nik Luka (2006): School request to offer; Faculty approval. Successful.
- Michael Jemtrud (2007): School request to offer; Faculty approval. Successful.
- Aaron Sprecher (2008): School request to offer; Faculty approval. Successful.
- Rokia Raslan (2009): School request to offer; Faculty rejection.
- Simi Hoque (2010): School request to offer; Faculty approval. Failed (spousal hire).
- Torben Berns (2010): School request to interview; Faculty rejection.

Current

- Present search: http://www.mcgill.ca/architecture/profsearch/

Staffing plan

The Full-Time complement is currently 11.5. One replacement search is currently underway and one is expected to commence FY11 (Sijpkes replacement). *The Planetary Society Visiting Professor in Architecture* is a direct funded position that ends June 2011. The *Gerald Sheff Visiting Professor in Architectural Design* is anticipated to be converted to the *Gerald Sheff Professor in Architectural Design* in accordance with the terms of the endowment and a search to commence FY11. The current search and the Sheff Professorship raises the complement to 13.5. The staffing plan over the next three years is to strategically target areas of program and curricular development.

Target areas include:
- Contemporary theory and technology (current)
- Building science, integrative design, sustainability
- Undergraduate design education, building science (Sijpkes replacement)
- M.Arch. (professional) Program Director (Gerald Sheff Professorship in Architectural Design, endowment conversion)
- History & Theory of Architecture (Sadie Bronfman Chair in the History & Theory of Architecture, Pérez-Gómez replacement)
- Landscape architecture, urbanism, environment, sustainability

The transition of the Ph.D. program and the future retirement of Professor Pérez-Gómez is being planned for over the next three years. Curricular and program transformation will be implemented simultaneously with a formal proposal for the D.D.A. degree within the University and Province. The *Sadie Bronfman Chair in the History and Theory of Architecture* will be advertised upon Professor Pérez-Gómez's retirement but a bridging transition is necessary due to his extraordinarily high teaching and PhD advising load. The current hire is expected to contribute to this transition.

Other plans for staffing strategy:
- A rationalization and stable teaching support budget must be determined.
- Retirement and half-time positions will be discussed.
- Professor-in-Practice designation is appropriate for at least two current part-time faculty members and will be implemented.

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Memorandum

Date :   18 September 2010
To :   Dean Pierre, Faculty of Engineering
From :   Michael Jemtrud, Director
RE :   Conversion of Sheff Endowment

I am writing to formally request the current endowment for the "Gerald Sheff Visiting Professorship in Architecture" be converted to the "Gerald Sheff Chair in Architectural Design" in accordance with the intentions of the original endowment. Upon approval of the endowment conversation I request we begin a search process immediately with the intention of hiring for the fall 2011 term.

By way of background, three years ago when I first met with Gerald Sheff after the University matched his gift to bring the endowment to $2 million he asked when the Visiting Professorship would be converted to a Chair position (at that time $2 million was the limit for a Chair position). I requested it remain a visiting position during the next few years while the program and curricular transformation took place and Mr. Sheff agreed. The last time I spoke with Mr. Sheff (March 2010) he asked if the Chair would be established in the near future.

Now that we are in our first full cycle of the re-configured Master of Architecture (Professional) program with the Directed Research option, it is an ideal and strategic time to make the conversion and search for a suitable candidate to nurture and expand the professional graduate program in Architecture immediately. The person needs to demonstrate innovation and leadership in the field of design-based pedagogy, research, and scholarship.

I believe this will be a highly attractive position and the pool of candidates will be top of class. There are precious few such Chair positions globally and I am very excited about the prospects and its eventual impact on the School.

I look forward to hearing from you and many thanks for your attention in this all-important and timely matter.

McGill

School of Architecture
Office of the Director

Appendix 3.0: Academic Programs, Teaching and Learning

The following appendix includes:

- **3.1.1**
  Calendar courses

- **3.1.2**
  Exchanges – study abroad

- **3.1.3**
  Service and cognate courses offered by the School

- **3.2.1**
  Graduate funding (FY10)

- **3.3.1**
  CACB 2006 Accreditation Program Report

- **3.3.2**
  CACB 2006 Accreditation Program Report - Matrix

- **3.3.3**
  CACB 2006 Visiting Team Report

- **3.3.4**
  CACB 2010 Accreditation Response

- **3.3.5**
  CACB Annual Report (2010)

- **3.3.6**
  CACB Annual Report (2009)

- **3.3.7**
  CACB Annual Report (2008)

- **3.3.8**
  CACB Annual Report (2007)

03 Academic Programs, Teaching and Learning

Programs and courses offered

Undergraduate calendar (Architecture)

http://www.mcgill.ca/study/2010-2011/faculties/engineering/undergraduate/ug_engineering_school_of_architecture

Graduate calendar (Architecture)

http://coursecalendar.mcgill.ca/gps201011/wwhelp/wwhimpl/js/html/wwhelp.htm#href=GSUNIT_20102011.4.26.html

Programs offered

Professional: http://www.mcgill.ca/architecture/programs/professional/

Post-professional: http://www.mcgill.ca/architecture/programs/postprofessional/

03 Academic Programs, Teaching and Learning

Exchanges and study abroad

School of Architecture bi-lateral student exchange partners:

*   Universita Iuav di Venezia, Venice, Italy
*   Fakultat fur Raumplanung und Architektur, Technische Universitat Wien, Vienna, Austria
*   Institut superieure d'architecture Saint-Luc Bruxelles, Brussels, Belgium *
*   Ecole superieure d'architecture de Grenoble, Grenoble, France
*   Ecole superieure d'architecture Clermont-Ferrand, Clermont-Ferrand, France
*   Facolta di Architettura Civile, Politecnico di Milano (Bovisa)
*   The Royal Danish Academy of Fine Arts, School of Architecture (graduate level only)

* ISA St. Luc-Bruxelles has recently become part of the University of Louvain, and offers three campuses

Study abroad:

*   ARCH 379 Summer Course Abroad (3 credits) - undergraduate
*   ARCH 519 Field Study Abroad (3 credits) - graduate

 (offered in alternating years: Italy, Greece)

03 Academic Programs, Teaching and Learning

Service and cognate courses

Service courses offered by the unit for students in other programs:

- ARCH 250 History of Architecture 1 (3 credits)
- ARCH 251 History of Architecture 2 (3 credits)
- ARCH 354 History of Architecture 3 (3 credits)
- ARCH 355 History of Architecture 4 (3 credits)
- ARCH 377 Energy, Environment and Building (3 credits)
- ARCH 378 Site Usage (3 credits)
- ARCH 447 Lighting (2 credits)
- ARCH 451 Building Regulations & Safety (2 credits)
- ARCH 515 Sustainable Design (3 credits)
- ARCH 517 Sustainable Residential Development (3 credits)
- ARCH 520 Montreal: Urban Morphology (3 credits)
- ARCH 527 Civic Design (3 credits)
- ARCH 529 Housing Theory (3 credits)
- ARCH 533 New Approaches to Architectural History (3 credits)
- ARCH 535 History of Architecture in Canada (3 credits)
- ARCH 550 Urban Planning & Development (3 credits)

Cognate courses taken by the unit's students in other departments:

- CIVE 284 Structural Engineering Basics (4 credits)
- CIVE 385 Structural Steel & Timber Design (3 credits)
- CIVE 388 Foundations & Concrete Design (3 credits)
- CIVE 492 Structures (2 credits)
- FACC 220 Law for Architects & Engineers (3 credits)

03 Academic Programs, Teaching and Learning

Sources and amounts of graduate student funding (FY10)

Professional M.Arch.
- $20,000 Provost's Graduate Fellowship
- $55,000 awards & prizes (endowments)
- Total: $75,000

Post-professional M.Arch.
- $24,000 Provost's Graduate Fellowship
- $22,000 awards & prizes (endowments)
- Total: $46,000

Ph.D.
- $16,500 Principal's Graduate Fellowship
- $37,000 Provost's Graduate Fellowship
- $50,000 Schulich Graduate Fellowship
- Total: $103,500

Teaching Assistantships (M.Arch. + Ph.D.)
- $60,948

Research Assistantships (M.Arch. + Ph.D.)
- $98,065

TOTAL
- **$383, 513**

Architecture Program Report 2005

McGill University School of Architecture

Submitted to the Canadian Architectural Certification Board

November 2005

Architecture Programme Report 2005

McGill University School of Architecture

Table of Contents

4   Appendices

5   Supplemental information (separate binder)

Executive Summary:
Changes to the Program since the Last Visit

1. Recent Accreditation history

Prior to 1999, the professional program in architecture was structured as a four year, or eight semester, course of study, divided into two parts. The first part, for students entering with the Quebec Diploma of Collegial Studies in Pure and Applied Science, or the equivalent, was a three year design-based program leading to a non-professional degree, Bachelor of Science (Architecture). The second part, consisting of a minimum of two semesters for students with the McGill B.Sc.(Arch.) degree, led to the professional B.Arch.

In the fall of 1996, the School initiated a review of the professional program, with the intention of replacing the B.Arch. with the Master of Architecture as the first professional degree. The School's proposal for the replacement of the B.Arch. with the M.Arch. as the first professional degree in architecture was completed in the fall of 1998 and approved by the University Senate in May 99. The new program went into effect in September 99, and the first graduates with the new professional Master of Architecture completed all course work in December 2000.

The school was visited in the spring of 2001, and the M.Arch. I (professional) degree was accredited for a full five-year term, to December 31, 2005.

2. Present status of the professional program

The professional program in architecture is now structured as a four and one half year, or nine semester, course of study, and remains divided into two parts. The first part, for students entering with the Quebec Diploma of Collegial Studies in Pure and Applied Science, or the equivalent, is still the three year design-based program leading to the non-professional degree, Bachelor of Science (Architecture). The second, consisting of a minimum of three semesters for those with the McGill B.Sc.(Arch.) degree, leads to the professional degree, M.Arch.I.

In other words, the new program retains the former pre-professional B.Sc.(Arch.) degree, with the credit load reduced to 100, and replaces the old two-semester 34-credit professional B.Arch. with a three-semester 45-credit professional Master of Architecture (M.Arch.I).

The curriculum and study plan of the B.Sc.(Arch.) program have been slightly reorganized as part of a longer-term plan to rationalize and upgrade engineering content and to strengthen course offerings in structure, landscape, ecology and sustainable design. Two new first year courses, *Architectural Structures* and *Digital Representation*, have been added; the sequence of courses in History of Architecture has been increased from two to four; and a new second year course, *Energy Environment and Buildings*, has been expanded to include more material on sustainability and building systems.

The curriculum of the M.Arch. I (Professional) program has also been reviewed and reorganized to shift technical content down to the undergraduate program and to free space in the graduate curriculum for elective courses; two courses in Urban Planning have been combined into a single expanded offering, and the new course *Professional Practice* has been expanded and revised to incorporate relevant material from *Professional Practice II*, as well as *Specifications and Building Costs* and *Engineering Economy*. The credit weight for *Design Research and Methodology*, the pre-thesis studio, was raised from 4 to 6, and the credit weight of *Architectural Design II*, the thesis studio, was increased from 8 to 9.

3. New courses development since the last visit

ARCH 241 - Architectural Structures. 3 Credits (NEW – 2005)
Introduction to the basic concepts and forms of structures in architecture.

ARCH 242 - Digital Representation. 2 Credits (NEW – 2005)
This course introduces students to digital representation in architecture. Students explore applications of state-of-the-art two- and three-dimensional computer modeling software in architectural design. Prerequisite: ARCH 201.

The sequence of courses addressing History of Architecture was revised and expanded from two to four:
ARCH 250 - Architectural History 1. 3 Credits
The study of architecture in relation to landscape, urban form and culture, from Antiquity to the end of the Middle Ages.

ARCH 251 - Architectural History 2. 3 Credits
Overview of early 20th century architecture with emphasis on a thematic approach to buildings and cities, architects and ideologies. The lectures will examine the origins, development and impact of canonical figures and buildings of Modernism. Prerequisite: ARCH 250.

ARCH 354 - Architectural History 3. 3 Credits
General introduction to Modern Architecture in Western Europe from the Renaissance to the end of the 19th century. The course uses a thematic approach and sources on specific ideas and works drawn particularly from Italy, France, England and Germany. Prerequisite: ARCH 250 and Arch 251.

ARCH 355 - Architectural History 4. 3 Credits
The study of architecture and cities in the postwar period. Emphasis placed on themes and approaches to architectural history, as opposed to traditional survey. Prerequisite: ARCH 250 and ARCH 251.

ARCH 377 - Energy, Environment and Buildings. 3 Credits (required course 2003; revised 2005)
Exploration of the interrelationship between energy, environment and building. Topics include sustainability, assessment tools, the integrated design process, water conservation, energy conservation, renewable energy, materials and embodied energy, indoor environmental quality, environmental acoustics, and advanced building technology. Prerequisite: ARCH 202 or instructor's permission.

ARCH 447 - Electrical Services. 2 Credits (Revised completely, Fall 2005)
Concepts of natural and artificial lighting in architecture and urban design. Prerequisite: ARCH 304.

ARCH 674 - Professional Practice. 3 Credits (NEW – 2005; combines old 674 and 675)
The Professional Code, the Architect's Act and the architect's responsibilities to clients, colleagues and society, including professional ethics, responsibility in design, contractual arrangements, business conduct, construction supervision, issuing of certificates, construction and project management, concepts of architectural specification writing, building costs and life cycle costing. Restriction: Not open to students who have taken ARCH 674, ARCH 675 or ARCH 676 prior to 200509.

ARCH 550 - Urban Planning and Development. 4 Credits (NEW – 2005; combines old 550 and 551)
A survey of municipal, regional and provincial actions to guide urban development in Canada, with a particular emphasis on Montreal and Quebec. It also introduces students to concepts in real-estate development and highlights the relationship between developers and planners. Prerequisite: B.Sc.(Arch.) or permission of instructor; Restriction: Not normally open to Urban Planning students.

4. Physical Resources

• The School acquired approximately 320 square metres of new space in the basement of the Macdonald-Harrington Building - this basement is on the same level as the service courtyard at the rear of the building, and is therefore grade-related - when labs vacated by Mining and Metallurgical Engineering in 1996 were renovated by the Faculty in 1998. A proposal submitted to the Faculty for the relocation of our workshop facilities to this level was approved, with funding, by the Faculty and University, and implemented in the spring and summer of 2001. This liberated valuable space on the main entrance level for expanded studio facilities and a new exhibition room. Space liberated on the third floor now accommodates the expanded M.Arch. I (professional) studio.

• A recent proposal to renovate 340 square metres of space on the second floor of the School was approved by the Faculty and University, and renovations are underway this fall. The project relocates obsolete darkroom and archive space from the second floor to the basement and ground floors, and develops the liberated space on the second floor as state-of-the-art studio space for the graduate programs, with 4 new offices and 3 new seminar rooms. This project reclaims underutilized space in a prime area of the School and consolidates studio and seminar facilities for students in our post-professional graduate programs. In addition, studio space liberated by one graduate studio on the fifth floor will be allocated to the professional program. The grant from the university and faculty enabling this much-needed transformation is much appreciated. The new space should be ready for occupancy in January 2005.

• In the summer of 2002, the university installed wireless networks in a number of buildings and departments, including, as a pilot project, the School of Architecture and the Department of Electrical and Computer Engineering. The entire School of Architecture - design studios, classrooms, seminar rooms, crit rooms, offices and the Architecture Café - are now served by strategically distributed wireless access points, and architecture students are encouraged to acquire laptops for use in the studios. In the fall of 2005, the Faculty launched a pilot laptop program as a first step in the development of a compulsory laptop purchase policy for all students.

5. Human Resources

• In the summer of 2002, the Faculty of Engineering approved the School's proposal for a new support position in Information Technology and multi-media. The position was filled in July, 2003, and the new technician, Carrie Henzie, started in August. The difference between this position and the Photography Technician's position sacrificed in 1996 is that the new position combines expertise in digital and traditional media with the technical skills necessary to support the variety of equipment and processes required for the successful operation of our teaching and research programs.

• The School of Architecture was a partner in the Department of Mechanical Engineering's application to the National Science and Engineering Research Council (NSERC) for a new Faculty Chair in Design for Extreme Environments. The program, which supports new full-time and part-time positions in Mechanical Engineering and Architecture, respectively, was approved by NSERC in February, 2003. Professor Jorge Angeles of Mechanical engineering is the new NSERC Chair in Design for Extreme Environments, and Professor Julia Bourke has been appointed to a new half-time position in the School of Architecture with teaching and research responsibilities in Architecture and Mechanical Engineering.

• Professors Bruce Anderson and Radoslav Zuk retired in 2003, closing a chapter on a combined total of 75 years of full-time teaching in the School of Architecture. For a further discussion of staffing, please refer to *Section 3.5.2(i).*

• Two searches for full-time tenure-track positions are presently underway. The first is in the area of Building Science or Sustainable Design, and the second, a joint appointment with the School of Urban Planning, will support the new Master's program in Urban Design.

1   Introduction to the Program

1.1   History and description of the institution

History (Prepared by the University Relations Office)

In 1801, in response to exhortations for public schools spearheaded by James McGill, the Home Government of Great Britain created the Royal Institution for the Advancement of Learning to provide public education for the English-speaking population in Lower Canada. The Royal Institution, however, was essentially a powerless body, since it wasn't given effective trustees. But McGill was not discouraged, and in March 1811, he drafted a will bequeathing to the Royal Institution, 10,000 pounds, together with his 46-acre Burnside Place estate, for the purpose of erecting and endowing a university. He also stipulated that the bequest would revert to his other heirs should the university not be established by the tenth anniversary of his death. Two and a half years later, in 1813, James McGill was felled by a heart attack. Fearful that the bequest would be lost if it didn't proceed with dispatch, the Royal Institution secured its first Royal Charter from King George IV in 1821, and McGill College was founded. Medicine was the very first discipline taught at McGill, beginning in 1829, when the previously established Montreal Medical Institution became the Faculty of Medicine.

In 1852, the Royal Institution and McGill were merged, and in 1855 appointed John William Dawson as principal. It was during this Nova Scotian's 38-year tenure that McGill began to achieve national and international prominence. Its Faculty of Medicine attracted, for example, William Osler (1849-1919), who graduated in 1872, taught medicine at McGill for a decade and then went on to become one of the English-speaking world's most influential physicians. Today, McGill still owes much of its fame abroad to its Faculty of Medicine, recognized as one of the world's foremost medical schools.

At the national level, Principal Dawson, himself an acclaimed geologist, was keenly interested in public education. His commitment to its expansion led to the setting up of affiliated schools and colleges throughout Canada to teach the McGill curriculum – among which were three colleges which later became the University of British Columbia, the University of Victoria and the University of Alberta.

In 1898 Dawson was followed in the principal's office by William Peterson, who brought Ernest Rutherford to McGill from Cambridge University. Peterson also persuaded Sir William Macdonald, the tobacco magnate, to found a college bearing his name at Ste-Anne-de-Bellevue, 32 kilometres (20 miles) west of Montreal, as an offshoot of McGill dedicated to furthering the study of agriculture and food science, and to the training of teachers. Today, Macdonald College is the site of the Faculty of Agricultural and Environmental Sciences and the School of Dietetics and Human Nutrition.

During the principalship of Sir Arthur Currie (1920-1933), Peterson's successor, McGill became a leader in the development of postgraduate studies in Canada. Between the two world wars, with the arrival of scientists such as J.B. Collip and Wilder Penfield, medicine continued to occupy a preeminent place at McGill. Thanks to Otto Maass and J. S. Foster, chemistry and physics were also strongly encouraged. As well, the McGill Social Science Project, begun in 1930 under Leonard Marsh, profoundly influenced the development of the Canadian welfare state.

Taking up office in 1939, Principal Cyril James guided McGill through World War II and the postwar reconstruction period. In 1944, seizing the opportunity afforded by the second Quebec Conference, he arranged for the fall convocation to be held at the Citadel in Quebec City so that honorary degrees could be conferred upon U.S. President Franklin Delano Roosevelt and British Prime Minister Winston

Churchill. In the years immediately following the war, a flood of demobilized veterans swelled McGill's enrolment: from 3,400 in 1939, the student body grew to more than 8,000 in 1948. It was in the postwar period that McGill began allowing students to write exams, term papers and theses in either French or English. By the time James retired in 1962, McGill's teaching staff had more than doubled, and its student body had tripled.

Like other major North American campuses, McGill experienced great change during the '60s and '70s. It became an active partner in Quebec's provincial network of universities, with which it has set up joint Master's and PhD programs in fields such as Aerospace Engineering, Meteorology, Management, Nursing and Social Work. In addition, McGill scholars are active with colleagues from other Quebec universities in all 13 of the Canadian Networks of Centres of Excellence, as well as in many Quebec inter-university research centres involving disciplines as diverse as sociolinguistics, computer science, mathematics, genetics and limnology.

Sources:
Stanley B. Frost, *McGill University, For the Advancement of Learning*, McGill-Queen's University Press (Vol. 1, 1980; Vol. 2, 1984).
Hugh MacLennan, "The Origins of McGill", in *McGill: The Story of a University*, Hugh MacLennan, ed. London, George Allen and Unwin (1960).
Eric McLean, "The Seed Becomes a Tree", in *McGill: A Celebration*, McGill-Queen's University Press (1991).

Location

With Mount Royal as a backdrop, McGill's main campus is set in the heart of downtown Montreal, a city on an island in the St. Lawrence River. The campus is a mosaic of historic and modern buildings laid out around an oasis of green space. Thanks to bequests over the years from generous philanthropists and graduates, the downtown campus now occupies 80 acres (or 35 hectares) of prime real estate, facing Montreal's central business district. A short 30-kilometre drive west of downtown, Macdonald Campus occupies 1,600 acres (or 647 hectares) of woods and fields on the shores of Lac St-Louis. A tranquil mix of academic buildings, research laboratories, and student and staff housing, the Macdonald Campus is equipped with a livestock complex featuring cattle, poultry and swine facilities, a research farm, orchard, and greenhouses; the Morgan Arboretum is also located here.

Language of Instruction

While the language of instruction at McGill is English, at least one faculty (the Faculty of Law) offers a number of courses in French. The University also provides specific language and literature courses in more than 30 languages. For all course work, students are permitted to submit term papers and write examinations in either English or French.

Governance

University governance is under the jurisdiction of two bodies: the Senate, and the Board of Governors. The Secretary-General of the University has suggested that if the Board is seen as responsible for 'bricks and mortar' and any document requiring a signature, for example a cheque or a contract, then the Senate is responsible for everything else.

The University Senate, with 103 members, is the highest academic authority of the University. According to Article 6.3.2 of the University Statutes, "It shall exercise general control and supervision over the academic activities of the University, with special reference to the development of the curriculum and

courses of study in the several faculties and schools; it shall receive from the several faculties and schools regulations for admission into such faculties and schools and shall grant or withhold approval thereof; it may initiate for the consideration of faculties and schools suggested changes in curriculum and courses of study; it shall examine and approve all requirements for degrees, diplomas, or certificates granted by the University. No courses leading to degrees, diplomas, or certificates shall be offered or given until the approval of the Senate has been declared. Before, however, passing any regulation governing any faculty, otherwise than on the proposal of such faculty or an appeal to it from the decision of any faculty, council, or committee, concerning courses of study, curriculum, or other academic activity, the Senate shall, so far as is feasible, communicate its project to such faculty."

The Board of Governors includes 25 members, drawn from the University and the community. Under the terms of the Charter, the Board of Governors possesses general jurisdiction and final authority over the conduct of the affairs of the University. It makes all contracts and all appointments on behalf of the University.

The University's chief administrative officer is Principal and Vice-chancellor Heather Munroe-Blum.

Coat of Arms

McGill's coat of arms is patterned after a shield adopted by founder James McGill. On a silver field are three red martlets, the mythical bird (without legs) in perpetual flight. Three peaks above the martlets represent the City of Montreal's three hills. Atop the shield is an open book, symbolizing an institution of learning, inscribed with James McGill's motto: In Domino Confido ("I trust in the Lord"). Silver crowns on either side of the book draw attention to the "royal" in Montreal's name; the fleur-de-lys at each crown's centre evokes the City's French origin. The official motto of the university is Grandescunt Aucta Labore ("By work all things increase and grow").

1.2   Institutional mission (adopted in 1991)

The mission of McGill University is the advancement of learning through teaching, scholarship and service to society by offering to outstanding undergraduate and graduate students the best education available, by carrying out scholarly activities judged to be excellent when measured against the highest international standards, and by providing service to society in those ways for which we are well suited by virtue of our academic strengths.

1.3   Program history

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

The School of Architecture is now one of seven administrative units reporting to the Dean of the Faculty of Engineering. The Faculty presently includes five engineering departments – Chemical, Civil, Electrical, Mechanical, and Mining and Metallurgy – and two Schools – the School of Urban Planning and the School of Architecture. Since 1987, the Schools of Architecture and Urban Planning have been housed in the Macdonald-Harrington Building, which was constructed to accommodate the Departments

of Chemistry and Mining by Architect Sir Andrew Taylor in 1896, and renovated for Architecture and Urban Planning by Architects Ray Affleck and Arcop Associates in 1987.

Highlights of the School's history include:

1896: A chair in architecture is established in the Faculty of Applied Science.

1899: First graduating class, three students (all male)

1941: A new curriculum is adopted by John Bland after his appointment to the directorship of the School. In preparation for an anticipated influx of young veterans seeking architectural training after World War II ended, the old curriculum, which reflected the Arts and Crafts Movement's tenets, was replaced by tenets of the Modern Movement. The conviction that the disciplines of engineering and architecture must be brought together to resolve modern building problems led to Bland's insistence that architectural students not only follow some engineering courses, but that the engineering students' qualifying year should also be mandatory for architectural students.

1945: A new five year program is adopted.

1946: Harold Spence-Sales joins the faculty. In anticipation of the important role for architects during the reconstruction years following the war, the scope of architectural training is broadened to include town planning; Bland and Spence-Sales establish the first Canadian graduate program in planning.

1949: Architectural education is extended by one year, to six years. 1st and 2nd year students follow basically the same courses as Engineering students, the only exception being an additional course, *Architectural Drawing and Elements of Design*, for architects in second year.

1961: The M.Arch program is expanded to include *Architectural Design* (John Bland) in addition to *Planning* (Harold Spence-Sales).

1962: To give equal importance to design and building construction in the upper years, studio courses include the teaching of both disciplines and are named *Design and Construction* (D&C).

1962: An additional graduate program, *Housing Design*, is introduced by Jonas Lehrman and Norbert Schoenauer.

A scholastic reform in the late sixties in Quebec introduced a new post-secondary school system offering a two-year program in preparation for university studies, or a three-year 'career' program leading to a terminal diploma. With the creation of these community colleges or CEGEPs (Colleges d'enseignement eneral et professionnel), the undergraduate architectural program was reduced from a six-year to a four-year course of study, resulting in the reduction of design instruction from ten to eight semesters. Moreover, since a university degree had to be attainable after three years of study, an intermediate non-professional degree known as the B.Sc.(Arch) (approved during the 1968/69 session) would be awarded to architecture students after the completion of six semesters. This degree became for McGill students a prerequisite for entry to the 'fourth year', a one-year program leading to the professional degree of B.Arch.

The transition from a six-year or twelve-term course (with year-end exams) to a post-CEGEP eight term course (with "course credit promotion" of students at the end of each term) was accomplished during the final years of John Bland's tenure. The credit system was accompanied by a proliferation of elective courses and service courses.

1970: After Spence-Sales retires, the graduate planning program of the School of Architecture is reorganised by David Farley, resulting in the establishment of an independent School of Urban Planning.

1971: The *Minimum Cost Housing Program* is introduced by Alvaro Ortega to study and research housing conditions in developing countries.

1987: A new graduate program, *History and Theory of Architecture,* is established by Dr. Alberto Pérez-Gómez when he joins the faculty.

1989: The *Housing Design* graduate program is reorganised by Witold Rybczynski and Dr. Avi Friedman, and renamed *The Affordable Homes Program.*

1989: The Ph.D. in Architecture is introduced as an ad hoc program.

1993: A graduate program in housing, *Domestic Environments,* is established by Dr. Annmarie Adams when she joins the faculty.

1997: The Ph.D. in Architecture Program is approved by the Minister of Education.

1999: Centennial of the first graduating class. 38 students (60% women) comprise the last full class to graduate with the B.Arch. degree.

1999: In May, the University Senate approves the proposal for the replacement of the B.Arch. with the M.Arch. as the first professional degree in Architecture. The new program retains the B.Sc.(Arch.) degree, but replaces the two-semester 34-credit B.Arch. with a three-semester 45-credit professional Master of Architecture (M.Arch.I) that incorporates new courses in Design Research and Methodology, Architectural Criticism, Professional Practice, and Building Science, and increases the credit weight of the design thesis from six to eight.

2000: In December, the first class to graduate with the new professional M.Arch I degree completes all course requirements.

2001: First class to graduate with the M.Arch. I (professional) degree. Deaths of Professors Norbert Schoenauer, Gentile Tondino, John Schreiber, and John Bland.

2003: The City of Montreal approves a new protocol d'entente with l'Université de Montréal and McGill University. Involving the Schools of Architecture, Landscape Architecture and Urbanism at l'Université de Montréal, and the Schools of Architecture and Urban Planning at McGill, the entente is based on a series of projects in teaching and research in architecture and urban design and is intended to stimulate the exploration and development of strategies to protect and improve the quality of Montreal's built environment. The City contributes more than $100,000 into the program in the first year, and commits another $100 000 for 2004-05.

2004: Continuing revisions to the curriculum of the professional program develop further consolidation of engineering courses *Statics* and *Strength of Materials*, *Professional Practice I and II*, *Urban Planning I and II*, and introduction of two new courses: *Architectural Structures*, and *Digital Representation*. The new course *Energy Environment and Building* is reconfigured to address sustainable design and expanded to include ecology and integration of building systems.

1.4   Program mission

The mission of the McGill University School of Architecture is to educate professionals who will contribute to the socio-economic and cultural development of Quebec, Canada and the broader global community through responsible participation in the process of the design, construction and interpretation of the built environment. This mission is served with programs that meet the following objectives:

1. To develop an effective and stimulating environment for teaching, learning and research in architecture.
2. To maintain and continue to enrich an accredited program providing high quality professional education in architecture.
3. To provide post-professional research-based Master's and Ph.D. programs that advance the discipline of architecture.
4. To engage in research and other professional and scholarly activities that achieve national and international recognition, and to publish, exhibit and otherwise disseminate the results in order to advance architectural knowledge in education and practice.
5. To contribute to interdisciplinary and multi-disciplinary teaching and research programs within other units of the University and with other universities, local and international.
6. To serve the public by working with citizens' groups, local, provincial and national governments, the private sector and the profession toward the general improvement of the built environment.

The School's mission statement was developed as part of the School's Annual Report to the Faculty in June 1997, and endorsed by the Faculty and University in the summer of 1997.

1.5   Program strategic plan

1.5.1 Strategic planning in the Faculty (Dean John Gruzleski, November 03)

The planning process in the Faculty of Engineering is a bottom-up process carried out by the Faculty Planning Committee with general guidance from the Dean. The members of the Planning Committee channel input directly from their colleagues in the academic units of the Faculty. The Committee began work on the current exercise in September but was confused by the initial frameworks which had been presented. It then decided to define its own framework. To date, it has updated the Faculty research priorities and is engaged in a SWOT analysis (strengths, weaknesses, opportunities, threats). The analysis is being carried out for the areas of: research, teaching and learning, academic staff, graduate students, support staff, space, service to the community, funding. From this analysis will come the definition of several priority areas to be developed during the next year. Choice of the compacts to be developed will be made on the basis of the SWOT analysis with emphasis on their interdisciplinary potentials. Budget requests emanating from these choices will be available by February.

The present document is a response to the request on November 14 of the Provost and Vice Provost for specific information.

ENROLMENT PROJECTIONS

a)   Undergraduate Admissions

Most of the undergraduate programs in Engineering are of fixed enrolment with the limitations being

laboratory space and teaching staff. The Faculty has a policy of capping class or section sizes at 70 students. This policy has been successful in improving the quality of teaching within the Faculty.

Intakes to the various undergraduate programs are targeted as follows:

Architecture: 50
Chemical Engineering: 60
Civil Engineering: 100
Electrical and Computer Engineering: 180 total into the two programs
Software Engineering: 50
Mechanical Engineering: 140
Mining Engineering: no targets
Materials Engineering: no targets

Although there are no limits on Mining or Materials, these are both co-op programs and the task of placing students in work terms places a practical limit of about 35 new students per year into each of these programs.

A program in Microelectronics is under development. If approved, this will be housed in the Department of Electrical and Computer Engineering and will have an intake of 50 new students per annum.

It should be noted that enrolments in Engineering tend to be tied to the business cycle, and long term projections are difficult. For example, four years ago Civil Engineering was attracting about 50 new students per year. In 2003, this number is about 100. Close contact with the Office of Admissions will be necessary to fine tune enrolments in Engineering.

b)   Post Graduate Students

Significant growth in post graduate studies is expected in the Faculty as a result of the academic renewal process. Enrolment projections by unit are given in the tables of Appendix 1. These were prepared for the space audit of the Engineering Complex in Spring, 2003, and are regarded as current. Overall, they indicate an increase over the next five years of M.Eng (thesis) by 116, of Ph.D. by 95, and of post doctoral fellows by 18. Most growth is anticipated in Electrical and Computer Engineering, Chemical Engineering, and Mechanical Engineering as a result of recent academic renewal.

A Masters of Urban Design Program is in the development stage. This will be a joint program with the School of Architecture, The School of Urban Planning and Université de Montréal. A total enrolment of 20 to 30 students is anticipated.

TEACHING PROGRAMS

Undergraduate teaching programs in Engineering are strongly linked to accreditation requirements. Most professors teach higher level courses in areas related to their discipline, and it is here that links are made with research activities. In addition, courses in design and final year research project courses provide an opportunity for linking the undergraduate experience to research. For many years the Faculty has sought ways to enhance interdisciplinarity. These efforts are finally beginning to pay off. The recent NSERC Design Chair of Professor Angeles is an example which will link undergraduate students in most of the academic units of the Faculty, including the School of Architecture.

Admission to the Faculty is highly sought by international exchange students, and we have been forced to

limit our selection of such students to a small number of selected schools with whom we have strong personal contacts. In recent years, there has been an increased demand among our own students for a study year abroad. Currently about 3% of Engineering students study abroad. The Faculty will target a 5% participation rate; numbers above this will prove difficult to handle because of the intense counseling needed in order to ensure that students chose the right courses to fit into their McGill programs.

The Faculty has always worked on the principle that tenured or tenure track professors should teach the majority of our courses. Use of adjuncts is made only where special needs exists such as area of expertise, or short term shortage of qualified McGill professors to meet the objective of the 70 student maximum for courses or sections. One exception to this is in the Schools of Architecture and Urban Planning where considerable use is made of local practitioners to expose the students to working architects or planners.

A partnership was established in 1999 between the Faculty of Engineering and CUTL whereby an expert from CUTL was hired to spend one day a week in the Faculty engaging in mentoring programs for new staff to assist them in subjects such as course development and delivery. This person has also worked closely with the Committee on Teaching and Learning to develop workshops for teaching assistants and to evaluate various advances in technology for use in our classrooms. The use of technology in classrooms is a major consideration for the Faculty. The Dean has recently established a work group of four persons to report by April 1 on a laptop policy and program for the Faculty.

Curriculum management is carried out by the academic units of the Faculty working with the Faculty Academic Committee. Quality is assured through regular accreditation exercises. All engineering programs will undergo accreditation visits in October-November, 2004. The extensive documentation required for this exercise is being prepared and must be ready by June, 2004. The programs in Architecture will be visited for accreditation in 2005, and those in Urban Planning in 2006 or 2007. No evaluations of our graduate programs have been carried out since the Cyclical Review Process ended at McGill. Consideration of some form of evaluation for these programs will be done after the accreditation of the undergraduate engineering programs is completed.

RESEARCH THEMES AND PRIORITIES

The Faculty Planning Committee has revised and expanded the list of strategic directions produced by Dr. Vinet in July 2003. This revised list is given in Appendix 2 where items in italics have been added by the Faculty of Engineering. The academic units involved are indicated. These are current areas of strength on which we wish to build. Funding for research in Engineering comes from a variety of sources including government, private sector, and philanthropic.

The Faculty has submitted an ambitious CFI proposal in the current competition. This proposal aims to establish a multidisciplinary design center to be used by all units of the Faculty as well as units in the Faculties of Science and Medicine. If the Design 21 proposal is accepted, this activity will occupy the Faculty for the next several years. Construction is an integral part of the proposal. Funds for this aspect will have to be raised privately. Identification of potential donors is underway, and solicitation will begin as soon as an answer is received with respect to Quebec acceptance of the proposal.

There is currently only one real active research center in the Faculty. The Center for Intelligent Machines will be strengthened in the space allocation process. The space audit shows the Center to be highly underspaced. Professor David Plant has submitted an FCAR/NATEQ application for a "Center for Advanced Systems and Technologies in Communications". The Center, to be based at McGill, will unite leading experts in communications systems at Quebec universities. 27 researchers from 5 institutions are included. This is an area of priority for the Faculty which will be encouraged by space allocation and

funding.

Several other centers are on the Engineering books. These are either inactive or only partially active. Reviews need to be done of these activities. It was understood that guidelines for the operation of centers were to be set out, and that these would allow for the closing of inactive centers. The Faculty awaits these guidelines before taking further action.

ACADEMIC RECRUITMENT PLAN

Progress with academic recruitment has been excellent to date. Since 1999 approximately 30% of the academic staff has been renewed with particular emphasis on the Department of Electrical and Computer Engineering and Chemical Engineering. However, as stated in the budget narrative, the Faculty has more or less stood still with respect to growth in is professoriate. The main beneficial effect of the renewal has been the hiring of bright young staff who are setting new research themes and attracting significant numbers of graduate students.

Bridging plans have been most successful in allowing smooth transfer of teaching responsibilities, and in allowing units to maintain their research strengths without interruption. Several approved positions remain to be filled. Units are working on these and it is expected that they will be filled by September 1, 2004.

The academic units are in the process of defining additional academic staffing needs. Some are listed in the budgetary request section of this report, and others will surface as the compact definition becomes more precise. Particular emphasis needs to be placed on the units with more senior staff in order to ensure that they maintain excellence. Such units include Civil Engineering, Materials Engineering, Mining Engineering and Architecture. It is to be noted that both the School of Architecture and the Department of Mining, Metals and Materials Engineering have no assistant professors.

The Faculty has been only moderately successful in use of its CRC allocation, particularly its Tier 1 Chairs. To date, we have used 2 Tier 1 chairs and 4 Tier 2. The Department of Chemical Engineering has used the CRC program the best in its restaffing with two tier 2 chairs and one application currently being reviewed. Mechanical Engineering has used two chairs and ECE, one.

Immediate plans for use of CRC include a Tier 1 in the Mining Engineering Program to lever a recent $800,000 donation from BHP-Biliton. The CRC and the donation will allow the mining engineering program to establish itself as one of the few academic centers in mine optimization. In addition, the materials program is in the process of recruiting a candidate for a Tier 2 chair, and the Department of Mechanical Engineering will submit an application for the April, 2004 competition from its recent hire in the nano technology area.

The start-up funds supplied from the academic renewal fund appear to be sufficient when combined with Faculty and Department contributions. The Faculty of Engineering has made good use of the New Opportunities Program of CFI. In most cases, much of the University provided start-up funds are used to supplement the New Opportunities Funds, resulting in significant amounts of start-up monies for new staff.

A major priority in the coming capital campaign is the development of endowed chairs in many areas of the Faculty. A priority list, prepared in preparation for the campaign, summarizes the endowed chairs which the Faculty will seek. This list is appended as Appendix 3.

The School of Architecture, in particular, makes use of non tenure track professionals. The recent move toward creating a non tenure track professional stream in the University is most welcome, and will allow the Faculty to engage persons who wish to develop a part time academic career. All of the engineering units make use of non tenure track staff, as needed, to provide special course material, or to make up for lack of full time staff to keep the class and section size to the objective of a 70 person maximum.

RESOURCES AND SUPPORT

    a) Support Staff Requirements

The following are immediate needs for support staff. It needs to be underlined that the CFI grants received by staff provide significant equipment but no technical support. As a result, there is an increasing need for technical support to allow the most effective use of the laboratories created by this program.

- One FIS person per engineering department with one person to be shared by the School of Architecture and the School of Urban Planning.
- Base budget support for the FIS and CIS persons at the Faculty level.
- Systems support persons for research areas (2 in ECE and one in Civil Engineering).
- A department grant preparation support person in the two largest departments (ECE and Mechanical Engineering).
- One technical support person for the nano-fabrication facility in ECE.
- One laboratory technician in Civil Engineering to manage and supervise the undergraduate laboratories.
- One support staff to deal with graduate student applications in the Department of Electrical and Computer Engineering. Currently this department has the largest number of applications for graduate work of any in the University.
- One support staff to deal with graduate student applications in the Department of Mechanical Engineering.
- Support person to be shared between the School of Architecture and the School of Urban Planning in the area of urban design.
- One full time technician with expertise in urban system modeling to support teaching and research laboratories in the School of Urban Planning and the Department of Civil Engineering.
- One full time technician in the area of electron optics to support the EM Facility in the Wong Building, and growth in the materials area.
- One full time technician with expertise in molten metal handling to support research and teaching in liquid metals in the Department of Mining, Metals and Materials Engineering.
- One technical position to support a new research activity in computational biomaterial science in the Department of Chemical Engineering.

    b) Infrastructure and Space Considerations

A space audit of the entire engineering complex was performed in Spring, 2003, and has recently been corrected. The audit includes both pre and post Trottier Building calculations. Academic units were asked to provide information on planned growth, and this was incorporated into the audit. The major conclusions of the audit are as follows:

        a. Approximately 40% of the planned growth (mostly in the research areas) could be incorporated into the present complex if more efficient use of existing space were made.

b. Virtually all of the planned growth could be incorporated into the present complex if units with no significant direct relationship with Engineering were moved elsewhere. There are two such units: the Department of Earth and Planetary Sciences and the School of Occupational Health (Faculty of Medicine).

c. The Faculty of Engineering is significantly "over-classroomed" especially with the Trottier Building coming on stream.

The Faculty has an active space committee which began to tackle these considerations in September, 2003 in the following way:

- Each academic unit is considering how it could better use its space in light of the recommendations contained in the space audit. Proposals which require renovations have been submitted and will be included in the coming capital alteration request. Significant partnering with the University will be required since the amounts needed will far exceed the normal capital alteration budget of the Faculty. Of most immediate concern are renovations of vacated space in the McConnell Building to accommodate new staff in Electrical and Computer Engineering. A wet laboratory used for micro-electronic research and nano research needs to be relocated to basement space for safety reasons. A multi-year plan will be worked out with the Planning Office to provide funding for these changes. A large part of the indirect costs of research allocation is also to be earmarked for renovations associated with research.

- A four person work group has been set up to study the question of closing certain classrooms and using the space for research laboratories, offices, or other purposes. This group is to provide initial recommendations by February 1, 2004.

- The Faculty will work with the University Planning Office on the question of relocation of the two units mentioned above. Note that the School of Computer Science would remain in the complex as it has strong links to teaching and research activities in Engineering.

BUDGETARY NARATIVE

The following is the faculty's budget history over the last five years:

99/00   Cut of $197,500. Funding allocated for MMM program used to reduce cut.
               Discretionary allocation: $260,000 designated for academic positions in ECE, Mechanical and Chemical and support for Materials Science lab

00/01   Cut of $59,800. Funding allocated for MMM program used to reduce cut to $37,000
               Discretionary allocation: $150,000 for TA's

01/02   Cut of $204,900 due to decreased enrolment at graduate level
               Discretionary allocation of $325,000, of which $170,000 undesignated

               Unprecedented hiring in all units; recovery from unfilled slots to pay for research start-up funds

02/03   Increase of $54K
               Discretionary allocation of $174,300 of which $94,300 is designated for support positions. Research start up funds now provided by Provost's Office.

03/04   No change

For nearly a decade it seems that the Faculty has been running very fast only to stand still in terms of staff numbers and budgets.   Since the 94/95 session, the Faculty lost, either through retirement, resignation or death, 56 academic positions. With the 03/04 session, and even with the influx of funds for academic renewal that has occurred such as 9 new positions in software engineering, and 3 in nano-technology, we will have hired 55 new staff. We are still down one, although there are 7.5 approved vacancies to be filled. When these are all filled, the Faculty will still have only 6.5 more academic staff than a decade ago. Over this decade, an additional undergraduate program has been added (software engineering) and significant increases in graduate student numbers have been seen.

Needless to say, with the budget cuts that the faculty sustained, there was no growth in other areas. In fact, in the 01/02 budget year, the Dean's Office recovered funds in unfilled academic slots in order to provide research start-up grants for new staff. This reduced even further the ability of departments to meet extraordinary expenditures.   Start-up funds for new positions are now covered by the V-P Academic, although start-up funding for replacement positions remains a faculty responsibility.

Budget supplements for teaching assistants helped, particularly in light of the collective agreement; however many departments continue to face a shortfall in TA funding.

Two areas which were neglected de facto were non-salary items ($590K of total budget of $15.6M) which constitute a small portion of the budget, and funds allocated for support positions.

Of the discretionary operating funds which were not targeted to specific areas, with the 2002/03 budget, the faculty was able to redress some of the underfunding.

- The MMM program was put on a more solid financial footing, with the restoration of operating funds which had been used to meet budget cuts. Alumni funds were used to support the program in the interim.
- Four new support positions were created in various units of the faculty.
- The budget for exam invigilators was increased to reflect the actual hiring that was taking place.

The faculty had to rely on other sources of funds to put into place other initiatives such as the appointment of a full-time building administrator to look after the engineering complex. This position was deemed necessary because of the size of the complex and the seeming inability of other areas of the university to properly manage our buildings.

Our development and alumni relations office has doubled in size, funded in part by central DAR, with the faculty contribution ($159K) coming entirely from funds donated by alumni. Alumni funds have also made possible the funding of student projects ($40.5K last year) which otherwise would not have been possible.

To establish the satellite office of OTT which assists professors with preparing contracts and grants we were fortunate to have funds donated by Gerald Hatch. These funds are now exhausted, but fortunately can be replaced by the grant for indirect costs of research.

The biggest area of concern lies in our inability to provide adequate support services for our teaching staff. An already deteriorating situation was exacerbated by the introduction of new systems such as Banner FIS with the result that our teaching staff is being asked to take on more administrative

responsibilities at the expense of teaching and research. The appointment of a FIS Trainer and Liaison Officer has helped in the short term, however, in the long term most units in the faculty will require an additional support position to assist professors in managing their finances. At the faculty level, both the SIS and FIS Trainer positions need to be retained to provide ongoing system support to the units.

Another area where departmental resources are strained to the breaking point related to the admission and registration of graduate students. All of these activities are handled at the departmental level, with no portion of the application fee being returned to the department. The level of activity is expected to increase as our new hires integrate into the faculty and start accepting graduate students.

In addition to the regular operating budget, the Faculty also receives funds through donations. In the past year, these totaled $5,280,672, the large part of which was designated for specific projects. Only $293,111 found its way as unrestricted funds into the Faculty. Of this amount, $159,000 was used to support the DAR office in the Faculty.

BUDGETARY REQUESTS

The Faculty has the following preliminary, but very real, needs.

- 22 support personnel as listed above to support the overall teaching and research priorities of the Faculty.
- Full salary support for a third development officer in the DAR Office of the Faculty. Fund raising will become an even greater priority of the Faculty as we move toward a capital campaign. Should the CFI *Design 21* project be approved, significant major fundraising will have to begin immediately.
- Capital alteration support to partner with the Faculty for renovations in the Engineering Complex as recommended by the space audit. The exact amount for 2004-05 should be known by mid December, 2003.
- Promotional increases (6%) for promotion from assistant to associate professors. These used to be covered from central funds but are now the responsibility of the faculties. The academic renewal program has led to significant hiring at the assistant professor level. Increases of $6-10k are likely for large numbers of staff in 4 to 5 years time. It is not obvious how the faculties will be able to cover these.
- Complete renovation of the studio space in the School of Architecture to bring it up to date with the modern architectural office. This will require the acquisition of studio furniture and equipment for approximately 250 studio "workstations". Likely cost, approximately $500,000.
- Installation of a proper HVAC system in the Macdonald Harrington Building to improve working conditions during the summer months. This would allow expansion of our summer programs in this space and would help to alleviate the space shortage.
- A full time academic position will be required to support the Master of Urban Design Program. This program is currently under development. The position is likely to be needed by 2005.
- A full time academic position in infrastructure renewal to be shared with the Department of Civil Engineering, the School of Urban Planning and the MSE.
- Establishment of a laboratory in interfacial engineering in the Department of Chemical Engineering. Estimated cost $840k of which $700k will be obtained from a CFI grant.
- Support to allow the Faculty to retain the services of one person-day from CUTL for the purpose of teaching improvement for both professors and teaching assistants.

- A full time academic position in transportation engineering to build on our current expertise in this area. This position will be shared by the Department of Civil Engineering and the School of Urban Planning.
- Re-equipping of research and teaching laboratories in the Department of Mining, Metals and Materials Engineering at an estimated cost of $400,000. The four major laboratories that are involved were last equipped in the 1960's and 1970's.

1.5.2 Strategic Planning in the School of Architecture

Strategic Planning in the School generally addresses four main areas of activity: academic programs, academic staff renewal, non-academic staff renewal, and physical resources.

i) Academic Programs

Curriculum review is an ongoing process that falls within the mandate of the School's Curriculum Committee, which normally meets three times per semester. In the fall of 2001, the Curriculum Committee was mandated to undertake a detailed and systematic review over the 01-02 session of the Visiting Team Report, and to develop specific recommendations addressing the deficiencies and concerns identified by the Visiting Team. The Committee's recommendations and subsequent action by the School are summarized in Section 2. Program Response to Previous Team Visit.

The curriculum and study plan of the B.Sc.(Arch.) program have been slightly reorganized as part of a longer-term plan to rationalize and upgrade engineering content and to strengthen course offerings in structure, landscape, ecology and sustainable design. Two new first year courses, *Architectural Structures* and *Digital Representation*, have been added; the sequence of courses in History of Architecture has been increased from two to four; and a new second year course, *Energy Environment and Buildings*, has been expanded to include more material on sustainability and building systems.

The curriculum of the M.Arch. I (Professional) program has also been reviewed and reorganized to shift technical content down to the undergraduate program and to free space in the graduate curriculum for elective courses; two courses in Urban Planning have been combined into a single expanded offering, and the new course *Professional Practice* has been expanded and revised to incorporate relevant material from *Professional Practice II*, as well as *Specifications and Building Costs* and *Engineering Economy*. The credit weight for *Design Research and Methodology*, the pre-thesis studio, was raised from 4 to 6, and the credit weight of *Architectural Design II*, the thesis studio, was increased from 8 to 9.

A proposal for a new Master of Urban Design program, to be offered jointly by the Schools of Architecture and Urban Planning in partnership with the Schools of Architecture, Landscape Architecture and Urbanism at the Université de Montréal, is in the planning and approval process. This represents a major opportunity for McGill to develop teaching and research programs in an essential area of design, and may develop interesting options for joint degree programs by qualified students.

ii) Academic staff renewal plan – 2005-2007 (prepared September 05)

1) Background

A professional architectural program requires teaching expertise based on professional as well as research credentials. We deliver our teaching and research programs with a faculty complement that includes 12

full-time and 35-40 part-time appointments. The complement of part-time faculty, mainly Adjunct Professors, teaching design and other specialized courses is an essential source of both scholarship and professional expertise; it represents an essential link with the profession and, it must be noted, allows us to improve significantly the gender balance among our teaching staff. However, the budget for part-time teaching has failed to keep pace with the incremental improvements to full-time salary allocations, and must be upgraded to reflect current demands and expectations.

Current initiatives call for a range of part-time appointments, including part-time permanent 'professor-in-practice' positions, allowing us to deliver programs with the involvement of practicing professionals operating in a new kind of relationship between the profession and the University.

Strategic partnerships and joint appointments may be appropriate if we are to enhance the profile of the School in certain areas of scholarship and professional expertise. The School has been actively involved in the preparation of the Faculty's Design 21 program. In addition to traditional links with Civil Engineering, and recent collaboration with Urban Planning in the development of a joint program in Urban Design with UdeM, the School has built new partnerships with Mechanical Engineering (NSERC Design Chair in Design for Extreme Environments), and with ECE (Design 21, faculty wireless network and new laptop policy). Potential partners, in addition to Urban Planning, include:

- McGill School of the Environment (Sustainable Design)
- Mechanical Engineering (Sustainable Design)
- Electrical and Computer Engineering (Visualization and Virtual Environments)
- Faculty of Medicine (Healthcare Design)

The two recent retirements from full-time teaching – Bruce Anderson (August 31, 2003) and Rad Zuk (December 31, 2003) – are faculty who were actively involved in the professional program, and more significantly, in studio instruction, in addition to their other teaching and research responsibilities. Professor Zuk was appointed Emeritus Professor in 2004 and continues to teach on a part-time basis.

Professor Zuk's salary slot is presently covering the salaries of two half-time-equivalent positions, Howard Davies and Julia Bourke. Professor Bourke's salary is also complemented with funding from the new NSERC Design Chair in Design for Extreme Environments (Prof. Jorge Angeles, Mechanical Engineering, Director). Professor Anderson's salary slot was used for two years to cover the early retirement settlement negotiated with the University, but is now open.

2) New appointments: three full-time positions

It is proposed that Professors Anderson and Zuk be replaced at the level of Assistant Professor by candidates with the professional and research credentials that protect the tradition of design teaching in the School and the professional accreditation of the program, as well as key research areas. New appointments should support research and teaching initiatives in sustainable design, urban design and landscape architecture, cultural landscapes, virtual environments, and heritage and conservation. Since Professor Zuk's salary slot is being used to cover the two half-time equivalent positions, additional funds will be required to cover these two appointments ($80k).

A third full-time position, appointed jointly between Architecture and Urban Planning, will be required to support the new joint Master of Urban Design initiative with Université de Montréal and the City of Montreal.

3)   New appointments: two half-time positions

Secure at least two permanent 'professor-in-practice' positions. ($80k)

4) Faculty Planning and the Compact

The proposals presented to the Planning Committee in 2004-05 identified the need for new positions in four strategic areas. Sustainable Design could include Building Science as an area of specialization. Expertise in Virtual Environment Modeling could be seen as a fifth specialization, or as a fundamental prerequisite for each of the positions, regardless of the main area of expertise.

Project 1	Urban Design
Description / Objective	Create a Master of Urban Design program with a strong research base, jointly with the Université de Montréal: (1) get program approved by Québec, (2) hire a new professor, joint appointment between Architecture and Urban Planning.
Collaboration	McGill: Architecture and Urban Planning; Université de Montréal: Architecture, Urban Planning, Landscape Architecture
Request	**1 joint faculty position with Urban Planning: $70,000 + benefits**
	1 half-time administrative position: $ 20,000 + benefits
	5 graduate student fellowships at $ 10,000 each: $ 50,000/year

Project 2	Sustainable Design
Description / Objective	Develop a new graduate option in Sustainable Design in the professional and post-professional M.Arch. programs. Integrate within undergraduate professional curriculum. Build on the NSERC Design Chair in Extreme Environments.
Collaboration	Urban Planning, Mechanical Engineering, Civil Engineering, MSE
Request	**1 joint faculty position with MSE (Mech Eng?): $70,000 + benefits**
	1 half-time administrative position: $ 20,000 + benefits (shared with projects 2)
	3 graduate student fellowships at $ 10,000 each: $ 30,000

Project 3	Cultural Landscapes
Description / Objective	Develop a new option within the M.Arch.II Housing program and a new PhD stream in "Cultural Landscapes." This area of specialization falls within existing programs and therefore requires approvals at the departmental, faculty and university levels.
Collaboration	Geography (Olson), McCord Museum, could be related to proposed 'Heritage' Chair with links to Engineering, Arts, Law
Request	**1 joint faculty position: $70,000 + benefits**
	1 half-time administrative position: $ 20,000 + benefits (shared with projects 3)
	3 graduate student fellowships at $ 10,000 each: $ 30,000/year

Project 4	Heritage Chair
Description / Objective	Develop a new graduate option in Heritage and Conservation. This is linked to initiatives by former Principal Bernard Shapiro and recent discussions between School faculty and representatives of Parks Canada and Heritage Canada.
Collaboration	Engineering, Arts, Law
Request	**1 joint faculty position: $70,000 + benefits**
	1 half-time technical position: $ 20,000 + benefits
	3 graduate student fellowships at $ 10,000 each: $ 30,000

iii) Non-academic staff renewal plan – 2005-2007 (prepared September 05)

Anomaly adjustments to the present salaries of clerical, technical and administrative staff are urgently needed. Salary increases recently awarded to the new Administrative Coordinator and the Student Advisor have been provided from the fund for part-time teaching; this is only a bridging mechanism. New support positions required include:

1. **administrative**: a new entry-level position to support an expanded operation (reception, general secretarial, support for adjuncts and other part-time staff)) and also free the Student Advisor for more effective counseling, colleges and schools liaison, recruiting, admissions, exchange program and other related activities. (required: $30,000)

   The additional demands on administrative staff resulting mainly from the recent expansion of the professional and graduate programs have been managed in the last few years with the temporary bridging support of a casual (work/study) appointment in the administrative area and considerable amounts of voluntary overtime on the part of the Student Advisor and Graduate Program Secretaries. A new permanent position will allow us to remedy a problem identified in our last accreditation exercise as a serious threat to the effective and appropriate management of the School.

2. **administrative**: a new entry-level position to support the proposed joint program in Urban Design, shared between Architecture and Urban Planning. (required: $30-35,000)

3. **technical** (workshop): the workshop technician's position, now .75 FTE, should be formally upgraded to full-time. (required: an additional $10,000). Although this position was for all intents and purposes upgraded to full-time two years ago, the additional salary required has been drawn from teaching monies; this is only a bridging mechanism.

   Upgrading the position to full-time would achieve three objectives:
   i) Firstly, it would support the recent expansion of the School's graduate programs, in particular, the new summer component of our streamlined 12-month post-professional M.Arch.II programs.
   ii) Secondly, it would present opportunities for significant savings by the Faculty of Engineering in small scale construction projects requiring routine painting and carpentry, which could be coordinated by the Faculty Building Manager and carried out in the School's recently relocated and well-equipped workshop; in fact, we could very likely recover the entire extra salary allocation in two or three projects.
   iii) And thirdly, it would acknowledge the fact that most, if not all, of the woodworking requirements of other Faculty of Engineering workshops are now satisfied in the School of Architecture facility.

4. **technical** (workshop and general school): a new entry-level position shared between the workshop and general operations (studios, labs, crit rooms, exhibition room). (required: $30-35,000). This position could also be shared between Architecture and Urban Planning.

   The nature of the teaching environment in a School of Architecture, specifically, the network of studios and crit, exhibition and seminar rooms requires logistical and custodial support – from emergency duct tape to special furniture setups for project presentations – that are well beyond the capacity of the University's custodial resources. In addition, the presence of only one support staff in the workshop makes us extremely vulnerable in the event of accident or illness. A second person makes it possible to preserve access to the workshop, an essential teaching resource, and provides

additional security during periods of peak usage.

iv) Physical resources

1) Studio furniture

In spring, 2000, the Faculty and University approved a proposal for the phased replacement of traditional drafting tables and reference desks in the studios. In the summer of 2000, 44 new workstations were built, and 90 reference desks redesigned and rebuilt on the existing steel frames. Both the new workstation and the modified reference desk were designed to provide secure storage for personal computers.

In the summer of 2005, 46 new workstations were installed in the first year studio with a major gift from the Class of 1977. The new model is a variation of a commercial workstation, but incorporates open shelving and lockable storage, an adjustable drafting board, and a movable side table for computer work or model-making. The intention is to replace all studio furniture with the new model, or equivalent, at a rate of 50 stations per year.

2) Space

The School acquired approximately 320 square metres of new space in the basement of the Macdonald-Harrington Building – this basement is on the same level as the service courtyard at the rear of the building, and is therefore grade-related – when labs vacated by Mining and Metallurgical Engineering in 1996 were renovated by the Faculty in 1998. A proposal submitted to the Faculty for the relocation of our workshop facilities to this level was approved, with funding, by the Faculty and University, and implemented in the spring and summer of 2001. This liberated valuable space on the main entrance level for expanded studio facilities and a new exhibition room. Space liberated on the third floor now accommodates the expanded M.Arch. I (professional) studio.

A recent proposal to renovate 340 square metres of space on the second floor of the School was approved by the Faculty and University, and renovations are underway this fall. The project relocates obsolete darkroom and archive space from the second floor to the basement and ground floors, and develops the liberated space on the second floor as state-of-the-art studio space for the graduate programs, with 4 new offices and 3 new seminar rooms. This project reclaims underutilized space in a prime area of the School and consolidates studio and seminar facilities for students in our post-professional graduate programs. In addition, studio space liberated by one graduate studio on the fifth floor will be allocated to the professional program. The grant from the university and faculty enabling this much-needed transformation is much appreciated. The new space should be ready for occupancy in January 2005.

1.5.3   Strategic research planning

The Faculty of engineering *Compact 2005,* which was prepared in 2004-05, integrates the Faculty's Strategic Research Objectives with academic and physical resource planning. The *Compact* has been included in Volume 2, Supplemental Information.

2 Progress since the previous site visit

2.1 Summary of responses to team findings

2.1.1 Conditions not met

The VTR identified five Student Performance Criteria as 'not met'. The discussion below includes, in italics, the School's formal response to the assessment by the Visiting Team, as well as a summary of actions taken to date.

11. Non-western traditions
We considered that non-western traditions are addressed mainly in three courses: Architectural History I and II, and Landscape, as well as in certain electives, such as History of Housing and Summer Course Abroad. However, given the extent of the School's links in teaching and research with India, China and the Middle East, this could be pushed much further, and could, in fact, be a real strength of the program.

• Revisions to the History of Architecture course sequence expand content addressing non-western traditions, particularly in Architectural History I.

13. Environmental Conservation
We had identified this criterion as addressed in several courses, and particularly in the new Landscape course. However, greater focus is clearly necessary, and ongoing discussions with the McGill School of the Environment regarding joint course offerings may lead to interesting possibilities in this area of practice and study.

• The second year design studio, consisting of four separate sections under the direction of four teams of instructors, includes a common lecture series and identifies 'site and landscape' as one of several themes common to all four sections. In 2003-04, one of the four required studios at the second year level explored landscape as a theme, and was organized around a joint exercise with the School of Landscape Architecture at Université de Montréal.
• A new course, *Energy, Environment and Building*, has been developed by Adjunct Professor Carl Mulvey with a grant from the National Research Council, under the direction of Professor Avi Friedman, and was offered for the third time in Winter 2004. The course complements *Organization of Materials in Building*, which is offered in first year, and *Advanced Construction*, which is offered in parallel with the final thesis. The new course description reads:
> *Exploration of the interrelationship between energy, the environment, buildings, and people; case studies drawn from both contemporary and historical architectural precedents; principles of sustainable design; consideration of energy and environmental awareness as essential parameters in architectural design.*
• The first semester of the professional Master's program in fall '02 addressed issues related to sustainable design in the university context. Professor Julia Bourke coordinated a team of experts in sustainable building who worked with the M. Arch. I class on research in sustainability leading to detailed design proposals for new university buildings.
• Professor Bourke's new responsibilities in relation to her role with the NSERC Design Chair in Design for Extreme Environments include the development of an integrated curriculum addressing issues of sustainability and green design. In the fall of 2003, she offered a third-year studio addressing these issues and in the winter of 2004, a multi-disciplinary seminar course focusing in more detail on selected topics in this area of research. The studio explored the opportunity to broaden the focus of architectural

design beyond the conventional definitions of the field. On the level of inter-professional collaboration, a consulting engineer was invited to provide regular input to the architecture students during the term. On the broader level of inter-disciplinary collaboration, a network of six McGill University courses was created, with architecture as the hub, around a single theme and client: MUCS, a McGill student organization dedicated to building a sustainable housing project of approximately 200 units for McGill students and other residents in Montreal. A series of workshops, discussion groups and presentations were offered throughout the term; research was disseminated via the School of Architecture web-site (see courses on-line-405 j.bourke), and students' final output was shared both within the class and with the client group.

14. Accessibility

The course Building Regulations and Safety addresses accessibility and barrier-free design as a lecture topic, in assignments and on the exam; in addition, numerous studio courses, starting in the second semester of first year, emphasize and call for the development of design projects as universally accessible.

• Barrier-free design remains an essential component of the studio program at all levels, and continues to receive special attention in the course Building Regulations and Safety. Plans for 2005-06 call for the re-instatement of a collaborative exercise between students in Architecture and Occupational Therapy that introduces students to problems encountered in the built environment by persons with different disabilities.

22. Building Systems Integration

Given the number and depth of separate course offerings dealing with structure, environmental and service systems, life safety and building envelope, we agree that there should be clearer evidence in studio work of the knowledge acquired. However, we feel that the introduction in M2 of the new course Advanced Construction, which is offered at the same time as, and complements, the final design thesis, addresses this criterion, and we are presently examining the feasibility of a similar course, to be offered in the third year in parallel with the third year studio.

• The concept and fundamentals of building systems integration are introduced in the second semester of the first year studio and reinforced in the second year, when students work in four separate but coordinated studio modules under the direction of instructors working with a clearly defined set of common objectives. The compulsory studio sequence in the second year addresses four separate themes: building systems integration and principles of design; computer-aided design and representation; landscape; and building structure.
• The third year studio sequence introduces students to two of four potential instructor-teams. This is a highly professional studio calling for the comprehensive design of complex projects on real sites. Typical assignments explore specific building types – primarily institutional, residential, and mixed-use – and take advantage of competitions when possible. The content of each of the four studios has been adjusted to develop complementary issues addressing structure, building services and technical documentation, and sustainability.
• The new course, *Energy, Environment and Building*, developed by Adjunct Professor Carl Mulvey under the direction of Professor Avi Friedman with a grant from the National Research Council, was offered for the first time in Winter 2002 and is now a required course for all students. The course was revised in 2005 and expanded to include additional material on sustainability and building systems integration.
• The first term design studio of the professional Master of Architecture program is taught by teams of practitioners working under the leadership of full-time faculty, and explores problems related to

landscape, urban design and architecture. In the Fall of 2005, this studio was structured for the first time as an comprehensive exercise in design and documentation, involving the coordinated participation of a series of experts in urban design, landscape, structure, building envelope, and other areas.

• The course *Advanced Construction*, which supports the final thesis, requires that each student develop a clear position on structure, materials and building services in relation to the thesis project; this course is now taught in parallel with the comprehensive design studio in the first semester of the M.Arch. I program, and supports the development of research and appropriate documentation in sync with the evolution of the comprehensive design project.

27. Detailed design development

We considered this criterion to be well addressed in numerous studios, from the canopy project in the first semester of first year to the final design thesis, and, as you know, were surprised to find it now identified as not met. Two courses, Organization of Materials in Building (Professor Friedman: first year, second semester) and Advanced Construction (Professor Pearl: M2, with thesis), deal specifically with this criterion, in lectures and project work, and the entire body of work of the M2 class in the Advanced Construction course was presented in the Team Room. We understand and agree with the concern of the Team regarding the issue of the integrations of technics in studio work, but we saw it more in relation to criterion 22 than 27.

• A 'task force' that includes full- and part-time faculty involved in the delivery of courses addressing structure, building technology and building services explores opportunities for harmonization and integration of content with parallel studio exercises. The intention is to combine certain course offerings, where appropriate, and to concentrate the presentation of these courses in the B.Sc.(Arch.) program. Courses addressing building services are combined and more directly related to studio work.

• In addition to the actions identified in relation to Criterion 22, we continue to examine the potential for strategic linkages between studio and other courses in order to develop opportunities for the integration in studio work of material and ideas emerging from specialized offerings, for example Lighting and Mechanical Services.

• The fall studio of the first year professional M.Arch. program has been redesigned as a comprehensive exercise in design and documentation, involving a carefully structured series of interventions by experts in a variety of areas.

2.1.2 Causes of concern

The VTR also expressed concerns in relation to: the pedagogy of the professional Master's program; the development of critical thinking skills; the history component of the curriculum; gender and seniority imbalances in the teaching staff; the need for more support staff in certain key areas of operation.

1) Master's program

• The professional Master's program has been the subject of a process of continuous evaluation and adjustment in relation to the role of the final thesis. The final design thesis is structured as a sequence of 4 courses, the first three – *Design Research and Methodology* (6 credits), *Architectural Journalism* (1 credit) and *Advanced Construction* (3 credits) – leading to the fourth, the actual thesis project, *Architectural Design II* (9 credits), for a total of 19 out of 45 credits.

• *Design Research and Methodology* now includes conceptual and preliminary design as formal elements of the research program, and the role of the advisers has been expanded to implicate them

directly in the pre-design and conceptual design stages of the thesis research semester. Advisers are selected in the first month of the course and collaborate with the course instructors and students on research, programming, formulation of the 'thesis question' and preliminary design of the project. The course also includes a summer component that develops visual material for the initial design reviews in the first weeks of the final thesis semester.
• The first semester, or pre-thesis, studio of the professional Master of Architecture program continues to explore problems related to landscape, urban design and architecture. In the fall of 2001, the studio examined design for health care in Montreal, and in 2002, sustainable design in the university context. In 2003, the studio was based the architecture of urban festivals in an exercise examining urban design in Ottawa `and Montreal.
• In 2004, the studio explored urban design in Montreal in a joint exercise with Université de Montréal and UQAM, focusing specifically on the issues associated with the redevelopment of Peel Street, a major 'north-south' street that connects Mount Royal with the Lachine Canal. This studio forms a part of the new entente with the City of Montreal, and was structured as the first of a series of studios over several years exploring Montreal. Close to 100 students worked with staff and city architects to resolve a range of architecture and planning issues related to the development of Peel Street. The studio terminated with a design competition.
• In the fall of 2005, the studio was structured as a comprehensive exercise in design and documentation, involving a carefully scheduled series of interventions by a number of experts in a variety of disciplines.
• We are also examining a proposal to structure the professional M. Arch. Program around four or more areas of concentration, for example, housing, sustainability, conservation and general studies. The intention is to provide more focused opportunities for Master-level design and research, and to capitalize on resources available in the post-professional Master and PhD programs.
• Admission requirements for the M.Arch. I (Professional) Program now include a comprehensive portfolio from all applicants, including those with our B.Sc. (Arch.) degree.

2) Critical thinking

• The content of the first and second year studio programs has been revised to address more directly the concept of a critical position in architectural design. Continuing emphasis of the importance of critical thinking in studios at all levels of the program is complemented by the increased attention given to architectural theory and criticism in the expanded history of architecture course sequence.
• The Visiting Speakers and Exhibition programs are also seen as not only essential to our mission but as crucial to the development of critical thinking in the culture of the School. The budget and objectives of the Speakers and Exhibition programs have been dramatically increased in order to raise the level of architectural discourse in the studios, classrooms and hallways of the School.

3) History of Architecture

The sequence of history of architecture courses has been significantly revised and the number of mandatory courses increased from two to four. The content in each of the courses is thematically presented, providing a comprehensive view of the history and theory of architecture in a framework that, although not presented chronologically, moves the student from antiquity to the present day.

The first two courses are presented sequentially, in the fall and winter of the first year:
• *ARCH250 Architectural History I: The study of architecture in relation to landscape, urban form and culture, from Antiquity to the end of the Middle Ages.* Taught by Ricardo L. Castro.
This course covers architectural intentions in relation to site and landscape from Antiquity to the

beginning of the Renaissance. In the thematic presentations, examples from cultures other than Western include Japanese, Precolumbian-American, and the architecture of the great rivers – Egypt, Mesopotamia, India, China. The principal texts are P. Nutgens, *The Story of Architecture*, and Vitruvius, *The Ten Books of Architecture*.

• *ARCH251 Architectural History II: Overview of early 20th century architecture with emphasis on a thematic approach to buildings and cities, architects and ideologies. The lectures will examine the origins, development and impact of canonical figures and buildings of Modernism.* Taught by Adrian Sheppard.

This approach to 20th century architecture is intended to provide a well-rounded foundation for the practice of architecture in the 21st century. The main text for the course is William Curtis, *Modern Architecture since 1900*, and readings from Ulrich Conrads, ed, *Programs and Manifestos on 20th Century Architecture*.

The second two courses are presented sequentially, in the fall and winter of second year.

• *ARCH354 Architectural History III: General introduction to modern architecture in Western Europe from the Renaissance to the end of the 19th century. The course has a thematic approach drawn from selected ideas and works of Italy, France, England and Germany.* Taught by Martin Bressani.

Dealing with architecture as cultural and social action rather than autonomous artistic or technical enterprise, the course seeks to develop the student's ability to make design judgements that reflect an appreciation of a wider spectrum of responsibilities. Primary sources, selected readings and Bressani's book on 19th century architecture will constitute the main reading material for the course.

• *ARCH355 Architectural History IV: The study of architecture and cities in the postwar period. Emphasis on themes and approaches to architectural history.* Taught by Annmarie Adams.

The course places a definite emphasis on primary sources, and some 35% of the course material deals with the Canadian context. Nicholas Bullock's *Building the Post-War World*, Diane Ghirardo's *Design after Modernism*, and Jencks' and Kropf's *Theories and Manifestoes of Contemporary Architecture* are the principal texts for the course.

4) Gender

• We continue to redress, where possible, imbalances in gender in the teaching faculty. Approximately one third of our adjunct appointments are women, and approximately one third of the teaching faculty responsible for design studios are women.

• The new endowed lecture series, the Sheila Baillie Lecture in Architecture, celebrates achievement by women in architectural education and practice, and introduces students, male and female, to powerful women role models. The inaugural lecture was presented by Landscape Architect Cornelia Oberlander in spring 2002, the second by N-Architects, NYC, (Eric Bunge & Mimi Hoang) in fall, 2002, the third by Brigitte Shim, Toronto, in 2003, and the fourth by Louisa Hutton, Berlin, in spring 2004.

• The School of Architecture is a major partner in the Department of Mechanical Engineering's application to the National Science and Engineering Research Council (NSERC) for a new Faculty Chair in Design for Extreme Environments. The program, which supports new full-time and part-time positions in Mechanical Engineering and Architecture, respectively, was approved by NSERC in February, 2003. Professor Jorge Angeles of Mechanical engineering is the new NSERC Chair in Design for Extreme Environments, and Professor Julia Bourke was appointed to a new half-time position in the School of Architecture with teaching and research responsibilities in Architecture and Mechanical Engineering.

5) Non-academic staffing

• A temporary half-time clerical position has been added to the administrative staff, reporting to the

Student Advisor and liberating her for more advising- and management-related activity.
• The position of Chief Technician (Mr. David Speller) in the School's wood and metal workshop, formerly .75 FTE, has been upgraded to full-time. The new position addresses two objectives: it acknowledges and supports the recent expansion of the School's graduate programs, in particular, the new summer component of the streamlined 12-month post-professional M.Arch.II programs; and secondly, it presents opportunities for significant savings by the School and the Faculty in small scale construction projects requiring routine painting and carpentry, which could be coordinated by the Faculty Building Manager and carried out in the School's recently relocated and well-equipped workshops.
• In the summer of 2002, the Faculty of Engineering approved the School's proposal for a new support position in Information Technology and multi-media. The position was filled in July, 2003, and the new technician, Carrie Henzie, started in august, 2003. The difference between this position and the Photography Technician's position sacrificed in 1996 is that the new position combines expertise in digital and traditional media with the technical skills necessary to support the variety of equipment required for the successful operation of the teaching and research programs. The new position improves our ability to protect and archive student work and will accelerate the digital archiving of the School's slide collections; the position may also include curatorial responsibilities with the John Bland Canadian Architecture Collection.
• For further discussion on non-academic staffing, please see *Appendix.*

2.2   Summary of responses to changes in the CACB conditions

Although the revisions to the curriculum in the professional program were not generated by changes in the CACB Conditions or Student Performance Criteria, they are to a great extent consistent with certain of the recent revisions, most notably in relation to the increased emphasis on professional practice, integration of building systems, and the development of comprehensive design skills.

Major changes to the curriculum since the last visit have been outlined in the Executive Summary.

3   Compliance with the conditions for accreditation

3.1   Program Response to the CACB Perspectives

3.1.1 Architecture education and the academic context

The School of Architecture is one of seven academic units in the Faculty of Engineering, which includes five departments – Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Mechanical Engineering and Mining and Metallurgical Engineering – and two Schools – the School of Architecture and the School of Urban Planning. The Departments of Civil Engineering and Mining and Metallurgical Engineering are directly responsible for the delivery of approximately 23% of the course load in the regular B.Sc.(Arch.) program; the School of Urban Planning is responsible for the teaching of two courses (approximately 15%) in the professional M.Arch. program.

Faculty of the School collaborate on a regular basis in teaching and research with colleagues in other units of the university as well, most notably Social Work, Occupational Therapy, Mechanical Engineering, the McGill Institute for the Study of Canada, and the Faculty of Management. Faculty are also regularly involved in Doctoral examinations and joint supervision of graduate students working at the Master's and Ph.D. levels in Civil Engineering, Communications and Art History, English and in the Faculty of Music.

In addition, the School has been able to develop constructive partnerships for joint course offerings in a variety of disciplines. The elective course *Material Culture of Canada* ARCH350A is co-sponsored by the School of Architecture and the McGill Institute for the Study of Canada. The elective course *Enabling Environments* 580-442B is team-taught by staff in the Schools of Occupational Therapy and Architecture and is partially supported by an annual grant from the Jewish Rehabilitation Hospital. Discussions are underway between the Schools of Architecture and Urban Planning and the McGill School of the Environment, in order to develop a joint studio and other course offerings.

Faculty of the School of Architecture are also actively involved in the administration of the School, the Faculty and the University. The following University Committees are chaired by teaching staff of the School:
    Architectural Advisory, which reviews all major building projects underway in the University
    Gardens and Grounds, which supervises all planting and landscape design on campus
    Visual Arts Committee, which is the official curator of the University's extensive collection of
        painting and sculpture
    Green Building Workgroup of the SCPD Environment Sub-Committee
In addition, the School is well represented on all committees struck by the Building and Property Committee of the Board of Governors for the selection of architects for University projects.

Other University committees with involvement by staff of the School include:
    Senate Committee on Physical Development
    University Building and Property Committee
    University Capital Projects Committee
    University Appeals Committee
    University Grievance Committee
    University Tenure Committee
    University Toponomy Committee
    University Hall of Fame Committee
    University Special Libraries Advisory Committee

University Task Force on Physical Master Plan
Advisory Committee, McGill Institute for the Study of Canada
Advisory Committee, Redpath Museum
Faculty of Graduate Studies and Research Council
Faculty of Graduate Studies Advisory Group on International Research
Principal's Special Committee on Heritage
SCPD Green Building Task Force
Osler Library Board of Curators
Department of Hispanic Studies, Latin American and Caribbean Advisory Committee
School of Nursing Advisory Committee
Bellini Life Sciences Building Project Committee

The School is represented on each of the 13 standing committees of the Faculty of Engineering, and a number of staff also serve, on a regular basis, as advisors to the Dean on questions relating to design, planning and physical development in the Faculty.

The School has also been proactive in hosting academic and scholarly meetings and symposia:
• The hosted a very successful international research conference between May 22 and May 25, 2002: the Third Annual ARCC/EAAE Conference on Architectural Research. The conference was co-chaired by Professors Lucie Fontein of Carleton University and Martin Bressani of McGill, and co-sponsored by the Architectural Research Centers Consortium (an association of university-based research centers in Canada and the US) and the European Association for Architectural Education. Approximately 55 papers and special talks were presented by educators and researchers from North and South America, and Europe.
• The School hosted a special session of the Board of Directors of the Royal Architectural Institute of Canada on March 15. An open meeting of the Board with staff and students was followed by a reception with invited practitioners in the Exhibition Room.
• The School also hosted a two-day meeting of senior representatives of the architectural licensing and certification agencies of Canada, Mexico and the US in April, 2002. The purpose of the meeting was the development of a mutual recognition agreement for the practice of architecture.
• The School hosted a very successful international conference for the Northeast Region of the Association of Collegiate Schools of Architecture (ACSA) in October, 2002, under the direction of Conference Chair Professor Vikram Bhatt of McGill. 29 participants from 25 institutions in Canada and the USA presented 33 papers in a series of workshops moderated by McGill faculty members. The proceedings were published in full for distribution at registration.
• In October, 2002, the School hosted a meeting of the Editorial Board of the Journal of Architectural Education.
• In June, 2003, the School hosted the Annual Meeting of the International Network for the History of Hospitals, under the direction of co-chairs Professor Annmarie Adams of McGill and Dr. Keir Waddington of the School of History and Archaeology, Cardiff University. 20 papers were presented by scholars from institutions in Canada, the USA, the UK, Holland, France, Italy and Australia.

3.1.2 Architecture education and the students

Every effort is made to facilitate participation by students in extra-curricular activities on and off campus. On the first day of class, students are encouraged to get involved in the life of the campus and the city, to participate in sports programs and student society activities, and to take advantage of every opportunity to broaden their university experience (carpe diem). They are, at the same time, assured that the School will do what it can to see that curricular and extra-curricular activities are harmonized.

The School also supports with annual grants student participation in conferences, and in events and meetings organized by groups such as CASA (Canadian Architecture Students Association) and AIAS, the student affiliate of the American Institute of Architects.

Students are actively involved in the planning and decision-making processes in the School, Faculty and University (see Section 3.4.2), and participate enthusiastically in the intramural sports programs of the Department of Athletics. Typically, the School fields teams for flagball (touch football), soccer and inner-tube waterpolo.

Students play a significant leadership role in the organization and coordination of the School's public lecture series (Section 3.6.2), as well as a new series involving representatives of the profession leading lunch-hour seminars on their practice (3.1.4). The exhibition program (3.6.3) also benefits from students' commitment to raise the level of discourse in the School; several recent exhibitions have been the result of student initiatives, and certain annual exhibitions, for example, the work from Sketching School, are student-curated and mounted.

The annual Charrette, organized by the Canadian Centre for Architecture and held every October, provides another extremely effective mechanism for the bringing together of staff and students from the Architecture, Landscape Architecture, Design and Urbanism Programs at McGill, U. de M., Laval, Carleton, UQAM and Concordia.

This fall, *The Fifth Column*, the Canadian Student Journal of Architecture which was founded at McGill and is still produced in the School, celebrates the twenty-fifth anniversary of the publication of its first issue. This journal was, and continues to be, entirely student-managed; an editorial board comprised of students from every level of the program works with a faculty advisor on the design, assembly, thematic development and editing of every issue, which is traditionally launched with a School-wide vernissage. Since its launch in the fall of 1980, *The Fifth Column* has published approximately 40 issues, copies of which will be available in the Team Room.

The following document, prepared by the Architecture Students' Association for distribution to all students, summarizes their main programs and activities.

Architectural Students' Association: information and orientation

The Architecture Students' Association is a non-profit student-run society within the School of Architecture. As a student in the professional program in architecture, you are automatically a member of the ASA. The society serves as an organizational body for student activities and affairs, a voice for students in academic and university issues at McGill, and a link between other schools of architecture across the country.

Chaired by the President, the ASA is run by an Executive Council, which is composed of seven Vice President portfolios: External, Academic, University, Internal Affairs, Internal Events, Communications and Finance. Each class also elects a student Representative to sit on the Council, which meets biweekly.

We encourage all architecture students at McGill to participate in Council as well as make use of our many student-run programs, teams, organizations and events, some of which are directly run by the ASA:

The Architecture Café – Completely owned and operated by students, the Café is renowned on Campus for the variety and affordability of its foodstuffs. Students work weekly one-hour shifts.

Gallery 0 – Started by a small group of students only two years ago, Gallery O organizes a series of exhibitions of student and staff work to be displayed in our Café. Works can include anything from installation pieces to paintings to sculpture.

Brown Bag Lecture Series – Founded by a student, this weekly lunchtime lecture series features prominent local architects and designers who come to expose the students to various aspects of their field.

ASA Supply Store – Our Supply Store, also run by students, is stocked to meet most technical drafting and freehand drawing needs. Ordering of drafting supplies in first year is coordinated through the supply store for reduced prices.

ASA Handbook – The indispensable reference of all-important phone numbers for all faculty and students, issued at the start of each academic year. Designed and printed by our VP Internal Events.

ASA Update – A bi-weekly student journal by and for the School of Architecture student body, outlining current studio projects, what's going on in the field at large, team sports scores, interesting facts and games, and events within the school. Writers, editors, and photographers are always needed! One of the many ways to explore your other creative talents.

ASA Vending Machines – An ASA source of income, we have beverage and candy machines always stocked for your mid night munchies!

ASA Photocopier – Another source of income, an in-house photocopier, managed by students. Proceeds go towards funding ASA events.

Photo Lab – Extensive facilities for film developing, printing, and also a light room. Managed by staff and students.

Materials Lab – A new staff- and student-run addition to the school, this lab is an excellent resource for learning more about what goes into construction projects of all sizes.

Quality of Education Committee (**QEC**) – Chaired by the VP Academic, this committee is always a part of the School's Curriculum Committee, where the QEC works with professors and the Director to voice and address students' concerns regarding curriculum and program issues.

Habitat for Humanity – A student run chapter of the worldwide organization, this group of over 100 students helps out where it can. Past projects include renovating the Montreal Diet Dispensary and helping with the construction of duplexes in St. Henri. Last semester it worked on the renovations of La Maison de L'Amitie.

Team Sports – We all need to keep in shape, and what better way to do so than by kicking some butt! Architecture has seven organized teams in fall and winter:

Fall	Flying Butts	Flagball (F)	**Winter**	Bouncing Butts	Basketball (F)
	Architecture FC	Soccer (M/F)		Set Squares	Volleyball (F)
				AWOL	Broomball (F)
				Aquaducs	Water Polo (M/F)
				Manaba	Floor Hockey (M)

Architecture Pubnite – Every other week, the Café turns into a Pub for the School of Architecture. This gives everyone a chance to leave their studio for awhile, enjoy a beer, and mingle with older/younger students, friends, and faculty.

Talent Show – Once a semester, the VP Internal Events organizes the Talent Show; our chance to see what hidden talents we have…sing, dance, skits, the list goes on….

First Draft – Started two years ago, we now have an official day of initiation for all new students of the school. First Draft is a fun filled day where you get to meet the students you will be spending the next three years with! Usually, it is followed by the Welcome Party.

Parties! – Because everyone needs a break! We have several official school-wide parties over the course of the year: the Welcome party at the beginning of the school year, run by the ASA, the Halloween party, organized by the second-year studio, and the Valentines party, organized by the first-year studio. There is also the end of the year Banquet which closes the year with a semi-formal event.

As you can see, ASA has lots of activities and events that attracts students of all years (both undergraduate and masters). If you have any questions at all about ASA, or student life at the School of Architecture, don't hesitate to ask! You can e-mail: ASA_pres@hotmail.com.

Student involvement in the university and community

3.1.3 Architecture education and registration

The School enjoys a collegial and constructive relationship with the Ordre des Architectes du Québec (OAQ) and the Royal Architectural Institute of Canada (RAIC). The President of the OAQ now meets the first year class in the fall, and a representative of the OAQ meets every class in the Professional Practice I course, at which time they are introduced formally to the procedures for certification and licensing. One of the criteria for admission to the professional program remains six months of relevant practical experience (See section 3.6.4 iii), and for many students this connection with the profession at the end of their first year provides the foundation of an important framework for studies in the upper years.

Graduates of the program are working all across Canada and the US, as well as in Europe, Hong Kong and China.

3.1.4 Architecture education and the profession

The architectural profession, represented by a large core group of adjunct professors and studio critics drawn from practice, plays a significant and vital role in the School, in relation to both teaching and the development of role models. In the 2005-06 academic year, more than 35 architects participated as studio teachers or course lecturers; an additional eighty persons, most of whom are architects, landscape architects or planners, participated as visiting critics or guest lecturers. Although not all studio instructors are registered, registered architects are involved in the planning and delivery of every design studio.

The minor reorganization of the program required for the introduction of the professional M.Arch as the first professional degree provided a significant opportunity for the reinforcement of professional content in the curriculum. A second course addressing issues in Professional Practice was added, and the requirement of six months of professional experience remains an important requirement for admission to the professional M.Arch. program.

Visiting lecture series also provide an important point of contact for students with the profession. The most important of these series is our regular evening program, which runs in both the Fall and Winter. See section 3.6.2 for a list of visiting lecturers. But students are also invited to take advantage of three other kinds of opportunity for contact: the first is the Mardis-Verts Lecture Series, an informal series of evening lectures organized by the Environment and Architecture Committee of OAQ and hosted by the School; the second is the very popular Brown Bag Lecture Series, and the third are the regular lectures hosted at the School by the Quebec Chapter of the Canada Green Building Council.

In the Fall of 2000, in response to requests from students for more structured opportunities to interact with the profession, a committee of staff and students launched a new lectures series, titled the Brown Bag Lecture Series. This is, as the name suggests, a lunch hour event, and has been formatted to provide presentations of forty minutes with discussion periods of twenty. By the end of the semester, as many as ten men and women practicing in the Montreal area will have discussed their practices and concerns with students in an atmosphere of respect and attentive inquiry. The program, a student initiative, is presented

in the fall and winter semesters.

3.1.5 Architecture education and society

The School enjoys a long tradition of responsible involvement and creative activism in the larger community. Recent discussions and public consultations in which faculty members and students have participated include: the debate around the proposal to merge the five McGill University teaching hospitals and relocate them to a new superhospital on a new site, and the recent proposal by the City of Montreal to institute a formal mechanism for public consultation on all major projects in the city. Students have played active roles in these events, and in other arenas.

One of the most significant of students' community-oriented activities has been their role in relation to the Habitat for Humanity program, and the formation of the McGill chapter, which has led to on-site engagement with client groups in both Canada and the USA. This initiative has done much to increase the profile of the architecture students themselves, and the School, on campus. The McGill Chapter was established under the leadership of four undergraduate students, Karen Wan, Mike Hoehenwarter, Raefer Wallis, and Sherry Poon. Their work with Habitat in Montreal has included design and construction for the Montreal Diet Dispensary, fund-raising, and sensitization of the public to the problems of sub-standard housing and the plight of the homeless. Their activities – which include a winter camp-out on the lower campus to generate funds for the homeless – reflect a passionate interest in the profession and a conviction that architects have a powerful role to play in the development of a humane and sustainable environment.

Faculty members of the School also continue to serve the professional and business community in numerous ways, as practicing professionals and as members of a wide variety of committees and advisory groups, including:

Health Care Technology & Place Training Program, University of Toronto (Adams)
College of Reviewers, Canada Research Chairs (Adams)
J. Paul Getty Postdoctoral Fellowships in the History of Art and the Humanities (Adams)
Graphic identity committee, Vernacular Architecture Forum (Adams)
Accreditation team chairs, Canadian Architectural Certification Board (Bressani, Covo)
Accreditation team member, Canadian Architectural Certification Board (Adams)
Study Centre Consultative Committee, Canadian Centre for Architecture (Bressani)
Association of Collegiate Schools of Architecture, Faculty Representative (Castro)
Research grant evaluation, Social Sciences and Humanities Research Council of Canada (Castro)
President, Canadian Architectural Certification Board (Covo, to November 04)
USA, National Architectural Accreditation Board (NAAB) (Covo, to November 04))
Task Force on Syllabus Program, Royal Architectural Institute of Canada (Covo)
Comité de Formation, Ordre des Architectes du Québec, CREPUQ representative (Covo)
Canadian Council of University Schools of Architecture (Covo)
National Advisory Council, Office of Energy Efficiency, Natural Resources Canada (Friedman)
National Advisory Board, Habitat for Humanity, Canada (Friedman)
Renaissance Liaison Committee, City of Cornwall (Friedman)
Royal Canadian Academy of Arts (Mellin)
Heritage Foundation of Newfoundland and Labrador (Mellin)
Advisory Board, Institut de recherche en histoire de l'architecture – IRHA (Montreal) (Pérez-Gómez)
Ville de Montréal : Comité d'architecture et d'urbanisme (Sheppard)
Architectural Advisory Committee, Société Immobiliere du Quebec (SIQ) pour la refection du Vieux-Palais de Justice de Montréal (Sheppard)

Architectural Advisory Committee, Société Immobiliere du Quebec (SIQ) pour la refection de l'Institut du tourisme et de l'hotelerie du Québec (ITHQ) (Sheppard)

Comité aviseur sur l'elaboration du Plan d'Urbanisme pour la Ville de Montréal (Sheppard)

Comité aviseur, City of Montreal, Patrimonial Study of the habitations Jeanne-Mance (Sheppard)

Yale University Alumni School Committee (Sheppard)

Faculty members are active as either editors or members of the editorial boards of a number of journals and other publications. These include:

Exhibitions review editor, *Material History Review* (Adams)

Editorial Board of the journal *Threshold*, MIT, Cambridge, Mass. (Bressani)

Advisory Board, *Canadian Journal of Urban Research* (Friedman)

Editorial Board, *Journal of Architectural and Planning Research* (Friedman)

Board of Editors, *Open House International* (Friedman)

Editorial Board, *Journal for Architectural Education* (Mellin)

R.A.I.C. Editorial Committee (Mellin)

Editorial Board of "The Marina Waisman Collection" (Pérez-Gómez)

Advisory Board, *CHORA Intervals in the Philosophy of Architecture* (Pérez-Gómez)

Editorial Board of "In Site", University of New South Wales, Australia (Pérez-Gómez)

Faculty members are active as chairs and members of organizing committees of symposia, conferences and other academic meetings. These include:

Co-chair, Association of Collegiate Schools of Architecture (ACSA) 2005 International Conference, Mexico City, June 2005 (Covo)

Session chairs, 2005 ACSA Annual Meeting, Chicago, March 2005 (Castro and Mellin)

American Association for the History of Medicine conference, May 2007 (Adams)

Chair and organizer of special panel "The Edge Condition: Designing Victorian Frontiers," 2nd annual conference of the North American Victorian Studies Association, Toronto, Oct. 2004 (Adams)

Many faculty members of the School, most notably Professors Adams, Castro and Sijpkes, were regular contributors to the Architecture column of Montreal's English-language daily newspaper *The Gazette*. Professor Friedman now writes a very popular bi-weekly syndicated op-ed column on architecture for *The Gazette* and the Canwest Global chain.

3.2   Program self-assessment

3.2.1 School of Architecture

Self-assessment is a process that is ongoing in the School of Architecture, and operates on several levels:

•   The Curriculum Committee of the School of Architecture, consisting of four staff, one of whom is elected by the adjunct (part-time) faculty, and three student representatives – the President of the Architecture Students' Association (ASA), the student chair of the Quality of Education Committee (QEC), and a representative of the M.Arch.II and Ph.D. students – generally meets at least three times per semester and publishes the minutes of all meetings. This committee examines issues relating to pedagogy, new course development, coordination with non-departmental courses, and other academic matters identified by faculty or student representatives as appropriate for consideration.

•   The entire staff and faculty of the school hold an annual retreat in June, which presents an important opportunity for the entire community to consider the year just completed and plan for the future; adjunct faculty and the Blackader Librarian are included in this exercise.

•   The Director of the School continues to meet regularly and when necessary with the President of the Architecture Students' Association and the student chair of the Quality of Education Committee. These meetings provide important opportunities for the expression and consideration of concerns from both staff and student points of view and have been instrumental in the development of a number of new initiatives.

•   Other effective mechanisms for communication and self-assessment include: *ASA Update*, a tabloid-style newsletter that is published by students every two or three weeks; and a dedicated notice board that was established for the posting on a continuous basis of all materials, problem statements and crit schedules for studio courses at all levels of the program, providing a detailed cross-section at any given time of studio work in the School.

3.2.2 The Faculty Advisory Board, Faculty of Engineering

The Faculty of Engineering Advisory Board (FAB) is an advisory group that includes the Dean, the Associate Deans, the Chairs and Directors of departments and schools, and most importantly, two practicing professionals, including alumni, representing each of the seven academic units in the Faculty. Architects Dan Hanganu, Montreal, and Marianne McKenna, Toronto, represent the School of Architecture on the FAB.

In 2002, the following position paper was generated in this exercise:

The School of Architecture in the Faculty of Engineering

Introduction

In the real world the built environment is a collaborative endeavor requiring the creativity, invention and vision of urban planners, architects, structural, mechanical, electrical and civil engineers and the input of a broad range of specialized engineering consultants. Professional architectural education is by its nature multi-disciplinary, addressing a wide range of interests and benefiting from the range of disciplines available within the university community. Architecture is a fundamental part of, but remains separate from, the collective represented by the five main units of the Faculty of Engineering. Therefore, continuing

to make the profession of Architecture both influential and relevant requires a strong initiative from the School and continued support from the Faculty of Engineering.

The process of reinvention

To remain viable and vital, the School must continue to reinvent itself, keep pace with technology and advance the vision of the built environment. The School has undertaken many initiatives which are successfully operating – the restructuring of both the undergraduate and graduate programs; implementation of the professional Master of Architecture Program and launching the only Ph.D program in architecture in Canada. In the last ten years, the School's total WSU has increased by almost 50%, while in the same period, the budget has actually dropped from the 91-92 figure. The Annual Report describes initiatives that continue to expand the relevance of architecture within the university community and create connections to the broader environment. We need to support these and other new initiatives.

The School of Architecture – staff and students – continue to bring distinction to the Faculty and the University with outstanding educational programs, successful participation by students in local and international competitions, significant involvement by staff and students in the university and public communities, and internationally acclaimed research and publication in housing, design for healthcare, and history and theory of architecture.

Long-range planning

The School's long-term plan addresses academic and non-academic staffing, new program initiatives in teaching and research, space and physical facilities, information technology resources, financial aid to students, innovative mechanisms for sustained alumni and industry support, and community outreach.

1. New initiatives in teaching and research
- the School is well-positioned to introduce 3 new programs over the next five years, addressing sustainable design, virtual environments, and heritage and conservation
- these programs will require additional academic and non-academic staff support, as well as space for research and teaching
- opportunities for collaboration and strategic partnerships must be aggressively pursued, within the university, with other institutions, with the profession and with the industrial sector
- potential professional and industrial partners include material suppliers, software developers, builders and developers
- the recent creation of the School of the Environment has created true opportunities for full cross-disciplinary approach to teaching and research initiatives across Architecture, Urban Planning, Engineering and Science – sustainable design, conservation of energy, development of building materials – smart technologies looking at the building industry
- the current worldwide, global interest in sustainable, green buildings should be extended within the academic environment in both the School of Architecture and Mechanical Engineering
- courses currently taught in the School of Architecture, such as *Organization of Materials in Building*, and *Energy, Environment and Buildings* can be extended to cross-over with the School of the Environment, addressing issues of sustainability, ecology and waste management

2. Academic staffing:
- a professional architectural program requires teaching expertise based on professional as well as academic credentials
- current and new initiatives call for a variety of part-time appointments, including part-time permanent '*professor-in-practice'* positions, allowing the School to deliver programs with the involvement of practicing professionals operating in a new kind of relationship between industry and the profession and the university
- new full-time positions are required to support new initiatives in sustainable design, virtual environments, and heritage and conservation

3. Technical support staff
- technical support positions are integral to the functioning of the new programs and initiatives at both undergraduate and graduate levels – in the areas of computers, communications laboratories, and library, for both digital and analogue materials
- the recently approved position in multi-media/information technology support will be crucial, but additional support is urgently required in the workshop and in the administrative area (see Support Staff Proposal, 28 january, 2002)

4. Space and facilities
- the recent increase in the number and diversification of the graduate programs and the addition of an additional semester for the Master's Programs have created a shortfall of space in the existing Macdonald-Harrington Building. Space is required for studios, the basic learning environment of the School, for seminar rooms and project review rooms.
- at the same time, a professional work environment is based on workstations that are maintained and upgraded on a regular basis
- the majority of our workstations – which include space for drawing and computer work – are at least 20 years old; approximately 250 workstations require replacement
- short-term plans call for the implementation of the 'integrated studio', a new studio environment providing access to personal workstations, shared modeling facilities and shared printing and scanning support; this environment must also support a new integrated approach to the teaching of building systems and design

5. Information technology resources
- the computer is acknowledged as an integral component of the practice of architecture, today an essential design, communication and research tool in the exercise of the profession and the marketability of graduating students
- there is a need for a 3-Dimensional modeling lab to support specialized courses in computer modeling, which would also stimulate interdepartmental collaboration
- there is also an urgent need for a multi-media centre, which could be shared with other departments, to support communication and publication, graphic design, presentations, and archiving of student and staff work (NOTE: this has been very effectively addressed with the development of the new Multi-Media Centre).

6. Financial aid
- strong programs need strong students; the level of support presently extended to graduate students is unacceptably low, and must be increased.

7. Alumni and industry support
- alumni support of the School has grown steadily in recent years with the support of University and Faculty-based development offices, but there remains an urgent need for in-house support for new and ongoing programs in alumni development
- the School of Architecture should be equally involved in securing the support of private industry for its programs that cross over into building industries, technological development, development of 3D software, animation, film and video, etc. Funding and granting opportunities for research and development, on-going under the umbrella of the Faculty of Engineering for the engineering departments, should be extended to provide similar opportunities for the School of Architecture.

8. Community outreach
- the School of Architecture must maintain existing programs and develop new mechanisms for raising the profile of the School and the profession in the university and public communities
- well-funded public lectures, exhibitions, publications, and national and international conferences and symposia are both effective and proven as vehicles for dissemination and debate.

A number of the recommendations and concerns expressed in the FAB report reinforce directions

identified in Section 1.5.2 (Strategic Planning in the School of Architecture), particularly with respect to academic renewal and staffing, information technology and space needs.

3.2.3 Planning and performance

The School is required to include a self-assessment exercise with the Annual Report submitted to the Faculty in June of each year. This self-assessment typically addresses three main issues: admissions and recruiting; enrolment; and research. (Proposals addressing staffing and academic renewal, space needs and studio and computer resources are included in Section 4. Appendices.)

3.3   Public information

3.3.1 CACB text

The School promotes its programs in a number of different types of publications. The most important is the University calendar, which includes the following text:

ARCHITECTURAL CERTIFICATION IN CANADA

In Canada, all provincial associations recommend a degree from an accredited professional degree program as a prerequisite for licensure. The Canadian Architectural Certification Board (CACB), which is the sole agency authorised to accredit Canadian professional degree programs in architecture, recognises two types of accredited degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a five-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognised as an accredited degree.

Since all provincial associations in Canada recommend any applicant for licensure to have graduated from a CACB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a CACB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

PROGRAMS OF STUDY

McGill's professional program in architecture is structured as a four and a half year, or nine semester, course of study divided into two parts.

The first part, for students entering with the Diploma of Collegial Studies in Pure and Applied Science or the equivalent, is a six-semester design program leading to a non-professional degree, Bachelor of Science (Architecture). [Most students from outside Quebec are admitted to an eight-semester B.Sc.(Arch.) program and enter a first year, which includes courses outlined in section 3.1.3.

The second part, for students with the B.Sc.(Arch.) degree, is a one and a half year, or three-semester, program leading to the professional Master of Architecture degree.

The professional M.Arch. replaces the present Bachelor of Architecture degree, which is presently accredited by the Canadian Architectural Certification Board for a five-year period to December 31, 2000, and recognised as accredited by the National Architectural Accrediting Board (NAAB) in the USA.

3.3.2 Other publications

Other publications providing information about our programs include: two separate brochures describing the professional and post-professional programs; the web site, which includes the same text as the calendar in addition to other material; the Catalogue, a new publication which reproduces work from all design studios, as well as extracts of each final design thesis project and samples of work by faculty, and other specialized publications, such as the Education International Guide to Graduate Engineering and Computer Science Programs in Canada.

Copies of the Student Performance Criteria are now circulated to all incoming students, posted on the School's website, and provided at the information desk in the School's reception area. In addition, all staff and students will be provided copies of the Criteria with the matrix included in this APR, and invited to submit comments for presentation and review during the Team Visit.

3.4   Social equity

3.4.1   Equity

McGill University is committed to Equity in employment, and in every aspect of the University environment. Article 2.1 of Part 1: Fundamental Rights and Freedoms, Charter of Students' Rights, reads:

> *Every student has a right to equal treatment by the University; this right must not be impaired by discrimination based on race, colour, ethnic or national origin, civil status, religion, creed, political convictions, language, sex, sexual orientation, social condition, age, personal handicap or the use of any means to palliate such a handicap.*

In February 1998, the Faculty of Engineering passed "the Blueprint", a Code of Ethics that affirms the Faculty's commitment to equity in all areas of staff and student endeavour.

> *The Blueprint*
>
> *The Faculty of Engineering community comprising students and staff is dedicated to personal and academic excellence. Choosing to join this community obligates each one of us to adhere to a code of professional behaviour. Membership in this community is not without obligation. Therefore, those of us who join are expected to strive for the highest levels of achievement and virtue, as suggested by the following ideals:*
>
> *• As a member of the McGill community, I will practice personal and academic integrity.*
> *• I will strive to achieve academic excellence through honest effort and continuous evaluation of my goals.*
> *• I will respect the rights and dignity of all individuals and treat all persons with honesty, respect, fairness and compassion.*
> *• I will remain committed to the equal rights and opportunities of all persons.*
> *• I will encourage participation in extracurricular activities to foster a sense of community within the faculty.*
> *• I will treat university property with respect and pride to ensure that our physical environment is conducive to learning and study.*
>
> *This pledge will provide a strong foundation to the pursuit of our personal and professional goals. Upholding these ideals by both the students and staff of the Faculty of Engineering will lead to a strong and united Faculty with a positive impact on our community.*

The 'blueprint' is prominently displayed in public areas throughout the Faculty of Engineering's complex of buildings.

3.4.2 Decision-making and governance

The Architecture Students' Association (ASA) is active in the School and in the university community. The ASA Council executive includes the following positions:

President
VP External
VP Academic (also chairs the Quality of Education Committee)
VP University
VP Internal (2 positions)
VP Finance

The Director of the School also meets on a regular basis with the President of the Architecture Students' Association and the student chair of the Quality of Education Committee. These meetings provide important opportunities for the expression and consideration of concerns from both staff and student points of view and have been instrumental in the development of a number of new initiatives.

The School's most important standing committee is the Curriculum Committee. This group, which includes four staff and three student representatives – the President of the Architecture Students' Association (ASA), the student chair of the Quality of Education Committee (QEC), and a student representative from the post-professional graduate program – meets at least three times per semester and publishes the minutes of all meetings. This committee examines issues relating to pedagogy, new course development, coordination with non-departmental courses, and other academic matters identified by faculty or student representatives as appropriate for consideration.

All planning for the replacement of the B.Arch. degree with the professional M.Arch I was carried out in the curriculum committee. The comprehensive review, recently completed, of the engineering content in the program was also carried out by this committee.

3.5   Human resources

3.5.1 Students

i)   Admissions
Enrollment figures have been relatively steady. Following a slight drop in enrollment in the first year of the B.Sc.(Arch.) program in Fall 1998, reflecting, among other things, dramatic shifts in demographics, we initiated a comprehensive review of our admissions policies and procedures. This review, which was carried out with the active involvement of Faculty and University admissions officers, generated a number of changes, the most significant of which were the following:
-    admissions standards were aligned more closely with the rest of the Faculty;
-    the 'pre-architecture' program was replaced with a Freshman Program (U0) in Architecture, making the program much more accessible to out-of-province students;
-    procedures and deadlines for decisions on files were accelerated, and mechanisms for more direct follow-up with successful candidates, including personal telephone calls, were introduced.

In Fall 2001, 165 students were registered in the Freshman program (U0) and three years (U1, U2, U3) of the B.Sc. (Arch.) program, and 58 students were registered in the professional M.Arch. I program.

In Fall 2002, 162 students were registered in the Freshman program (U0) and three years (U1, U2, U3) of the B.Sc. (Arch.) program, and 56 students were registered in the professional M.Arch. I program. Women students represent more than 50% of the combined population.

In Fall 2003, 152 students were registered in the Freshman program (U0 intake was intentionally reduced) and in the three years (U1, U2, U3) of the B.Sc. (Arch.) program, and 86 students were registered in the professional M.Arch. I program. Women students represented 64% of the combined population.

ii)   Recruiting
Reviews of recruiting strategies consistently underline the importance of the School being directly represented at recruiting events in High Schools, CEGEP's and other institutions. Although the Faculty and University are typically well represented in Career Fairs in Montreal and in other centers in Canada and the USA. Admission to the B.Sc. (Arch.) program remains competitive.

In 2002-2003, we recorded 601 applications to the B.Sc.(Arch.) program and 45 new registrations; the selection rate, at 8%, was one of the lowest in the faculty.

Of the new students who registered in the undergraduate program for the 2003-2004 session:
• 27% (32% in 01-02, 27% in 00-01, 41% in 99-00) were from Canadian/non-Quebec high schools and universities
• 11% (3% in 01-02, 9% in 00-01, 18% in 99-00) transferred from institutions overseas
• 59% (59% in 01-02, 54% in 00-01, 32% in 99-00) entered from institutions in Quebec
• 3% (6% in 01-02, 10% in 00-01, 9% in 99-00) entered from American high schools

iii) Retention

Retention rates remain high in both the B.Sc. (Arch.) and B.Arch. programs.

Previously reported retention statistics are reproduced below:

Year started (B.Sc. (Arch.)	95	96	97
% graduating	96	80	85
Average time to complete	3.1	3.0	3.2

Year started (M.Arch. I (Prof))	99	00
% graduating	100	100
Average time to complete	1.5	1.5

Current statistics are in preparation by the University's Office of Planning and Institutional Analysis, and will be added to the report when they become available.

3.5.2 Faculty

i)   Faculty

Full-time

Professors Bruce Anderson and Radoslav Zuk retired in 2003, closing a chapter on a combined total of 75 years of full-time teaching in the School of Architecture. Each was actively involved in the professional program, and more significantly, in design teaching, in addition to their other responsibilities.

Professor Zuk's salary slot is presently covering the salaries of two half-time-equivalent positions, Julia Bourke and Howard Davies. Professor Bourke's salary is also complemented with funding from the new NSERC Design Chair in Design for Extreme Environments.

Professor Anderson will be replaced at the level of Assistant Professor by a candidate with the professional and research credentials that protect the tradition of design teaching in the School and the professional accreditation of the program, as well as key research areas. New appointments should support initiatives in sustainable design, urban design and landscape architecture, cultural landscapes, virtual environments, and heritage and conservation.

A new full-time position, appointed jointly between Architecture and Urban Planning, will also be required to support the new joint Master of Urban Design initiative with UdeM and the City of Montreal.

Other strategic partnerships and joint appointments could enhance the profile of the school in key areas. Potential partners, in addition to Urban Planning, include:
    McGill School of the Environment (Sustainable Design)
    Mechanical Engineering (Sustainable Design)
    Electrical and Computer Engineering (Visualization and Virtual Environments)
    Faculty of Medicine (Healthcare Design)

In October, 2005, the University approved two searches for full-time tenure track faculty in the School. One position is in the area of Building Science and Sustainable Design, and the other, which will be cross appointed in Urban Planning, supports the proposed joint program in Urban Design. The funding for both positions is secure and the searches are underway, as of November 2005.

Part-time

The complement of Adjunct faculty teaching design and other courses includes more than 35 persons, most of whom are respected practitioners in Montreal This group is an essential source of both scholarship and professional expertise; it also represents an essential link with the profession and, incidentally, allows us to improve significantly the gender balance among our teaching staff. However, the budget for part-time teaching has failed to keep pace with the incremental improvements to full-time salary allocations, and must be upgraded to reflect current demands and expectations.

Recent discussions have identified the possibility of a new type of appointment, the Professor-in-Practice, a permanent but part-time position with clearly defined expectations regarding teaching, research and administrative responsibilities. At least two of our 'sister' programs – Université de Montréal and University of Toronto – have moved in this direction, and have been able to secure, on a permanent but part-time basis, commitments to their professional programs from outstanding young practitioners.

The possibility of a position like this was first introduced by the VP Academic in 2000-2001, discussed in Chairs and Directors, and enthusiastically endorsed by the Visiting Team in the accreditation exercise of spring 2001.

Half-time position: pilot project

The School of Architecture was a major partner in the Department of Mechanical Engineering's application to the National Science and Engineering Research Council (NSERC) for a new Faculty Chair in Design for Extreme Environments. The program, which will support new full-time and part-time positions in Mechanical Engineering and Architecture, respectively, was approved by NSERC in February, 2003. Professor Jorge Angeles of Mechanical engineering is the new NSERC Chair in Design for Extreme Environments, and Professor Julia Bourke has been appointed to a new half-time position in the School of Architecture with teaching and research responsibilities in Architecture and Mechanical Engineering.

The present complement of teaching staff includes:

Director
David Covo; B.Sc.(Arch.), B.Arch.(McG.), F.R.A.I.C., O.A.Q.

Emeritus Professors
Derek Drummond; B.Arch.(McG.), F.R.A.I.C. *(William C. Macdonald Emeritus Professor of Architecture)*
Radoslav Zuk; B.Arch.(McG.), M.Arch.(M.I.T.), D.Sc. (Ukr.Acad.Art), F.R.A.I.C., F.R.S.A., F.A.R.C., O.A.Q., O.A.A.

Professors
Annmarie Adams; B.A.(McG.), M.Arch., Ph.D.(Berkeley), M.R.A.I.C. *(William C. Macdonald Professor of Architecture)*
Vikram Bhatt; N.Dip.Arch.(Ahmedabad), M.Arch.(McG.), M.R.A.I.C.
Avi Friedman; B.Arch.(Technion), M.Arch.(McG.), Ph.D. (Montr.), O.A.Q., I.A.A.
Alberto Pérez-Gómez; Dipl.Eng.(Nat.Pol.Inst.Mexico), M.A., Ph.D.(Essex) *(Saidye Rosner Bronfman Professor of Architectural History)*
Adrian Sheppard; B.Arch.(McG.), M.Arch.(Yale), F.R.A.I.C., O.A.Q., A.A.P.P.Q.,

Associate Professors
Martin Bressani, B.Sc.(Arch.), B.Arch. (McG), M.Sc.Arch. (MIT), Doctorat (Paris-Sorbonne)
Ricardo Castro; B.Arch.(Los Andes), M.Arch., M.A.(Art History) (Ore.) M.R.A.I.C.
David Covo; B.Sc.(Arch.), B.Arch.(McG.), F.R.A.I.C., O.A.Q.
Robert Mellin; B.Arch., M.Sc.(Arch.) (Penn.State), M.Arch.(McG.), M.Sc., Ph.D. (U.Penn.), RCA, M.R.A.I.C., N.A.A.
Pieter Sijpkes; B.Sc.(Arch.), B.Arch.(McG.)

Faculty Lecturers
Julia Bourke

Course Lecturers
Cameron Charlebois, Robert Claiborne, Odile Henault, Emmanuelle Lapointe, Nadia Meratla, Carole Scheffer, David Theodore

Adjunct Professors
Manon Asselin, Cécile Baird, Tom Balaban, Ewa Bieniecka, Lawrence Bird, Raouf Boutros, Michael Carroll, Howard Davies, Georges Drolet, François Émond, Julia Gersovitz, Dan Hanganu, Pierre Jampen, Simon Jones, Richard Klopp, Phyllis Lambert, Seymour Levine, Serge Melanson, Rosanne Moss, Joanna Nash, Harry Parnass, Louise Pelletier, Mark Poddubiuk, Louis Pretty, Christoph Reinhart, Jacques Rousseau, Richard Russell, Pierina Saia, Conor Sampson, Sheila Theophanides, Samson Yip, Jozef Zorko

Research Associates
Jim Donaldson, Rafik Salama

Associate Members
Clarence Epstein, Tania Martin, Howard Shubert

Visiting Critics and Lecturers
Each year visitors participate in our teaching programs, as lecturers and critics. Recent visitors include:

Gavin Affleck, James Aitken, Bruce Allan, Wil Alsop, Amale Andraos, Steve Badanes, George Baird, Tom Balaban, Sandra Barone, Jean Beaudoin, Thierry Beaudoin, Émilie Bédard, Marc Bertrand, Gabriel Botson, Bruce Bolton, Gaëlle Breton-Marot, Louis Brillant, Frank Carter, Mathieu Casavant, Roch Cayouette, Yvan Cazabon, Stephane Chevalier, Lily Chi, Ella Chmielewska, Henri Cleinge, Anne Cormier, Lise Anne Couture, Michael Cunningham, Franc D'Ambrosio, Renée Daoust, Janine Debanné, Jack Diamond, Frédéric Dubé, André Dupras, Wade Eide, Rodolphe El Khoury, Patrick Evans, Andrew Forster, Marco Frascari, Maxime Gagné, Eric Gauthier, Mitchell Hall, Bob Hamilton, Dan Hanganu, Pat Harrop, Michael Hoeschen, Mario Iannuzzi, Robert Jutra, Rob Kostelic, Alan Knight, Jean-Christian Koch, Magda Kuskowski, Anick La Bissonière, Jacques Lachapelle, Lucie Lafontaine, Louis Laperrière, Katherine Lapierre, Michel Langevin, Irena Latek, Martin Leblanc, Robert Lecoste, François Lemoine, David Letherbarow, Daniel Libeskind, Ian MacBurnie, Marie-Paul MacDonald, Frank McMahon, Robert Magne, Eric Marosi, Louis Martin, Gilles Marty, Paula Meijerink, Nadia Meratla, Hilary Sample Meredith, Marc Neveu, Steve Parcell, Claude Pasquin, Patricia Patkau, Juliette Patterson, Danny Pearl, Cameron Petkau, Marc-André Plasse, Marc-André Plourde, Celine Poisson, Patrick Quinn, Anna Radici, Tudor Radulescu, Marc Redwood, Nicholas Reeves, Jacques Rousseau, Barry Sampson, Patricia Sarrazin-Sullivan, Gilles Saucier, Murray Schafer, John Schnier, Anik Schooner, Tom Schweitzer, Elizabeth Shapiro, Steve Smith, Sudhir Suri, Georges Teyssot, Pierre Thibault, James Timberlake, Vladimir Topouzanov, Eric Turcotte, Ivonne Valencia, René Welter, Shane Williamson, Betsy Williamson, Shane Williamson, Dan Wood, George Yu.

ii) Recent awards and appointments (2004-05)

• Annmarie Adams has been awarded a $230,000 grant from the Canadian Institute of Health Research for a project with Patricia McKeever from the University of Toronto and Karen Spalding from Ryerson; they will study the impact of atrium architecture on patients at Toronto's Hospital for Sick Children.
• Professor Robert Mellin has been named Chair of the Board of Directors of the Heritage Foundation of Newfoundland and Labrador.

• Alberto Pérez-Gómez has edited, with Dalhousie's Stephen Parcell, *Chora IV: Intervals in the Philosophy of Architecture*, published by McGill-Queen's Press. The very successful Chora series, conceived by Pérez-Gómez, has been internationally acclaimed for its contributions to critical writing on the history and theory of architecture.

• Professor Derek Drummond, who retired in December 2004 after more than 40 years in the School of Architecture, was appointed William C. Macdonald Emeritus Professor of Architecture.

• Ricardo Castro was awarded the 2005 Ida and Samuel Fromson Award for Outstanding Teaching in the Faculty of Engineering.

• Ricardo Castro also coordinated paper selection and chaired a session at the recent Association of Collegiate Schools of Architecture (ACSA) Annual Meeting in Chicago in March.

• Adjunct Professor David Theodore was the first winner of the new Gerald Sheff Medal for Teaching Excellence in the School of Architecture, which celebrates outstanding teaching by part-time faculty.

• David Covo and Dr. Gabriel Merigo Basurto of the Universidad Nacional Autónoma de México, Mexico City, were co-chairs of the 2005 ACSA International Conference, which took place in Mexico City in June, 2005. Vikram Bhatt chaired the paper review and selection process for the session on urban housing at the same conference.

• The 2005 ACSA International Conference in Mexico also saw a number of our graduate students and recent graduates participate as session chairs, moderators or presenters: Jean-Pierre Chupin, Marc Neveu, Clara Murgeitio, Aliki Economides, Patrick Harrop, Robert Kirkbride and Masa Noguchi.

iii) Major publications by faculty

A comprehensive list of recent publications by faculty is included in the Appendix.

iv) Summary of current research activity in the School

A recent survey for the Canadian Design Research Network developed the following summary of funded research activity in the School:

1. Annmarie Adams
1.1 Medicine by Design: A Hospital for the 21st Century
(CIHR/SSHRC/NHRDP Health Career Award - $105,000 per year for 5 yrs.)
"Medicine by Design" is a five-year project exploring the spatial order of late twentieth-century medicine through the architecture of Canadian hospitals constructed since World War II. The project exploits non-traditional interdisciplinary sources to uncover the relationships people believe exist between their bodies and the spaces they inhabit, a methodology forged in Adams' first book (*Architecture in the Family Way: Women, Houses, and Doctors, 1870-1900* (1996). The project emphasizes the "how-to" of contemporary hospital architecture, and includes educational initiatives such as an interactive website and a symposium (hosted in association with the International Network for the History of Hospitals in June 2003).

1.2 Design and Practice: Tuberculosis in Montreal, 1880-2002
(SSHRC Standard Research Grant - $72,254 total for 3 years)
"Design and Practice" explores the relationship of tuberculosis and space at four key moments in Montreal between 1880 and 2002. This multi-disciplinary investigation situates *design* as a fulcrum at which various *practices* come to bear on defining the problem of tuberculosis and the practical remedies called for in its solution. Whereas other scholars have often used houses and hospitals as passive illustrations for their social and medical histories, this project, instead, posits design as an active force in the practice of medicine. The design of houses, hospitals, neighbourhoods, cities, and legislation, this

study argues, contributes directly to the ways experts and ordinary people have attempted to comprehend and counter disease transmission. This project embraces both *design* and *practice* in broad terms: architectural, urban, legislative, social, material, technological, textual, and medical.

1.3 The Virtual History of Canadian Hospitals
(Hannah Educator Grant - $6,500 total for 1 year / and Richard M. Tomlinson Digital Library & Access Award - $8,625 total for 1 year)
This project involves the construction of a searchable, web-based data bank of approximately 800 images of Montreal area hospitals.

1.4 The Pediatric Hospital Atrium: Designers' Intentions versus Children's Experiences
(CIHR Operating Grant - $228,597 for 2 years)
This study of the Hospital for Sick Children (HSC), Toronto, explores the ways in which designers and patients understand and use the eight-storey 1993 addition, The Atrium. Open 24/7, hundreds of children pass through the namesake public entrance atrium everyday. The building is one of the earliest and most influential of hundreds of atrium-based healthcare centres in North America. The study features a highly original interdisciplinary focus on children's agency in hospital environments. Directed by an architectural historian and a health sociologist who specialize in *health* and *place*, the research team will use qualitative methods together with historical and spatial analyses to examine the intentions and uses of *central aspects of* the atrium, collecting data from systematic observations, focused interviews, and textual and visual documents.

1.5 Medicine by Design
(McGill/Dawson Program - $75,000 total for 5 years)

2. Vikram Bhatt
2.1 Urban Agriculture; Making the Edible Landscape
(IDRC and UNHabitat - $567,000 over 3 years)
A global partnership with three cities in three continents to develop urban agriculture projects to show how growing food in the cities, particularly in poor residential areas and squatter settlements, can be made a permanent feature. The results of these initiatives will be shared with 200 mayors at the World Urban Forum of the UN habitat in 2007 in Vancouver.

2.2 North American Sustainability, Housing and Community Consortium (NASHCC)
(HRDC - $160,000 over 4 years)
A four-year continental exchange program in architecture to expose students from Mexico, the US, and Canada to urgent problems of urban housing and sustainable development in North American cities; students will engage in hands-on design and problem-solving situations that demand community-based multi-disciplinary and multi-cultural professional skills, in order to help create borderless working space and professionals.

3. Julia Bourke
3.1 Design for Extreme Environments
(NSERC Research grant: $75,000 over 5 years)
Sustainable design theory and practice, focusing on the integrated design process, with particular emphasis on the rapprochement of architects and mechanical/electrical engineers. Coursework includes a sustainable design studio taught with "natural systems" engineer Kevin Hydes of Keen Engineering, and an inter-disciplinary sustainable design seminar.

4. Martin Bressani

4.1 The Fictive and the Decorative: Architecture, "Possible Worlds," and the Synthesis of the Arts in France (1715-1905) and in Canada (1715-1925)
(SSHRC - $63,500 over 3 years, with co-Investigator, Professor Marc Grignon, Laval University)
As an "add on" to architectural form, décor has often had bad press within the discipline of architectural history: historians tend to assume that the décor is of minor importance, interesting only to the connoisseur or the dealer in *objets d'art* and antiques. The key objective of this research program is to reach an understanding of the decorative dimension of architecture commensurate with its real importance in experience. Our primary hypothesis is that the décor, understood as the "sensible layer" of a building, allows architecture into the domain of the fiction usually associated with literary experience. Studying the development of architectural décor in France from the Rococo to the late-19th-century notion of *Gesamtkunstwerk*, the researchers examine the ways in which appearances in architecture partook of the cultural transformations broadly labeled as modern.

4.2 Viollet-le-Duc and the Rise of a Socio-Geography of Architecture
(IRHA - $5,000 over 2 years)
Viollet-le-Duc participated in the 19th-century re-definition of the locus through his active participation in French preservation institutions but also through his studies on the middle ages and particularly military architecture and the historical form of the house. In these two latter cases, his research begins with geographical classifications and sociological considerations and by way of architecture goes on to consider the structure of the city and the countryside. In this respect, he anticipated the work of social geographers of the later French school of geography and even Henri Focillon's notion of Gothic landscapes. The research is precisely to establish a genealogy for Viollet-le-Duc's understanding of architecture as the site of an (often violent) intercourse between landscape (geography) and race (ethnography) through history.

5. Ricardo Castro
5.1 Design of exhibition on Arthur Erickson's architecture
(Vancouver Art Gallery - $7,500 over 2 years)
Inclusion of 72 of Castro's photographs in the show. The show will include models, artifacts, and drawings illustrating AE's prolific architectural career. Curators of the show are Nicholas Olsberg and Grant Arnold. Castro will act as designer and artist (photographs). The show will be accompanied by the publication of a book on AE architecture, edited by Nicholas Olsberg, which will feature Castro's photographs as part of 12 portfolios on 12 concrete buildings as well a collaboration with David Theodore of 12 essays on each one of the buildings.

6. David Covo
6.1 Architecture in Urban Conservation
(HRDC International Academic Mobility Initiative - $160,000 over 5 years)
The main objective of the project is to introduce students to planning, documentation and research methodologies that support conservation strategies appropriate for use by all six international participants (McGill and Dalhousie in Canada, Virginia Polytechnic Institute and the University of Florida in the US, Universidad Nacional Autónoma de Mexico and Instituto Tecnológico y de Estudios Superiores de Monterrey in Mexico). Other goals include the creation of community-wide dialogue, education and public awareness of the value of historic sites, guidance for implementation incentives, and funding for conservation projects.

7. Robert Mellin
7.1 Residential Heritage Conservation in St. John's, Newfoundland
(Heritage Foundation of Newfoundland and Labrador [provincial], and the Historic Places Initiative [federal] - $18,000 over 6 months)

Research for book.

6.2 Tilting, Newfoundland
(Newfoundland Museum - $5,000 over 2 years)
Presentation of an exhibit on research on Tilting, Newfoundland.

8. Alberto Pérez-Gómez
8.1 Architects on Love
(Institut de Récherche en Histoire de l'Architecture- $4,200 for one year / supplemented by the Bronfman Chair ongoing research grant – approx. $10,000.00/ yearly)
Seed money to produce a comprehensive philosophy of architecture based on the consideration of *eros* and *philia* as fundamental concepts to grasp the nature of *form* and *program*, respectively, and thus consider meeting points of poetic and ethical concerns in practice.

v) Teaching faculty: tenure-track

NAME	TEACHING AND RESEARCH INTERESTS	ACADEMIC RANK	gender	ft / pt	tenure
ADAMS, Annmarie	History of architecture and urbanism; material culture; women and architecture;19th c housing reforms; postwar suburbs; 20th c hospitals	Professor	f	ft	t
BHATT, Vikram	Housing and human settlements in developing areas; affordable and minimum-cost housing; energy, environment and buildings	Professor	m	ft	t
BRESSANI, Martin	Modern European architecture; design studio	Associate Professor	m	ft	t
CASTRO, Ricardo	Theory and criticism; history of architecture; 20th c and Latin-American architecture; the work of architect Rogelio Salmona	Associate Professor	m	ft	t
COVO, David	Architectural representation; housing in developing countries; barrier-free design; computer-aided design	Associate Professor	m	ft	t
DRUMMOND, Derek	Civic Design; site usage	Professor Emeritus	m	pt	-
FRIEDMAN, Abraham	Affordable and sustainable homes and neighbourhoods; affordable homes and communities	Professor	m	ft	t
MELLIN, Robert	Vernacular architecture /material culture; architectural design studio education; urban design/preservation	Associate Professor	m	ft	t

NAME	PRIMARY TEACHING RESPONSIBILITY	ACADEMIC RANK	gender	ft / pt	tenure
PÉREZ-GÓMEZ, Alberto	History and theory; philosophy of architecture, esp. European, 17th to 19th c; relationships with history of science; ethics and aesthetics; contemporary	Professor	m	ft	t
SHEPPARD, Adrian	Retrofitting of old buildings into housing; design issues in urban housing; re-use of existing buildings; design issues in studio teaching	Professor	m	ft	t
SIJPKES, Pieter	Structures, history of housing	Associate Professor	m	ft	t
ZUK, Radoslav	Systems, design methodology, geometry	Professor Emeritus	m	pt	-

vi) Teaching faculty: non tenure-track

NAME	PRIMARY TEACHING RESPONSIBILITY	ACADEMIC RANK	gender	ft / pt	tenure
ASSELIN, Manon	Studio	Adjunct Professor	f	.33	nt
BAIRD, Cecile	Studio	Adjunct Professor	f	.15	nt
BALABAN, Tom	Studio	Adjunct Professor	m	.25	nt
BIENIECKA, Ewa	Studio	Adjunct Professor	f	.33	nt
BOURKE, Julia	Studio / seminar	Adjunct Professor	f	.5	nt
BOUTROS, Raouf	Studio	Adjunct Professor	m	.15	nt
CARROLL, Michael	Studio	Adjunct Professor	m	.33	nt
CHARLEBOIS, Cameron	Studio critic	Adjunct Professor	m	.1	nt
CLAIBORNE, Robert	Studio	Adjunct Professor	m	.33	nt
DAVIES, Howard	Studio	Adjunct Professor	m	.33	nt
DROLET, Georges	Studio	Adjunct Professor	m	.15	nt

EMOND, François	Landscape / Studio	Adjunct Professor	m	.4	nt
GERSOVITZ, Julia	History of Architecture in Canada / Historic Preservation / studio	Adjunct Professor	f	.33	nt
HANGANU, Dan	Thesis critic	Adjunct Professor	m	.1	nt
HYDES, Kevin	Energy Environment and Building	Adjunct Professor	m	.33	nt
JAMPEN, Pierre	Studio	Adjunct Professor	m	.33	nt
JONES, Simon	Studio	Adjunct Professor	m	.2	nt
KLOPP, Richard	Studio	Adjunct Professor	m	.2	nt
LEBEL, Annie	Studio	Adjunct Professor	f	.33	nt
LEVINE, Seymour	Mechanical services	Adjunct Professor	m	.15	nt
MELANSON, Serge	Acoustics	Adjunct Professor	m	.15	nt
MOSS, Rosanne	Studio	Adjunct Professor	f	.15	nt
NASH, Joanna	Freehand Drawing and Painting	Adjunct Professor	f	.33	nt
PELLETIER, Louise	Studio	Adjunct Professor	f	.33	nt
PODDUBIUK, Mark	Advanced Construction Professional Practice	Adjunct Professor	m	.15	nt
REINHART, Christophe	Lighting; building simulation	Adjunct Professor	f	.15	nt
RUSSELL, Richard	Computer-aided Building Design	Adjunct Professor	m	.15	nt
SAMPSON, Conor	Electrical services and lighting	Adjunct Professor	m	.15	nt
SAIA, Pierina	Studio	Adjunct professor	f	.33	nt
SCHEFFER, Carole	Studio	Adjunct Professor	f	.33	nt
THEODORE, David	Studio, Research Associate	Adjunct Professor	m	.33	nt
THEOPHANIDES, Sheila	Studio	Adjunct Professor	f	.15	nt
YIP, Sam	Advanced Computer Modeling	Adjunct Professor	m	.15	nt
ZORKO, Joseph	Building Regulations	Adjunct Professor	m	.15	nt

vii) Academic workload (revised 26-09-05)

The School's policy on academic workload was approved by the Faculty of Engineering in 1997. Full-time members of the teaching staff are expected to participate in three categories of academic activity: teaching; research and professional work; and community service, which includes administrative contributions and involvement in the professional community. The distribution of each individual's time between the areas of activity is not prescribed, but reviewed on an individual basis with the Director.

1. Teaching

Teaching responsibilities in the School fall into a number of different types of course offering:
1. Professional program: design studios
2. Professional program: thesis project supervision
3. Undergraduate and graduate lecture and seminar courses
4. Supervision of independent studies
5. Post-professional graduate program: design studios
6. Supervision of post-professional graduate students
7. Summer report marking
8. Summer courses: Sketching School, Summer Course Abroad, and others
9. Coordination and supervision of student travel:
   Field trips within studio and lecture courses
   Shaver Traveling Scholarship

Under normal circumstances, professors are expected to:
1. teach one studio and one lecture or seminar course, per term, or the equivalent;
2. supervise graduate students;
3. supervise 3-4 professional thesis projects; this may include marking a thesis research report or other related paper;
4. work with one or more students undertaking independent studies;
5. attend crits and reviews as required;
6. participate in the teaching of multi-disciplinary courses offered in other units, such as Urban Planning, Physical and Occupational Therapy, Mechanical Engineering and Art History

Faculty members also regularly act as guest critics for colleagues in other studios, and for colleagues at other Schools of Architecture, principally Laval, University of Montreal, UQAM, and Carleton, and sit on Ph.D. committees in other McGill and Montreal university departments when requested.

2. Research and professional work

Faculty members are expected to engage in funded and unfunded research leading to publication, exhibitions and participation in conferences and workshops. Faculty are also encouraged to engage in consulting and design activity that leads to built work and to propositions for built work.

3. Community service:

Administration
Faculty members are expected to contribute to the administrative governance of the School, Faculty and University. This includes: regular committee work at all levels; special projects such as Open House, Reunion, and special celebrations; and participation in a variety of advisory and decision-making groups operating around the campus, such as the Architectural Advisory Committee, the Visual Arts Committee,

the Garden and Grounds Committee, and Library Committees.

Public and professional Community

Faculty members are also expected to engage in community activities, taking advantage of opportunities to promote both the profession and the School. These activities vary from contributions to the public media to involvement with the Order of Architects, the Royal Architectural Institute of Canada, the Canadian Architectural Certification Board, the Canadian Council of Canadian Schools of Architecture, the Association of Collegiate Schools of Architecture and participation in the work of Competition Juries and Special Commissions.

viii) Course evaluations

All faculty are required by University and Faculty regulation to conduct formal course evaluations in all courses. These evaluations conform to a format established by the Faculty, but in many cases have been expanded to include questions specific to individual courses. Course evaluations form an integral part of the teaching dossier for all considerations of reappointment, promotion and tenure.

Evaluations of teaching in the School of Architecture are generally high. Low evaluations are reviewed by the Director of the School with the individual, at which time appropriate courses of action to remedy the situation are identified. Faculty members are also encouraged to engage students in less formal evaluations of courses and specific elements in courses, for example, in open discussions at the end of an assignment or project.

3.5.3 Administration

The School of Architecture is administered by the Director, whose nominal teaching workload is reduced by 50%. The Director works closely with the Graduate (post-professional) Programs Coordinator, and the Chair of the Curriculum Committee, who coordinates the professional programs. The Director and the two program coordinators collaborate on an ongoing basis with the two non-academic administrative managers, David Krawitz, Administrative Officer, who coordinates Budget, Human Resources, Special Events and Alumni Relations, and Mary Lanni-Campoli, Student Advisor/Program Administrator, who coordinates Student Affairs, Recruitment and the Curriculum Committee. Technical support is provided by Ms. Carrie Henzie, Multi-Media Technician , and David Speller, Workshop Technician, and clerical support is provided by Marcia King, Graduate Secretary (Post-Professional) programs, Luciana Adoyo, Graduate Secretary (History/Theory; Ph.D. programs), and Veena Gujrathi, Accounts Secretary.

The School operates with a number of standing committees:
- Curriculum Committee, Robert Mellin, Chair (David Covo, interim Chair)
- Undergraduate (professional) Admissions Committee, Avi Friedman, Chair
- Graduate (professional) Admissions Committee, Ricardo Castro, Chair
- Graduate (post-professional) Admissions Committee, Alberto Pérez-Gómez, Chair
- Computers in Architecture Committee, Robert Mellin, Chair
- Scholarships Committee, Adrian Sheppard, Chair
- Speakers Committee, Martin Bressani, Chair
- Speakers Committee, Peter Sealy and Vedanta Balbahadur, student coordinators
- Exhibition Committee, David Krawitz, Coordinator
- Publications Committee, Carrie Henzie, Coordinator
- Recruitment Committee, Mary Lanni-Campoli, Coordinator

Ad hoc committees are struck to consider special projects and other issues as necessary. Students are well represented on the Curriculum Committee and the Speakers and Exhibition Committees, and are included on all search committees.

3.5.4 Administrative and other support staff

The School of Architecture is served by a loyal and effective team of administrative, clerical and technical personnel.

Name	Classification	gender	ft/pt	Responsibilities
David Krawitz	M1 Administrative Officer	m	ft	Provides administrative support. Prepares operating budget, maintains relations with alumni, other university departments and schools of architecture. Collects information for annual report, edits texts and promotional material for publication. coordinates correspondence for Director, responds to inquiries, maintains records and files. Prepares appointment forms for adjunct professors and teaching assistants. Prepares postings for teaching assistants. Interviews and hires work-study students and casual employees.
Mary Lanni-Campoli	M1 Student Advisor - Program Coordinator	f	ft	Advises B.Sc.(Arch) students and M.Arch.I students before, during and after admission. Responsible for registration, student records, timetable and exchange programs. Coordinates applications for internal transfer, special and visiting students. Advises students on scholarships and bursaries; coordinates scholarship meetings. Secretary to Curriculum Committee. Organises and participates in pre-registration counselling. Acts as Associate Building Director. Hires work-study students and casual employees.
Marcia King	C6 Graduate program secretary	f	ft	Administers all aspects of application and admission process for post-professional Master's program. Provides secretarial services to chair of graduate admissions committees. Distributes keys and mail, receives and directs visitors, coordinates special events, answers phone queries.

Veena Gujrathi	C6 Accounts clerk	f	ft	Monitors and maintains School's accounts; processes travel expense claims invoices etc. on Banner Financial Information System; prepares casual payroll forms. Coordinates booking of flights and hotels for visitors, orders materials and stationary for School, renews service contracts and insurance coverage on equipment, etc. Telephone coordinator: prepares charges for phone and fax each month.
Luciana Adoyo	Secretary	f	ft	Secretary to the Saidye Rosner-Bronfman Chair in Architectural History and Theory; performs secretarial tasks as required; prepares budget for History and Theory Program; coordinates PhD program admissions, awards, examinations.
Carrie Henzie	T4 Multi-media technician	f	ft	Supervise students working in photography and desk-top publishing facilities; coordinates photographic archiving of student and staff work; coordinates annual publication of student and staff work; liaises with faculty network personnel on School IT resources and software issues
David Speller	T5 Workshop Technician	m	ft	Supervises students working in shop; maintains workshop budget, orders materials and tools as necessary; instructs students on correct use of tools and materials; advises students on workshop-related projects.

3.6   Human resource development

3.6.1 Human resource development

i) Travel grants, research and personal development

The School of Architecture provides annual travel grants of $500 to all full-time staff, to support participation in conferences, symposia and training workshops. The university provides an additional Professional Development Allowance of $500 per year. An additional $2000-3000 is disbursed annually by the School to individual faculty members to recognize and support extraordinary achievement and initiatives, for example, travel to an ACSA Annual Meeting to receive a special award. The Faculty of Engineering provides special support to those wishing to study French in an approved program, and the Faculty of Graduate Studies and Research provides annual grants to faculty members invited to present at a conference or symposium.

Faculty are encouraged to participate in workshops and symposia developing particular expertise, and are supported, when possible, with one-time travel grants. Professor Robert Mellin, for example, has attended annual workshops on Archicad with support from the School. New appointments are provided with office space, furniture and a computer, and in addition, are automatically eligible, on approval of their research proposal, for start-up research funding with contributions from the School, Faculty of Engineering, and Faculty of Graduate Studies and Research.

All staff, academic and non-academic, are encouraged to take advantage of course offerings on and off campus improving computer skills and developing familiarity with applications for teaching, administration and research. Support generally includes time off, as required, as well as course expenses.

ii) Sabbatical year

The most significant form of support for faculty development is the sabbatical, for which each full-time member of staff is eligible one year in seven. The University guarantees 90% of the individual's salary, and will also pay up to 50% of the salary in the form of a research grant, on the condition that the candidate's research proposal is approved. When the candidate has been unable to secure other revenue, the University will generally provide 100% salary.

In the five years since the last accreditation visit, the following have been awarded sabbatic leaves: Avi Friedman, Ricardo Castro, Alberto Pérez-Gómez, Annmarie Adams and Vikram Bhatt.

At a recent presentation by the Vice-principal (Finance), the possibility of a sabbatical program for administrative personnel was discussed. This is an idea that the School would endorse wholeheartedly.

iii) Promotion and tenure

The University and Faculty Guidelines for Promotion and Tenure have been revised to recognize in a significant way the special nature of the dossier of an architect with built work as well as more conventional forms of research and publication in a dossier submitted for consideration of promotion or tenure. Following is an extract from Guidelines for Reappointment and Granting of Tenure in the Engineering Departments (April 98):

Candidates in the School of Architecture are expected to maintain, in addition to a regular research dossier, a comprehensive portfolio of their design work, where appropriate. For those engaged in architectural design or in related design fields, the portfolio should include sketch designs, renderings, photographs or slides of models and built work, working drawings and details, site and contextual information, programmatic information, letters of assessment from professionals, press reviews, architectural journal reviews, details of honours and awards, and any other documentation which would be helpful in the assessment of the creative achievement.

The portfolio shall be assessed by the School's Promotion and Tenure Committee and a recommendation made relating to reappointment, or to promotion and tenure. In the case of reappointment, the School's recommendation may be based in part on an assessment of the portfolio by an external evaluator selected from a list of six names agreed to by both the candidate and the Director of the School. A positive recommendation by the School will be warranted if there is evidence that substantial progress has been made towards qualification for tenure. In the case of tenure, a positive recommendation by the School will be warranted if the portfolio demonstrates superior professional activity in design, in accordance with university regulations. The Tenure Committee, acting under Arcticle 5.19.2 of the 1998 Handbook of Regulations and Policies for Academic Staff, may include the portfolio in the dossier forwarded to external evaluators.

In the last five years, Professor Robert Mellin was awarded tenure, and Professors Avi Friedman and Annmarie Adams were promoted to the rank of Full Professor.

iv) Mentoring

In February 1997, the Faculty of Engineering adopted and implemented a Policy on Mentoring of Junior Faculty. The objectives of this program are to link tenure track professors with experienced academics who provide advice on teaching, research, the profession, and the inner, sometimes mysterious, workings of the University. It is also the policy in the School of Architecture to pair new faculty with more experienced colleagues in team teaching situations in the design studio, providing another, albeit less formal, mechanism for introducing new faculty members to the culture of the School.

v) Practice and licensure

Of the twelve full-time and half-time faculty, seven are registered in Quebec or elsewhere in Canada; two are Fellows of the Royal Architectural Institute of Canada, and one is a member of the Royal Academy of the Arts. Members of staff are active on committees of both the Order of Architects of Quebec (Education Committee), the RAIC (Awards Task Force), the Canadian Architectural Certification Board, and the National Practice Program (International Relations Committee).

3.6.2 Visiting speakers series

The School of Architecture enjoys a long tradition of extra-curricular public lectures. A partial list of the more publicly advertised events follows:

Fall 2001 Lecture Series
Professor Gilles Marty, Grenoble, France
Professor Alberto Pérez-Gómez, Montreal
Professor Philip Buckley, Montreal
George Zimbel, Photographer, Montreal
Sheila Kennedy, Architect, Boston
3 OAQ Mardis verts

Winter 2002 Lecture Series
Erik Hietaniemi, Finland
Brad Cloepfil, Portland, Oregon
Peter Oberlander, Vancouver, and Eva Newbrun, San Francisco
Professor Martin Bressani, Montreal
Germán Tellez, Bogotá, Colombia
Professor Peter McCleary, Philadelphia (Structural Steel Educational Fund Lecture)
Cornelia Hahn Oberlander, Vancouver (inaugural Sheila Baillie Lecture in Architecture)

Additional
Dr. Anna Kajumulo Tibaijuka, Executive Director, UN Centre for Human Settlements
4 lectures in the OAQ Mardis verts Series

Fall 2002 Lecture Series
Mark Pimlott, Artist/Architect, London, UK
Jacques Herzog, Architect, Basel, Switzerland
Peter Busby, Architect, Vancouver
nARCHITECTS, Eric Bunge & Mimi Hoang, NYC (Sheila Baillie Lecture in Architecture)
Ben Katchor, Graphic Novelist, NYC (inaugural William Hobart Molson Lecture)

Additional
Renée Daoust, Architect and urbanist (OAQ Mardis verts)
Martial Desrochers and Angeline Spino, Development Director and Architect (OAQ Mardis verts)
François Emond, Andy Kozina and Carl Mulvey, Architects (OAQ Mardis verts)
Wade Eide, Atelier BRAQ (Brown Bag)
Michel Lauzon, Nomades (Brown Bag)
Frédéric Dubé, Lapointe + Magne (Brown Bag)
Katsuhiro Yamazaki, Atelier TAG (Brown Bag)
Gilles Saucier, Saucier + Perrotte (Brown Bag)

Winter 2003 Lecture Series
Will Alsop, Architect, London, UK (Steel Structures Education Foundation Lecture)
Brigitte Shim, Architect, Toronto (Sheila Baillie Lecture in Architecture)
Stephen Teeple, Architect, Toronto
Anthony Vidler, Dean, Cooper Union, NYC

Additional
Pierre M. Richard and Josée Bérubé, Architects (OAQ Mardis verts)
Raynald Saint-Hilaire and Joel Courchesne, Architects, Lemay et Associés (OAQ Mardis verts)
Ron Nemeth, Architect, Zeidler Grinnell Partnership (OAQ Mardis verts)
Claude Sauvageau, Architect (OAQ Mardis verts)
2 Brown Bag (Montreal architects)

Fall 2003 Lecture Series
    Steven Holl, Architect, NYC (Inaugural David J. Azrieli Lecture in Architecture)
    Steve Badanes, Architect, Seattle
    Brian MacKay-Lyons, Architect, Halifax (William Hobart Molson Lecture)
    Derek Sayer, Professor (Sociology), Edmonton
    Andy Bergmann, Engineer, Toronto (Steel Structures Education Foundation Lecture)

    Additional
    Christopher Holmes, Developer (OAQ Mardis verts)
    Guy Favreau and Philippe Bertrand, Architects (OAQ Mardis verts)
    V. Mamfredis, L. Tremblay, A. Todd, R. Charneux, Architects & Engineer (OAQ Mardis verts)
    Renée Daoust, Architect, Montreal (U3 skyscraper series)
    Pierre Grenier, Elevator Consultant, Montreal (U3 skyscraper series)
    Claude Pasquin, Structural Engineer, Montreal (U3 skyscraper series)
    André Dupras, Mechanical Engineer, Montreal (U3 skyscraper series)

Winter 2004 Lecture Series
    Luc Plamondon and Gabriel Pinkstone, Cirque du Soleil, Montreal
    Günther Vogt, Landscape Architect, Zurich (Architecture in Switzerland series)
    Louis Martin, City of Montreal
    Marcel Meili, Architect, Zurich (Architecture in Switzerland series)
    Valerio Olgiati, Architect, Zurich (Architecture in Switzerland series)
    Louisa Hutton, Architect, Berlin (Sheila Baillie Lecture in Architecture)
    Werner Oechslin, Professor, Zurich (Architecture in Switzerland series)

    Additional
    Pierre Gastaldy, Material Resources Director, Montreal (OAQ Mardis verts)
    Paul Tétreault, Régis Côté and Jocelyn Boilard, Architects, Montreal (OAQ Mardis verts)
    Simon Lafrance, Research Agent, Montreal (OAQ Mardis verts)
    Jacky Deschênes and Marie-Anne Boivin, Architect and Agronomist, Quebec (OAQ Mardis verts)
    Clément Demers, Quartier International, Montreal (Brown Bag)
    Anne Cormier, Atelier Big City, Montreal (Brown Bag)
    Vladimir Topouzanov, Saia Barbarese Topouzanov Architectes, Montreal (Brown Bag)
    Michel Dallaire, Michel Dallaire Designers, Montreal (Brown Bag)
    Ron Rayside, Architect, Montreal (Urban Design series)
    Mark Poddubiuk, Architect, Montreal (Urban Design series)
    Julia Gersovitz, Aurèle Cardinal & Guy Chadillon, Architects, Montreal (Urban Design series)
    Jonathan Sigler, Developer, Montreal (Urban Design series)

Fall 2004 Lecture Series
    Jack Diamond, Architect, Toronto
    Daniel Libeskind, Architect, NYC (David J. Azrieli Lecture in Architecture)
    Amale Andraos and Dan Wood, Architects, NYC
    Lise Anne Couture, Architect, NYC (Sheila Baillie Lecture in Architecture)

    Additional
    Joanne Parent and Anik Shooner, Architects, Montreal (OAQ Mardis verts)
    Jean Pierre Panet, Engineer, Montreal (OAQ Mardis verts)
    Alain Compéra and Jacques Benmussa, Architects, Montreal (OAQ Mardis verts)

Franc D'Ambrosio, Architect, Montreal (Brown Bag)
Frédéric Dubé, École Nationale de Cirque, Montreal (Brown Bag)
NIP Paysage, Architects, Montreal (Brown Bag)
Nicolas Reeves, Architect, Montreal (Brown Bag)
Gilles Marty, Architect, France (Brown Bag)

Winter 2005 Lecture Series

Barry Bergdoll, Professor, New York
Ken Shuttleworth, Architect, London, England (Steel Structures Education Foundation Lecture)
Mark West, Professor, Winnipeg (William Hobart Molson Lecture)
François Roche, Architect, Paris, France (Inaugural Siew Fang Chan Lecture)
Mark Z. Danielewski, Novelist, Los Angeles

Additional
Vivian Manasc, Architect, Montreal (OAQ Mardis verts)
Charles-Mathieu Brunelle, Marc Blouin and Jacques Plante, Director General and Architects, Montreal (OAQ Mardis verts)
Pierre Thibault, Architect, Montreal (Brown Bag)
Jean-Christian Koch, Architect, Montreal (Brown Bag)
Jean Beaudoin, Architect, Montreal (Brown Bag)
Borkür Bergmann, Architect, Montreal (Brown Bag)
Claude Cormier, Landscape Architect (Brown Bag)

Fall 2005 Lecture Series

Eyal Weizman, Architect, Vienna
Glenn Murcutt, Architect, Australia (David J. Azrieli Lecture in Architecture)
Rod Hackney, Architect, UK
Gilles Saucier, Architect, Montreal
Arthur Schaller, Architect, Vermont

Additional
Lyse M. Tremblay, Steve Poulin, Chérine Nounou, André Cazelais, Guy Favreau and André Bourassa, Architects, Montreal (OAQ Mardis verts)
Daniel Pearl and Sudhir Suri, Architects, Montreal (OAQ Mardis verts)
Vladimir Topouzanov, Vivian Irschick and Jacques Lagacé, Architects, Montreal (OAQ Mardis verts)
Vincent Asselin, Architect, Montreal (Brown Bag)
Patrick Evans, Architect, Montreal (Brown Bag)
Katherine Lapierre, Pierre Gendron and Stephan Kowal, Architects, Montreal (Brown Bag)
Cornelia Hahn Oberlander, Architect, Vancouver (Brown Bag)
Jean Beaudoin, Architect, Montreal (Brown Bag)
Marc-André Plasse, Architect, Montreal (Brown Bag)
Mark Poddubiuk, Architect, Montreal (Brown Bag)
Peter Fianu, Architect, Montreal (Brown Bag)

Winter 2006 Lecture Series

Julien De Smedt, Architect, Denmark
Patricia Patkau, Architect, Vancouver
Katsuhiro Yamazaki, Architect, Montreal.
Suha Ozkan, Architect, Turkey
Della Valle + Bernheimer, Architects, New York

Each year visitors participate in the teaching of certain courses, as lecturers and critics. In the 2004-05 academic year, they were:

James Aitken, Cheryl Atkinson, Cecile Baird, William Barker, Ken Bedford, Barry Bell, Borkur Bergman, Torben Berns, Patrick Bernier, Philip Bobrow, Jonathan Bordo, Raouf Boutros, Louis Brillant, Greg Caicco, Eugene Carrelli, Michael Carroll, Charles Charlebois, Randy Cohen, Cynthia Cooper, Hugh Cullum, Georges Copur, Dirk de Meyer, Georges Drolet, Philippe Drolet, Marie-Danielle Faucher, Susan Fisher, Kurt Forster, Marco Frascari, Stan Fung, Deborah Gans, Pierre Gendron, Jean-Pierre Généreux, Jason Gilliland, Marc Glaudemans, Nan Griffiths, Ken Hayes, Edward Hercun, Tanis Hinchcliffe, Andrew Hoffman, Hal Ingberg, Christopher Ives, Raphael Justewicz, Brigitte Knowles, Andrew Kozina, Hava Low Yon, Hubert Low Yon, Barbara Lawson, David Leatherbarrow, Annie Lebel, Marie-Claude Leblond, Pierre Lefebvre, Janna Levitt, Mark London, Marie-Paule Macdonald, Frank McMahon, Eric Marosi, Rudi Meyer, Richard Murphy, Desmond Morton, Bernard Olivier, David Owen, Stephen Parcell, Louise Pelletier, Pamela Plumb-Dhindsa, Stephane Pratte, Claude Provencher, Roger Bruno Richard, Bernard Saint-Denis, Tom Schweitzer, Donald Sherefkin, Yves Sherrif, Daniel Smith, Frances Stober, David Theodore, Vladimir Topouzanov, Eva Vecsei, William Weima, Andrea Wolff, George Yu.

3.6.3 Exhibition programs

Exhibitions also form an integral part of the program's attempt to frame a social and professional context for studies in architecture. The list below identifies public exhibitions that include the work of staff and students of the School, distinguished practitioners, and artists whose work attempts to develop links with architectural and urban issues.

Fall 2001 / Winter 2002
> P. Roy Wilson: 101 watercolours, by architect and McGill graduate (B. Arch. '24)
> Charrette 2001: design work by students from McGill, U de M, UQAM, and Concordia
> Chateauguay Library: all entries and winning submissions in the two-stage competition
> M.Arch I (professional) program: thesis work
> Between Earth and Sky: 40 Photographs by Balthasar Korab of Eero Saarinen's work and studio
>   (inaugural exhibition in the newly restored exhibition room on the main floor)
> Sketching School 2001: sketches and watercolours of Perth, Ontario
> Reconstruction and Cultural Expression: work by student-interns participating in the reconstruction of
>   Bhuj, India, which was destroyed by earthquake in early 2001

Fall 2002 / Winter 2003
> History and Theory: final projects by the Master's students in the History & Theory program
> INHH Conference: two exhibitions associated with the 3rd conference of the International Network
>   for the History of Hospitals
> The McGill Series: images of McGill University by Mark Laguë
> Sketching School 2002: student work from Sketching School 2002 in Gloucester, Massachusetts
> Reformulating Constraints: projects by Down + Livesey Architects 1995-2002
> Greece and Italy: Summer Courses Abroad 2000-2002
> Jussi Tiainen: photographs and models of contemporary Finnish architecture
> 50 Years of Healthcare Design: 50 hospital designs from 50 years of architectural work by Zeidler
>   Grinnell Partnership, Toronto

Fall 2003 / Winter 2004

Tilting: an exhibit of photographs and original drawings from the book by Robert Mellin
Architecture in Colombia: seven Medellin architects
Greece: Summer Course Abroad 2003
Yolles, A Canadian Engineering Legacy: 40 original drawings by Roland Bergmann + 20
   photographs of completed buildings by Yolles Engineering
M2 Final Thesis Projects: Master of Architecture program final thesis projects
Texture City: an interactive installation by Marc Boutin, 2003 Prix de Rome winner
Sketching School 2003: an exhibition of student work from Saint John, New Brunswick
Toward an Architecture of Conscience: the work of Sandy Hirshen, Architect, his partners and
   professional colleagues
Design Research & Methodology: the work of the M1 class from the Winter 2004 term
Studio 2003-2004: highlights of student work from the studios of Fall 2003 and Winter 2004
Nomadism /Urban Wandering: an exhibition of History and Theory graduate studio work 2003-2004

Fall 2004 / Winter 2005

Threshold, Passages and Other Crossings: History and Theory graduate studio work 2004-2005
Studio Work 2004-2005: highlights of student work from the studios of Fall 2004 and Winter 2005
Design Research & Methodology: the work of the M1 class from the Winter 2005 term
INTERSECTION - Bloor and St. George: an exhibition from the Facoltà di Architettura Civile,
   Politecnico di Milano
Sketching School 2004: student work from Sketching School 2004 in Bar Harbor, Maine
The Architecture of Italian Cities: student work from the 2004 Summer Course Abroad in Italy
Italia 2004: student work from the 2004 Wilfred Truman Shaver Scholarship trip to Tuscany
M2 Thesis Projects: Master of Architecture (professional program) design thesis projects
Duschenes & Fish: a century of work by this well-known Canadian firm
Work Architecture Company (Amale Andraos and Dan Wood): A Lot of Work for Nothing?
Ways of Seeing - Petr Franta architect: Current Projects 1994-2004
David Farley: New Work (paintings)
Diamond and Schmitt Architects: Light, Community and Transformation (recent projects)

Fall 2005 / Winter 2006

Cabin, Cottage & Camp: New designs on the Canadian landscape (curated by C. Macdonald, UBC)
Lateral Architecture / Formatting: recent work by Lola Sheppard and Mason White
Un monastère contemporain / Variations architecturales: finalists and winner in the competition for a
   Cistercian Abbey
Collages by Arthur Schaller
M2 Final Thesis Projects: Master of Architecture professional program final thesis projects
Summer Course Abroad: student work from the Summer Course Abroad 2005 in Greece
Shaver 2005: student work from the 2005 Wilfred Truman Shaver Scholarship trip to Switzerland
atelier t.a.g.: work by Manon Asselin and Katsuhiro Yamazaki
Accreditation Expo: highlights of student work from the past six years
Sketching School 2005: student work from Sketching School 2005 in Baie Saint-Paul, Quebec
Housing in Vienna: an exhibition from the Cultural Forum of the Austrian Embassy in Ottawa
Design Research & Methodology: the work of the M1 class from the Winter 2006 term

A recent and very exciting initiative of a group of students has generated *Gallery O*, a standing exhibition of staff and student work in the Architecture Café.

3.6.4 Student support services

Student support services are available at all levels: University, Faculty and School. The small size of the School leads to close relationships between students and academic, as well as non-academic, staff, providing an access to support services not generally available in larger departments.

i) Academic and personal advising

All students entering the program meet individually with Mary Lanni-Campoli, Student Advisor, and as a group with the Director of the School. Each student's relationship with the Student Advisor and Director is maintained throughout the nine semesters of their program. Additional advising, and career guidance, is provided on a regular basis by individual faculty members working with the student in studio and lecture courses, and in many cases, the studio instructor operates as the student's natural, if unofficial, advisor and mentor.

ii) Evaluation of progress

All course instructors are required, if appropriate, to develop some form of mid-term evaluation. These mid-term evaluations may take the form of marks, or a more qualitative indication of progress, and are often presented in the form of written comments. The individual progress of each student through the program is closely monitored by the Student Advisor and the Director. Both the Advisor and the Director maintain an open-door policy for students and staff, who are usually able to have concerns regarding progress, evaluations, or career issues addressed immediately.

The following guideline is distributed to all instructors:

COURSE GUIDELINES FOR THE SCHOOL OF ARCHITECTURE

(with particular reference to Design Studio Courses)

Course Credit:

The credit assigned to a particular course generally reflects the amount of effort required of the student. One credit normally represents three hours work per week. This is, in general, a combination of lecture hours and other contact hours, such as laboratory periods, tutorial and problem periods, as well as personal study hours. As a guide, the average division of time for a course is indicated in hours in the course listing after the course credit. For example, 3(3-0-6) indicates a credit of three units consisting of three lecture hours per week, no other contact hours and six hours of personal study per week.

Eg: Design & Construction I 6(2-10-6). Credit of 6 units consisting of 2 lecture hours, 10 hours of studio and 6 hours of personal study per week. Workload = 18 hours per week, including scheduled hours, according to the formula. However, in design courses, which are core courses, students may have to spend more time on personal work, depending on their ability.

Reassessment of a Grade:

In accordance with the Charter of Student Rights, and subject to the conditions stated therein, students have the right to consult any written submission for which they have received a mark and the right to discuss this submission with the examiner. If, after such discussion, students want to have a formal final examination reread, they must apply in writing to the Student Affairs Office.

Reread of a Grade:

A student may request the rereading of a grade by completing an application form available from the Records Office. In the case of design studio courses, the student will also need to bring all course work to the Student Advisor in the School of Architecture. The application deadlines are the last day of March, July, and November for fall, winter, and summer courses respectively. Payment of the $35 fee will be charged to the student's McGill account. If the grade is improved as a result of the reread, the fee will not be charged. If the grade is decreased or unchanged, the fee will be levied.

For design courses in the School of Architecture, a reread committee of at least two professors (not associated with the course in question) are asked to review the work in relation to other work in the course representing a range of grades.

Grading:

1. Letter Grades
    Courses are graded either by letter grades or in percentages, but the official grade in each course is the letter grade. Letter grades and grade point equivalents are shown in the following table:

Letter Grades	Grade Point	Percentage
A	4.0	85-100
A-	3.7	80-84
B+	3.3	75-79
B	3.0	70-74
B-	2.7	65-69
C+	2.3	60-64
C	2.0	55-59
D	1.0	50-54
F(Fail)	0	0-49

J	unexcused absence
K	incomplete
KF	incomplete failed
L	deferred
T	credit by examination only

Grades A, A-, B+, B, B-, C+ and C indicate satisfactory results. Grade D indicates marginal results, which may be acceptable for peripheral courses, but not for core courses required by the program. The classification of a course as core or peripheral depends on the individual student's program and will be decided by the department concerned. Grade F is a permanent grade indicating unsatisfactory results. Grade J indicates an unexcused failure to submit assignments or an unexcused absence from an examination. It is equivalent to an F grade.

2. Mid-term Evaluation
    Mid-term evaluations should be provided in design courses; this assessment may consist of an evaluation that is not related to specific letter grades. (e.g. Category I - High Calibre work; category II - satisfactory work; category III - work that needs substantial improvement.) Course evaluations must be administered in each course before the publication of any marks. In cases where courses are split into modules, this rule also applies.

3.   Individual Student Review
         At the end of each course or at mid-term, professors in design courses may meet with individual students to review their progress in the course, to discuss strengths and deficiencies. Such interviews are at the discretion of the individual professor. However, individual students may request a meeting with the professor to discuss his or her academic progress.

4.   Incomplete Course Deadlines
         An incomplete grade is indicated by a K. The maximum delay granted for completion of course work is three months, after which the student will automatically be given a grade of KF (incomplete/fail). The last day for submission of deferred grades is Mach 31st for A semester courses, August 15th for B semester courses, and December 1st for summer courses. The last date for submission of grades for summer courses for students graduating in November is September 15th. Please note: a "K" Request Form may be picked up from the Student Advisor's Office, and must be submitted at the time of marking.

         The L grade indicates a deferred grade for medical or other valid reasons. An L grade will be replaced by a J grade if the student misses the next deferred or regular examination in the course, whichever occurs first. Please note: a doctor's note must be provided soon after the illness.

5.   Final Examinations
         Faculty and University Examination Regulations are posted on the Records Office web site at www.Engineering.McGill.ca/records/records.htm. Please note that final examinations cannot be held during the last two weeks of classes, unless a previous precedent has been established.

Course Outlines:

Course outlines should be handed out to students at the beginning of each course. The outlines should be posted on the school notice board on the third floor. The course outline should indicate the value of each component of the course including projects, tests, workbooks, exams, and other elements, that will contribute to the mark in the course.

Attendance:

In architecture, work in design courses is carried out in the studio, complemented by work in the library and through field trips, etc. It is imperative that students do the majority of their work in the studio in order to maintain contact with other students and professors, and to support the atmosphere of creativity and engagement that simulates the activity in a professional office.

Policy on Ownership of Student Work:

The ownership of all original drawings, models, writings, or other documents submitted in fulfilment of curricular requirements is vested initially in the School; work may be retained by the School for examination, record or any other purpose which members of staff of the School consider to be in the interests of the students, the School or the profession. When work is retained, the School will, under certain circumstances, reimburse the student for the costs of reproduction. This regulation in no way affects the copyright of such material, which is regulated by the Canadian Copyright Act.

Should a member of staff of the School, and the Director of the School, determine that the School no longer needs to retain possession of such documents, they shall publish a written notice to this effect; and if, after three months, the documents have not been removed from the School premises by the person in whom the

copyright is vested, or their representative, such documents may be destroyed. Students are advised to make copies of their work for their portfolios before submission for final grades.

Note: Complete information can be found in the Undergraduate Calendar.

iii) Employment / internship

It has long been a requirement that students acquire a minimum of six months of work experience in an architect's office while they are registered in the B.Sc.(Arch.) program. Students do not receive academic credit for the work experience, but are required to submit a detailed report which must be approved by the Director of the School. This 'stage' of six months is not a program requirement; it is one of the requirements for admission into the professional M.Arch.I program.

The Work Experience Guideline has been revised to clarify the intention of the requirement and to permit two months of the six-month requirement to be completed during the M.Arch. I program.

WORK EXPERIENCE GUIDELINE

Students in the B.Sc.(Arch.) program who intend to proceed to the professional degree must complete a minimum of 4 months work experience before entering the M.Arch.I program, and an additional 2 months during the M.Arch.I program (and prior to receiving the M.Arch.I degree), for a total of 6 months work experience. A minimum of 4 months must be fulfilled from Category A, while the remainder (up to 2 months) can be fulfilled from Category B.

Category A - Architectural Work Experience:

Includes work that is directly related to architectural practice.

Examples:
- Professional architectural office
- Building division of an institution (school board, hospital, university)
- Professional engineering office
- Building & planning office of a municipality
- Construction company
- Surveying

Category B – Related Work Experience:

Includes work that is not directly related to architectural practice but that would contribute to an architectural student's experience in relation to future architectural practice.

Examples:
- Research projects (CAC, CCA)
- Surveys
- Inventories
- Photography/graphic work

In order to assist students in the search for architectural work, the School of Architecture

maintains an official "Job Notice Board", located on the second floor of the Macdonald-Harrington Building. In addition, a letter explaining the work experience requirement can be obtained from the Student Advisor, if it will be of assistance. In addition, the McGill Student Services offers workshops to assist students in preparing themselves for the workforce.

The Architecture Student Association is compiling a list of architectural firms, which will be available in either the ASA Office (G-02) and with the Student Advisor (Room 202).

We do not operate a coop-style employment office in the school; in other words, students are expected to find their own employment. However, we do post all information received regarding employment opportunities, we coordinate visits by professionals visiting the school to recruit staff, and we try to employ as many as we can on campus when opportunities arise. Typically, 6-10 students will find summer employment in the School or with individual professors, and with the University's Department of Facilities Management. Students are also able to take advantage of placement services available at MECC (McGill Engineering Career Centre).

3.6.5 Student participation in the life of the university and community

Travel is an integral element of both the required and elective curriculum of the School of Architecture. The principal opportunities for travel are related to field trips in a variety of courses, the Sketching School program, the Summer Courses Abroad program, travelling scholarships in both the B.Sc.(Arch.) and M.Arch. I programs, and exchange programs, and to participation in the activities of regional and national student organizations.

i) Field trips

Field trips provide essential opportunities to take advantage of resources in Montreal and environs, as well as in nearby centres such as Ottawa, New York, Boston, Washington and Chicago. Field trips are integrated within studios at different levels, and in courses such as Organization of Materials in Building, History of Architecture in Canada, History of Domestic Architecture in Quebec, Electrical Services, and Advanced Construction.

ii) Sketching School I and II

This is a compulsory, eight-day summer field course in sketching and painting that moves to a different site each year, the sites being selected for their specific visual characteristics. In the last ten years, the course has taken place in five provinces and two states; sites visited in the last five years include Baie-St-Paul, Quebec (2005), Bar Harbor, Maine (2004), Saint John, NB (2003), Gloucester, Massachusetts (2002), and Perth, Ontario (2001). Students are required to complete two Sketching Schools, one in the B.Sc. and the other in the M.Arch. I program, which means that the size of the group typically ranges between 50 and 75 students.

iii) Summer Course Abroad

Summer Course Abroad is a three-credit four-week course that provides a structured opportunity to observe, record and analyse the urban environment. The course alternates between Aegina, Greece, and

Venice, with class sizes that vary from 12 to 24 students.

iv) Traveling scholarships

The School of Architecture is fortunate to be able to offer a number of travelling scholarships, one of the most exciting of which is the Wilfred Truman Shaver Travelling Scholarship. The Shaver is awarded to as many as ten students each year, who undertake, as a group, a four-week study trip under the supervision of one or more staff. Recent Shaver trips have taken students to Switzerland, Tuscany, Malta, Scandinavia and western Europe. A partial list of the major scholarships supporting student travel is provided below:

Gluskin-Sheff Travelling Scholarships (Value: minimum $3,000 each)
Established with a donation from Gluskin-Sheff Associates Inc. of Toronto, Ontario (Gerald Sheff, B.Arch. 1964) to assist undergraduate students to participate in exchange programs at Schools of Architecture that have a formal exchange agreement with McGill. Awarded by a committee of staff of the School of Architecture. Note: Students are invited to apply.

Wilfred Truman Shaver Scholarships (Value: $2,500 each)
Established by a bequest of the late Mrs. Elizabeth Henley Shaver in memory of her husband, to enable architecture students to study in Canada or in other countries. Selection will be based on academic merit from among those completing the requirements for the B.Sc.(Arch.) degree. Recipients must pursue these studies during the summer vacation immediately following the completion of this degree and in accordance with a program established by the Director of the School of Architecture. Awarded on the recommendation of the School of Architecture.

A.F. Dunlop Scholarships (Value: $2,500 minimum each)
Travelling scholarships bequeathed in 1937 by the late Mrs. Catherine A. Dunlop for students graduating with the M.Arch.I degree. Apply, stating proposed study, localities to be visited and date of departure, to the Director of the School before January 31. Selection is made by a committee of staff of the School of Architecture.

The Dr. Soo Kim Lan Prize in Architecture (Value: $2,000)
Established in 2000 by Arthur C.F. Lau (B.Arch. '62) and Crystal S.C. Soo Lau (B.Sc.'62, M.Sc.'64), in memory of the latter's mother, Dr. Soo Kim Lan. The prize is awarded by a committee of staff of the School of Architecture to a student completing the second semester of study in the Master of Architecture program.

Hugh McLennan Memorial Scholarship (Value: $4,500)
Established by the Hon. John Stewart McLennan, Dr. Francis McLennan and Miss Isabella McLennan in memory of Hugh McLennan, son of the Hon. John Stewart McLennan, killed at the Battle of Ypres in 1915. Awarded for travel to the student who has maintained the highest standing throughout professional studies in Architecture.

v) Student Exchanges

The social and academic life of the School benefits from exchange programs with Schools in Austria, Australia, Belgium, Colombia, Denmark, France, Israel, Italy, Mexico and the USA. A limited number of qualified students are invited each year to participate in exchanges with Schools of Architecture at universities which have agreements with the McGill School of Architecture, normally for a maximum of

one semester. A new agreement was signed last year with the Royal Danish Academy of Architecture, Copenhagen. Our exchange partners now include:

> Fakultät für Raumplanung und Arkitektur, Technische Universität Wien, Austria
> Facultad de Arquitectura, Universidad de los Andes, Bogotá, Colombia
> Istituto Universitario di Architettura di Venezia, Venice, Italy
> Politecnico di Milano (Bovisa), Milano, Italy
> The Technion, Israel Institute of Technology, Haifa, Israel
> Institut Supérieur d'Architecture, Saint-Luc Bruxelles, Brussels, Belgium
> École d'architecture de Grenoble, Grenoble, France
> École d'architecture Clermont-Ferrand, Clermont-Ferrand, France
> Royal Danish Academy of Architecture, Copenhagen, Denmark

Each year, approximately fifteen of our students participate in an exchange, usually in the winter semester, and an equivalent number of foreign students are accommodated, usually in the second and third-year studios in the fall semester. Discussions on new agreements are underway with schools in Belgium, the Canary Islands, and Guatemala.

The School is also the lead Canadian institution in a six-university consortium formed under the North American Mobility in Education Program. The consortium includes: UNAM and Tec de Monterrey (Querétaro), Mexico; Virginia Tech and University of Florida, USA; and Dalhousie and McGill, Canada. The total funding is approximately $595000 (Canada $160000 from HRDC, US $323000, Mexico $112000). The grant supports a 4-year exchange program between Mexico, the US and Canada, and the project theme is Urban Conservation, with special attention to the historic centres of selected sites in each of the three countries. The first exchanges under the new program took place in 2003-2004. Summer workshops were held in Mexico City and Oaxaca in 2004 and in Nantucket, Massachusetts, in 2005.

vi) Student involvement in the university and community

The ASA participates actively in campus-wide student governance, and sends representatives to both the Student's Soviety of McGill University (SSMU) and the Post-Graduate Students' Association (PGSS).

Every effort is made to facilitate participation by students in extra-curricular activities on and off campus. On the first day of class, students are encouraged to get involved in the life of the campus and the city, to participate in sports programs and student society activities, and to take advantage of every opportunity to broaden their university experience (carpe diem). They are, at the same time, assured that the School will do what it can to see that curricular and extra-curricular activities are harmonized.

The School also supports with annual grants student participation in conferences, and in events and meetings organized by groups such as CASA (Canadian Architecture Students Association) and AIAS, the student affiliate of the American Institute of Architects.

3.7   Physical resources

3.7.1 Summary

The Macdonald-Harrington Building, at 815 Sherbrooke Street West, has been the home of the School of Architecture since 1987. The Building Director is David Covo, who reports to the Building Manager for the entire Engineering complex, Jonathan Rousham. The Associate Building Director for Macdonald-Harrington is Student Advisor Mary Lanni-Campoli. Please refer to Appendix 4 for building plans.

The School of Architecture is the major occupant of the seven-floor building, and occupies space on every level, for a total of approximately 4060 square metres - net - of the building's gross area of 6232 square metres.

The School's principal space resources include studios on the first, second, third and fifth floors, photographic and darkroom facilities, two well-appointed and recently upgraded lecture rooms, dedicated computer facilities, a new building materials resource centre, a new multi-media resource centre, an exhibition room, a studio dedicated to life-drawing, comfortable faculty, staff and student offices, and the Architecture Café.

3.7.2 Area breakdown: Architecture in the Macdonald-Harrington Building (square metres)

BASEMENT LEVEL

B01	RESOURCE CENTRE	51.3
B02	STORAGE	31.5
B02B	STORAGE	20.9
B04	ARCHIVES	65.7
B09	DARKROOM AND PHOTOGRAPHY STUDIO	45.6
B10	WORKSHOP – SPRAY BOOTH AND SANDBLASTING	24.8
B14	WORKSHOP – 24 HR ANNEX	65.7
B25	WORKSHOP – MAIN WORKSHOP	102.3

GROUND FLOOR

G1	SEMINAR ROOM	49.5
G2	ARCHITECTURE STUDENTS ASSOCIATION	30.1
G2A	ARCHITECTURE STUDENTS ASSOCIATION	22.0
G6	ARCHITECTURE CAFÉ	61.2
G12	MULTI-MEDIA AND ARCHIVES	75.6
G15	FACULTY COMPUTER LAB	307.8
G16	NEW WORKSHOP OFFICE	23.1

FIRST FLOOR (MAIN ENTRANCE LEVEL)

HALL	MAIN CORRIDOR: DISPLAY / CRITS	55.8
101	CRIT ROOM	48.6
102	CRIT ROOM	53.1
103	COMPUTER LAB	63.9
G10	MAIN LECTURE HALL	179.2
114	EXHIBITION ROOM	153.2
115	STUDIO	219.4
115A	STUDIO ANNEX	103.5

SECOND FLOOR

HALL	MAIN CORRIDOR	54.9
200	FOYER	23.1
201	OFFICE	32.2
202	OFFICE: STUDENT	15.8
203	OFFICE: GENERAL	12.2
204	OFFICE: BOOKKEEPER	14.0
205	SEMINAR ROOM	24.8
206	SEMINAR ROOM	27.5
207	SEMINAR ROOM	35.0

208A	PROJECTION ROOM	4.5
208B	KITCHEN	3.2
212	LECTURE ROOM	74.8
214	DESIGN STUDIO	210.0
215	GRADUATE PROGRAM STUDIO	323.0
220	OFFICE: PEREZ-GOMEZ	23.7
222	OFFICE: INNES-PREVOST	23.1

THIRD FLOOR

HALL	MAIN CORRIDOR: DISPLAY / CRITS	54.0
301	OFFICE: KRAWITZ	11.2
302	OFFICE: COVO	20.9
303	OFFICE: DRUMMOND	10.1
304	OFFICE: BRESSANI	14.4
305	OFFICE: SHEPPARD	15.3
306	OFFICE: SIJPKES	10.1
307	OFFICE: ZUK	19.8
308	OFFICE: MELLIN	24.2
309	OFFICE: ADAMS	15.3
311	OFFICE: CASTRO	14.0
312	STUDIO	155.2
312A	WHEELER MODEL COLLECTION	12.0
313	OFFICE: MELLIN	11.2
314	THIRD YEAR DESIGN STUDIO	207.9
315	OFFICE: FRIEDMAN	18.5
322	DISPLAY	3.2

FOURTH FLOOR

| 421 | SEMINAR ROOM: HOUSING | 19.8 |

FIFTH FLOOR

HALL	MAIN CORRIDOR: DISPLAY / CRITS	59.4
500	STUDIO	157.4
505	GRADUATE STUDIO (PHD)	74.8
512	FREEHAND DRAWING (50 EASELS)	160.0
514	STUDIO	215.5

3.7.3 Auxiliary facilities

A number of auxiliary facilities serve the School of Architecture. These include several laboratories, workshops, and other resources that support teaching and learning, and research in the School of Architecture.

i) Media Centre

The Media Centre of the School of Architecture is managed by media coordinator Carrie Henzie. The Centre provides staff and students with equipment and technical expertise in four areas of multimedia production and design: photography (digital and film), web design, publication design, and videography.

The traditional photographic facilities include a complete darkroom for black and white film processing and printing. The darkroom facility currently has three 35 mm enlargers and two 4 x 5 inch enlargers. The school also possesses two large format (4x5) Linhoff Technika cameras. Copy facilities include a Leitz Reprovit copy stand for staff and student use.

The Media Centre maintains two digital cameras: a Sony cybershot 5.0 mega pixel camera with a Carl Zeiss lens and a Canon Powershot 5.0 mega pixel camera with canon zoom lens. A Canon Canoscan FS400US is available in the Centre to digitise slides or 35 mm negatives, and an 8.5 x 11 document scanner is available to digitise other media.

The studio area is equipped with seamless backdrops and uses tungsten and quartz lights for the photography of architectural models.

The Media Centre resources also include a Macintosh computer lab with four iMacs and a power PC. The following web publishing software is available to staff and students: Macromedia Dreamweaver, Macromedia Flash and Adobe Golive. All of the computers are connected to high speed internet and the lab has wireless access to provide for students who wish to work on their own laptops. First year Masters students are given web space as part of their *Design Research and Methodology* (ARCH671) course, where they publish a web site and portfolio as part of the course requirements.

Print publishing software, such as Adobe InDesign, Adobe Photoshop, Adobe Illustrator and Adobe Acrobat Professional are available for staff and student use. Generally the print resources are used by Masters students or on special projects by staff or students. The Media Centre produces the annual *Catalogue* of student work. The publication provides the school with a comprehensive record of student work for each school year.

The Media Centre houses the Final Cut Pro video-editing suite. The Macintosh iLife suite is also available at two stations in the lab. Students can use iMovie and iDVD to create, edit and publish their student movies digitally. A Sony digital video camera is available to staff and students for special projects and thesis work. The video centre is popular with Masters students who often use video in their final thesis presentations.

The *Design Research and Methodology* (ARCH671) and the *Architectural Design 2* (ARCH673) courses as well as graduate students in the History & Theory, Domestic Environments, Minimum Cost Housing Group and Affordable Housing programs rely on the Centre's facilities for design thesis and studio work.

In addition to the Video Lab facility, students may use the video editing facilities of the McGill Instructional Communications Centre (ICC), located on campus in the Stephen Leacock Building.

ii) Workshop Facilities

The School of Architecture Workshop, coordinated and operated by Chief Technician David Speller, provides an important resource for students enrolled in our professional and post-professional programs to carry out projects forming part or all of the requirements of a variety of different courses in the School. The Workshop plays a particularly important role in the design studios, and studios at every level of the program include course work based in part, and occasionally entirely, in the Workshop. The School is well known for the high quality of work produced by students in the Shop, and for the effectiveness with which the Workshop integrates and supports teaching and research at all levels of the program.

Students enjoy access to stations for working with wood, wood products, metal, plaster, glass and plastics, as well as facilities for casting, mold making, sandblasting and spray finishing. A compressed air supply enables the use of air tools throughout.

Recent additions to workshop resources include two installations providing students with high-quality Rapid Prototyping and Fabrication facilities. The workshop now includes a space of 20 square metres dedicated to a 60 watt Universal Laser Cutter, a Stratasys 3000 fused depositional modeler and the computers required to control them. The laser cutter is used to cut and engrave a wide variety of 18" x 31" sheet materials, of which the most common are acrylic, mdf, plywood, mat card, chipboard, and styrene. The fused depositional modeler, or rapid prototyping machine, builds models in three dimensions (10"x10"x10") in ABS, high impact abs, elastomeric material, or investment casting wax.

The Workshop area comprises approximately 216 square metres of space dedicated to these activities, and is divided into four main areas:

Main Shop	102.3	square metres
Office and Supply Store	23.1	
Assembly Room (24 hr)	65.7	
Spraying & sandblasting	24.8	
total	**215.9**	square metres

Students are also able to take advantage of workshop resources available in other units in the Faculty of Engineering and elsewhere in the university, for example, metal shops in Mechanical Engineering and a glassblowing facility in the Department of Chemistry.

The Workshop maintains a "Supply Store" which allows students to purchase materials through the use of student purchase cards. The "Supply Store" maintains a stock of the most often used materials for sale to students, while most common modeling and building materials can be ordered through the Workshop within a few delivery days.

iii) Computer Laboratories

Students in the School of Architecture are provided access to a range of computer resources:

1. The Engineering Microcomputer Facility (EMF) operates four labs that are open between 8 and 23 hours/day, seven days/week, providing access to approximately 140 workstations. Output resources available to architecture students include large format colour plotting and printing.
2. Architecture students enjoy access to other facilities maintained by the EMF but restricted to architecture students: these include a dedicated lab, accessible 23 hours per day, with read/write DVD, zip drives, scanning, 11" by 17" and larger format printing. Additional workstations are distributed in all studios. The School of Architecture also maintains a small media centre, with equipment for scanning and large-format printing, as well as for digital photography and archiving of student work.

Graphics Workstations
- 137 workstations, 4 flatbed scanners, 3 HP Plotters, 7 laser jet printers, 1 Inkjet printer, CD-RW's, DVD-R's, zip drives, usb ports (Faculty + School PC computer labs)
- 4 workstations, flatbed scanners, slide scanners, Inkjet printer, CD-RW, DVD-R, Zip drive, USB ports, firewire ports (Media Centre: Mac)

Graphics Software
- Main computer labs (PC): Adobe Creative Suite, ArchiCAD 8.1. Autodesk 2006, FormZ, SketchUp, RadioZity 4.2, Pro E Wildfire, Vector Works 95, Microsoft Publisher (Faculty + School PC computer labs)
- Adobe Creative Suite (Photoshop, Illustrator, InDesign, Acrobat Pro, GoLive), Macromedia MX (Flash, Dreamweaver, Freehand, Fireworks) , Final Cut Pro, iLife (iTunes, Garageband, iPhoto, iMovie, iDVD) (School Media Centre)

The School is completely networked and wireless. All workstations are connected to the faculty-wide network that also serves the Schools of Architecture and Urban Planning. Every office, studio, crit room, seminar room and classroom has a Category 5 link to the Macdonald-Harrington Building's Cisco switch, which is connected via the McGill backbone to the Internet.

In the summer of 2002, the university installed wireless networks in a number of buildings and departments, including, as a pilot project, the School of Architecture and the Department of Electrical and Computer Engineering. The entire School of Architecture - design studios, classrooms, seminar rooms, crit rooms, offices and the Architecture Café - are now served by strategically distributed wireless access points, and architecture students are encouraged to acquire laptops for use in the studios. In the fall of 2005, the Faculty launched a pilot laptop program as a first step in the development of a compulsory laptop purchase policy for all students.

iv) Architecture Café and Pub

The Architecture Café is administered by a sub-committee of the Architecture Students Association from within the School of Architecture. Located on the ground floor of the Macdonald-Harrington Building in Room G6, the space is also used for a weekly pub, which brings together students from undergraduate and graduate programs in informal conversation with faculty and the public. The original space was designed and built by students as part of an elective design studio.

Since the fall of 1993, this space has been operating as the Architecture Café, which is open each day from Monday to Friday during the academic year. The café quickly fulfilled a much needed social forum within the School of Architecture and is used occasionally for informal design tutorials, in addition to serving lunch and acting as an 'after hours' salon. It is redesigned and renovated every three to five years by students, who staff the café and operate it as a coop.

An unexpected benefit has been the use of the café by students from other departments in the Faculties of Engineering and Arts and Science. On Tuesday and sometimes Friday evenings, the café operates a pub, open to the public, where live music is often provided by talented architecture students and others on a regular basis. The student group that operates the café and pub also, on occasion, dedicates designated evenings as fund-raisers for programs such as Habitat for Humanity.

In the last few years, the café has also hosted Gallery 0, a series of informal exhibitions of student and, occasionally, staff work.

3.8   Information resources

There are five main "Collections" which support teaching and research in the School of Architecture: the *Blackader-Lauterman Library of Architecture and Art*, located in the Redpath Library, is under the direction of Marilyn Berger; the *Canadian Architecture Collection*, housed in space adjacent to the Blackader-Lauterman library, is under the direction of Irena Murray. The *Architecture Slide Library*, housed within the Macdonald-Harrington Building, is under the direction of Dr. Annmarie Adams; the *Orson Wheeler Architectural Model Collection,* also housed within the Macdonald-Harrington Building, is under the supervision of Professor Pieter Sijpkes; and the *Materials Centre* is under the direction of Professor Avi Friedman.

3.8.1 Blackader-Lauterman Library of Architecture and Art

The Blackader-Lauterman Library of Architecture and Art is the University's parent library for the School of Architecture, the School of Urban Planning, and the Department of Art History and Communication Studies. The Library originated in the early 1920's with an endowment from the family of the late Gordon Home Blackader, B.Arch. 1906.

Currently the Library holdings comprise close to 109,000 volumes, 2 500 rare volumes now housed in the Rare Books and Special Collections Division, and 350 journal subscriptions. As a result of the evolving curriculum, specialized collections have grown particularly strong in architectural history and design since the Middle Ages, Canadian architecture, urban design, planning and housing, as well as housing in the developing world. New courses in Design Research and in Methodology, Architectural Criticism, Professional Practice, and Building Science have been added. The Library collection is growing at an annual rate of over 2000 volumes. Since 1988, the Library has been fortunate to receive a number of important government grants awarded to specialized research collections. In 1993, the Blackader-Lauterman Library received a $250,000 eight-year collection subsidy from the R. Howard Webster Foundation for the purpose of further strengthening the research component of the collection.

The Library has one of the finest university-based rare book collections in Canada, with a particular strength in Renaissance architectural treatises and iconography. M.Arch. and Ph.D. candidates registered in the Architectural History and Theory Program use the rare materials as their primary working collection in the Architectural History seminar which is taught directly in the Rare Books and Special Collections Division.

Two major gifts-in-kind led to a project to catalogue the personal libraries of both Norbert Schoenauer and John Bland, late Professor Emeritus, McGill School of Architecture. This added nearly 3,000 architecture books to the collection.

Recent purchases include the 3 volume set *The Gothic Revival 1720 – 1870: Literary Sources & Document*, a research tool that offers an overview of Gothic architecture; the important 6 volume *Monuments of Italy,* a regional survey of art, architecture and archaeology from classical to modern times; and foreign language material, particularly Italian and German catalogues raisonnées. New serial subscriptions were purchased including *International Review of African American Art, Bomb, GA Detail, GA Architect, Scroope, Kunstchronik, El Croquis, Built Environment, Res: Anthropology and Aesthetics* and others.

New electronic resources include *Building Green Suite, Art Theorists of the Italian Renaissance* (CD

ROM), *Art Abstracts* (replaces Art Index). The library also subscribes to a number of Ejournals and Ebooks listed on the appropriate Subject Guides on the Blackader website.

The Library supports a strong program of bibliographic instruction at both undergraduate and graduate level, and offers tours, workshops and specialized bibliographic seminars throughout the year. About 10,000 reference questions are handled annually by the staff.

Over the years, the librarian authored or collaborated on a number of specialized publications designed to improve access to material in the library and the architectural archives (CAC). These include *Sources in Iconography* (1994), *Moshe Safdie Buildings and Projects* (1996), *Supervised Research Projects in Urban Planning 1949-1997* (1997) and the Norbert Schoenauer Collections: the Personal Library including a bibliography of writings by and about Schoenauer (2003)

More recently, new technologies have been employed by the Library to make accessible art and architectural information in the electronic form. The Blackader website provides the gateway to a number of these. (http://www.mcgill.ca/blackader/). These are:

>*Canadian Architect and Builder (CAB),* an online full-text searchable version of the historic architectural Canadian journal published between 1888-1908. Newly included is a subject and advertisers' Index to further enhance the searching capability of the database. Done in four phases, this initiative was undertaken with grants by the Young Canada Works in Science and Technology, Canadian Library Association, and the Industry Canada Digital Collections Program.
>http://digital.library.mcgill.ca/cab/

>*Industrial Buildings of Montreal*, a digital online resource on industrial architecture in Montreal with a special interest on Lachine Canal.
>http://digital.library.mcgill.ca/industrial/

>*Hospital Architecture in Montreal*, a database on hospital architecture in Montreal.
>http://digital.library.mcgill.ca/hospitals/

>*Urban Plan Collections*, a database of reports and plans for urban and rural areas around Canada dating from the late '50s to the present time.
>http://digital.library.mcgill.ca/urbanplanning/

>*Moshe Safdie Hypermedia Archive*, a database featuring the work of Moshe Safdie including an extensive bibliography.
>http://cac.mcgill.ca/safdie/bibliography/bibpage.php

>*Supervised Research Projects in Urban Planning*, a list of research projects submitted by students in their final year as partial fulfillment of a Master of Urban Planning degree.
>http://digital.library.mcgill.ca/urbanplanning/supervisedresearchprojects.php

>*Norbert Schoenauer Housing Archive*, a digital database of Schoenauer's slide case studies.
>http://cac.mcgill.ca/schoenauer/cases/index.htm.

Marilyn Berger, Head of the Blackader-Lauterman Library, represents the Library on the CREPUQ Art Libraries Sub-committee. Both the Library and the CAC staff are active members of the Art Libraries Society of North America (ARLIS/NA), and they were involved in planning for the Society's annual conference held in Montreal in March 1995.

A core staff of one professional librarian and one library assistant manage the Blackader-Lauterman Library, assisted by students in the Library and Information Studies program at McGill who are trained to work at the reference desk during the academic year. The John Bland Canadian Architecture Collection is managed by a curator who works with students and researchers who provide reference services, access to new material and assistance with projects on the website. (see 3.8.2 for information on the JBCAC.)

3.8.2 John Bland Canadian Architecture Collection (JBJBCAC)

As one of the McGill University Libraries' Special Collections, the John Bland Canadian Architecture Collection is an important resource for architecture and urban planning research. Its mandate is to document the work of architects who have studied and/or taught at the McGill University School of Architecture and Urban Planning. Through photographs, drawings, and corollary documentation, the JBCAC also seeks to represent the evolution of the McGill campus, the City of Montreal, and the architectural heritage of Quebec and Canada. The JBCAC is administered by the Rare Books and Special Collections Division.

Since 1997, the JBCAC has created an interactive web site which not only lists in detail the holdings of the archive, but in the case of the most prominent fonds housed in the JBCAC collection, the inventories have been mounted online and the web sites provide users with access to the full inventories, contextual materials and hundreds of images of such important collections as Ramsay Traquair, The Maxwell Brothers, Percy Nobbs and Moshe Safdie.

In addition to supporting the teaching and research requirements of the McGill Schools of Architecture and Urban Planning, the JBCAC staff assists other departments within McGill, as well as the architecture and art history departments in the region. The JBCAC also provides a service to practising architects, art and architecture historians, and independent researchers.

The John Bland Canadian Architecture Collection was established by Professor Emeritus John Bland, Director of the McGill School of Architecture from 1941 to 1972. Since the inception, an effort has been made to document and publicize the JBCAC *fonds* through a series of published guides (eleven to date) and more recently electronic publications and websites (nine to date). Researchers interested in exploring the *fonds* held by the JBCAC are encouraged to use the general guide to the *fonds* available on-line at http://cac.mcgill.ca.

The JBCAC contains over seventy *fonds* and currently consists of over 157,240 drawings, 25,000 photographs and 11,780 slides, 190 models, 300 maps, 35 three-dimensional objects as well as 400 linear metres of related professional and personal papers of 19th and 20th century Canadian architects. Vertical files contain material on McGill buildings and biographical information on Canadian architects. As well, the JBCAC serves as a repository for 770 student papers prepared in the last 30 years for the course *History of Architecture in Canada*. The JBCAC supports the teaching and research requirements of the McGill School of Architecture, and its material is used regularly as a resource in the following courses:

      301-522A   *History of Domestic Architecture in Quebec*
      301-372A   *History of Architecture in Canada*
      301-388A   *Introduction to Historic Preservation*

Students also use JBCAC material as the basis for their term projects. The JBCAC prepares its own exhibitions, loans material to museums and other qualified institutions, and sponsors public tours and lectures related to the archives.

The John Bland Canadian Architecture Collection has been awarded numerous important research, exhibition, publication and digitization grants from the federal, provincial and municipal governments. The JBCAC's most challenging initiative has been the acquisition, organization, description and digitization of the largest archive, representing the first half of Moshe Safdie's professional career. The archive currently consists of over 120,000 drawings, 120 sketchbooks, 190 models, 1,100 presentation boards, 360 linear metres of project and office files, 14,000 photographs, 4,625 slides and 190 units of audio-visual material. The project was supported by a three-year research grant from the Social Sciences and Humanities Research Council of Canada. The close relationship with the School of Architecture is demonstrated by the continuous employment of students and alumni in all JBCAC special projects.

3.8.3 The slide collection

The School's slide library is a rich resource for both teaching and research. The collection is approximately 40,000 images, including both lantern and 35 mm slides. It is organized by time period and geographical location, and then by architect (after 1800). All 35 mm slides are fully labelled and safely stored in metal and wooden slide cabinets. Nineteenth- and twentieth-century images, the most heavily used in the collection, have recently been moved to room G12. This new arrangement is secure and lightproof, and the collection is easily accessible to faculty members, particularly Profs. Adams, Castro, and Sheppard, its principal users. This room also boasts a selection of historic slide projectors recently uncovered during renovations on the second floor. The wooden slide cabinets are part of the newly constructed media centre, room G12.

In addition to its value as a teaching tool, the slide library is also an extraordinary source on the history of architectural education at McGill. Most of the lantern slides were taken by Ramsay Traquair, Director of the School from 1913-39. Many of these were transferred to 35 mm in the 1980s, in order to preserve the originals.

The bulk of the 35 mm slides, however, were taken by Peter Collins, who taught at McGill from 1956-81. Not surprisingly, the Collins slides reflect his special interests, particularly architecture in France about 1750, the development of reinforced concrete, and the evolution of Modernism. Since interest in Collins as a historic figure has skyrocketed in the past few years - the Canadian Centre for Architecture (IRHA) hosted a symposium on his legacy in October 1999 - we expect that these slides will become even more valuable, particularly those taken by him. The slide library includes images of his 1948 thesis project for a National Seminary, for example, as well as shots of the Panthéon he took to illustrate his now-famous notion of parallax, first published in 1962. Collins' papers are held in the John Bland Canadian Architecture Collection (CAC). Several scholars from Europe have consulted the slides and the papers this year. For a lengthier discussion of Collins' slides, see Annmarie Adams, With the Precision Appropriate: Images from the Peter Collins Collection, ARQ (Architecture Québec) (Oct. 1993), 18-19, and a forthcoming paper in the *Journal of Architectural Education* (Nov. 2005).

Since 1990, a number of additions have been made to the slide collection. These are stored individually, in order to preserve their autonomy as sets. These include a box of several hundred slides of Expo '67, a set of teaching slides on acoustics, and a set of lantern slides documenting early Canadian buildings and cities. Also, following expansion of our graduate programs in Housing, we acquired hundreds of new slides of domestic architecture around the world.

The personal slide collections of faculty members also constitute a major teaching resource in the School, numbering over 100,000, and reflect the broad research interests of the faculty. These are mostly stored in individual offices and are in constant use in course lectures and seminars.

- Ricardo Castro's collection is the School's largest, with 50,000 images. Special subjects he has collected include the work of Salmona, Lewerentz, and Plezcnic; colonial architecture in Mexico and Colombia; pre-Columbian architecture; water and architecture.
- Avi Friedman has special collections of housing projects and buildings under construction.
- Alberto Pérez-Gómez' collection is particularly strong in European architecture, architectural theory, and images from treatises.
- Pieter Sijpkes has a collection of slides related to structures of all kinds.
- David Covo maintains a collection of images of vernacular architecture in Europe and Asia, pre-Columbian architecture in Mexico, urban housing in China, and buildings under construction.
- Annmarie Adams has collected images of vernacular architecture, work by women architects, and the history of hospitals. More than one thousand of her hospital slides have been digitized in a pilot project sponsored by the Hannah Institute and McGill's Tomlinson funds:
  http://dcp.library.mcgill.ca/vhch/

In addition to these special interests, all faculty members take slides for teaching while they are traveling. In recent years, many faculty members have opted to use digital images in their courses, rather than traditional slides. Discussions are pending on the issue of whether or not the entire slide library should be digitized, for which major funding would be required. The slide library is currently coordinated by Annmarie Adams and Carrie Henzie.

3.8.4 The Materials Centre

The Materials Centre is a relatively new reference resource, located in recently acquired space in the basement of the Macdonald-Harrington Building, and under the direction of Professor Avi Friedman. The Materials Centre supports teaching and research in the area of building science and other technical subjects in the School of Architecture.

The 1,200-square-foot room contains some 300 product catalogues, several hundred product pamphlets, index catalogues, technical magazines, books, technical videos and CD-ROMs. The well-indexed collection is organized according to the Standard Division and it was designed to be easy to consult by students and staff. The Centre is organized as a reference room, with tables and chairs for on-site consultation and reading. A part-time student assistant helps visitors find items.

The collection forms an integral reference resource for several courses. *Organization of Materials in Building* (ARCH 240), a required course for first-year students, is one of these courses. In several assignments, the students are required to consult the collection, identify and specify products. Sample products and full-sized wall sections are also used in classroom demonstrations. Manufacturers' representatives are also invited to demonstrate their products and elaborate on class topics in the Centre as part of tutorial sessions.

3.8.5 Orson Wheeler Architectural Model Collection

This collection of scale models of over two hundred works of architecture from around the world is a unique treasure. Executed in permanently malleable *Roma Plastilina*, these models were created between 1940 and 1990 by the sculptor Orson Wheeler (1902-1990), who bequeathed the entire collection to the School of Architecture. The majority of the models are built at a scale of 1"=100', with a smaller number at 1"=16'. The curator of the collection is Professor Pieter Sijpkes, who maintains a rotating selection of the models on display in the main lobby and on the third floor of the Macdonald-Harrington Building.

3.9   Financial resources

3.9.1 Operating budget

The School of Architecture's approved operating budget for the academic year 2005-06 is $1,699,092, broken down as follows:

Academic salaries, full-time	846 303
Endowed salaries	133 237
Academic salaries, part-time	291 812
Teaching assistants	46 435
Non-academic salaries	272 371
Non-academic salaries, part-time and casual	27 930
General	81 004
sub total	1 699 092

3.9.2 Special projects

In addition to the operating budget, the Faculty provides annual support for capital equipment purchase, and the Faculty and University jointly support approved special initiatives. Special projects approved for the 2005-06 session in the School include the design and construction of new studio workstations for the first year studio and the renovation of 325 square metres of space on the second floor for graduate studios and seminar rooms:

New post-professional graduate studio	535 000
New post-professional graduate studio furniture	60 000
New U1 studio furniture	67 000
Annual capital equipment allocation	19 600

Details of these projects can be found in the Appendices.

3.9.3 Fund-raising and other revenue sources

The Faculty of Engineering is served by two fund-raising and development officers, who work with departments and schools and provide an effective liaison with the University's central Development and Alumni Relations Office. The School also works directly with major gift and special project personnel in the University's Development and Alumni Relations Office.

In the last five years, annual donations, not including special gifts, have increased from approximately $30,000 to approximately $60,000. In the same period, endowments dedicated mainly to scholarships, teaching resources and visiting lectures have increased by more than $1,600,000.

Fund-raising and sponsorship of special events are becoming increasingly important, and unit-specific. Among the administrative reforms under review is an important proposal for a half-time position dedicated to fund-raising, communications and alumni relations.

Recent fund-raising initiatives include:
• In the fall of 2001, the school was the beneficiary of a gift of $600,000 by Gerald Hatch, B.Eng '44, and Sheila Baillie Hatch, B.Arch '46. The Hatchs' gift has endowed two separate funds: the first is The Sheila Baillie Scholarships in Architecture, which provides $25000 per year in scholarships, and the second is The Sheila Baillie Lecture in Architecture, which generates $5000 per year for a distinguished visiting lecture, or lectures, in architecture.

The Sheila Baillie Scholarships in Architecture
Established in 2001 by Gerald Hatch, B.Eng. '44, and Sheila Baillie, B.Arch. '46, in celebration of the 55th anniversary of the latter's graduation from the School of Architecture. The Sheila Baillie Scholarships in Architecture are awarded to outstanding students entering the B.Sc. (Arch.) Program. While academic standing is of primary importance, account may also be taken of qualities of leadership in community and/or school activities. Value: minimum $5000 per year, renewable.

The Sheila Baillie Lecture in Architecture
Established in 2001 by Gerald Hatch, B.Eng. '44, and Sheila Baillie, B.Arch. '46, in celebration of the 55th anniversary of the latter's graduation from the School of Architecture. The Sheila Baillie Lecture in Architecture is an annual public lecture, or series of lectures, which is managed and hosted by the School of Architecture and intended to celebrate the work of distinguished female educators and practitioners.

• A gift by graduate David Molson, B. Arch. '51, in 2002 enabled our third endowed lecture series in architecture, complementing the Sheila Baillie Hatch Lecture and the Structural Steel Educational Fund Lecture, part of a program launched by Professor Loraine Dearstyne-Fowlow of the University of Calgary. The first William Hobart Molson Lecture in Architecture was held in the fall of 2002, and featured Ben Katchor, NYC-based comic artist.

The William Hobart Molson Lecture in Architecture
Established in 2002 by David Molson, B. Arch. '51, in honour of his father William Hobart Molson. The William Hobart Molson Lecture in Architecture is an annual public lecture, or series of lectures, which is managed and hosted by the School of Architecture and intended to celebrate the work of distinguished educators and practitioners.

• In 2003, the Class of 1977, under the joint leadership of Carole Scheffer and Alan Orton, pledged a class gift of $50,000 to the School of Architecture, and in 2004, the Class of 1979, under the leadership of Ian Macburnie, pledged an additional gift of $20,000. These donations complement and stimulate annual giving by graduates and friends to the School, which continues to grow every year.

• In 2005, the Class of 1977 agreed to allocate their gift of $50,000 toward the complete replacement of the traditional furniture in the first year design studio, an eclectic 'landscape' of 45 workstations. Negotiations with suppliers and manufacturers have developed significant additional donations and discounts, and the new studio was furnished in September 05.

• A recent and very generous commitment to an annual gift by Montreal-based developer David Azrieli brought to a total of four our permanently funded public lectures in architecture. The inaugural **David Azrieli Lecture in Architecture** brought distinguished architect Steven Holl to McGill in the fall of 2003. The second **David Azrieli Lecture in Architecture** introduced an enthusiastic audience of over 750 people to New York-based Architect Daniel Libeskind in October, 2004, and an equally enthusiastic audience to Pritzker Prize Laureate Glen Murcutt in October, 2005.

• A recent commitment by Singapore graduate Siew Fang Chan added a fifth funded lecture to the 2004-05 series; the inaugural Siew Fang Chan Lecture in Architecture was presented by architect François Roche of Paris.

• A generous gift by graduate Gerald Sheff, B.Arch. 64, has endowed a new faculty position, the **Gerald Sheff Visiting Professor of Architecture**. This is an academic appointment that will enable the School to recruit a leading architectural scholar/practitioner to teach in the School for a period of one or two semesters. The candidate will give at least one public lecture while at McGill and will contribute his or her leadership, vision and expertise to teaching and research in the School of Architecture. The gift will

be phased over a maximum of five years, at the end of which time the university will match the total to endow a new full-time faculty position in the School. The first appointment of the new Sheff Professor will be in winter, 2006, and will be dedicated to studio teaching in the M.Arch. (professional) Program. (A previous gift by Gerald Sheff and his partner Ira Gluskin supports the Gluskin Sheff Scholarship, which provides $12,500 in annual support for student exchanges.)

3.9.4 Comparison with other programs

The last five years have seen steady increases in the teaching load of the school. The WSU report for 1999-2000 showed a total figure of 279 for the School of Architecture, the highest figure reported since 1990-91, reflecting, among other factors, the introduction in 1999 of the new M.Arch. I program and growing activity in the Ph.D. program, which had been introduced in 1997. The WSU total for 2000-2001 showed a total of 298, for 2001-2002, a total of 325, for 2002-2003, a total of 320.5.

In 2003-04, Architecture's total WSU of 373 represented **13%** of the Faculty total of 2863; Architecture's graduate WSU represented **18%** of the Faculty's total graduate WSU load.

The Faculty of Engineering Planning Report published the following comparison of Total WSU (Weighted Student Unit) and WSU per full-time academic staff for the academic year 2004-05:

Academic unit	total WSU	full-time acad	WSU/acad staff	
Architecture	366.50	10	36.65	(20.36 with FTE of 18)
Chemical	294.72	15	19.65	
Civil	395.02	15	26.33	
ECE	928.90	52	17.86	
Mechanical	565.08	31	18.23	
MMM	374.18	28	13.36	
Urban Planning	90.53	5	18.11	
Totals/averages	3029.23	162	18.70	

3.9.5 Scholarships and prizes

i) New awards

A number of new awards have been added to the list of scholarships, prizes and fellowships available to students in the School of Architecture:

Gifts by alumni and friends of the School continue to support award and scholarship programs that celebrate achievement by both students and staff. Three new awards were established in 2004:

1. **Sheila Baillie Hatch Prize**
   Established in 2004 with a gift from Heather Munroe-Blum and Leonard Solomon-Blum, and additional funding from the University and the School of Architecture, the Sheila Baillie Hatch Prize is awarded by the Director of the School of Architecture to a student completing the first year of the undergraduate program in recognition of a special contribution to the academic or non-academic life of the School. (Minimum value: $500.00)
2. **The Derek Drummond Award in Architecture**
   Established in 2004 by Professor Derek Drummond's friends and colleagues, the McGill Alumni

Association, and the University, in recognition of his service to the University as Vice-Principal (Development and Alumni Relations), 1996-2003, the Derek Drummond Award in Architecture is awarded by the Director of the School of Architecture to a student in the professional program who has made an outstanding contribution to extracurricular activities in the School of Architecture. Minimum value: $2500.00

3. **Gerald Sheff Award for Teaching**
Established in 2004 with a gift from Heather Munroe-Blum and Leonard Solomon-Blum, and additional funding from the University and the School of Architecture, the Gerald Sheff Award for Teaching recognizes outstanding teaching by part-time faculty in the School of Architecture. All part-time faculty are eligible for the award, which includes a travel grant of $500.

ii) List of scholarships and prizes

SCHOLARSHIPS, PRIZES AND MEDALS IN THE B.SC. (ARCH). PROGRAM

Maureen Anderson Prizes in Architecture
Value: $200 each
Established in 1995 by faculty, staff and students to honour the dedicated service of Maureen Anderson, a staff member from 1960-1995. Two prizes awarded to undergraduate or graduate students in the School of Architecture on the basis of course work judged to be of high merit and superior written quality. Selection will be made by a committee of staff of the School of Architecture.

John Bland Scholarship in Architecture
Value: $6,000
Established in 1998 by a generous gift from a McGill graduate of Chemical Engineering (Class of 1959), from Hong Kong, in honour of Professor John Bland, Director of the School of Architecture between 1941 and 1972. Awarded by a committee of staff of the School of Architecture to a graduating student to support work in China.

Peter Collins Prize
A book prize, donated by the Canadian Centre for Architecture Bookstore, awarded to the student in the School of Architecture obtaining the highest standing in the area of architectural history. Awarded by the School of Architecture Scholarships Committee.

Favretto Scholarship in Architecture
Value: $2,000
Established in 1992 through the generosity of Angelo Favretto, B.Arch. 1947, to provide scholarships for students having completed at least one year and continuing in an undergraduate degree program in Architecture. Awarded on the basis of high academic achievement and performance in projects, by the School of Architecture. The scholarship may be renewed on the same basis at the discretion of the School.

Gluskin-Sheff Travelling Scholarships
Value: three or four awards, minimum $3,000 each
Established with a donation from Gluskin-Sheff Associates Inc. of Toronto, Ontario (Gerald Sheff, B.Arch. 1964) to assist undergraduate students to participate in exchange programs at Schools of Architecture that have a formal exchange agreement with McGill. Awarded by a committee of staff of the School of Architecture. Note: students are invited to apply.

David Griffiths Memorial Scholarship
Value: $550
Established in 1985 in memory of David Griffiths (1963-1984) by his friends, family and classmates in the School of Architecture. Awarded annually to a student who has completed first year architecture with high academic standing and who has participated and shown leadership in community affairs. Awarded on the recommendation of the School of Architecture. Note: students are invited to apply for the scholarship.

The Ping Kwan Lau Prize in Architecture
Value: $500
Established in 2000 by Crystal S. C. Soo Lau (B. Sc. '62, M. Sc. '64) and Arthur C. F. Lau (B. Arch. '62) in memory of the latter's father, Ping Kwan Lau. The prize is awarded by the School of Architecture to a graduating student who has demonstrated excellence in the research, site analysis and program preparation for the final design project of the M. Arch. I Program.

Murdoch Laing Prize
Value: $1,300
For the design of a medium cost city house, established by the late Mrs. Florence B. Laing in memory of her son (formerly a student in the School of Architecture) who was killed at Courcelette in 1916 while serving with the 24th Canadian Infantry Battalion. Awarded in a competition during the summer following completion of course ARCH304.

McGill Alumnae Society Prizes
Value: $150 each
Two prizes presented upon graduation to distinguished students for excellence and high academic standing. Preference given to women students. One prize is available for a student in Engineering and the other for a student in Architecture.

Wilfred Onions Memorial Prize
Value: $200
Established in 1991 in memory of Wilfred Onions, B.Arch. 1932, by family, friends and fellow graduates in Bermuda. This prize commemorates his passion for sketching and life-long commitment to the profession of architecture, and is awarded by a committee of staff of the School of Architecture to the student with the best single work in Sketching School.

Prix de la Fondation Habitat '67
Value: $600
Awarded to an undergraduate student in the School of Architecture who has demonstrated excellence in housing design in the second year. Selection is made by a committee of staff of the School of Architecture.

Louis Robertson Prize
Founded by Mr. and Mrs. John A. Robertson, in memory of their son, John Louis Armour Robertson, who was killed in World War I on July 18, 1916. A book prize awarded for excellence in architectural history to a student in the School of Architecture.

Wilfred Truman Shaver Scholarships
Value: eight to ten awards of minimum $3,500 each
Established by a bequest of the late Mrs. Elizabeth Henley Shaver in memory of her husband, to enable architecture students to study in Canada or in other countries. Selection will be based on academic merit from among those completing the requirements for the B.Sc.(Arch.) degree. Recipients must pursue these studies during the summer vacation immediately following the completion of this degree and in accordance with a program established by the Director of the School of Architecture. Awarded on the recommendation of the School of Architecture.

The Sheila Baillie Scholarships in Architecture
Value: minimum $5000 per year, renewable.
Established in 2001 by Gerald Hatch, B.Eng. '44, and Sheila Baillie, B.Arch. '46, in celebration of the 55th anniversary of the latter's graduation from the School of Architecture. The Sheila Baillie Scholarships in Architecture are awarded to outstanding students entering the B.Sc. (Arch.) Program. While academic standing is of primary importance, account may also be taken of qualities of leadership in community and/or school activities.

Philip J. Turner Prize
Value: $450
Presented by A.B. Darbyson, B.Arch. 1915, to the student in the School of Architecture obtaining the highest standing in Design and Construction II.

Stuart A. Wilson Memorial Prize
Value: $150
Established in 1991 in memory of Stuart Anthony Wilson by family, friends and colleagues. Stuart Wilson graduated from the McGill School of Architecture in 1943 and taught here from 1948 to 1991. The prize is awarded by a committee of staff of the School of Architecture to the student with the best portfolio of work in the annual Sketching School.

Clifford C.F. Wong Scholarships
Value: $1,000 each
Two scholarships endowed in 1981 by Mr. Clifford Wong, B.Arch. 1960. For undergraduate students having completed second year with high academic standing and who have demonstrated leadership, either academic or otherwise, during the first two years of study. Awarded on the recommendation of the School of Architecture.

SCHOLARSHIPS, PRIZES AND MEDALS IN THE M.ARCH.I (PROF) PROGRAM

Ray Affleck Prize in Design
Value: $1,000
Established in 1989 in memory of Raymond Tait Affleck (FRAIC, RCA), B.Arch. 1947, by his family, colleagues and friends. Awarded to a student in the School of Architecture for distinction in Design in the *M.Arch.I final design project*. The winner will be selected by a jury of three members, at least one of whom is an architect who is not a member of the staff of the School of Architecture.

ARCOP/ALCAN Award
Value: $1,000
Awarded annually to a student in the final semester of the M.Arch.I program for a design project demonstrating particular sensitivity to the architectural and cultural traditions of its location. The winner will be selected by a jury of three members, at least one of whom is an architect who is not a member of the staff of the School of Architecture.

John Bland Scholarship in Architecture
Value: $6,000
Established in 1998 with a generous gift from a McGill graduate of Chemical Engineering (Class of 1959), from Hong Kong, in honour of Professor John Bland, Director of the School of Architecture between 1941 and 1972. Awarded by a committee of staff of the School of Architecture to a graduating student to support work in China.

A.F. Dunlop Scholarships
Value: $2,500 minimum each
Travelling scholarships bequeathed in 1937 by the late Mrs. Catherine A. Dunlop for students graduating with the M.Arch.I degree. Apply, stating proposed study, localities to be visited and date of departure, to the Director of the School before January 31. Selection is made by a Committee of Staff of the School of Architecture.

H.L. Fetherstonhaugh Book Prize
Established in memory of the late H.L. Fetherstonhaugh, M.C., F.R.A.I.C., F.R.I.B.A., R.C.A., a former member of staff in the School of Architecture. Awarded by the School of architecture to the student with the highest standing in the course Professional Practice I.

The Dr. Soo Kim Lan Prize in Architecture
Value: $2,000
Established in 2000 by Arthur C.F. Lau (B.Arch. '62) and Crystal S.C. Soo Lau (B.Sc.'62, M.Sc.'64), in memory of the latter's mother, Dr. Soo Kim Lan. The prize is awarded by a committee of staff of the School of Architecture to a student completing the second semester of study in the Master of Architecture program.

Hugh McLennan Memorial Scholarship
Value: $4,500
Established by the Hon. John Stewart McLennan, Dr. Francis McLennan and Miss Isabella McLennan in memory of Hugh McLennan, son of the Hon. John Stewart McLennan, killed at the Battle of Ypres in 1915. Awarded for travel to

the student who has maintained the highest standing throughout professional studies in Architecture. Selection is made by a Committee of Staff of the School of Architecture.

Wilfred Onions Memorial Prize
Value: $200
Established in 1991 in memory of Wilfred Onions, B.Arch. 1932, by family, friends and fellow graduates in Bermuda. This prize commemorates his passion for sketching and life-long commitment to the profession of architecture, and is awarded by a committee of staff of the School of Architecture to the student with the best single work in the Sketching School.

Stuart A. Wilson Memorial Prize
Value: $150
Established in 1991 in memory of Stuart Anthony Wilson by family, friends and colleagues. Stuart Wilson graduated from McGill's School of Architecture in 1943 and taught there from 1948 to 1991. The prize is awarded by a committee of staff of the School to the student with the best portfolio in the annual Sketching School.

MEDALS

American Institute of Architects Henry Adams Medal and Certificates of Merit
Established in 1986 and awarded for general excellence to graduating students in the professional program of architecture schools recognized by the Institute. The medal and *certificate* are awarded by the School of Architecture to the top ranking student, and a *second certificate* to the second ranking graduating student.

Royal Architectural Institute of Canada Medal
Offered to a graduating student in the professional program who, in the judgement of the Faculty of the School of Architecture, has completed the most outstanding final design project/thesis for that academic year and who gives promise of being an architect of distinction after graduation. Selection is made by the School of Architecture.

ARCC/King Student Medal
The Jonathan King Medal is the result of an initiative of the Architectural Research Centers Consortium (ARCC); it is awarded annually by the School of Architecture to a student who has demonstrated innovation, integrity and scholarship in architectural and/or environmental design research.

FELLOWSHIPS, PRIZES AND MEDALS IN THE M.ARCH.II AND PH.D. PROGRAMS

Please note that this list does not include other scholarships given by the Faculty of Engineering, Faculty of Graduate Studies & Research or the University' entrance scholarships. A complete listing may be found in the Undergraduate Scholarship and Awards Handbook and by visiting the Graduate Studies website: www.mcgill.ca/fgsr.

3.10   Administrative structure

3.10.1 Institution

McGill University is a corporation, incorporated by royal charter, granted by the Crown of Great Britain on March 31, 1821 and amended by royal charter on July 6, 1852, under the name "The Governors, Principal and Fellows of McGill College." It is accredited as a university under the name The Royal Institution for the Advancement of Learning (McGill University) in virtue of the Act Respecting Educational Institutions at the University Level S.Q. 1989 c.18.

The Royal Institution for the Advancement of Learning (McGill University) is incorporated by statute of the former Province of Lower Canada, by an Act for the Establishment of Free Schools and the Advancement of Learning in this Province, 41 Geo. 111, chapter 17, in 1801. That statute was revised by an act respecting The Royal Institution for the Advancement of Learning (McGill University), Consolidated Statutes of Lower Canada, 1861, chapter 17. The Royal Institution for the Advancement of Learning acts generally as the trustee of the property of McGill University.

3.10.2 School of Architecture

The School of Architecture is one of seven academic units reporting to the Dean of the Faculty of Engineering. The Faculty includes five engineering departments - Chemical, Civil, Electrical, Mechanical, and Mining and Metallurgy – which are administered by Departmental Chairs, and two Schools - Urban Planning and Architecture – which are administered by Directors.

The School of Architecture is administered by the Director, whose nominal teaching workload is reduced by 50%. The Director works closely with the Graduate (post-professional) Programs Coordinator, and the Chair of the Curriculum Committee, who coordinates the professional programs. The Director and the two program coordinators collaborate on an ongoing basis with the two non-academic administrative managers, David Krawitz, Administrative Officer, who coordinates Budget, Human Resources, Special Events and Alumni Relations, and Mary Lanni-Campoli, Student Advisor/Program Administrator, who coordinates Student Affairs, Recruitment and the Curriculum Committee.

The School operates with a number of standing committees:
   • Curriculum Committee, Robert Mellin, Chair (David Covo, interim Chair)
   • Undergraduate (professional) Admissions Committee, Avi Friedman, Chair
   • Graduate (professional) Admissions Committee, Ricardo Castro, Chair
   • Graduate (post-professional) Admissions Committee, Alberto Pérez-Gómez, Chair
   • Computers in Architecture Committee, Robert Mellin, Chair
   • Scholarships Committee, Adrian Sheppard, Chair
   • Speakers Committee, Martin Bressani, Chair
   • Speakers Committee, Peter Sealy and Vedanta Balbahadur, student coordinators
   • Exhibition Committee, David Krawitz, Coordinator
   • Publications Committee, Carrie Henzie, Coordinator
   • Recruitment Committee, Mary Lanni-Campoli, Coordinator

Ad hoc committees are struck to consider special projects and other issues as necessary. Students are well represented on the Curriculum Committee and the Speakers and Exhibition Committees, and are included on all search committees for full-time faculty positions.

3.11   Professional degrees and curriculum

3.11.1 Degrees offered

The School of Architecture offers programs leading to six different degrees at the Bachelor, Master and Ph.D. levels:

      Bachelor of Science in Architecture: B.Sc. (Arch.)
      Bachelor of Architecture: B.Arch.
      Professional Master of Architecture: M.Arch. I

      Post-professional Master of Architecture: M.Arch. II
      Diploma in Housing: Dip. (Housing)
      Doctor of Philosophy: Ph.D. (Architecture)

3.11.2 Post-Professional programs: Diploma, M.Arch. II, Ph.D.

The School of Architecture offers post-professional graduate programs leading to the Diploma in Housing, and the Master of Architecture (M.Arch. II) and Doctor of Philosophy (Ph.D.) degrees. Each of the post-professional programs reflects McGill's tradition of advanced academic inquiry and research, and is structured to meet the needs of both the practising professional and the researcher.

The post-professional M.Arch. program, which has been offered since the late 1950's, has been restructured as a project, versus thesis, program, in order to optimize teaching and material resources in the School; it will be possible for most students to complete the new post-professional M.Arch. in twelve months. The revised post-professional 'project' M.Arch. was offered for the first time in Fall 2000. The Ph.D. was first proposed in 1989 and operated as an ad hoc program until December, 1997, when it received final approval from the Minister of Education of Quebec. In the fall of 2005, the Ph.D. program began its eighth academic year as a full-status architecture program with a total enrolment of approximately 30 students. Since its launch in 1998, ten students have graduated with the Ph.D. in Architecture..

The two main areas of study in the post-professional programs are Housing, and History and Theory of Architecture. The housing program offers three main options: Affordable Homes; Domestic Environments; and Minimum Cost Housing. The Affordable Homes Program concentrates on the knowledge and design skills necessary to understand the relationship between the architect and the external forces that influence the production of affordable housing. The Domestic Environments option involves interdisciplinary investigations in architectural history, material culture and social history, and focuses on the role of living spaces as shapers and containers of social interaction. The Minimum Cost Housing Program addresses problems of shelter and develops philosophies that inform the design of housing in developing countries. Teaching and research work in the History and Theory of Architecture concentrates on the exploration and understanding of the complex connections between history, theory, design and interdisciplinary concerns, particularly in the areas of philosophy and epistemology.

The Diploma Program in Housing is a two-semester program intended for professionals already involved in the delivery of housing in North America or in the developing world. The primary requirement for the post-professional M.Arch. has always been the research thesis. However, the post-professional M.Arch. is in the process of being restructured as a project, as opposed to a thesis, program; the residence requirement for the M.Arch. II degree remains three academic semesters, but it will be possible for

students working in the summer term to complete it in twelve calendar months. The primary requirement for the Ph.D. is an original thesis that makes a substantial contribution to knowledge in the field of architecture; the minimum residence requirement is three years.

3.11.3 Professional programs: B.Sc.(Arch.) and M.Arch. I (professional)

The professional program in architecture is structured as a four and one half year, or nine semester, course of study, but it is divided into two parts.

The first part, for students entering with the Quebec Diploma of Collegial Studies in Pure and Applied Science, or the equivalent, is a three year design-based program leading to a non-professional degree, Bachelor of Science (Architecture).

The Diploma of Collegial Studies (Diplôme d'Études Collégiales, DEC) in Pure and Applied Science is the minimum requirement for many programs, including admission into the School of Architecture. As part of the educational requirement for admission into the B.Sc.(Arch.) Program, the CEGEP (College d'enseignement général et professionel) curriculum guarantees that a minimum of 20% of the total hours required for the completion of the program is satisfied by courses in Liberal Studies and Humanitites. The CEGEP curriculum is a minimum two years in duration, and is the prerequisite to entering universities in Québec, including McGill University. Successful completion of CEGEP leads to the Diploma of Collegial Studies.

Most students from outside Quebec are admitted to an eight-semester B.Sc.(Arch.) program and enter a first year which includes:

180-111B	General Chemistry for Physical Science & Engineering Students	4 credits
180-121A	General Chemistry for Physical Science & Engineering Students	4
189-140A	Calculus I	3
189-141B	Calculus II	4
189-133A/B	Vectors, Matrices & Geometry	3
198-131A	Mechanics and Waves	4
198-142B	Electromagnetism & Optics	4

Students may write McGill Placement Tests to obtain credit for 180-111, 180-121, 189-140, 189-141, 189-133, 198-131 and 198-142, in the event that they have studied similar material previously. Details on the advanced placement examinations are provided in the "Welcome" book.

Students in the B.Sc.(Arch.) program who intend to proceed to the professional degree must satisfy certain minimum requirements:
- completion of the B.Sc.(Arch.) degree, including the series of required and complementary courses stipulated for professional studies, with a minimum CGPA of 3.0;
- completion of the sequence of six design studios, with a minimum average GPA of 2.70;
- completion of six months relevant work experience.

The second part of the professional program, consisting of a minimum of three semesters for those with the McGill B.Sc.(Arch.) degree, leads to the professional degree, M.Arch.I.

Applicants whose background includes a university degree in a non-related area are required to apply to the B.Sc.(Arch.) program. Admittance will most likely be to the first year, with the possibility of some advanced credits for courses which are similar to those in the B.Sc.(Arch.) program.

Applicants whose background includes a non-professional degree in architecture may be admitted to the B.Sc.(Arch.) program with advanced standing, in which case a maximum of 40 credits from the previous degree can be transferred to the B.Sc.(Arch.) program. Applicants whose background includes a non-professional degree in architecture equivalent to the B.Sc.(Arch.) may be eligible for admission directly to the professional M.Arch.I program. In certain cases, qualified applicants may be required to complete additional courses, up to a maximum of 30 credits, or two semesters, before entering the three-semester M.Arch.I program.

General application requirements for the professional M.Arch. I program are summarised below:

McGill B.Sc.(Arch.) graduates:

1. Completed application form.
2. A portfolio.
3. Work experience reports.
4. A non-refundable application fee of $60 Canadian made payable to McGill University.

Others:

1. Completed application form.
2. Two sets of official transcripts sent to the School of Architecture from the Registrar of each college and/or university attended.
3. Course calendar descriptions of college and/or university studies.
2. Two confidential letters of reference sent directly by the referees to the School of Architecture.
3. Completed Program Comparison Chart.
6. A portfolio (8-1/2" x 11") containing the following:
    samples of studio work from previous studies (use Studio Project Description Form)
    samples of freehand drawing and sketching
    samples of professional work.
7. Curriculum Vitae / Résumé.
8. Proof of English Language Proficiency (TOEFL) Non-Canadian applicants to the Faculty of Graduate Studies and Research whose mother tongue is not English, and who have not completed an undergraduate degree from a recognized institution where English is the language of instruction, are required to submit documented proof of competency in oral and written English, by appropriate exams, e.g. TOEFL (test of English as a Foreign Language) with a minimum score of 550 (or 213 on computerized test), or IELTS (minimum overall band of 6.5) **before acceptance.** Permanent residents may be required to submit a TOEFL score. Applications will not be considered if TOEFL or IELTS is not available. (Excerpt from the Calendar of the Faculty of Graduate Studies and Research).
9. A non-refundable application fee of $60 Canadian made payable to McGill University.

3.11.4 Study plans for the B.Sc.(Arch.) and M.Arch. I Degrees

CURRICULUM FOR THE B.Sc.(Arch.) DEGREE

The first part of the professional program in architecture, for students entering with the Quebec Diploma of Collegial Studies in Pure and Applied Science, or the equivalent, is a three year design-based program leading to a non-professional degree, Bachelor of Science (Architecture).

Required Courses:

Architectural Subjects
ARCH 201	Communication, Behavious and Architecture, 6 crs.	
ARCH 202	Architectural Graphics and Design Elements, 6 crs.	
ARCH 217	Freehand Darwing 1, 1 credit	
ARCH 218	Freehand Drawing 2, 1 credit	
ARCH 240	Organization of Materials in Building, 3 credits	
ARCH 241	**Architectural Structures, 3 credits**	
ARCH 242	**Digital Representation, 2 credits**	
ARCH 250	Architectural History 1, 3 credits	
ARCH 251	Architectural History 2, 3 credits	
ARCH 303	Design and Construction 1, 6 credits	
ARCH 304	Design and Construction 2, 6 credits	
ARCH 321	Freehand Drawing 3, 1 credit	
ARCH 322	Freehand Drawing 4, 1 credit	
ARCH 324	Sketching School 1, 1 credit	
ARCH 354	Architectural History 3, 3 credits	
ARCH 355	Architectural History 4, 3 credits	
ARCH 375	Landscape, 2 credits	
ARCH 377	Energy, Environment and Buildings, **3 credits**	
ARCH 405	Design and Construction 3, 6 credits	
ARCH 406	Design and Construction 4, 6 credits	
ARCH 447	Electrical Services, 2 credits	
ARCH 451	Building Regulations and Safety, 2 credits	

Total: 70 credits

Non-Departmental Subjects
CIVE 284	**Structural Engineering Basics, 4 credits**	
CIVE 385*	Structural Steel and Timber Design, 3 credits	
CIVE 388*	Foundations and Concrete Design, 3 credits	
CIVE 492*	Structures, 2 credits	
FACC 220	Law for Architects and Engineers, 3 credits	

Total: 15 credits

* Candidates intending not to proceed to the M.Arch. I (Professional) program may substitute other courses of equal total weight for any of these.

COMPLEMENTARY COURSES
Students must complete **9** credits of architectural complementaries from the list provided below, in order to qualify for the B.Sc.(Arch.) degree.

ARCH 318	Design Sketching, 3 credits	
ARCH 319	The Camera and Perception, 3 credits	
ARCH 350	The Material Culture of Canada, 3 credits	
ARCH 352	Art and Theory of House Design, 3 credits	
ARCH 363	Structure, Organization and Form, 2 credits	

ARCH 372	History of Architecture in Canada, 2 credits
ARCH 377	Energy, Environment and Buildings, 2 credits
ARCH 378	Site Usage, 3 credits
ARCH 379	Summer Course Abroad, 3 credits
ARCH 383	Geometry/Architecture/Environment
ARCH 388	Introduction to Historic Preservation
ARCH 461	Freehand Drawing and Sketching, 1 credit
ARCH 471	Computer-Aided Building Design, 2 credits
ARCH 490	Selected Topics in Design, 2 credits
ARCH 512	Architectural Modeling, 3 credits
ARCH 514	Community Design Workshop, 4 credits
ARCH 515	Sustainable Design, 3 credits
ARCH 520	Montreal: Urban Morphology, 3 credits
ARCH 521	Structures of Cities, 3 credits
ARCH 522	History of Domestic Architecture in Quebec, 3 credits
ARCH 523	Significant Texts and Buildings, 3 credits
ARCH 524	Seminar on Architectural Criticism, 3 credits
ARCH 525	Seminar on Analysis and Theory, 3 credits
ARCH 526	Philosophy of Structure, 3 credits
ARCH 527	Civic Design, 3 credits
ARCH 528	Hstory of Housing, 3 credits
ARCH 529	Housing Theory, 3 credits
ARCH 531	Architectural Intentions Vitruvius-Renaissance, 3 credits
ARCH 532	Origins of Modern Architecture, 3 credits
ARCH 533	New Approaches to Architectural History, 3 credits
ARCH 534	Architectural Archives, 3 credits
ARCH 540	Selected Topics in Architecture 1, 3 credits
ARCH 541	Selected Topics in Architecture 2, 3 credits

Outside Electives
6 credits must be completed outside the School of Architecture, subject to approval by the Student Advisor.

TOTAL: 100 credits

CURRICULUM FOR THE M.ARCH. I DEGREE

The second part of the professional program in architecture, for students with the B.Sc.(Arch.) degree, is a one and a half year, or three-semester, program leading to the professional Master of Architecture degree. Students holding the McGill B.Sc.(Arch.) degree or equivalent with a cumulative grade point average of at least 3.0 are eligible to apply for admission. A minimum TOEFL score of 550 is required by Graduate Faculty.

M.Arch. I Program of Study

Required Courses:

M1- Fall

ARCH 672   Architectural Design 1, 6 credits

ARCH 674   Professional Practice, **3 credits**

M1 – Winter

ARCH 671   Design Research and Methodology, **6 credits.**
ARCH5/6   Urban Planning, Design and Development, 4 credits
ARCH 678   Advanced Construction, 3 credits.

M2 – Fall

ARCH 673   Architectural Design 2, **9 credits**
ARCH 679   Architectural Journalism, 1 credit
ARCH 680   Sketching School 2, 1 credit

Architectural Complementaries: Minimum 6 credits

ARCH 512   Architectural Modelling, 3 credits
ARCH 520   Montreal: Urban Morphology, 3 credits
ARCH 521   Structures of Cities, 3 credits
ARCH 522   History of Domestic Architecture in Quebec, 3 credits
ARCH 523   Significant Texts and Buildings, 3 credits
ARCH 524   Seminar on Architectural Criticism, 3 credits
ARCH 525   Seminar on Analysis and Theory, 3 credits
ARCH 526   Philosophy of Structure, 3 credits
ARCH 527   Civic Design, 3 credits
ARCH 528   History of Housing, 3 credits
ARCH 529   Housing Theory, 3 credits
ARCH 531   Architectural Intentions Vitruvius-Renaissance, 3 credits
ARCH 532   Origins of Modern Architecture, 3 credits
ARCH 533   New Approaches to Architectural History, 3 credits
ARCH 534   Architectural Archives, 3 credits
ARCH 540   Selected Topics in Architecture 1, 3 credits
ARCH 541   Selected Topics in Architecture 2, 3 credits

*Outside Electives: Maximum 6 credits

A 500 or 600-level elective whose course content relates to the student's final project.

3.11.5 Outline course descriptions

B.Sc.(Arch.) Program

ARCH 201 - Communication, Behaviour and Architecture.
Introduction to design; development of design judgement and communication skills in a series of exercises addressing light, scale, space, form and colour in the built environment; introduction to techniques of oral and graphic presentation, including model making, photography, sketching and architectural drawing. The course is based in the studio and includes lectures, seminars and field trips. 6 Credit

ARCH 202 - Architectural Graphics and Elements of Design.
Introduction to architectural design; consideration of building form in relation to program, structural system, material selection, site and climate; further development of skills in model making, conventional architectural drawing, axonometric and perspective drawing, sketching and architectural rendering. The course is based in the studio and includes lectures, seminars and field trips. 6 Credit

ARCH 217 - Freehand Drawing 1.
Development of skills in drawing and observation through a series of exercises based on the study of the human figure in a studio setting. Media include pencil, charcoal, conte crayon, and pen and ink. 1 Credit

ARCH 218 - Freehand Drawing 2.
Continuation of ARCH 217. Development of graphic skills and visual literacy through exercises in life drawing. Introduction to basic colour theory: hue, intensity/dilution, temperature and emotional power. Additional media include coloured chalk and gouache. 1 Credit

ARCH 240 - Organization of Materials in Buildings.
The characteristics of basic building materials: wood, steel, masonry and concrete. How building materials are shaped into building components, and how these components are integrated into the building envelope. Problems, laboratory projects and field trips to illustrate principles. 3 Credit

ARCH 241 - Architectural Structures. (NEW – 2005)
Introduction to the basic concepts and forms of structures in architecture. 3 Credit

ARCH 242 - Digital Representation. (NEW – 2005)
This course introduces students to digital representation in architecture. Students explore applications of state-of-the-art two- and three-dimensional computer modeling software in architectural design. Prequisite: ARCH 201. 2 Credit

ARCH 250 - Architectural History 1.
The study of architecture in relation to landscape, urban form and culture, from Antiquity to the end of the Middle Ages. 3 Credit

ARCH 251 - Architectural History 2.
Overview of early 20th century architecture with emphasis on a thematic approach to buildings and cities, architects and ideologies. The lectures will examine the origins, development and impact of canonical figures and buildings of Modernism. Prerequisite: ARCH 250; 3 Credit

ARCH 303 - Design and Construction 1.
An exploration of the design of buildings. Projects emphasize the major social, technological, environmental, and symbolic aspects of the design process. Introduction to specific modelling, presentation, and documentation techniques. Discussions, readings, field trips and practical exercises. Prerequisite: ARCH 202; 6 Credit

ARCH 304 - Design and Construction 2.

Continuation of Design and Construction I with projects of increasing complexity. Projects deal with particular aspects of architectural design and/or explore approaches to design methodology. Discussions, readings, field trips and practical exercises. Prerequisite: ARCH; 6 Credit

ARCH 319 - The Camera and Perception.
An intensive study of man and the urban environment. Through the use of still photography, the relationship of time, motion, space, place and light are explored in order to gain insights into the urban environment. Topics include: "photographic seeing", light, survey of masters, history of photography, camera and darkroom techniques, tonal control, composition, etc. Prerequisite: ARCH 202; 3 Credit

ARCH 321 - Freehand Drawing 3.
Continuation of ARCH 218. Refinement of graphic skills and visual literacy through exercises in life drawing. Introduction to the materials and methods of watercolour painting. Prerequisite: ARCH 218; 1 Credit

ARCH 322 - Freehand Drawing 4.
Synthesis of ARCH 217, 218 and ARCH 321. Further refinement of graphic skills and visual literacy through exercises in life drawing. Students select and combine various media and apply them to diverse drawing and painting surfaces. Prerequisite: ARCH 321; 1 Credit

ARCH 324 - Sketching School 1.
An eight-day supervised field trip in the late summer to sketch places or things having specific visual characteristics. Students are required to include Sketching School I in the B.Sc.(Arch.) program. Prerequisite: ARCH 218; 1 Credit

ARCH 352 - Art and Theory of House Design.
An examination of the art and theory of the design of houses by architects who developed the form to perfection. Lectures and field trips will focus on the work of selected house architects from antiquity to the present. Prerequisite: ARCH 202 or permission of instructor; 3 Credit

ARCH 354 - Architectural History 3.
General introduction to Modern Architecture in Western Europe from the Renaissance to the end of the 19th century. The course uses a thematic approach and sources on specific ideas and works drawn particularly from Italy, France, England and Germany. Prerequisite: ARCH 250 and Arch 251; 3 Credit

ARCH 355 - Architectural History 4.
The study of architecture and cities in the postwar period. Emphasis placed on themes and approaches to architectural history, as opposed to traditional survey. Prerequisite: ARCH 250 and ARCH 251; 3 Credit

ARCH 372 - History of Architecture in Canada.
French, British and American influences in the Maritime Provinces, Quebec and Ontario.
Given alternate years, alternating with ARCH 388; Prerequisite: ARCH 202; 2 Credit

ARCH 375 - Landscape.
Land form, plant life, microclimate; land use and land preservation; elements and methods of landscape design. Prerequisite: ARCH 202; 2 Credit

ARCH 377 - Energy, Environment and Buildings. (REVISED – 2005)
Exploration of the interrelationship between energy, environment and building. Topics include sustainability, assessment tools, the integrated design process, water conservation, energy conservation, renewable energy, materials and embodied energy, indoor environmental quality, environmental acoustics, and advanced building technology. Prerequisite: ARCH 202 or permission of instructor; 3 Credit

ARCH 378 - Site Usage.
The study of the creation, form and usage of the exterior space generated in various patterns of low-rise housing. Socio-cultural aspects of patterns; exterior space as a logical extension of the living unit; social control of the use of urban and suburban land; comparative model for low-rise housing patterns. Prerequisite: ARCH 202 or permission

of instructor; 3 Credit

ARCH 379 - Summer Course Abroad.
Study of a distinct urban environment and its key buildings; graphic recording and analysis of physical configuration, constructional peculiarities and present use. Excursions to neighbouring sites of special architectural interest. Prerequisite: ARCH 202 or permission of instructor; 3 Credit

ARCH 383 - Geometry and Architecture.
Geometry in the formal structure of design. Grids, lattices, polygons and polyhedra; proportional systems. Evidence of these figures and structures in natural objects and phenomena. Graphical and physical models. Application to architecture and the human environment. Case studies. Prerequisite: ARCH 202 or permission of instructor ; 3 Credit

ARCH 388 - Introduction to Historic Preservation.
Historic attitudes and terminologies of conservation; historic research techniques. Restoration technology of building materials and principles of interior design in the 19th and 20th centuries; current preservation planning. Prerequisite: ARCH 303
Given alternate years, alternating with ARCH 372; 2 Credit

ARCH 405 - Design and Construction 3.
A structured investigation of architectural concepts; program interpretation with respect to relevant cultural, social and environmental contexts; applications of appropriate formal languages and building technologies in integrated proposals for a variety of building forms. Prerequisite: ARCH 304; 6 Credit

ARCH 406 - Design and Construction 4.
A detailed study and comprehensive development of architectural proposals for complex building types and site conditions; the exploration of coherent initial concepts with respect to programmatic requirements, image and form; subsequent elaboration leading to meaningful and technologically viable designs for the built environment. Prerequisite: ARCH 405; 6 Credit

ARCH 447 - Lighting.
Concepts of natural and artificial lighting in architecture and urban design. Prerequisite: ARCH 304; 2 Credit

ARCH 451 - Building Regulations and Safety.
The study of building codes with specific emphasis on the National Building and National Fire Codes of Canada. Examples of existing buildings with assignments to illustrate regulations. Development of a systematic approach to the implementation of codes during the preliminary design stage of an architectural project. Prerequisite: ARCH 405; 2 Credit

ARCH 461 - Freehand Drawing and Sketching.
Drawing and sketching in pencil, charcoal and other media both in the studio and out-of-doors. Prerequisite: ARCH 324; 1 Credit

ARCH 471 - Computer-Aided Building Design.
An introduction to selected applications of interactive computing in architecture; emphasis on development of simple algorithms in graphic, as well as non-graphic, modes in hands-on situations in the lab; field trips to several in use installations. Prerequisite: ARCH 202 or equivalent; 2 Credit

ARCH 490 - Selected Topics in Design.
A course to allow the introduction of special topics in related areas of design. Prerequisite: ARCH 202 or permission of instructor; 2 Credit

ARCH 512 - Architectural Modelling.
Architectural modelling using advanced applications in digital media. Topics include: 3-D modelling and rendering; image editing; digital animation; hypertext and the World Wide Web; issues of representation and methodology;

comparison of publishing applications. Projects complement design studio courses and independent studies that are student or instructor initiated. Prerequisites: ARCH 304 and ARCH 471 or equivalent. Restrictions: Not open to students who have taken ARCH 364; 3 Credit

ARCH 514 - Community Design Workshop.
A design-build studio that engages community-based projects with identified needs and a requirement for intervention on real sites. Exploration of selected problems in architectural design and develop solutions from first concept to implementation on-site. Prerequisite: ARCH 202; 4 Credit

ARCH 515 - Sustainable Design.
This course will address sustainable design theory and applications in the built environment with students from a variety of fields (architecture, urban planning, engineering, sociology, environmental studies, economics, international studies). Architecture will provide the focus for environmental, socio-cultural and economic issues. Prerequisite: ARCH 377 or permission of instructor; 3 Credit

ARCH 520 - Montreal: Urban Morphology.
Historical, geographical, demographical, and regional evolution of the metropolis of Montreal. Topics include: important quartiers, the Montreal urban grid, industrialization, reform movements, geographical diversity, urban culture, local building techniques and materials. Basic concepts of urban morphology and their relationships to the contemporary urban context will be explored. Prerequisite: ARCH 251; 3 Credit

ARCH 521 - Structure of Cities.
Nature, pattern and life of modern cities. Urban networks, special areas, problems and prosects. Prerequisite: ARCH 202 or permission of instructor; 3 Credit

ARCH 522 - History of Domestic Architecture in Quebec.
The architecture of houses in Quebec from 1650 to the present. Distinguished buildings are reviewed from the point of view of form, style, siting and material, as influenced by climate, culture and architectural antecedents in France, England and the United States. The course material is presented through alternating bi-weekly lectures and seminars. Prerequisite: ARCH 251; Restriction: Departmental permission required; 3 Credit

ARCH 523 - Significant Texts and Buildings.
Critical study of significant architectural thought since 1750 as it has been expressed in buildings and texts (treatises, manifestos, criticisms). A specific theme will be addressed every year to allow in-depth interpretations of the material presented and discussed.
Prerequisite: ARCH 251; Alternating with ARCH 524; Restriction: Departmental permission required; 3 Credit

ARCH 524 - Seminar on Architectural Criticism.
The development and current role of architectural criticism with particular reference to its affinities with art and literary criticism. Taught in alternate years; Prerequisite: ARCH 251; Alternating with ARCH 523; Restriction: Departmental permission required; 3 Credit

ARCH 525 - Seminar on Analysis and Theory.
Analysis and evaluation of significant architectural projects with reference to contemporary architectural theories. Prerequisite: ARCH 202 or permission of instructor
Restriction: Departmental permission required; 3 Credit

ARCH 526 - Philosophy of Structure.
Philosophy of Structure aims to investigate structure in its broadest sense. The course is divided in two halves; the first one gives an overview of the development of theoretical structural frameworks such as mathematics and geometry, while the second one highlights physical structures constructed by nature (geology, turbulence), man or animals. Prerequisite: ARCH 202 or permission of Instructor; Restriction: Not open to students who have taken ARCH 374; 3 Credit

ARCH 527 - Civic Design.

The elements of form in buildings and their siting design in the urban setting. Prerequisite: ARCH 378; 3 Credit

ARCH 528 - History of Housing.
Indigenous housing both transient and permanent, from the standpoint of individual structure and pattern of settlements. The principal historic examples of houses including housing in the age of industrial revolution and contemporary housing. Prerequisite: ARCH 251 or permission of instructor; 3 Credit

ARCH 529 - Housing Theory.
A review of environmental alternatives in housing; contemporary housing and the physical and sociological determinants that shape it; Canadian housing. Prerequisite: ARCH 528 or permission of instructor; 3 Credit

ARCH 531 - Architectural Intentions Vitruvius - Renaissance.
Architectural intentions embodied in buildings and writings of architects from antiquity to the Renaissance. Special emphasis is placed on the cultural connections of architecture to science and philosophy. Prerequisite: ARCH; 3 Credit

ARCH 532 - Origins of Modern Architecture.
Examination of architectural intentions (theory and practice) in the European context (especially France, Italy and England), during the crucial period that marks the beginning of the modern era. Prerequisite: ARCH 251; 3 Credit

ARCH 534 - Architectural Archives. (NEW – 2005)
Role of archives in architectural culture. Methods of development, documentation and communication. Formats of architectural representation. Problems inherent in the creation and preservation of architectural records, and access to them. Case studies based on 19th and 20th century archives in the John Bland Canadian Architecture Collection, and other collections. Prerequisites: ARCH 250 and ARCH 251 or equivalent; 3 Credit

ARCH 540 - Selected Topics in Architecture 1.
A course to allow the introduction of new topics in Architecture as needs arise, by regular and visiting staff. 3 Credit

ARCH 541 - Selected Topics in Architecture 2.
A course to allow the introduction of new topics in Architecture as needs arise, by regular and visiting staff. 3 Credit

ARCH 550 - Urban Planning and Development. (NEW – 2005)
A survey of municipal, regional and provincial actions to guide urban development in Canada, with a particular emphasis on Montreal and Quebec. It also introduces students to concepts in real-estate development and highlights the relationship between developers and planners. Prerequisite: B.Sc.(Arch.) or permission of instructor; Restriction: Not normally open to Urban Planning students; 4 Credit

ARCH 551 - Urban Planning 2. (DISCONTINUED – see ARCH 550)
Urban design and project development, theory and practice. Detailed analysis of selected examples of the development process and of current techniques in urban design. Includes case studies from Quebec and elsewhere. Prerequisite: ARCH 550; 3 Credit

ARCH 554 - Mechanical Services.
Problems encountered in providing mechanical services in buildings. Physiological and environmental aspects of heat, ventilation and air conditions, estimation of heating and cooling loads and selection and specification of equipment. Sprinkler systems and plumbing. Construction problems produced by installation of this equipment. Prerequisite: ARCH 405 or permission of instructor; 2 Credit

ARCH 555 - Environmental Acoustics.
Acoustics in architectural design, and in environmental control of buildings. Acoustical requirements in the design of auditoria such as theatres, lecture halls, opera houses, concert halls, churches, motion picture theatres, studios. Principles of noise and vibration control, sound insulating in building construction. Practical noise control in various types of buildings. Prerequisite: ARCH 405 or permission of instructor. 2 Credit

B.Sc.(Arch.) Program: Required non-departmental courses

FACE 220 - Law for Architects and Engineers
Aspects of the law which affect architects and engineers. Definition and branches of law; Federal and Provincial jurisdiction, civil and criminal law and civil and common law; relevance of statutes; partnerships and companies; agreements; types of property, rights of ownership; successions and wills; expropriation; responsibility for negligence; servitudes/easements, privileges/liens, hypothecs/mortgages; statutes of limitations; strict liability of architect, engineer and builder; patents, trade marks, industrial design and copyright; bankruptcy; labour law; general and expert evidence; court procedure and arbitration. 3 Credit

CIVE 205 – Statics (DISCONTINUED – see CIVE 284)
Systems of forces and couples, resultants, equilibrium. Trusses, frames and beams, reactions, shear forces, bending moments. Centroids, centres of gravity, distributed forces, moments of inertia. Friction, limiting equilibrium, screws, belts.

CIVE 283 - Strength of Materials (DISCONTINUED – see CIVE 284)
(Prerequisite: CIVE 205) Structural behaviour, trusses, statically determinate beams, frames, and arches; moments of inertia, stress, strain, properties of materials; bending and shearing stresses; torsion; fixed and continuous beams; reinforced concrete beams; columns; combined stresses, Mohr's circle.

CIVE 284 - Structural Engineering Basics (NEW – 2005)
Basic principles of statics; force systems; trusses; centroids and second moment of areas; stress and strain; beams; shearing and bending stresses; deflections; combined stresses; columns. Restriction: not open to students who have taken CIVE 205 and CIVE 283. 4 Credit

CIVE 385 - Structural Steel and Timber Design
Structural loadings, load factors, code requirements and design procedures. Characteristics of structural steel and structural timber in building construction. Structural design of axially loaded tension and compression members, joists, beams, girders, trusses and framing systems. Prerequisite: CIVE283. Corequisite: ARCH240. 3 Credit

CIVE 388 - Foundations and Concrete Design
Physical properties of concrete; behaviour and design of reinforced concrete members in compression, tension, bending, shear and combined loadings; bond and anchorage; soil properties; soil testing; footings; pile foundations; shoring; retaining walls. Prerequisite: CIVE 283. 3 Credit

CIVE 492 - Structures
A study of structural systems in concrete, steel, timber; a philosophy of structure; choice of structure; economic factors in design; recent developments and trends in structure; lateral stability by frame action, bracing shear walls; mechanics of certain structural forms. Prerequisite: CIVE 385 and CIVE 388. 2 Credit

MIME 310 - Engineering Economy (DISCONTINUED – see ARCH 674)
Introduction to the basic concepts required for the economic assessment of engineering projects. Topics include: accounting methods, marginal analysis, cash flow and time value of money, taxation and depreciation, discounted cash flow analysis techniques, cost of capital, inflation, sensitivity and risk analysis, analysis of R and D, ongoing as well as new investment opportunities. 3 Credit

M.Arch. I (Professional) Courses

ARCH 671 - Design Research and Methodology.
An architectural design problem is selected, bibliographic research undertaken, site selection established: program developed and theoretical approach evolved in preparation for course ARCH 673. Prerequisite: ARCH 672. 6 Credit

ARCH 672 - Architectural Design 1.
A series of complex architectural and urban design issues are addressed with the intention of improving the student's

facility to critically assess existing design solutions, to seek alternatives and to articulate clearly the rationale and the impact of alternative proposals. 6 Credit

ARCH 673 - Architectural Design 2.
An individual, student-selected and faculty-approved study of complex architectural design objectives involving site and building program constraints, the integration of building systems and the demonstration of comprehensive design and presentation skills. 9 Credit

ARCH 674 - Professional Practice.
The Professional Code, the Architect's Act and the architect's responsibilities to clients, colleagues and society, including professional ethics, responsibility in design, contractual arrangements, business conduct, construction supervision, issuing of certificates, construction and project management, concepts of architectural specification writing, building costs and life cycle costing. Restriction: Not open to students who have taken ARCH 674, ARCH 675 or ARCH 676 prior to 200509. 3 Credit

ARCH 675 - Professional Practice 2. (DISCONTINUED – see ARCH 674)
The construction process will be examined. Topics include project and construction management, contracting methods, tendering, sureties, site safety, negotiations, cost control, quality control, delay claims, legal hypothecs. Standard documentation and procedures will be reviewed, including CCDC contract, OAQ forms, CSC MasterFormat. 2 Credit

ARCH 676 - Specifications and Building Costs. (DISCONTINUED – see ARCH 674)
Principles of writing architectural specifications; discussion of actual specifications and practice in specifying for common trades; essays on common building materials; costing of materials and building assemblies. 2 Credit

ARCH 678 - Advanced Construction.
An exploration of construction in relation to architectural design; research in advanced methods of construction and structure related to design problems and built projects; appropriate technologies and alternatives. Prerequisite: ARCH 674; 3 Credit

ARCH 679 - Architectural Journalism.
The project deals with the review and criticism of a recently constructed controversial building. Prerequisite: ARCH 674; 1 Credit

ARCH 680 - Sketching School 2.
An eight-day supervised field trip in the late summer to sketch places or things having specific visual characteristics. 1 Credit

M.Arch.II (Post-professional) Courses

ARCH 622 - Critical Writing.
Seminar to critically review an architectural topic. 3 Credit

ARCH 623 - Project Preparation.
Guided background preparation for the project. 3 Credit

ARCH 624 - History and Theory Project.
Thematic, site-specific experimental design with an emphasis on process, including 1) survey/mapping and 2) preparation of text, drawings and models. 15 Credit

ARCH 627 - Research Methods.
Different approaches and research methods in housing. Setting of goals and objectives, identification of appropriate research methods, collection and evaluation of information, analysis and synthesis of data, and presentation of the findings. 3 Credit

ARCH 628 - Housing Project Report.
A supervised project report based on material developed by candidates in the project preparation course. It may include on-site explorations of housing projects, surveying and documentation, critical analysis, and creative mapping of the same, plus an evaluation report. 15 Credit

ARCH 630 - Housing Seminar 1.
Strategies for affordable and low-cost housing. Investigation of cost-saving measures both at urban and dwelling unit levels. An analysis of recent low-cost housing projects. 3 Credit

ARCH 631 - Housing Seminar 2.
Strategies for affordable and low-cost housing. Investigation of cost-saving measures both at urban and dwelling unit levels. An analysis of recent low-cost housing projects. 3 Credit

ARCH 634 - Housing Report.
Human settlements problems in poverty areas; design of components and servicing systems for low cost housing; economic and technological evaluation of housing designs. Lectures and studio work leading to a comprehensive project report. 6 Credit

ARCH 635 - Selected Topics in Housing 1.
Special topics related to housing. 3 Credit

ARCH 636 - Selected Topics in Housing 2.
Special topics related to housing. 3 Credit

ARCH 645 - Housing Project 1.
Innovative housing designs; lectures and studio work leading to a design project. 6 Credit

ARCH 646 - Housing Project 2.
Innovative housing designs; lectures and studio work leading to a design project. 6 Credit

ARCH 650 - Architectural History Seminar 1.
Western Architectural history from Antiquity to the Renaissance. A hermeneutic reading of primary sources, i.e. a section or chapter of an historical treatise, a frontispiece or image, in the framework of recent scholarship on the subject. 8 Credit

ARCH 651 - Architectural History Seminar 2.
Early Modern European theory of architecture, 17th - 19th centuries. A hermeneutic reading of primary sources, i.e. a section or chapter of an historical treatise, a frontispiece or image, in the framework of recent scholarship on the subject. 8 Credit

ARCH 652 - Architectural Theory Seminar 1.
Phenomenology and hermeneutic. 4 Credit

ARCH 653 - Architectural Theory Seminar 2.
The experience of modernity in cultural criticism, philosophy, literature and art. 4 Credit

OCC1 442 - Enabling Environments.
Students work in multi-disciplinary teams under the supervision of faculty and visitors on projects in the design and construction of environments for the disabled drawn from case histories of selected institutions. Course work may include group and individual field trips to hospitals, clinics or specific project sites. Limited enrolment. Prerequisite: ARCH 303 for Architecture students; OCC1 326 for Occupational Therapy students. 2 Credit

3.12 Student performance criteria

3.12.1 Overview of the studio sequence

The School's professional curriculum is based on the development of competence in both the art and science of building design and building construction. The objective to instill in students the pursuit of excellence in the practice of architecture has produced architects who have distinguished themselves across Canada, the United States, and abroad. The curriculum of the combined B.Sc.(Arch.) and M.Arch. I programs is organized around the sequence of studio courses that are intended to provide a carefully structured series of design exercises, problems and projects, increasing in complexity and scope, and culminating in the final design thesis.

Typical student-staff ratios in the studios are listed below: (fall 2005)

First year, first semester	10:1
First year, second semester	10:1 to 12:1
Second year, first semester	12:1
Second year, second semester	12:1
Third year, first semester	12:1 to 14:1
Third year, second semester	12:1 to 14:1
Master studio, first semester	10:1
Master studio, third semester (thesis)	1:1.5

B.Sc.(Arch.): First year

The first-year design studio, which is seen as the foundation year, is, for most students, their first experience with the studio as an environment for teaching and learning. The first term develops design and communication skills – including modeling, photography, sketching, and architectural drawing – with short exercises and two longer-term design projects, an experiment in three-dimensional visual expression and an item of furniture, that take students from conceptual design to actual construction. The second term further develops skills in design, drawing, and modeling, in a series of assignments that introduce students to architectural design methodology and to the consideration of building form in relation to program, structure, materials, site, and climate.

B.Sc.(Arch.): Second year

The second year is divided into three or four equal groups who rotate through separate design studio instructors or instructor-teams. In the second year, the emphasis is placed on small design projects, which develop graphic representation, and ideas about architectural details and construction. The exploration of program and narrative is an essential component of the second year, as are the introduction of building services and the development of skills in technical documentation. One of the required studios in the second semester explores landscape as a theme, and is organized around a joint exercise with the School of Landscape Architecture at Université de Montréal. All students participate in a studio module addressing sustainable design. The second year program also includes an integrated computer-based module, as well as instruction in the fundamentals of Computer-aided design applications.

B.Sc.(Arch.): Third year

The third year is divided into four or five sections, depending on the size of the class. This is a highly professional studio based on assignments calling for the comprehensive design of complex projects.

Emphasis is placed on the development of a theoretical basis for the design of satisfying and meaningful built environments, sustainability, and appropriate technical documentation. Thematic design studios explore specific building types – primarily institutional and residential, or mixed-use – or methodologies – for example, physical and virtual modeling - and take advantage of competitions when possible.

At this point in the program, following the completion of the B.Sc.(Arch.) and before continuing to the professional M.Arch. I program, many students take advantage of opportunities to seek work experience or travel for up to one year. Thus, the completion of the third year provides a natural break within the combined four-and-one-half year program.

M.Arch. I: First year (semesters 1 and 2)

In the professional M.Arch. I program, the final design thesis has been structured as a sequence of four courses, the first three - *Design Research and Methodology* (6 credits), *Architectural Journalism* (1 credit) and *Advanced Construction* (3 credits) – supporting the fourth, the thesis project, *Architectural Design II* (9 credits), for a total of 19 out of 45 credits.

The first term design studio of the professional Master of Architecture program is taught by teams of practitioners working under the leadership of full-time faculty, and explores problems related to landscape, urban design and architecture. In the Fall of 2005, this studio was structured for the first time as an comprehensive exercise in design and documentation, involving the coordinated participation of a series of experts in urban design, landscape, structure, building envelope, and other areas.

The second term of the program is based on a new course, web-based and now structured as a design studio, *Design Research and Methodology*. This course is a prerequisite for the architectural design thesis that will be carried out in the final semester. Its purpose is to investigate and structure the research activities that will support the design of the thesis project. It includes a series of assignments involving bibliographic research, theoretical position, site selection and program preparation, and culminates in a comprehensive thesis proposal that includes conceptual site and building design.

M.Arch. I: Second year (semester 3)

The final design thesis *Architectural Design II* is coordinated by one faculty member who organizes lectures, workshops, and schedules reviews for the thesis class. Individual students work closely with assigned advisors, drawn from the faculty and the profession, each of whom supervises the work of two to four students. The only other required course in this semester is *Advanced Construction*, which has been structured to guide and support the tectonic development of the design thesis. The thesis studio culminates in a final review and exhibition of the projects for the benefit of everyone involved with the School of Architecture, and indeed within the architectural community.

At every level of the program, auxiliary academic facilities of the school, such as the various media labs, the workshop and computer labs, support design teaching and research throughout the design studio sequence.

3.12.2 Student Performance Criteria Matrix

1   VERBAL AND WRITING SKILLS
Ability to speak and write effectively on subject matter contained in the professional curriculum

2   GRAPHIC SKILLS

Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process

3   RESEARCH SKILLS

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

4   CRITICAL THINKING SKILLS

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

5   FUNDAMENTAL DESIGN SKILLS

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

6   COLLABORATIVE SKILLS

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

7   HUMAN BEHAVIOUR

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behaviour and the physical environment

8   HUMAN DIVERSITY

Awareness of the diversity of needs, values, behavioural norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

9   USE OF PRECEDENTS

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

10   WESTERN TRADITIONS

Understanding of the western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

11   NON-WESTERN TRADITIONS

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

12   NATIONAL AND REGIONAL TRADITIONS

Understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions

13   ENVIRONMENTAL CONSERVATION

Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design

14   ACCESSIBILITY

Ability to design both site and building to accommodate individuals with varying physical abilities

15   SITE CONDITIONS
Ability to respond to natural and built site characteristics in the development of a programme and the design of a project

16   FORMAL ORDERING SYSTEMS
Understanding of the fundamentals of visual perception and the principles and systems of order that inform two and three-dimensional design, architectural composition, and urban design

17   STRUCTURAL SYSTEMS
Understanding of the principles of structural behaviour in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems

18   ENVIRONMENTAL SYSTEMS
Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use

19   LIFE-SAFETY SYSTEMS
Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

20   BUILDING ENVELOPE SYSTEMS
Understanding of the basic principles that inform the design of building envelope systems

21   BUILDING SERVICE SYSTEMS
Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

22   BUILDING SYSTEMS INTEGRATION
Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design

23   LEGAL RESPONSIBILITIES
Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights; zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

24   BUILDING CODE COMPLIANCE
Understanding of the codes, regulations, and standards applicable to a given site and building design project, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure

25   BUILDING MATERIALS AND ASSEMBLIES
Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

26   BUILDING ECONOMICS AND COST CONTROL
Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

27   DETAILED DESIGN DEVELOPMENT
Ability to assess, select, configure, and detail as an integral part of the design, appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programmes

28   TECHNICAL DOCUMENTATION
Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

29   COMPREHENSIVE DESIGN
Ability to produce an architecture project informed by a comprehensive programme, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the programme's design criteria

30   PROGRAMME PREPARATION
Ability to assemble a comprehensive programme for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.

31   THE LEGAL CONTEXT OF ARCHITECTURE PRACTICE
Awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities

32   PRACTICE ORGANIZATION AND MANAGEMENT
Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture

33   CONTRACTS AND DOCUMENTATION
Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service

34   PROFESSIONAL INTERNSHIP
Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers

35   ARCHITECTS' LEADERSHIP ROLES
Awareness of architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

36   THE CONTEXT OF ARCHITECTURE
Understanding of the shifts which occur - and have occurred - in the social, political, technological, ecological, and economic factors that shape the practice of architecture

37   ETHICS AND PROFESSIONAL JUDGMENT
Awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice

McGill University — School of Architecture
Student Performance Criteria Matrix — January 2006

Legend: ••• ability •• understanding • awareness

Performance Criteria (columns 1–37):

1 - Verbal and Writing Skills
2 - Graphic Skills
3 - Research Skills
4 - Critical Thinking Skills
5 - Fundamental Design Skills
6 - Collaborative Skills
7 - Human Behaviour
8 - Human Diversity
9 - Use of Precedents
10 - Western Traditions
11 - Non-Western Traditions
12 - National and Regional Traditions
13 - Environmental Conservation
14 - Accessibility
15 - Site Conditions
16 - Formal Ordering Systems
17 - Structural Systems
18 - Environmental Systems
19 - Life-Safety Systems
20 - Building Envelope Systems
21 - Building Service Systems
22 - Building Systems Integration
23 - Legal Responsibilities
24 - Building Code Compliance
25 - Building Materials and Assemblies
26 - Building Economics and Control
27 - Detailed Design Development
28 - Technical Documentation
29 - Comprehensive Design
30 - Program Preparation
31 - Legal Context of Architecture Practice
32 - Practice Organization and Management
33 - Contracts and Documentation
34 - Professional Internship
35 - Architects' Leadership Roles
36 - The Context of Architecture
37 - Ethics and Professional Judgment

Course	new / revised / superseded	Credit weight	Course number	Year of program
B.Sc.(Arch.) Program - 100 credits		100		
Communication, Behaviour & Architecture		6	ARCH201	1
Freehand Drawing I		1	ARCH217	1
Architectural Graphics & Elements of Design		6	ARCH202	1
Freehand Drawing II		1	ARCH218	1
Organization of Materials in Buildings		3	ARCH240	1
Architectural Structures	n	2	ARCH 241	1
Digital Representation	n	2	ARCH 242	1
Architectural History I		3	ARCH250	1
Architectural History 2		3	ARCH251	1
Design & Construction I		6	ARCH303	2
Freehand Drawing III		1	ARCH321	2
Landscape	n	2	ARCH375	2
Design & Construction II		6	ARCH304	2
Freehand Drawing IV		1	ARCH322	2
Sketching School I		1	ARCH324	2
Architectural History 3	n	3	ARCH 354	2
Architectural History 4	n	3	ARCH 355	2
Energy Environment and Buildings	n	3	ARCH 377	3
Design & Construction III		6	ARCH405	3
Lighting (Electrical Services)		2	ARCH447	3
Design & Construction IV		6	ARCH406	3
Building Regulations & Safety		2	ARCH451	3
Statics	s	3	CIVE205	1
Strength of Materials	s	4	CIVE283	1
Structural Engineering Basics	n	3	CIVE 284	1
Structural Steel & Timber Design		3	CIVE385	2
Foundations and Concrete Design		3	CIVE388	2
Law for Architects and Engineers		3	FACC220	1
Structures		2	CIVE492	3
Six-month work experience requirement		~		
Architectural complementaries - see below		9		
Outside Electives		6		
M.Arch. I (Prof) Program-45 credit		45		
Urban Planning and Development	n	4	ARCH550	1
Mechanical Services		2	ARCH554	1
Environmental Acoustics	s	2	ARCH555	1
Design Research and Methodology	r	6	ARCH671	1
Architectural Design I		6	ARCH672	1
Professional Practice	r	3	ARCH674	1
Professional Practice II	s	2	ARCH675	1
Specifications and Building Costs	s	2	ARCH676	1
Architectural Journalism	r	1	ARCH679	1
Sketching School II		1	ARCH680	1
Architectural Design II	r	9	ARCH673	2
Advanced Construction	r	3	ARCH678	2
Architectural complementaries - see below		6	minimum	
Outside electives		6	maximum	
Architectural Complementaries				
A. History				
History of Architecture in Canada		2	ARCH372	
Introduction to Historic Preservation		2	ARCH388	
History of Domestic Architecture in Quebec		3	ARCH522	
Significant Texts & Buildings in Modern Architecture		3	ARCH523	
History of Housing		3	ARCH528	
Arch. Intentions from Vitruvius to the Renaissance		3	ARCH531	
Origins of Modern Architecture		3	ARCH532	
New Approaches to Architectural History		3	ARCH533	
B. Theory				
Art and Theory of House Design		3	ARCH352	
Structure, Organization and Form		2	ARCH363	
Geometry, Architecture and the Environment		2	ARCH383	
Seminar on Architectural Criticism		3	ARCH524	
Seminar on Analysis and Theory		3	ARCH525	
Housing Theory		3	ARCH529	
C. Environmental Design				
The Material Culture of Canada		3	ARCH350	
Site Usage		3	ARCH378	
Summer Course Abroad		3	ARCH379	
Sustainable Design		3	ARCH515	
Montreal: Urban Morphology		3	ARCH520	
Structure of Cities		3	ARCH521	
Civic Design		3	ARCH527	
Enabling Environments		2	OCCU442	
D. Technics				
Design Sketching		3	ARCH318	
The Camera and Perception		3	ARCH319	
Architectural Modeling		2	ARCH364	
Energy, Conservation and Buildings		2	ARCH377	
Freehand Drawing and Sketching		1	ARCH461	
Computer-Aided Building Design		2	ARCH471	
Community Design Workshop		3	ARCH514	
Philosophy of Structures		3	ARCH526	

Canadian Architectural Certification Board

Visiting Team Report
McGill University
School of Architecture

Master of Architecture
Professional Degree Programme

March 11-15, 2006

Table of Contents

Introduction

The School of Architecture at McGill University was visited by an accrediting team representing the Canadian Architectural Certification Board. The team reviewed the Professional Degree Programme:

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Master of Architecture

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The one and one-half year *Master of Architecture (professional)*, a first professional degree, follows the three-year non-professional *Bachelor of Science (Architecture)* degree.

1   Accreditation

The Canadian Architectural Certification Board receives its authorization as the accrediting agency for professional degree programmes in architecture from the Committee of Canadian Architectural Councils (CCAC) and the Council of Canadian University Schools of Architecture (CCUSA).

The CACB was first established by the participating provincial architectural licensing authorities in 1976 to certify the academic credentials and educational experience of applicants for professional internship. Until 1991, its membership comprised one representative from each of the participating licensing authorities.

In 1991, by agreement between the CCAC and CCUSA, the Board's original mandate for professional degree certification was re-affirmed and its responsibilities were extended to the accreditation of professional degree programmes in Canadian university schools of architecture. Simultaneously, its membership was revised to reflect its additional accrediting role, to comprise three members representing the CCAC, three members representing the CCUSA, three members drawn from professional practice mutually agreeable to the CCAC and the CCUSA, one member representing a national organization of students of architecture and one member representing the public interest.

The CACB awards accreditation only to professional degree programmes in architecture. These are normally:
.   *Bachelor of Architecture programmes requiring a minimum of five years of study, except in Quebec, where four years of professional studies follows two years of CEGEP studies.*
.   *Master of Architecture programmes with a related pre-professional bachelor's degree requirement, typically amounting to six years of study.*
.   *Master of Architecture programmes without a pre-professional requirement, comprising an undergraduate degree plus a minimum of three years of professional studies.*

Accreditation does not distinguish between the Bachelor's and Master's degree titles.

The process of accreditation begins at the school with the preparation of the Architectural Programme Report (APR). The APR identifies and defines the programme and its various contexts, responding to the Conditions and Procedures for Accreditation

established by the CACB. The APR is expected to be useful to the planning process of the school, as well as documentation for the purposes of accreditation.

Upon acceptance of the APR by the Board, an accreditation visit is scheduled. The CACB's decision on accreditation is based upon the capability of the school's programme to satisfy the Conditions and Procedures for Accreditation, including the ability of its graduating students to meet the requirements for learning as defined in the Student Performance Criteria.

During the visit, the team reviews student work and evaluates it against these requirements. The team also assesses the effectiveness and degree of support available to the architectural programme through meetings with the institution's administrators at various levels, architecture and other faculty, students, alumni, and local practitioners.

At the conclusion of the visit, the team makes observations and expresses compliments and concerns about the programme and its components. It also offers suggestions for programme enrichment and makes recommendations, which, in the judgment of the team, are necessary for the programmer's improvement and continuing re-accreditation.

2   Summary of Team Findings

2.1   Programme's Progress in Addressing Deficiencies

The following is a summary of the causes of concern noted at the time of the last visit and this Team's responses.

Pedagogy. The general teaching of the new Master's in architecture under the banner of a pluralistic faculty was not seen to be enough of a pedagogical declaration for the school. The Visiting Team felt this matter now needs to be fundamentally addressed and clarified in order to 'grow' the programme, recruit suitable and significant new faculty and students, instil a sense of passion into the environment, create a new image for the school and finally, to advocate McGill and its new Masters degree within a competitive marketplace.

Significant restructuring of the programme has resulted in a more coherent experience for the student, but many still have trouble seeing a clearly understood and articulated vision for the programme. This remains a concern.

Critical Thinking Skills. As the Visiting Team became more familiar with the work, a significant discussion evolved around the perception that the programme is somewhat deficient in the pro-active development of critical thinking and communication skills in both academic and studio activity.

The School presented sufficient evidence through work from the restructured courses, including the History and Master's studio sequences, to demonstrate that this concern has been addressed.

There remains a deficiency in the history component of the curriculum

Significant development has occurred in the History of Architecture sequence, although there remains considerable opportunity for a more meaningful exploration of national and regional traditions, in particular regarding the traditions of Aboriginal peoples. This concern has been largely met.

Methods should be found to integrate building systems more deeply into the curriculum at the design stage, rather than a documentation level.

While the coursework is in place to provide instruction in basic building systems and studio outlines include this task in the objectives, the integration of these systems still has difficulty finding its way into the design studio. The Team believes this is largely a matter of time management, and not lack of intent and, while it is being addressed, remains a concern.

There remains, effectively little focus in the School on ecological and environmental issues, current and important investigations both in the profession and in the academy.

The Faculty has addressed this issue by developing a sustainability module in the second year design studio, which is taken by all students. A new required course, *Energy, Environment and Building* covers issues of the environment and sustainability.

There remain imbalances in the present faculty in areas of seniority and gender, despite evidence of pro-active recruitment and adjunct hirings.

While gender balance has improved, it has been through the hiring of adjunct teaching staff rather than tenure-track positions and remains at the mercy of the School's demographic and the University's recruitment and hiring policy. This remains a critical concern in the life of the school.

The need for additional support staff must be addressed in order to meet the School's administrative and educational goals.

This concern remains.

The existing resources that differentiate McGill and the School from other Schools of Architecture in Canada – i.e. the valuable information resource collections and the City of Montreal itself, remain underutilized by virtue of a lack of access and significant compromises to the budgets and operations of the Library and the lack of an aggressive strategy to use the City as an active design and information laboratory through field trips, research and site visits.

Studios have made increasing use of the city as a focus of study. Over the past several years, the John Bland Canadian Architecture Collection (CAC) and the school's slide collection continue to be rich resources for teaching and research. The CAC has been closed this past year, because of lack of funding from the library for a curator. The Team encourages the library to quickly implement its plans to reopen this important research tool for the students,

faculty and visiting scholars.

Remuneration for sessional and adjunct professors must become more competitive with other institutions, particularly honoraria for studio instruction.

This continues to be a concern, as remuneration for part time faculty and salaries for support staff are not competitive.

Advancement and promotion of faculty is a concern, primarily in the area of required qualifications.

One tenured female faculty member has been promoted to full professor, while a newly hired associate professor was appointed with tenure – both holding doctorates. There is currently no tenure-track faculty (they are either tenured or part-time). The uncertain connection a part-time teacher has to the School remains a problem. The concern regarding whether or not peer reviewed "Critical Practice" will be valued by the University as an alternative to a PhD for hiring and promotion has not yet been tested, but the current and imminent faculty searches will force this issue.

Security remains a concern in the School, particularly with the advent of computers in the studios

The School has moved to deal with this concern by issuing security cards for entry into the building in the evening and on weekends. Studios require key locks, key pads or a security card for entry. An ongoing programme for supplying new secure workstations will complete this reasonable security plan.

2.2   Conditions Well Met

Conditions   7-Physical Resources and
                8-Information Resources
                        are considered **Well Met**.

Student Performance Criteria 2-Graphic Skills,
                        3-Research Skills,
                        6-Collaborative Skills,
                        17-Structural Systems and
                        27-Detailed Design Development
                                are considered **Well Met**.

2.3   Conditions Not Met or Causes for Concern

Conditions   2-Programme Self-Assessment,
                5-Human Resources and
                6-Human Resource Development
                        are considered **Met, with Reservations.**

Student Performance Criteria   21-Building Service Systems and

22-Building Services Integration
29-Comprehensive Design
are considered **Met, with Reservations.**

Causes for Concern

Team concerns are generally with two areas of the programme: issues of teaching faculty and of curriculum.

The faculty issues are often related. While individual faculty is well qualified and motivated, as a body there are gaps that limit the effectiveness of the School. Gender balance is the important issue to a student body in which women regularly exceed 50%, sometimes approaching 70%. The Adjunct faculty component, which currently seems to be the sole instrument with which to tackle the gender issue, has two aspects that affect faculty of either gender. The short term and insecure nature of the appointments makes it difficult for members to feel as integral a part of the faculty as they really are by virtue of their indispensable contribution to teaching. They are paid less than comparable positions in other schools and in other units of the Faculty of Engineering. The University's normal expectation of a PhD. as one qualification for new appointments would make most of the current Adjuncts ineligible for future advancement. These conditions result in most, although not all, Adjuncts often feeling disconnected from the School and occasionally exploited. It is to their credit that their passion for their task is not diminished by this circumstance. The Team encourages the School to press its case strongly for the *Professor in Practice* model for permanent part time appointments as one way to give part-time faculty the respect and security they deserve and validate their relationship with the school and university.

A final set of faculty concerns should be mentioned, but put into perspective:

 - A significant proportion of the full-time faculty is McGill graduates.
 - Adjunct appointments do a significant proportion of studio teaching.
 - There seems to be no regular mechanism for rigorous collective debate of
   School-wide values and goals.

In the serious task of balancing a broad range of faculty interest and experience with a commonly held and synergistic direction for the School, none of these three things is good. On the other hand, while such conditions may normally encourage divisions within a School, there is no evidence that this is the case here. Personal relations amongst faculty are cordial and supportive. The concern is that what is lost in the current dynamic is the inclination and opportunity for meaningful discussion about ideas as the School and the world around it change. Therefore, while students appreciate the diversity of teaching methodologies and have a good relationship with both adjunct and full time faculty, they continue to be concerned about the lack of an articulate shared vision for the school that allows them to see their particular experiences within the larger world of architectural thought and of their own education and future practice.

There are two main issues with curriculum. Architecture is both an art and a science. It seeks to support and enhance human activity through the appropriate

application of technology. The education of an architect must therefore be broad, with a foundation in humanities as well as science and technology. The entry requirement for a science and technology CEGEP stream (or its Year 0 equivalent) combined with the small free elective portion of the professional programme and the peculiarities of the class schedule make it difficult for a student to take courses outside of the School, particularly the upper level and graduate courses that would be most useful to their own thesis work.

The Team considered the performance criteria related to comprehensive design and the integration of building systems as met despite weak evidence in both the Comprehensive Studio and the Master's Theses. The Team felt that this was not due to a weakness in curriculum or instruction, but insufficient time (most low pass work was due to incompleteness rather than quality). We also felt that too much useful material in Mechanical Systems and Acoustics was lost in the recent reorganization of support courses and that some should be returned to the curriculum somewhere. As we considered the many legitimate pressures being put on the curriculum by both the University and the profession, it began to appear to us as a classic case of five quarts of beans and a one-gallon bucket. You either get by with fewer beans or get a bigger bucket. As the School responds to these pressures (and opportunities), it is important that the curriculum planning efforts consider all avenues, including a four-term Master's programme.

The Team recognizes that some concerns we have raised have been addressed by the School before and that the solutions often face significant practical and institutional barriers. However, it is important that creative solutions be found if the professional programme is to meet the standards, to which the School and the University aspire.

2.4   Team Comments

The Team found much to commend in the School and the University. We were impressed with the energy of the instruction and the quality of student work in the U3 studios and Master's theses. We were particularly pleased to see the respect for freehand drawing and the resulting quality of this work. The post-professional programmes within the School are an excellent resource and are well integrated into the life of the M.Arch I students. The Macdonald-Harrington Building is a building of great character and resilience, and is a suitable home for its motivated and enquiring residents.

The faculty presents an excellent balance of academic and practice experience and achievement. The School is well served by its connection to the profession and the energy of practicing teachers. They are, as a group, collegial, supportive, and respected by their students.

The Team was particularly pleased with the interest and support shown by Principal Munroe-Blum, Provost Masi and Dean Pierre. We met with each at least twice, and each shared their view of the role and responsibilities of the School within the University and the Faculty. Each understood the issues that this report would raise and are prepared to give then the careful consideration they deserve. Principal Munroe-Blum spoke of McGill's initiative for excellence through

research and collaborative work and of her interest in how and where the School would fit in this scheme of things.

The School is approaching a defining moment. Open academic positions now and in the medium future, the University's new initiatives in collaborative work and potential willingness to consider outstanding critical practice in hiring and promotion present a unique opportunity for the School, but it is the School that must seize the day.

3. Compliance with the Conditions for Accreditation

3.1   Programme Response to the CACB Perspectives
Programmes must respond to the relevant interests of the constituencies that make up the CACB: education (CCUSA), members of the practicing profession, students and interns, provincial associations of architects (CCAC) and public members.

These Perspectives are met.

A.   Architecture Education and the Academic Context
The programme must demonstrate that it both benefits from and contributes to its institutional context.

This Perspective is met.

The School of Architecture is one of seven academic units in the Faculty of Engineering, which includes five departments and two Schools – the School of Architecture and the School of Urban Planning. Architecture is valued by the University as an area of intellectual enquiry, and the School for its connection to the profession and the culture of the city.

The School has been able to develop constructive partnerships for joint course offerings in a variety of disciplines. The elective course *Material Culture of Canada*, first developed in the School of Architecture and co-sponsored by the McGill Institute for the Study of Canada, is now offered by the Institute. The elective course *Enabling Environments* OCC1442 is team-taught by staff in the Schools of Occupational Therapy and Architecture. Discussions continue between the Schools of Architecture and Urban Planning and the McGill School of the Environment, in order to develop a joint studio and other course offerings. The School collaborates on a regular basis in teaching and research with colleagues in other units of the university, including Social Work, Mechanical Engineering, and the Faculty of Management. Faculty are regularly involved in Doctoral examinations and joint supervision of graduate students working at the Master's and Ph.D. levels in Civil Engineering, Communications and Art History, English and in the Faculty of Music.

The Departments of Civil Engineering and Mining and Metallurgical Engineering are directly responsible for the delivery of five core courses, accounting for 14% of the credit load, in the regular B.Sc. (Arch.) programme; the School of Urban Planning is responsible for the teaching of the new merged core course *Urban*

Planning and Development in the professional M.Arch. programme. The Team does, however, see missed opportunities for intellectual development and creative efforts through interdisciplinary and multi-disciplinary partnerships across the Faculty of Engineering that could focus on the common design processes that architects and consulting engineers share (e.g., collaborating during the comprehensive studio with mechanical and civil engineering students on building systems).

Faculty members of the School of Architecture are actively involved in the administration of the School, the Faculty and the University. The following University Committees are chaired by teaching staff of the School:

Architectural Advisory, which reviews all major building projects at the University
Gardens and Grounds, which supervises all planting and landscape design
Visual Arts Committee, which is the official curator of the University's extensive collection of painting and sculpture
Green Building Workgroup of the SCPD Environment Sub-Committee

In addition, the School is well represented on all committees struck by the Building and Property Committee of the Board of Governors for the selection of architects for University projects. The School is represented on each of the 13 standing committees of the Faculty of Engineering and a number of staff also serve, on a regular basis, as advisors to the Dean on questions relating to design, planning and physical development in the Faculty.

The School is very visible across campus and the community through its extensive lecture series, and exhibitions.

B. Architecture Education and the Students
The programme must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

This Perspective is met.

The school benefits from an enthusiastic, dynamic and culturally diverse student body. Every effort is made by the School to facilitate participation by students in extra-curricular activities on and off campus. It supports, with annual grants, student participation in conferences, and in events and meetings organized by groups such as CASA (Canadian Architecture Students Association) and AIAS (American Institute of Architecture Students). Students are actively involved in the planning and decision-making processes in the School, Faculty and University and participate enthusiastically in the intramural sports programmes of the Department of Athletics. They play a significant leadership role in the organization and coordination of the School's public lecture series as well as a new series involving representatives of the profession leading lunch-hour seminars on their practice.

The School's study abroad and exchange programmes allow students to experience

different cultural landscapes, and a significant population of foreign students exposes the students to a variety of ethnicities.

Student governance is through the Architecture Students' Association, a non-profit student-run society within the School of Architecture. Every McGill Architecture student is automatically a member of the ASA. The society serves as an organizational body for student activities and affairs, a voice for students in academic and university issues at McGill, and a link between other schools of architecture across the country. Chaired by the President, the ASA is run by an Executive Council, which is composed of seven Vice President portfolios: External, Academic, University, Internal Affairs, Internal Events, Communications and Finance. Each class also elects a student Representative to sit on the Council, which meets biweekly.

All architecture students at McGill are encouraged to participate in Council as well as make use of the many student-run programmes, teams, organizations and events, some of which are directly run by the ASA. These range from the successful Architecture Café to the Montreal chapter of Habitat for Humanity.

C. Architecture Education and Registration
The programme must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

This Perspective is met.

The large majority of students in the professional Master's programme intend to seek professional registration. Necessary aspects of professional licensure within the province of Quebec as well as other jurisdictions are covered in the required professional practice course in the first semester of the Master's programme. The School enjoys a collegial and constructive relationship with the Ordre des Architectes du Québec (OAQ) and the Royal Architectural Institute of Canada (RAIC). The President of the OAQ now meets the first year class in the fall, and a representative of the OAQ meets every class in the Professional Practice I course, at which time they are introduced formally to the procedures for certification and licensing. One of the requirements for admission to the professional programme remains six months of relevant practical experience, and for many students this connection with the profession at the end of their first year provides the foundation of an important framework for studies in the upper years. The many practitioners teaching and visiting the studios provide role models and advice on careers and practice and on life after architecture school.

D. Architecture Education and the Profession
The programme must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

This Perspective is met.

The legal, business and process aspects of the profession are well covered by required courses Building Regulations and Safety, Law for Architects and Engineers, and Professional Practice. The requirement for six months of professional experience before admission to the professional M.Arch programme and the presence of practitioners in the studios provide role models for various modes of practice. The position of the School in the Faculty of Engineering provides a unique opportunity (largely unrealized) to have engineers involved as a studio resource, not only to assist students in their design work and further understanding of building systems, but to familiarize students with the issues and opportunities associated with the architect/engineer practice relationship that will be an integral part of their professional life.

E. Architecture Education and Society
The programme must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

This Perspective is met.

The City of Montreal offers an exciting and significant resource for cultural and social involvement and the School enjoys a long tradition of responsible involvement and creative activism in the larger community. Recent discussions and public consultations
in which faculty members and students have participated include: the debate around the proposal to merge the five McGill University teaching hospitals and relocate them to a new superhospital on a new site, and the recent proposal by the City of Montreal to institute a formal mechanism for public consultation on all major projects in the city. Students have played active roles in these events, and in other arenas.

One of the most significant of the students' community-oriented activities has been their role in relation to the Habitat for Humanity programme, and the formation of the McGill chapter. This initiative has done much to increase the campus profile of the architecture students themselves, and of the School. Their work with Habitat in Montreal has included design and construction for the Montreal Diet Dispensary, fund-raising, and sensitization of the public to the problems of sub-standard housing and the plight of the homeless. Their activities reflect a passionate interest in the profession and a conviction that architects have a powerful role to play in the development of a humane and sustainable environment. Students will also have the opportunity this summer, through an alumnus practicing in Hong Kong, to participate in housing re-construction for the homeless in Manila.

Faculty members are represented in the community on a wide variety of professional and business programmes including committees, foundations, conferences, boards and contributors to publications.

3.2 Programme Self-assessment

The programme must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

This Condition is met, with reservations.

The programme has a strong mission statement, which will serve the faculty well in taking the school to its next level of development in our broader global community. The level of communication and respect between the faculty and the students is clearly high.

Students are engaged in the development of the curriculum through the Curriculum Committee of the School of Architecture. There are three student representatives, one adjunct, and three tenured professors on this committee, which is seen as the major formal means of self-assessment.

The school maintains a close relationship with the professional community, especially through a large number of adjunct faculty – many whom are alumni. The Team is concerned with a lack of input by the alumni outside of these adjuncts in the programme's self-assessment process through formal means such as surveys and/or focus groups. Two alumni do provide some feedback through the Faculty of Engineering Advisory Board in its strategic planning process.

The School's mission statement and curriculum aim to foster collaborative activities with the Engineering programmes. While students find themselves in the same classroom at times, there is a missed opportunity to have them work together, share knowledge and gain an understanding of the kind of collaboration involved in working with consultants. The comprehensive design studio would be an excellent venue to introduce collaboration with faculty and students in structural, mechanical, electrical and civil engineering, those disciplines with whom architects will work all of their professional careers.

One significant weakness in the self-assessment process appears to be the lack of regular substantive discussions between faculty members as a group on the nature, structure or operational dimensions of the professional programme. While the Team applauds the tradition of collegial collaboration on issues as they arise, a considered and commonly understood view of the programme as a whole can only be achieved by a more formal, inclusive discussion of issues. This absence of public dialogue is apparent to the students and is a major source of their sense that the School lacks a shared vision.

3.3   Public Information
The programme must provide clear, complete, and accurate information to the public by including in its catalogue and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree programme.

This Condition is met.

The School promotes its programmes in a number of different types of publications. The University calendar includes the text required by the CACB

explaining the parameters of an accredited professional degree. Other publications providing information about the School's programmes include: two separate brochures describing the professional and post-professional programmes; the web site, which includes the same text as the calendar in addition to other material; the Catalogue, a new publication which reproduces work from all design studios, as well as extracts of each final design thesis project and samples of work by faculty, and other specialized publications, such as the Education International Guide to Graduate Engineering and Computer Science Programmes in Canada.

Copies of the Board's Student Performance Criteria are circulated to all incoming students, posted on the School's website, and provided at the information desk in the School's reception area.

3.4 Social Equity

The programme must provide all faculty, students, and staff – irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation – with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

This Condition is met.

Both the University and the Faculty are committed to equity in every aspect of the University environment, and affirm this commitment through a published Charter of Students' Rights, and the Faculty of Engineering "Blueprint", a Code of Ethics that affirms the Faculty's commitment to equity in all areas of staff and student endeavour.

3.5 Human Resources

The programme must demonstrate that it provides adequate human resources for a professional degree programme in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

This Condition is met, with comments.

A. Students

The student body is enthusiastic, dynamic and culturally diverse and is high academic achievers. In 2002-2003, the School recorded 601 applications to the B.Sc.(Arch.) programme and 45 new registrations; the selection rate, at 8%, was one of the lowest in the faculty. Of the new students who registered in the undergraduate programme for the 2003-2004 session:
- 27%   (32% in 01-02, 27% in 00-01, 41% in 99-00) were from Canadian/non-Quebec high schools and universities
- 11% (3% in 01-02, 9% in 00-01, and 18% in 99-00) transferred from institutions overseas
- 59%   (59% in 01-02, 54% in 00-01, 32% in 99-00) entered from institutions in Quebec

- 3%   (6% in 01-02, 10% in 00-01, 9% in 99-00) entered from American high schools

The Team encourages the School to actively extend its recruiting efforts to the Canadian Aboriginal Community.

Retention rates remain high in both the B.Sc. (Arch.) and M.Arch. programmes, with about 85% completing the B.Sc programme and 100% usually completing the Master's.

B. Faculty

There are ten full-time tenured faculty and two half-time equivalent untenured faculty in the School. There have been two recent retirements, Professors Anderson and Zuk. One of their salaries has been allocated to the two half-time equivalent positions filled by Adjunct Professor positions. The Faculty will be filling the other with a full-time position in architecture. A second, new position will be shared with Urban Design and will take effect in September 2006. The term of the Director will be concluding at the end of May 2006.

There is a gender imbalance within the tenured faculty where there is one female faculty member in a School where 64% of the student population are women. Women students have commented on this imbalance. This was also noted by the previous Team visit in 2001.

The adjunct faculty is comprised of 35 part-time positions most of whom are practitioners in Montreal. The budget for part-time Adjunct Professors is tight and conditions need improvement. There is concern for the continuity of Adjunct Professors in the programme, especially those who are involved in curriculum development. There is mention in the APR of a new type of appointment – Professor in Practice - that would be a permanent part-time position. This proposal should be encouraged.

There is a concern that new applicants for upcoming positions in the School would require a PhD, which would preclude many young professionals, including current Adjuncts, who have an interest in teaching. The effort and dedication required to become licensed in a professional association is quite significant, involving many years of study and experience and should be considered in reviewing staff qualifications.

The faculty has a good record of awards and appointments. Awards and appointments range from teaching awards, conference moderators, studies and chairs and in theory of architecture. The Gerald Sheff Visiting Professor of Architecture Chair has recently been endowed to support the appointment of a leading scholar and practitioner in architecture, and was inaugurated in March 2006 with the appointment of Architect Dan Hanganu in the M.Arch. (professional) programme.

C. Administration and Staff

The School of Architecture is administered by Director David Covo, whose nominal teaching workload is reduced by 50%. The Director works closely with the Graduate (post-professional) Programme Coordinator, and the Chair of the Curriculum Committee, who coordinates curriculum development in the professional programme. The Director and the two programme coordinators collaborate on an ongoing basis with the two non-academic administrative managers, David Krawitz, Administrative Officer, who coordinates Budget, Human Resources, Special Events and Alumni Relations, and Mary Lanni-Campoli, Student Advisor/Programme Administrator, who coordinates Student Affairs, Recruitment and the Curriculum Committee, and with Marcia King, Graduate Secretary (Post-Professional) programmes, and Luciana Adoyo, Graduate Secretary (History/Theory and Ph.D. programmes). Technical support is provided by Carrie Henzie, Multi-Media Technician , and David Speller, Workshop Technician, and additional clerical support is provided by Veena Gujrathi, Accounts Secretary, and part-time casual appointments. The staff is motivated, and overall, the administrative atmosphere is friendly and enthusiastic. There is some evidence that the support staff system is occasionally overstressed due to the cyclical nature of the academic year.

3.6 Human Resource Development

Programmes must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the programme.

This Condition is met with comment.

A. Faculty Support

Full time faculty are eligible for a significant sabbatical programme to pursue research and professional development. A similar programme may soon be available for administrative staff. The School also provides annual travel grants to all full time faculty and staff to support participation in conferences, symposia and workshops, and the University provides a professional development allowance that can be used to support professional registration and other memberships. The School also provides additional assistance for travel and other research and teaching-related expenses on a case-by case- basis.

Adjunct Professors would benefit greatly from more selected grants or development allowances extended to them for both personal development and to assist in their teaching.

B. Student Support

Both students and faculty benefit from the School's significant public lecture and exhibition programme. These can consist of up to 30 speakers and 20 exhibitions each year. The size of the School allows a close relationship between the advisor, director and the student. Academic guidance and counselling takes place in various studios, lecture courses in both group and individual modes. Students suggest that

more regularized career counselling would be beneficial.

There is a requirement for four months of work experience prior to entrance into the Master's programme and an additional two months of work experience during the M.Arch I programme. While the school assists the students by having an official "Job Notice Board" listing employment opportunities, the opportunities should be expanded in conjunction with the existing engineering faculty career resources. An additional administrative staff member would assist in this task.

3.7   Physical Resources

The programme must provide physical resources that are appropriate for a professional degree programme in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

This Condition is well met.

General

The School has a rich history, which is reflected in the layered quality of the spaces in the School. The original details are largely intact and clearly visible, but are interrupted by an eclectic collection of artefacts and displays. Within this context the School has made numerous improvements to the facility including:

- The newly restored Exhibition Hall on the first floor, which was recovered when the Shop was relocated to the basement. Highly visible, this will be an excellent resource for the School.
- A new Graduate Studies Center has been outfitted this year with 24 workstations, worktables, 2 Seminar Rooms, 4 offices and pin up space all around.
- The Photo Studio and Dark Room have been relocated to the basement level.
- The new consolidated Materials Centre provides a resource for students that could be supplemented with the same infrastructure support as the studios since much of the information in the catalogues is also available online.
- The G12 space has been renovated to accommodate the Multi-Media Service Center, Technician's Office and the Slide Library.
- All of the 250 studio workstations are planned to be replaced over the next few years. The process has started and the School will replace 50 each year.
- The top floor vacated spaces will be used by the MII and PhD programmes.
- The Mechanical systems in the building only provide heat and ventilation. In order to improve the interior environment, enable summer programmes and make better use of the space, a proper HVAC system should be installed.

Accessibility

Newer additions to the Engineering Complex have provided access to individuals with special needs to the old Macdonald-Harrington building. Additional automatic door operators could be added to the series of doorways one has to go through to get into the main part of the building.

Computer Facilities

The installation of the wireless network was completed in the Macdonald-Harrington building in 2003. The School is considering implementing a "laptop mandatory" policy. It was suggested by the Students that it not be mandatory until the second year. At that time students will have sampled the University equipment and will have a better idea of what they would like to purchase. If the laptop is made mandatory it is beneficial to the Quebec students because they would then be eligible for a grant to pay for the equipment. An appropriate infrastructure for the laptops must also be developed that would include initial configuration, remote printing and software site licenses so that all laptops would have access to the creative suite of programmes.

The EMF lab, G15, is the closest of the large labs (50+ workstations) and is a shared resource with the Engineering Faculty. Although it is open 12 hrs each day, there is a demand for longer hours and the Faculty is aiming to provide 24-hour operation. A smaller lab (Room 103) has 12 computers, large format colour plotter; laser printer is dedicated to the Architecture programme. It is open 24 hours.

All of the workstations in these labs support the creative suite of graphics software and AutoCAD; however there are 30 licenses for the creative suite of software. The students identified a shortfall and the school should consider increasing this to at least 45 so that a complete class can log on at one time.

The Multi-Media Centre facilitates multi media production through photography, web and publication design and videography and is managed by a media coordinator.

The Workshop

The supervised wood working workshop is an excellent facility operated by the Architecture School. Proper ducted ventilation and dust collection and control have been installed. There does not appear to be any safety issues.

There is a smaller shop area with a limited assortment of tools and tables that is open 24/7 for student use. The School also has access to a metal shop that is supervised and operated by the Engineering Faculty. A laser cutter was added in 2003 and a 3-D prototyping machine, the RPM

modeling system, was made operational in 2004. These facilities are used extensively for all studios and have rejuvenated model-making activities, while offering insight into another example of how material and method determine outcome.

Studio Facilities

There are adequate facilities in the studios for the current student body. It is the intent to have infrastructure support for each studio space consisting of a scanner, printer, plotter, projector and small group work area.

The drawing studios that are not used all the time, offer flex space for group work, informal critiques, etc.

Student Activity Spaces

The students operate a very popular and successful café on a cooperative basis. The Architecture Café and Pub also functions as a gallery space for student work. The proceeds from the café are used by the students to support their own social activities. A School supply store with vending machines is currently undergoing renovation, and the wide hallways are used as informal gathering and display spaces.

3.8   Information Resources
The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

This Condition is well met, with comment.

The Blackader-Lauterman Library of Architecture and Art continues to be an exceptional resource of McGill architecture students, faculty and visiting scholars. The collection is large and well managed. The librarian is very enthusiastic in her interaction with students and the sharing of knowledge about the holdings in the library. Several donations and purchases have substantially increased the number of library holdings. Additions of electronic resources and digital databases support continued instruction and research for students and faculty.

The John Bland Canadian Architecture Collection (CAC) and the school's slide collection are rich resources for teaching and research. The CAC has been closed this past year, because of lack of funding from the library for a curator. The Team encourages the library to find funding to reopen this important research tool for the students, faculty and visiting scholars. The team also supports the hiring of another paraprofessional for additional open hours in the architecture library.

Many additional slide collections are owned by the faculty, and previously were generally inaccessible to students and other faculty for research. *The School has initiated a process for digitizing these slide resources. For example, w hen individual faculty members scan slides for digital presentation, high-resolution digital copies are archived by the multi-media coordinator; At the same time, the number of courses posting visual resources on course websites is growing every semester, developing unprecedented levels of access for students to the visual resource materials. A second parallel strategy is enabled through research. With research funding from a 2002 Associated Medical Services/Hannah Educator Award and matching funds from the university, Professor Adams recently completed a successful pilot project (approximately 800 images) for a scheme to develop a searchable database of the School's slide library.* The Team strongly encourages the school to accelerate the process of digitizing the entire school and faculty slide library, and to be focused and pro-active in this regard.

3.9 Financial Resources
Programmes must have access to institutional support and financial resources comparable to those made available to the other relevant professional programmes within the institution.

This Condition is met.

While there seems to be an adequate operating budget for the school, the Team recommends that the allocation of funds be reviewed with the objective of making remuneration and studio budgets for Adjunct Professors more competitive. Support staff salaries should also be reviewed.

The Team is impressed with the ability of the School to attract external funding. Donations to the School have doubled over the past five years. In the same period endowments have increased by $1.6 million. The faculty and the university have jointly funded substantial capital improvements for the school.

3.10 Administrative Structure (Academic Unit & Institution)
The programme must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The programme must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programmes in the institution and sufficient to ensure conformance with all the conditions for accreditation.

This Condition is met.

McGill is a university of the first class with a long history of excellence, and is incorporated by royal charter, granted by the Crown of Great Britain on

March 31, 1821 and amended by royal charter on July 6, 1852, under the name "The Governors, Principal and Fellows of McGill College". It is accredited as a university under the name The Royal Institution for the Advancement of Learning (McGill University) by virtue of the Act Respecting Educational Institutions at the University Level S.Q. 1989 c.18.

The School enjoys sufficient autonomy within in the Faculty of Engineering to allow continued compliance with the conditions of accreditation.

3.11 Professional Degrees and Curriculum

The CACB only accredits professional programmes offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components – general studies, professional studies, and electives – that respond to the needs of the institution, the architecture profession, and the students, respectively.

This Condition is met, with comment.

The professional Master's programme, consisting of the degree M.Arch I in conjunction with the degree B.Sc (Arch) and the CEGEP diploma, meets the Board requirement for degree type and duration. It provides the graduate with a balance of general education, professional studies and electives. However, the Team shares the concern expressed by many students that the meagre opportunities for non-architectural electives in the B.Sc. (Arch) and M.Arch curriculum combined with the science and technology focus of the required CEGEP stream make it very difficult to explore important issues in the humanities, the environment or the arts outside of the necessarily focused view of the architecture courses. This problem will likely become more apparent as the School moves to a leadership position in the University's new initiatives in collaborative studies and research.

The Team is concerned that the current 3-term limit for the Master's programme of studies may not be sufficient to fulfill the demands being placed upon it.

3.12 Student Performance Criteria

The programme must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

1. VERBAL AND WRITING SKILLS

Ability *to speak and write effectively on subject matter contained in the professional curriculum.*

This criterion is met.

2. GRAPHIC SKILLS
Ability *to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process.*

This criterion is well met.

Students are capable with a range of representational media. The team appreciated the value placed on freehand drawing and the skill of the students as a result.

3. RESEARCH SKILLS
Ability *to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.*

This criterion is well met.

The DRM Arch 671 course deserves special mention. It consists of research and design investigations that precede the final M2 thesis. Careful documentation by each of the students records the process through the medium of a web site that is also created by the student. As reviewers of the School's work, we found this to be a very comprehensive, clear way to understand the intent. The quality of the works-in-progress was very impressive.

4. CRITICAL THINKING SKILLS
Ability *to make a comprehensive analysis and evaluation of a building, building complex, or urban space.*

This criterion is met.

5. FUNDAMENTAL DESIGN SKILLS
Ability *to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components.*

This criterion is met.

6. COLLABORATIVE SKILLS
Ability *to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings.*

This criterion is well met.

The curriculum provides ample opportunity for collaborative work in a variety of group size and complexity.

7. HUMAN BEHAVIOUR

Awareness *of the theories and methods of inquiry that seek to clarify the relationships between human behaviour and the physical environment.*

This criterion is met.

8. HUMAN DIVERSITY

Awareness *of the diversity of needs, values, behavioural norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects.*

This criterion is met.

9. USE OF PRECEDENTS

Ability *to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects.*

This criterion is met.

10. WESTERN TRADITIONS

Understanding *of the western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.*

This criterion is met.

11. NON-WESTERN TRADITIONS

Awareness *of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world.*

This criterion is met.

12. NATIONAL AND REGIONAL TRADITIONS

Understanding *of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions.*

This criterion is met with comment.

While the students spend a significant amount of time doing analysis and sketching throughout Montreal and the Atlantic region, there is a considerable opportunity to bring discussions of this work into required history classes and to relate it to other regional and national traditions, including those of America's Aboriginal peoples.

13. ENVIRONMENTAL CONSERVATION

Understanding *of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design.*

This criterion is met.

14. ACCESSIBILITY
Ability *to design both site and building to accommodate individuals with varying physical abilities.*

This criterion is met with comment.

The School states this objective: *"The course Building Regulations and Safety" addresses accessibility and barrier free design as a lecture topic, in assignments and on the exam; in addition, numerous studio courses, starting in the second semester of first year, emphasize and call for the development of design projects as universally accessible."*

The studio projects appear to demonstrate a basic minimum understanding of the prescriptive requirements of "barrier-free design". The School might consider integrating a much more interesting and positive approach of "Universal Design**"-** the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

15. SITE CONDITIONS
Ability *to respond to natural and built site characteristics in the development of a programme and the design of a project.*

This criterion is met.

16. FORMAL ORDERING SYSTEMS
Understanding *of the fundamentals of visual perception and the principles and systems of order that inform two and three-dimensional design, architectural composition, and urban design.*

This criterion is met.

17. STRUCTURAL SYSTEMS
Understanding *of the principles of structural behaviour in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems.*

This criterion is well met.

This criterion is met by four structural courses taught by Faculty of Engineering professors, for a total of 12 credits, distributed over the 3 years of the undergraduate programme.
CIVE-284: Structural Engineering Basics, taught by Adjunct Professor Charles K. Manatakos;

CIVE-385: Structural Steel and Timber Design, by Adjunct Professor Jan Vrana;
CIVE-388: Foundations and Concrete Design, by Adjunct Professor Jan Vrana
CIVE-492: Structures by Professor D. Mitchell and Dr. W.D. Cook.

While there was some question as to whether these 12 credits, plus their prerequisites, were a good use of the precious hours in the programme, there was no question that this four course set was well prepared and taught and fulfilled the requirements.

18. ENVIRONMENTAL SYSTEMS
Understanding *of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use.*

This criterion is met.

A newly formed course- Arch 377 Energy, Environment and Buildings, taught for the first time in Winter 2006 by Kevin Hydes PEng. P.E. addresses all of the basic principles in broad form, with the exception of lighting. The course emphasizes sustainable design issues. This course replaces – Arch 554 Mechanical Services and Arch 555 Acoustics, which both offered a more comprehensive and detailed curriculum; however, the respective Professors of each course are retiring.

It is recommended that Acoustics be offered as a complementary course in the graduate curriculum, assuming that qualified teaching resources can be found.

Lighting is covered under ARCH 447 Lighting and Day Lighting, and is a comprehensive and well structured (2cr) course on lighting and day lighting. Unfortunately, electrical systems are not extensively covered in this course.

19. LIFE-SAFETY SYSTEMS
Understanding *of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems.*

This criterion is met.

This criterion is covered under ARCH 451- Building Regulations and Safety (2 credits) taught by Professor Jozef Zorko in the third year of the undergraduate programme.

20. BUILDING ENVELOPE SYSTEMS
Understanding *of the basic principles that inform the design of building envelope systems.*

This criterion is met.

Basic building envelope systems are introduced in ARCH 240, Organization of materials in Building, taught by Dr. Avi Friedman, in the first year of the undergraduate programme. Basic principles are reinforced in each of the sequential studio classes – Design and Construction 1 to 4 - provided in the second and third years of the undergraduate programme.

Final development of building envelope systems are expressed adequately through theoretical, graphical and model exploration in ARCH 678 – Advanced Construction offered in the second semester of the M1 programme.

21. BUILDING SERVICE SYSTEMS

Understanding *of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.*

This criterion is met, with reservations.

There is concern that some of the comprehensive technical content of Arch 554 Mechanical Services and Arch 555 Acoustics, which both have been replaced by ARCH 377 Energy, Environment and Buildings, will have been lost in the undergraduate course. It is recommended that ARCH 678 Advanced Construction be strengthened to include integrated knowledge of mechanical, plumbing, and fire safety systems.

There is little evidence that basic electrical and communication systems are adequately addressed. The electrical component of ARCH 447 Electrical Systems is under-developed and consists of one lecture on electrical systems. It is recommended that a more comprehensive electrical and communications systems component covering essential facets of voltage and amperage, site and spatial implications of electrical transmission and array of internal building electrical equipment. This component could also be placed within ARCH 678 Advanced Construction to emphasize integration of all systems.

22. BUILDING SYSTEMS INTEGRATION

Ability *to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design.*

This criterion is met, with reservations.

The coursework is in place to provide required instruction of basic building systems. The Team considered the performance criteria related to comprehensive design and the integration of building systems as met despite weak evidence in both the Comprehensive Studio and the Master's Theses. It is clear that the integration of various building systems does not always find its way into the design studio despite previous foundation studies. The Team felt that generally this was not due to a weakness in curriculum or instruction, but insufficient time (most low pass work was due to incompleteness rather than quality). However, from a practitioners'

perspective, it is essential that building code issues, constructability issues and building system issues are to be basic and integral layers of the building project, and that ways must be found to make this happen.

Prior reference to strengthening the Advanced Construction course should assist in this regard. Also, having multi-discipline design critiques or collaborative projects could improve the understanding and thoroughness of building systems integration by the students.

23. LEGAL RESPONSIBILITIES
Understanding *of architects' legal responsibilities with respect to public health, safety, and welfare; property rights; zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice.*

This criterion is met.

24. BUILDING CODE COMPLIANCE
Understanding *of the codes, regulations, and standards applicable to a given site and building design project, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.*

This criterion is met.

25. BUILDING MATERIALS AND ASSEMBLIES
Understanding *of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies.*

This criterion is met.

26. BUILDING ECONOMICS AND COST CONTROL
Awareness *of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project.*

This criterion is met.

27. DETAILED DESIGN DEVELOPMENT
Ability *to assess, select, configure, and detail as an integral part of the design, appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programmes.*

This criterion is met.

28. TECHNICAL DOCUMENTATION
Ability *to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.*

This criterion is met.

29. COMPREHENSIVE DESIGN
Ability *to produce an architecture project informed by a comprehensive programme, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the programme's design criteria.*

This criterion is met with reservation.

As with Criteria 22 above, the Team considered the performance criterion related to comprehensive design and the integration of building systems as met despite weak evidence in both the Comprehensive Studio and the Master's Theses. The first Comprehensive Building Studio projects, which bore the major responsibility for demonstrating these criteria, were reviewed. The tasks included in the course outline are extensive but the "Final Design" requirements as described in the outline and that should be a part of a comprehensive design, were generally either underdeveloped or absent. Evidence of other systems such as mechanical, electrical and lighting was not found. Again, the Team felt that generally this was not due to a weakness in curriculum or instruction, but insufficient time (most low pass work was due to incompleteness rather than quality). The team felt that beginning the project with a prepared comprehensive programme and a site that would allow the student to focus immediately on the building could rectify this weakness. Since we were seeing the first iteration of this course, the Team was prepared to anticipate its success with the next offering. The School should make the successful development of this course a priority.

The team did not see adequate evidence in other work such as the thesis or third year studio, nor would we expect to see it, since it was no a declared objective of these courses.

30. PROGRAMME PREPARATION
Ability *to assemble a comprehensive programme for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.*

This criterion is met.

31. THE LEGAL CONTEXT OF ARCHITECTURE PRACTICE
Awareness *of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities.*

This criterion is met.

32. PRACTICE ORGANIZATION AND MANAGEMENT
Awareness *of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the*

practice of architecture.

This criterion is met.

33. CONTRACTS AND DOCUMENTATION
Awareness *of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.*

This criterion is met.

34. PROFESSIONAL INTERNSHIP
Understanding *of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers.*

This criterion is met.

35. ARCHITECTS' LEADERSHIP ROLES
Awareness *of architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management.*

This criterion is met.

36. THE CONTEXT OF ARCHITECTURE
Understanding *of the shifts that occur - and have occurred - in the social, political, technological, ecological, and economic factors that shape the practice of architecture.*

This criterion is met.

37. ETHICS AND PROFESSIONAL JUDGMENT
Awareness *of the ethical issues involved in the formation of professional judgments in architecture design and practice.*

This criterion is met.

4 Supplemental Information

4.1 Introduction to the Programme

The following is condensed from the Faculty's Architecture Programme Report....

A Brief History:

The University *(Prepared by the University Relations Office)*
In 1801, in response to exhortations for public schools spearheaded by James McGill, the Home Government of Great Britain created the Royal Institution for

the Advancement of Learning to provide public education for the English-speaking population in Lower Canada. The Royal Institution, however, was essentially a powerless body, since it wasn't given effective trustees. But McGill was not discouraged, and in March 1811, he drafted a will bequeathing to the Royal Institution, 10,000 pounds, together with his 46-acre Burnside Place estate, for the purpose of erecting and endowing a university. He also stipulated that the bequest would revert to his other heirs should the university not be established by the tenth anniversary of his death. Two and a half years later, in 1813, James McGill was felled by a heart attack. Fearful that the bequest would be lost if it didn't proceed with dispatch, the Royal Institution secured its first Royal Charter from King George IV in 1821, and McGill College was founded. Medicine was the very first discipline taught at McGill, beginning in 1829, when the previously established Montreal Medical Institution became the Faculty of Medicine.

In 1852, the Royal Institution and McGill were merged, and in 1855 appointed John William Dawson as principal. It was during this Nova Scotian's 38-year tenure that McGill began to achieve national and international prominence. Its Faculty of Medicine attracted, for example, William Osler (1849-1919), who graduated in 1872, taught medicine at McGill for a decade and then went on to become one of the English-speaking world's most influential physicians. Today, McGill still owes much of its fame abroad to its Faculty of Medicine, recognized as one of the world's foremost medical schools.

At the national level, Principal Dawson, himself an acclaimed geologist, was keenly interested in public education. His commitment to its expansion led to the setting up of affiliated schools and colleges throughout Canada to teach the McGill curriculum – among which were three colleges which later became the University of British Columbia, the University of Victoria and the University of Alberta.

In 1898 Dawson was followed in the principal's office by William Peterson, who brought Ernest Rutherford to McGill from Cambridge University. Peterson also persuaded Sir William Macdonald, the tobacco magnate, to found a college bearing his name at Ste-Anne-de-Bellevue, 32 kilometers (20 miles) west of Montreal, as an offshoot of McGill dedicated to furthering the study of agriculture and food science, and to the training of teachers. Today, Macdonald College is the site of the Faculty of Agricultural and Environmental Sciences and the School of Dietetics and Human Nutrition.

During the principalship of Sir Arthur Currie (1920-1933), Peterson's successor, McGill became a leader in the development of postgraduate studies in Canada. Between the two world wars, with the arrival of scientists such as J.B. Collip and Wilder Penfield, medicine continued to occupy a pre-eminent place at McGill. Thanks to Otto Maass and J. S. Foster, chemistry and physics were also strongly encouraged. As well, the McGill Social Science Project, begun in 1930 under Leonard Marsh, profoundly influenced the development of the Canadian welfare state.

Taking up office in 1939, Principal Cyril James guided McGill through World

War II and the postwar reconstruction period. In 1944, seizing the opportunity afforded by the second Quebec Conference, he arranged for the fall convocation to be held at the Citadel in Quebec City so that honorary degrees could be conferred upon U.S. President Franklin Delano Roosevelt and British Prime Minister Winston Churchill. In the years immediately following the war, a flood of demobilized veterans swelled McGill's enrolment: from 3,400 in 1939, the student body grew to more than 8,000 in 1948. It was in the postwar period that McGill began allowing students to write exams, term papers and theses in either French or English. By the time James retired in 1962, McGill's teaching staff had more than doubled, and its student body had tripled.

Like other major North American campuses, McGill experienced great change during the '60s and '70s. It became an active partner in Quebec's provincial network of universities, with which it has set up joint Master's and PhD programmes in fields such as Aerospace Engineering, Meteorology, Management, Nursing and Social Work. In addition, McGill scholars are active with colleagues from other Quebec universities in all 13 of the Canadian Networks of Centres of Excellence, as well as in many Quebec inter-university research centres involving disciplines as diverse as sociolinguistics, computer science, mathematics, genetics and limnology.

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

The School of Architecture is now one of seven administrative units reporting to the Dean of the Faculty of Engineering. The Faculty presently includes five engineering departments – Chemical, Civil, Electrical, Mechanical, and Mining and Metallurgy – and two Schools – the School of Urban Planning and the School of Architecture. Since 1987, the Schools of Architecture and Urban Planning have been housed in the Macdonald-Harrington Building, which was constructed to accommodate the Departments of Chemistry and Mining by Architect Sir Andrew Taylor in 1896, and renovated for Architecture and Urban Planning by Architects Ray Affleck and Arcop Associates in 1987.

Highlights of the School's history include:

1896: A chair in architecture is established in the Faculty of Applied Science.

1899: First graduating class, three students (all male)

1941: A new curriculum is adopted by John Bland after his appointment to the directorship of the School. In preparation for an anticipated influx of young veterans seeking architectural training after World War II ended, the old curriculum, which reflected the Arts and Crafts Movement's tenets, was replaced by tenets of the Modern Movement. The conviction that the disciplines of engineering and

architecture must be brought together to resolve modern building problems led to Bland's insistence that architectural students not only follow some engineering courses, but that the engineering students' qualifying year should also be mandatory for architectural students.

1945: A new five year programme is adopted.

1946: Harold Spence-Sales joins the faculty. In anticipation of the important role for architects during the reconstruction years following the war, the scope of architectural training is broadened to include town planning; Bland and Spence-Sales establish the first Canadian graduate programme in planning.

1949: Architectural education is extended by one year, to six years. 1st and 2nd year students follow basically the same courses as Engineering students, the only exception being an additional course, *Architectural Drawing and Elements of Design*, for architects in second year.

1961: The M.Arch programme is expanded to include *Architectural Design* (John Bland) in addition to *Planning* (Harold Spence-Sales).

1962: To give equal importance to design and building construction in the upper years, studio courses include the teaching of both disciplines and are named *Design and Construction* (D&C).

1962: An additional graduate programme, *Housing Design*, is introduced by Jonas Lehrman and Norbert Schoenauer.

A scholastic reform in the late sixties in Quebec introduced a new post-secondary school system offering a two-year programme in preparation for university studies, or a three-year 'career' programme leading to a terminal diploma. With the creation of these community colleges or CEGEPs (Colleges d'enseignement general et professionnel), the undergraduate architectural programme was reduced from a six-year to a four-year course of study, resulting in the reduction of design instruction from ten to eight semesters. Moreover, since a university degree had to be attainable after three years of study, an intermediate non-professional degree known as the B.Sc. (Arch) (approved during the 1968/69 session) would be awarded to architecture students after the completion of six semesters. This degree became for McGill students a prerequisite for entry to the 'fourth year', a one-year programme leading to the professional degree of B.Arch.

The transition from a six-year or twelve-term course (with year-end exams) to a post-CEGEP eight term course (with "course credit promotion" of students at the end of each term) was accomplished during the final years of John Bland's tenure. The credit system was accompanied by a proliferation of elective courses and service courses.

1970: After Spence-Sales retires, the graduate planning programme of the School of Architecture is reorganised by David Farley, resulting in the establishment of an independent School of Urban Planning.

1971: The *Minimum Cost Housing Programme* is introduced by Alvaro Ortega to study and research housing conditions in developing countries.

1987: A new graduate programme, *History and Theory of Architecture,* is established by Dr. Alberto Pérez-Gómez when he joins the faculty.

1989: The *Housing Design* graduate programme is reorganised by Witold Rybczynski and Dr. Avi Friedman, and renamed *The Affordable Homes Programme.*

1989: The Ph.D. in Architecture is introduced as an ad hoc programme.

1993: A graduate programme in housing, *Domestic Environments,* is established by Dr. Annemarie Adams when she joins the faculty.

1997: The Ph.D. in Architecture Programme is approved by the Minister of Education.

1999: Centennial of the first graduating class. 38 students (60% women) comprise the last full class to graduate with the B.Arch. degree.

1999: In May, the University Senate approves the proposal for the replacement of the B.Arch. with the M.Arch. as the first professional degree in Architecture. The new programme retains the B.Sc. (Arch.) degree, but replaces the two-semester 34-credit B.Arch. with a three-semester 45-credit professional Master of Architecture (M.Arch.I) that incorporates new courses in Design Research and Methodology, Architectural Criticism, Professional Practice, and Building Science, and increases the credit weight of the design thesis from six to eight.

2000: In December, the first class to graduate with the new professional M.Arch I degree completes all course requirements.

2001: First class to graduate with the M.Arch. I (professional) degree. Deaths of Professors Norbert Schoenauer, Gentile Tondino, John Schreiber, and John Bland.

2003: The City of Montreal approves a new protocol d'entente with l'Université de Montréal and McGill University. Involving the Schools of Architecture, Landscape Architecture and Urbanism at l'Université de Montréal, and the Schools of Architecture and Urban Planning at McGill, the entente is based on a series of projects in teaching and research in architecture and urban design and is intended to stimulate the exploration and development of strategies to protect and improve the quality of Montreal's built environment. The City contributes more than $100,000 into the programme in the first year, and commits another $100 000 for 2004-05.

Sources:
Stanley B. Frost, *McGill University, For the Advancement of Learning*, McGill-Queen's University Press (Vol. 1, 1980; Vol. 2, 1984).
Hugh MacLennan, "The Origins of McGill", in *McGill: The Story of a University*, Hugh MacLennan, ed. London, George Allen and Unwin (1960).
Eric McLean, "The Seed Becomes a Tree", in *McGill: A Celebration*, McGill-Queen's University Press (1991).

Programme Mission

The mission of the McGill University School of Architecture is to educate professionals who will contribute to the socio-economic and cultural

development of Quebec, Canada and the broader global community through responsible participation in the process of the design, construction and interpretation of the built environment. This mission is served with programmes that meet the following objectives:

1. To develop an effective and stimulating environment for teaching, learning and research in architecture.
2. To maintain and continue to enrich an accredited programme providing high quality professional education in architecture.
3. To provide post-professional research-based Master's and Ph.D. programmes that advance the discipline of architecture.
4. To engage in research and other professional and scholarly activities that achieves national and international recognition, and to publish, exhibit and otherwise disseminate the results in order to advance architectural knowledge in education and practice.
5. To contribute to interdisciplinary and multi-disciplinary teaching and research programmes within other units of the University and with other universities, local and international.
6. To serve the public by working with citizens' groups, local, provincial and national governments, the private sector and the profession toward the general improvement of the built environment.

The School's mission statement was developed as part of the School's Annual Report to the Faculty in June 1997, and endorsed by the Faculty and University in the summer of 1997.

Programme Strategic Plan
(Note: This extract should be read in conjunction with the larger document titled *Faculty of Engineering Action Plan for 2004-2007*)
Strategic planning in the Faculty (Dean John Gruzleski, November 03)

The planning process in the Faculty of Engineering is a bottom-up process carried out by the Faculty Planning Committee with general guidance from the Dean. The members of the Planning Committee channel input directly from their colleagues in the academic units of the Faculty. The Committee began work on the current exercise in September but was confused by the initial frameworks which had been presented. It then decided to define its own framework. To date, it has updated the Faculty research priorities and is engaged in a SWOT analysis (strengths, weaknesses, opportunities, threats). The analysis is being carried out for the areas of research, teaching and learning, academic staff, graduate students, support staff, space, service to the community, funding. The definition of several priority areas to be developed during the next year will come from this analysis. Choice of the compacts to be developed will be made on the basis of the SWOT analysis with emphasis on their interdisciplinary potentials. Budget requests emanating from these choices will be available by February.

The present document is a response to the request on November 14 of the Provost and Vice Provost for specific information.

ENROLMENT PROJECTIONS

a)   Undergraduate Admissions

Most of the undergraduate programmes in Engineering are of fixed enrolment with the limitations being laboratory space and teaching staff. The Faculty has a policy of capping class or section sizes at 70 students. This policy has been successful in improving the quality of teaching within the Faculty.

Intakes to the various undergraduate programmes are targeted as follows:

Architecture: 50
Chemical Engineering: 60
Civil Engineering: 100
Electrical and Computer Engineering: 180 total into the two programmes
Software Engineering: 50
Mechanical Engineering: 140
Mining Engineering: no targets
Materials Engineering: no targets

TEACHING PROGRAMMES

Undergraduate teaching programmes in Engineering are strongly linked to accreditation requirements. Most professors teach higher level courses in areas related to their discipline, and it is here that links are made with research activities. In addition, courses in design and final year research project courses provide an opportunity for linking the undergraduate experience to research. For many years the Faculty has sought ways to enhance interdisciplinary. These efforts are finally beginning to pay off. The recent NSERC Design Chair of Professor Angeles is an example which will link undergraduate students in most of the academic units of the Faculty, including the School of Architecture.

The Faculty has always worked on the principle that tenured or tenure track professors should teach the majority of our courses. Use of adjuncts is made only where special needs exists such as area of expertise, or short term shortage of qualified McGill professors to meet the objective of the 70 student maximum for courses or sections. One exception to this is in the Schools of Architecture and Urban Planning where considerable use is made of local practitioners to expose the students to working architects or planners.

Curriculum management is carried out by the academic units of the Faculty working with the Faculty Academic Committee. Quality is assured through regular accreditation exercises. All engineering programmes will undergo accreditation visits in October-November, 2004. The extensive documentation required for this exercise is being prepared and must be ready by June, 2004. The programmes in Architecture will be visited for accreditation in 2005 and those in Urban Planning in 2006 or 2007. No evaluations of our graduate programmes have been carried out since the Cyclical Review Process ended at McGill. Consideration of some form of evaluation for these programmes will be done after the accreditation of the undergraduate engineering programmes is completed.

RESEARCH THEMES AND PRIORITIES

The Faculty Planning Committee has revised and expanded the list of strategic directions produced by Dr.Vinet in July 2003. This revised list is given in Appendix 2 where items in italics have been added by the Faculty of Engineering. The academic units involved are indicated. These are current areas of strength on which we wish to build. Funding for research in

Engineering comes from a variety of sources including government, private sector, and philanthropic.

The Faculty has submitted an ambitious CFI proposal in the current competition. This proposal aims to establish a multidisciplinary design center to be used by all units of the Faculty as well as units in the Faculties of Science and Medicine. If the Design 21 proposal is accepted, this activity will occupy the Faculty for the next several years. Construction is an integral part of the proposal. Funds for this aspect will have to be raised privately. Identification of potential donors is underway, and solicitation will begin as soon as an answer is received with respect to Quebec acceptance of the proposal.

Several other centers are on the Engineering books. These are either inactive or only partially active. Reviews need to be done of these activities. It was understood that guidelines for the operation of centers were to be set out, and that these would allow for the closing of inactive centers. The Faculty awaits these guidelines before taking further action.

ACADEMIC RECRUITMENT PLAN

Progress with academic recruitment has been excellent to date. Since 1999 approximately 30% of the academic staff has been renewed with particular emphasis on the Department of Electrical and Computer Engineering and Chemical Engineering. However, as stated in the budget narrative, the Faculty has more or less stood still with respect to growth in is professoriate. The main beneficial effect of the renewal has been the hiring of bright young staff who are setting new research themes and attracting significant numbers of graduate students.

Bridging plans have been most successful in allowing smooth transfer of teaching responsibilities, and in allowing units to maintain their research strengths without interruption. The academic units are in the process of defining additional academic staffing needs. Some are listed in the budgetary request section of this report, and others will surface as the compact definition becomes more precise. Particular emphasis needs to be placed on the units with more senior staff in order to ensure that they maintain excellence. Such units include Civil Engineering, Materials Engineering, Mining Engineering and Architecture. It is to be noted that neither the School of Architecture nor the Department of Mining, Metals and Materials Engineering have assistant professors.

The start-up funds supplied from the academic renewal fund appear to be sufficient when combined with Faculty and Department contributions. The Faculty of Engineering has made good use of the New Opportunities Programme of CFI. In most cases, much of the University provided start-up funds are used to supplement the New Opportunities Funds, resulting in significant amounts of start-up monies for new staff.

A major priority in the coming capital campaign is the development of endowed chairs in many areas of the Faculty. A priority list, prepared in preparation for the campaign, summarizes the endowed chairs which the Faculty will seek.

The School of Architecture, in particular, makes use of non tenure track professionals. The recent move toward creating a non tenure track professional stream in the University is most welcome, and will allow the Faculty to engage persons who wish to develop a part time academic career. All of the engineering units make use of non tenure track staff, as needed, to provide special course material, or to make up for lack of full time staff to keep the class and section size to the objective of a 70 person maximum.

RESOURCES AND SUPPORT

  a) Support Staff Requirements

The following are immediate needs for support staff. It needs to be underlined that the CFI grants received by staff provide significant equipment but no technical support. As a result, there is an increasing need for technical support to allow the most effective use of the laboratories created by this programme.

- One FIS person per engineering department with one person to be shared by the School of Architecture and the School of Urban Planning.
- Base budget support for the FIS and CIS persons at the Faculty level.
- Support person to be shared between the School of Architecture and the School of Urban Planning in the area of urban design.

b)   Infrastructure and Space Considerations

A space audit of the entire engineering complex was performed in spring of 2003, and has recently been corrected. The audit includes both pre and post Trottier Building calculations. Academic units were asked to provide information on planned growth, and this was incorporated into the audit. The major conclusions of the audit are as follows:
a.   Approximately 40% of the planned growth (mostly in the research areas) could be incorporated into the present complex if more efficient use of existing space were made.
b.   Virtually all of the planned growth could be incorporated into the present complex if units with no significant direct relationship with Engineering were moved elsewhere. There are two such units: the Department of Earth and Planetary Sciences and the School of Occupational Health (Faculty of Medicine.
c.   The Faculty of Engineering is significantly "over-classroomed" especially with the Trottier Building coming on stream.

The Faculty has an active space committee which began to tackle these considerations in September, 2003 in the following way:

Each academic unit is considering how it could better use its space in light of the recommendations contained in the space audit. Proposals which require renovations have been submitted and will be included in the coming capital alteration request. Significant partnering with the University will be required since the future amounts needed far exceed the normal capital alteration budget of the Faculty.

4.2 The Visiting Team

Dale M Taylor [AAA MAIBC FRAIC] -Educator & Practitioner- Chair

Mary Jane Finlayson [OAA MRAIC] - Practitioner

Brian Gregersen [OAA] - Practitioner

Wendy Ornelas [FAIA] - Educator

Chris Clarke - Student

Observers:

Ayesha Qaisar - Student - representing McGill University

Robert Guthrie [AANB, AAPEI, NSAA, OAA, MRAIC] - Practitioner - representing CACB

4.3 The Visit Agenda

Saturday March 11

AM
10   Dale Taylor/David Covo review team room
            Team arrival and check-in at Hotel Sofitel, 1155 Sherbrooke Street
            West

PM
5-6   *Team introductions*
6-8   Reception with faculty and students @ The Bank (Prof. Sijpkes
            residence)
8   *Team only Dinner*

Sunday March 12

AM
8-8:40   *Team breakfast with David Covo*
9:00-9:30   *APR* review and assembly of issues and questions
9:30-10:30 Introductions, orientation and overview of team room with David
            Covo
10:30-1:00 Initial review of exhibits and records
12-1   *Team lunch*

PM
1-2:30   Team Lunch
2:30-3:30   Introduction to faculty and exhibited work in Exhibition Room
3:30-8:00   Continued review of exhibits and records
8:30   *Team only dinner*

Monday March 13

AM
8-8:40   *Team breakfast*
10-10:30   Entrance meeting with Dean Christophe Pierre, Faculty of
            Engineering, Associate Dean (Academic) James Clark
11:00-11:30 Entrance Meeting with Principal Heather Monroe-Blum
11:30-12   Continued review of exhibits and records

PM
12-1   *Team Lunch in Faculty Club*
1:00-1:30   Entrance meeting with Provost Tony Masi
1:30-4:30   Continued review of exhibits and observation of studios
4:30-5:30   School-wide entrance meeting with students
5:30-6:30   Reception with faculty, administrators, alumni, and local
            practitioners
6:30-9:00   Continued review of exhibits and records
9:00   Team only dinner

Tuesday March 14

AM
8-8:40   *Team breakfast*
9-10   Review of general studies, electives, and related programmes
10-11   Observation of studios
11-12   Continued review of exhibits and records
11-12   Partial team meeting with librarian

 PM
12-1   *Team lunch with student representatives*
1-2   Meeting with adjunct and tenure track faculty
2:00   Meeting separately with adjunct faculty
2:00   Partial team meeting with Professor Denis Mitchell, Chair Civil
2:00   Begin VTR draft and final review of exhibits and records
5:00-5:30   Exit meeting with Principal Munroe-Blum and Dean Pierre
6-7   *Team only dinner in Conference Room*
7-2am   Accreditation deliberations and drafting the *VTR*

Wednesday March 15

AM
8:30   Check out of hotel
8:30-9   Team breakfast with David Covo
9:00   Exit meeting with Provost Tony Masi
10:00   Exit meeting with Dean Pierre and Assoc. Dean Clark
11:30   School-wide exit meeting with faculty and students
PM
12:30   Lunch in Faculty Club and team member departures

4.4 Report Signatures

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ARCHITECTURE

21 September 2010

Canadian Architectural Certification Board
1508 – 1 Nicholas Street
OTTAWA, ON   K1N 7B7

Re: McGill University – Annual Report 2009/2010

     I have reviewed the School of Architecture Annual Report dated 30 June 2010 and comment as follows:

     This report is for the fourth year following the last Team Visit, and is the penultimate report before the 2012 Accreditation Visit. I note this as a reminder that only one Annual Report remains before the new self-assessment and APR, and since academic time is closer to geological time than professional time, the degree of change that the Board should require or expect before the next accreditation cycle is limited.

     As encouraged by the previous Visiting Team, the School continues to use opportunities for reflection and discussion, and to direct its strengths toward a clear vision for the School. This vision will now have to include a response to the new Faculty of Engineering *Institute for Sustainability in Engineering and Design* and the University's proposal to merge the School of Architecture with the School of Planning. How these plans unfold will probably not be known in detail until the next Accreditation visit, but it will be important to see, for instance, how the School's mentioned "proposal to significantly expand the School of Architecture's offering" is reconciled "in regard to the current fiscal and developmental context and priorities of the institution", which often means "less money". (Running an architecture school is not for the faint of heart).

     The Design Studio (DST) and Directed Research (DRS) Options are being implemented, largely as previously proposed. The DRS Option is a 4-term program and the DST Option is still a 3-term program. It appears to be working well from the School's point of view, but it remains for the next APR and Team Visit in spring 2012 to determine how each of these options have addressed the concerns of the previous Visiting Team regarding the effect that the length of the MArch programs has on their ability to deliver content.

     While many of the curriculum deficiencies in the professional degree program identified by the previous Visiting Team are being addressed and new courses are being developed, their implementation depends on the appointment of appropriate new faculty members. Recruitment of a key faculty position in the area of integrative design, building systems, environmental simulation, and sustainability has unfortunately failed for the second consecutive year. This makes it difficult to develop some of the new courses required as students move through the new MArch options.

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ARCHITECTURE

In previous Annual Reports I have commented that the School and the University have taken the Visiting Team's concerns about gender and faculty balance, recruitment and the roles of Adjuncts quite seriously, and I have considered that, in the context of the difficulties of recruitment and promotion of qualified faculty that are often beyond the control of the School, they have done their best to resolve this. The School's recruitment problem perhaps confirms the difficult context, but after this period of time, a University of the quality of McGill should be able to do better. The seconding of Professor Adams away from the School will unfortunately make her a less-visible role model for women students of architecture but her new role may, in the long run, benefit the School.

Overall, I consider the program to be developing according to a thought-out plan that has generally taken into account the previous Visiting Team Report, but that this plan is being significantly slowed by faculty issues. It would be useful if the Board noted this difficulty in moving forward, for whatever reason, and offer the School what encouragement and assistance it can.

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June 30, 2010

Mr. Mourad Mohand-Said, Executive Director
Mr. Gordon Richards, President
Canadian Architectural Certification Board
1508 – 1 Nicholas Street
Ottawa, Ontario K1N 7B7

Dear colleagues,

I am pleased to submit McGill's Annual Report to the CACB for the academic year 2009-2010.

The Report includes the following:
1.   this letter, which contains the text of the report;
2.   the Human Resources Statistics Report; and
3.   the 2009-10 University Calendars for graduate and undergraduate programs.
     Undergraduate calendar 09/10:
     http://coursecalendar.mcgill.ca/ug200910/wwhelp/wwhimpl/js/html/wwhelp.htm
     Graduate calendar 09/10:
     http://coursecalendar.mcgill.ca/gps200910/wwhelp/wwhimpl/js/html/wwhelp.htm

All additional information regarding activities of the past year may be found on the School website (www.mcgill.ca/architecture) under the following headings: Announcements, Events, Exhibitions, and Lectures.

Sincerely,

Michael Jemtrud, MRAIC
Director

Annual Report to the Canadian Architectural Certification Board
McGill University School of Architecture

The McGill School of Architecture was visited by a Team from the Canadian Architectural Certification Board between March 11 and March 15, 2006. The M.Arch. (professional) degree was fully accredited for a six-year term, to December 31, 2011. The following report is in response to that report and the actions taken since March 2006. Please refer to previous year reports for developmental timelines and progress.

The Visiting Team evaluated all 11 Conditions and all 37 Student Performance Criteria as Met, but expressed some reservations with certain Conditions and Student Performance Criteria:

Conditions   2-Program Self Assessment
                5-Human Resources
                6-Human Resource Development

Student Performance Criteria
                21-Building Service Systems
                22-Building Systems Integration
                29-Comprehensive Design

The concerns of the Visiting Team and other issues will be broken down into four categories for the purposes of discussion here:

1. Self-assessment (2009-10)
2. Planning (2010-11)
3. Human resources and human resource development
4. Student Performance Criteria

1. Self-assessment

The 2009-10 academic year was primarily devoted to the following activities:

o implementation of M.Arch. program and curricular changes outlined in the 2009 CACB report;

o curriculum and course content revision and adjustment in relation to said implementation;

o a faculty search in the area of integrative design, building systems, environmental simulation, and sustainability. The 2009 CACB report indicated an offer was being made at the time of submission. The offer subsequently failed and a new search was conducted during the 2009-10 academic year. Candidates were interviewed and an offer was made. As of June 15, 2010 we were notified that the offer to a suitable candidate has failed for the second consecutive year. *Succeeding in a hire for this area is critical in addressing SPC 21 (Building Service Systems), 22 (Building Systems Integration), 23 (Comprehensive Design). As a result, the intended "Architectural and Environmental Practices post-professional stream has been delayed but will be re-thought in the context of the new Faculty of Engineering "Institute for Sustainability in Engineering and Design"*;

o responding to University administrative proposals to merge the School of Architecture and the School of Planning. This included a subsequent proposal to significantly expand the School of Architecture's offering. It is pending and under consideration with University administration;

o revising the School's strategic plan goals and deliverables in regard to the current fiscal and developmental context and priorities of the institution;

The revision of the Bachelor of Science (Architecture) curriculum has reached its first draft. It will be finalized in committee and collaboration throughout the 2010-11 academic year with several of the changes in the areas of building science, integrative and comprehensive design, and sustainability. They will be considered in relation to recently approved "Institute for Sustainability in Engineering and Design". Changes are intended to be submitted to the appropriate university committees during the 2010-11 academic year. A delay in this revision was a consequence of the failed hire.

The 2009-10 academic year saw the implementation of the new M.Arch. program changes as described in the previous report. This includes the two options of the "Design Studio" (DST option, 45-credit) and "Directed Research" (DRS option, 60-credit) options. Course content and curriculum fine tuning in relation to these changes was addressed throughout the year individually and within committee. The upcoming academic year (2010-11) will see the first full complement in the new options. Four students from the DST option transferred to the DRS option in the spring while two from the DRS option transferred to the DST. The first graduating group in the DST option completed their plan of study in the 2010 summer term and a comprehensive de-brief and analysis will be performed on the outcomes. Students and faculty have responded positively to the new program offerings and applications to each stream have increased for the second consecutive year. A lower and more strategic intake to the DRS option is intended for the 2010-11 academic year. A full program description is found at:
http://www.mcgill.ca/architecture/programs/professional/#march

The DRS option has seen success in one of the intended outcomes. Due to the curricular revision and increased credit requirement, this "research intensive" option allowed students to apply for tri-council funding during their final project year. Three M.Arch. – DRS students applied for SSHRC grants and were all successful at $17,500 each for the upcoming year. They also qualify for travel funding.

The harmonization of the professional and post-professional program offerings with overlapping curricular areas is proving successful and will continue through 2010-11.

Research grant coordination continues. Two successful SSHRC applications in 2010 involve multiple professors within the School, cross multiple research trajectories, and utilize the CFI-funded *Facility for Architectural Research in Media and Mediation*. Prof. Sprecher was successful with a CFI Leaders Opportunity Fund application which will significantly expand FARMM's capacity with fabrication infrastructure.

Monthly faculty meetings and two end-of-term retreats continue to occur. The administrative structure with Associate Directors for the Professional and Post-professional programs continues to function effectively.

Significant permanent budget cuts mandated by the university were accomplished mostly from the temporary support budget and travel. Support for the teaching support budget and non-existent computing budget remains a significant concern.

The University and Faculty revived discussions concerning the merger of the School of Architecture and the School of Planning. A proposal was submitted along with an expansion plan for the School related to a potential large endowment. The proposal was favorably received and is being considered by the upper administration.

Overall development efforts for the University have been centralized and little activity in fundraising directly by the School occurred in 2009-10. A few endowments were secured as part of last 2008-09 activities but the result of this new strategy without the direct involvement by the School seems to have resulted in a net decrease. The Annual Development fund had a slight increase.

2. Planning 2010-11

Planning goals and activities for the upcoming year include:

- The B.Sc. curriculum transformation will be a primary goal during the upcoming academic year. Continued course content revision will occur. A major concern is the revision and staffing of the building science courses in the area of environmental systems and integration of systems (see below);

- Building science and sustainability related courses and research trajectories will be evaluated and determined in the context of the Institute for Sustainability in Engineering and Design;

- Another faculty search is expected and will once again be a major activity;

- Preparation for the 2012 accreditation visit will commence;

- Resolution of expanded School proposal and merger is expected;

- Monitoring and formal assessment of the DRS option in the M.Arch. degree option;

- Development of a revised Strategic Research Plan in response to the Faculty of Engineering priorities at the Dean's request. Continued coordination of research activities and grant applications will occur;

- A Study Abroad program will continue to be pursued with the University. Last year's activities were halted in September at the request of the Dean of Engineering as not a priority for the 2009-10 academic year. A formalized study abroad program with academic and research robustness is a priority of the School. Exchanges were reviewed. New and more strategic and limited set of agreements were signed;

- Other issues of increased support staff needs, computing infrastructure, capital improvements are being addressed and resources requested from the university. Staff job descriptions will continue to be reviewed and changes will be incorporated accordingly.

3. Human resources and human resource development

- Another search in the area of integrated building design and systems is expected to occur as an extension of the two previously failed searches. This person will address curricular issues around our technology, engineering and building science core as well as issues of sustainability. S/he will be the lead in the construction of a new post-professional area in "Architectural and Environmental Practices" in collaboration with existing faculty suited to this area.

- The Gerald Sheff Visiting Professor in Architecture for the fall 2009 was Brian Healy (Boston). The winter 2010 professors were Monica Adair and Steve Kopp of "The Acre" (Saint John). A request was submitted to the upper administration to convert this endowment permanently to the Gerald Sheff Design Chair in Architecture from its current visiting status. This was the intention upon the securing of the gift and it is felt that it is now timely and appropriate to do so. The request is pending.

- The Planetary Society Visiting Professor, Dr. Torben Berns will conclude his term in June 2012. His involvement in the academic, research and administrative activities of the School has become all-important. Securing Professor Berns on a tenure-track position is a major goal. He was awarded two SSHRC grants this past spring and is teaching an above average load in the professional and post-professional programs including the defining character in the Cultural Mediations and Technology stream. He coordinated the DRS option and M1 studio in the fall in addition to several primary administrative responsibilities such as the management of FARMM and graduate admissions committees.

- Faculty renewal continues to be a concern and retirements are expected in the new three years. Preparation and planning for these expected retirements will occur in order to stabilize the full time complement.

- The School continues to try to redress, where possible, the gender imbalance in the complement of full-time and part-time teachers.

- Professor Ricardo Castro will be on sabbatical for the 2010-11 academic year. Professor Annmarie Adams has been seconded for three years as Director of the "Institute McGill Institute for Gender, Sexuality, and Feminist Studies" (2010-13). Suitable adjunct professors to replace these courses have been found.

- The School continues to press the Faculty and University administrations for higher levels of support for adjunct teaching, and specifically for the much-discussed Professor-in-Practice position. The requirement for adjunct teachers is lower due to the addition of the two visiting professorships, but maintenance of funding levels for part-time teachers remains a priority. Additionally, the School increased the salaries of part-time teachers at the beginning of the 2007-2008 academic year. The Professor-in-Practice position is an objective of our fundraising efforts and is a priority in the current McGill capital campaign. Endowed professorships and chairs are also being pursued.

- The School has gradually increased the salaries of part-time teachers since the 2007-2008 academic year. All imbalances and inequities have been addressed in this area. Various endowments are used to supplement additional advising and administrative loads for part-time faculty.

4. Student Performance Criteria

Concerns over these criteria remain and are being addressed directly through the proposed new hire and in conversation with Civil Engineering. New faculty have been determined for the CIVE 284, 385, 388, 492 courses. The curriculum will continue to be reviewed and changes proposed during the 2010-11 academic year. Adjustments to the curriculum responsible for these criteria continue to be phased in during the academic year. In addition to the base requirements of these criteria, issues of sustainability, integrated design, and environmental simulation techniques and technologies are being incorporated. The intention is to offer a robust and contemporary offering in this area of the curriculum that finds more intensive research and academic expression in the proposed "Architectural and Environmental Practices" post-professional stream. This is an area we not only have a high regard for but see as integral to the development of the professional program. The proposed strategy will be reviewed in light of the newly created "Institute of Sustainability in Engineering and Design" located within the Faculty of Engineering.

For 2010-11, the effective strategy to address these concerns remains the same as last year due to the time lag of reviewing and adjusting the curriculum as well as the process to hire a full time faculty member whose sole focus concerns these criteria.

21 Building Service Systems

- The concern regarding this criterion is being addressed primarily in Advanced Construction (ARCH678). ARCH678 is now coordinated by the same instructors responsible for Architectural Design I – the comprehensive studio - which is taught simultaneously, enabling a significantly more coordinated joint course offering. Lighting (ARCH447) has also been slightly modified to expand content dealing with electrical services. Consideration is being given to offer a combined 4 credit Lighting and Acoustics course. A new 3 credit Acoustics course was delivered as part of the summer Master of Architecture studio sequence with great success. A revised version of this course may be incorporated with this proposed Lighting and Acoustics course.

22 Building Systems Integration

- This concern is being addressed with closer coordination between Architectural Design I - the comprehensive studio - and Advanced Construction. The Criterion is also being more explicitly addressed, although to a lesser extent than in the M.Arch, program, in design studios at the second and third year levels of the B.Sc.(Arch.) program.

29 Comprehensive Design

- This concern is also being addressed with tighter coordination between the comprehensive studio and Advanced Construction. We have, following the recommendation of the Visiting Team, tried to maximize available time and streamline the design exercise by eliminating the preliminary exercise in site selection and program development. Instructors in these courses including all studio sections will make a concerted effort to coordinate and integrate. The Criterion is also being more explicitly addressed, although to a lesser extent than in the M.Arch, program, in design studios at the third year levels of the B.Sc.(Arch.) program.

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June 30, 2009

Mr. Mourad Mohand-Said, Executive Director
Mr. Gordon Richards, President
Canadian Architectural Certification Board
1508 – 1 Nicholas Street
Ottawa, Ontario K1N 7B7

Dear colleagues,

I am pleased to submit McGill's Annual Report to the CACB for the academic year 2008-2009.

The Report includes the following:
1. this letter, which contains the text of the report;
2. the Human Resources Statistics Report; and
3. the 2008-09 University Calendars for graduate and undergraduate programs.

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Director

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McGill University School of Architecture

The McGill School of Architecture was visited by a Team from the Canadian Architectural Certification Board between March 11 and March 15, 2006. The M.Arch. (professional) degree was fully accredited for a six-year term, to December 31, 2011. The following report is in response to that report and the actions taken since March 2006. Please refer to previous year reports for developmental timelines and progress.

The Visiting Team evaluated all 11 Conditions and all 37 Student Performance Criteria as Met, but expressed some reservations with certain Conditions and Student Performance Criteria:

Conditions   2-Program Self Assessment
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6-Human Resource Development

Student Performance Criteria
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The concerns of the Visiting Team and other issues will be broken down into four categories for the purposes of discussion here:

1. Self-assessment (2008-09) and planning (including action items for 2009-10)
2. Human resources
3. Human resource development
4. Student Performance Criteria

The 2008-09 academic year was highly productive in addressing curricular and program revision; administrative and organizational; and development goals and deliverables as stated in the 2007-08 report. The School is well positioned to accomplish remaining goals and action items through the 2009-10 academic year. A faculty search in the area of integrative design, environmental simulation, and sustainability was conducted and an offer is now being made to fill the position. Besides playing an integral role in the reconfiguration and subsequent teaching of a number of building science and comprehensive design courses, the candidate will be charged with developing and launching a new graduate area in "Architectural and Environmental Practices". This will round out the area offering for the school from both an academic and research level.

Endowment and enhancement opportunities are being aggressively pursued and an overall strategic plan has been developed with the University Development and Alumni Relations group. The School has already benefited from this plan and it is considered highly within the Capital Campaign efforts. The issue concerning the John Bland Canadian Architecture Collection as identified in the CACB report and last year's annual report continues to be addressed and negotiated with the Provost and Special Collections department. Recently, significant headway has been made and results are expected over the course of 2009-10.

1. Self-assessment and planning

The issue of self-assessment was immediately addressed in the 2008 report and continues to function well within the School. Continual reflection through monthly faculty meetings and two end-of-term retreats occurs. The new administrative structure with Associate Directors for the Professional and Post-professional programs has streamlined many administrative tasks and furthered communicative efficiency.

An Internal Review was completed in August 2007 and the interim report to Senate was completed in the spring 2009. The speed and efficacy to which the Internal Review has been addressed was looked upon very positively by the Faculty and University. The Internal Review evaluated and performed a self-assessment on the unit (administrative, operational) as well as the undergraduate and graduate academic programs including the B.Sc. (Architecture), M.Arch. (professional), the M.Arch. (post-professional), and the Ph.D. in Architecture. What follows is fundamentally a "progress report" related to addressing this review which relied heavily on CACB accreditation documents from 2006.

- As stated in the 2008 report: "All programs within the School including the professional and post-professional programs from undergraduate to PhD are going through a comprehensive review. Adjustments and additions are being proposed with the intention of implementation in 2009-10. Greater harmonization of research and teaching between the professional and post-professional programs is critical in this endeavor in order to capitalize on existing strengths and to create a more cohesive community between program offerings."

- The 2009-10 academic year sees the launching of two options in the Master of Architecture (Professional) program. These options were officially advertised in November 2008 and officially approved by Senate in the winter 2009. Applications for the 60-credit option dominated and both complements are fully subscribed with excellent candidates. Additional theory requirements and more architectural complementaries are embedded in the new curriculum. A summary of the options follows. A full program description and curriculum is found at:
  http://www.mcgill.ca/architecture/programs/professional/#march

  o The M.Arch. (Professional) requires the equivalency of the B.Sc. (Architecture) degree for admittance. There are two options for the completion of this CACB accredited degree: Design Studio – Coursework (45 credits) and Directed Research (60 credits).

  o Option 1: The Master of Architecture – Professional program Design Studio – Coursework concentration requires a minimum of three terms (45 credits) for completion according to an intensive design studio-based curriculum. This option is a 3-term consecutive degree (Fall, Winter, Summer) requiring full-time residence for one calendar year.

  o Option 2: The Master of Architecture – Professional program Directed Research concentration is a four-term (60-credit) option which, as a modified version of the regular three-term (45-credit) stream, remains a project-based investigation with an

intensive research component. Candidates within this concentration option are assigned a faculty advisor and engage in project-based Directed Research through an approved curriculum. It concludes with a two-term final project that includes a written component to the project-based investigation. Areas of research interest must be specified as indicated in the application form. Complementary and elective courses are approved in consultation with the advisor.

- "Critical thinking" shortcomings as identified in the CACB report have been addressed through the addition of two required theory seminars and history/theory elective requirements at the professional Master's level. They are in-place for 2009-10. A review of all history and theory courses in the Bachelor of Science (Architecture) degree program is underway and will continue through 2009.

- By way of a harmonization of the post-professional areas of study (History and Theory; Cultural Mediations and Technology [new 2009-10]; Urban Design and Housing [reconfigured for 2009-10]; Architectural and Environmental Practices [to be launched in 2010-11]) theory and elective courses in these areas are available to students in the Master of Architecture (Professional) program. This harmonization allows the professional graduate students to capitalize on the strengths of a robust, top-tier post-professional program.

- The Bachelor of Science (Architecture) curriculum will be thoroughly reviewed and adjusted according to committee recommendations throughout the 2009-10 academic year. Changes to the curriculum are intended to be in place for the 2010-11 academic year. Of particular concern is the technology, engineering, and building science stream which is intended to address CACB concerns criteria 21, 22, 29 as stated below. The urgency for the new hire as mentioned below is to address these concerns.

- Other issues of increased support staff needs, computing infrastructure, capital improvements are being addressed and resources requested from the university. Staff job descriptions will be reviewed and changes will be incorporated accordingly.

2. Human resources

- As indicated in the 2008 report, two positions have been added since the accreditation visit and another is in the final offer stage after an extensive search in 2008-09.

- Interviews were conducted over the academic year for a position in "Integrated Design and Sustainability." An offer is presently being made to a very promising candidate. We anticipate a start date of January 2010. This person will address curricular issues around our technology, engineering and building science core as well as issues of sustainability. She will be the lead in the construction of a new post-professional area in "Architectural and Environmental Practices" in collaboration with existing faculty suited to this area.

- As mentioned in the 2008 report, the Gerald Sheff Visiting Professor in Architecture for the fall 2008 was Cynthia Ottchen (Office for Metropolitan Architecture, Rotterdam) and Jody Beck (University of Pennsylvania) for winter 2009. The fall 2009 professor is Brian Healy (Boston). Endowments were reduced for the upcoming year so no offer has been

made for the winter 2010 term. The instability of a secured return on investment has delayed the winter 2010 selection but it is hoped a position will be offered pending financial constraints.

- As indicated in the 2008 report, the inaugural Planetary Society Visiting Professor was Dr. Torben Berns. Due to a high degree of success, this position has been renewed to a three-year appointment to conclude in summer 2011. Matching funds are being sought to convert this position into a permanently endowed professorship.

- The School continues to try to redress, where possible, the gender imbalance in the complement of full-time and part-time teachers. Due to the increase in full-time, tenure track faculty and the rationalization of the curriculum with no sabbaticals next academic year, there is a drastically reduced need for adjunct faculty. As mentioned, an offer is being made to a female faculty member in the area of "Integrated Design and Sustainability".

- The School continues to press the Faculty and University administrations for higher levels of support for adjunct teaching, and specifically for the much-discussed Professor-in-Practice position. The requirement for adjunct teachers is lower due to the addition of the two visiting professorships, but maintenance of funding levels for part-time teachers remains a priority. Additionally, the School increased the salaries of part-time teachers at the beginning of the 2007-2008 academic year. The Professor-in-Practice position is an objective of our fundraising efforts and is a priority in the current McGill capital campaign. Endowed professorships and chairs are also being pursued.

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For 2008-09 and 2009-10, the effective strategy to address these concerns remains the same as last year due to the time lag of reviewing and adjusting the curriculum as well as the process to hire a full time faculty member whose sole focus concerns these criteria.

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29 Comprehensive Design
- This concern is also being addressed with tighter coordination between the comprehensive studio and *Advanced Construction*. We have, following the recommendation of the Visiting Team, tried to maximize available time and streamline the design exercise by eliminating the preliminary exercise in site selection and program development. The decision last year to place both courses under the responsibility of the same instructors has both enabled and underlined the importance of coordination between the two courses.

July 3, 2008

Mr. Mourad Mohand-Said, Executive Director
Mr. Claudio Brun del Re, FRAIC, President
Canadian Architectural Certification Board
1508 – 1 Nicholas Street
Ottawa, Ontario K1N 7B7

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McGill University School of Architecture

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1. Self-assessment and planning (including action items for 2008-09)
2. Human resources
3. Human resource development
4. Student Performance Criteria

Overall the School is in good health and it was a productive year for progress in the areas of staffing hires, endowments for teaching support and scholarships/prizes, organizational and administrative reorganization, and curricular and program related advancements. The next year will see much of the discussion and strategic plan with regard to curricular and program related issues put into motion within the School, Faculty, University, and Provincial bodies. Two new hires in the area of digital technologies will see a significant advance in the skills, literacy, and research related to this area. Specific areas on concern related to the curriculum (building sciences, sustainability, comprehensive design and practice) will be addressed explicitly through a new full-time tenure track hire and a reorganization of related courses.

Endowment and enhancement opportunities are being aggressively pursued and an overall strategic plan has been developed with the University Development and Alumni Relations group. The School has already benefited from this plan and it is considered highly within the Capital Campaign efforts. The issue concerning the John Bland Canadian Architecture Collection as identified in the CACB report and last year's annual report continues to be addressed and negotiated with the Provost and Special Collections department. Recently, significant headway has been made and results are expected in the fall term.

1. Self-assessment and planning

The issue of self-assessment was immediately addressed upon the arrival of the new Director. A formal mechanism of monthly faculty meetings with student representatives was established to discuss and approve issues and action items related to School business. A committee structure is now in place to address key internal and external matters. The committees have specific mandates and meet accordingly and report at faculty meetings. All-day retreats occur once each term with faculty and staff only.

An Internal Review was completed in August 2007. It was a result of self-evaluations from the School as well as those of the Faculty of Engineering and University. The Internal Review evaluated and performed a self-assessment on the unit (administrative, operational) as well as the undergraduate and graduate academic programs including the B.Sc. (Architecture), M.Arch. (professional), the M.Arch. (post-professional), and the Ph.D. in Architecture. This document serves as a key discussion item in our on-going discussions within the new structure and action items have been developed over the past year as a result:

- All programs within the School including the professional and post-professional programs from undergraduate to PhD are going through a comprehensive review. Adjustments and additions are being proposed with the intention of implementation in 2009-10. Greater harmonization of research and teaching between the professional and post-professional programs is critical in this endeavor in order to capitalize on existing strengths and to create a more cohesive community between program offerings.

- As noted in the CACB report there is simply not enough time to address all curricular issues to a high degree in the current 3-term professional Master's degree program. A proposal for a 4-term Master's degree with optional "concentrations" and a full-year final project to allow for more sophisticated self-directed design project resolution and incorporation of key criteria such as comprehensive design. The goal is to implement this option in 2009-10 due to administrative timeframes.

- "Critical thinking" shortcomings as identified in the CACB report will be addressed through the addition of two required theory seminars at the professional Master's level, again proposed for 2009-10.

- In order to address "the peculiarities of the class schedule" as identified in the CACB report, design studio times have been moved for 2008-09 to Monday, Wednesday, Friday from 13h30-17h30 to allow students better access to courses within the University to better complement their architectural education. More architectural electives are now being offered.

- A full curriculum review will occur through the 2008-09 academic year to complement and rationalize the proposed program changes in the professional and post-professional programs.

- Other issues of increased support staff needs, computing infrastructure, capital improvements are being addressed and resources requested from the university.

2. Human resources

- Since the last report, the Faculty underwent a search for a new Director, and filled the position with Professor Michael Jemtrud (Carleton University) who took up his position as a full-time Associate Professor with tenure on August 1, 2007.

- Since the last report, the School underwent a search for a full-time tenure-track position in digital media and fabrication, and filled the position with Professor Aaron Sprecher (University of Syracuse) who will take up his responsibilities as an Assistant Professor in the summer of 2008.

- The School will undertake another search for a full-time tenure-track position in the fall of 2008, in the area of building sciences and sustainability. The successful candidate will be expected to take up his or her responsibilities in the summer of 2009.

- Following three successive years of one-month visits in the Winter term by the annual Gerald Sheff Visiting Professor in Architecture (2006 Dan Hanganu, 2007 John Shnier, 2008 Steve Badanes), the School is now able to hire Sheff professors on a full-time basis. Accordingly, following a search process, Cynthia Ottchen (Office for Metropolitan Architecture, Rotterdam) has been selected as the Sheff Professor for fall 2008, and Jody Beck (University of Pennsylvania) for winter 2009.

- As a result of a generous donation, the School established the position of a visiting professorship to be determined named Professorship in Architecture for the 2008-2009 academic year. The mandate of the Professorship is to investigate ways in which architecture can contribute to notions of habitation and alternative ways of dwelling through scholarship and research in the areas of space exploration, cosmology, technology, cultural and environmental sustainability as it relates to contemporary themes in architecture. The inaugural professor will be Torben Berns (PhD McGill 2002) who will take up his responsibilities on September 1, 2008.

- The School continues to try to redress, where possible, the gender imbalance in the complement of full-time and part-time teachers. More than one-third of the approximately two dozen adjunct appointments are women, and approximately one-third of the teaching positions in the design studios are held by women. Women are also well-represented in the list of invited criticsfor design reviews, and on the list of speakers invited to present public lectures. The gender imbalance continues to be a concern for the School: it is a priority during all search processes, where the objective is to find the best possible candidates.

- The School continues to press the Faculty and University administrations for higher levels ofsupport for adjunct teaching, and specifically for the much-discussed Professor-in-Practice position. The requirement for adjunct teachers will be somewhat lower due to the addition of the two visiting professorships, but maintenance of funding levels for part-time teachers remains a priority. Additionally, the School increased the salaries of part-time teachers at the beginning of the 2007-2008 academic year. The Professor-in-Practice position is an objective of our fundraising efforts and is a priority in the current McGill capital campaign.

3. Human Resource Development

As mentioned above, the School increased the salaries of part-time teachers at the beginning of the 2007-2008 academic year, and will continue to redress any remaining imbalances and inequities in the 2008-2009 year.

4. Student Performance Criteria

21 Building Service Systems
- The concern regarding this criterion is being addressed primarily in *Advanced Construction* (ARCH678). ARCH678 is now coordinated by the same instructors responsible for Architectural Design I - the comprehensive studio - which is taught simultaneously, enabling a significantly more coordinated joint course offering. *Lighting* (ARCH447) has also been slightly modified to expand content dealing with electrical services.

22 Building Systems Integration
- This concern is being addressed with closer coordination between *Architectural Design I* - the comprehensive studio - and *Advanced Construction*. The Criterion is also being more explicitly addressed, although to a lesser extent than in the M.Arch, program, in design studios at the second and third year levels of the B.Sc.(Arch.) program.

29 Comprehensive Design
- This concern is also being addressed with tighter coordination between the comprehensive studio and *Advanced Construction*. We have, following the recommendation of the Visiting Team, tried to maximize available time and streamline the design exercise by eliminating the preliminary exercise in site selection and program development. The decision last year to place both courses under the responsibility of the same instructors has both enabled and underlined the importance of coordination between the two courses.

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Website: www.mcgill.ca/architecture tel: 514-398-6713; fax: 514-398-7372

July 3, 2007

Ms. Marina Lavrow, Executive Director
Mr. Claudio Brun del Re, FRAIC, President
Canadian Architectural Certification Board
1508 – 1 Nicholas Street
Ottawa, Ontario K1N 7B7

Dear colleagues,

I am pleased to submit McGill's Annual Report to the CACB for the academic year 2006-2007.

The Report includes the following:
1. this letter, which contains the text of the report;
2. the Human Resources Statistics Report;
3. the 2007-08 University Calendars for graduate and undergraduate programs; and
4. the 2006-07 edition of *Catalogue,* our annual publication of student and staff work.

All additional information regarding activities of the past year may be found on the School website (www.mcgill.ca/architecture) under the following headings: Announcements, Events, Exhibitions, and Lectures.

As you know, this will be my last report to the Canadian Architectural Certification Board as Director of the School of Architecture at McGill.

The richness of the experience as Director is due in large part to the quality of the people and organizations with whom I've interacted in the last eleven years or so. I would like to express my deep appreciation for the high levels of courtesy, professionalism and friendship that have always marked our relations with the CACB, and my sincere hope that our paths will continue to cross on a regular basis.

Best regards

David Covo, FRAIC
Director

Annual Report to the Canadian Architectural Certification Board
McGill University School of Architecture

The McGill School of Architecture was visited by a Team from the Canadian Architectural Certification Board between March 11 and March 15, 2006. The M.Arch. (professional) degree was fully accredited for a six-year term, to December 31, 2011.

The Visiting Team evaluated all 11 Conditions and all 37 Student Performance Criteria as Met, but expressed some reservations with certain Conditions and Student Performance Criteria:

Conditions   2-Program Self Assessment,
5-Human Resources
6-Human Resource Development

Student Performance Criteria
21-Building Service Systems
22-Building Systems Integration
29-Comprehensive Design

In their evaluation of the School's response to the report of the previous visit (2001), the Team identified a number of concerns that are directly related to, and overlap with, the Conditions and Student Performance Criteria cited above. However, the Team also identified an issue that will be considered separately: the status of the architectural archive known as the John Bland Canadian Architecture Collection and the School's relationship with it.

The concerns of the Visiting Team and other issues will be broken down into six categories for the purposes of discussion here:
1. Self-assessment and planning
2. Human resources
3. Human resource development
4. The professional Master of Architecture program
5. Student Performance Criteria
6. The John Bland Canadian Architecture Collection

1. Self-assessment and planning

• Our most important and consistently effective mechanism for self-assessment and program planning is the School's Curriculum Committee, which includes four faculty members, one of whom represents the adjunct faculty, and three student members. In the winter of 2007, this committee initiated a comprehensive review of the two major external review exercises completed by the School in the summer of 2006: the first was the CACB accreditation visit in March, 2006, and the second was an internal university-managed review of all programs that included a visit by a team of external reviewers in June, 2006. The Committee's evaluation of the findings of the two reviews, which were extremely complementary, is presently underway and will be completed in the fall, 2007.

• The Faculty of Engineering also initiated this year an extensive review of all of the faculty's graduate programs, including the M.Arch. (professional), the M.Arch. (post-professional), and the PhD in Architecture. The general intention is to identify strengths, weaknesses, and opportunities, and to increase the number and quality of students in our graduate programs. An important opportunity in the School will be the harmonization of research and teaching between the professional and post-professional Master's programs. This exercise included a two-day all-faculty retreat which took place in early May, 2007.

2. Human resources

• At this time last year, two searches for full-time tenure-track positions were underway. The first was in the area of Building Science or Sustainable Design, and the second, a joint appointment with the School of Urban Planning, was designed to support the new Option in Urban Design in the Master's programs of the two schools. The first position remains open, and will be filled in the 2007-08 academic year; the second was filled last spring, and Professor Nik Luka took up his responsibilities in the summer of 2006.

• The search for a new Director of the School of Architecture is also underway, and will be completed in the very near future. This will be an external appointment, constituting an additional position in the School of Architecture and bringing the total number of full-time appointments in the School to 12.5.

• The School continues to try to redress, where possible, the gender imbalance in the complement of full-time and part-time teachers. More than one-third of the approximately thirty adjunct appointments are women, and approximately one-third of the teaching positions in the design studios are held by women. Women are also well-represented in the list of invited critics for design reviews, and on the list of speakers invited to present public lectures.

• We continue to press the Faculty and University administrations for higher levels of support for adjunct teaching, and specifically for the much-discussed Professor-in-Practice position. Our October '06 submission to the Faculty of Engineering for the 2007-08 budget exercise included the following, in addition to a more detailed proposal for additional support in selected areas of design teaching.

> *Current practice calls for a variety of part-time appointments, including part-time permanent 'professor-in-practice' positions, allowing the School to deliver programs with the involvement of practicing professionals who provide an important link between the profession and the university. The concept of the 'professor-in-practice' has been consistently and enthusiastically endorsed by the Visiting Teams responsible for accreditation reviews in March, 2001, and March, 2006, and by the Visitors responsible for the Faculty Review in June, 2006.*

> *The complement of Adjunct faculty teaching design and other courses includes more than 30 persons. This group is an essential source of both scholarship and professional expertise; it also represents an essential link with the profession and, it must be noted, allows us to improve significantly the gender balance among our teaching staff. However, the budget for part-time*

teaching has failed to keep pace with the incremental improvements to full-time salary allocations, and must be upgraded to reflect current demands and expectations.

• The School's submission for the 2007-08 budget exercise also included detailed proposals for additional administrative and technical support. Following is an extract identifying key requests:

a) Anomaly adjustments to the present salaries of clerical, technical and administrative staff are urgently needed.

b) New support positions required: (in order of priority)

1. administrative: a new entry-level position to support an expanded operation (reception, general secretarial, support for adjuncts and other part-time staff) and also free the Student Advisor for more effective counseling, colleges and schools liaison, recruiting, admissions, exchange program and other related activities. (required: $35,000) The need for this position has been identified as a priority by the Visiting Teams in the accreditations of March 2006 and March 2001.

The additional demands on administrative staff resulting mainly from the recent expansion of the professional and graduate programs have been managed in the last few years with the temporary support of a casual (work/study) appointment in the administrative area and considerable amounts of voluntary overtime on the part of the Student Advisor and Graduate Program Secretaries. A new permanent position will allow us to remedy a problem identified in our last accreditation exercise as a threat to the effective and appropriate management of the School.

2. technical (workshop and general school): a new entry-level position shared between the workshop and general operations (studios, labs, crit rooms, exhibition room). (required: $30-35,000). This position could also be shared between Architecture and Urban Planning. It should also be noted that this position was identified as a priority by the Visiting Team in their External Review Report of July 27, 2006.

The nature of the teaching environment in a School of Architecture, specifically, the network of studios and crit, exhibition and seminar rooms requires logistical and custodial support - from emergency duct tape to special furniture setups for project presentations - that are well beyond the capacity of the University's custodial resources. In addition, the presence of only one support staff in the workshop makes us extremely vulnerable in the event of accident or illness. A second person makes it possible to preserve access to the workshop, an essential teaching resource, and provides additional security during periods of peak usage.

3. administrative: a new entry-level position to support the proposed joint program in Urban Design, shared between Architecture and Urban Planning. (required: $30-35,000)

3. Human Resource Development

• We continue to try to increase, in addition to salaries and honoraria, the level of resources available

to our complement of adjunct staff. Senior adjuncts are now eligible for certain opportunities previously reserved for full-time staff, for example, the opportunity to lead the prestigious Shaver Traveling Scholarship, as well as the same modest annual travel allowance distributed to full-time staff. In addition, all part-time staff are eligible for a new teaching award dedicated to part-time teaching, which was awarded for the third time this year.

• The School is also participating in the recent restructuring of the Faculty of Engineering Career Centre, which will provide architecture students with much-improved levels of information and access to internship and recruitment opportunities. It is interesting to note that the number of architectural offices in the US and Canada involved in campus-based recruiting activities seems to be increasing on an annual basis.

4. The professional Master of Architecture

In the professional M.Arch. program, the final design thesis is developed within three separate courses: *Design Research and Methodology* (6 credits), *Architectural Journalism* (1 credit) and the thesis project course, *Architectural Design II* (9 credits), for a total of 16 out of 45 credits

The first term design studio of the professional Master of Architecture program explores problems related to landscape, urban design and architecture. It is now structured as a comprehensive exercise in design and documentation (a 'comprehensive' studio) and includes the coordinated participation of a series of experts in urban design, landscape, structure, building envelope, and other disciplines. The design studio, *Architectural Design I* (6 credits), is integrated with *Advanced Construction* (3 credits), which requires students to address in greater depth issues of structure, envelope and building system integration related to the project underway in the design studio. In the fall of 2006, for the first time, both courses were taught by the same team of instructors, ensuring the high levels of harmonization and coordination required for a 'comprehensive' studio.

The second term of the program is organized around a web-based, research-intensive design studio, *Design Research and Methodology*. This course is a prerequisite for the architectural design thesis carried out in the final semester, and its purpose is to investigate and structure the research activities that will support the design of the thesis project. It includes a series of assignments involving bibliographic research, theoretical position, site selection and program preparation, and culminates in a comprehensive thesis proposal that includes conceptual site and building design. The Gerald Sheff Distinguished Visiting Professorship, an endowed visiting position that was inaugurated in 2006, is attached to this studio; this year students were able to benefit from the inspired contributions over a period of four weeks of our second Gerald Sheff Visiting Professor, celebrated architect John Shnier, of Toronto.

The final design thesis *Architectural Design II* is coordinated by one faculty member who organizes lectures, workshops, and schedules reviews for the thesis class. Individual students work closely with assigned advisors, drawn from the faculty and the profession, each of whom supervises the work of two to four students. The thesis studio culminates in a final review and exhibition of the projects for the benefit of everyone involved with the School of Architecture, and indeed within the architectural community.

The pre-thesis studio, *Design Research and Methodology*, and the final thesis studio are taught and coordinated by the same instructor, who will now also play a key role as external critic in the 'comprehensive' studio. This is seen as a simple mechanism both to link the three separate studios of the professional Master's program, and also to highlight for all students in the first semester the significance and opportunity represented in the thesis exercise that follows.

5. Student Performance Criteria

• 21 Building Service Systems
The concern regarding this criterion is being addressed primarily in *Advanced Construction* (ARCH678). ARCH678 is now coordinated by the same instructors responsible for Architectural Design I - the comprehensive studio - which is taught simultaneously, enabling a significantly more coordinated joint course offering. In the Fall of 2007, ARCH678 will include expanded modules separately addressing Mechanical Services, Acoustics and Electrical Power. *Lighting* (ARCH447) has also been slightly modified to expand content dealing with electrical services.

• 22 Building Systems Integration
This concern is being addressed with closer coordination between *Architectural Design I* - the comprehensive studio - and *Advanced Construction*. The Criterion is also being more explicitly addressed, although to a lesser extent than in the M.Arch, program, in design studios at the second and third year levels of the B.Sc.(Arch.) program.

• 29 Comprehensive Design
This concern is also being addressed with tighter coordination between the comprehensive studio and *Advanced Construction*. We have, following the recommendation of the Visiting Team, tried to maximize available time and streamline the design exercise by eliminating the preliminary exercise in site selection and program development. The decision last year to place both courses under the responsibility of the same instructors has both enabled and underlined the importance of coordination between the two courses.

6. The John Bland Canadian Architecture Collection

The John Bland Canadian Architecture Collection, an architectural archive that includes remains intact and protected but unstaffed. Ann Marie Holland, a highly knowledgeable Preservation Librarian in the University's Rare Books and Special Collections Division, is seconded when necessary to deal with inquiries and requests for information, but this represents only a temporary solution. The Director of the School and the Secretary-General of the University have been working directly with the Development Office and the senior administration to restore at least one full-time position to the collection, and to develop an administrative and operational structure that will link the collection more directly to the teaching and research programs in the School of Architecture. These discussions have also implicated major subjects of the collection, including Moshe Safdie and Arthur Erickson, and should reach a conclusion before the end of 2007.

School of Architecture
Office of the Director

Appendix 4.0 Research, Scholarship, and Creative Work

The following appendix includes:

- **4.1.1**
  School Strategic Research Plan (March 2009)

- **4.1.2**
  University Research Plan

- **4.1.3**
  Research Data (PIA)

- **4.2.1**
  Ph.D. graduates (2005-10)

- **4.3.1**
  Ranking by citations

- **4.3.2**
  Staff Awards (2007-10)

- **4.3.3**
  Student Awards (2007-10)

- **4.3.4**
  Professional contributions

McGill University School of Architecture
Strategic Research Plan – March 2009

Introduction, Objectives

The School of Architecture has an internationally recognized tradition of design and humanities-based research. The primary research paradigm is one of "coordinated scholarship" in which students and faculty carry forth self-directed research from architectural and urban propositions, design-build projects locally and abroad, producing peer reviewed publications and books of acclaim. Interdisciplinary research activities engaged in a "collaborative research" paradigm are present and increasing with grant funding obtained by Sijpkes, Adams, and Jemtrud.

In comparison to other North American institutions, the School ranks at the top for funded research per faculty member and our aim is to increase this capacity significantly for students and faculty alike. The School of Architecture averaged $69,884 per a faculty member for income generated by research (CACB statistics). The next closest school in Canada was $29,043 per a faculty member. Graduate advising loads are well above the average for other schools and the University (8.1 students/faculty member (5.3 Master, 2.8 PhD). Teaching loads are intensive averaging 15-18 hours of in-class contact time per a week.

The School has one of the broadest academic program offerings in the world and its PhD program is ranked among the top select few globally. Reconfigured program and curricular structures at the professional and post-professional levels are intended to more effectively leverage scholarship and research capabilities inspiring expanded interdisciplinary opportunities from engineering, science, and medical/healthcare research to communications, media studies, and music. Such collaborations seize on the opportunity for architecture to gain from and contribute to a range of related disciplines.

The objective of the SRP is to:
- o Articulate the context and foundation of architectural research, scholarship, and its relation to training and pedagogy;
- o Outline key areas of current and proposed research axes and their relation to the University and Faculty SRPs;
- o Indicate areas of strategic interdisciplinary research and collaboration in the arts, humanities, engineering, science, medicine, and management;
- o Indicate the operational mechanisms for facilitating research activity, augmentation of existing resources, acquisition of additional resources, and development of interdisciplinary collaborations including associated space, equipment, and formal research groups.

Strategic Goals

Research in architecture contributes to a number of disciplines and discourses due to its simultaneous empirical, scientific, artistic, and humanities foundations. The intertwining of content-based and applied research in architectural research is a proven and productive paradigm in the generation of knowledge, skills, and results.

A strategic research goal in keeping with the desire for more robust interdisciplinary relationships is to engage more fully in a "collaborative research" paradigm when possible and appropriate. Although not a common paradigm in architectural research, it is the predominant mode of research within engineering and the sciences. This will be done without compromising excellence in teaching and the primary modes of scholarship and research true to our tradition. By extending the types of research, the School will have a greater range of funded research opportunities, collaboration with colleagues in engineering and the sciences, and a wider audience for outreach and dissemination. This approach also provides the means and mode to bring research, leading-edge infrastructure, and education and training opportunities more fully and directly into the classroom in the unique pedagogical model that is architectural education.

Strategic, operational, and infrastructural mechanisms must be defined and pursued in order to enable intended research directions as outlined below. Space facilities and infrastructure, in addition to providing core architectural research groups with appropriate research axes, will indicate key dissemination methods, audiences, institutional and industrial partnerships, and target research funding. In articulating the School of Architecture's SRP, McGill University research priorities are addressed, and the inclusion of the School's SRP in the Faculty of Engineering is expected.

Strategic Research Goals:
1. Integrate the following mutually dependent strategic research directions in both the teaching and research contexts;
2. Expand interdisciplinary partnerships and contributions to the arts, humanities, engineering, sciences;
3. Engage in differing research paradigms that enable greater collaboration, diversity of partnerships, broader access to funding opportunities, and greater impact of research results;
4. Engage in productive and innovative pedagogy intertwined with interdisciplinary research efforts, at the undergraduate through PhD levels, thus bringing research methods, inquiries, and results directly into the classroom;
5. Acquire appropriate space and infrastructure to enable strategic goals;
6. Establish targeted research groups to carry forth research activity and ensure long-term viability.

Research Directions

The School aims to reinforce existing strengths complemented by new areas of research in keeping with University and Faculty research priority areas. It is an integrative vision bringing in the most pressing issues confronting the built environment today. Each area simultaneously reinforces foundations and expands collaborations and relevance by bridging disciplines. Architecture is, by definition, interdisciplinary in nature and has much to contribute to a variety of areas of related and seemingly unrelated disciplines. The following research directions are mutually dependent and the integration of each direction one within the other occurs at both the pedagogical and research levels.

A. **History-Theory-Culture** ➤ This research trajectory is founded upon architecture's conceptual and epistemological basis in the humanities. Challenges facing human and non-human environments have been fundamentally reconfigured within the current political and technological context. A thorough and committed reassertion of this foundation and a repositioning of it in the contemporary context is a major initiative within the School critical to addressing these challenges for Architecture and a wide range of other disciplines. The need for a vibrant commitment of architecture and design to our political, social, cultural and environmental sphere is recognized to be essential today by such organizations as the United Nations, major city governments, and leading community and industry leaders. Concerns for architecture and the built environment enjoy a privileged place in humanity's consciousness. Well-informed design professions are regarded as vital in addressing pressing issues from the environment and global health issues to political and social unrest. Research initiatives in this area are supported by and find a unique interdisciplinary context through the School's involvement in the *Institute for the Public Life of Arts and Ideas* (iPLAI (McGill)), the *Canadian Centre for Architecture* (CCA), and *L'Institut de recherche en histoire de l'architecture* (IRHA). University SRP references: C1, C2.

01 A renewed and expanded commitment to the **history and theory of architecture** is ever more important in order to navigate pressing developmental challenges facing society, cities, the arts and sciences, and the environment in an imaginative and ethical manner. This theme explores complex connections between history, theory, design and interdisciplinary concerns, particularly in the areas of philosophy and epistemology.

02 The significance of **contemporary theory** in such areas as architectural and artistic practices, technology and media studies, political science, material culture, and cultural/environmental sustainability is an all-important area of research that the School aims to develop aggressively and connect to other similar initiatives within the University. Research in this area investigates the impact of technology on our way of creating architectural models and representational artifacts that subsequently shape and concretely form the world. It capitalizes on the expertise of the architect-researcher to move freely between art and science, between content-based and empirical research, and to facilitate robust interdisciplinary teams of engineers, technologists, media artists, and social scientists to understand, explain, and create today's built environment.

B. **Technology and Media** ➤ The technologies and electronic media used in the invention, design, prototyping, fabrication, and assembly of architectural artifacts have reshaped our built environment and transfigured the multiple disciplines required in its collective realization. The "Technology and Media" Research Direction is premised on the fact that technological innovation is fundamentally determined and informed by the meaningful application of the very same technologies and processes. The following themes are interrelated and leverage the infrastructure, resources, and expertise variously included in each area, namely: advanced imaging, modeling, and simulation; network enabled platforms; and fabrication, prototyping, and robotics. Each theme aims to simultaneously contribute to the development of related technologies and apply them to the creation of artifacts and meaningful content. Research and training of highly qualified personnel in this area is at once intensely informed by theoretical and historical epistemologies. Therefore, its relation to the other two primary Research Directions is inextricable. Research is done in collaboration with interdisciplinary teams of architects, engineers,

technologists, media artists, and social scientists. This is a primary strategic direction for the School in its continued goal of academic, scholarly, and research excellence. Research initiatives in this area capitalize on infrastructure in the *Facility for Architectural Research in Media and Mediation* (FARMM). University SRP references: C5, D6, D7, H7.

01 **Visualization, imaging, simulation and modeling**: Computer mediated modes of visualization, imaging, simulation and modeling in architectural and urban design is the predominant way in which we understand and transform the world today. Visualization and imaging tools and techniques permeate virtually all scientific and artistic disciplines. The representation, visualization and simulation of complex relationships of ever-increasing amounts of information is an area of research that has broad implications for architecture and design from formal and material advances to building performance, large-scale environmental assessment and medical imaging. The research agenda is to investigate and produce new knowledge concerning the transformative impact of these technologies on design and the resultant artifacts; explore-cultivate-organize resulting new visual languages; contribute to the development and integration of relevant technologies; and implement the innovative application of these technologies.

02 **Network-enabled platforms for collaboration and integrative design**: Globally distributed design, engineering, fabrication, and assembly strategies are rapidly becoming the norm and the research aims to enable a well-informed, powerful, and comprehensive solution to address this reality. In doing this, multiple stakeholders are involved and intensive visualization and simulation techniques are required modes of communicating and representing ideas and realities. This research aims to create new knowledge around and develop network-enabled platforms for integrated design practices that virtualize and make available resources, repositories of data, tools, and expertise over broadband networks. Issues of interoperability of applications and data, usability, and best practices as it relates to creative decision making are informed and tested through implementation in project-based research. R&D is carried forth as it applies to architectural and urban design including integrative design practices; fabrication and prototyping; sensor networks; environmental modeling and simulation.

03 **Fabrication and manufacturing**: This fabrication and prototyping theme recognizes the ever-increasing necessity to address notions of manufacturing optimization, generative design modeling, and material assessment as integrated components of design activity. It is a multi-disciplinary platform where architects, engineers, industrial designers, and information scientists develop new forms of customized computational protocols and manufacturing techniques. The main objective is to establish integrated design procedures in materials and fabrication involving computer controlled machines and robotics. The research program includes: developing customized computational and fabrication tools; investigating new material applications, systems and composites; implementing advanced techniques of manufacturing; and the development of responsive design solutions by integrating parametric and generative computational procedures applied to fabrication processes.

C. **Cities and Environment** ➢ The School has a long and vibrant tradition in urbanism and housing-related issues locally and globally at both the professional and post-professional levels. In this Research Direction, this tradition responds to contemporary demands and influences through a process of integration and renewal in the context of current

environmental practices and sustainability. The general aim is to provide professionals and researchers with the knowledge and imagination that they will need to engage individuals, communities, and governments in meaningful debates on the potential of public space, housing, neighbourhood design, vernacular architecture, urban agriculture and the like as a foundation to generate creative and sustainable solutions for cities. From the making of 'good' dwellings and streets to the reshaping of postwar suburban landscapes, research focuses on the combined roles that architecture and urban design play in transforming domestic architecture, urban space, metropolitan regions, institutions, and communities. The program structure is predicated on project-based research. Research initiatives in this area will formalize discourses and research through the "City Design Atelier" (CDA); University SRP references: C3, D1, D5, E4, H8.

01 **Urban design and housing**: This research theme publicly participates in urban development debates through project-based proposals. It engages in funded research projects related to the design of public spaces, urban infrastructure, neighbourhood design, urban agriculture, and the like. It explicitly takes current urban and housing concerns and proposals in Montréal, the region, and globally as topics of exploration. Researchers engage in an active and critical voice in the design of our cities through funded research sponsored symposia, conferences, and design charrettes.

02 **Environmental practices**: Although a theme that crosses all others in varying degrees, environmental practices operates at multiple scales from individual building and city to global and climatic. It encompasses broad-ranging issues including scientific environmental research, healthcare, food and healthy communities to the politics of cultural sustainability, heritage, and preservation.

Resources and Infrastructure

The School has an increasing amount of resources, infrastructure, institutional relationships, and formal research groups at its disposal. In an attempt to further increase research capacity it is necessary to secure additional resources, infrastructure, and space as well as to forge new institutional relationships that will enable research directions more fully. Funding avenues such as granting agencies and endowments as well as University and Faculty opportunities are being pursued. The following is a list of existing and proposed assets that have formed and influenced the SRP.

o The **Institute for the Public Life of Arts and Ideas** (iPLAI) is a newly established endeavor led by the Faculty of the Arts involving all Faculties within the University. It is endorsed and funded by the Office of the Provost and will be officially launched in Spring 2009. The School of Architecture is significantly involved in this initiative and considers it vital to the success of all Research Directions but primarily the History, Theory, Culture themes.

o The **Canadian Centre for Architecture** (CCA) is one of the preeminent architecture-specific collections and institutions in the world. It is celebrating its 20th year of operation and the McGill School of Architecture has been a primary partner since its inception.

o **L'Institut de recherche en histoire de l'architecture** (IRHA) is a non-profit organization in Montréal that was inaugurated in January 1990 through an agreement between the Canadian Centre for Architecture (CCA), McGill University, and the Université de Montréal. Its objectives are to support historical and theoretical research and interdisciplinary dialogue pertaining to architecture. In 2008 a new agreement was signed

between the inaugural institutions with the addition of L'Université du Québec à Montréal (UQAM) and Concordia University.

o The **Facility for Architectural Research in Media and Mediation** (FARMM) is a consortium of School of Architecture researchers that investigate the impact of technology on the discipline of architecture, urbanism, design, and related fields. The interdisciplinary approach is an intertwining of content-based and applied research where the theoretical and empirical activities mutually inform each other. It includes visualization, compute, communication, broadband, and fabrication infrastructure. Intentions are to significantly expand fabrication, prototyping and robotic infrastructure as well as to secure additional space for research activity. FARMM enabled the School's collaboration with similar research organizations such as: The Centre for Interdisciplinary Research in Music, Media, and Technology (McGill); Centre for Intelligent Machines (McGill); Hexagram (Concordia and others); Society of Arts and Technology.

o The **City Design Atelier** (CDA) is a proposed research group of School of Architecture researchers that facilitates the Cities and Environment Research Direction.

McGill University – Strategic Research Plan

A. Constructing the Future

McGill is Canada's premiere international research academic institution. Situated in a community both rich in the arts and culturally diverse, McGill fosters unparalleled richness of learning, social and research experiences, and a truly global experience and outlook. Our students and alumni are a community of scholars that creates opportunities for Canadians to participate in distinguished intellectual, research, business, artistic, government and cultural collaborations worldwide. McGill's unique reputation brings prominence to Quebec and Canada. It is the top research-intensive institution in the country as ranked by the *Times Higher Education supplement*. The THES/QS declared McGill the number one Canadian university by global standards and number 12 among the top 200 universities ranked. Since the launch of these annual rankings in 2004, McGill has consistently improved from 24th in 2005 to 21st in 2006, to 12th in this year's rankings. This year, Harvard was again ranked number one in the world, with Oxford, Cambridge and Yale tied for second. Among the top 20, McGill ranked ahead of Duke, Johns Hopkins, Stanford and Cornell. Among other Canadian universities in the top 50, the next nearest two ranked 33rd and 45th.

Our mission is to be ranked, by all indicators, among the top 10 public research-intensive, student-centred universities in the world. This goal can be achieved *via* focused objectives, enhanced investment in high quality research and sustainable excellence of our academic programs.

Two centuries of history and a long-standing record of excellence have made McGill Canada's best-known university in the world. With 25% of non-Quebec Canadian students and 20% of non-Canadians coming from 160 countries, McGill is both the most national and the most international among G-13 institutions. Graduate students make up 22% of McGill's 33,523 students, the highest proportion among Canada's top ten research universities. Our faculty attracts increasing number of prestigious national and international awards and prizes. Only in the last year, Charles Taylor became the first Canadian to win the coveted Kyoto Prize in the category of Arts and Philosophy. Nahum Sonenberg garnered a prestigious Gairdner International Award, often referred to as a "mini-Nobel," which is given to the world's best medical scientists. Margaret Lock, was awarded the 2007 Social Sciences and Humanities Research Council of Canada (SSHRC) Gold Medal. Professor Michael Meaney, of McGill's Douglas Mental Health University Institute won the inaugural Alberta Heritage Foundation for Medical Research (AHFMR) Lougheed Prize, and Graham Bell was named one of three finalists for Canada's most prestigious science award, the $1-million Gerhard Herzberg Canada Gold Medal for Science and Engineering. These very recent accomplishments are clear indicators of the talent and creativity of our professoriate.

Research Chairs (CRC) and Canada Foundation for Innovation (CFI) programs have played a major role in defining the status of Canadian research institutions on the world scene. Our country has shown the entire world how to invest successfully in discovery, innovation, and excellence for the new millennium. These programs have had invaluable impact on our activities. McGill University has just completed in-depth analysis of our strengths and aspirations, and developed a coherent and comprehensive plan to face the challenges of the next generation. We are in the middle of an ambitious process of academic renewal, hiring 100 new faculty every year since 2000 (by 2010 two-thirds of McGill faculty members will have been hired in the preceding twelve years). Of the 834 new professors joining McGill since 2000, nearly 60 per cent have been recruited from distinguished universities and research institutes outside Canada. Equipping these new faculty members with best available tools for highly productive research careers constitutes a primary concern. Therefore, the timing is crucial for McGill.

Our *Strategic Research Plan* builds on our tradition of excellence and forms an integrated part of our roadmap to the future. There is an extraordinarily rich variety of research done at McGill with areas of strength such as, nanoscience and nanotechnology, public health and policy, genomics and proteomics, neurosciences, astrophysics, molecular biology and cancer, health and environment, music and brain, pain, photonics, renaissance studies, and medical imaging, where we lead or compare with the very best in the world.

Major objectives of the McGill *Strategic Research Plan* are to:

- Enhance key research themes and create new research opportunities with high impact on the national and international scene;
- Stimulate novel multidisciplinary research interactions across disciplines and institutions thus contributing to development of innovative research and academic programs;
- Strengthen internationally competitive research and scholarship in highly promising emerging areas;
- Augment investment in areas of strategic importance enhancing our ability to attract, retain, and develop outstanding faculty, students, and research staff;
- Capitalize on the most effective use of research and scholarship resources maximizing the benefits of the full value of intellectual property and research commercialization;
- Encourage balanced diversity of our faculty by actively seeking best-qualified candidates from different social groups and genders.

Reaching these objectives will maximize our opportunities for discovery and innovation.

McGill does not exist in isolation, and indeed continually pursues collaborative initiatives with its university partners in Montreal - where the close proximity of the four universities is a unique advantage, with universities throughout Quebec, Canada, and abroad. We are committed to pursue the internationalization of our activities, a traditional trademark of our institution, but in parallel we are developing closer ties with local universities and every year sees an increase in our collaboration throughout Canada. As part of its social mission, McGill is strongly committed to enrich society with the results of our research through application and commercialization contributing to clear economic benefits and influencing best public policies.

Strengthening Foundations

Universities are grounded in a long tradition of reflection and enquiry going back centuries, indeed millennia, in areas such as philosophy and mathematics. McGill has been an active participant in this tradition for close to two centuries, and fully intends to continue to do so, in a way that engages its scholars in the deepest aspects of the world that surrounds us. Our faculty has been recognised in Canada and throughout the world, by prizes, awards and nominations to learned societies. This happens for a reason- an emphasis on quality.

The principle of reflection and enquiry is of course at the forefront in our development of the general area of the humanities and the social sciences. Subjects such as anthropology,

communications, economics, interfaith studies, languages and area studies, linguistics, literature (both English and French), music, political science, religious studies and sociology are basic to our mission and indeed are undergoing vigorous development, with new hiring reflecting the evolution of the disciplines themselves. The two areas of literature and music have the particular feature of combining study and scholarship with artistic creation and performance. The confluence of research with musical or theatrical performance ties in to the University's broader social mission. This is an aspect which the University will continue to encourage.

McGill has a long-standing tradition of legal scholarship; moving forward this will develop around the foundational priorities of legal traditions and comparative law and legal pluralism, with an emphasis on trans-systemic legal education and comparative legal theory, and a strengthening of ties to scholarship on ethical, social and economic issues.

In Faculty of Science, the core development is centered around the four themes of mathematical and computational sciences (mathematics, computer science, modelling, statistics, algorithms and optimisation), physical sciences (physics, earth sciences, chemistry), biological sciences (molecular and cell biology, developmental biology, neurobiology and behaviour, evolutionary biology, ecological biology) and social sciences (social and cognitive psychology, human geography).

Strengthening the foundations is a notion that is equally relevant to applied or professional faculties, such as Agricultural and Environmental Science, Education, Engineering, Management or Medicine, and each will continue to evolve and develop their respective strengths in this way. Throughout the University, free, fundamental enquiry has some of the most direct and transformative impact on the evolution of knowledge - seeing this through is vital to our mission.

Bridging Disciplines

We are living in exciting times: research themes reach across disciplinary boundaries, meld with each other, indeed often become new disciplines in themselves. The University has a strong interdisciplinary culture, and is developing various mechanisms for facilitating the development of these themes; the main method has been the fostering of research centres, which have a nucleating effect and allow interdisciplinary interactions to occur. The themes selected for particular development include:

C.1. Area, Period, or Group Studies
C.2. Social Impacts - Public and Social Policy
C.3. Health and Society
C.4. Risk and Finance
C.5. Media, Mind and Technology

C.1. Area, Period, or Group Studies
This traditional approach to multi-disciplinary scholarship retains much of its pertinence, as it encourages breadth of approach and scope. Several of these have been singled out for development: Canadian and Quebec studies, Jewish studies, Islamic studies, European

studies, and Renaissance studies, where the Making Publics (MaPs) initiative has attracted important support. McGill University leads this seminal interdisciplinary research inquiry – with an international team of over 30 scholars - into the creation of "metaphorical" maps of early modern society that aim to explain the development of a "massive, progressive, democratizing push into modernity."

C.2. Social Impacts - Public and Social PolicyHere, a wide array of deeply interconnected topics touch on philosophy, law, history, economics, political science, anthropology, sociology, and reach into education, medicine, and management. Subthemes include:

- **Diversity, development, ethics and human rights**- Two major initiatives going forward are the McGill Institute for Nations, Development and States, dealing with ethnic conflict, human rights, empires and their legacies, economics and development, and the McGill Centre for Human Rights and Legal Pluralism. In Education, areas of emphasis will be student diversity and inclusiveness in education, youth and gender identity, disability studies, and indigenous studies in education.
- **Religion and society**- This is the examination of the full spectrum of human activity from the viewpoint of religion, including social, ethical, legal, educational and medical issues.
- **Family, gender and sexuality**- In the Faculty of Arts, family and gender studies are an important priority. In parallel, the Faculty of Education has major initiatives underway on youth with physical and mental health risks, including research on HIV/AIDS education, as well as addiction behaviours related to substance abuse and gambling.
- **technology and society**- Technology has a profound impact on society, and the University is developing several initiatives in these areas. The Faculty of Law has launched the Centre for Intellectual Property, and management and information systems are a major theme in the Faculty of Management.
- **Public policy and the public domain**- This theme examines the foundation, the formulation, the tools as well as the impacts of public policy on questions such as wealth and corporate governance. This is one of the foci for research in Canadian and Quebec Studies. Another theme is trade, mobility and enterprise touching on economics, management and law; this notably examines issues of markets, responsibility and dispute resolution in the context of globalization.
- **Social statistics**- This theme, currently an area of strength at McGill, provides the factual basis for work in all of the preceding areas that touch on the social impacts of public and social policy.

C.3. Health and Society
A recent University-wide thrust has developed at McGill a "schola" of professors studying medicine and culture in the broadest sense, with input from economics, anthropology, sociology, public policy, philosophy, psychology, medicine, dentistry, biomedical ethics, trans-cultural medicine and language. Drawing on the expertise of four McGill-based Canada Research Chairs – Global Health and Social Policy, Social Statistics and Family Change, Psychosocial Epidemiology, and Population Health – in addition to the James McGill professor in Integrated Studies in Education and the Scientific Director of the Canadian Centre of Excellence Child Welfare, to name only a few key players, this initiative will lead to the creation of a University-wide Institute for Health and Social Policy, where the range of inquiry will include not only how individuals develop illnesses, but also how the cultural, economic, geographic and other environments contribute to and are determinants of health.

<u>C.4. Risk and Finance</u>
The University will build on a significant concentration of researchers in the Desmarais Centre, around the related fields of risk and finance, with a particular emphasis on the international dimension.

<u>C.5. Media, Mind and Technology</u>
The University is developing two major initiatives in this area, in quite distinct directions. In music, a major initiative is underway, the Centre for Interdisciplinary Research in Music, Media and Technology (CIRMMT), to examine the scientific and technological ramifications of the creation, production and perception of music, as well as its preservation, with input from psychology, neurology and engineering. CIRMMT is quickly establishing itself as one of the major centres of excellence in the science and technology of music, with a unique combination of scientists, technologists and musicians working in collaborative projects. In another direction, the general phenomenon of language is examined from a variety of viewpoints at our Centre for Research on Language, Mind and Brain. Topics covered include speech modelling and analysis, neural bases of language, visual language processing, and both first and second language acquisition. In Education, the development of a virtual in-context learning environment is an important priority.

From Basic Science to Application

A common feature of many multi-disciplinary research themes is that they span the full spectrum of basic science to applied research. This is a priority of our scholarly enterprise. Indeed, as the connectivity of this spectrum increases, basic scientists often are involved in the ultimate technological development of fundamental research. Shared infrastructure platforms that underlie many of these developments constitute an important feature of our plans.

<u>D.1. Environment</u>
<u>D.2. Mathematical Sciences, Physical Sciences and Engineering in the Life Sciences</u>
<u>D.3. Biosciences and Biotechnology</u>
<u>D.4. Materials, Nano-Science and Nano-Technology</u>
<u>D.5. Infrastructure Planning and Engineering</u>
<u>D.6. Information Technology</u>
<u>D.7. Space Science, Astrophysics and Aerospace</u>

<u>D.1. Environment</u>
This broad theme has interconnections and extensive resonance throughout the faculties of Agricultural and Environmental Sciences, Law, Science, and Engineering, and embodied in the McGill School of Environment. Priorities include i) earth system science: an integrated approach, touching on global cycles, climate variability and change, with a new Green Crop Network and a plan for a Montreal Earth Observatory; ii) water resource management, environmental technology in remediation of contamination of drinking water or of aquifers; iii) ecology: ecology and conservation biology, biodiversity, ecoinformatics, complex ecological systems, long-term change; iv) human-environment interaction: sustainable development, green crops, sustainable forest development, green chemistry and more generally production systems and the environment; v) soils, land use and land cover change vi) clean energy systems: alternate energy conversion and exchange devices; vii) healthy

buildings and environments; and architectural and urban design for sustainable development.

D.2. Mathematical Sciences, Physical Sciences and Engineering in the Life Sciences

There have been major developments in the past few years, as exemplified by the crucial role that bioinformatics played in the human genome project. Priorities include: i) bioinformatics, and more generally, mathematical modelling and inference in the life sciences, in particular large data sets, tying in to the Genome Centre; ii) bio-systems engineering, building on expertise in imaging, signal processing, analysis and artificial intelligence; iii) computational biomaterials: computational modelling, multi-scale tissue mechanics, simulation; iv) biomedical devices; v) tissue engineering.

D.3. Biosciences and Biotechnology

Again, the basic science in genomics, proteomics and metabolomics is being translated into major advances in areas such as food production, food safety, nutrition, parasitology, plant science, animal science, microbiology and bioresource engineering. This is a major theme of development in Agriculture and Environmental Sciences, indeed one of the two foci for the development of the Macdonald campus.

D.4. Materials, Nano-Science and Nano-Technology

Materials science is one of the major growth areas in science and technology, with extensive applications in engineering and in the biomedical sector. McGill has invested quite massively in the area, and will continue to push this development. Over twenty new faculty members, half of whom are Canada Research Chairs in nano-science and nano-technology related fields have recently been hired. The basic science includes both questions of synthesis and characterisation, and involves an extensive use of electron microscopy, scanning probe microscopy, MRI/NMR, micro-machining, advanced spectroscopic analyses, as well as intensive computing.

New materials and nanotechnology are a major area of growth in engineering, with an emphasis on next-generation materials, materials at interfaces, aqueous-based processing of materials, light alloys, micro-electronic and micro-electromechanical systems, new manufacturing and repair techniques for aerospace, new semi-conductor materials and devices, and advanced construction materials.

One of the most exciting areas for development is that of biological and biomedical applications of nanotechnology and material science, with an emphasis on biosensors and biomaterials, drug delivery, bone growth and bone repair, and neuro-engineering.

D.5. Infrastructure Planning and Engineering

The major (urban and other) infrastructure renewal looming on the horizon is prompting research on infrastructure planning and engineering. Areas include i) safety risk analysis, design and rehabilitation of critical infrastructure, ii) water resources infrastructure, through McGill's Brace Centre iii) transportation planning and smart infrastructure.

D.6. Information Technology

With a strong base in theoretical computer science (a group of world renowned strength, with a recent Killam prize winner), themes covered include artificial intelligence and systems,

robotics (Centre for Intelligent Machines), communications, bioinformatics; geographic information science; and software engineering. In addition, significant new efforts are underway via the recently formed Centre for Advanced Systems and Technologies in Communications. Themes include intelligent signal processing, broadband transmission (including all-agile photonics networks) advanced networks, and communications software

D.7. Space Science, Astrophysics and Aerospace
McGill has considerable strength in astrophysics, space science and aerospace engineering. The astrophysics group has launched an ambitious satellite initiative building links with NASA, which will reinforce its expertise in experimental space science. McGill is the university in Canada with the greatest concentration of high-energy physicists – supported by a core of newly-recruited world-class Canada Research Chairs and institutional Macdonald Chairs.

Health and Life Sciences

The health sciences at McGill exhibit in themselves the full range of scientific endeavour outlined above, from basic science through to implementation, and indeed more strongly due to the collaboration with the health professionals of our affiliated research hospitals, who oversee the development of treatments and their implementation at the clinical level.

The health sciences have always been one of McGill's great strengths, and a top priority is to build on these strengths and push the boundaries of discovery even further. Indeed, at McGill, the health sciences are not uniquely the purview of the Faculties of Medicine and Dentistry; as outlined in previous sections, there is a strong base in Science, Engineering and in Agriculture and Environmental Science, as well as important ties with some areas of inquiry in the Faculties of Arts, Education, Law, Management and Music.

The following section outlines broad scientific themes and clinical strategies, which are linked by transecting core facilities and which form the basis of the health and life sciences component of the strategic research plan.

E.1. Basic Life Science Themes
E.2. Integrative Themes
E.3. Clinical Research and Health Care Delivery
E.4. Integration into Hospital Research

E.1. Basic Life Science Themes
With roots in chemistry, biochemistry and biology, the basic life sciences have undergone over the past few years a "molecular and genetic" revolution, thanks to the vast expansion of genomics, proteomics and other attendant techniques. The new Life Sciences Complex has led to a redesign of the concept of research in the area, in particular with research being organised not along departmental lines but in accordance with certain themes. This $80M investment, with an important CFI contribution, aims to tighten the complex web of interaction between campus-based researchers and hospital-based clinicians and to encourage trans-disciplinary approaches to the study of myriad aspects of the health and life sciences universe. The themes include:

E.1.1. Structural and chemical biology-This thematic area refers to work in protein structure and function, and includes proteomics, the cataloguing and functional characterization of the entire repertoire of organellar and cellular proteins, and the delineation of their three-dimensional structures. An appreciation of how proteins are arrayed in cells will enhance our appreciation of molecular function, including such aspects as protein-receptor interactions, and the opportunities these provide for drug design and therapeutics. In chemical biology, the emphasis is on the design and testing of small molecules with powerful biological effects. These are relevant as probes for biological systems and as starting points for rational drug design. McGill has recruited new faculty members in structural and chemical biology - with plans to recruit more – including Canada Research Chairs in physiology and structural biology.

E.1.2. Cell and development biology, and evolution- A new Centre for Developmental Biology has reorganised facilities in the area. An emphasis is placed on the biological functionality of genes and proteins identified in high-throughput projects. In evolution, links from micro evolution to macro-evolution are developed, combining fields as disparate as developmental genetics and paleontology.

E.1.3. Integrative genomics; epigenetics- This area is concerned with the full understanding of the link between genotype and phenotype, including the understanding of variation and environment-genome interaction. An recent important McGill success was its role in the International Haplotype (HapMap) Project, the first comprehensive catalogue of human genetic variation, that will offer crucial insights into the genetics behind such common diseases as asthma, cancer and diabetes. Particular attention will be paid to behavioural biology and genetics, that is, the study of gene expression and regulation in behaviour and cognition, and the burgeoning field of epigenetics, following on recent ground-breaking work at the Douglas Hospital.

E.1.4. Cellular and organismal information systems- Building on a long tradition of analytic work, the approach here is integrative, and synthetic, focussing on the information and networking systems that underlie intra-cellular physiology. The application is not only to eukaryotic cells, but to the various microbes and parasites that infect them.

E.1.5. Molecular medicine and medical genomics-complex traits- The focus at the molecular level of endeavour is to apply genetic, structural and even environmental research to disease, host resistance and host-parasite interaction, drug design and drug receptor interactions. This approach is simultaneously being pursued at McGill in oncology and cancer genetics (see below), the biological base of chronic disease, major psychiatric syndromes, inflammatory bowel syndrome, metabolic bone and connective tissue biology, asthma, diabetes, host-pathogen interaction and infectious disease pathogenesis, and inflammatory and auto-immune diseases.

E.2. Integrative Themes
Several of McGill's greatest strengths in the health sciences extend out from the basic sciences out into important clinical research. Strengthening this translational chain is an important priority.

E.2.1. Cognitive, biological and behavioural neurosciences
E.2.2. Pain and pallative care
E.2.3. Host-pathogen interactions and infectious disease pathogenesis
E.2.4. Cancer
E.2.5. Rehabilitation medicine
E.2.6. Bone and periodontal research
E.2.7. Cardiovascular research
E.2.8. Inflammation and the immune system
E.2.9. Nutrition

E.2.1. Cognitive, biological and behavioural neurosciences-The field of neurosciences, from molecular to clinical studies is one of McGill's primary, indeed one of its world-leading, strengths, with two major institutes (Montreal Neurological Institute and the Douglas Hospital Research Centre) and significant presence at the McGill University Health Centre (MUHC), and in the departments of physiology and psychology. The research themes moving forward include neuroengineering, neuropsychology, neuronal regeneration and stem cells, muscle cell biology and its pathologic expressions, neuroimmunology, in particular multiple sclerosis, neurological tumours and the use of advanced imaging techniques to understand brain function.

The development of research on behaviour takes root in the neurosciences and extends its reach outward in a rich, transdisciplinary fashion. A primary example is the initiative in language, mind and brain, referred to above. Further, in the Faculty of Medicine, one approach will be to group a series of developments under the rubric of behavioural medicine, itself a construct of the interaction between genomics and cognitive neuroscience. Extending into all aspects of neurosciences, thematic groups in psychopharmacology, bi-polar illness, schizophrenia, suicide research, sleep and eating disorders have been developed to explore the major psychiatric illnesses of modern society. In the Faculty of Education, on a parallel track, an emphasis is being developed on childhood development disorders.

E.2.2. Pain and pallative care- With leaders in the field at McGill, this traditional strength is being expanded, in particular via the McGill Pain Centre, and collaboratively through aFonds de la recherche en santé du Québec (FRSQ) Pain Network, to focus on both the fundamental neural pathways of pain and on the clinical applications in palliative care.

E.2.3. Host-pathogen interactions and infectious disease pathogenesis-The traditional study of microorganisms as distinct from their hosts has been supplanted by research aimed at deciphering the delicate balance between the pathogen and the infected organism. McGill has world-leading strength in the area, in particular through its Institute of Parasitology, and will build on it.

E.2.4. Cancer-This is a major research priority at McGill, with some of its leading researchers; it is an area in which it leads in the Canadian scene, and in which it intends to remain so in a

full range of aspects of the field: animal models, signalling and chemical biology, novel therapeutics, and prevention and genetics. The Oncology sector regroups the fundamental molecular and animal model approaches of the Molecular Oncology Group of the MUHC and the Cancer Centre, and the more clinical and translational research approaches at the Jewish General Hospital, the MUHC and other McGill affiliated hospitals.

E.2.5. Rehabilitation mediceine- This research area has a timely focus on an area with ever growing needs, in particular due to an aging population, and includes additional emphasis on chronic illness.

E.2.6. Bone and periodontal research- This is an area with substantial strength at McGill, in both Medicine and Dentistry, with important ramifications in materials research. It has been expanded considerably in recent years through the development of the Bone Centre, funded by Valorisation-Recherche-Québec (VRQ).

E.2.7. Cardiovascular research- This is an area of rapidly growing strength at McGill, with an integrated effort on the part of the University and the Jewish General Hospital.

E.2.8. Inflammation and the immune system- This is a central area, with world-leading strengths located at the MUHC (immune mediated inflammatory disorders), at the Meakins-Christie laboratories (respiratory inflammatory diseases) and the Jewish General Hospital (AIDS).

E.2.9. Nutrition- Through original initiatives covering both Medicine and Agricultural and Environmental Sciences, research across this spectrum will witness an integration of knowledge from traditional biochemical and endocrinological aspects of nutrition with the study of behaviour.

E.3. Clinical Research and Health Care Delivery
In the context of the evolution of our population and the increased costs of health care delivery, the study of the effectiveness of health care interventions is particularly relevant. This research typically takes the form of therapeutic clinical trials, but also includes an important methodological basis.

E.3.1. Clinical trials and epidemiology
E.3.2. Psychological epidemiology
E.3.3. Multimodal imaging, minimally invasive surgery and interventional radiology
E.3.4. Reproductive medicine

• **E.3.1. Clinical trials and epidemiology-** Building on the considerable expertise at McGill in this area, a program in clinical trials design and analysis is being developed with particular attention to the question of public health in the face of emerging infectious diseases. The new area of medical informatics and health care delivery, interfacing with management, is also being developed. The aim is to determine the most effective use of clinical and epidemiological data in both population and individual interventions, and to examine the delivery of health care to the population.

- **E.3.2. Psychological epidemiology**- This trans-disciplinary approach is aimed at understanding the impact and mechanism of the social and psychological state on human well-being. This forward-thinking endeavour will necessitate a broadening of the traditional methodologies common to biomedical research and will entail cross-campus collaborations.
- **E.3.3. Multimodal imaging, minimally invasive surgery and interventional radiology**- McGill has a strong group in the art and science of imaging, in particular in brain imaging, and more generally is active in the application of technology to medicine. The application of multimodal imaging, in real time, has great potential for the development of minimally invasive surgery.
- **E.3.4. Reproductive medicine**- This is a field in which McGill has made pioneering contributions and where its researchers are well-positioned at the crossroads of the biology of reproductive cells, rapid technological innovation and "high-impact" clinical medicine.

E.4. Integration into Hospital Research
McGill's research hospitals reflect these research priorities in their own research plans, often in a more disease-specific way. The MUHC Research Institute focuses on cancer, cardiovascular disease, disability and improvement of the quality of life, endocrinology, metabolism and nutrition, infection, inflammation and immunity, neuroscience and mental health, respiratory and critical care, women's health, reproduction and child development. The Lady Davis Institute for Medical Research at the Jewish General Hospital will be concentrating its strengths in aging, cancer, AIDS, and hemo-vascular medicine. The Douglas Hospital will be developing its specialty in the areas of mental health and neuroscience.

Canada Research Chairs

Alone among Canada's major research universities McGill has allocated all of its Canada Research Chairs externally, using them as a tool in recruitment, with a separate chairs program created for retention purposes. The allocation of chairs has been made in support of the research plan, and this will continue to be the case. Our foremost priority is to recruit candidates of the highest calibre, and as the latter are not simply available on command (in particular in international recruitments)some flexibility will be necessary in the allocation process, with chairs being allocated only once a particularly talented recruit has appeared on the horizon.

Research Space

Even with new buildings (Shulich Music, Bellini Life Sciences, Cancer pavillon) coming on stream, McGill is still dramatically short of research space, and developing the necessary space either through renovation or construction is a major issue. This is all the more evident with the recruitment of new faculty.. In the medium term, there are two facilities being planned on the main campus -Arts and Allied Health - and, eventually, another at Macdonald, which will have significant, though not exclusive, research components; indeed, a feature of our development is that research and teaching are intimately linked.

The MUHC redevelopment project is underway at the Montreal Glen Yards site, and the construction of the concomitant new MUHC research institute (the Centre for Innovative Medicine) is the highest priority. The CIM will provide a solution to one of the key problems - fragmented infrastructure - responsible for the two major stumbling blocks in the biomedical

research continuum, namely (i) the translation from basic science to human studies and (ii) the translation of new knowledge into action in clinical practice and health policy-making.

These questions are also being addressed in McGill's other main research hospitals, by the translational population based research facility of the Lady Davis Centre for Medical Research at the Jewish General Hospital, and by a new proposed facility at the Douglas Hospital Research Centre.

Equipment and Research Infrastructure

New faculty- With significant recruitment underway, the equipping of new faculty is a major priority and we aim to ensure that highly qualified people can be working in fully operational laboratories upon their entry to McGill.

Major infrastructure platforms- Much of modern research requires expensive infrastructure, which, from an institutional perspective, should be shared for optimal use. Coordination plans are in place or in development for several major infrastructure platforms. It should be emphasized that this does not necessarily imply that all the equipment of a given type will be located in one place, but rather that the fleet of current resources and any plans for the acquisition of new equipment will be tightly coordinated. These platforms are, of course, often interrelated. They include:

H.1. Imaging, at all Scales
H.2. Biotechnology
H.3. Genomics-Proteomics
H.4. Phenotyping
H.5. Animal Models
H.6. Materials and Nanotechnology
H.7. Intensive Computation, Simulation and Visualisation
H.8. Environmental Facilities

H.1. Imaging, at all Scales
The use of imaging techniques permeates science and medicine, and the tools required are complex and expensive, so that sharing is now a necessity. One such example, at the very small scale, is the McGill Facility for Electron Microscopy Research, which combines a good number of the campus' devices in selected locations. We are planning to add to it a cryo-microscopy facility, which will greatly expand the range of microscopic imaging available to our faculty. On the human and animal scale, imaging, and in particular brain imaging, will need improvements and upgrades as the McConnell Brain Imaging Research facility comes on-line.

H.2. Biotechnology
The provision of generic services in this area, whether on a large scale adapted to the needs of the Agriculture and Environmental Science, or on a smaller scale required in the Medical and Science faculties, is an ongoing concern. For the latter, the Sheldon Biotechnology Centre has been and will continue to be a mainstay.

H.3. Genomics-Proteomics

Improvements in technology have enabled standard sequencing equipment to be located in many laboratories; next to this, there is a strong and growing need for high throughput or specialized genomic or proteomic services, as provided by the McGill Genome Quebec Innovation Centre, a Quebec-wide facility, which has had a central role in our development.

H.4. Phenotyping

There is a clear need both on campus and at the research hospitals for the creation of phenotyping facilities, in order to understand the way the genome is expressed and to make the best possible use of genetic information. This research platform, although distributed throughout McGill, will be coordinated for optimal use between research groups.

H.5. Animal Models

The use of animal models in human diseases is reaching all fields of biomedical research and it is a key priority for the university. In particular, the mouse, through its genetic malleability, is an essential tool to study the normal process of biological system organization and development, to comprehend the ontogeny, progression and treatments of a broad number of genetic diseases, and to assess the clinical potential of small molecules discovered through chemical biology activities. This is recognized in particular by the University's role as the lead institution in the *Réseau de recherche en transgénèse du Québec*.

H.6. Materials and Nanotechnology

A major inter-institutional platform in fabrication is based at McGill (Nanotools), and it will need upgrades. The McGill Institute for Advanced Materials (MIAM), which coordinates efforts in the area, also wants to develop its characterization facility. Another important installation is the Regional High Field NMR facility.

H.7. Intensive Computation, Simulation and Visualisation

The advent of large scale simulation and modelling, in science, engineering, and the life sciences has made the availability of well-adapted, up-to-date computing resources a constant preoccupation. Advanced tools for simulation are a necessity; associated with these tools is a host of needs particular to this level of computation, as well as a requirement for visualisation tools. Our central High Performance Computing facility (part of CLUMEQ) is to be developed and expanded.

H.8. Environmental Facilities

McGill has a number of quite priceless research assets in the form of field stations, including the Gault reserve at Mont Saint-Hilaire, the Morgan arboretum on the western tip of the island of Montreal, the McGill Doppler radar in Dorval and others at remote locations such as the Subarctic Research Facility in northern Quebec. Much remains to be done for their optimal exploitation, in particular ensuring they are outfitted with modern sensing equipment. In a similar vein, the Redpath museum should be attached to a modern research facility for the study of evolution, with linkages to science, medicine, and education.

PI Primary Dept.	Fiscal Yr	Sponsor	Awd #	Total Amt Awd $	HR HeadCount	Avg/ Headcount	Awd/ Headcount
ARCHITECTURE, SCHOOL OF	2005	Asia Pacific Foundation of Canada	1	$18,000			
		Gerald Sheff Charitable Foundation (The)	1	$163,235			
		Institutional Grant (SSHRC SIG-OVPRIR)	3	$4,600			
		McGill University (Internal Funding)	1	$105,000			
	2005 Total		**6**	**$290,835**	**19**	**$15,307**	**32%**
	2006	Canadian Institutes of Health Research - CIHR	2	$64,806			
		Institutional Grant (SSHRC SIG-OVPRIR)	1	$1,500			
		International Development Research Centre - IDRC /Centre de recherches pour le développement international - CRDI	1	$15,000			
		Social Sciences and Humanities Research Council - SSHRC	3	$381,000			
	2006 Total		**7**	**$462,306**	**19**	**$24,332**	**37%**
	2007	Canada Foundation for Innovation - CFI	1	$199,793			
		Canadian Heritage	1	$47,505			
		City of Iqaluit, Nunavut	1	$60,000			
		Fédération des chambres de commerce du Québec	1	$6,486			
		Grouping of Cdn Fdns, Assocs, Socs (Instead of 999	1	$78,319			
		Institutional Grant (SSHRC SIG-OVPRIR)	1	$1,500			
		McGill University (Internal Funding)	2	$142,032			
		Ministère de l'Éducation, du Loisir et du Sport - MELS	1	$199,792			
	2007 Total		**9**	**$735,427**	**19**	**$38,707**	**47%**
	2008	Institutional Grant (SSHRC SIG-OVPRIR)	1	$750			
		McGill University (Internal Funding)	1	$21,000			
		Social Sciences and Humanities Research Council - SSHRC	1	$105,142			
	2008 Total		**3**	**$126,892**	**19**	**$6,679**	**16%**
	2009	Institutional Grant (SSHRC SIG-OVPRIR)	4	$11,500			
		Social Sciences and Humanities Research Council - SSHRC	2	$178,400			
	2009 Total		**6**	**$189,900**	**19**	**$9,995**	**32%**
	2010 (ongoing)	Fonds québécois de la recherche sur la nature et les technologies - FQRNT	1	$10,000			
		Institutional Grant (SSHRC SIG-OVPRIR)	2	$3,000			
		International Development Research Centre - IDRC /Centre de recherches pour le développement international - CRDI	1	$14,580			
		McGill University (Internal Funding)	1	$13,000			
		Social Sciences and Humanities Research Council - SSHRC	1	$9,676			
		Tri-Council (CIHR/NSERC/SSHRC)	2	$20,000			
	2010 Total		**8**	**$70,256**	**19**	**$3,698**	**42%**
ARCHITECTURE, SCHOOL OF Total			39	$1,875,616			

PI LastName	PI FirstName	associateddept	Faculty	PI Dept.	Fiscal Yr	Sponsor	Program	Pgm Type	Type	Status	Proj. StartDate	Proj. EndDate	Total Awd $	Project Title
Adams	Annmarie	SOCIAL WORK, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2005	McGill University (Internal Funding)	W. MACDONALD CHAIR -	Operating	New Proposal	Awarded	1-Jun-2005	31-May-2012	105,000	McGill University (W. Macdonald Chair)
Castro	Ricardo L	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2005	Institutional Grant (SSHRC SIG-OVPRIR)	ALMA MATER TRAVEL GRANT	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2005	31-May-2006	500	Taller Internacional de Cartagena (Cartagena, Columbia)
Covo	David	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2005	Gerald Sheff Charitable Foundation (The)	DONATION/ ENDOWMENT	Operating	New Proposal	Awarded	1-Jun-2005	31-May-2009	163,235	The Gerald Sheff Endowment
Covo	David	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2005	Institutional Grant (SSHRC SIG-OVPRIR)	ALMA MATER TRAVEL GRANT	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2005	31-May-2006	500	International Association for Huosing Science (Pretoria, South Africa)
Covo	David	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2005	Asia Pacific Foundation of Canada	RESEARCH GRANTS	International - Research Grants	New Proposal	Awarded -- RRF Fund Created	6-Jan-2006	31-May-2007	18,000	Design as an instrument of public policy in Canada-Asia Relations
Perez-Gomez	Alberto	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2005	Institutional Grant (SSHRC SIG-OVPRIR)	INTERNAL SSHRC	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2005	31-May-2007	3,600	Articulate Bodies: Anatomy and Proportion in Archaic and Classical Greek Thought
Adams	Annmarie	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2006	Canadian Institutes of Health Research - CIHR	Team Grant	Operating	New Proposal	Awarded	1-Jun-2006	30-Jun-2008	15,682	Health Care, Technology, and Place: an Interdisciplinary Capacity Enhancement Team
Adams	Annmarie	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2006	Canadian Institutes of Health Research - CIHR	Operating (Others)	Operating	New Proposal	Awarded	1-Oct-2006	30-Sep-2008	49,124	Towers of Power: Designing the Medical High-Rise in Canada, 1922-30
Bhatt	Vikram Chandulal	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2006	International Development Research Centre - IDRC / Centre de recherches pour le développement international - CRDI	OPERATING GRANT	Operating	New Proposal	Awarded	1-Apr-2006	31-Mar-2007	15,000	Showcasing Montreal's Urban Agriculture in Making the Edible Landscape's Program at WUF 3
Bressani	Martin	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2006	Institutional Grant (SSHRC SIG-OVPRIR)	PAPER PRESENTATION GRANT - 294301	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2006	31-May-2007	1,500	Genhome Project, Los Angelas, Usa, October 29, 2006
Perez-Gomez	Alberto	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2006	Social Sciences and Humanities Research Council - SSHRC	Aid to Research Workshops and Conferences	Conference/ Seminar/Workshop	New Proposal	Awarded	30-Jan-2007	29-Jan-2009	35,000	Reconciling Poetics and Ethics in Architecture
Perez-Gomez	Alberto	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2006	Social Sciences and Humanities Research Council - SSHRC	Research/ Creation Grants in Fine Arts	Operating	New Proposal	Awarded	15-Mar-2007	14-Mar-2010	173,000	Autocad Ballet: Tools for Digital and Material Inhabitation
Sijpkes	Pieter Hindrik	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2006	Social Sciences and Humanities Research Council - SSHRC	Research/ Creation Grants in Fine Arts	Operating	New Proposal	Awarded	15-Mar-2007	14-Mar-2010	173,000	The New Architecture of Phase Change: Computer Assisted Ice Architecture Construction
Adams	Annmarie	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2007	Canadian Heritage	RESEARCH GRANTS	Operating	New Proposal	Awarded	1-Apr-2007	31-Mar-2009	47,505	Great Mysteries in Canadian Culture/the Redpath Murder Mystery
Friedman	Abraham	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2007	City of Iqaluit, Nunavut	RESEARCH GRANTS	Operating	New Proposal	Awarded	1-Apr-2007	31-Dec-2008	60,000	Climate Adaptable Sustainable Communities
Friedman	Abraham	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2007	Fédération des chambres de commerce du Québec	YOUNG CANADA WORKS / JEUNESSE CANADA AU TRAVAIL	Operating	New Proposal	Awarded	30-Apr-2007	3-Sep-2007	6,486	Young Canada Works in Both Official Languages
Jemtrud	Michael	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2007	McGill University (Internal Funding)	START UP GRANT	Operating	New Proposal	Awarded	1-Aug-2007	31-Jul-2009	106,000	Facility for Architectural Research in Media Mediation (Start Up Grant)
Jemtrud	Michael	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2007	Canada Foundation for Innovation - CFI	CFI - LOF ALONE	Infrastructure	New Proposal	Awarded	1-Mar-2008	30-Sep-2010	199,793	Facility for Architectural Research in Media and Mediation (Farmm)
Jemtrud	Michael	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2007	Ministère de l'Éducation, du Loisir et du Sport - MELS	CFI - LOF ALONE	Infrastructure	New Proposal	Awarded	1-Mar-2008	30-Sep-2010	199,792	Facility for Architectural Research in Media and Mediation (Farmm)
Jemtrud	Michael	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2007	McGill University (Internal Funding)	CFI - LOF ALONE	Infrastructure	New Proposal	Awarded	1-Mar-2008	30-Sep-2010	36,032	Facility for Architectural Research in Media and Mediation (Farmm)
Jemtrud	Michael	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2007	Grouping of Cdn Fdns, Assocs, Socs (Instead of 999	CFI - LOF ALONE	Infrastructure	New Proposal	Awarded	1-Mar-2008	30-Sep-2010	78,319	Facility for Architectural Research in Media and Mediation (Farmm)
Sheppard	Adrian	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2007	Institutional Grant (SSHRC SIG-OVPRIR)	PAPER PRESENTATION GRANT	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2007	31-May-2008	1,500	Conference on Canadian Architecture Culture and Now (Imuau) (Bucharest, Romania), July 12-14, 2007
Bhatt	Vikram Chandulal	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2008	McGill University (Internal Funding)	Internal Sabbatical Research Leave Grant	Operating	New Proposal	Awarded	1-Sep-2008	31-Aug-2009	21,000	Study of urban and peri-urban agriculture
Bressani	Martin	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2008	Social Sciences and Humanities Research Council - SSHRC	Standard Research Grants program	Operating	New Proposal	Awarded	1-Apr-2008	31-Mar-2011	105,142	Immersion into Atmosphere: the Fictional Dimension of Architectural Experience 1770-1890
Perez-Gomez	Alberto	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2008	Institutional Grant (SSHRC SIG-OVPRIR)	Alma Mater Travel	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2008	31-May-2009	750	International Conference of the Utopian Studies Society, Limerick, July 3-5
Bressani	Martin	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2009	Institutional Grant (SSHRC SIG-OVPRIR)	PAPER PRESENTATION GRANT - 294301	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2009	31-May-2010	1,500	Auguste Choisy l'architecture et l'art de bâtir, Madrid, Spain, November 19-21, 2009
Jemtrud	Michael	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2009	Social Sciences and Humanities Research Council - SSHRC	Image, Text, Sound & Technology (ITST): Strategic Research Grants	Operating	New Proposal	Awarded	1-Feb-2010	31-Jan-2011	50,000	Towards a transdisciplinary approach to challenges in the built world: Developing the virtual charrette to mediate collaboration in Canada and the global context
Jemtrud	Michael	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2009	Social Sciences and Humanities Research Council - SSHRC	Public Outreach Grants	Operating	New Proposal	Awarded	31-Mar-2010	30-Mar-2012	128,400	Integrated dissemination forums for architecture and urban design
Perez-Gomez	Alberto	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2009	Institutional Grant (SSHRC SIG-OVPRIR)	INTERNAL SOCIAL SCIENCE & HUMANITIES RESEARCH GRANT - 294308	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2009	31-May-2010	4,500	Animate matters: Hierurgy and stone in the twelfth century
Perez-Gomez	Alberto	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2009	Institutional Grant (SSHRC SIG-OVPRIR)	INTERNAL SOCIAL SCIENCE & HUMANITIES RESEARCH GRANT - 294308	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2009	31-May-2010	4,000	The architecture of moving: Domenico Fontana in Rome (1585-1590)
Sprecher	Aaron	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2009	Institutional Grant (SSHRC SIG-OVPRIR)	PAPER PRESENTATION GRANT - 294301	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2009	31-May-2010	1,500	eCAADe 2009 - The New Realm of Architecture, Istanbul, Turkey, September 16-19, 2009
Adams	Annmarie	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2010	Social Sciences and Humanities Research Council - SSHRC	Major Collaborative Research Initiatives Program	Operating	New Proposal	Awarded	1-Apr-2010	31-Mar-2011	9,676	Re-imagining long-term residential care: an international study of promising practices
Adams	Annmarie	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2010	Institutional Grant (SSHRC SIG-OVPRIR)	PAPER PRESENTATION GRANT - 294301	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2010	31-May-2011	1,500	An incomplete portrait: Demolition as urban amnesia; Portrait of the City; Dublin, Ireland; December 9-11, 2010
Bhatt	Vikram Chandulal	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2010	International Development Research Centre - IDRC / Centre de recherches pour le développement international - CRDI	Partenariats Canadiens / Canadian Partnerships	International - Research Agreements/ Contracts	New Proposal	Awarded	1-Apr-2010	30-Nov-2010	14,580	Paysage solidaire
Castro	Ricardo L	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2010	McGill University (Internal Funding)	Internal Sabbatical Research Leave Grant	Operating	New Proposal	Awarded	1-Sep-2010	31-Aug-2011	13,000	Baroque Presences: Limits, Systemic Thinking, and Mnemonics in the Development of Urban Topographies and Architectural Space in Hispanic America
Friedman	Abraham	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2010	Tri-Council (CIHR/NSERC/ SSHRC)	NCE - MITACS (1998-2009)	Operating	New Proposal	Awarded -- RRF Fund Created	1-Apr-2010	31-Mar-2011	10,000	Digital platform for the mass customization of housing
Friedman	Abraham	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2010	Tri-Council (CIHR/NSERC/ SSHRC)	NCE - MITACS (1998-2009)	Operating	New Proposal	Awarded -- OSR Approved	1-Apr-2010	31-Mar-2011	10,000	Digital platform for the mass customization of housing
Friedman	Abraham	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2010	Fonds québécois de la recherche sur la nature et les technologies - FQRNT	NCE - MITACS (1998-2009)	Operating	New Proposal	Awarded -- RRF Fund Created	1-Apr-2010	31-Mar-2011	10,000	Digital platform for the mass customization of housing
Mellin	Robert	ARCHITECTURE, SCHOOL OF	Engineering	ARCHITECTURE, SCHOOL OF	2010	Institutional Grant (SSHRC SIG-OVPRIR)	PAPER PRESENTATION GRANT - 294301	General Research Grant (SSHRC only - internal project)	New Proposal	Awarded	1-Jun-2010	31-May-2011	1,500	Tilting, Fogo Island, Newfoundland: Eidetic Interpretations of a Fragile Cultural Landscape; American Society for Environmental History 2011 Conference; Phoenix, Arizona; April 12-17, 2011

McGill School of Architecture

PhD graduates - 2011

Degree Status	McGill ID	Last Name	First Name	Graduation Term	Supervisor(s)	Thesis Title
Pending	260070544	Cheng	Diana	Fall 2010	Martin Bressani	The History of the Boudoir in the Eighteenth Century
Pending	110145823	Contandriopoulos	Christina	Fall 2010	Martin Bressani;Alberto Perez-Gomez	Retour au monolithique: Jacques-Antoine Dulaure (1755-1835) et la territorialisation de l'architecture primitive
Pending	110246373	Landrum	Lisa Marie	Fall 2010	Alberto Perez-Gomez	Architectural acts: architect-figures in Athenian drama and their prefigurations
Pending	118313371	Roquet	Nicholas	Fall 2010	Martin Bressani	Life in costume:the architecural fictions and anachronisms of William Burges
Awarded	119931487	Riahi	Pari	Summer 2010	Alberto Perez-Gomez	Ars et ingenium: the embodiment of imagination in the architectural drawings of Franceso di Giorgio Martini
Awarded	119748105	Hallak	Mahmoud Essam	Winter 2010	Ricardo L Castro	Beyond boundaries: a philosophical mapping of the pre-modern city of the Levant
Awarded	110228907	Chang	Lian	Fall 2009	Alberto Perez-Gomez	Articulation and the origins of proportion in archaic and classical Greece
Awarded	118412758	Bird	Lawrence David	Winter 2009	Alberto Perez-Gomez	«Saving Metropolis»: body and city in the «Metropolis» tales
Awarded	260084080	Gharaati Kopaei	Mehran	Winter 2009	Vikram Bhatt	Knowledge transfer in post-disaster reconstruction: the problem of post-post-disaster reconstruction
Awarded	118903003	Mah	Kai Wood	Winter 2009	Annmarie Adams	Sites of learning: the architecture of educational reform in Toronto, 1847-1917
Awarded	150120254	Jamal	Amal Mohammed	Fall 2008	Robert Mellin	The Kel Azjer Tuareg culture: public and private space in Ghat
Awarded	110147890	Kamalkhan	Kalandar Shedor	Fall 2008	Robert Mellin	The Swahili architecture of Lamu, Kenya: oral tradition and space
Awarded	110046511	Rueda Plata	Carlos Ivan	Fall 2008	Ricardo L Castro	Place-making as poetic world re-creation: an experimental tale of Rogelio Salmona's places of obliqueness and desire
Awarded	119849174	Tarawneh	Musa S S	Fall 2008	Vikram Bhatt	Sedentarization and tourism, the case of the Zalabia Bedouin tribe of the Southern Jordan
Awarded	110047630	De Orduna Mercado	Santiago	Winter 2008	Alberto Perez-Gomez	Coatepec: The Great Temple of the Aztecs, recreating a metaphorical state of dwelling
Awarded	119947015	D'Aragon	Jean	Fall 2007	Vikram Bhatt	Straw, sticks, mud and resistance: development of the South African Xhosa dwelling and settlement
Awarded	118900791	Carter	Jennifer Jane	Summer 2007	Alberto Perez-Gomez	Recreating time, history, and the poetic imaginary: Alexandre Lenoir and the Musée des Monuments français (1795-1816)
Awarded	110146156	Parcell	Stephen	Summer 2007	Alberto Perez-Gomez	Four historical definitions of architecture
Awarded	110147550	Bell	John Barry	Fall 2006	Martin Bressani	Wat Phra Chetuphon: the narratives of form, symbol, and architectural order in the Thai temple
Awarded	119651188	Dionne	Caroline	Summer 2005	Alberto Perez-Gomez	Running out of place: the language and architecture of Lewis Carroll
Awarded	119746027	Neveu	Marc	Fall 2005	Alberto Perez-Gomez	Architectural Lessons of Carlo Lodoli (1690-1761): Indole of Material and of Self
Awarded	119847360	Zou	Hui	Fall 2005	Alberto Perez-Gomez	The «Jing» of Line-Method: A Perspective Garden in the Garden of Round Brightness

ArchSoc.com (2009) (irreverent), Garry Stevens

http://www.archsoc.com/kcas/researchschool4.html

http://www.archsoc.com/kcas/researchschool5.html

USA (top 20 of 103 ranked)

	Median Research Score	% of staff in the top quartile
Columbia University	31	80
Cooper Union, The	27	75
University of California, Los Angeles	27	87
Princeton University	22	83
University of Pennsylvania	12	68
Yale University	10	62
University of California, Berkeley	8	63
Harvard University	8	58
Rice University	8	56
Massachusetts Institute of Technology	7	51
University of Notre Dame	5	47
Ohio State University	5	40
California College of the Arts	4	36
Northeastern University	4	27
University of Minnesota	4	21
University of Maryland	4	27
Pratt Institute	3	40
University of Michigan	3	38
New Jersey Institute of Technology	3	32
University of Virginia	3	31

Canada (all) ranked

University	Median Research Score	% of staff in the top quartile
McGill University	12	60
University of British Columbia	6	36
University of Waterloo	5	50
Carleton University	3	21
University of Calgary	2	36
Dalhousie University	2	33
University of Manitoba	2	18
University of Toronto	2	23

http://www.archsoc.com/kcas/researchinternational.html

This chart uses the data from our 2009 survey. It shows the median research scores of the architecture schools, grouped by nation. The USA may have the best schools on the earth, but it also has a huge amount of duds. Nigh-on one-half of all the USA's schools are crowded in that tiny space below that orange median bar. Think of it this way: were you to choose an American architecture school at random, it would have a research score of 0.5. Were you to do the same in Canada, you would be attending a school with a score of 2.7.

04 Research, Scholarship and Creative Works

Staff awards

[Atelier Big City](#) has been awarded one of six 2010 Awards of Excellence by *Canadian Architect* (December 2010). These awards are given each year to architects and architectural graduates for buildings in the design stage. One of only two national award programs devoted exclusively to architecture, the Awards of Excellence have recognized significant building projects in Canada on an annual basis since 1968. This year's winners have been selected by a jury consisting of Janna Levitt of Levitt Goodman Architects in Toronto, James Cheng of James KM Cheng Architects in Vancouver, and Andrew King of Cannon Design. Awards are given for architectural design excellence. Jurors considered response to the program, site, geographical and social context, and evaluated physical organization, structure, materials and environmental features. The principals of Atelier Big City are Adjunct Professor **Howard Davies** (B.Arch. 1983), **Anne Cormier** (B.Arch. 1982) and **Randy Cohen** (B.Arch. 1982). In addition, **Jeffrey Ma** (M.Arch. 2010), for his project *Logic Shift*, is one of two students selected as an award winner for a graduating thesis project. For full information on this winning project, please see the following [press release](#). For information on all the 2010 Awards of Excellence winners, please see the following [press release](#). And for the original announcement, please see the following [press release](#).

[Fournier Gersovitz Moss & Associés Architectes (FGMAA)](#) is proud to announce that it has received two awards for preservation of a heritage building under the most recent Canadian Association of Heritage Professionals (CAHP) awards program (November 2010). FGMAA received an Award of Merit for the restoration of the F.A.C.E school's auditorium in Montreal, and an award for restoration of the Southeast Tower, West Block Building, on Parliament Hill in Ottawa. The members of FGMAA are Adjunct Professor **Julia Gersovitz** (B.Arch. 1975), **Alain Fournier** (B.Arch. 1975), **Rosanne Moss** (B.Arch. 1980), and **Georges Drolet** (B.Arch. 1984). For additional information on the two winning projects, please see the full v2com.biz [press release](#).

The jury chaired by Dan S. Hanganu has selected the team of [Atelier Big City](#), [Fichten Soiferman et Associés](#) and [L'ŒUF](#) as winner of the architectural design competition for the future Notre-Dame-de-Grâce Cultural Centre (October 2010). Numerous McGill alumni are involved in this win: Adjunct Professor **Howard Davies** (B.Arch. 1983), **Anne Cormier** (B.Arch. 1982) and **Randy Cohen** (B.Arch. 1982) for Atelier Big City; **Jacob Fichten** (B.Arch. 1967) and **Gerald Soiferman** (B.Arch. 1963) for Fichten Soiferman et Associés; **Bernard Oliver** (B.Arch. 1992 and M.Arch. 1997), **Danny Pearl** (B.Arch. 1986) and **Mark Poddubiuk** (B.Arch. 1985) for L'ŒUF. "The public presentation of the finalist projects in this architectural competition allowed citizens to appreciate the visions and ideas of the various teams, and of the winning team in particular," said Christine St-Pierre, Québec Minister of Culture, Communications and the Status of Women. "I congratulate Atelier Big City, Fichten Soiferman et Associés and L'ŒUF for their inventive spirit. They have produced a concept that will make this a truly valuable cultural centre

that will meet the needs of the community." For additional information on the competition, please see the full City of Montreal [press release](#).

Prof. **Annmarie Adams** has accepted the directorship of the [McGill Institute for Gender, Sexuality and Feminist Studies](#). Effective September 1, 2010, Prof. Adams will serve as Director for a three-year term. She will continue to teach at the School on a half-time basis. The IGSF was formerly the McGill Centre for Research and Teaching on Women, with which Prof. Adams has been affiliated since 1990. The Institute came into being at the end of March 2009, as an academic unit in the Faculty of Arts. It aims to stimulate, support and disseminate research in gender, sexual diversity, and feminist studies through five interdisciplinary research axes. The IGSF is also the administrative site for McGill's Sexual Diversity Studies Program and the Women's Studies Program. The IGSF organizes a number of public events each academic year, including symposia, public lectures, workshops and a seminar series. The outgoing director is Prof. Marguerite Deslauriers of the Department of Philosophy.

The Royal Architectural Institute of Canada has published the names of the 31 members advanced in 2010 to Fellowship in the College of Fellows. The School of Architecture is proud to announce that Prof. **Ricardo L. Castro** is one of those members whose induction ceremony will take place at the convocation during the RAIC/SAA Festival of Architecture in Saskatoon on June 24. The College of Fellows formally recognizes members and distinguished laypersons who have made outstanding contributions to the profession. Fellowship in the RAIC is an honour conferred on members singled out for their contribution to research, scholarship, public service or professional standing to the good of architecture in Canada, or elsewhere. For a full list of the 2010 RAIC Fellows, please follow the "2010 Fellows" heading on the March 2010 RAIC [Bulletin](#). For more information on the RAIC/SAA Festival of Architecture, please see the following [website](#).

Prof. **Annmarie Adams** and 24 other researchers in six countries are part of an interdisciplinary team to receive $2.5 million in MCRI (Major Collaborative Research Initiative) research funding over seven years from the Social Sciences and Humanities Research Council of Canada (March 2010). Led by sociologist Prof. Pat Armstrong from York University, the group will explore promising practices for understanding and organizing long-term residential healthcare. The methodology of the project is particularly innovative, including thematic clustering, site switching, and rapid ethnographies. Prof. Adams' specific contribution will be to identify promising architectural trends in current facilities and to evaluate the benefits and pitfalls of both residential and medical design models. U2 student Eve Lachapelle will participate in the project this summer as part of the Faculty's SURE (Summer Undergraduate Research in Engineering) program. For more information about the funding, please see the York University [media release](#).

The 2009 SITQ Award for Excellence, given to an individual (or group) who has made an exceptional contribution to heritage preservation, has been awarded this year to **Julia Gersovitz** (B.Arch. 1975) and Fournier Gersovitz Moss et Associés Architectes. The award highlights the work of the firm's group of heritage specialists that includes Julia Gersovitz (an Adjunct Professor at the School), **Rosanne Moss** (B.Arch. 1980), **Georges Drolet** (B.Arch.

1984), **Dima Cook** (B.Arch. 1995), **John Diodati** (B.Arch. 1990) and their teams. The Award for Excellence is given out as part of the 19th Montreal Architectural Heritage Campaign (City of Montreal and Fondation Héritage Montréal). The citation includes the following: "For close to 35 years, Julia Gersovitz has contributed to the preservation and rehabilitation of Montreal's architectural heritage, whether through her practice as an architect, her teaching at McGill University and Université de Montréal, her active participation in a number of public commissions or her involvement with advocacy groups for heritage preservation. This dedicated woman has been very instrumental in making heritage conservation a new specialization, a contribution that the Montreal Architectural Heritage Campaign wishes to underscore." For further information on the 2009 SITQ Award for Excellence, please visit the Montreal Architectural Heritage Campaign [website](#).

Prof. **Robert Mellin** received his eighth Southcott Award from the Newfoundland Historic Trust in June 2009, this time for the restoration of the old Post Office in Tilting, Newfoundland. Professor Mellin volunteered to assist in the restoration of the building, and he has been involved with heritage conservation in the community of Tilting since 1987. The Old Post Office on Post Office Lane was constructed in the early 1900's and also housed the telegraph service. The building has a special roof shape that identifies its public function as was typical for post offices in other Newfoundland outports. There was a U.S. Army base in Sandy Cove just outside Tilting during World War II, and during the war the first telephone in the community was mounted just outside the office door for emergency use by the military.

Fifteen young PhD students received $2.7 million worth of scholarships from the Pierre Elliott Trudeau Foundation on May 20, 2009. Amongst the recipients is **David Theodore** (B.A. 1991, B.Sc.Arch. 1994, B.Arch. 1996, M.Arch. 2001), until recently a research associate and third-year studio design teacher at the School, and currently a Ph.D. student at Harvard undertaking a double doctorate in Architecture and Urban Planning. He is studying the architecture of health-care buildings as a form of medical technology influencing health care.

Professor **Annmarie Adams** and **David Theodore** (now at Harvard University) are among the winners of the National History Society's Pierre Berton Award for 2008, the highest honour for the dissemination of history in Canada. The prize was awarded November 13 in Toronto to the entire team of researchers who contributed to the innovative teaching website, *Great Unsolved Mysteries in Canadian History* (www.canadianmysteries.ca). The McGill researchers developed the case study entitled *The Redpath Mansion Mystery*, exploring a mysterious double death in the famous family's Square Mile Mansion. The award includes a $5,000 prize, which will be used to fund the project in its next phase.

Adjunct Professor **Julia Gersovitz** was inducted into the College of Fellows of the Association for Preservation Technology. The College of Fellows honours those APT members who have provided valuable services to the preservation field and to APT. Election to the APT College of Fellows is the highest honour bestowed by APT upon a member of the organization.

Atelier Big City (Adjunct Professor **Howard Davies**, with Anne Cormier and Randy Cohen) has won the Award for Architectural Integration, a special heritage award from the City of Montreal (L'Opération patrimoine architectural de Montréal 2008). This award is presented to a business for its efforts to enhance an old neighbourhood by integrating a new, quality construction into the existing urban fabric. Atelier Big City has won the award with the firm Les Développements D'arcy McGee Ltée for the Unity 2 project at the corner of rue de la Gauchetière Ouest and rue Saint-Alexandre, next to the heritage Unity Building of which it is an extension.

Atelier Big City's Centre d′Interprétation du Bourg de Pabos formed part of the exhibition "41° to 66°: Architecture in Canada – Region, Culture, Tectonics," co-curated by architectural professors John McMinn and Marco Polo and organized by Cambridge Galleries, which represented Canada at the 2008 Venice Biennale in Architecture. Adjunct Professor **Howard Davies**, together with Anne Cormier and Randy Cohen, are the principals of local architectural firm Atelier Big City. Since its completion in 1993 the Centre d′Interprétation du Bourg de Pabos has also been awarded: a Governor General's Award in 1994, the Grand Prize for Architecture by the Quebec Order of Architects (1994), and was cited as one of the most important Canadian buildings of the 20th century by the journal *Canadian Architect*.

The Royal Architectural Institute of Canada (RAIC), Canadian Institute of Planners (CIP), and Canadian Society of Landscape Architects (CSLA) have awarded a 2008 National Urban Design Award in the category Urban Fragments to the project "Making the Edible Campus" of McGill University. The lead firm of the project is the Minimum Cost Housing Group (School of Architecture), directed by Prof. **Vikram Bhatt** with assistance from Leila Farah (PhD candidate). Advisors on the project are Profs. **Nik Luka** and Jeanne Wolfe. Graduate students who worked on the project are Ehsan Daneshyar, Sally Diaz, Jie Liu, Anne-Marie Malouin, Gaurav Sharma, Aba Simpson, and Ivan Soto. Associate firms are Santropol Roulant (Jane Rabinowicz, executive director, and Tim Murphy, event organizer) and Alternatives (Ismael Hautecoeur, project coordinator, and Rotem Ayalon, coordination). Vital collaboration at McGill was provided by Planning and Institutional Analysis (Chuck Adler, Director) and Building Services and Grounds (Facilities Management and Development).

Alberto Pérez-Gómez, Saidye Rosner Bronfman Professor of the History of Architecture, has been awarded the 2008 David Thomson Award for Excellence in Graduate Supervision and Teaching by the McGill GPSO (Graduate and Postdoctoral Studies Office). The announcement by Prof. Martin Kreiswirth, Associate Provost (Graduate Education) and Dean of GPSO, praised Prof. Pérez-Gómez's contribution to graduate education at McGill, citing in particular his inspirational mentorship. The award and a citation will be presented at the Faculty of Engineering convocation ceremony on May 28. For information on the award and a list of previous winners, please visit the GPSO webpage for this particular award.

Medicine by Design: The Architect and the Modern Hospital, 1893-1943, by William C. Macdonald Professor **Annmarie Adams**, has been published by the University of Minnesota Press in the series Architecture, Landscape, and American Culture. In the history of medicine, hospitals are usually seen as passive reflections of advances in medical knowledge and

technology. In *Medicine by Design*, Prof. Adams challenges these assumptions, examining how hospital design influenced the development of twentieth-century medicine and demonstrating the importance of these specialized buildings in the history of architecture. For additional information on the book, please visit: http://www.upress.umn.edu/Books/A/adams_medicine.html.

Professor Annmarie Adams, Research Associate David Theodore, and a team of researchers have developed a new case study for the award-winning website, Great Unsolved Mysteries in Canadian History. The intention of the website, funded by Heritage Canada, is to provide students with an array of primary sources and to inspire them to solve the mysteries through critical thinking. The mystery is the sudden death of 62-year old Ada Redpath and her 24-year old son, Clifford, in their Square Mile mansion on Montreal's Sherbrooke Street West on June 13, 1901. Adams and Theodore emphasize how architecture reveals differences in social class and illuminates contemporary notions of medical conditions, particularly depression and epilepsy. The Redpath mystery was launched in March 2008. For full details, please visit: http://www.mcgill.ca/architecture/announcements/#mysteries07.

Professor **Robert Mellin** has curated the exhibition *Tilting: Rugged Landscape, Strong People, Fragile Architecture* at The Rooms in St. John's, Newfoundland, running from September 28, 2007, through January 13, 2008. For full details and images, please visit: http://www.mcgill.ca/architecture/announcements/#tilting2007.

Emeritus Professor **Radoslav Zuk** received a Shevchenko Medal during the XXII Triennial Ukrainian Canadian Congress held in Winnipeg from October 19 to 21, 2007. "The Shevchenko Medal is the highest form of recognition that can be granted by the Ukrainian Canadian Congress," and has been awarded to Prof. Zuk "in recognition of his significant contribution to the development of Ukrainian culture in Canada and especially for his outstanding contribution to Ukrainian and Canadian architecture. He successfully integrates a critical and creative approach to the interpretation of the basic elements of Ukrainian culture with the needs and criteria of contemporary architecture." Earlier in the summer, the Ukrainian Academy of Arts in Kyiv awarded Radoslav Zuk, who has served at the Academy as Head of the State Examination Commission for the granting of degrees in architecture in 2005, 2006 and 2007, a special diploma of appreciation. The document recognizes Prof. Zuk's "significant individual contribution to the development of the National Academy of Fine Arts and Architecture."

The Canada Council for the Arts has awarded the Professional Prix de Rome in Architecture (January 15, 2008) to Adjunct Professors **Manon Asselin and Katsuhiro Yamazaki** of the Montreal firm atelier T.A.G. The prize will enable Ms. Asselin and Mr. Yamazaki to study how current socio-economic and political environments redefine the activities of young architectural offices. For additional information on atelier T.A.G. and the Prix de Rome, please visit: http://www.canadacouncil.ca/news/releases/2008/ci128448857147162088.htm.

Atelier Big City (Adjunct Professor Howard Davies, Anne Cormier, and Randy Cohen) is one of seven winning teams in the New Silk Road competition which explores, in the park of Quijiang's NanHu in Xi'an, the cultural capital of China, the identity of nine different areas and cultures from Europe. Twenty-four projects were submitted by invited teams to the competition. The global design guidelines were defined by Dahan Architectural Design Consulting and Integral Jean Beaudoin. For full details and an image, please visit: http://www.mcgill.ca/architecture/announcements/#newsilkroad2007.

In January 2007 a single-stage international competition was called for the design of the new Museum of Contemporary Art Vojvodina in Novi Sad, Serbia. The jury met in late June 2007 to judge the 69 submitted projects and selected three projects for prizes and four for mentions. The first prize was won by the team of Adjunct Professor **Robert Claiborne**, Ivan Markov, and professional Master's student **Lia Ruccolo**. For full details and an image, please visit: http://www.mcgill.ca/architecture/announcements/#claiborne2007.

04 Research, Scholarship and Creative Works

Student awards

Professional M.Arch. graduate **Andrea Chynoweth** has won second prize in the 5th i-Rec Student Competition (architecture for disaster reduction and reconstruction), held in conjunction with the 5th i-Rec international conference at CEPT University campus (Navrangpura, Ahmedabad, India), July 15 – 20, 2010. Fourteen graduate and undergraduate students from seven universities in Canada, Colombia, New Zealand, Cuba and the UK submitted projects to the competition. Selection of best entries was made on the basis of contextual relevance, principles of participatory design, appropriate technology, cost effectiveness, flexibility, sustainability, and presentation of the project. The prizes were sponsored by The Arcop Group and Spon Press. The Project "Community Building: A Catalytic Approach" in Colonia, Uruguay was adjudged the second prize for its special consideration of local economy, capacity building and the use of responsive incremental design plan. The prize was $1000 (CAN) and 3 Spon Press books. For additional information on the competition and winners, please see the following [website](#).

Two students from the School have won the Award of Excellence in the [Steel Structures Education Foundation (SSEF) Architectural Student Design Competition](#) (May 2010). The winning team was composed of U2 students **Tara Hagan and Claire Wang**, and their submission was entitled "The Sunken Garden, A Pavilion for the Public, Montreal's Underground City." The Award of Excellence comes with a $3,000 prize for the team and a $1,500 prize for the faculty supervisor (Pieter Sijpkes). SSEF will also cover all the expenses of the winning students to attend the annual meetings of the SSEF and the Canadian Institute of Steel Construction (CISC) in Kananaskis, Alberta, in June. A third U2 student from the School, **Keith Thomas**, has won the second prize, the Award of Merit, in the same competition. The Award of Merit comes with a $2,000 prize for the student and a $1,000 prize for the faculty supervisor (Pieter Sijpkes). From the competition call: "Students are invited not only to explore curvature as it may be expressed in form, surfaces, members, and connections; they are also invited to engage in the exploration of curvature as part of a structural dialogue of tension and compression that must be brought into balance in the structural resolution of architectural form. While they may range from utilitarian to exquisite in their execution, all responses must, nonetheless, come to terms with one simple problem: the clear expression of curvature encapsulated within a structural form. To this end, the solution cannot hide this structural requirement; it must, instead, be celebrated and exploited, both architecturally and structurally." The SSEF Architectural Design Competition was created to give a unique opportunity to students enrolled in professional programs in Architecture in Canada. The competitions provide incentive to explore the detailed design of exposed steel systems.

Architecture student **Julia Webster** was one of 14 McGill students to receive a Scarlet Key on Tuesday 23 March 2010 in a pinning ceremony presided over by Principal Heather Munroe-Blum. The Scarlet Key Society has promoted student leadership at McGill for over 75 years. The prestigious Scarlet Key award is given out to recognize and celebrate excellence in student

leadership and extra-curricular activity. Julia Webster is a post-professional M.Arch. student, enrolled in the History and Theory of Architecture option. Since 2005, she has been a positive force in campus life. Julia was a member of the first Bachelor of Arts and Science Integrative Council (BASiC), serving as the VP Internal, VP Arts External and finally as President. In that time, she obtained a new central office for the council, solidified the funding structure and ensured succession planning for years to come. Under her presidency, the council produced the first issue of the journal *Ampersand* and developed a new website. In her fourth year, Julia was elected Vice-President Internal of the Students' Society of McGill University (SSMU). She re-envisioned the role of the VP Internal, formed a productive relationship with the Varsity Council and supported La Commission des Affaires Francophones and the Environment Commissioners. She oversaw construction of a new, bilingual website, confirming a commitment to bilingualism at the Society. She co-wrote the first "Greening Events Guide" and directed a multitude of successful campus-wide events, helping to build a sense of community. Julia was also involved in the creation of the 2009 SSMU Handbook, an acting editor of the Old McGill yearbook and a Photo Editor of the McGill Tribune. For more information about the Scarlet Key Society, please see the following McGill website.

School of Architecture graduate **Elizabeth Paden** (M.Arch. 2009) is the winner of the Canada Council for the Arts' Prix de Rome in Architecture for Emerging Practitioners (March 2010). She will study the impact that large-scale public buildings can have on territorial boundaries within geopolitical regions. This $34,000 Prix de Rome is awarded to a recent graduate of one of Canada's ten accredited schools of architecture who demonstrates outstanding potential. The prize winner is given the opportunity to visit significant architectural sites abroad, and to intern at an architecture firm of international stature. Over the next year, Ms. Paden will travel to three regions that offer insight into the humanity of architecture, including The Ghetto (suburbs of Paris), The Colony (boundary between Israel and the West Bank) and The Fringe (Euro-Arctic boundaries of northern Norway, Sweden, Finland and Russia). She hopes these studies of responsive social design will inform the Canadian architectural process for peripheral Aboriginal communities and enrich cultural exchange between communities. Ms. Paden's internship will be with 0047 in Oslo, Norway. Together, they will develop a collaborative public exhibition to be showcased in Canada. Ms. Paden was selected by an assessment committee consisting of architects Susan Herrington (Vancouver), Todd Emel (Saskatoon), Marie-Josée Therrien (Toronto) and Terrence Smith-Lamothe (Halifax). Her submission impressed the committee. They were "drawn to the manner in which she proposes to investigate the challenging theme of boundary through a thoughtful selection of diverse existing architectural interpretations and then relates them back to a specific Canadian condition."

A McGill team of five M1 Architecture students won third prize this year in the 15th edition of the CCA's Interuniversity Charrette (November 5 to 8, 2009). M.Arch. (professional) students **Gabrielle Poirier, Ksenia Kagner, Michael Faciejew, Simon Bastien and Sebastian Bartnicki** competed against over 30 other teams from McGill, U de M, Laval, UQAM, Carleton and Ryerson. Their project *From Boundaries to Borders* impressed the jury with its "sensitive and intelligent focus on the interstitial spaces, as well as the iteration between public and private uses." The jury also found that a "key strength of this project lies in its focus on ecological

performance to enrich biodiversity." The CCA Interuniversity Charrette is a forum for future creators and thinkers of urbanity, benefitting from all the disciplines linked to the life of cities: architecture, urban design and planning, landscape architecture, interior design, industrial design, and graphic design. The theme of this year's charrette was "Nourishing the city through landscape." Participants were challenged to tackle the broad and admittedly immense task of reconciling urban culture and nature. The specific mandate involved exploring ways in which to build on the strengths of Parc-Extension to make it a more viable, convivial, and sustainable urban context. For full details on the charrette, please visit the CCA [charrette webpage](#) for 2009.

Toronto Cultural Services' Public Art Office has announced the winning public art concept for June Callwood Park. OKTA, by Steve Bates and **Douglas Moffat**, will be the City of Toronto's first permanent sound-based public artwork and the first permanent public commission by the Montreal-based artists. Steve Bates is a media artist, musician, and audio technician whose current work revolves around improvised and composed music, radio, and installation projects. Trained as a landscape architect, Douglas Moffat's work explores the relationship between sound and the built landscape. Using field recordings, electro-acoustics, and landscape architecture, his projects are spaces built for listening. Both artists live in Montreal, where Moffat is currently an M.Arch. student in the post-professional program. OKTA was selected through an open competition process that began in February 2009. An independent panel expert in contemporary sound art, local community issues and June Callwood's life selected both the short list of artists and winning concept. June Callwood Park will be located between Fleet Street and Fort York Boulevard in the emerging Fort York Neighbourhood of Toronto. The park and artwork are expected to be complete by spring 2011. For further information on the winning public art concept for June Callwood Park, please visit the City of Toronto [news website](#).

Six students from the School of Architecture have won three of the top five awards for creating new home designs in devastated areas of New Orleans. Top architecture schools in North America were invited to submit original concepts to be judged on originality, innovation and sustainability, among other criteria, in the Billes Architecture Student Design Competition. McGill teams formed by U3 students **Justin Boulanger and Ann Rodgers, Jessica Dan and Hamza Alhbian, and David Dworkind and Andrew Hruby** were among the winners selected from the many entrants. Seven of the ten finalists in the competition were McGill teams, and student representatives from all seven finalist teams travelled to New Orleans for the awards ceremony on April 11, 2009. The jury's criteria included aesthetics, feasibility, use of green building techniques and materials, and cost. The aim was to generate a series of cutting-edge designs for single-family homes that could be built on empty lots in many of the still-devastated areas of New Orleans. Students were asked to design homes with one of four neighborhoods in mind: Uptown, Downtown, Gentilly/Lakeview, and New Orleans East. Each neighborhood came with its own set of criteria, such as setbacks, height restrictions, and lot sizes.

A third-year undergraduate McGill Architecture student has received a top award in the 2009 Lyceum Traveling Fellowship in Architecture competition. **Traian Dima** was awarded second prize for his winning project and will receive a $7,500 travel fellowship. The McGill submissions to the Lyceum competition were projects developed in the U3 studio sections of Profs. Tom

Balaban, Howard Davies, and Robert Claiborne. The Lyceum Fellowship was established in 1985 to advance the development of the next generation of talent by creating a vehicle for stimulating perceptive reasoning and inspiring creative thought in architecture. Through a unique structure of design competition and prize winning travel grants it seeks to establish a dialogue through design among selected schools of architecture. The Lyceum Competition welcomes submissions from only 14 participating schools (McGill is the only Canadian school invited). This year's competition theme was "Making as a Way of Thinking: A Blacksmithing Studio at Penland, North Carolina." The 2009 jury chair and program author was Frank Harmon (FAIA), Raleigh, North Carolina.

Marie-Gil Blanchette (M.Arch. 2008) has won one of four *Canadian Architect* 2008 Student Awards of Excellence. Her project *Watercycle* seeks to rethink water management specifically within the context of the city of Montreal. It attempts to create a link between the functional water treatment in the city - often invisible to the public eye - and the poetic celebration of water. This prototypical project treats snow, recycles residual grey water, and creates a new type of urban park. The spaces guide the visitor along a journey through which one discovers the process of filtration. Jury members Bing Thom, Siamak Hariri, and Christine Macy were effusive in their praise for Blanchette's project. Hariri wrote, "The beauty of this project is that the architect solves a very real problem." Macy characterized it as "sophisticated, forward-thinking and creative." And Thom commented, "This project speaks of how to adopt another perspective on waste, and how to make something beautiful out of it."

Third-year undergraduate student **Erin Towsley** had the design for her room - *Un paysage se dissipant* - built at the Ice Hotel in Sainte-Catherine-de-la-Jacques-Cartier outside Quebec City. A total of 38 teams from McGill, UQAM, U de M, and Laval competed in the Concours Architecture Éphémère to have their designs realized in snow and ice, and a total of three rooms were built.

A team from the School was selected to participate in this year's annual Student Design Charrette held November 7-11, 2008, hosted by the American Institute of Architects (AIA) Academy of Architecture for Health (AAH) in Washington DC. Led by Adjunct Professor Robert Claiborne, M1 students **Ali Torabi, Jeff Ma, Valerie Buzaglo and Hamza Alhbian** (via skype) had only 48 hours to design a Disaster Response Hospital for civil or military use. Their elegant solution, featuring a sophisticated search-and- rescue vehicle, imagined three independent scenarios, anticipating a terrorist attack, a natural disaster, and a humanitarian catastrophe. "It is our belief that every disaster is essentially a personal one and that the key to disaster relief lies in creative approaches to individual rescue relief," stated the team in its brief.

A McGill team of five U2 Architecture students won first prize this year in the category Agitation in the 14th edition of the CCA's Interuniversity Charrette (October 30 to November 3, 2008). Second-year undergraduate students **Emma Greer, Pierre-Luc Perron, Sophie Lauriault, Katherine Messina, and Sarah Tu** competed against 31 other teams from McGill, U de M, Laval, UQAM, Carleton and Ryerson. Their project *Manifesto* was cited by the jury for being

"powerful, simple, supple and direct." The jury also "appreciated the fact that the project seeks to involve the community in its own development."

Professional M.Arch. student **Jennifer Thorogood** was one of three winners in the "That's It"...Architecture 2008 competition organized by Art-City & Peepshow International in Calgary. The objective of the competition was to choose an edge condition and to investigate the occurrence of an apostrophe between the objects. The winners were flown to Calgary to enact their apostrophic forms onto sites at 1:1 scale for the Art-City festival. It was a collaborative affair with the other winners, volunteers and public that took place September 10-13, 2008, with the opening Sept. 12th at Olympic plaza. Winners received free flight and accommodations and $1000. The winning submissions/constructions were also be published.

Professional M.Arch. student **Ben Mitchell** and Bjarne Pedersen, principal architect of Architectural Lighting Design in Oakville (Ontario), have been awarded the Paul Waterbury Award for Outdoor Lighting Design (Special Citation for Energy-Conscious Facade Lighting) for their work on the flagship Umbra store on Queen Street in Toronto. This award is one of four parallel program awards given out by the Illuminating Engineers Society (IES) in their International Illumination Design Awards (IIDA) program. The Special Citation recognizes superior elements of an outstanding lighting design.

Professional M.Arch. student **Per Kefgen** and post-professional M.Arch. (Urban Design option) student **Shannon Harvey** are two of three recipients of the 2008 Power Corporation of Canada Awards at the CCA. The award offers students enrolled in the Master of Architecture, Landscape Architecture, Environmental Design or Urban Design programs across Canada a three-month residency at the CCA during the summer of 2008 in which to undertake a common research project and to benefit from the collections and resources of the institution. Each recipient receives a $7000 stipend. The other student award holder is Tomek Bartczak (Toronto). The three recipients are working on a collaborative research project on cold environments. Full details on CCA website. This is the fifth consecutive year that McGill Architecture students have won the CCA Power Corporation Award. Previous winners are Julia Tischer (2007), Catherine Vandermeulen (2006), Peter Sealy (2005), and Lian Chang (2004).

Three third-year undergraduate McGill Architecture students have received top awards in the 2008 Lyceum Traveling Fellowship in Architecture competition. **Gabrielle Marcoux** was awarded second prize (a $6,000 travel fellowship), **Jason Tsironis** was awarded one of two equal third prizes (a $1,000 grant), and **Vuk Krcmar-Grkavac** was awarded one of three merit awards. The McGill submissions were projects developed in the U3 studio sections of Prof. Martin Bressani and of Profs. David Theodore and Tom Balaban. For additional information on the 2008 competition, please visit the Lyceum website.

Two McGill students were part of the team that won first prize in the Écologez Integrated Design for Green Building Competition (March 8 and 9, 2008): **Aurore Paluel-Marmont** (U2, Architecture) and Stanley Tran (Civil Engineering). The six other winning team members are students from Laval, Concordia, UQAM and U de M. The objective of the project was to design

the Montreal Biosphere as it would be in the year 2017 on its 50th anniversary. The competition's aim was to offer students a unique opportunity to participate, in a multidisciplinary team, in the integrated design process of an ecological building. For additional information on the competition, please visit Écologez's [webpage](). A link is provided to a [presentation]() of the winning scheme (Team 6).

Working under the direction of Adjunct Professor Simon Jones, McGill Architecture students have been collaborating since January 2006 with students from Université de Montréal and École de Technologie Supérieure to create Team Montreal, the only Canadian team among 20 competing in the **2007 Solar Decathlon**, an international Washington, DC-based design competition. Partially funded by the US Department of Energy, the event has teams competing to build the most efficient solar dwelling. Team Montreal began building the prototype in late March and completed construction in August. In September, the team dismantled the solar house and transported it to the Mall in Washington, DC where they competed in October against teams from the United States, Germany, Spain and Puerto Rico. Team Montreal came in eighth in the overall standings. For full details, photos, and links, please visit: http://www.mcgill.ca/architecture/events/#solardec07dc.

Two rooms designed by Architecture students at McGill have been built at the Ice Hotel in Sainte-Catherine-de-la-Jacques-Cartier outside Quebec City (January 2008). Teams from McGill, UQAM, U de M, and Laval competed to have their designs realized in snow and ice, and a total of four rooms were built. **Manuel Cisneros**, a student in the first year of the professional Master's program, received one of the top three prizes. Second-year undergraduate students **Hannah McDonald, Traian Dima, and Claudia Barra DeVincenzo** received an honourable mention.

A McGill team of five U2 Architecture students shared first prize this year with a team from Laval and U de M in the 13th edition of the CCA's Interuniversity Charrette (October 25 to 29, 2007). Second-year undergraduate students **Valerie Lechene, Leah Bell, Aurore Paluel, Hannah McDonald, and Marie El-Nawar** (under the supervision of Adjunct Professor **Francois Emond**) competed against 32 other teams from McGill, U de M, Laval, UQAM, Carleton and Ryerson. The CCA Charrette (October 25 to 29, 2007) engaged the dialogue of cultural diversity in public spaces. The call for ideas and proposals concerned a major Montreal street (Côte des Neiges Road between Queen Mary Road to the south and Jean Talon Street to the north) whose topography, architecture and local population would inspire a new way of thinking about the city and public spaces, in opening the project to all senses and all voices, in time as well as in space. Participants were free to use the techniques and graphic languages of their choice in expressing their imaginative approaches. For full details on the charrette, please visit: http://www.cca.qc.ca/charrette/EN/EN.html.

For the third year in a row, students from the School have won the Award of Merit in the Steel Structures Education Foundation (SSEF) Architectural Student Design Competition. Students were challenged to design a tower on a site of the designers' choosing. The structure had to be primarily steel but otherwise the material palette was open. The winning team was composed of

Architecture U2 students **Valerie Buzaglo** and **Serena Lee** and Civil Engineering students Jennifer Marshall, Dominique Nguyen-Huy and Nisreen Balh. The Award of Merit comes with a $2,000 prize for the team and a $1,000 prize for the faculty supervisor (Pieter Sijpkes). For full details and images, please visit: http://www.mcgill.ca/architecture/announcements/#ssef2007.

04 Contributions to the profession

Contributions to the profession are numerous and multiple. Faculty members are involved in such professional, government, and community-based organizations as:

- Royal Architectural Institute of Canada (RAIC): 6 Fellows, 6 Members
- Ordre des architectes du Québec (OAQ) : 4 Members
- Association des architectes en pratique privée du Quebec (AAPPQ)
- Ontario Association of Architects (OAA)
- Newfoundland Association of Architects (NAA)
- Association of Collegiate Schools of Architecture (ACSA)
- Council of Canadian University Schools of Architecture (CCUSA)
- Canadian Architectural Certification Board (CACB)
- Association of Computer Aided Design in Architecture (ACADIA)
- Royal Canadian Academy of Arts (RCA)
- Royal Society of Arts
- Canadian Centre for Architecture (CCA)
- L'Institut de recherche en histoire de l'architecture (IRHA)
- Environmental Design Research Association (EDRA)
- Society for the Study of Architecture in Canada
- Society of Architectural Historians
- Society for the Arts, Religion and Contemporary Culture
- International Institute for Advanced Studies in Systems Research and Cybernetics
- Government agencies (Public Health Agency of Canada, Canada Post)
- Editorships and/or editorial review (Journal of Architectural Education, Canadian Architect, Threshold [MIT], Architecture and Ideas, Housing Studies, Journal of Society of Architectural Historians, Nineteenth-century Gender Studies, Buildings & Landscapes, Girlhood Studies, Material History Review, Health & Place, Journal of British Studies, Social Sciences & Medicine, Journal of the History of Medicine and Allied Sciences, International Journal of Architecture Computing, Routledge Taylor & Francis Group, Urban Design International, Canadian Journal of Urban Research, Journal of Architectural and Planning Research, Open House International, Icocnofacto [Colombia], Marina Waisman Collection, Chora Intervals in the Philosophy of Architecture, In Site [Australia], STOA [France], Cloud CouKoo Land [Germany], Ontario Home Builder)
- Research grant review boards (Social Sciences and Humanities Research Council of Canada, Canadian Federation for the Humanities and Social Sciences, Fonds de recherche sur la société et la culture, National Endowment for the Humanities, Wellcome Trust)
- Committees of other universities (Université de Montréal, UQAM, Laval, Carleton, Toronto, York, Waterloo, Manitoba, Calgary, Athabasca, Ryerson, Bishop's, Yale, Cooper Union, Pratt, Cornell, Parsons, UCLA, Buffalo, Norwich, Architectural Association [UK], Kent [UK], Lancaster [UK], Technion-Israel Institute of Technology, Cairo, Ion Mincu [Romania])
- Design juries (Canada Council for the Arts, OAQ, RAIC, CCA, Just For Laughs)
- Society of Arts and Technology (Montréal)
- Centre d'écologie urbaine de Montréal
- Viger Commission (Ville de Montréal)
- Heritage Montréal
- Edible Campus, McGill University
- Committee for the Sustainable Redevelopment of Griffintown
- Pro-Pointe organization (Pointe St. Charles)
- Cour Turcot action committee
- Le bâtiment CN no 7 (Pointe St. Charles)
- Pointe St. Charles Community Theatre

School of Architecture
Office of the Director

Appendix 5.0: Structure, management, and administration

The following appendix includes:

- **5.1.1**
  Memo: Architecture budget 18 November 2008

- **5.1.2**
  Memo: Fiscal case for program changes and budget projection assumptions

- **5.1.3**
  Undergraduate admissions reduction (email 12 May 2009 (Michael Jemtrud))

- **5.1.4**
  Teaching support budget (allocation versus expenditure), FY01-10.

- **5.2.1**
  Nomenclature of entities

McGILL UNIVERSITY MEMORANDUM

Faculty of Engineering
Macdonald Engineering Building, Room 382
817 Sherbrooke Street West
Montréal, Québec, Canada. H3A 2K6

Tel.: (514) 398-7251
FAX: (514) 398-7379
Email: christophe.pierre@mcgill.ca

FROM: Christophe Pierre
Dean

DATE: November 18, 2008

TO: Michael Jemtrud
Director
School of Architecture

RE: **School of Architecture Budget**
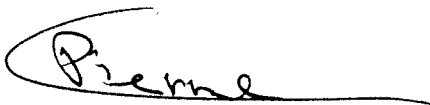
As agreed upon in our meeting of October 30, 2008, the Faculty will increase School of Architecture Teaching Support funding by $118,550 for the 2008/09 academic year, for a maximum total of $295,180 including both Teaching Assistant and Adjunct Professor support. This increase is a one-time temporary adjustment and any reduction of this amount would be greatly appreciated. Teaching Support funding will then be reduced to a maximum total of $225,000 in 2009/10. The target amount for 2010/11 and for subsequent years is $210,000.

The Faculty agrees with the School's proposed strategies to reduce Teaching Support expenses, namely; upon Provost's approval, set an admission cap of 48 for the Undergraduate program; determine an efficient admission cap for the Masters programs; use more PhD students to teach; reduce/alternate Post Professional Masters program Options; use tenure track professors to teach studios; target fundraising to offset other School expenses; and continue to optimize the program offering.

Regarding program changes, it is understood that any course additions (e.g. ARCH 684, 685) will be cost neutral (i.e. offset by equivalent concurrent course or expense reductions) and that for tracking purposes, as is the practice throughout the Faculty, research or project courses will not be considered part of the tenure track teaching loads. Under these conditions, and based on the Teaching Support budgets above, the proposed M1 and M2 program changes may proceed to appropriate next steps. It is understood that the M2 program change of alternating Options will liberate professors to teach other courses/studios, thereby reducing overall teaching support expenses.

Regarding the School's budget, the Faculty has assumed responsibility for the School's 2006-07 accumulated deficit of $143,934, but the School shall remain responsible for the new 2007-08 deficit of $49,078. The Faculty also agrees to search for a tenure track replacement for Professor Sheppard. In exchange, the School must balance its budget going forward and work towards a timely elimination of the $49,078 deficit. Should this not be achieved, the Faculty shall assume management of the School's finances.

I appreciate your efforts to bring the School to a solid financial footing while at the same time ensuring an exciting, effective program offering for our students.

Christophe Pierre

School of Architecture
Office of the Director

Memorandum

Date :   27 March 2008

To: Dean Christophe Pierre, Faculty of Engineering
                Jim Clark, Associate Dean

From :   Michael Jemtrud, Director

RE :   Fiscal case for SoA proposed program and curricular changes

The following document explains the fiscal implications for the proposed program changes for 2009-10 in the B.Sc. (Architecture), M.Arch. 1, and M.Arch. 2 streams (refer to Academic case memo). It includes the projected fiscal case for the 2008-09 academic year.

The net result assuming the projected replacement hires (2008-09, 2009-10) is a reduction in the non-tenure track budget. A greater impact from the M.Arch. 2 (post-professional) curriculum in terms of supporting M.Arch. 1 (Professional) research and scholarship is achieved while adding depth and breadth to PhD level research possibilities. This is largely due to strategic overlaps and redundancies built into the new program curriculum between programs of study. A greater efficiency and effectiveness is achieved with core and foundational courses. The new program foci are timely and contemporary thus promising a much greater potential in formulating cross-disciplinary and collaborative research possibilities. They seize upon and augment existing strengths while offering new areas in digital media, contemporary theory, environmental practices, and urban design.

No increase in student enrollment is projected due to space limitations (building code maximums) and accreditation standards for student/teacher ratios. The advising and teaching loads remain well above the university average but are steady from a historical perspective within the SoA. Strategies to reduce this burden will be investigated such as a collaborative research format in addition to the existing coordinated scholarship model particularly in the new areas of "Cultural Mediations", "Urban Design", and "Community/Housing/Environment". A distributed committee structure for advising will also be considered.

General assumptions and givens:
- Delivery of B.Sc. (100 credits), M.Arch. 1 (45 credits in 2008-09, 60 credits in 2009-10 (concentration option)), M.Arch. 2 (4 areas @ 45 credits each), PhD program.
- Currently, 11 Full-time faculty (0.5 for A. Sheppard and N. Luka each);
- Assumption of 15 credit teaching load per a full-time faculty with average administrative load and expected research productivity;
- Advising load averages/FTE = 9.1 students/faculty total: (3.3) M.Arch. 1, (2.6) M.Arch. 2, (3.2) Ph.D. (*actual uneven distribution and adjuncts hired to advise M.Arch. 1);
- Loss of subsidy associated with NSERC Chair in Extreme Environments ($25,000);
- $10,000/studio (consider an increase to $12,000/studio to bring to a competitive level);
- $5000/lecture course as stipulated by the university standard – increase from past rate of $4000 (*anomaly for drawing course, additional advisors, M.Arch. 1 coordination);
- See appendix: detailed budgets and teaching assignments;

1

- Projected annual enrollment targets:
  - 52 B.Sc.
  - 36 M.Arch. 1
  - 28 M.Arch. 2
  - 2-6 Ph.D.

Projections for 2008-09 are based on the following assumptions:
- 12 Full-time faculty including addition of New Hire (digital);
- Sheff Visiting Design Professor (2 term residency)
- The Planetary Society Visiting Professor
- M. Bressani, V. Bhatt sabbaticals

Projections for 2009-10 are based on the following assumptions:
- 12.5 Full-time faculty including New Hire (A. Sheppard replacement);
- Sheff Visiting Design Professor (2 term residency)
- The Planetary Society Visiting Professor
- No sabbatical leaves

Givens for course/advising loads to deliver existing programs:
- B.Sc. (Architecture):
  - 6 studios (24 sections) @ 6 credits/studio
  - 21 required courses (49 credits (4 courses/12 credits covered by CIVE)
  - 9 credit complementary (requires on average 8-12 courses/year)
- M.Arch. 1 (45 credits):
  - 2 studios (4 sections) @ 6 credits/studio
  - 4 required courses graduate (11 credits)
  - 2 credit complementary (6 credits)
  - Advising of 36 students for fall term (beginning in spring)
- M.Arch. 2 (4 programs @ 45 credits each):
  - 4 studios (4 sections) @ 6 credits/studio
  - 17 courses (63 credits)
  - Advising/project reports (60 credits) of 28 students for spring and summer terms
- PhD program:
  - Currently enrolled: 35

Givens for course/advising loads to deliver proposed programs:
- B.Sc. (Architecture):
  - 6 studios (24 sections) @ 6 credits/studio
  - 17 required courses (49 credits (4 courses/12 credits covered by CIVE)
  - 9 credit complementary (requires on average 8-12 courses/year)
- M.Arch. 1 (45 credits):
  - 2 studios (6 sections) @ 6 credits/studio
  - 3 required courses graduate (9 credits)
  - 2 required concentration core (shared with M.Arch. 2 seminars, 6 credits)
  - 2 credit complementary (6 credits)
  - Advising of 36 students for fall, winter, terms (beginning in spring)
- M.Arch. 2 (4 programs @ 45 credits each):
  - 4 studios (4 sections) @ 6 credits/studio
  - 17 courses (63 credits)
  - Advising/project reports (60 credits) of 28 students for spring and summer terms
- PhD program:
  - Projected enrollment: 38

Thus, the minimum to deliver the existing program is:
- Adjuncts required for studios courses: 16
- Adjuncts required for core required courses: 12
- Adjuncts required for electives: 5
- Full time faculty average 15 credits/academic year and advising load on average of 9.1 students from M.Arch. 1, M.Arch. 2, PhD.

Thus, the minimum to deliver the proposed program is:
- Adjuncts required for studios courses: 15
- Adjuncts required for core required courses: 7
- Adjuncts required for electives: 8
- Full time faculty average 15 credits/academic year and advising load on average of 9.1 students from M.Arch. 1, M.Arch. 2, PhD.

Summary:

2007-08:
- 11 FTE + $254,000 to deliver the program

2008-09 Required:
- 12 FTE + $275,000 to deliver the program
- *Additional 4 sections at M.Arch. 1 (min.+ $40,000)*
- *** fiscal impact from Bressani sabbatical (+ $25,000)*

2009-10: Required:
- 12.5 FTE + $244,000 to deliver the program with the proposed changes.

Dear Christophe and Subhasis,
I have been monitoring our undergraduate admissions reports and there is a critical misunderstanding as to the number of students that admissions is targeting for acceptance. It will result in an additional section of students which will cause the budget projections to be way off. It is all very confusing to the admissions people because they work from a number that includes only NEW U0 and U1. It does not factor in old U0 going into the current U1 complement nor the most important target, the actual target enrollment for U1 each year. I'll try to be as clear as possible.

We budgeted 48 for U1 each year starting 2009/10.
We have 18-20 from the 2008/09 U0 class going directly to U1 for 2009/10.
This leaves 28-30 slots for new U1 admits this year.
It is likely we will get 33-36 new U1 admits.
Total = 51-56
Cost = minimum $40,000/year for 3 years in additional teaching support for an additional section

The second issue which I spoke to Prof. Goshal about is the ratio of U0 to U1. The ideal ratio from past practice and discussions with the admissions people to obtain the best students is 1:4. Therefore, we are targeting 12-14 U0 each year based on a 48 person intake to U1 each year. This is a reduction of 8 from the current 20 target.

Assuming this, in order to get the U1 complement down from 58 to 48 as we budgeted for, this year's overall intake needs to be 40. Admissions has been given the mandate for 48 overall which is incorrect to make this necessary adjustment. Of course this is a one year anomaly. We will know the exact figures on Tuesday as the deadline for acceptance is Friday midnight.

Lastly, there is an ethical issue as to the ratio of B.Sc. (Architecture) students to Master (professional) slots we have available (36). As we discussed the 48 undergrad to 36 grad is at the upper limit of an appropriate ratio assuming we admit excellent students from outside of McGill. This year has been particularly arduous at both levels. We have fully funded, very top students on the waiting list for both degrees that will not get in. Of particular concern is our own students with a 3.6 GPA and excellent portfolios who will not get into the Master degree program. I am expecting a backlash on this but the first way to address this problem from reoccurring is to get the B.Sc. application numbers under control.

What I need from you is approval for admissions not to make any more offers if what we end up with on Tuesday is less than their 48 target (but more than 40).

If you have some time to talk please let me know.
Thank you very much for your attention and I look forward to talking with you.
Cheers,
Michael

_____

: **Michael Jemtrud**
: **Director, School of Architecture**
: **McGill University**

	Part-time	Prof. Assoc.	TA	Total
2001-02 Allocation	128,696	38,255	- 0	166,951
2001-02 Expenditure	218,352	20,897	14,944	254,193
2002-03 Allocation	171,192	37,290	- 0	208,482
2002-03 Expenditure	240,653	- 0	28,789	269,442
2003-04 Allocation	168,822	- 0	42,396	211,218
2003-04 Expenditure	259,887	- 0	38,410	298,297
2004-05 Allocation	212,527	- 0	51,145	263,672
2004-05 Expenditure	285,416	- 0	41,360	326,776
2005-06 Allocation	321,904	- 0	46,435	368,339
2005-06 Expenditure	333,786	- 0	50,254	384,040
2006-07 Allocation	273,002	- 0	46,435	319,437
2006-07 Expenditure	285,141	- 0	47,360	332,501
2007-08 Allocation	156,598	- 0	46,435	203,033
2007-08 Expenditure	241,284	- 0	35,437	276,721
2008-09 Allocation	248,750	- 0	46,435	295,185
2008-09 Expenditure	237,624	- 0	48,081	285,705
2009-10 Allocation	186,565	- 0	46,435	233,000
2009-10 Expenditure	247,213	- 0	49,509	296,722
2010-11 Allocation	120,821	- 0	90,073	210,894
2010-11 Expenditure (projected)	239,448	- 0	57,309	296,757
Average Expenditure 2003-07	335,404			
Average Expenditure 2007-11	288,976			
Reduction on 4 year averages	46,427			
Percentage reduction	14%			

Academic Policy and Planning Committee

NOMENCLATURE OF ENTITIES
approved by Senate on March 9, 1977 and May 26, 1999
REVISITED

Entities	*Definitions (from current document)*	*Existing units*
Faculty	not defined	Eleven (incl. four without departments)
Department	not defined	Sixty-nine (69)
School	Teaches a professional subject. Is recognized by the profession.	Dietetics & Human Nutrition Nursing Physical and Occupational Therapy Communication Sciences & Disorders Social Work Architecture, Urban Planning Computer Science
	Can also be an academic administrative unit that reports to two or more faculties and administers one or more inter-disciplinary programs.	McGill School of the Environment
Graduate School	Not defined (Same as above but teaches graduate programs)	Graduate School of Library & Information Studies
Institute	Is engaged in research. Teaches graduate-level courses only. Combines characteristics of Centre and Program. Staff members are appointed to the Institute.	Institute of Parasitology Institute of Islamic Studies Institute of Comparative Law Institute and Centre of Air and Space Law
Research Institute	not defined	McGill Institute for Advanced Materials (MIAM) Bellairs Research Institute Pulp and Paper Research Institute (PAPRICAN) Montreal Chest Institute Montreal Neurological Institute Lady Davies Institute for Medical Res. Allan Memorial Institute – RVH
Centre	Means *research centre*. Is engaged in research. Does not teach its own courses. Most members hold appointments in regular departments.	An indefinite number
(Service) centre	Provides a service to the University community.	English & French Language Centre Centre for Continuing Education Centre for Educational Leadership Ctre for Study and Teaching of Writing Management Career Centre McGill Engineering Career Centre Sheldon Technology Centre Animal Resources Centre Centre for Medical Education Centre for Continuing Medical Education Welcome Centre University Centre McGill 2000 +Administrative Process Review Centre…etc.

Program	Teaches either at the undergraduate or at the graduate level. Is not as research oriented as a centre. Is normally under the supervision of an advisory committee.	(Graduate Program in Communications) Chartered Accountancy Program Industrial Relations Program Humanistic Studies Program Anthropology of Development Program Classics Program
Unit	Like laboratory and clinic, has narrowly defined purposes and does not register students.	Aerospace Medical Research Unit Anaesthesia Research Unit Medical Physics Unit Mass Spectrometry Unit McGill Vision Research Unit
Laboratory		A number of them
Group		Molecular Oncology Group Montreal History Group
Clinic		University Clinic –RVH University Medical Clinic – MGH University Surgical Clinic – MGH
Division		In hospital context
Project		Molson Informatics Project Indonesia Social Equity Project History of McGill Project The Tomlinson U. Sci. Teaching Project
Facility		Facility for Electron Microscopy Research Arts multimedia Language Facility
Studio		Electronic Music Studio
Network		Agile All-Photonic Networks Montreal Proteomics Network
Consortium		Montreal Consortium for Human Rights Advocacy Training (MCHRAT)
Service(s)		Farm Services Student Services Network and Communications Services Instructional Multimedia Services Teaching and Learning Services Legal Services Library Technical Services IST Customer Services …. etc
Studies and Programs		*In the Centre for Continuing Education:* Career and Management Studies General Studies Summer Studies Translation Studies English Language Programs French Language Programs
Libraries		About fourteen
Museum		Lyman Entomological Museum and Research Lab Redpath Museum McCord Museum of Canadian History
Nature Reserve		Molson Nature Reserve Gault Nature Reserve
Research station		McGill Sub-Arctic Research Station McGill High Arctic Research Station
Other		Arboretum, Herbarium Radar Observatory

Notes on "Current Nomenclature of Entities", approved by Senate on March 9, 1977 and May 26, 1999

- "Summer Schools" no longer exist. Delete.

- **Institute** anomalies (as per definition):
  . *McGill Institute for the Study of Canada* which teaches at the undergraduate level. Other Institutes may wish to offer undergraduate programs without changing their name (Islamic Studies). "Institute" may therefore require a new definition.
  . *International Executive Institute*
  . *Polish Institute and Library*
  - *McGill Institute for Learning in Retirement*

- **Centre** anomaly (as per definition): *McGill Centre for Research and Teaching on Women*
  A number of "(service) centres" have been renamed "services" (CLD/CUTL, ICC, CC)
  except all those listed under "(service) centre" above.

- **Program** anomalies (as per definition): *Farm Management & Technology Program, Waste Management Program*
  Program is also used in: *Clinical Research Program*, *Cancer Genetics Program, Cancer Prevention Program, Community Oncology Program* within Dept of Oncology.

- **Unit** anomaly (as per definition): the *Medical Physics Unit* offers an M.Sc. (registers students) and a Ph.D. jointly with Physics (students are registered in Physics).

- **Department** anomalies: *Internal Audit Department, Risk Management and Insurance Department, Department of Athletics.*

- A number of existing entities are not defined.

Prepared by Helen M.C. Richard, Office of the Provost, 2005-04-07 / further addition 2006-10-04

appc docs/units/2005-04-06 Nomenclature of entities table

School of Architecture
Office of the Director

Appendix 6.0 Statistical Data

The following appendix includes:

- **6.1.1**
  Teaching and advising load (FY10)

- **6.1.2**
  Teaching and advising load (FY09)

- **6.1.3**
  Teaching and advising load (FY08)

- **6.1.4**
  Teaching and advising load (FY07)

- **6.2.1**
  Ph.D. Data sheet

- **6.2.2**
  M.Arch. 2 Data sheet

- **6.3.1**
  Planning and Institutional Analysis data binder

McGill — School of Architecture

Teaching & Advising: 2010-11

Professor	Course #	Cr	Total	Term	Core/Elect.	M.Arch. DSR		M.Arch. P-P		PhD		
FULL TIME												
Annmarie Adams	ARCH 355 Architectural History 4	3		W	C	0	3	3	0	5	0	
	ARCH 627 Research Methods for Arch	4		F	C							
			7				3		3		5	11
Vikram Bhatt	ARCH 604 Urban Design Seminar 2	4		W	C	0	0	2	1	2	0	
	ARCH 529 Housing Theory	3		F	E							
	ARCH 564 Design for Development	3		W	E							
	ARCH 533 New Approaches to Arch History	3		F	E							
			13				0		3		2	5
Martin Bressani	ARCH 354 Architectural History 3	3		F	C	4	2	0	0	5	2	
	ARCH 653 Architectural Theory Sem 2	4		W	C							
	ARCH 405 Design and Construction 3	6		F	C							
			13				6		0		7	13
Ricardo Castro	*Sabbatical 2010-2011*	0				0	4	0	0	3	0	
			0				4		0		3	7
David Covo	ARCH 303 Design and Construction 1	6		F	C	3	4	0	0	0	0	
	ARCH 304 Design and Construction 2	6		W	C							
	ARCH 674 Professional Practice 1	3		F	C							
	ARCH 324 Sketching School	1		S	C							
	ARCH 680 Field Sketching	3		F	C							
			19				7		0		0	7
Avi Friedman	ARCH 517 Sustainable Residential Development	3		F	E	1	0	5	0	1	0	
	ARCH 561 Affordable Housing Seminar 1	3		F	E							
	ARCH 562 Affordable Housing Seminar 2	3		W	E							
	ARCH 240 Org of Materials in Building	3		W	C							
			12				1		5		1	7
Michael Jemtrud	ARCH 672 Architectural Design 1	6		F	C	5	3	1	0	1	2	
	ARCH 688 Directed Research 1	3		F	E							
	ARCH 626 Critical Design Strategies	4		W	C							
	ARCH 689 Directed Research 2	3		W	E							
			16				8		1		3	12
Nik Luka	ARCH 602 Urban Design Seminar 1	4		F	C	3	1	7	0	5	0	
	ARCH 603 Urban Design Studio	6		W	C							
	ARCH 623 Project Preparation	3		W	C							
			13				4		7		5	16
Robert Mellin	ARCH 672 Architectural Design 1	6		F	C	0	0	2	0	3	0	
	ARCH 673 Architectural Design 2	6		W	C							
	ARCH 566 Cultural Landscapes Seminar	3		F	E							
			15				0		2		3	5
Alberto Pérez-Gómez	ARCH 650 Arch History Seminar 1	8		F	C	0	0	0	0	17	0	
	ARCH 651 Arch History Seminar 2	8		W	C							
	ARCH 652 Architectural Theory Sem 1	4		W	C							
	ARCH 531 Arch Int Vitruvius-Renaissance	3		F	C							
	ARCH 532 Origins of Modern Architecture	3		W	C							
			26				0		0		17	17
Pieter Sijpkes	ARCH 303 Design and Construction 1	6		F	C	0	0	0	0	0	1	
	ARCH 304 Design and Construction 2	6		W	C							
	ARCH 241 Architectural Structures	3		F	C							
	ARCH 526 Philosophy of Structures	3		W	E							
			18				0		0		1	
Aaron Sprecher	ARCH 303 Design and Construction 1	6		F	C	3	0	0	0	0	2	
	ARCH 406 Design and Construction 4	6		W	C							
	ARCH 242 Digital Representation	3		F	C							
			15				3		0		2	5
FULL-TIME SPECIAL												

Instructor	Course	Title	Cr	T	C/E							Total
Torben Berns	ARCH 684	Contemporary Theory 1	4	F	C	4	4	1	0	1	1	
(Visiting - TPS)	ARCH 672	Architectural Design 1	6	F	C							
	ARCH 647	CM&T Studio	6	W	C							
	ARCH 623	Project Preparation	3	W	C							
			19			8		1		2		**11**
Phillipe Lupien	ARCH 673	Architectural Design 2	6	W	C	0	0	0	0	0	0	
(Sheff VDP)			**6**	S	C							
Paula Meijerink	ARCH 673	Architectural Design 2	6	W	C	0	0	0	0	0	0	
(Sheff VDP)			**6**			0		0		0		**0**
Maria Mingallon	ARCH 678	Advanced Construction	3	F	C	0	0	0	0	0	0	
(Sheff VDP)	ARCH 514	Community Design Workshop	4	W	E							
			7			0		0		0		**0**
PART-TIME												
Thomas Balaban	ARCH 201	Communication, Behaviour&Arch	6	F	C	0	0	0	0	0	0	
	ARCH 202	Arch Graphics&Elements of Des	6	W	C							
			12			0		0		0		**0**
Sinisha Brdar	ARCH 406	Design and Construction 4	6	W	C	0	0	0	0	0	0	
			6			0		0		0		**0**
Christina Contandriopoulos	ARCH 685	Contemporary Theory 2	4	W	C							
			4			0		0		0		**0**
Jason Crow (PhD)	ARCH 623	Project Preparation	3	W	C	0	0	0	0	0	0	
	ARCH 624	History & Theory Project	15	S	C							
			18			0		0		0		**0**
Howard Davies	ARCH 405	Design and Construction 3	6	F	C	3	5	0	0	0	0	
	ARCH 406	Design and Construction 4	6	W	C							
			12			8		0		0		**8**
Derek Drummond	ARCH 378	Site Usage	3	F	E	0	0	0	0	0	0	
(Emeritus)	ARCH 527	Civic Design	3	W	E							
			6			0		0		0		**0**
Nancy Dunton	ARCH 520	Montreal: Urban Morphology	3	F	E	0	0	0	0	0	0	
			3			0		0		0		**0**
Francois Emond	ARCH 375	Landscape	2	F	C	0	0	0	0	0	0	
			2			0		0		0		**0**
Leila Farah	ARCH 682	Directed Research Project 2	3	W	E	0	0	0	0	0	0	
			3			0		0		0		**0**
Matt Fisher	ARCH 405	Design and Construction 3	6	F	C	0	0	0	0	0	0	
	ARCH 406	Design and Construction 4	6	F	C							
			12			0		0		0		**0**
Maxime Gagne &	ARCH 405	Design and Construction 3	6	F	C	0	0	0	0	0	0	
Dominique Laroche			**6**			0		0		0		**0**
Julia Gersovitz	ARCH 536	Heritage Conservation	3	F	E	0	0	0	0	0	0	
			3			0		0		0		**0**
Ron Jelaco (PhD)	ARCH 515	Sustainable Design	3	F	E	0	0	0	0	0	0	
	ARCH 303	Design and Construction 1	6	F	C							
	ARCH 304	Design and Construction 2	6	W	C							
			15			0		0		0		**0**
Yoonchun Jung (PhD)	ARCH 688	Directed Research 1	3	F	E	0	0	0	0	0	0	
			3			0		0		0		**0**
Joanna Nash	ARCH 217	Freehand Drawing 1	1	F	C	0	0	0	0	0	0	
	ARCH 218	Freehand Drawing 2	1	W	C							
	ARCH 321	Freehand Drawing 3	1	F	C							
	ARCH 322	Freehand Drawing 4	1	W	C							
			4			0		0		0		**0**
M-E Navarro M. (PhD)	ARCH 622	Critical Writing	3	W	E	0	0	0	0	0	0	
			3			0		0		0		**0**
Suresh Perrera	ARCH 201	Communication, Behaviour&Arch	6	F	C	0	2	0	0	0	0	
	ARCH 202	Arch Graphics&Elements of Des	6	W	C							
			12			2		0		0		**2**
Sevag Pogharian	ARCH 377	Energy, Environment&Buildings	3	W	C	0	0	0	0	0	0	
			3			0		0		0		**0**
Carlos Rueda	ARCH 250	Arch. History 1	3	F	C	0	0	0	0	0	0	

Name	Course		Total	Term	Type											
			3				0		0		0		**0**
Pierina Saia	ARCH 201 Communication, Behaviour&Arch	6		F	C	0	0	0	0	0	0		
	ARCH 202 Arch Graphics&Elements of Des	6		W	C								
			12				0		0		0		**0**
Conor Sampson	ARCH 447 Lighting	2		F	C	0	0	0	0	0	0		
			2				0		0		0		**0**
Adrian Sheppard	ARCH 251 Architectural History 2	3		W	C	0	0	0	0	0	0		
(Emeritus)	ARCH 490 Selected Topics in Design	3		W	E								
			6				0		0		0		**0**
Zubin Singh (PhD)	ARCH 201 Communication, Behaviour&Arch	6		F	C	0	0	0	0	0	0		
	ARCH 202 Arch Graphics&Elements of Des	6		W	C								
			12				0		0		0		**0**
Joesph Zorko	ARCH 451 Building Regulations&Safety	2		W	C	0	0	0	0	0	0		
			2				0		0		0		**0**
Radoslav Zuk	ARCH 383 Geometry and Architecture	3		F	E	0	0	0	0	0	0		
(Emeritus)			**3**				0		0		0		**0**
TBD	ARCH 677 Architectural Design 3	6	**6**	S	C	0	0	0	0	0	0		
	ARCH 540 Sel Topics in Architecture 1	3	**3**	S	C								
	ARCH 541 Sel Topics in Architecture 2	3	**3**	S	C								
CIVE, SUP													
Thomas Egli	CIVE 492 Structures	2		F	C	0	0	0	0	0	0		
			2				0		0		0		**0**
Mohammed Meguid	CIVE 284 Structural Engineering Basics	4		F	C	0	0	0	0	0	0		
			4				0		0		0		**0**
Jose Otero	ARCH 550 Urban Planning and Development	3		W	C	0	0	0	0	0	0		
			3				0		0		0		**0**
Jan Vrana	CIVE 385 Structural Steel&Timber Design	3		F	C	0	0	0	0	0	0		
	CIVE 388 Foundations & Concrete Design	3		W	C								
			6				0		0		0		**0**

			FTE	Ratio
TOTALS				
	FT (RC sabbatical, actual = 10.5)	167	11.5	14.5
	FT Special	38	2.0	19.0
	PT	179	11.9	15.0
	Other: Civil, Planning	15	1.00	15.0
	Overall	**399**	26.4	15.1
	Graduate advising (13.5 FTE)	**126**		9.33
	PhD (primary only)	43		
	M.Arch. post-professional	21		
	M.Arch. professional	26		

McGill
School of Architecture

Teaching & Advising: 2009-10

Professor	Course #	Cr	Total	Term	Core/ Elect.	M.Arch. DSR		M.Arch. P-P		PhD		
FULL TIME												
Annmarie Adams	ARCH 355 Architectural History 4	3		W	C	2	0	6	0	4	0	
	ARCH 533 New Approaches to Arch History	3		F	E							
	ARCH 627 Research Methods for Arch	4		F	C							
	ARCH 685 Contemporary Theory 2	3		W	C							
			13			2		6		4		12
Vikram Bhatt	ARCH 602 Urban Design Seminar 1	3		F	C	0	0	1	0	2	0	
	ARCH 529 Housing Theory	3		W	E							
	ARCH 564 Design for Development	3		W	E							
			9			0		1		2		3
Martin Bressani	ARCH 354 Architectural History 3	3		F	C	2	3	0	0	7	1	
	ARCH 653 Architectural Theory Sem 2	4		W	C							
	ARCH 405 Design and Construction 3	6		F	C							
			13			5		0		8		13
Ricardo Castro	ARCH 250 Architectural History 1	3		F	C	4	0	0	0	4	2	
	ARCH 622 Seminar on Critical Writing	3		F	C							
	ARCH 524 Critical Design Strategies	3		W	E							
	ARCH 324 Sketching School 1	1		S	C							
	ARCH 624 Sketching School 2	1		S	C							
	ARCH 680 Field Sketching	3		F	C							
	ARCH 379 Summer Course Abroad	3		S	E							
			17			4		0		6		10
David Covo	ARCH 303 Design and Construction 1	6		F	C	3	0	0	0	0	0	
	ARCH 304 Design and Construction 2	6		W	C							
	ARCH 674 Professional Practice 1	3		F	C							
	ARCH 324 Sketching School	1		S	C							
	ARCH 624 Sketching School 2	1		S	C							
	ARCH 680 Field Sketching	3		F	C							
			20			3		0		0		3
Avi Friedman	ARCH 541 Sustainable Residential Development	3		F	E	0	0	7	0	1	0	
	ARCH 561 Affordable Housing Seminar 1	3		F	E							
	ARCH 562 Affordable Housing Seminar 2	3		W	E							
	ARCH 240 Org of Materials in Building	3		W	C							
			12			0		7		1		8
Michael Jemtrud	ARCH 673 Architectural Design 2	6		W	C	5	0	0	0	0	1	
			6			5		0		1		
Nik Luka	ARCH 604 Urban Design Seminar 2	4		W	C	5	0	9	0	2	0	
	ARCH 529 Montreal Urban Morphology	3		F	E							
	URBD 601 Field reconaissance methods	1		F	E							
			8			5		9		2		16
Robert Mellin	ARCH 303 Design and Construction 1	6		F	C	1	0	3	0	3	0	
	ARCH 304 Design and Construction 2	6		W	C							
	ARCH 566 Cultural Landscapes Seminar	3		W	E							
			15			1		3		3		7
Alberto Pérez-Gómez	ARCH 650 Arch History Seminar 1	8		F	C	2	0	0	0	18	1	
	ARCH 651 Arch History Seminar 2	8		W	C							
	ARCH 652 Architectural Theory Sem 1	4		F	C							
	ARCH 531 Arch Int Vitruvius-Renaissance	3		F	C							
	ARCH 532 Origins of Modern Architecture	3		W	C							
			26			2		0		19		21
Pieter Sijpkes	ARCH 303 Design and Construction 1	6		F	C	2	0	0	0	0	0	
	ARCH 304 Design and Construction 2	6		W	C							
	ARCH 241 Architectural Structures	3		F	E							
	ARCH 526 Philosophy of Structures	3		W	E							
			18			2		0		0		2
Aaron Sprecher	ARCH 303 Design and Construction 1	6		F	C	3	1	0	0	0	1	
	ARCH 304 Design and Construction 2	6		W	C							
	ARCH 242 Digital Representation	3		F	C							
			15		C	4		0		1		5

						C						
FULL-TIME SPECIAL												
Torben Berns	ARCH 684	Contemporary Theory 1	4		F	C	4	4	2	0	0	1
(Visiting - TPS)	ARCH 672	Architectural Design 1	6		F	C						
	ARCH 647	CM&T Studio	6		W	C						
	ARCH 623	Project Preparation	3		W	C						
			19				8		2		1	**11**
Monica Adair	ARCH 673	Architectural Design 2	6		W	C	0	0	0	0	0	0
& Stephen Kopp			**6**									
(Sheff VDPs)							0		0		0	**0**
Brian Healy	ARCH 672	Architectural Design 1	6		F	E	0	0	0	0	0	0
(Sheff VDP)			**6**				0		0		0	
PART-TIME												
Thomas Balaban	ARCH 201	Communication, Behaviour&Arch	6		F	C	0	0	0	0	0	0
	ARCH 202	Arch Graphics&Elements of Des	6		W	C						
	ARCH 677	Architectural Design 3	6		S	C						
			18				0		0		0	**0**
Sinisha Brdar	ARCH 405	Design and Construction 3	6		F	C	0	0	0	0	0	0
	ARCH 406	Design and Construction 4	6		W	C						
			12				0		0		0	**0**
Jason Crow (PhD)	ARCH 623	Project Preparation	3		W	C	0	0	0	0	0	0
	ARCH 624	History & Theory Project	15		S	C						
			18				0		0		0	**0**
Howard Davies	ARCH 405	Design and Construction 3	6		F	C	3	5	0	0	0	0
	ARCH 406	Design and Construction 4	6		W	C						
			12				8		0		0	**8**
Derek Drummond	ARCH 378	Site Usage	3		F	E	0	0	0	0	0	0
(Emeritus)	ARCH 527	Civic Design	3		W	E						
			6				0		0		0	**0**
Nancy Dunton	ARCH 520	Montreal: Urban Morphology	3		F	E	0	0	0	0	0	0
			3				0		0		0	**0**
Francois Emond	ARCH 375	Landscape	2		F	C	0	0	0	0	0	0
			2				0		0		0	**0**
Leila Farah (PhD)	ARCH 515	Sustainable Design	3		W	E	0	0	0	0	0	0
			3				0		0		0	**0**
Julia Gersovitz	ARCH 536	Heritage Conservation	3		F	E	0	0	0	0	0	0
			3				0		0		0	**0**
Marco Frascari	ARCH 540	Selected Topics 1	3		F	E	0	0	0	0	0	0
			3				0		0		0	**0**
MacElwee, Andrea	ARCH 672	Architectural Design 1	6		F	C	0	0	0	0	0	0
& McKenna, Sybil			**6**									
							0		0		0	**0**
Joanna Nash	ARCH 217	Freehand Drawing 1	1		F	C	0	0	0	0	0	0
	ARCH 218	Freehand Drawing 2	1		W	C						
	ARCH 321	Freehand Drawing 3	1		F	C						
	ARCH 322	Freehand Drawing 4	1		W	C						
			4				0		0		0	**0**
M-E Navarro M. (PhD)	ARCH 201	Communication, Behaviour&Arch	6		W	E	0	0	0	0	0	0
	ARCH 202	Arch Graphics&Elements of Des	6									
			12				0		0		0	**0**
Suresh Perrera	ARCH 201	Communication, Behaviour&Arch	6		F	C	0	0	0	0	0	0
	ARCH 202	Arch Graphics&Elements of Des	6		W	C						
			24				0		0		0	**0**
Nils Peters	ARCH 541	Selected Topics (Acoustics)	3		S	E	0	0	0	0	0	0
			3				0		0		0	**0**
Carlos Rueda	ARCH 678	Advanced Construction	3		F	C	0	0	0	0	0	0
	ARCH 405	Design and Construction 3	6		F	C						
	ARCH 406	Design and Construction 4	6		W	C						
	ARCH 377	Energy Environment & Building	3		W	C						
	ARCH 540	Selected Topics 1	3		S	E						
			21				0		0		0	**0**
Pierina Saia	ARCH 201	Communication, Behaviour&Arch	6		F	C	0	0	0	0	0	0
	ARCH 202	Arch Graphics&Elements of Des	6		W	C						
			12				0		0		0	**0**
Conor Sampson	ARCH 447	Lighting	2		F	C	0	0	0	0	0	0

			2				0		0		0	**0**
Adrian Sheppard	ARCH 251 Architectural History 2	3		W	C	0	0	0	0	0	0	
(Emeritus)												
			3				0		0		0	**0**
Joesph Zorko	ARCH 451 Building Regulations&Safety	2		W	C	0	0	0	0	0	0	
			2				0		0		0	**0**
Radoslav Zuk	ARCH 525 Seminar on Analysis	3		W	E	0	0	0	0	0	0	
(Emeritus)			**3**				0		0		0	**0**
CIVE, SUP												
Raphael Fischler	ARCH 550 Urban Planning and Development	3		W	C	0	0	0	0	0	0	
			3				0		0		0	**0**
Mohammed Meguid	CIVE 284 Structural Engineering Basics	4		F	C	0	0	0	0	0	0	
			4				0		0		0	**0**
Said Mirza	CIVE 492 Structures	2		F	C	0	0	0	0	0	0	
			2				0		0		0	**0**
Jan Vrana	CIVE 385 Structural Steel&Timber Design	3		F	C	0	0	0	0	0	0	
	CIVE 388 Foundations & Concrete Design	3		W	C							
			6				0		0		0	**0**
TOTALS	FT		172	11.5	15.0							
	FT Special		31	2.0	15.5							
	PT		172	11.5	15.0							
	Other: Civil, Planning		15	1.00	15.0							
	Overall		**390**	26	15							
				FTE	Ratio							
	Graduate advising (13.5 FTE)		**119**		8.81							
	PhD (primary only)		41									
	M.Arch. post-professional		28									
	M.Arch. professional		33									

McGill

School of Architecture

Teaching & Advising: 2008-09

Professor	Course #	Cr	Total	Term	Core/ Elect.	M.Arch. DSR		M.Arch. P-P		PhD		
FULL TIME												
Annmarie Adams	ARCH 355 Architectural History 4	3		W	C	3	0	3	0	3	0	
	ARCH 533 New Approaches to Arch History	3		F	E							
	ARCH 627 Research Methods for Arch	3		F	C							
	ARCH 630 Housing Seminar 1	3		W	C							
			12				3		3		3	9
Vikram Bhatt	*Sabbatical 2008-2009*	0				0	0	1	0	2	0	
			0				0		1		2	3
Martin Bressani	*Sabbatical 2008-2009*	0				0	0	0	0	6	1	
			0				0		0		7	7
Ricardo Castro	ARCH 250 Architectural History 1	3		F	C	4	0	0	0	3	0	
	ARCH 622 Seminar on Critical Writing	3		F	C							
	ARCH 523 Seminar on Sig. Bldgs. & Texts	3		W	E							
	ARCH 324 Sketching School 1	1		S	C							
	ARCH 680 Sketching School 2	1		S	C							
	ARCH 304 Design and Construction 2	6		W	C							
			17				4		0		3	7
David Covo	ARCH 201 Comm., Behaviour & Arch.	6		F	C	5	0	0	0	0	0	
	ARCH 202 Arch. Graphics & Elem. of Design	6		W	C							
	ARCH 674 Professional Practice 1	3		F	C							
	ARCH 324 Sketching School	1		S	C							
	ARCH 680 Sketching School 2	1		S	C							
	ARCH 471 Freehand Drawing	1	**18**	F	C							
							5		0		0	5
Avi Friedman	ARCH 645 Housing Project 1	6		F	C	0	0	10	0	1	0	
	ARCH 646 Housing Project 2	6		W	C							
	ARCH 240 Org of Materials in Building	3		W	C							
			15				0		10		1	11
Michael Jemtrud	ARCH 405 Design & Construction 3	6		F	C	9	0	0	0	0	1	
	ARCH 540 Selected Topics in Arch	3		W	C							
			9				9		0		1	10
Nik Luka	ARCH 521 Structure of Cities	3		F	E	2	0	10	0	1	0	
	URBD 611 Urban Design Studio 1	6		F	C							
	URBD 614 Urban Design Seminar 2	3		W	C							
			12				2		10		1	13
Robert Mellin	ARCH 303 Design and Construction 1	6		F	C	2	0	5	0	4	0	
	ARCH 304 Design and Construction 2	6		W	C							
	ARCH 631 Housing Seminar 2	3		W	C							
			15				2		5		4	11
Alberto Pérez-Gómez	ARCH 650 Arch History Seminar 1	8		F	C	2	0	0	0	14	1	
	ARCH 651 Arch History Seminar 2	8		W	C							
	ARCH 652 Architectural Theory Sem 1	4		F	C							
	ARCH 531 Arch Int Vitruvius-Renaissance	3		F	C							
	ARCH 532 Origins of Modern Architecture	3		W	C							
			26				2		0		15	17
Adrian Sheppard	ARCH 405 Design and Construction 4	6		F	C	0	0	0	0	0	0	
(half-time)	ARCH 251 Arch. History 2	3		W	C							
			9				0		0		0	0
Pieter Sijpkes	ARCH 303 Design and Construction 1	6		F	C	2	0	0	0	0	0	
	ARCH 304 Design and Construction 2	6		W	C							
	ARCH 241 Architectural Structures	3		F	E							
	ARCH 526 Philosophy of Structures	3		W	E							
			18				2		0		0	2
Aaron Sprecher	ARCH 672 Design and Construction 1	6		F	C	0	0	0	0	0	1	
	ARCH 304 Design and Construction 2	6		W	C							
	ARCH 242 Digital Representation	3		F	C							
			15		C		0		0		1	1

FULL-TIME SPECIAL												
Jody Beck	ARCH 671 Design Research & Methodology	6		W	C	0	0	0	0	0	0	
(Sheff VDP)			6			0		0		0		0
Torben Berns	ARCH 653 Architectural Theory Sem 2	4		F	C	0	4	0	0	0	0	
(Visiting - TPS)	ARCH 672 Architectural Design 1	6		W	C							
			16				4		0		0	4
Cynthia Ottchen	ARCH 672 Architectural Design 1	6		F	E	0	0	0	0	0	0	
(Sheff VDP)			6				0		0		0	0
PART-TIME												
Thomas Balaban	ARCH 405 Design and Construction 3	6		F	C	0	0	0	0	0	0	
	ARCH 406 Design and Construction 4	6		W	C							
			12				0		0		0	0
Diana Cheng (PhD)	ARCH 354 Arch. History 3	3		F	C	0	0	0	0	0	0	
			3				0		0		0	0
Rob Claiborne	ARCH 405 Design and Construction 3	6		F	C	2	0	0	0	0	0	
	ARCH 406 Design and Construction 4	6		W	C							
			12				2		0		0	2
Jason Crow (PhD)	ARCH 623 Project Preparation	3		W	C	0	0	0	0	0	0	
	ARCH 624 History & Theory Project	15		S	C							
			18				0		0		0	0
Howard Davies	ARCH 405 Design and Construction 3	6		F	C	0	0	0	0	0	0	
	ARCH 671 Design Research & Methodology	6		W	C							
			12				0		0		0	0
Derek Drummond	ARCH 378 Site Usage	3		F	E	0	0	0	0	0	0	
(Emeritus)	ARCH 527 Civic Design	3		W	E							
			6				0		0		0	0
Nancy Dunton	ARCH 540 Selected Topics 1	3		F	E	0	0	0	0	0	0	
			3				0		0		0	0
Francois Emond	ARCH 375 Landscape	2		F	C	0	0	0	0	0	0	
			2				0		0		0	0
Leila Farah (PhD)	ARCH 515 Sustainable Design	3		W	E	0	0	0	0	0	0	
			3				0		0		0	0
Maud Francoeur	ARCH 405 Design and Construction 3	6		F	C	0	0	0	0	0	0	
			6				0		0		0	0
Julia Gersovitz	ARCH 372 History of Arch. in Canada	2		F	E	0	0	0	0	0	0	
			2				0		0		0	0
Byeong Joon Kang	ARCH 201 Communication, Behaviour&Arch	6		F	C	0	0	0	0	0	0	
	ARCH 202 Arch Graphics&Elements of Des	6		W	C							
			12				0		0		0	0
Andrew King	ARCH 201 Communication, Behaviour&Arch	6		F	C	0	0	0	0	0	0	
	ARCH 671 Design Research & Methodology	6		W	C							
			12				0		0		0	0
Richard Klopp	ARCH 678 Advanced Construction	3		F	C	0	0	0	0	0	0	
	ARCH 377 Energy Environment & Building	3		W	C							
			6				0		0		0	0
Joanna Nash	ARCH 217 Freehand Drawing 1	1		F	C	0	0	0	0	0	0	
	ARCH 218 Freehand Drawing 2	1		W	C							
	ARCH 321 Freehand Drawing 3	1		F	C							
	ARCH 322 Freehand Drawing 4	1		W	C							
			4				0		0		0	0
Sybil McKenna	ARCH 303 Design & Construction 1	6		F	C	0	0	0	0	0	0	
			6				0		0		0	0
Carlos Rueda (PhD)	URBD 612 Urban Design Seminar 1	3		F	C	0	0	0	0	0	0	
	URBD 613 Urban Design Studio 2	6		W	C							
			9				0		0		0	0
Pierina Saia	ARCH 201 Communication, Behaviour&Arch	6		F	C	0	0	0	0	0	0	
	ARCH 202 Arch Graphics&Elements of Des	6		W	C							
			12				0		0		0	0
Conor Sampson	ARCH 447 Lighting	2		F	C	0	0	0	0	0	0	
			2				0		0		0	0
Joesph Zorko	ARCH 451 Building Regulations&Safety	2		W	C	0	0	0	0	0	0	
			2				0		0		0	0
Radoslav Zuk	ARCH 383 Geometry & Architecture	3		W	E	2	0	0	0	0	0	

(Emeritus)	ARCH 303 Design & Construction 1	6		F	C							
		9	**15**				2	0		0		**2**
CIVE, SUP												
Raphael Fischler	ARCH 550 Urban Planning and Development	3		W	C	0	0	0	0	0	0	
			3				0	0		0		**0**
Said Mirza	CIVE 492 Structures	2		F	C	0	0	0	0	0	0	
			2				0	0		0		**0**
Mohammed Meguid	CIVE 284 Structural Engineering Basics	4		F	C	0	0	0	0	0	0	
			4				0	0		0		**0**
Jan Vrana	CIVE 385 Structural Steel&Timber Design	3		F	C	0	0	0	0	0	0	
	CIVE 388 Foundations & Concrete Design	3		W	C							
			6				0	0		0		**0**
TOTALS	FT (MB sabbatical, actual = 10.0)	166	11.0	15.1								
	FT Special	28	2.0	14.0								
	PT	159	10.6	15.0								
	Other: Civil, Planning	15	1.00	15.0								
	Overall	**368**	24.6	15								
	Graduate advising (13.5 FTE)	**104**		7.7								
	PhD (primary only)	34										
	M.Arch. post-professional	29										
	M.Arch. professional	31										

Teaching & Advising: 2007-08

Professor	Course #	Cr	Term	Core/Elect.	M.Arch.		M.Arch. P-P		PhD		
FULL TIME											
Annmarie Adams	Sabbatical 2007-2008	0			0	0	3	0	3	1	
		0			0		3		4		**7**
Vikram Bhatt	ARCH 645 Housing Project 1	6	F	C	0	0	6	0	4	0	
	ARCH 646 Housing Project 2	6	W	C							
	ARCH 630 Housing Seminar 1	3	F	C							
	ARCH 529 Housing Theory	3	W	E							
		18			0		6		4		**10**
Martin Bressani	ARCH 354 Arch. History 3	3	F	C	2	0	0	0	5	1	
	ARCH 405 Design and Construction 3	6	F	C							
	ARCH 406 Design and Construction 4	6	W	C							
		15			2		0		6		**8**
Ricardo Castro	ARCH 250 Architectural History 1	3	F	C	2	0	0	0	1	0	
	ARCH 379 Summer Course Abroad	3	S	E							
	ARCH 524 Seminar on Arch. Criticism	3	W	E							
	ARCH 324 Sketching School 1	1	S	C							
	ARCH 680 Sketching School 2	1	S	C							
	ARCH 201 Comm., Behaviour & Arch.	6	F	C							
	ARCH 202 Arch. Graphics & Elem. of Design	6	W	C							
		23			2		0		1		**3**
David Covo	ARCH 201 Comm., Behaviour & Arch.	6	F	C	5	0	0	0	0	0	
	ARCH 202 Arch. Graphics & Elem. of Design	6	W	C							
	ARCH 324 Sketching School	1	S	C							
	ARCH 680 Sketching School 2	1	S	C							
	ARCH 471 Freehand Drawing	1	F	C							
		15			5		0		0		**5**
Avi Friedman	ARCH 645 Housing Project 1	6	F	C	0	0	4	0	0	0	
	ARCH 646 Housing Project 2	6	W	C							
	ARCH 240 Org of Materials in Building	3	W	C							
	ARCH 627 Research Methods	3	F	C							
		18			0		4		0		**4**
Michael Jemtrud	ARCH 671 Architectural Design 1	6	F	C	4	0	0	0	0	1	
	ARCH 672 Design Research & Methodology	6	W	C							
	ARCH 379 Summer Course Abroad	3	S	E							
		15			4		0		1		**5**
Nik Luka	ARCH 520 Montreal: Urban Morphology	3	F	E	2	0	7	0	0	0	
	ARCH 550 Urban Planning	4	W	C							
	URBD 611 Urban Design Studio 1	6	F	C							
	URBD 612 Urban Design Seminar 1	3	F	C							
	URBD 614 Urban Design Seminar 2	3	W	C							
	ARCH 324 Sketching School	1	S	C							
	ARCH 680 Sketching School 2	1	S	C							
		21			2		7		0		**9**
Robert Mellin	ARCH 303 Design and Construction 1	6	F	C	2	0	4	0	3	0	
	ARCH 304 Design and Construction 2	6	W	C							
	ARCH 631 Housing Seminar 2	3	W	C							
		15		C	2		4		3		**9**
Alberto Pérez-Gómez	Sabbatical 2007-2008	0			0	0	0	0	14	1	
		0			0		0		15		**15**
Adrian Sheppard	ARCH 405 Design and Construction 4	6	F	C	0	0	0	0	0	0	
(half-time)	ARCH 251 Arch. History 2	3	W								
		9			0		0		0		**0**
Pieter Sijpkes	ARCH 303 Design and Construction 1	6	F	C	0	0	0	0	0	0	
	ARCH 304 Design and Construction 2	6	W	C							
	ARCH 528 History of Housing	3	F	E							
	ARCH 526 Philosophy of Structures	3	W	E							
		18			0		0		0		**0**

PART-TIME

Instructor	Course	Cr.	Tot.	Term	Type	1	2	3	4	5	6	
Manon Asselin &	ARCH 672 Architectural Design 1	6		F	C	2	0	0	0	0	0	
Katsuhiro Yamazaki			6			2		0		0		2
Lawrence Bird	ARCH 613 Urban Design Studio 2	6		W	C	0	0	0	0	0	0	
			6			0		0		0		0
Julia Bourke	ARCH 303 Design & Construction 1	6		F	C	0	0	0	0	0	0	
			6				0		0		0	0
Jennifer Carter	ARCH 355 Arch. History 4	3		W	C	0	0	0	0	0	0	
			3				0		0		0	0
Rob Claiborne	ARCH 405 Design and Construction 3	6		F	C	2	0	0	0	0	0	
	ARCH 406 Design and Construction 4	6		W	C							
			12				2		0		0	2
Howard Davies	ARCH 672 Architectural Design 1	6		F	C	0	0	0	0	0	0	
	ARCH 671 Design Research & Methodology	6		W	C							
			12				0		0		0	0
Derek Drummond	ARCH 378 Site Usage	3		F	E	0	0	0	0	0	0	
(Emeritus)	ARCH 527 Civic Design	3		W	E							
			6				0		0		0	0
Francois Emond	ARCH 375 Landscape	2		W	C	0	0	0	0	0	0	
	ARCH 303 Design & Construction 1	6		F	C							
			8				0		0		0	0
Julia Gersovitz	ARCH 388 Historic Preservation	2		F	E	0	0	0	0	0	0	
			2				0		0		0	0
Simon Jones	ARCH 304 Design and Construction 2	6		W	C	0	0	0	0	0	0	
			6				0		0		0	0
Richard Klopp	ARCH 678 Advanced Construction	3		F	C	0	0	0	0	0	0	
	ARCH 377 Energy Environment & Building	3		W	C							
			6				0		0		0	0
Joanna Nash	ARCH 217 Freehand Drawing 1	1		F	C	0	0	0	0	0	0	
	ARCH 218 Freehand Drawing 2	1		W	C							
	ARCH 321 Freehand Drawing 3	1		F	C							
	ARCH 322 Freehand Drawing 4	1		W	C							
			4				0		0		0	0
Shannon Pirie &	ARCH 674 Professional Practice	2		F	C	0	0	0	0	0	0	
Mark Poddubiuk			2				0		0		0	0
Marc-Andre Plasse	ARCH 405 Design and Construction 3	6		F	C	0	0	0	0	0	0	
			6				0		0		0	0
Pierina Saia	ARCH 201 Communication, Behaviour&Arch	6		F	C	0	0	0	0	0	0	
	ARCH 202 Arch Graphics&Elements of Des	6		W	C							
			12				0		0		0	0
Conor Sampson	ARCH 447 Lighting	2		F	C	0	0	0	0	0	0	
			2				0		0		0	0
David Theodore	ARCH 405 Design and Construction 3	6		F	C	3	0	0	0	0	0	
& Tom Balaban	ARCH 406 Design and Construction 4	6		W	C							
			12				3		0		0	3
Joesph Zorko	ARCH 451 Building Regulations&Safety	2		W	C	0	0	0	0	0	0	
			2				0		0		0	0
Radoslav Zuk	ARCH 525 Seminar on Analysis & Theory	3		W	E	2	0	0	0	0	0	
(Emeritus)	ARCH 303 Design & Construction 1	6		F	C							
			9				2		0		0	2

CIVE, SUP

Instructor	Course	Cr.	Tot.	Term	Type	1	2	3	4	5	6	
Charles Manatakos	CIVE 492 Structures	2		F	C	0	0	0	0	0	0	
			2				0		0		0	0
Mohammed Meguid	CIVE 284 Structural Engineering Basics	4		F	C	0	0	0	0	0	0	
			4				0		0		0	0
Jan Vrana	CIVE 385 Structural Steel&Timber Design	3		F	C	0	0	0	0	0	0	
	CIVE 388 Foundations & Concrete Design	3		W	C							
			6				0		0		0	0

TOTALS	FT (AA sabbatical, actual = 10.0)		167	11.0	15.2						
	FT Special			2.0	0.0						
	PT		122	8.1	15.0						
	Other: Civil, Planning		12	1.00	15.0						
	Overall		**301**	22.1	13.6						
	Graduate advising (13.5 FTE)		**84**		6.22						
	PhD (primary only)		30								
	M.Arch. post-professional		24								
	M.Arch. professional		26								

Phd Architecture						
Total # of Full-time Students	**Number of Current Doctoral Students by year of study**	**Number of Students graduating in each of the 6 most recent years**				
Male =18	PhD 2= 7		Fall	Win	Sum	Sub T
Female=14	PhD 3= 8	2005/2006	2	0	0	2
Total= 32	PhD 4= 6	2006-2007	1	0	2	3
Foreign Students Breakdown	PhD 5= 4	2007/2008	1	1	0	2
Male = 13	PhD 6= 7	2008/2009	4	3	0	7
Female= 9		2009/2010	1	1	1	3
	% of faculty involved in supervision	2010/2011	4	0	0	4
Total Degrees awarded (Total Fall 2010 + Spring 2011 Convocations)	**78% (9 Supervisors out of 11.5)**	Total	13	5	3	21
Male = 1						
Female= 3	**Average # of supervisees per professor**					
	2005 = 0.3					
Number of Applicants	2006 = 0.6					
49	2007 = 0.3					
	2008 = 0.8					
# of student enrolled in Fall 2010	2009 = 1					
6	2010 = 0.7					
	(This # is based on the number of students with a supervisor divided by the amount of professor who supervises.)					
Number of applicants admitted with advanced standing						
N/A	**Average length of time top complete PhD (based on the 6years data)**					
	2005/2006	5 years				
	2006/2007	6 years				
	2007/2008	6 years				
	2008/2009	8 years				
	2009/2010	5.6 years				
	2010/2011	6.5 years				

	2005	2006	2007	2008	2009	2010
Alberto Pérez-Gómez						
Annmarie Adams						
Vikram Bhatt						
Martin Bressani						
Ricardo L. Castro						
Abraham Friedman						
Robert Mellin						

M.ARCH POST-PROF STUDENTS	2008/09
International	12
Canadian /Permanent Resident (Quebec)	12
Canadian/Permanent Resident (Out-of-Province)	9
Total	33

M.ARCH POST-PROF STUDENTS	2009/10
International	15
Canadian /Permanent Resident (Quebec)	15
Canadian/Permanent Resident (Out-of-Province)	3
Total	33

M.ARCH POST-PROF STUDENTS	2010/11
International	11
Canadian /Permanent Resident (Quebec)	9
Canadian/Permanent Resident (Out-of-Province)	2
Total	21

Electronic Factbook

Architecture Admissions Summary (BANNER) Report - applicants (Fall) Updated: 2010/10/15

These reports can be produced for two different sets of data: Applicants (current view) or Applications.
Click Here to view details of this report.

Export to Excel

Degree Type	Status	2003	2004	2005	2006	2007	2008	2009	2010
Undergraduate - Bachelors	APPLIED	567	566	531	581	598	629	661	663
	ACCEPTED	55	56	60	85	88	81	66	67
	REGISTERED	39	34	43	54	55	57	46	49
	Ratio: Accepted/Applied	9.70%	9.89%	11.30%	14.63%	14.72%	12.88%	9.98%	10.11%
	Ratio: Registered/Accepted	70.91%	60.71%	71.67%	63.53%	62.50%	70.37%	69.70%	73.13%
Graduate - Masters	APPLIED	240	172	168	183	208	231	303	303
	ACCEPTED	107	84	76	74	89	88	78	74
	REGISTERED	61	55	53	46	50	55	62	54
	Ratio: Accepted/Applied	44.58%	48.84%	45.24%	40.44%	42.79%	38.10%	25.74%	24.42%
	Ratio: Registered/Accepted	57.01%	65.48%	69.74%	62.16%	56.18%	62.50%	79.49%	72.97%
Graduate - Dipl/Cert	APPLIED	4	3	1	5	1	6	7	0
	ACCEPTED	0	0	0	0	0	0	0	0
	REGISTERED	0	0	0	0	0	0	0	0
	Ratio: Accepted/Applied	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	N/A
	Ratio: Registered/Accepted	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduate - PH.D.	APPLIED	34	26	20	22	17	26	35	49
	ACCEPTED	14	12	6	10	8	11	11	9
	REGISTERED	9	8	3	6	3	7	9	6
	Ratio: Accepted/Applied	41.18%	46.15%	30.00%	45.45%	47.06%	42.31%	31.43%	18.37%
	Ratio: Registered/Accepted	64.29%	66.67%	50.00%	60.00%	37.50%	63.64%	81.82%	66.67%
Undergraduate - No Degree	APPLIED	16	18	21	25	24	21	26	11
	ACCEPTED	10	10	15	10	13	12	9	8
	REGISTERED	9	9	12	10	12	11	9	8
	Ratio: Accepted/Applied	62.50%	55.56%	71.43%	40.00%	54.17%	57.14%	34.62%	72.73%
	Ratio: Registered/Accepted	90.00%	90.00%	80.00%	100.00%	92.31%	91.67%	100.00%	100.00%
Graduate - No Degree	APPLIED	1	1	1	6	9	8	1	10
	ACCEPTED	1	0	1	5	3	0	0	0
	REGISTERED	1	0	1	5	2	0	0	0
	Ratio: Accepted/Applied	100.00%	0.00%	100.00%	83.33%	33.33%	0.00%	0.00%	0.00%

		100.00%	N/A	100.00%	100.00%	66.67%	N/A	N/A	N/A
	Ratio: Registered/Accepted	100.00%	N/A	100.00%	100.00%	66.67%	N/A	N/A	N/A
DEPARTMENT TOTAL*	APPLIED	854	781	734	808	852	909	1014	1018
	ACCEPTED	187	162	158	184	201	192	164	158
	REGISTERED	119	106	112	121	122	130	126	117
	Ratio: Accepted/Applied	21.90%	20.74%	21.53%	22.77%	23.59%	21.12%	16.17%	15.52%
	Ratio: Registered/Accepted	63.64%	65.43%	70.89%	65.76%	60.70%	67.71%	76.83%	74.05%

* Department totals are headcounts. For example, if a student applies to more than one degree type, he/she is counted once in each degree type with a department, and only once in the department total.

If you have any questions about this table, please contact: Don Bargenda (398-3665), Yun He (398-2232) or send a e-mail.

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Architecture **Enrolment - Undergraduate (BANNER) Report** Updated: 2010/10/15

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Degree	Status	Fall 2002	Winter 2003	Summer 2003	Fall 2003	Winter 2004	Summer 2004	Fall 2004	Winter 2005	Summer 2005	Fall 2005	Winter 2006	Summer 2006	Fall 2006	Winter 2007	Summer 2007	Fall 2007	Winter 2008	Summer 2008	Fall 2008	Winter 2009	S
Bachelor of Science (Arch)	Fulltime	158	149	1	146	141	4	136	134	9	138	132	1	154	156	0	170	163	0	173	158	
	Parttime	6	12	79	4	6	55	1	3	49	5	4	60	8	3	71	6	8	89	2	18	
Degree Total		164	161	80	150	147	59	137	137	58	143	136	61	162	159	71	176	171	89	175	176	
No Degree	Fulltime	4	5	0	9	10	0	9	12	0	12	17	0	12	11	0	12	8	0	11	11	
	Parttime	1	1	0	1	3	0	0	1	0	1	3	0	0	1	1	1	2	0	0	2	
Degree Total		5	6	0	10	13	0	9	13	0	13	20	0	12	12	1	13	10	0	11	13	
Department Total		169	167	80	160	160	59	146	150	58	156	156	61	174	171	72	189	181	89	186	189	

* Data is updated in October, March, and June within the current Report Period. The June data is considered as final

This report includes non-credit students. In fall 2004, there is a total of 1405 graduate and undergraduate non-credit students included in the enrolment reports (graduate &undergraduate).

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Architecture   **Departmental Teaching (BANNER) Report**   Updated: 2010/06/01

Export to Excel

Description	2002/2003**	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Undergraduate In Department Program Fall&Winter FTE	105.87	99.3	99.03	116.1	122.67	134.27	134.9	124.23
Undergraduate From Outside Department Fall&Winter FTE	11.13	7.8	9.3	9.7	14.03	12.4	8.6	13.17
TOTAL UNDERGRADUATE Fall&Winter FTE	117	107.1	108.33	125.8	136.7	146.67	143.5	137.4
Summer Undergraduate FTE	0	5.27	6.3	2.67	2.67	3.5	3.83	4.27
Graduate Students FTE	93.37	129.57	113.77	98.93	97.07	88.47	95.4	114.97
Graduate Students WSU	202.77	281.4	250.93	218.18	219.6	196.28	213.2	253.82
FTE of Graduate Interdepartmental Teaching	-0.3	-1.8	0.93	-0.47	2.23	0.53	-0.9	0.13
TOTAL DEPARTMENT FTE	210.07	240.13	229.33	226.93	238.67	239.17	241.83	256.77
TOTAL DEPARTMENT WSU	319.47	391.97	366.5	346.18	361.2	346.98	359.63	395.62
% of Faculty Graduate WSU	13.78	16.56	16.05	14.85	16.19	13.95	12.81	12.42
% of Faculty Total WSU	11.43	12.56	12.1	11.61	12.41	11.45	10.69	10.43

**Summer 2002 data isn't included in 2002/03. It can be found in the DEPARTMENTAL TEACHING (LEGACY).
Report period: 2003/04 = Summer 2003, Fall 2003 and Winter 2004
Report does not include private funded programs

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Architecture **Student FTE's (LEGACY) Report** **Updated: 2002/09/25**

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Fund Type	Category	Degree Type	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002 Summer
UNIVERSITY FINANCED	GRADUATES	GRAD - NO DEGREE	0	0	0.3	0.2	0.67	0.4	0.3	0.37	0.7	0
	Category Total		**0**	**0**	**0.3**	**0.2**	**0.67**	**0.4**	**0.3**	**0.37**	**0.7**	**0**
	UNDERGRADUATES	UNDERGRAD	154.83	162.96	166.5	165.3	168.26	150.26	121.7	118.93	125	6.33
		UNDERGRAD - NO DEGREE	11.33	10.5	14.7	11.83	12.1	9.43	10.73	7.2	10.33	0.47
	Category Total		**166.16**	**173.46**	**181.2**	**177.13**	**180.36**	**159.7**	**132.43**	**126.13**	**135.33**	**6.8**
Fund Type Total			**166.16**	**173.46**	**181.5**	**177.33**	**181.03**	**160.1**	**132.73**	**126.5**	**136.03**	**6.8**
PRIVATELY FINANCED	UNDERGRADUATES	UNDERGRAD	0	0	0	0	0	0	0	0	0	0.1
	Category Total		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0.1**
Fund Type Total			**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0.1**
UNIVERSITY FINANCED	GRADUATES	GRAD DIP/CERT	4.97	7.27	8.6	6.4	0.9	3.4	0	0.5	0	0
		MASTERS	34.17	28.77	24.63	28.93	29.1	31.77	68.2	70.86	73.3	10.4
		NET INTERDEPT'AL INSTR.	2.37	0.9	2.5	2.4	2.19	0	-5.42	0.6	1.94	0
		PHD	0	3.5	4.5	7.5	5	2.5	4.5	8.5	12.5	0.5
	Category Total		**41.5**	**40.44**	**40.24**	**45.23**	**37.19**	**37.67**	**67.27**	**80.47**	**87.73**	**10.9**
Fund Type Total			**41.5**	**40.44**	**40.24**	**45.23**	**37.19**	**37.67**	**67.27**	**80.47**	**87.73**	**10.9**
Total			**207.66**	**213.9**	**221.73**	**222.56**	**218.22**	**197.76**	**200**	**206.96**	**223.76**	**17.8**

Report period: 2001/02 = Summer 2001, Fall 2001 and Winter 2002

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Architecture   **Departmental Teaching (BANNER) Report**   Updated: 2010/06/01

Export to Excel

Description	2002/2003**	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
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% of Faculty Total WSU	11.43	12.56	12.1	11.61	12.41	11.45	10.69	10.43

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Report period: 2003/04 = Summer 2003, Fall 2003 and Winter 2004
Report does not include private funded programs

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Architecture   **Degrees Granted (BANNER) Report**   **Updated: 2010/03/01**

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Export to Excel

Degree Type	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Undergraduate - Bachelors	57	48	37	33	43	49	47
Graduate - Masters	46	63	73	60	57	33	58
Graduate - PH.D.	4	3	1	2	3	2	7
Total	**107**	**114**	**111**	**95**	**103**	**84**	**112**

Report period: 2002/03 = Fall 2002, Winter 2003 and Summer 2003

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UNIT	USU	DEPT	sort_order	pia_degree_type_FB	Sum of fte_2003_04	Sum of fte_2004_05	Sum of fte_2005_06	Sum of fte_2006_07	Sum of fte_2007_08	Sum of fte_2008_09	Sum of fte_2009_10
				Data							
Engineering	Architecture	Architecture	1	Undergraduate - Bachelors	103.8	105.2	114.9	127.2	139.5	136.6	134.3
			2	Undergraduate - Dipl/Cert	0.1		0.1		0.3	0.1	0.1
			3	Undergraduate - No Degree	8.5	9.6	13.5	12.1	10.4	10.6	7.3
			4	Graduate - Masters	111.2	95.8	81.8	74.3	73.2	77.2	96.1
			5	Graduate - PH.D.	18.0	18.0	16.5	22.0	15.0	17.5	18.5
			7	Graduate - No Degree	0.3		0.6	0.8	0.3	0.7	0.3
			10	Postdoctoral - No Degree	0.0	0.0	0.0				
			11	Net Interdept Instr	-1.8	0.9	-0.5	2.2	0.5	-0.9	0.1
		Architecture Total			240.2	229.4	226.9	238.7	239.2	241.8	256.8
Engineering Sum					240.2	229.4	226.9	238.7	239.2	241.8	256.8
Grand Total					240.2	229.4	226.9	238.7	239.2	241.8	256.8

Source: EDW

TENURE_STREAM	(Multiple Items)

Count of PERSON_ID			year				
HR_GROUPING	SHORT_TITLE	POSN_CLASS	2006	2007	2008	2009	2010
Faculty of Engineering	Architecture	Professor - Tenure Stream	5	5	5	5	4
		Assoc Professor-Tenure Stream	5	5	6	6	6
		Asst Professor-Tenure Stream				1	1
	Architecture Total		10	10	11	12	11
Faculty of Engineering Total			10	10	11	12	11
Grand Total			10	10	11	12	11

Source: EDW

TENURE_STREAM	(Multiple Items)

Count of PERSON_ID				year				
HR_GROUPING	SHORT_TITLE	full_part	POSN_CLASS	2006	2007	2008	2009	2010
Faculty of Engineering	Architecture	Full-time	Admin. - Faculty/Dept./Unit	1	1	1	1	1
			Administrative Coordinator	2	2	3	3	3
			A-V, Design & Photog. Tech	1	1	1	1	1
			Chief Shop Technician	1	1	1	1	1
			Student Affairs	1	1	1	1	1
			Student Affairs Coordinator	1	1	1	1	1
			Visiting Scholar				2	1
		Full-time Total		7	7	8	10	9
		Part-time	Adjunct Professor	14	8	11	6	4
			Course Lecturer	18	14	7	7	11
			Faculty Lecturer	1	1	1		
			Grad Student Res Assistant	1		4	1	
			Graduate Student Assistant	10				
			Graduate TA/Demonstrator		12	11	11	13
			Professor - Non Tenure Stream	1	1	1	1	1
			Research Assistant	1	1	1		
			Visiting Scholar				1	
		Part-time Total		46	37	36	27	29
	Architecture Total			53	44	44	37	38
Faculty of Engineering Total				53	44	44	37	38
Grand Total				53	44	44	37	38

Source: EDW

Faculty	Faculty of Engineering

						Values												
Department	**Position Class**	**Regime**	**Acad. Staff**	**Tenure Stream**	**Masters Supervised**	**Doctorates Supervised**	**Post-docs Supervised**	**Teach Grad (W)**	**Teach Grad (S)**	**Teach Grad (F)**	**Teach UGrad (W)**	**Teach UGrad (S)**	**Teach UGrad (F)**	**Tot. rsrch. 2006-07**	**Tot. rsrch. 2007-08**	**Tot. rsrch. 2008-09**
Architecture	**Professor - Tenure Stream**	FULL-TIME	4	4	-	24	-	3	1	3	3	-	3	219,951	146,235	69,964
	Assoc Professor-Tenure Stream	FULL-TIME	6	6	-	14	-	4	-	4	4	-	4	92,974	593,823	176,974
	Asst Professor-Tenure Stream	FULL-TIME	1	1	-	-	-	-	-	-	-	-	-	-	-	-
	Professor - Non Tenure Stream	PART/OTHER	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Adjunct Professor	PART/OTHER	6	-	-	-	-	-	-	-	-	-	-	-	-	-
	Emeritus Professor	PART/OTHER	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Course Lecturer	PART/OTHER	11	-	-	-	-	-	2	1	-	1	1	-	-	-
	Visiting Scholar	FULL-TIME	1	-	-	-	-	1	-	2	1	-	2	-	-	-

Source: PIA

Date of last update: Sept. 25, 2010

Teaching terms are: Winter 2010, Summer 2010, Fall 2010

Research dollars come from SIRU

Fall Admissions Summary (Newly Registered)											
Term of year	Fall										
Registered students				Term							
Faculty - short	First major dept	Degree cycle	Degree level	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Engineering	Architecture	1st cycle	Bachelors	39	34	43	54	55	57	46	49
			Non-degree programs	9	9	12	10	12	11	9	8
		2nd cycle	Masters-Qualifying	1		1	3				
			Masters	60	55	52	43	50	55	62	54
			Non-degree programs	1		1	5	2			
		3rd cycle	Doctoral	9	8	3	6	3	7	9	6
	Architecture Total			119	106	112	121	122	130	126	117
Source: EDW											

Fall Admissions

Term of year	Fall											

					Term							
Faculty - short	First major dept	Degree cycle	Degree level	Values	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Engineering	Architecture	1st cycle	Bachelors	Applicants	567	566	531	581	598	629	661	663
				Offered students	55	56	60	85	88	81	66	67
				Registered students	39	34	43	54	55	57	46	49
				Selectivity	9.7%	9.9%	11.3%	14.6%	14.7%	12.9%	10.0%	10.1%
				Yield	70.9%	60.7%	71.7%	63.5%	62.5%	70.4%	69.7%	73.1%
		2nd cycle	Masters	Applicants	239	171	166	178	207	231	303	303
				Offered students	106	83	74	68	88	88	78	74
				Registered students	60	55	52	43	50	55	62	54
				Selectivity	44.4%	48.5%	44.6%	38.2%	42.5%	38.1%	25.7%	24.4%
				Yield	56.6%	66.3%	70.3%	63.2%	56.8%	62.5%	79.5%	73.0%
		3rd cycle	Doctoral	Applicants	34	26	20	22	17	26	35	49
				Offered students	14	12	6	10	8	11	11	9
				Registered students	9	8	3	6	3	7	9	6
				Selectivity	41.2%	46.2%	30.0%	45.5%	47.1%	42.3%	31.4%	18.4%
				Yield	64.3%	66.7%	50.0%	60.0%	37.5%	63.6%	81.8%	66.7%

Source: EDW

Admissions (Newly Registered)

Registered students

Faculty - short	First major dept	Degree level	Term of year	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
				Fiscal Year							
Engineering	Architecture	Bachelors	Winter		1						
			Fall	39	34	43	54	55	57	46	49
		Bachelors Total		39	35	43	54	55	57	46	49
		Masters-Qualifying	Fall	1		1	3				
		Masters-Qualifying Total		1		1	3				
		Masters	Summer								1
			Winter				1				
			Fall	60	55	52	43	50	55	62	54
		Masters Total		60	55	52	44	50	55	62	55
		Doctoral	Winter						1		
			Fall	9	8	3	6	3	7	9	6
		Doctoral Total		9	8	3	6	3	8	9	6
	Architecture Total			109	98	99	107	108	120	117	110
Engineering Total				109	98	99	107	108	120	117	110

Source: EDW

Fall Enrolment Summary (Headcount)												
Term of year	Fall											
Data series	October McGill Census											
Registered enrolments				Term								
Faculty - short	First major dept	Degree cycle	Degree level	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Engineering	Architecture	1st cycle	Bachelors	164	150	137	143	163	176	175	168	173
			Non-degree programs	5	10	9	13	12	12	11	9	9
		2nd cycle	Masters-Qualifying		1		1	3				
			Masters	102	134	122	103	84	82	100	103	87
			Non-degree programs		3		2	7	3			
		3rd cycle	Doctoral	17	26	28	28	33	30	36	38	33
		Not applicable	Postdoctoral Fellows			1	1					1
	Architecture Total			288	324	297	291	302	303	322	318	303
Source: EDW												

Degrees Granted												
Degrees awarded				Academic Year								
Faculty - short	First major dept	Degree cycle	Degree level	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	
Engineering	Architecture	1st cycle	Bachelors	57	48	37	33	43	49	47	39	
		2nd cycle	Masters	46	63	73	60	57	33	58	69	
		3rd cycle	Doctoral	4	3	1	2	3	2	7	3	
	Architecture Total			107	114	111	95	103	84	112	111	
Source: EDW												

Course registrations				Fiscal Year				
Course teaching dept	Course subject	Course level	Course	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Architecture	Architecture	200 Level	Architectural Graphics and Elements of Design. - ARCH-202	46	49	52	55	48
			Architectural History 1. - ARCH-250	54	61	68	62	58
			Architectural History 2. - ARCH-251	52	60	58	65	58
			Architectural Structures. - ARCH-241	50	49	53	64	50
			Communication, Behaviour and Architecture. - ARCH-201	46	50	54	56	49
			Digital Representation. - ARCH-242	49	50		54	54
			Freehand Drawing 1. - ARCH-217	51	62	56	40	47
			Freehand Drawing 2. - ARCH-218	51	63	55	39	46
			Organization of Materials in Buildings. - ARCH-240	45	50	51	57	46
		200 Level Total		444	494	447	492	456
		300 Level	Architectural History 3. - ARCH-354	38	54	55	44	56
			Architectural History 4. - ARCH-355	37	43	61	50	52
			Design and Construction 1. - ARCH-303	44	48	49	44	53
			Design and Construction 2. - ARCH-304	30	28	43	39	42
			Energy, Environment and Buildings. - ARCH-377	54	54	66	65	48
			Freehand Drawing 3. - ARCH-321	39	46	59	49	39
			Freehand Drawing 4. - ARCH-322	40	41	64	48	38
			Geometry and Architecture. - ARCH-383		23		27	
			History of Architecture in Canada. - ARCH-372		10		10	
			Introduction to Historic Preservation. - ARCH-388	5		6		
			Landscape. - ARCH-375	42	63	107		50
			Site Usage. - ARCH-378	61	52	64	67	56
			Sketching School. - ARCH-324	32	44	36	60	42
			Summer Course Abroad. - ARCH-379	13	10	23	17	28
		300 Level Total		435	516	633	520	504
		400 Level	Building Regulations and Safety. - ARCH-451	49	45	51	58	52
			Computer-Aided Building Design. - ARCH-471	24				
			Design and Construction 3. - ARCH-405	46	50	55	55	51
			Design and Construction 4. - ARCH-406	51	51	52	57	47
			Design and Construction 5. - ARCH-410				1	
			Freehand Drawing and Sketching. - ARCH-461	18	14	16	16	
			Lighting. - ARCH-447	44	48	49	56	47
			Selected Topics in Design. - ARCH-490	2				3
		400 Level Total		234	208	223	243	200
		500 Level	Affordable Housing Seminar 2. - ARCH-562					11
			Architectural Intentions Vitruvius - Renaissance. - ARCH-531	17	22		28	43
			Architectural Modelling. - ARCH-512	2	14			
			Civic Design. - ARCH-527	65	58	70	72	67
			Critical Design Strategies. - ARCH-524	10		15		8
			Environmental Acoustics. - ARCH-555	17				
			Field Course Abroad. - ARCH-519				1	
			Heritage Conservation. - ARCH-536					8
			History of Housing. - ARCH-528	48	42	52		33
			Housing Theory. - ARCH-529	34	28	36		14
			Mechanical Services. - ARCH-554	18	11			
			Montreal: Urban Morphology. - ARCH-520			55		33
			New Approaches to Architectural History. - ARCH-533				16	17
			Origins of Modern Architecture. - ARCH-532	12	21		17	28
			Philosophy of Structure. - ARCH-526	12	14	14	10	
			Selected Topics in Architecture 1. - ARCH-540	6	20	16	51	34
			Selected Topics in Architecture 2. - ARCH-541	27	15	11	9	87
			Seminar on Analysis and Theory. - ARCH-525	16		13		17
			Significant Texts and Buildings. - ARCH-523		11		9	
			Structure of Cities. - ARCH-521		28		71	
			Sustainable Design. - ARCH-515	18	20	20	8	11
			Urban Planning and Development. - ARCH-550	27	31	47	29	42
		500 Level Total		329	335	349	321	453
		600 Level	Directed Research Project 1. - ARCH-682					7
			Advanced Construction. - ARCH-678	59	26	38	31	38
			Architectural Design 1. - ARCH-672	22	24	37	35	38
			Architectural Design 2. - ARCH-673	38	24	24	36	62
			Architectural History Seminar 1. - ARCH-650	9	10		12	9
			Architectural History Seminar 2. - ARCH-651	8	10		11	9
			Architectural Theory Seminar 1. - ARCH-652	11	11		11	10
			Architectural Theory Seminar 2. - ARCH-653	8	10		12	13
			Contemporary Theory 1. - ARCH-684					17
			Contemporary Theory 2. - ARCH-685					7
			Critical Writing. - ARCH-622	11	13		13	12
			Cultural Mediations and Technology Studio. - ARCH-647					5
			Design Research and Methodology. - ARCH-671	22	22	36	30	
			Directed Research 1. - ARCH-688					21
			Directed Research Project 2. - ARCH-683					7
			Directed Research Project Preparation. - ARCH-681					7
			Field Sketching. - ARCH-680	36	20	26	33	36
			History and Theory Project. - ARCH-624	9	8	9		8
			Housing Project 1. - ARCH-645	19	12	11	7	
			Housing Project 2. - ARCH-646	14	10	13	7	
			Housing Project Report. - ARCH-628	12	22	12	11	10
			Housing Seminar 1. - ARCH-630	25	14	11	14	15
			Housing Seminar 2. - ARCH-631	24	12	12	11	
			Professional Practice 1. - ARCH-674	23	30	40	31	42
			Project Preparation. - ARCH-623	30	21	15	22	21
			Research Methods for Architects. - ARCH-627	22	12	11	12	18
			Selected Topics in Housing 1. - ARCH-635	4	10	11	15	15
			Selected Topics in Housing 2. - ARCH-636	1	2		1	1
			Urban Design Seminar 2. - ARCH-604					10
			Urban Design Studio. - ARCH-603					10
			Writing in Architecture. - ARCH-679	38	23	22	36	24
		600 Level Total		445	346	328	391	472
		700 Level	Comprehensive Oral Examination. - ARCH-701	11	4	9	3	5
			Dissertation Proposal. - ARCH-700	6	8	3	8	9
			Progress Report 1. - ARCH-702	4	4	9	2	8
			Progress Report 2. - ARCH-703	3	2	3	8	7
		700 Level Total		24	18	24	21	29
Architecture Total				**1,911**	**1,917**	**2,004**	**1,988**	**2,114**

Course FTEs				Fiscal Year				
Course teaching dept	Course subject	Course level	Course	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Architecture	Architecture	200 Level	Architectural Graphics and Elements of Design. - ARCH-202	9.2	9.8	10.4	11.0	9.6
			Architectural History 1. - ARCH-250	5.4	6.2	6.9	6.2	5.9
			Architectural History 2. - ARCH-251	5.3	6.0	5.8	6.5	5.8
			Architectural Structures. - ARCH-241	5.0	4.9	5.3	6.4	5.1
			Communication, Behaviour and Architecture. - ARCH-201	9.2	10.0	10.8	11.2	10.0
			Digital Representation. - ARCH-242	3.3	3.3		3.6	3.6
			Freehand Drawing 1. - ARCH-217	1.7	2.1	1.9	1.3	1.6
			Freehand Drawing 2. - ARCH-218	1.7	2.1	1.8	1.3	1.5
			Organization of Materials in Buildings. - ARCH-240	4.5	5.0	5.1	5.7	4.6
		200 Level Total		45.3	49.4	48.0	53.2	47.7
		300 Level	Architectural History 3. - ARCH-354	3.8	5.4	5.6	4.4	5.7
			Architectural History 4. - ARCH-355	3.7	4.4	6.1	5.0	5.2
			Design and Construction 1. - ARCH-303	8.8	9.6	9.8	9.2	10.6
			Design and Construction 2. - ARCH-304	6.2	5.6	8.6	7.8	8.4
			Energy, Environment and Buildings. - ARCH-377	5.5	5.4	6.6	6.5	4.8
			Freehand Drawing 3. - ARCH-321	1.3	1.6	2.0	1.6	1.3
			Freehand Drawing 4. - ARCH-322	1.4	1.4	2.1	1.6	1.3
			Geometry and Architecture. - ARCH-383		2.3		2.7	
			History of Architecture in Canada. - ARCH-372		.7		.7	
			Introduction to Historic Preservation. - ARCH-388	.4		.4		
			Landscape. - ARCH-375	2.8	4.3	7.2		3.4
			Site Usage. - ARCH-378	6.1	5.2	6.4	6.7	5.6
			Sketching School. - ARCH-324	1.1	1.5	1.2	2.0	1.4
			Summer Course Abroad. - ARCH-379	1.3	1.0	2.3	1.8	2.8
		300 Level Total		42.3	48.2	58.3	50.0	50.5
		400 Level	Building Regulations and Safety. - ARCH-451	3.3	3.0	3.5	3.9	3.5
			Computer-Aided Building Design. - ARCH-471	1.6				
			Design and Construction 3. - ARCH-405	9.2	10.0	11.0	11.0	10.2
			Design and Construction 4. - ARCH-406	10.2	10.2	10.4	11.4	9.4
			Design and Construction 5. - ARCH-410				.2	
			Freehand Drawing and Sketching. - ARCH-461	.6	.5	.5	.5	
			Lighting. - ARCH-447	3.1	3.2	3.3	3.8	3.1
			Selected Topics in Design. - ARCH-490	.1				.2
		400 Level Total		28.1	26.9	28.7	30.8	26.5
		500 Level	Affordable Housing Seminar 2. - ARCH-562					1.1
			Architectural Intentions Vitruvius - Renaissance. - ARCH-531	1.7	2.3		2.8	4.4
			Architectural Modelling. - ARCH-512	.2	1.4			
			Civic Design. - ARCH-527	6.5	5.8	7.1	7.3	6.7
			Critical Design Strategies. - ARCH-524	1.0		1.5		.8
			Environmental Acoustics. - ARCH-555	1.1				
			Field Course Abroad. - ARCH-519				.1	
			Heritage Conservation. - ARCH-536					.9
			History of Housing. - ARCH-528	4.8	4.3	5.3		3.3
			Housing Theory. - ARCH-529	3.4	2.8	3.7		1.4
			Mechanical Services. - ARCH-554	1.2	.7			
			Montreal: Urban Morphology. - ARCH-520			5.5		3.5
			New Approaches to Architectural History. - ARCH-533				1.7	1.7
			Origins of Modern Architecture. - ARCH-532	1.2	2.1		1.7	3.0
			Philosophy of Structure. - ARCH-526	1.2	1.4	1.4	1.0	
			Selected Topics in Architecture 1. - ARCH-540	.6	2.0	1.6	5.2	3.5
			Selected Topics in Architecture 2. - ARCH-541	2.7	1.6	1.1	.9	8.9
			Seminar on Analysis and Theory. - ARCH-525	1.6		1.3		1.7
			Significant Texts and Buildings. - ARCH-523		1.1		.9	
			Structure of Cities. - ARCH-521		2.9		8.0	
			Sustainable Design. - ARCH-515	1.8	2.0	2.0	.8	1.1
			Urban Planning and Development. - ARCH-550	3.7	4.1	6.4	3.9	4.2
		500 Level Total		32.8	34.6	36.9	34.3	46.2
		600 Level	Directed Research Project 1. - ARCH-682					1.4
			Advanced Construction. - ARCH-678	5.9	2.7	3.8	3.1	3.9
			Architectural Design 1. - ARCH-672	4.4	5.0	7.4	7.0	7.8
			Architectural Design 2. - ARCH-673	11.4	7.2	7.2	10.8	14.8
			Architectural History Seminar 1. - ARCH-650	2.4	2.7		3.2	2.4
			Architectural History Seminar 2. - ARCH-651	2.1	2.7		2.9	2.4
			Architectural Theory Seminar 1. - ARCH-652	1.5	1.5		1.5	1.3
			Architectural Theory Seminar 2. - ARCH-653	1.1	1.3		1.6	1.7
			Contemporary Theory 1. - ARCH-684					1.7
			Contemporary Theory 2. - ARCH-685					.7
			Critical Writing. - ARCH-622	1.1	1.3		1.3	1.2
			Cultural Mediations and Technology Studio. - ARCH-647					1.0
			Design Research and Methodology. - ARCH-671	4.4	4.4	7.2	6.0	
			Directed Research 1. - ARCH-688					2.1
			Directed Research Project 2. - ARCH-683					1.9
			Directed Research Project Preparation. - ARCH-681					.2
			Field Sketching. - ARCH-680	1.2	.7	.9	1.1	2.3
			History and Theory Project. - ARCH-624	4.5	4.0	4.5		4.0
			Housing Project 1. - ARCH-645	3.8	2.4	2.2	1.4	
			Housing Project 2. - ARCH-646	2.8	2.0	2.6	1.4	
			Housing Project Report. - ARCH-628	6.0	11.0	6.0	5.5	5.0
			Housing Seminar 1. - ARCH-630	2.5	1.4	1.1	1.4	1.5
			Housing Seminar 2. - ARCH-631	2.4	1.2	1.2	1.1	
			Professional Practice 1. - ARCH-674	2.3	3.0	4.0	3.1	4.2
			Project Preparation. - ARCH-623	3.0	2.1	1.5	2.2	2.1
			Research Methods for Architects. - ARCH-627	2.2	1.2	1.1	1.2	1.8
			Selected Topics in Housing 1. - ARCH-635	.4	1.0	1.1	1.5	1.5
			Selected Topics in Housing 2. - ARCH-636	.1	.2		.1	.1
			Urban Design Seminar 2. - ARCH-604					1.0
			Urban Design Studio. - ARCH-603					2.0
			Writing in Architecture. - ARCH-679	1.3	.8	.7	1.2	.8
		600 Level Total		66.7	59.7	52.5	58.6	70.9
		700 Level	Comprehensive Oral Examination. - ARCH-701	.0	.0	.0	.0	.0
			Dissertation Proposal. - ARCH-700	.0	.0	.0	.0	.0
			Progress Report 1. - ARCH-702	.0	.0	.0	.0	.0
			Progress Report 2. - ARCH-703	.0	.0	.0	.0	.0
		700 Level Total		.0	.0	.0	.0	.0
Architecture Total				**215.3**	**218.8**	**224.5**	**226.9**	**241.7**

Source: EDW
2009/2010 includes courses offered in Summer 2009, fall 2009 and winter 2010
Course FTEs for a given fiscal year as at June 1 (e.g. June 1, 2010 for 2009/2010 courses)

Course registrations				Fiscal Year				
Course teaching dept	Course subject	Course level	Course	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Architecture	Architecture	200 Level	Architectural Graphics and Elements of Design. - ARCH-202	46	49	52	55	48
			Architectural History 1. - ARCH-250	54	61	68	62	58
			Architectural History 2. - ARCH-251	52	60	58	65	58
			Architectural Structures. - ARCH-241	50	49	53	64	50
			Communication, Behaviour and Architecture. - ARCH-201	46	50	54	56	49
			Digital Representation. - ARCH-242	49	50		54	54
			Freehand Drawing 1. - ARCH-217	51	62	56	40	47
			Freehand Drawing 2. - ARCH-218	51	63	55	39	46
			Organization of Materials in Buildings. - ARCH-240	45	50	51	57	46
		200 Level Total		444	494	447	492	456
		300 Level	Architectural History 3. - ARCH-354	38	54	55	44	56
			Architectural History 4. - ARCH-355	37	43	61	50	52
			Design and Construction 1. - ARCH-303	44	48	49	44	53
			Design and Construction 2. - ARCH-304	30	28	43	39	42
			Energy, Environment and Buildings. - ARCH-377	54	54	66	65	48
			Freehand Drawing 3. - ARCH-321	39	46	59	49	39
			Freehand Drawing 4. - ARCH-322	40	41	64	48	38
			Geometry and Architecture. - ARCH-383		23		27	
			History of Architecture in Canada. - ARCH-372		10		10	
			Introduction to Historic Preservation. - ARCH-388	5		6		
			Landscape. - ARCH-375	42	63	107		50
			Site Usage. - ARCH-378	61	52	64	67	56
			Sketching School. - ARCH-324	32	44	36	60	42
			Summer Course Abroad. - ARCH-379	13	10	23	17	28
		300 Level Total		435	516	633	520	504
		400 Level	Building Regulations and Safety. - ARCH-451	49	45	51	58	52
			Computer-Aided Building Design. - ARCH-471	24				
			Design and Construction 3. - ARCH-405	46	50	55	55	51
			Design and Construction 4. - ARCH-406	51	51	52	57	47
			Design and Construction 5. - ARCH-410				1	
			Freehand Drawing and Sketching. - ARCH-461	18	14	16	16	
			Lighting. - ARCH-447	44	48	49	56	47
			Selected Topics in Design. - ARCH-490	2				3
		400 Level Total		234	208	223	243	200
		500 Level	Affordable Housing Seminar 2. - ARCH-562					11
			Architectural Intentions Vitruvius - Renaissance. - ARCH-531	17	22		28	43
			Architectural Modelling. - ARCH-512	2	14			
			Civic Design. - ARCH-527	65	58	70	72	67
			Critical Design Strategies. - ARCH-524	10		15		8
			Environmental Acoustics. - ARCH-555	17				
			Field Course Abroad. - ARCH-519				1	
			Heritage Conservation. - ARCH-536					8
			History of Housing. - ARCH-528	48	42	52		33
			Housing Theory. - ARCH-529	34	28	36		14
			Mechanical Services. - ARCH-554	18	11			
			Montreal: Urban Morphology. - ARCH-520			55		33
			New Approaches to Architectural History. - ARCH-533				16	17
			Origins of Modern Architecture. - ARCH-532	12	21		17	28
			Philosophy of Structure. - ARCH-526	12	14	14	10	
			Selected Topics in Architecture 1. - ARCH-540	6	20	16	51	34
			Selected Topics in Architecture 2. - ARCH-541	27	15	11	9	87
			Seminar on Analysis and Theory. - ARCH-525	16		13		17
			Significant Texts and Buildings. - ARCH-523		11		9	
			Structure of Cities. - ARCH-521		28		71	
			Sustainable Design. - ARCH-515	18	20	20	8	11
			Urban Planning and Development. - ARCH-550	27	31	47	29	42
		500 Level Total		329	335	349	321	453
		600 Level	Directed Research Project 1. - ARCH-682					7
			Advanced Construction. - ARCH-678	59	26	38	31	38
			Architectural Design 1. - ARCH-672	22	24	37	35	38
			Architectural Design 2. - ARCH-673	38	24	24	36	62
			Architectural History Seminar 1. - ARCH-650	9	10		12	9
			Architectural History Seminar 2. - ARCH-651	8	10		11	9
			Architectural Theory Seminar 1. - ARCH-652	11	11		11	10
			Architectural Theory Seminar 2. - ARCH-653	8	10		12	13
			Contemporary Theory 1. - ARCH-684					17
			Contemporary Theory 2. - ARCH-685					7
			Critical Writing. - ARCH-622	11	13		13	12
			Cultural Mediations and Technology Studio. - ARCH-647					5
			Design Research and Methodology. - ARCH-671	22	22	36	30	
			Directed Research 1. - ARCH-688					21
			Directed Research Project 2. - ARCH-683					7
			Directed Research Project Preparation. - ARCH-681					7
			Field Sketching. - ARCH-680	36	20	26	33	36
			History and Theory Project. - ARCH-624	9	8	9		8
			Housing Project 1. - ARCH-645	19	12	11	7	
			Housing Project 2. - ARCH-646	14	10	13	7	
			Housing Project Report. - ARCH-628	12	22	12	11	10
			Housing Seminar 1. - ARCH-630	25	14	11	14	15
			Housing Seminar 2. - ARCH-631	24	12	12	11	
			Professional Practice 1. - ARCH-674	23	30	40	31	42
			Project Preparation. - ARCH-623	30	21	15	22	21
			Research Methods for Architects. - ARCH-627	22	12	11	12	18
			Selected Topics in Housing 1. - ARCH-635	4	10	11	15	15
			Selected Topics in Housing 2. - ARCH-636	1	2		1	1
			Urban Design Seminar 2. - ARCH-604					10
			Urban Design Studio. - ARCH-603					10
			Writing in Architecture. - ARCH-679	38	23	22	36	24
		600 Level Total		445	346	328	391	472
		700 Level	Comprehensive Oral Examination. - ARCH-701	11	4	9	3	5
			Dissertation Proposal. - ARCH-700	6	8	3	8	9
			Progress Report 1. - ARCH-702	4	4	9	2	8
			Progress Report 2. - ARCH-703	3	2	3	8	7
		700 Level Total		24	18	24	21	29
Architecture Total				**1,911**	**1,917**	**2,004**	**1,988**	**2,114**

Course FTEs				Fiscal Year				
Course teaching dept	Course subject	Course level	Course	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Architecture	Architecture	200 Level	Architectural Graphics and Elements of Design. - ARCH-202	9.2	9.8	10.4	11.0	9.6
			Architectural History 1. - ARCH-250	5.4	6.2	6.9	6.2	5.9
			Architectural History 2. - ARCH-251	5.3	6.0	5.8	6.5	5.8
			Architectural Structures. - ARCH-241	5.0	4.9	5.3	6.4	5.1
			Communication, Behaviour and Architecture. - ARCH-201	9.2	10.0	10.8	11.2	10.0
			Digital Representation. - ARCH-242	3.3	3.3		3.6	3.6
			Freehand Drawing 1. - ARCH-217	1.7	2.1	1.9	1.3	1.6
			Freehand Drawing 2. - ARCH-218	1.7	2.1	1.8	1.3	1.5
			Organization of Materials in Buildings. - ARCH-240	4.5	5.0	5.1	5.7	4.6
		200 Level Total		45.3	49.4	48.0	53.2	47.7
		300 Level	Architectural History 3. - ARCH-354	3.8	5.4	5.6	4.4	5.7
			Architectural History 4. - ARCH-355	3.7	4.4	6.1	5.0	5.2
			Design and Construction 1. - ARCH-303	8.8	9.6	9.8	9.2	10.6
			Design and Construction 2. - ARCH-304	6.2	5.6	8.6	7.8	8.4
			Energy, Environment and Buildings. - ARCH-377	5.5	5.4	6.6	6.5	4.8
			Freehand Drawing 3. - ARCH-321	1.3	1.6	2.0	1.6	1.3
			Freehand Drawing 4. - ARCH-322	1.4	1.4	2.1	1.6	1.3
			Geometry and Architecture. - ARCH-383		2.3		2.7	
			History of Architecture in Canada. - ARCH-372		.7		.7	
			Introduction to Historic Preservation. - ARCH-388	.4		.4		
			Landscape. - ARCH-375	2.8	4.3	7.2		3.4
			Site Usage. - ARCH-378	6.1	5.2	6.4	6.7	5.6
			Sketching School. - ARCH-324	1.1	1.5	1.2	2.0	1.4
			Summer Course Abroad. - ARCH-379	1.3	1.0	2.3	1.8	2.8
		300 Level Total		42.3	48.2	58.3	50.0	50.5
		400 Level	Building Regulations and Safety. - ARCH-451	3.3	3.0	3.5	3.9	3.5
			Computer-Aided Building Design. - ARCH-471	1.6				
			Design and Construction 3. - ARCH-405	9.2	10.0	11.0	11.0	10.2
			Design and Construction 4. - ARCH-406	10.2	10.2	10.4	11.4	9.4
			Design and Construction 5. - ARCH-410				.2	
			Freehand Drawing and Sketching. - ARCH-461	.6	.5	.5	.5	
			Lighting. - ARCH-447	3.1	3.2	3.3	3.8	3.1
			Selected Topics in Design. - ARCH-490	.1				.2
		400 Level Total		28.1	26.9	28.7	30.8	26.5
		500 Level	Affordable Housing Seminar 2. - ARCH-562					1.1
			Architectural Intentions Vitruvius - Renaissance. - ARCH-531	1.7	2.3		2.8	4.4
			Architectural Modelling. - ARCH-512	.2	1.4			
			Civic Design. - ARCH-527	6.5	5.8	7.1	7.3	6.7
			Critical Design Strategies. - ARCH-524	1.0		1.5		.8
			Environmental Acoustics. - ARCH-555	1.1				
			Field Course Abroad. - ARCH-519				.1	
			Heritage Conservation. - ARCH-536					.9
			History of Housing. - ARCH-528	4.8	4.3	5.3		3.3
			Housing Theory. - ARCH-529	3.4	2.8	3.7		1.4
			Mechanical Services. - ARCH-554	1.2	.7			
			Montreal: Urban Morphology. - ARCH-520			5.5		3.5
			New Approaches to Architectural History. - ARCH-533				1.7	1.7
			Origins of Modern Architecture. - ARCH-532	1.2	2.1		1.7	3.0
			Philosophy of Structure. - ARCH-526	1.2	1.4	1.4	1.0	
			Selected Topics in Architecture 1. - ARCH-540	.6	2.0	1.6	5.2	3.5
			Selected Topics in Architecture 2. - ARCH-541	2.7	1.6	1.1	.9	8.9
			Seminar on Analysis and Theory. - ARCH-525	1.6		1.3		1.7
			Significant Texts and Buildings. - ARCH-523		1.1		.9	
			Structure of Cities. - ARCH-521		2.9		8.0	
			Sustainable Design. - ARCH-515	1.8	2.0	2.0	.8	1.1
			Urban Planning and Development. - ARCH-550	3.7	4.1	6.4	3.9	4.2
		500 Level Total		32.8	34.6	36.9	34.3	46.2
		600 Level	Directed Research Project 1. - ARCH-682					1.4
			Advanced Construction. - ARCH-678	5.9	2.7	3.8	3.1	3.9
			Architectural Design 1. - ARCH-672	4.4	5.0	7.4	7.0	7.8
			Architectural Design 2. - ARCH-673	11.4	7.2	7.2	10.8	14.8
			Architectural History Seminar 1. - ARCH-650	2.4	2.7		3.2	2.4
			Architectural History Seminar 2. - ARCH-651	2.1	2.7		2.9	2.4
			Architectural Theory Seminar 1. - ARCH-652	1.5	1.5		1.5	1.3
			Architectural Theory Seminar 2. - ARCH-653	1.1	1.3		1.6	1.7
			Contemporary Theory 1. - ARCH-684					1.7
			Contemporary Theory 2. - ARCH-685					.7
			Critical Writing. - ARCH-622	1.1	1.3		1.3	1.2
			Cultural Mediations and Technology Studio. - ARCH-647					1.0
			Design Research and Methodology. - ARCH-671	4.4	4.4	7.2	6.0	
			Directed Research 1. - ARCH-688					2.1
			Directed Research Project 2. - ARCH-683					1.9
			Directed Research Project Preparation. - ARCH-681					.2
			Field Sketching. - ARCH-680	1.2	.7	.9	1.1	2.3
			History and Theory Project. - ARCH-624	4.5	4.0	4.5		4.0
			Housing Project 1. - ARCH-645	3.8	2.4	2.2	1.4	
			Housing Project 2. - ARCH-646	2.8	2.0	2.6	1.4	
			Housing Project Report. - ARCH-628	6.0	11.0	6.0	5.5	5.0
			Housing Seminar 1. - ARCH-630	2.5	1.4	1.1	1.4	1.5
			Housing Seminar 2. - ARCH-631	2.4	1.2	1.2	1.1	
			Professional Practice 1. - ARCH-674	2.3	3.0	4.0	3.1	4.2
			Project Preparation. - ARCH-623	3.0	2.1	1.5	2.2	2.1
			Research Methods for Architects. - ARCH-627	2.2	1.2	1.1	1.2	1.8
			Selected Topics in Housing 1. - ARCH-635	.4	1.0	1.1	1.5	1.5
			Selected Topics in Housing 2. - ARCH-636	.1	.2		.1	.1
			Urban Design Seminar 2. - ARCH-604					1.0
			Urban Design Studio. - ARCH-603					2.0
			Writing in Architecture. - ARCH-679	1.3	.8	.7	1.2	.8
		600 Level Total		66.7	59.7	52.5	58.6	70.9
		700 Level	Comprehensive Oral Examination. - ARCH-701	.0	.0	.0	.0	.0
			Dissertation Proposal. - ARCH-700	.0	.0	.0	.0	.0
			Progress Report 1. - ARCH-702	.0	.0	.0	.0	.0
			Progress Report 2. - ARCH-703	.0	.0	.0	.0	.0
		700 Level Total		.0	.0	.0	.0	.0
Architecture Total				**215.3**	**218.8**	**224.5**	**226.9**	**241.7**

Source: EDW
2009/2010 includes courses offered in Summer 2009, fall 2009 and winter 2010
Course FTEs for a given fiscal year as at June 1 (e.g. June 1, 2010 for 2009/2010 courses)

FTEs by Course Teaching Faculty

Course FTEs — **Teaching faculty - short**

Enrolment faculty - short	First major dept	Degree	Fiscal Year	Arts	Centre for Continuing Ed	Education	Engineering	Graduate Studies	Law	Medicine	Desautels Faculty Management	Schulich School of Music	Religious Studies	Science	Grand Total
Engineering	**Architecture**	Bachelor of Science (Arch)	2005/2006	2.8		.1	124.3				2.1	.8		10.5	140.6
			2006/2007	3.6	.1	.3	134.2			.4	1.0	.5	.2	15.3	155.6
			2007/2008	4.4	.3		153.2			.1	.6	1.2		18.7	178.6
			2008/2009	6.4	.4	.2	152.8				1.7	1.3	.2	19.9	182.9
			2009/2010	10.4	.3	.1	145.2			.1	1.9	2.6	.2	13.2	174.0
		Master of Architecture	2005/2006	1.7	.1		79.2								81.0
			2006/2007	.7			70.6		.1			.1			71.5
			2007/2008	.6			71.9				.5	.1		.1	73.2
			2008/2009	.3	.1		76.3	.0			.5	.1			77.3
			2009/2010	1.2			93.8	.0			.7	.2	.1	.1	96.1

Course FTEs — **Teaching faculty - short**

Enrolment faculty - short	First major dept	Degree	Fiscal Year	Arts	Centre for Continuing Ed	Education	Engineering	Graduate Studies	Law	Medicine	Desautels Faculty Management	Schulich School of Music	Religious Studies	Science	Grand Total
Engineering	**Architecture**	Bachelor of Science (Arch)	2005/2006	2.0%		0.1%	88.4%				1.5%	0.6%		7.5%	100.0%
			2006/2007	2.3%	0.1%	0.2%	86.2%			0.3%	0.6%	0.3%	0.1%	9.8%	100.0%
			2007/2008	2.5%	0.2%		85.8%			0.1%	0.3%	0.7%		10.5%	100.0%
			2008/2009	3.5%	0.2%	0.1%	83.6%				0.9%	0.7%	0.1%	10.9%	100.0%
			2009/2010	6.0%	0.2%	0.1%	83.4%			0.1%	1.1%	1.5%	0.1%	7.6%	100.0%
		Master of Architecture	2005/2006	2.1%	0.1%		97.8%								100.0%
			2006/2007	1.0%			98.7%		0.1%			0.2%			100.0%
			2007/2008	0.8%			98.3%				0.7%	0.1%		0.1%	100.0%
			2008/2009	0.4%	0.1%		98.7%				0.6%	0.1%			100.0%
			2009/2010	1.2%			97.6%				0.7%	0.2%	0.1%	0.1%	100.0%

Source: EDW
2009/2010 includes courses offered in Summer 2009, fall 2009 and winter 2010
Course FTEs for a given fiscal year as at June 1 (e.g. June 1, 2010 for 2009/2010 courses)

FTEs taught by Engineering by Course Teaching Department

Course FTEs

Enrolment faculty - short	First major dept	Degree	Fiscal Year	Architecture	Civil Engineering	Engineering - Dean's Office	Mechanical Engineering	Mining & Materials Engineering	Urban Planning	Grand Total
Engineering	**Architecture**	Bachelor of Science (Arch)	2005/2006	106.2	17.2	.5		.3	.1	124.3
			2006/2007	115.6	17.6	.3		.6	.1	134.2
			2007/2008	129.0	20.0	4.3		.0		153.2
			2008/2009	128.9	19.2	4.6		.1	.1	152.8
			2009/2010	121.9	19.2	4.1	.1			145.2
		Master of Architecture	2005/2006	79.1					.1	79.2
			2006/2007	70.4	.1	.1				70.6
			2007/2008	70.0					1.9	71.9
			2008/2009	71.7	.3				4.3	76.3
			2009/2010	91.7	.1				2.0	93.8

Course FTEs

Enrolment faculty - short	First major dept	Degree	Fiscal Year	Architecture	Civil Engineering	Engineering - Dean's Office	Mechanical Engineering	Mining & Materials Engineering	Urban Planning	Grand Total
Engineering	**Architecture**	Bachelor of Science (Arch)	2005/2006	85.4%	13.9%	0.4%		0.2%	0.1%	100.0%
			2006/2007	86.2%	13.1%	0.2%		0.4%	0.1%	100.0%
			2007/2008	84.2%	13.0%	2.8%				100.0%
			2008/2009	84.3%	12.5%	3.0%		0.1%	0.1%	100.0%
			2009/2010	83.9%	13.2%	2.8%	0.0%			100.0%
		Master of Architecture	2005/2006	99.9%					0.1%	100.0%
			2006/2007	99.7%	0.2%	0.1%				100.0%
			2007/2008	97.4%					2.6%	100.0%
			2008/2009	94.0%	0.4%				5.6%	100.0%
			2009/2010	97.7%	0.1%				2.2%	100.0%

Source: EDW
2009/2010 includes courses offered in Summer 2009, fall 2009 and winter 2010
Course FTEs for a given fiscal year as at June 1 (e.g. June 1, 2010 for 2009/2010 courses)

Appendix 4.0 Research, Scholarship, and Creative Work
    4.1.1: School Strategic Research Plan (March 2009)
    4.1.2: University Research Plan
    4.1.3: Research Data (PIA)
    4.2.1: Ph.D. graduates (2005-10)
    4.3.1: Ranking by citations
    4.3.2: Staff Awards (2007-10)
    4.3.3: Student Awards (2007-10)
    4.3.4: Professional contributions

Appendix 5.0: Structure, management, and administration
    5.1.1: Memo: Architecture budget 18 November 2008
    5.1.2: Memo: Fiscal case for program changes and budget projection
    5.1.3: Undergraduate admissions reduction (email 12 May 2009 (M. Jemtrud))
    5.1.4: Teaching support budget (allocation versus expenditure), FY01-10.
    5.2.1: Nomenclature of entities

Appendix 6.0 Statistical Data
    6.1.1: Teaching and advising load (FY10)
    6.1.2: Teaching and advising load (FY09)
    6.1.3: Teaching and advising load (FY08)
    6.1.4: Teaching and advising load (FY07)
    6.2.1: Ph.D. Data sheet
    6.2.2: M.Arch. 2 (post-professional) data sheet
    6.3.1: Planning and Institutional Analysis data binder